Project Evaluation Report

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Notes:

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

GEC - Transition STAGES Midline Report

July 2021

Project Number: 6473

Project Name: Supporting Transition of Adolescent Girls through Enhancing Systems

Implementing Agency: Link Education

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External Evaluator Institution: School-to-School International

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List of Acronyms

CPD   Continuous Professional Development
GEAC   Girls' Education and Advisory Committees
GEC   Girls' Education Challenge
GEC-T   Girls' Education Challenge-Transition
GIRP   Gender and Inclusive Responsive Pedagogy
IO   Intermediate Outcome
KETB   Kebele Education Training Boards
KII   Key Informant Interview
Link   Link Education
LSC   Leadership and School Comfort
M&E   Monitoring and Evaluation
MOE   Ministry of Education
MOI   Medium of Instruction
PTSA   Parent-Teacher Student Association
REB   Regional Education Bureau
SEL   Social-emotional Learning
SIC   Schools Improvement Committee
SNNPR   Southern Nations Nationalities and Peoples Region
SPAM   School Performance Appraisal Meetings
SRGBV   School-related Gender-based Violence
STAGES   Supporting Transition of Adolescent Girls Through Enhancing Systems
STS   School-to-School International

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Executive Summary

Background

The Supporting Transition of Adolescent Girls through Enhancing Systems (STAGES) project is part of the United Kingdom's Foreign, Commonwealth, and Development Office's Girls' Education Challenge-Transition (GEC-T). It is being implemented by Link Education (Link) in Ethiopia's Wolaita Zone of the Southern Nations Nationalities and Peoples Region (SNNPR). The project's interventions assume that improved attendance, quality in teaching, school management and governance, embedded positive community support for girls' education and support for the well-being and self-esteem of marginalized girls are prerequisites for better learning, transition and sustainability outcomes for these students. Activities supporting these goals are being implemented in primary and secondary schools in four woredas, or districts, in the Wolaita Zone from 2018 to 2024.

Research Design

The first of two midline evaluations for the STAGES project—midline 1—employed a mixed-methods design. Researchers used quantitative and qualitative tools to provide a deep and comprehensive picture of the project's status. Findings from this study will help STAGES steer its future efforts. Midline 1 included the first two of three cohorts of girls participating in the project, with a primary focus on the transition of Cohort 2 in 2021 from the end of primary school (grade 8) to the start of junior secondary school (grade 9). Government personnel served as data collectors for quantitative surveys and qualitative key informant interviews (KIIs). Two quantitative surveys were conducted—a survey of grade 7, 8 and 9 teachers as well as a survey of girls enrolled in grades 7 and 9. The two surveys were administered at 14 secondary and 15 primary schools. KII respondents included school-level respondents—grade 9 girls, teachers, school directors and members of community-school structures—at four schools; government officials—cluster supervisors, gender officers and the head officials—at each of the four woreda education offices; zonal-level education officials; and regional-level education officials.

This midline data collection focused on intermediate outcomes and other implementation-related evaluation questions identified by Link. It did not set out to study primary outcome findings, such as learning or transition. This decision was made for two reasons: firstly, researchers and Link decided to limit contact time with respondents to mitigate the risk of COVID-19 transmission, which ruled out learning assessments; secondly, it was evident that learning and transition outcomes would be confounded by the severe disruption to education that COVID-19 posed.

Intermediate Outcome Findings

Evaluation Question: What are the demographic, linguistic and socioemotional characteristics of Cohort 2 (grade 9) girls who have and have not successfully transitioned from grade 8 to grade 9 or returned successfully to grade 9 after school closures due to COVID-19?

Grade 7 and grade 9 girls' composite scores in leadership and school comfort (LSC), self-esteem and gender perceptions increased from baseline to midline 1. There was a statistically significant increase in the grade 9 LSC score from 65.8% at baseline to 72.5% (out of 20) at midline 1. The grade 9 girls' average self-esteem score also increased significantly from 43.7% to 67.1% (out of 30). Grade 7 girls' gains in self-esteem and gender perceptions were also statistically significant.

Qualitative data from grade 9 students who returned to classrooms after 2019 novel coronavirus (COVID-19) related closings substantiate the significant increase in girls' self-esteem composite scores. Several girls mentioned the resilience they developed during their transition to grade 9 and credited their teachers, school leaders and counselling services with helping them build up the courage to stay in school.

Few girls had thought of dropping out, and those who did tended to have lower scores on socioemotional well-being. When asked why they thought of dropping out, more than 90% of girls in both grades listed lack of parental support.

Despite the project's success in addressing the lack of community and familial support for girls' education, KII respondents—including teachers, grade 9 students and parents involved in community-school structures—mentioned how STAGES should continue this work with both communities and families who remain reluctant to educate teenage girls. One parent said, "I have observed some improvements in this regard, yet many things have to be done to reduce this challenge."

Evaluation Question: What are stakeholders' perceptions around the efficacy of the project on reducing barriers to accessing school among Cohort 2 girls?

Teachers were asked to identify which of a series of project activities effectively reduced barriers to girls' education. Nearly 100% of teachers selected every project activity.

Evaluation Question: In what ways can the project sustainably mitigate dropouts at the grade 8 to 9 transition?

Overall, a high proportion of girls in grades 7 and 9 identified illness, pregnancy, marriage, school-related gender-based violence (SRGBV), migration, lack of parental support, lack of confidence and low expectations as barriers that prevent girls from transitioning to the subsequent grade level in school. Girls were also asked which factors helped them stay enrolled in school. The factors selected the most were feelings of safety at school as well as encouragement from family and friends. There was some variance between grades about the importance of support for basic school needs, latrines and separate latrines. A higher proportion of grade 9 girls indicated that these were important factors helping them stay enrolled.

In qualitative key informant interviews (KIIs), multiple government officials shared how more girls could benefit from bursary support while also acknowledging the limitations of that kind of support compared with other types of intervention components. For example, one zonal official said that once the project closes, his office could manage the training, mentoring and monitoring aspects of the Gender and Inclusive Responsive Pedagogy (GIRP) intervention. Still, for resource-intensive components—such as infrastructure improvements at the zonal level—it would take additional funding from donors and the federal government even if his office were to get additional funding through a budget allocation.

Evaluation Question: How have school leaders and cluster supervisors' practices related to pedagogical leadership, gender, inclusion and safeguarding changed over the last two years?

A significantly higher proportion of teachers reported that woreda officials, cluster supervisors and school leaders were responsive to girls' education needs at midline 1 compared with baseline. A high proportion of teachers at midline 1 also reported that woreda experts and Girls' Education and Advisory Committee (GEAC) members were responsive to the needs of girls in school.

Qualitative data support the quantitative findings that woreda officials, cluster supervisors, school directors and other groups have become more responsive to girls' education since STAGES began in 2018. From cluster supervisors becoming more effective at delivering feedback to personnel in the schools they oversee to communities becoming more responsive to reports of violence and abuse toward girls, respondents shared that cluster supervisors, school leaders and others have bought-in to project interventions and changed their approach to their work.

Evaluation Question: How have teachers' classroom practices changed over the last two years?

Over the past two years, there has been a statistically significant increase in teachers' gender perception scores and school environment scores. In addition, there were statistically significant

increases in the proportion of teachers reporting receiving training in their subject matter, classroom management and GIRP. In classroom management, nearly 100% of teachers reported changes in lesson planning, using teaching aids and assessing students' learning outcomes.

Qualitative data related to changes in teachers' attitudes and classroom practices corroborate the transformation reflected in the quantitative data. Government-level respondents reported that teachers had changed their classroom practices by utilizing techniques introduced as part of GIRP training. Cluster supervisors, who work directly with teachers and school directors at their assigned sites, said that teachers have been developing lesson plans based on GIRP principles, calling on girls and boys more equally, and identifying high-, medium- and low-performing girls.

Evaluation Question: What are students' opinions about quality in teaching and its changes over the last two years?

On average, girls in both grade 7 and 9 indicated a slight increase in the teacher behaviour score, although this was only significant in grade 9. These results indicate that while teachers reported notable changes in their behaviours, the changes felt by students have been more subtle. In addition, this evaluation found that there was a relationship between teachers' confidence teaching in English and whether teachers used a higher variety of aids, and students' perceptions of learning during the COVID disruptions.

Sustainability Findings

Evaluation Questions: Which key interventions are showing the most potential for sustainability after the project ends? Which actors (individual, school, community, woreda/zone) are showing the greatest potential to support sustainability of the intervention? What do respondents report can be done to enhance sustainability of key interventions?

All the key interventions that respondents were asked about—Pedagogical Leadership and Supervision Training (referred to as pedagogical leadership), GIRP and Safeguarding Models, Mechanisms, and Activities (referred to as safeguarding)—show potential for sustainability after the project ends for multiple reasons. First, government officials cited how the interventions were not only all very aligned with government priorities, but also how they were already effectively integrated into existing systems. It is evident that woreda officials are already starting to make long-term changes to their work by incorporating aspects of interventions into their planning processes, including sectoral and annual plans.

Second, respondents said they would be motivated to implement the interventions after the project ended because they had already witnessed their positive impact in communities and schools. STAGES has provided government officials and school personnel the knowledge, materials and resources they needed to implement what had previous been aspirational aspects of long-term strategy statements or ineffectively implemented policies or laws. How officials may implement the interventions on their own once STAGES closes in 2024 may already be apparent in part of the non-intervention areas in the Wolaita Zone. Zonal officials reported expanding aspects of pedagogical training and GIRP to all 22 woredas in the zone, albeit not as intensively as in the four woredas targeted by the project.

Although school- and government-level respondents stated their eagerness to support interventions once STAGES ends, they noted several obstacles that may need to be overcome to maximize the goodwill the interventions have already engendered and capitalize on the respondents' motivation to continue them. Respondents identified the following key barriers to sustainability:

- Turnover at all levels, including schools and government offices;
- Limited resources, both with personnel and money; and

- Questions of scope, intervention sustainability, woredas for implementation, and strengthen partnerships with other necessary stakeholders.

Although turnover is inevitable in any line of work, the way some education officials described it as an obstacle to sustainability implied turnover might be a more acute issue for them. Respondents viewed the persistence of turnover in the education system as a prime reason to ensure that key aspects of STAGES interventions are integrated into officials' roles and existing systems. Government officials seemed eager to institutionalize the interventions, but certain factors may determine the extent that the government can continue all the STAGES interventions they desire. First, respondents shared the challenges in allocating enough resources to implement the interventions once the project closes. Turnover may affect the funding priorities of education officials. In addition, the ability of woreda and zonal officials to allocate resources to these endeavours may be out of their hands to a certain degree. The degree to which interventions can be expanded within the zone is a key question to explore in light of the issues with constant turnover and the lack of control over funding.

Officials may also depend on other partners' participation to ensure certain interventions are sustained and remain effective, primarily safeguarding measures. With respect to safeguarding, multiple respondents reported the need to bolster the sphere of partnership beyond the education sector to stakeholders such as law enforcement and the judicial system by strengthening their capacities and ensuring their services, such as referrals, reporting and support victims. A recent thematic review highlighted Link's close engagement with community-based organisation, an approach that is reflected in the intermediate outcome "positive community altitudinal change" and implemented through key initiatives such as capacity-strengthening of formal community school structures, school performance reviews, support to Mothers and Fathers Groups, and community campaigns. These community supports may offer a lever to sustain interventions.

Conclusions

Overall, girls are progressing towards reaching key intended outcomes, including LSC, self-esteem and gender perceptions. Gains among grade 9 girls from baseline to midline 1 were statistically significant for two of three major composites scores—LSC and self-esteem.

Additional quantitative and qualitative data corroborate the improvements in composite scores, especially the two in grade 9 with statistically significant gains. In the quantitative survey, girls cited feeling safe at school as one of the primary reasons they have stayed enrolled, supporting the significant increase in their LSC composite score. Safeguarding measures implemented in communities and schools likely contributed to girls' heightened sense of security, based on responses from government-level KIIs.

Girls' increased sense of security may in part have contributed to gains in self-esteem, which were noted in quantitative and qualitative data. Multiple woreda education officials explained how girls have felt more empowered to speak up due to a community ethos that is more mindful of their safety.

The low percentage of girls who reported they 'sometimes' or 'often' thought about dropping out is noteworthy. However, it is difficult to draw any definitive conclusions without any baseline measure to compare it against. Still, these girls were in the minority in all four woredas—including none among the girls' survey respondents in Damot Woide.

Multiple barriers to girls transitioning to grade 9 were identified, as well as factors that did not play a role in keeping girls from transitioning. Language barriers seem to play a role in preventing girls from moving on to secondary school, where the medium of instruction is English, and barriers related to infrastructure may also serve as an important factor in the transition to secondary school. Other barriers include a lack of parent or community support, early pregnancy, early marriage and low confidence and expectations. Factors that did not emerge as barriers include fees, food, bursaries or gender-related infrastructure elements like latrines or separate latrines for girls.

Positive signs that teachers have adopted new classroom practices emerged from a variety of indicators. The high number of teachers who reported receiving training indicates that implementation has rolled out effectively. Teachers also showed statistically significant increases in the composites measuring gender perceptions and school environment. Teachers reported that they believe training has importantly changed their practice, but the very high proportions may indicate some level of social desirability bias beyond true change.[1] Still, cluster supervisors did state in KIIs that they believe teachers have changed their practices.

Students' opinions about their teachers' behaviour slightly temper teachers' self-reported improvement in their practices. While girls in grades 7 and 9 did report positive changes in their teachers' practices, only the gains reported by girls in grade 9 were statistically significant.

Perceptions of stakeholders' support in project interventions have clearly grown, based on both quantitative and qualitative data. Teachers reported a statistically significant increase from baseline to midline 1 in the responsiveness to girls' education by woreda officials, cluster supervisors and school leadership. Woreda officials noted in KIIs how cluster supervisors have become more effective in their jobs, and cluster supervisors said the same about the school directors they oversee.

Recommendations

Several recommendations for monitoring and evaluation (M&E) emerge from the midline 1 results. First, the project could use its monitoring data to explore some of the midline 1 findings more in-depth, including whether the stigma associated with certain responses influenced girls' answers about potential reasons for dropping out. Second, monitoring data can also offer deeper insight into some of the linguistic dynamics in Ethiopian classrooms. Data and monitoring related to English and Wolayttatto competency training interventions could provide deeper descriptions of the classroom dynamics between students of different linguistic groups and their interactions with teachers of varying linguistic proficiency. Observing the classroom dynamics in terms of language could provide richer insight into the way in which students and teachers use their linguistic resources to interact beyond their proficiency in any given language or their identification with ethnolinguistic groups.

The results from midline 1 should inform the design of midline 2 in 2022. First, a control group should be added to enable deeper insight into findings.[2] Second, midline 2 should explore more deeply the role that the community plays in girls' education. Third, data on barriers that girls face and respondents' preferred interventions could be collected more effectively. In particular, asking girls and teachers to select the most pressing challenges, the higher barriers, would prevent them from selecting most or all of the options. Finally, midline 2 should attempt to examine some changes from baseline using a longitudinal design at the student level. While the current sample focused on the same cohort of girls sampled at baseline, it is unclear the extent to which the exact same girls were interviewed.

As for sustainability, zonal officials have already reported that they have started to expand certain interventions to all 22 woredas in the zone. Although this decision speaks to how highly zonal and woreda education officials think of the project's impact, as well as Link's capacity as a partner, the decision to scale certain interventions only three years into the life of the project has some potential drawbacks. STAGES should collaborate with the zonal education office to learn more about the initial scaling of interventions. Data should be collected to understand which interventions are being scaled, in which woredas they are being implemented, and how the interventions are being rolled out in these areas.

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[1] More than 90% of teachers marked "yes" to at least 11 out of 13 options, which are extremely high percentages. This suggests a potential risk of desirability bias.
[2] A comparison group was included in the baseline analysis. However, due to limitations on data collection during the COVID-19 pandemic, this group could not be visited at midline 1. At midline 2, the previously identified comparison group should be visited if possible.

As for project design, STAGES should continue its community outreach interventions and, coupled with the recommended focus on collecting data from community members during midline 2, hone its design to maximize potential. Girls' responses to which factors encouraged them to stay enrolled in school highlight these interventions' importance and impact.

1. Background to project

The Supporting Transition of Adolescent Girls through Enhancing Systems (STAGES) project operates in primary and secondary schools in four woredas of Ethiopia's Wolaita Zone of the Southern Nations Nationalities and Peoples Region (SNNPR). The evaluation design for the STAGES project is a panel longitudinal study in which three cohorts of girls are followed throughout the duration of the project from 2018 to 2024. Accordingly, the first of two midline evaluations—referred to as midline 1—focuses primarily on girls who are attending or should be attending grades 7, 9 and 11 as of 2021 (see Table 1). Girls in grade 11 are not included in data collection because STAGES focuses on up to grade 10 only, and Grade 11 girls are located in upper secondary schools.

Findings from midline 1 in this report focus on the transition from grade 8 to grade 9, or from primary school to junior secondary school. This focus aims to generate knowledge about this critical transition point as well as girls' experiences in the first year of secondary school, which is an area relatively new to STAGES compared with primary school.

Table 1. Cohorts by Year

	Baseline (2018)	Midline 1 (2021)	Midline 2 (2022)	Endline (2024)
Cohort 1	Grade 4	**Grade 7**	Grade 8	Grade 10
Cohort 2	Grade 6	**Grade 9**	Grade 10	Grade 12
Cohort 3	Grade 8	Grade 11	Grade 12	N.A.

1.   Project context

Midline 1 took place in the spring of 2021 after an atypical year marked by the COVID-19 pandemic, the subsequent closure of schools and interruption of education services. The evaluation had initially been scheduled one year earlier with different evaluation questions and a different design. Given the delay in timing and the new, challenging circumstances, midline 1 answers three types of questions:

   a) Questions that examine the current state of affairs with the aim to evaluate progress or changes from baseline;

   b) Questions that focus on understanding the biggest changes that took place in 2020, as well as the new challenges posed by the COVID-19 pandemic to the project; and

   c) Questions that examine the current state of affairs with the aim to inform future implementation and reconsider approaches, objectives and goals accordingly.

This evaluation intended to be forward-looking as much as possible to inform future activities and therefore prioritized 'c' type questions. It also included 'a' and 'b' type questions to gain deeper insight on progress made by STAGES, as well as the challenges faced.

Midline 1 employed a mixed-methods design (for more details on the methodology, please see Annex 1). Researchers used quantitative and qualitative tools to provide a deep and reliable picture of the project's status. Government personnel served as data collectors for both the quantitative surveys and qualitative key informant interviews (KIIs). Two quantitative surveys were conducted—a survey of grade 7, 8 and 9 teachers plus a survey of girls enrolled in grades 7 and 9, as those two grades were among the cohorts of interest for STAGES. The two surveys were administered at 14 secondary schools and 15 primary schools. KII respondents included school-level respondents—grade 9 girls, teachers, school directors and members of community-school structures—at four schools and government officials—cluster supervisors, gender officers and the head officials—at each of the four woreda education offices.

Zonal-level education officials and regional-level education officials were also included. Please see Annex 1 for details of the sample and Annex 2 for descriptive statistics of the sample.

2.   Key evaluation questions & role of the midline

Midline 1 prioritized two areas of inquiry—intermediate outcomes (IOs) and sustainability—as detailed below. This midline data collection focused on intermediate outcomes and other implementation-related evaluation questions identified by Link. It did not set out to study primary outcome findings, such as learning or transition. This decision was made for two reasons: firstly, researchers and Link decided to limit contact time with respondents to mitigate the risk of COVID-19 transmission, which ruled out learning assessments; secondly, it was evident that learning and transition outcomes would be confounded by the severe disruption to education that COVID-19 posed. For details of the midline study's conception, please see Annex 5.

Intermediate outcomes. The STAGES theory of change identifies 15 IOs that the project needs to achieve to reach its longer-term outcomes and goal. IOs are organised around five core themes:

- **Attendance and retention:** Key activities include providing girls with materials and bursaries, as well as feminine hygiene products in schools.

- **School management and governance:** Key activities include training for school directors and support of community-school structures.

- **Quality of teaching**: Key activities include training, mentoring and coaching support for teachers.

- **Community-based attitudes and behaviours:** Key activities include establishing gender clubs and strengthening community-school structures.

- **Girls' life skills and socioemotional well-being**: Key activities include training teachers on gender and inclusive responsive pedagogy and school-related gender-based violence (SRGBV); providing socioemotional support to girls; embedding mechanisms to safeguard children in schools; and establishing gender-inclusion action plans.

Evaluation questions concerning these IOs aimed to measure their current state as well as the extent to which the project activities have remained appropriate in the current context of a shortened academic year and the ongoing COVID-19 pandemic.

Sustainability. The activities and outcomes under the STAGES project aim to increase sustainability. According to the sustainability strategy of the project:

- Sustainability is primarily about (1) delivering and enabling long-lasting system changes. However, sustainability also refers to (2) a continuation of activities and a (3) scaling-up of projects. All three areas of sustainability were considered in this evaluation.

- Evaluation questions related to sustainability aimed to identify a meaningful change that the project may have contributed to and evaluate their sustainability potential.

Table 2 lists the six evaluation questions as well as the specific quantitative surveys and qualitative KIIs intended to answer them.

Table 2. Evaluation Question—Tool Crosswalk

EQ	Topic	Evaluation Question	Themes	Data Sources
1	Retention, Transition, and Intermediate Outcome 1: Attendance,	A. What are the demographic, linguistic and socioemotional characteristics of Cohort 2 (grade 9) girls who have and have not successfully:	Reasons for returning to school: context-, classroom-, teacher- and school-level factors	Girls Survey, Teacher Survey, KII Girls, KII Members of Community-School Structures

EQ	Topic	Evaluation Question	Themes	Data Sources
		i) transitioned from grade 8 to grade 9? ii) returned successfully to grade 9 after school closures due to COVID? B. What are stakeholders' perceptions around the efficacy of the project on reducing barriers to accessing school among Cohort 2 girls? C. In what ways can the project sustainably mitigate dropouts at the grade 8 to 9 transition?	Barriers to attendance and retention for girls and their evolution across the life span as well as throughout the COVID-19 pandemic Stakeholders' perceptions around project's effectiveness removing Barriers for girls' attendance and retention Stakeholders' beliefs around reasons for drop-out and potential ways to mitigate them Links between gender-sensitive and inclusive pedagogy and girls' decision to remain in school	
2	Intermediate Outcome 2: Improved Quality in Teaching	A. How have teachers' classroom practices changed over the last two years? B. What are students' opinions about quality in teaching and its changes over the last two years?	Teacher practices in relation to gender and inclusion Teacher practices in relation to technology New teacher practices and technology Support needed throughout the COVID–19 Pandemic Support required for the remainder of the project Students' expectations for teaching quality in the remainder of the project	Girls Survey, Teacher Survey, KII Teachers, Girl KII, KII School Leader
3	Intermediate Outcome 3: School Management and Governance	How have school leaders and cluster supervisors' practices related to pedagogical leadership, gender, inclusion and safeguarding changed over the last two years?	New practices due to the project's response to the COVID 19 Pandemic and their potential link to the project's outcomes Barriers preventing school leaders and cluster supervisors from	Teacher Survey, KII Teachers, KII School Leader, KII PTA Members, KII School Improvement Committees, KII Kebele Education, KII Training Boards

EQ	Topic	Evaluation Question	Themes	Data Sources
			supporting teachers and the communities further	
			Communities' expectations around school leadership	
4	Sustainability	Which key interventions are showing the most potential for sustainability after the project ends?	Project activities organised by key outcomes

Alignment, as defined in the sustainability strategy

Potential barriers or blockages to achieving sustainability | KII Teachers, KII Girls, KII School Leader, KII Cluster Supervisor, KII Woreda Staff, KII Regional Staff |
| 5 | Sustainability | Which actors (individual, school, community, woreda/zone) are showing the greatest potential to support sustainability of the intervention? | Views around sustainability, what it is and what it entails

Ownership, prioritization, or interest in the sustainability of the different activities | KII Teachers, KII Girls, KII School Leader, KII Cluster Supervisor, KII Woreda Staff, KII Regional Staff |
| 6 | Sustainability | What do respondents report can be done to enhance sustainability of key interventions? | Views around the role of different stakeholders or institutions to support sustainability

Data, as conceptualized in the sustainability strategy | KII Teachers, KII Girls, KII School Leader, KII Cluster Supervisor, KII Woreda Staff, KII Regional Staff |

2. Key Outcome and Intermediate Outcome Findings

This section presents the key outcome of transition, as well as the intermediate outcomes and midline 1 results for each outcome. The outcomes and intermediate outcomes presented in this report were selected as a means to assess STAGES' progress toward achieving its intended outcomes. Details on the items used in the reporting of all scores cited in the results can be found in Annex 1.

1. Transition

Evaluation Question: What are the demographic, linguistic and socioemotional characteristics of Cohort 2 (grade 9) girls who have and have not successfully transitioned from grade 8 to grade 9 or returned successfully to grade 9 after school closures due to COVID-19?[3]

Grades 7 and 9 girls' composite scores in leadership and school comfort (LSC), self-esteem and gender perceptions increased from baseline to midline 1.

To compare girls' levels of socioemotional well-being from baseline[4] to midline 1, the evaluation used three composites: LSC, measuring girls' comfort answering questions in the classroom and interest in continuing to study; self-esteem, measuring girls' perceptions about their confidence and sense of agency; and gender perceptions, measuring girls' attitudes about the abilities of girls compared to boys and gender norms. The scale and mean score for each composite are shown in Table 3. See Annex 1 for a more detailed description of the composites and their constituent items.

Table 3. Girls' Socioemotional Composites

Composite	Scale	N (midline 1)	Mean score (midline 1)	Mean score (% of total)
Leadership and Comfort at School (LSC)	0-20	433	14.5	72.5%
Self-esteem	0-30	433	20.0	66.7%
Gender Perceptions	0-21	433	17.3	82.3%

Girls in grade 9 who returned to school after COVID-19 closures showed increases in all three composite scores (see Figure 1). There was a statistically significant increase in the LSC score from 65.8% at baseline to 72.5% (out of 20) at midline 1. Girls' average self-esteem score also increased significantly from 43.7% to 67.1% (out of 30). An increase in gender perception scores from 76.6% to 82.4% (out of 21) was also found, but this increase was not statistically significant[5].

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[3] Girls in grade 11 are not included in data collection because STAGES focuses on up to grade 10 only, and Grade 11 girls are located in upper secondary schools.

[4] Data coming from Baseline and Baseline 1.

[5] The lack of comparison group prevented the team from determining whether these changes are fully attributable to the project, or just a consequence of girls maturing or becoming more confident as they grow. Baseline results showed that older girls had higher self-esteem and sense of wellbeing. Midline 2 will be an opportunity to distinguish the source of variance.

Figure 1. Grade 9 Girls' Composite Scores, Baseline to Midline 1

Grade 9
LSC*

Grade 9
Self Esteem***

Grade 9
Gender Perception
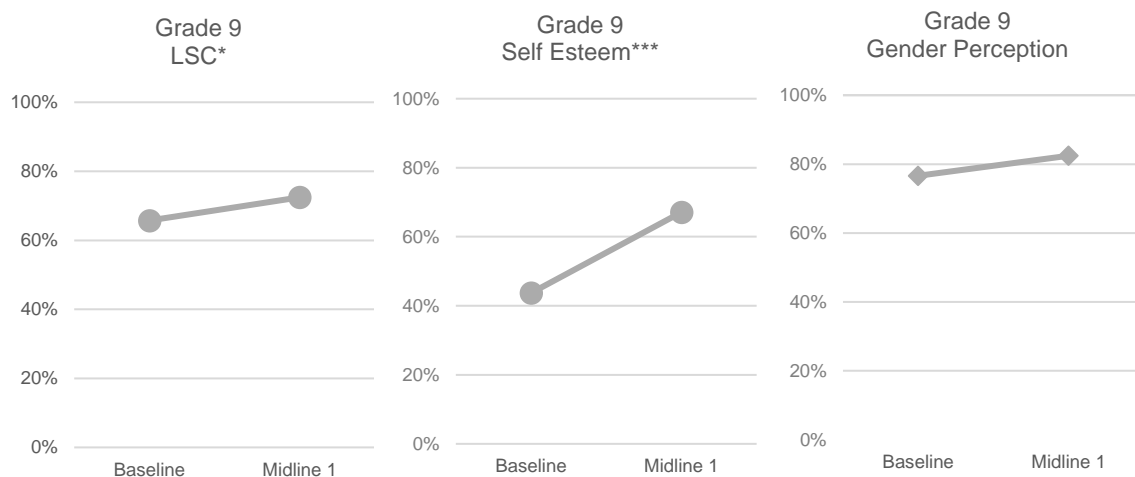
Note: One asterisk (*) indicates a statistically significant difference at p<0.05. Two asterisks (**) indicate a difference at p<0.01. Three asterisks (***) indicate a difference at p<0.001. N = 15 aggregated by grade and school.

Qualitative data from grade 9 students substantiate the statistically significant increase in girls' self-esteem composite scores. Several girls mentioned the resilience they had developed during their transition to grade 9 and credited their teachers and school leaders, as well as counselling services, with helping them build up the courage to stay in school. A 20-year-old student said that the psychological support, advice and counselling she received from teachers and school leaders "considerably strengthened me to keep moving forward." A married girl with children shared how she had persisted despite pressure from the community to drop out. "They repeatedly said, 'What are you going to school at this age? If you dream of having a job and earning a salary after finishing your education, you are wrong. That is impossible. You had better look after your children,'" she said. In addition to the bursary that she received from STAGES, she also credited the intervention's socioemotional focus with helping her. She said, "The counselling services helped me continue my education."

Among girls in grade 7 who had returned to school after COVID-19, there similarly were increases in all three composite scores. These are shown in Figure 2. There was no baseline measure of LSC taken, but girls in grade 7 had a moderately high score of 72.5% (out of 20) at midline 1. Girls' average self-esteem score increased significantly from 51.1% at baseline to 66.4% (out of 30) at midline 1. Girls in grade 7 also had significantly higher gender perception scores than baseline, increasing from 74.7% to 82.6% (out of 21).

Figure 2. Grade 7 Girls' Composite Scores, Baseline to Midline 1

Grade 7
LSC

Grade 7
Self Esteem***

Grade 7
Gender Perception**

Few girls have thought of dropping out; those who have tended to have lower scores on socioemotional well-being.

A very small proportion of girls in both grades responded that they have thought about dropping out often. Of grade 7 girls, 12.2% (28 of 223) responded that they "often" thought of dropping out, while only 10.0% of grade 9 girls did (21 of 210). When asked why they have thought of dropping out, more than 90% of girls in both grades listed lack of parental support, as displayed in

Figure 3. Other reasons listed include home chores (92.9% of grade 7; 76.2% of grade 9), lack of community support (78.6% of grade 7; 76.2% of grade 9), lack of confidence (78.6% of grade 7; 66.7% of grade 9) and low expectations (85.7% of grade 7; 66.7% of grade 9).

Figure 3. Common Reasons for Considering Dropping out, Grades 7 and 9

Note: Sample size for girls include only those who responded that they are thinking of dropping out.
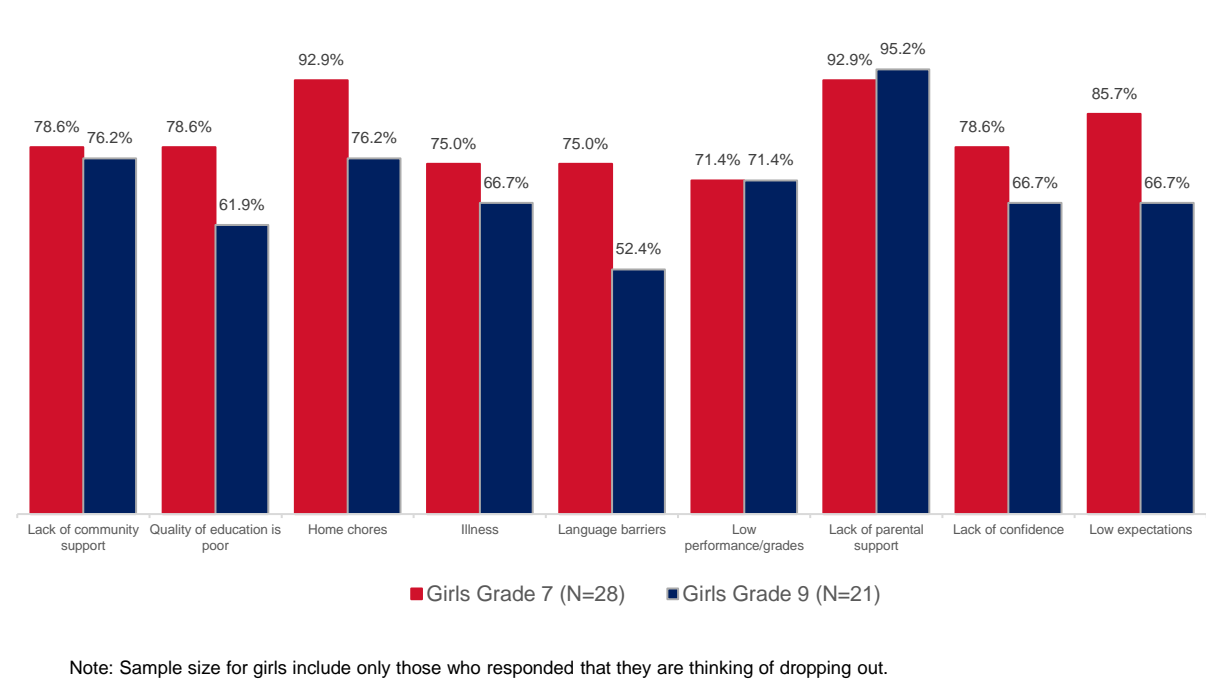
Some differences emerged among the less commonly cited reasons selected by girls in grade 7 compared with grade 9, as illustrated in Figure 4. More girls in grade 9 indicated that infrastructure reasons were factors when considering dropping out. A much higher percentage of grade 9 girls also indicated that language barriers were considered. In contrast, more grade 7 girls indicated that early pregnancy and early marriage issues were factors when considering dropping out.

Figure 4. Less Common Reasons for Considering Dropping out, Grades 7 and 9
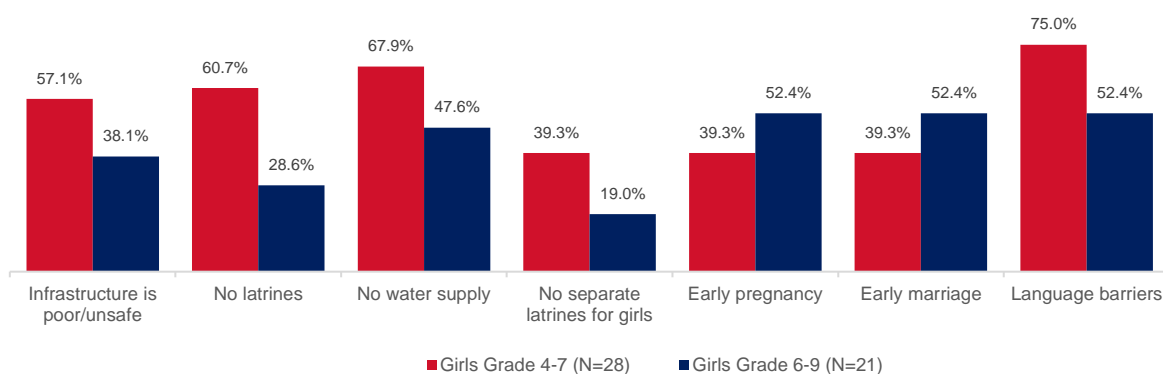
Note: Sample size for girls include only those who responded that they often think of dropping out.

Both parental support and community support matter for girls' enrolment, transition and dropout prevention, but parental support is seen as more important. Teachers and girls recognize that parental support may play a more important role in girls' decision to remain enrolled than community support, as shown in Figure 5. However, teachers reported parental and community support as playing an essential role, whereas girls reported the most consistently important roles for parental support. To girls, parental support or lack of thereof plays a more prominent role in their decision/peers' decision to remain enrolled in school than broader community support.

Figure 5. Relationship between Parental and Community Support and Barriers to Stay in School, Barriers to Transition and Drop-Out Thoughts, by Different Stakeholders
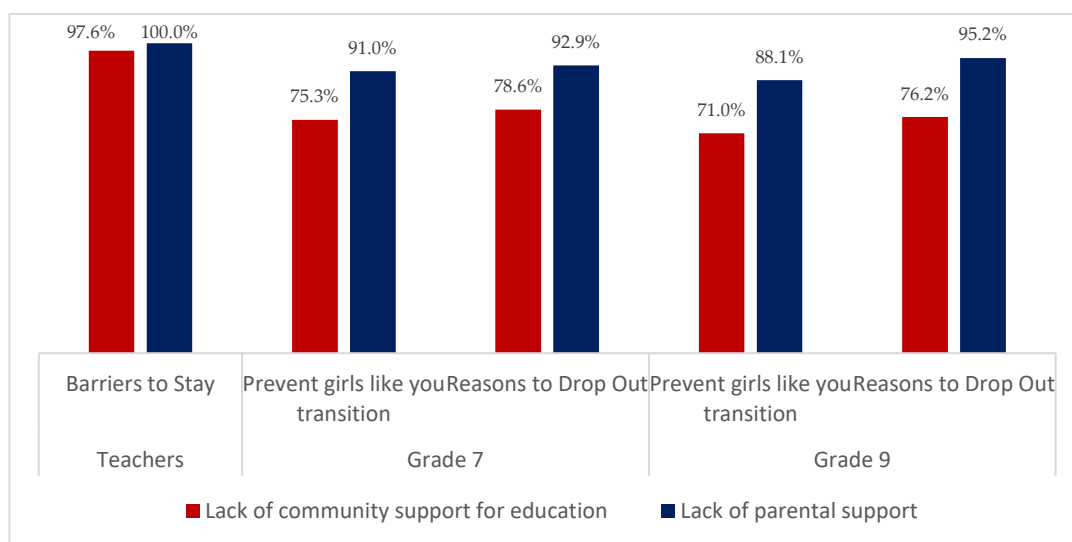
Note: For preventing transition, N=233 for G7, N=210 for G9, and N=84 for teachers. For reasons to drop out, N=28 for G7, N=21 for G9, and N=84 for teachers.

Despite the project's success in addressing the lack of community and familial support for girls' education that are documented in a recent thematic review as well as the February 2020 STAGES Internal Monitoring Assessment Report, KII respondents—including teachers, grade 9 students and parents involved in community-school structures—mentioned how STAGES should continue this work with both communities and families who remain reluctant to educate teenage girls. One parent said, "I have observed some improvements in this regard, yet many things have to be done to reduce this challenge." A grade 9 student explained that some community support for girls' education might stop after primary school. "The community believes that learning up to grade 8 is enough for girls," she said.

Multiple respondents also described that some community members do not understand how girls need to spend time outside of school hours to succeed, including attending tutorial programmes and studying at home. Since these activities may interfere with household work that families expect their daughters to perform, respondents said the project's messaging about families splitting chores between equally between girls and boys was important. A male member of a Kebele Educational Training Board (KETB) explained how he had discussed this issue with families after the project "heightened my insights" about this issue, and he changed his practices in his own family.

Correlations between the frequency of girls thinking of dropping out and other demographic, linguistic and socioemotional characteristics are shown in Table 4. Girls in grade 7 who thought about dropping out were more likely to have lower LSC scores, lower self-esteem scores and lower gender perception scores. They were less likely to speak Wolayttatto frequently at home, although this finding is driven by a small number of girls from one woreda and could be related to girls in a specific ethnic or linguistic group. Girls who thought of dropping out were more likely to respond that they have faced greater challenges in attending school this year than a regular year and less likely to have parents, caregivers, a husband or in-laws that reduce their household chores so they can do schoolwork.

Girls in grade 9 who reported thinking of dropping out were similarly more likely to have lower LSC, self-esteem and gender perception scores. They were less likely to speak English frequently at home and less likely to feel comfortable learning English[6]. Girls were also more likely to respond that they have been facing greater challenges in attending school this year than a regular year.

Table 4. Correlations between Girls Considering Dropping out and Other Factors

Thinking of dropping out (More than rarely)	Grade 4–Grade 7	Grade 6–Grade 9
LSC Composite	-0.31	-0.23
Self Esteem Composite	-0.52	-0.45
Gender Perception Composite	-0.20	-0.21
Language at home—English		-0.31
Language at home—Wolayttatto	-0.16	
How comfortable are you learning in English?		-0.19
Compared to a regular year, are you facing greater challenges to attending school, the same or fewer?	0.31	0.28
How often do your parents/ caregivers/ husband/ in-laws decrease your household chores so that you can do your schoolwork?	-0.39	

Note: All correlations indicated are statistically significant at $p<0.05$.

Teachers identified almost all answer options included in the teacher survey as key barriers to girls' education (see Annex 1).[7] There were some discrepancies between male and female teachers among some of the less-selected factors. For all the barriers shown in Table 5, a much higher proportion of male teachers selected the barrier than female teachers. These barriers were mostly related to infrastructure or physical and tangible support for education, except for education quality, language barriers and low performance.

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[6] Note that the medium of instruction (MOI) changes from Wolayttatto to English in grade 5.
[7] Note that the intended method for administering this item was to ask teachers to barriers, without reading a list of activities. However, the results suggest that enumerators may have read aloud the list of response options and asked teachers to respond if each one was effective or not.

Table 5. Proportion of Male and Female Teachers Selecting Barriers to Girls' Education

Barriers selected	Percentage of Male Teachers (N=67)	Percentage of Female Teachers (N=17)
School fees	50.75%	17.65%
Quality of education is poor	91.04%	64.71%
School is too far away	86.57%	76.47%
Infrastructure is poor/unsafe	92.54%	82.35%
No water supply	88.06%	70.59%
Latrines are there but not separate latrines for girls	73.13%	52.94%
No food at school	92.54%	70.59%
Language barriers	91.04%	70.59%
Low performance/grades	98.51%	70.59%

Evaluation Question: What are stakeholders' perceptions around the efficacy of the project on reducing barriers to accessing school among Cohort 2 girls?

Teachers were asked to identify which of a series of project activities effectively reduced barriers to girls' education. **Nearly 100% of teachers selected every project activity.[8]** However, there were a few activities that a lower percentage of teachers selected as effective in reducing barriers. These included gender inclusion action plans, support to gender clubs, gender and inclusive responsive pedagogy (GIRP) training, construction of new schools, training and mentoring in subject matters, training and mentoring in SRGBV and leadership training for directors. For these activities, a lower proportion of female teachers than male teachers indicated the activity was important, as displayed in Table 6.

Table 6. Effective Project Activities to Overcome Barriers to Girls' Education, by Teacher's Sex

Project activities	Percentage of Male Teachers (N=67)	Percentage of Female Teachers (N=17)
Gender inclusion action plans	91.04%	82.35%
Support to Gender Clubs	91.04%	76.47%
Gender and inclusive responsive pedagogy (GIRP) training	94.03%	82.35%
Construction of new schools	94.03%	82.35%
Training and mentoring in subject matters	94.03%	82.35%
Training and mentoring in SRGBV	89.55%	70.59%
Leadership training for directors	89.55%	76.47%

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[8] As above, the results suggest that enumerators may have read the list of project activities and asked teachers to respond if each one was effective or not.

Evaluation Question: In what ways can the project sustainably mitigate dropouts at the grade 8 to 9 transition?

To understand how the project might sustainably mitigate dropouts, girls were asked what factors prevent girls' transition from grade 8 to 9.

Overall, a high proportion of all girls in grades 7 and 9 identified illness, pregnancy, marriage, SRGBV, migration, lack of parental support, lack of confidence and low expectations as factors preventing girls from transitioning, as illustrated in Figure 6. However, among the subset of girls who reported thinking of dropping out, pregnancy, marriage and SRGBV were not selected by a high proportion. Possible reasons for this discrepancy are that girls were reluctant to list these taboo topics or that they did not feel comfortable disclosing such information to male enumerators.

Figure 6. Commonly Identified Factors Preventing Transition to Secondary School, by Grade
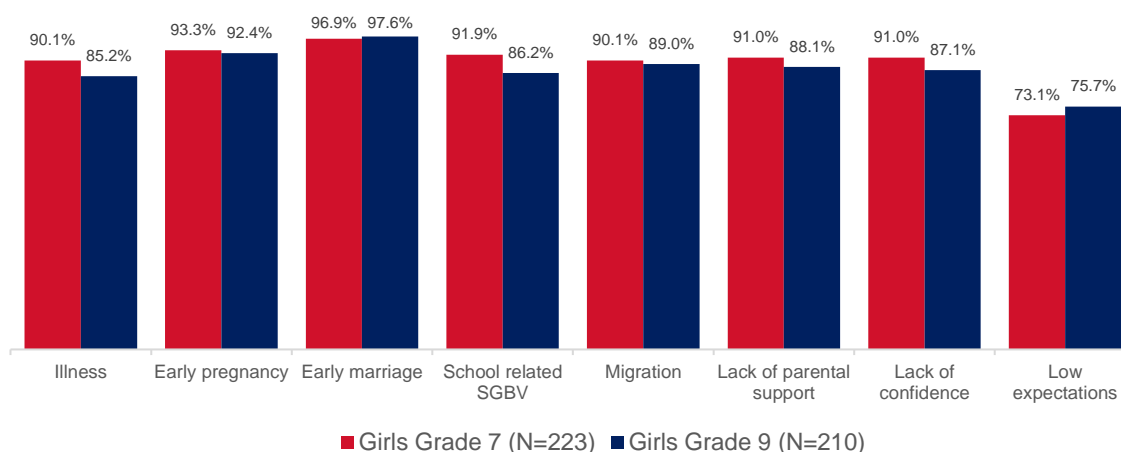
There were some differences among other factors preventing transition selected by girls in grade 7 compared with grade 9, shown in Figure 7. **More girls in grade 9 selected reasons around performance**, such as low scores on graduation exams and low grades, compared to girls in grade 7. In contrast, **more girls in grade 7 selected factors related to infrastructure**, such as unsafe infrastructure and latrine setup, compared with girls in grade 9. It is possible that grade 7 girls have more anxiety around menstruation and have not yet seen secondary schools with upgraded latrines.[9] More research is needed to understand why more girls in grade 7 selected these factors and their knowledge levels of support they can receive from STAGES (such as sanitary pads). It is also possible that newly constructed schools in grade 9 have better infrastructure than existing schools in grade 7 (please see Figure 10 and Figure 11 for related information). This explanation would be consistent with the STAGES theory of change, which assumed that better access to secondary schools in extreme and remote areas, as STAGES has implemented through four newly constructed secondary schools and upgrades in thirteen other, existing secondary schools, will lead to improvements in girls' self-esteem, well-being, and safety, ultimately contributing to greater wellbeing and self-esteem of marginalised girls (intermediate outcome 5).

Figure 7. Less Commonly Identified Factors Preventing Transition to Secondary School, by Grade

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[9] All grade 7 girls attended old schools, while 28.6% of grade 9 girls attended new schools.
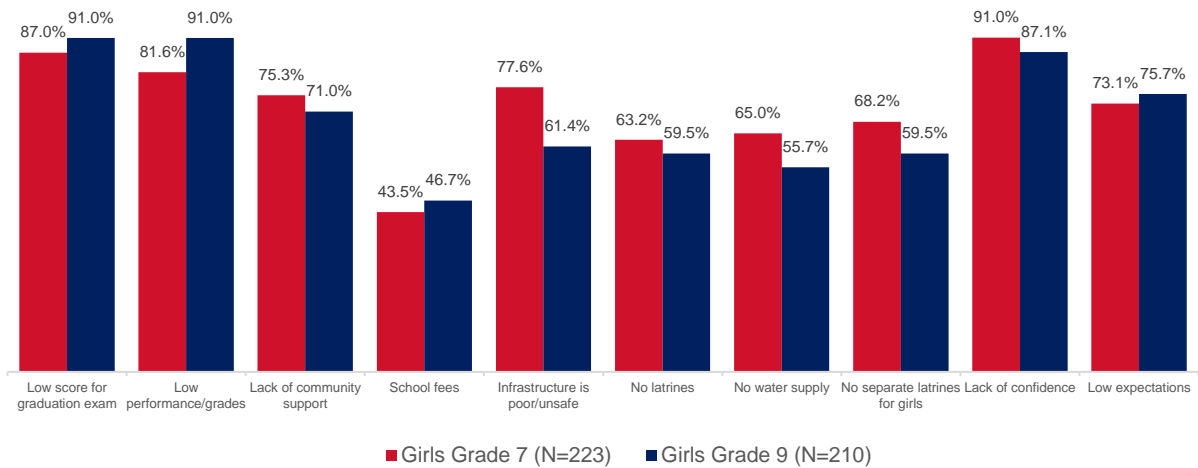
Girls were also asked which factors helped them stay enrolled in school. **The factors selected the most were around feelings of safety at school as well as encouragement from family and friends,** as displayed in Figure 8. This points to the importance of interventions emphasizing family and community outreach around education.

Figure 8. Factors Helping Girls Stay Enrolled, by Grade
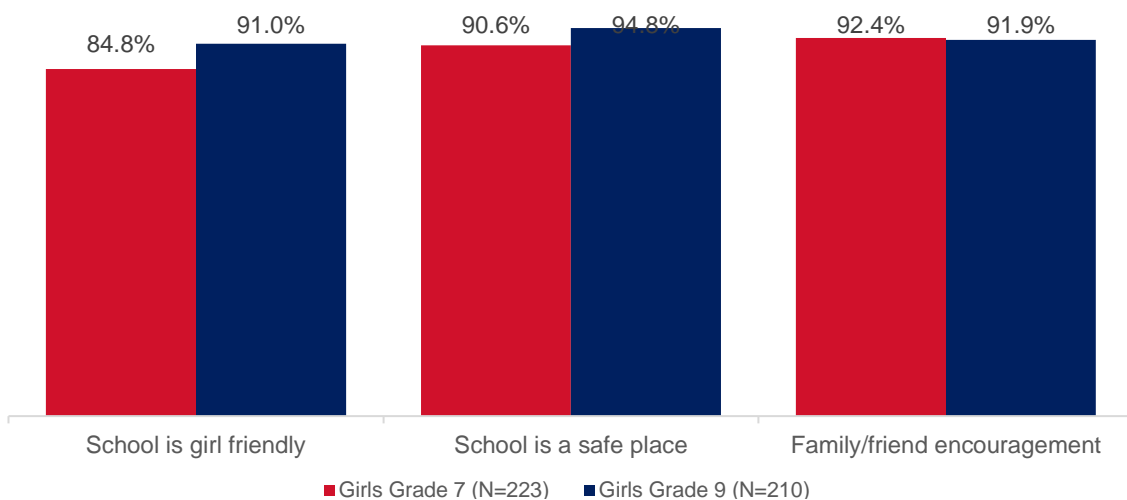
There was some **variance between grades about the importance of support for basic school needs, latrines and separate latrines** to help girls stay enrolled, as shown in Figure 9, with a higher proportion of grade 9 girls indicating that these were important factors helping them stay enrolled. In contrast, fewer grade 9 girls listed infrastructure factors as a barrier for transition (see Figure 7). This difference may indicate that while grade 9 girls did not necessarily think of infrastructure as a key support for education, infrastructure was indeed important for those who have made the transition to secondary school.

Figure 9. Factors with Variance in Helping Girls Stay Enrolled, by Grade

Barriers to Attendance and Transition chart:

Factor	Girls Grade 9 (N=210)	Girls Grade 7 (N=223)
Family/friend encouragement	91.9%	92.4%
Good grades	74.8%	72.6%
High English proficiency	46.7%	41.7%
School is a safe place	94.8%	90.6%
School is girl friendly	91.0%	84.8%
Not being married	78.1%	84.3%
Separate latrines for girls exist	83.8%	74.9%
Latrines exist	80.5%	66.4%
Infrastructure is safe	74.3%	69.1%
No need to work/earn income	78.1%	72.2%
Lack of home chores	84.3%	78.5%
School is close	76.7%	84.3%
High quality of education	79.0%	73.5%
Bursaries	59.0%	54.7%
Support for basic school needs	96.2%	82.1%
Community support	71.4%	68.6%

■ Girls Grade 9 (N=210) ■ Girls Grade 7 (N=223)

The quality of school infrastructure was another factor that appeared relevant in understanding girls' experiences in schools. Therefore, further analysis was conducted to see if there was a difference in girls' responses based on whether they attended new or old schools. By examining the responses of grade 9 girls[10], two trends emerged. First, as shown in **Error! Reference source not found.**, attending a new school increased the perception that infrastructure mattered to enrolment and transitioning. Second, as displayed in **Error! Reference source not found.**, a greater number of girls attending new schools reported that infrastructure had played a role in staying enrolled. However, no clear trends were apparent among girls who thought about dropping out in relation to whether they attended old or new schools. Overall, these results suggest that girls appreciate the infrastructure improvements and that they matter to enrolment and transition, but several other factors may influence their decision to drop out.

Figure 10. Barriers to Attendance and Transition, by Type of School (Old vs New)

	Barriers to attendance			Barriers to transition		
	Infrastructure is poor/unsafe	No latrines	No water supply	Infrastructure is poor/unsafe	No latrines	No water supply
Old	60.7%	48.7%	46.0%	62.0%	54.7%	52.0%
New	63.3%	73.3%	71.7%	60.0%	71.7%	65.0%

■ Old ■ New ⋯⋯ Linear (New)
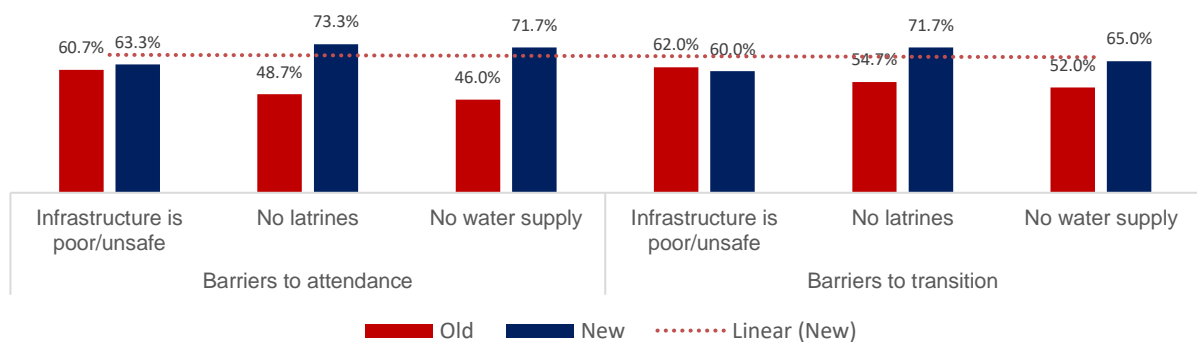
Note: N=150 for old schools, N=60 for new schools

Figure 11. Factors that Contribute to Staying Enrolled and to Thoughts of Dropping out, by Type of School (Old vs New)

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[10] Only grade 9 data were used because the project has only constructed new secondary schools.
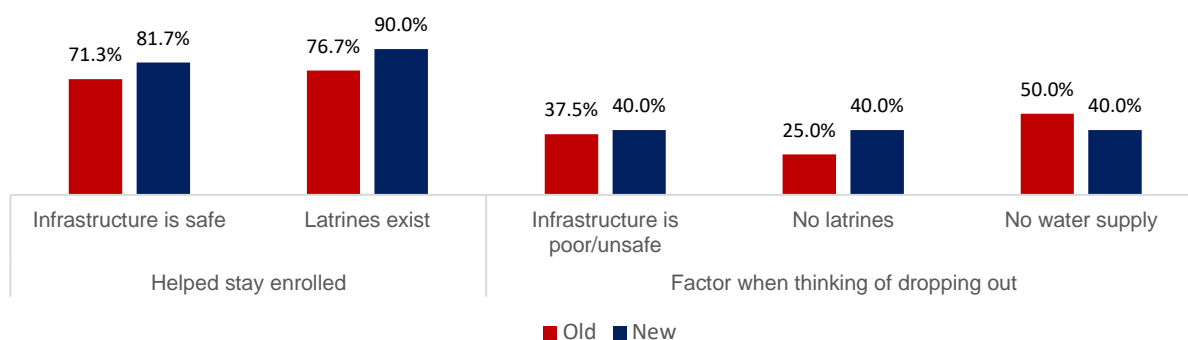
Note: N=150 for old schools, N=60 for new schools

In qualitative KIIs, although multiple government officials shared how more girls could benefit from bursary support, they also acknowledged the limitations of sustaining that kind of support compared with other types of intervention components. For example, a zonal official said that once the project closes that his office could manage the training, mentoring and monitoring aspects of the Gender and Inclusive Responsive Pedagogy (GIRP) intervention. Still, for resource-intensive components such as infrastructure improvements or bursary payments at the zonal level, even if his office were to get additional funding through a budget allocation, it would take additional funding from donors and the federal government to sustain them. A woreda official explained that even if the bursary support ended, its positive impact could encourage future donors and projects to pursue similar interventions. "Bursary support and supplies and materials provision may not be possible to continue," he said. "At least we are going to address the needs of many girls from marginalised backgrounds. If they succeed, we think that we at least set an example on what we can achieve through the resources provided by the project, and then others may do the same."

Language trends

Due to its relevance to some of the findings, additional analysis was conducted about language trends among girls and teachers in the four woredas targeted by the project. Some interesting connections emerged between the idea of dropping out and linguistic patterns.

By examining the percentage of girls thinking about dropping out by woreda, some variance was apparent among regions, with a much higher proportion of girls considering dropping out in the woredas of Damot Pulasa and Kindo Koisha, as shown in Table 7. These two woredas are farther from the main town of Soddo, potentially impacting girls' exposure to English media. Notably, no girl in Damot Woide considered dropping out. As explained earlier, not speaking Wolayttatto—for grade 7 girls—and not being proficient in English—for grade 9 girls—were factors associated with a higher tendency of thinking about dropping out. Therefore, it is important to analyse whether there was a fundamentally lower percentage of Wolayttatto speakers in Damot Pulasa and Kindo Koisha or whether there were other linguistic patterns that could shed light on these results.

Table 7. Percentage of Girls Thinking on Dropping out by Woreda

	Woreda Distance from Soddo	Sometimes (N)	% of Total	Often (N)	% of Total
Damot Pulasa	25 km	24	26.67%	1	1.11%
Damot Sore	20 km	6	6.67%	1	1.11%
Damot Woide	20 km	0	0%	0	0%
Kindo Koisha	36 km	13	9.77%	4	3.01%

For this analysis, a set of questions related to language was examined to understand further the potential relationship between language and thoughts of dropping out, with the results presented in Table 9.[11] A closer look at girls' and teachers' responses revealed a few differences between the four woredas regarding linguistic practices at home, with Damot Sore having slightly higher linguistic diversity. In addition, these results show that teachers generally reported feeling very comfortable teaching in English, with the lowest proportion being greater than 8%. As shown in Table 8, girls in Damot Sore tended to think of language as more fundamental to girls' ability to stay in school or transition compared with other woredas. For instance, 64.4% of girls in Damot Sore highlighted English proficiency as essential to staying enrolled in schools, a much higher percentage than other regions. A slightly different trend emerged among girls who were actively thinking of dropping out. Specifically, it was mostly girls in Damot Pulasa (92.0%) who mentioned language as a reason to drop out, yet a high percentage in Damot Sore (71.4%) also mentioned language as a factor.

When looking at the responses' patterns, two questions show high alignment with the intention of dropping out, as differences emerged between the two woredas with more girls who reported thoughts of dropping out—Damot Pulasa and Kindo Koisha—and the other two—Damot Sore and Damot Woide. First, there were differences between these two groups of woredas in the proportion of students who felt comfortable learning in English. More girls reported feeling comfortable learning in English in Damot Woide (54.2%) and Damot Sore (45.6%) than in Damot Pulasa and Kindo Koisha (each with less than 3%). Second, differences between woredas were evident when students responded whether their teachers used multiple languages to ensure understanding. The percentage of girls who reported their teachers use this practice was much higher in Damot Woide (61.7%) and Damot Sore (51.7%) than in Kindo Koisha (35.3%) and Damot Pulasa (21.1%).[12] Overall, a potential relationship exists between students' experiences in the classroom with regard to language and their thoughts of dropping out.

For additional context, Table 8 provides descriptive baseline values of selected key woreda characteristics.

Table 8. Woreda Gender Equity Measures, 2008 E.C. (2015–16)

Woreda	Gender-parity index		Percentage of female students		Percentage of female teachers	
	Primary (1–8)	Secondary (9–10)	Primary (1–8)	Secondary (9–10)	Primary (1–8)	Secondary (9–10)
Damot Pulasa	0.84	0.64	46.1	40.2	21.9	2.4
Damot Sore	0.93	0.83	48.2	46.1	31.4	19.4
Damot Woide	0.91	0.72	47.4	46.7	24.8	17.0
Kindo Koisha	0.89	0.89	47.0	46.5	21.5	24.5
Ofa (Comparison)[13]	0.93	0.89	47.8	49.2	24.9	19.6

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[11] The following questions were analysed by Woreda—the frequency with which students spoke English, Amharic and Wolayttatto at home; whether teachers felt confident teaching in English; whether students felt comfortable learning in English; whether teachers used more than one language to ensure understanding; and whether girls felt that language and/or English proficiency had anything to do with students staying in school, transitioning, or dropping out.

[12] Interestingly, students' and teachers' perceptions about this issue vary greatly, as the percentage of students noting multiple languages being used differs from the percentage of teachers reporting it.

[13] While four target woredas of the STAGES project receive interventions at the school level, a neighboring woreda—Ofa—is also be examined for comparison as part of the quasi-experimental design of the evaluation and included in this table as background context. More in-depth detail about the design methodology, including the use of Ofa as a comparison woreda, will be presented later in this report.

Table 9. Linguistic Practices for All Girls and Teachers in the Sample

	Damot Pulasa	Damot Sore	Damot Woide	Kindo Koisha
Speak English often at home	0.0%	2.2%	0.0%	0.0%
Speak Amharic often at home	6.7%	13.3%	5.0%	5.3%
Speak Wolayttatto often at home	95.6%	98.0%	100.0%	100.0%
Teachers Confident Teaching in English (Agree a Lot)	100.0%	100.0%	92.0%	88.0%
Feel very comfortable learning in English	26.7%	45.6%	54.2%	29.3%
Teachers often use different languages when students do not understand (Students Perspective)	21.1%	51.7%	61.7%	35.3%
Teachers often use different languages to ensure understanding (Teachers Perspective)	5.9%	22.2%	20.8%	44.0%
Language is a barrier to attendance (Students Perspective)	65.6%	75.6%	65.8%	45.1%
Language is a barrier to transitioning (Students Perspective)	67.8%	77.8%	66.7%	49.6%
English proficiency is has helped with staying enrolled (Students Perspective)	34.4%	64.4%	41.7%	39.1%
Language is a factor for considering dropping out (Students Perspective, considering those students who think of dropping out)	92.0%	71.4%	N.A.	23.5%

Information based on the following totals: Damot Woide (90 girls, 17 teachers, 25 girls thinking of dropping out); Damot Sore (90 girls, 18 teachers, 7 girls thinking of dropping out); Damot Woide (120 girls, 24 teachers, 0 girls thinking of dropping out); Kindo Koisha (133 girls, 25 teachers, 17 girls thinking of dropping out)

2.   School governance and management

Evaluation Question: How have school leaders and cluster supervisors' practices related to pedagogical leadership, gender, inclusion and safeguarding changed over the last two years?

A statistically significantly higher proportion of teachers reported that woreda officials, cluster supervisors and school leaders were responsive to girls' education needs at midline 1 than baseline, as shown in Figure 12. A high proportion of teachers at midline 1 also reported that woreda experts and Girls' Education and Advisory Committee (GEAC) members were responsive to the needs of girls in school. No comparison with baseline was possible for these latter groups because they were not included as answer options at baseline.

Figure 12. Proportion of Teachers Reporting Responsiveness to Girls' Education, by Time Point
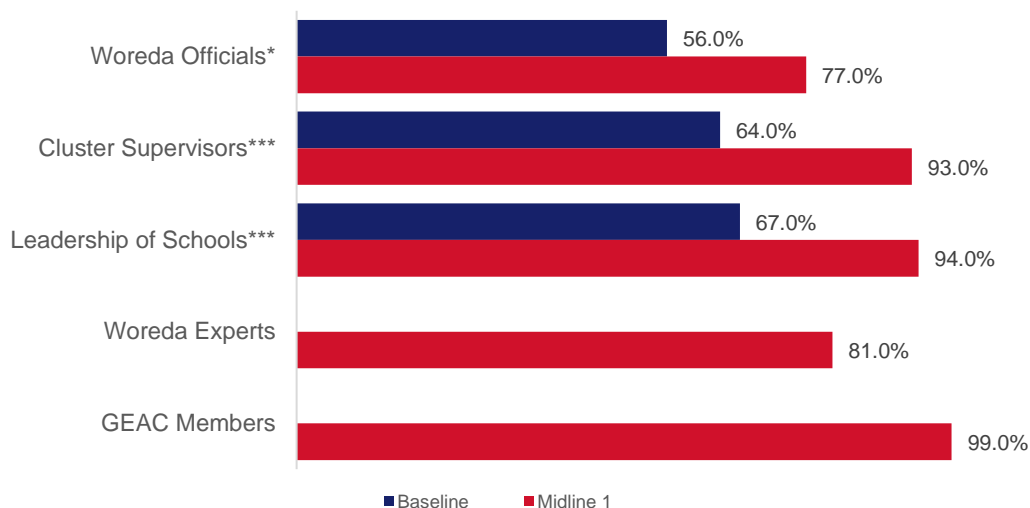
Note: One asterisk (*) indicates a significant difference at p<0.05. Two asterisks (**) indicate a significant difference at p<0.01. Three asterisks (***) indicate a significant difference at p<0.001. Aggregated by school and grade, N=21 for Woreda Officials, N=22 for Cluster Supervisors, N=22 for Leadership of Schools, N=84 for Woreda Experts (midline 1 only), and N=84 for GEAC Members (midline 1 only).

Qualitative data support the quantitative findings that woreda officials, cluster supervisors, school directors and other groups have become more responsive to girls' education since STAGES began in 2018. This finding is consistent with STAGES' approach to implementation. As described in the project's theory of change, STAGES works within and reinforces these governmental and community-based structures and process. Improved accountability at the school level, improved training quality at all levels, and quality assurance in cascaded trainings are assumed to lead to improved school management and governance (intermediate outcome 3). Increased demand for quality eduction and improved community perceptions of girls' education are also assumed to lead to positive community attitudinal change (intermediate outcome 4). Qualitative data provide support for these logical links. From cluster supervisors becoming more effective at delivering feedback to personnel in the schools they oversee to communities becoming more responsive to reports of violence and abuse toward girls, respondents reported that cluster supervisors, school leaders and others have bought in to project interventions and even changed their approach to their work.

Multiple woreda officials agreed that cluster supervisors have become more effective at their jobs. One woreda official spoke of "higher quality supervision" offered through more responsive feedback, on-site support and follow up and coaching. Another woreda official elaborated on the changes cluster supervisors had made in their day-to-day roles and responsibilities. "Making use of the knowledge gained from the training, they are now paying emphasis on girls' attendance and participation and the overall environment of the school in relation to girls' education," he said. This emphasis was directed toward "influencing and improving the skills of directors and teachers so that they behave in a way that

is encouraging for students, especially girls," he said, "including addressing their needs and helping to deal with their conditions."

Cluster supervisors themselves agreed that their approach had changed. A cluster supervisor reported, "Before we received training, our way of supervision was simply criticism. But [since] we got trained, we have been involved in follow-up, evaluation and coaching and mentoring activities. That makes for good communication with school directors and teachers." Another cluster supervisor said the overall role of supervisors had become more uniform thanks to tools such as checklists introduced by STAGES. Without such guidance prior to training, "cluster supervisors were supervising schools based on their own opinions and writing their criticism," he said.

Multiple cluster supervisors explained how pedagogical leadership and supervision training had improved their approach to interacting with school directors and teachers and impacted school directors' communication with teachers. In particular, a cluster supervisor detailed how, prior to the start of the project, a director at one of the schools he supervised used to focus more on preparing reports for the woreda office and completing other routine activities and less on pedagogical leadership and supervision. That behaviour changed after getting training from STAGES, he said. "The director spends more time following up with teachers," he said, explaining that the director now evaluated teachers on their strengths and weaknesses and whether they are following how they were trained.

The interventions focused on safeguarding have also impacted the community on everyone from elders to girls. When authorities and elders may have looked the other way in the past, their tolerance of violent acts has decreased. Based on multiple anecdotes from woreda officials and other respondents, authorities have been actively pursuing leads and saving girls from abduction, trafficking and other acts of violence and abuse. A woreda official explained how a working group had been established in his woreda with representatives from the police, courts, local militia and military, schools and others. "These stakeholders have created a common understanding through which they can prevent and respond to gender-based violence," he said.

Respondents shared widespread perceptions that this partnership has been effective in promoting safeguarding, a major focus of the STAGES project. Project activities include training on safeguarding and reporting structures at the teacher, head teacher, cluster supervisor, and woreda expert levels. Schools developed and operationalized gender, safeguarding, and inclusion action plans, and posted codes of conduct in classrooms and around school. These safeguarding measures are intended to build greater wellbeing and self-esteem of marginalised girls (intermediate outcome 5). Qualitative results suggest these changes are occurring. The same woreda official quoted above explained how our theory of change assumptions have held true through project interventions reducing harmful social norms and risky practices when observing the reaction to someone trafficking two children to a remote part of Ethiopia had changed thanks to the new safeguarding measures. "This used to be a common incident before the project, but this time, the police and justice relentlessly worked with the relevant bodies to bring these children back," he said. "They are now back home and attending school." Bride abduction has also been curtailed. A woreda official reported how one abduction was thwarted before it happened and how police saved another abducted girl. Another woreda official shared how elders have become involved with stopping the practice. "After a reported bride abduction, the elders used to negotiate and try to settle the case, which helped the perpetrators get away without justice, and the elders approved the marriage just because the girl was already abducted," he explained. "Now it is unacceptable in most areas in our woreda; [now] they report the case."

Respondents also noted how girls have started to speak up more, likely as a response to authorities actively pursuing instances of gender-based violence in schools and communities. This finding is consistent with the STAGES theory of change, in which the project's work within governmental and community-based structures, such as embedding mechanisms to safeguard children in school, will strengthen those systems and ultimately contribute to greater wellbeing and self-esteem of marginalised girls (intermediate outcome 5). A cluster supervisor said, "Girls know about violence and

how to report it. Hence, the confidence of female students has increased, and whatever it is, they can express without shame." The measures have also encouraged girls to look after their female classmates. Teachers—particularly women—have been doing so as well. One woreda official explained that girls "are also being empowered and developing mechanisms for supporting each other. Our female teachers are playing a pivotal role as a result of the inputs from the project." The intervention has not only directly impacted adolescent girls, but it has also indirectly affected younger girls who are likely not old enough to be direct project beneficiaries. One woreda education official described the impact, saying, "Now it is becoming common to hear small girls say, 'It is my right! Do not touch me.'"

Additional analysis: COVID disruptions and learning

While the evaluation did not focus on COVID-19, girls were asked several questions about the pandemic, including, "In 2020, a global pandemic meant disruption to in-person schooling in the woredas. During this past year (2019/2020 academic year), did you learn the same, more, or less than a normal year?" Interestingly, in three of the four woredas, a large majority of girls thought that they had learnt more during the pandemic than in a normal year without disruptions, including 97.8% in Damot Pulasa, 87.8% of girls in Damot Woide and 78.9% in Damot Sore. Girls' responses differed greatly in Kindo Koisha, however, with 45.5% reporting that they had learnt less than a normal year and only 40.9% of girls reporting that they had learnt more than in a normal year. Using an ordinal regression approach and including a comprehensive set of covariates, we found that three variables were statistically significantly related to the perception of learning: a) the woreda, with students from Kindo Koisha reporting lower perceptions of learning; b) whether teachers used a variety of teaching aids, with students whose teachers used more teaching aids reporting higher perceptions of learning; and c) whether teachers felt confident teaching in English, with students whose teachers felt confident reporting higher perceptions of learning. These results highlight a fundamentally different experience across woredas, which could be explained by differences in woredas' responses to COVID-19 and differences in the pandemic's impact. However, the results also suggest different experiences based on teachers' language skills and practices, which may have played a fundamental role during the Covid disruptions.

Figure 13. Learning During COVID Disruptions
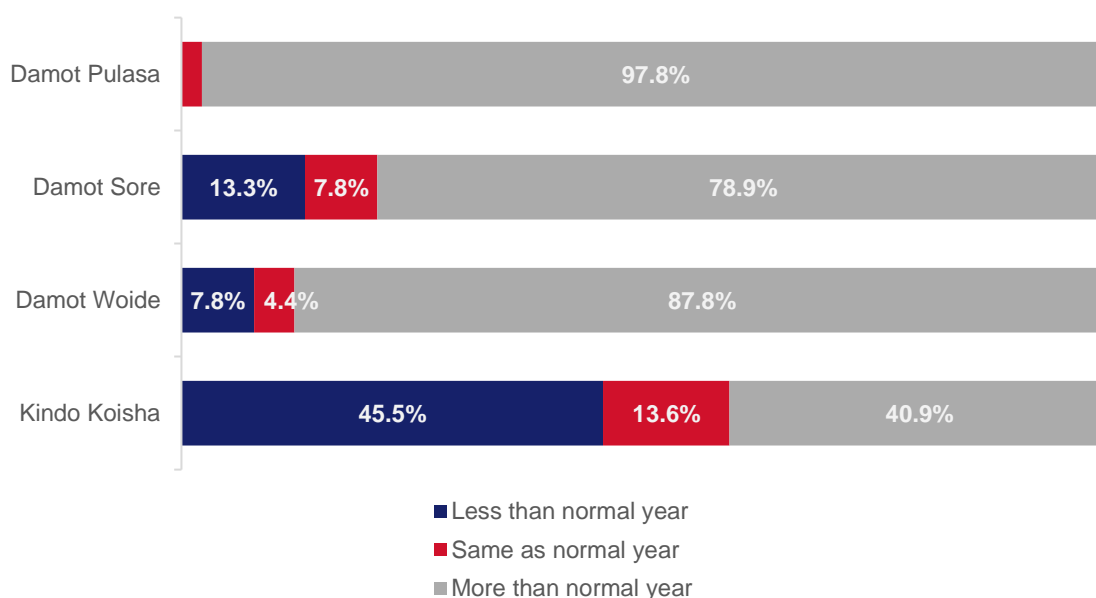
Note: N=90 for Damot Pulasa; N=90 for Damot Sore; N=120 for Damot Woide; N=133 for Kindo Koisha.

KIIs with grade 9 students also touched on the effects of the COVID-19 pandemic and the project's response. Girls credited the project's pandemic-related interventions with helping them return to school,

including the protective materials such as masks that they received, as well as the awareness raised about the pandemic through counselling sessions. One girl said, "What helped me return to school after COVID was the protective material and counselling support I got from the STAGES." However, they all reported that the pandemic and associated school closures prompted other girls to end their education prematurely due to early marriage or economic migration. One girl said simply, "The COVID pandemic made girls' education more complex."

3.   Quality of teaching

To understand changes in teachers' attitudes and classroom practices, two composites were created: a) a teachers' gender perception composite, measuring teachers' attitudes towards boys' and girls' social roles and academic abilities; and b) the school environment composite, measuring aspects of how friendly schools are towards marginalized girls. The scale and mean scores of each composite is listed in Table 10.

Table 10. Teacher Composites

Composite	Scale	N (Midline 1)	Mean Score (Midline 1)	Mean Score (% of Total)
Gender Perception Teacher	0-15	84	14.0	93.3%
School Environment	0-5	84	4.6	92.0%

Evaluation Question: How have teachers' classroom practices changed over the last two years?

Over the past two years, there has been a statistically significant increase in teachers' gender perception scores and school environment scores, as shown in Figure 14.

Figure 14. Change in Teachers' Gender Perception and School Environment
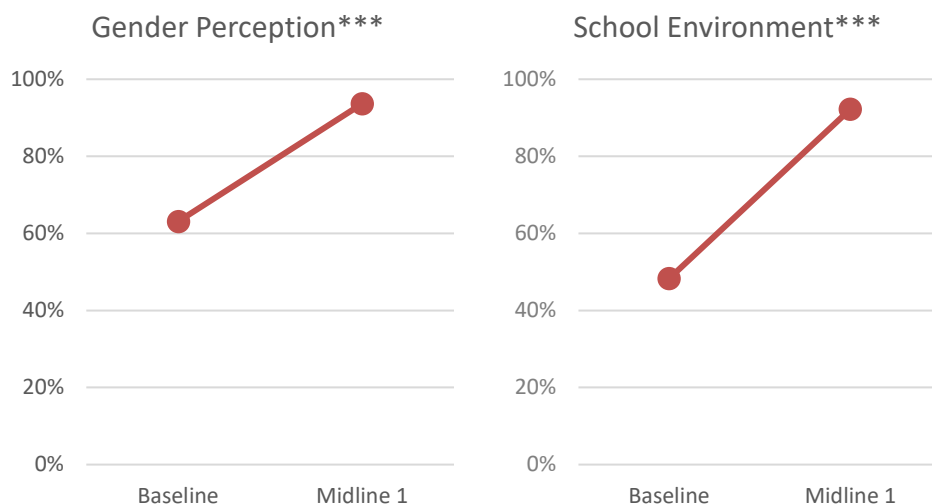
Note: One asterisk (*) indicates a significant difference at p<0.05. Two asterisks (**) indicate a significant difference at p<0.01. Three asterisks (***) indicate a significant difference at p<0.001. Aggregated by school and grade, N=29.

In addition to changes in teachers' gender perceptions and the school environment, **there were statistically significant increases in the proportion of teachers reporting receiving training in their subject matter, classroom management and GIRP,** as illustrated in Figure 15. These increases indicate that interventions focused on teacher professional development are being implemented effectively.

Figure 15. Proportion of Teacher Receiving Training, over Time
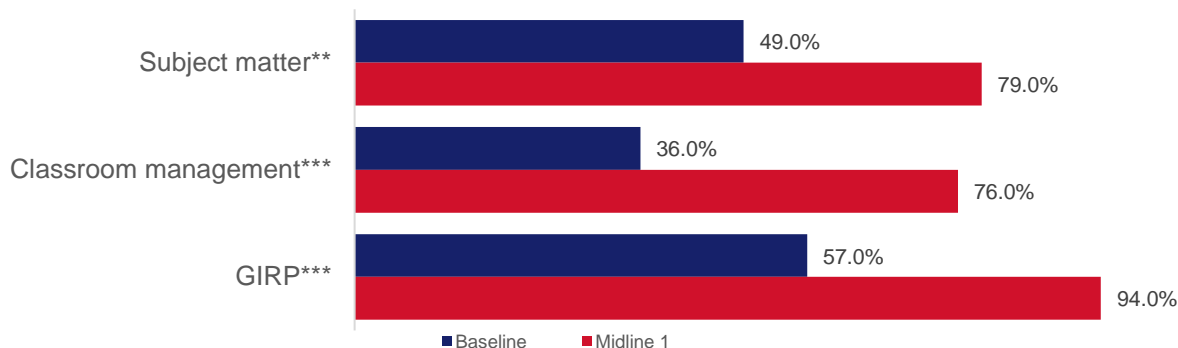
Note: One asterisk (*) indicates a significant difference at p<0.05. Two asterisks (**) indicate a significant difference at p<0.01. Three asterisks (***) indicate a significant difference at p<0.001. Aggregated by school and grade, N=22.

Within these areas, teachers were asked about specific practices that may have changed. In the area of subject training, the majority of teachers indicated that their practices had changed, as shown in Figure 16. However, the practices with the lowest proportion of teacher responses included using a variety of methodologies (81.%) and adapting teaching to ensure every student learns (89.4%).

Figure 16. Proportion of Teachers Reporting Changes in Subject Training

Category	Percentage
Introducing group work/pair work	97.0%
Differentiation of students	100.0%
Using teaching aids	93.9%
Using multiple materials	92.4%
Identify areas in which students are struggling	97.0%
Ask questions to students	98.5%
Demonstrate content for students	100.0%
Use a variety of methodologies	81.8%
Build students' confidence	98.5%
Build students' ability to collaborate positively	98.5%
Give praise	98.5%
Use multiple languages as needed	90.9%
Adapt teaching to ensure every student learns	89.4%
None	0.0%

Note: N=63

In classroom management, nearly 100% of teachers reported changes in lesson planning, using teaching aids and assessing students' learning outcomes, as shown in Figure 17.

Figure 17. Proportion of Teachers Reporting Changes in Classroom Management

Category	Percentage
Lesson planning	100.0%
Using teaching aids	93.7%
Assessing students' learning outcomes	96.8%
None	0.0%
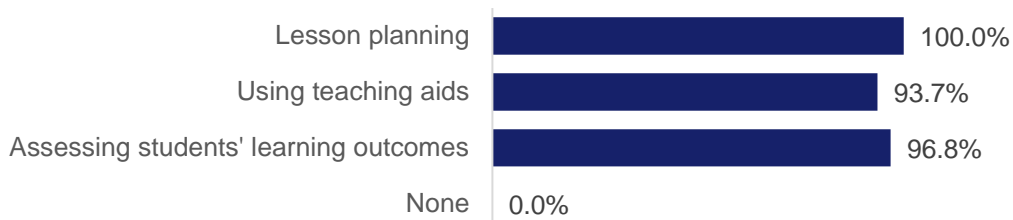
Note: N=66

Similarly, with GIRP, the majority of teachers indicated their practices had changed in all the factors listed, as displayed in Figure 18. However, a lower percentage of teachers (77.2%) indicated they had changed practices around providing extra time for students with disabilities.

Figure 18. Proportion of Teachers Reporting Changes in GIRP

Providing extra time for students with disabilities — 77.2%

Differentiation of students — 97.5%

Ensure equal participation of girls and boys — 97.5%

Use multiple languages as needed to ensure understanding — 100.0%

Adapt teaching to ensure every student learns — 98.7%

Identify students who are struggling and provide targeted support — 96.2%

Build students' confidence — 96.2%

Build students' ability to work together and have positive relationships with each other — 94.9%

Give praise — 94.9%

None — 0.0%

Note: N=79

In safeguarding, the vast majority of teachers indicated their teaching had changed around almost every practice, as illustrated in Figure 19. A slightly lower proportion of teachers indicated their practices had changed around reminding students of the good behaviour rules (91.1%); communicating with the head teacher whenever a child seems to be at risk at home (94.6%); and encouraging students to use reporting pathways (94.6%).

Figure 19. Proportion of Teachers Reporting Changes in Safeguarding

Agree upon good behaviour rules — 96.4%

Remind students of the good behaviour rules — 91.1%

Actively diagnose students' wellbeing — 98.2%

Eliminate corporal punishment — 98.2%

Communicate with head teacher whenever you think a child is at risk at school — 98.2%

Communicate with head teacher whenever you think a child is at risk at home — 94.6%

Ask students if they are afraid of anything — 98.2%

Encourage students to use the reporting pathways that are open to them, if needed — 94.6%

None — 0.0%

Note: N=56

Qualitative data related to changes in teachers' attitudes and classroom practices corroborate the transformation reflected in the quantitative data. These results are aligned with the STAGES theory of

change. The project works to reinforce a continuous professional development system through GIRP training and mentoring for teachers, which will lead to improved quality in teaching (intermediate outcome 2). Government-level respondents reported that teachers had changed their classroom practices by utilizing techniques and practices introduced as part of GIRP training. Cluster supervisors, who work directly with teachers and school directors at their assigned sites, said teachers have been developing lesson plans based on GIRP principles, calling on girls and boys more equally, and identifying high-, medium- and low-performing girls. One cluster supervisor explained the changes he has witnessed in classrooms. "Previously, teachers were going with clever or easily understanding students and did not give emphasis or care for those weak students. Also, they did not use explanatory materials," he said, "but after the training was delivered, teachers started using explanatory materials and followed all students in the class whether they are clever, medium or low in their performance."

Cluster supervisors' superiors also noted how the GIRP intervention had impacted teachers and their classrooms. "The GIRP activities and delivery model are effective in enhancing the skills of teachers. Their awareness regarding various issues around gender and inclusion has been raised," a woreda official said. "They have learned and practised and then kept improving new techniques to be used both in and outside of the classroom to ensure the enrolment, attendance and academic achievements of girls and boys from various backgrounds."

Some respondents explained that the skills and practices STAGES introduced were much needed to give teachers guidance in the classroom. One cluster supervisor reported, "Some teachers have all the knowledge, but they had no skills to clearly elaborate, use the required approaches and materials … and understand the emotional responses of their students." Certain asides uttered by governmental-level respondents exemplified this deep-seated desire to acquire useful skills and practices to engage students in class. One zonal official shared that he could not capitalize on his eagerness to learn new practices as a secondary school teacher for 14 years before taking on an administrative role. "Nowadays, I regret that I did not have the opportunity for trainings like the project has introduced," he said. "I wish I had a training like this even for 30 minutes. I would do a lot if that were the case."

Government officials also shared how girls had positively responded to teachers' changed classroom practices. One cluster supervisor said, "Since teachers started implementing active learning methodology in the past two years, female students' academic achievement has improved, and girls' self-confidence and self-awareness have developed." Not only have girls already enrolled improved their performance, according to respondents, but girls who may have abandoned their studies have also remained enrolled or been encouraged to return to school. One woreda official reported, "We have started to see results. By doing so, we have brought a lot of girls who would have otherwise not been in school."

Evaluation Question: What are students' opinions about quality in teaching and its changes over the last two years?
Students were also asked about their opinions on the change in the quality of teaching. On average, girls in both grade 7 and grade 9 indicated a slight increase in the teacher behaviour score, although this was only significant for grade 9, as shown in Figure 20. These results indicate that while teachers reported significant changes in their behaviours, the changes felt by students have been more subtle.

Figure 20. Change in Girls' Perception of Teacher Behaviour, by Grade
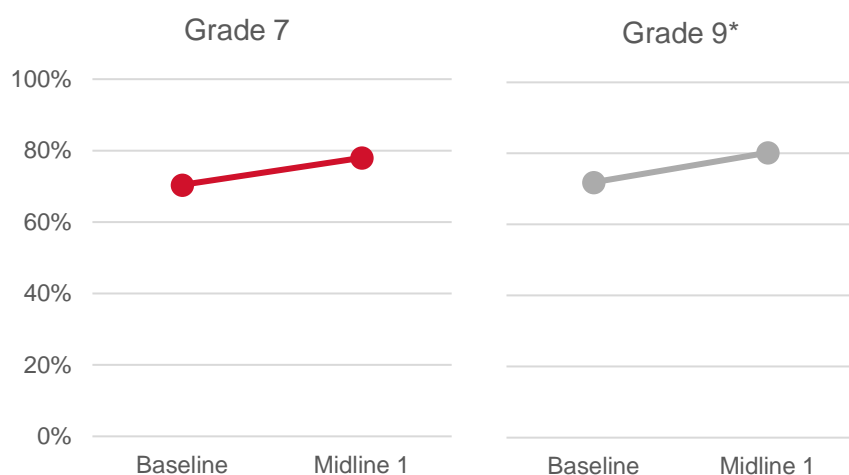
Note: One asterisk (*) indicates a significant difference at p<0.05. Two asterisks (**) indicate a significant difference at p<0.01. Three asterisks (***) indicate a significant difference at p<0.001. Aggregated by school and grade, N=14 for G7; N=15 for G9.

In addition to reporting improvements, students generally agreed that teachers encouraged them to come to school (87.0% for grade 7; 84.8% for grade 9) and that they used group work or pair group during a lesson (79.1% for grade 7; 79.0% for grade 9). A lower proportion of girls report that teachers used a variety of teaching aids (63.7% for grade 7; 56.0% for grade 9). Interestingly, the percentages for grade 7 girls were higher than their grade 9 peers for all three items. As described above, using a variety of teaching aids was positively related to the perception of learning On a different subject, a majority of girls reported that they felt safer if there was a female teacher in the classroom (76.6% for grade 7; 75.1% for grade 9) and that they learnt better from female teachers (68.6% for grade 7; 72.1% for grade 9). While these questions do not relate to teaching practices, they suggest that certain gender dynamics, given by a higher presence of female teachers in the classroom, could benefit girls.

Figure 21 Teacher Practices as Reported by Students, Grade 7 and Grade 9
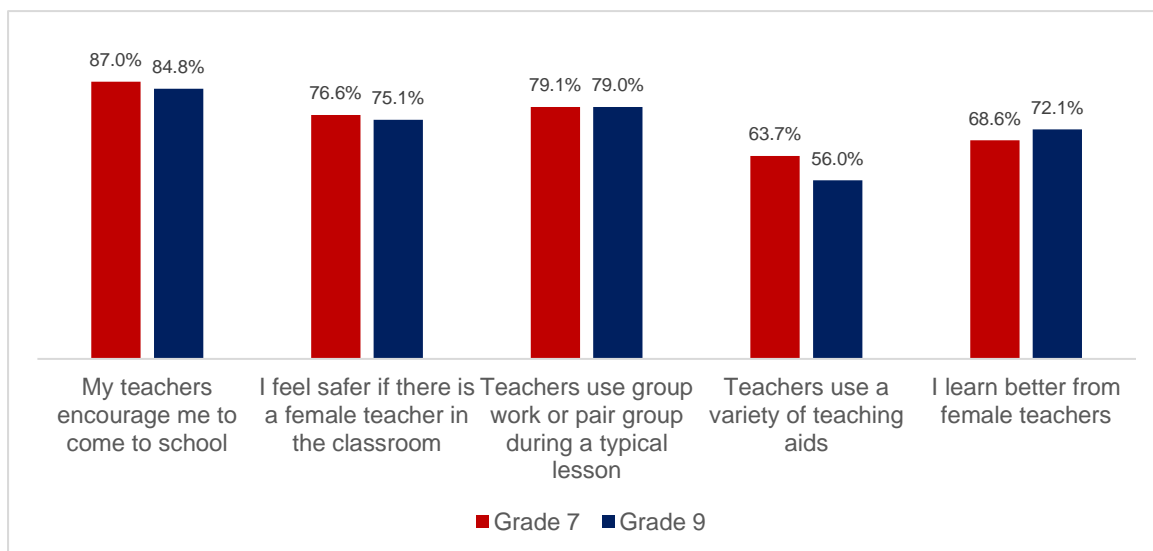
Note: N=223 for G7; N=210 for G9.

Grade 9 students in KIIs noted how their teachers have helped in the classroom and with socioemotional issues. One student said that her teachers "come to class on time, let me read additional books in the

library, and advise us on several issues related to life and learning. They do not permit us to stay ways back from our peers."

3. Key Sustainability Findings

This section presents qualitative data from KIIs related to the three sustainability evaluation questions. Rather than answer each question in a separate section, these questions have been grouped to facilitate a cohesive narrative about the subject, especially because respondents were asked in-depth questions about three key interventions: Pedagogical Leadership and Supervision Training (referred to as pedagogical leadership); Gender and Inclusive Responsive Pedagogy (GIRP); and Safeguarding Models, Mechanisms and Activities (referred to as safeguarding). As detailed in the project background section, sustainability, as defined by the project, is focused on three aspects. While sustainability is primarily about delivering and enabling long-lasting changes, it also involves continuing activities and scaling up of projects. All three areas of sustainability were considered in this evaluation.

Evaluation Questions: Which key interventions are showing the most potential for sustainability after the project ends? Which actors (individual, school, community, woreda/zone) are showing the greatest potential to support the sustainability of the intervention? What do respondents report can be done to enhance the sustainability of key interventions?

1. Interventions' Promise and Potential Actors to Ensure Sustainability

The positive outcomes reported in the previous section, including statistically significant gains in grade 9 girls' SLC and self-esteem composite scores, as well as changed practices for teachers, cluster supervisors and school leaders, will eventually depend upon the interventions' sustainability. Findings reveal that the potential for sustainability is strong for all the key interventions that respondents were asked about—pedagogical leadership, GIRP and child safeguarding—for multiple reasons. First, government officials cited how the interventions were all very aligned with government priorities and how they were already effectively integrated into existing systems. This strong alignment with governmental priorities indicates that interventions have a favourable chance of continuing once the project closes. Second, respondents said they would be motivated to implement the interventions after the project ended because they had already witnessed their positive impact in communities and schools. STAGES has provided government officials and school personnel the knowledge, materials and resources they had long desired so they could finally follow through on initiatives that in the past were only aspirational aspects of long-term strategy statements or ineffective policies or laws. Long-lasting change in target woredas may be sustainable due to the eagerness of officials to carry out these interventions in the future and their enthusiasm for the changes seen not only in communities and schools but also with how teachers, cluster supervisors and others have changed their approaches.

Pedagogical Leadership

All respondents—including government and school officials—said they believed the pedagogical leadership intervention would continue once the project ended. One woreda-level official cited two major reasons the intervention would be sustained—its alignment with government practices and its positive effects on beneficiaries. He said, "Because it is strongly aligned with the sector's role and because it is also fruitful to improving teaching and learning, the government will continue to implement the current initiatives in relation to pedagogical leadership and supervision."

All respondents asked about the intervention's alignment agreed it was very aligned with the government's priorities. As one woreda official said, "The ideas are well-taken and are supportive to our regular work both at school and woreda, zonal and regional levels. There is a good buy-in from the government side, and continuity is imminent." A zonal official agreed, saying, "The interventions of the project do not stand alone, rather

> "The government will continue to implement the current initiatives in relation to pedagogical leadership and supervision"

supplement what the government has put in place already. It is not only aligned; it is well integrated as well." He added, "I can sustain [it] after the project since the intervention is targeting the existing system and addressing the lacking elements."

Other respondents explained how the intervention's alignment with actors' established roles bodes well for its sustainability prospects. As one woreda official noted, cluster supervisors had not been asked to take on new responsibilities as part of the intervention, only to improve their approaches to supervision. "Supervision is a regular setup not established by the project activities," he said. "What the project has done is upgrade the capacity of the supervisors, school directors and other experts that are involved in it, so there is nothing that will be terminated. The trained supervisors and school directors have put their training into practice and are seeing positive results from it." Respondents said they believed that since cluster supervisors were already incorporating the approaches introduced through the intervention into their daily tasks, they may become institutionalized as part of their jobs. For example, one woreda official reported how cluster supervisors were using checklists as part of their monitoring routine, showing how practices picked up from training are becoming "well-embedded into the supervisors' approach and reflected in the plans they are developing, and in the supervision they are conducting." An education official in another woreda reported how his office had started to include aspects of the intervention into annual planning. "We have gained knowledge and skills, and we have seen the changes it can bring, so we will have a plan to continue it," he said. "This year, we have incorporated several aspects of the initiatives started by the project into our regular sectoral plan. After 2024, we will even be in a better position than where we are at the moment."

For the intervention to continue once the project ends, all actors from zonal officials to classroom teachers will likely need to work in concert, based on the plans outlined by respondents. Achieving such coordination may prove challenging, but officials spoke of plans to implement this work. One woreda official spelt out how his team would capitalize on the "good foundation" that STAGES had built and follow a "trainer of trainers" model that STAGES used. "Our trained experts, supervisors, school directors and teachers will serve as trainers, in addition to continuously growing their profession through CPD and sharing of practices and exchanging ideas," the official said. "When new teachers arrive, we will organise sessions to provide training for them. At school levels, they will have a chance to also [learn] from the already trained ones."

How the intervention may operate once STAGES closes in three years may already be apparent in part of the non-intervention areas in the Wolaita Zone. According to a zonal official, the office had already attempted to incorporate the pedagogical training intervention to all woredas in the zone, albeit not as intensively as in the four woredas targeted by the project. "We have already started the expansion," he said, "and we aim to intensify that in the coming years."

GIRP

Echoing the sentiments about the sustainability of pedagogical leadership and supervision training, government-level and school-level respondents all said they intended to carry on GIRP-related activities once the project closed. They also reported the same rationale for sustaining GIRP as they did with pedagogical training—its alignment with governmental priorities, as well as the positive results already seen in schools and communities.

"By the time the project phases out, we will have the GIRP activities somehow implemented across the region in all woredas.""

Respondents reported their satisfaction with the GIRP design and its outcomes. One woreda official said the interventions were developed with "consideration of the government policies and strategies for the sector." Others noted how gender- and inclusion-related interventions—under the umbrella for "Education for All"—had long been part of governmental plans, but officials could not address them. One woreda official said, "The reason why the education system has not been doing such things was

partially a lack of knowledge, skills, materials and other resources. Now that these have been significantly resolved by the project, the road to sustainability is now paved."

Work seems to be already underway in ensuring GIRP practices are sustained not only in the project's four targeted woredas but also in the entire Wolaita Zone. One woreda official from an intervention area explained how GIRP was being integrated in his area. "We have started to include them in our annual plan," he said. "We are also making them our duties in our oversight, supervision and reporting. The approaches adopted from this project will be used by our teachers, school directors and supervisors. We do not [have the intention] to abandon something that is seen fruitful in our work." Zonal officials reported they had already started to scale GIRP activities to all woredas in the zone. Recently, when representatives from all the zone's woredas convened, GIRP was one of the training topics. "The trainings will be provided in a broader scope in the coming years," a zonal official said, "and by the time the project phases out, we will have the GIRP activities somehow implemented across [all woredas in the zone]."

Safeguarding

School-level and government-level respondents repeated the same refrain about safeguarding interventions as they did about pedagogical leadership and GIRP. They said they intended to sustain safeguarding interventions once the project closes, citing their effectiveness in decreasing gender-based violence and their alignment with government policies. One woreda official said, "Yes, the new practices will continue after the project's life. Key stakeholders have bought into the ideas, and we have reduced many types of violence, clearly implementing those policies, procedures and the system introduced by the project."

> "This project has just driven this forward."

All respondents agreed that the safeguarding interventions were aligned with the government's child protection policies, including important laws and international conventions. However, several woreda officials shared that they believed that these policies were merely pretence in the past. Still, now with the project's leadership, schools and education officials were leading the charge in finally carrying out the policies, with cooperation from other community structures such as community leaders, police and the judicial system. A woreda official said, "The government has all the laws and policies in support of the promotion of abandoning violence against girls and boys, both within and outside of the school environment. However, the implementation and effectiveness were not good. This project has just driven this forward." This woreda official then explained the impact of the safeguarding interventions. "Incidents of violence are rapidly declining as a result of what we have started to do," he said. "Besides the behavioural change, the reporting and legal actions are also being improved. This is because of the awareness and engagement of stakeholders." The official credited all stakeholders in education—from students, teachers, directors and community-based structures at the school level to education officials at woreda offices—with "closely working hand in hand" with the police, judicial system and others.

Overall Sustainability

The overall prospects for the project's sustainability are promising based on respondents' answers regarding specific interventions, including pedagogical leadership, GIRP and child safeguarding, and how these responses align with the project's sustainability strategy, which focuses not only on delivering and enabling long-lasting system changes but also the continuation and scaling up of activities. Woreda officials are already starting to make long-term changes by incorporating aspects of interventions into their planning processes, including sectoral and annual plans, as noted in previous sections. It is notable that officials from two different project-targeted woredas mentioned they were doing so regarding GIRP and pedagogical leadership.

The respondents' overall goodwill for the project and Link itself at the woreda, zonal and regional levels is also noteworthy and bodes well for future discussions about continuing work once the project closes. A woreda official said, "Link is a learning and continuously improving organisation. As a result, we were

able to resolve some issues faced so far." A zonal official added, "We can say that Link is the best partner we have in our zone in the education sector." A regional official praised the project's impact "All activities implemented by the project are effective," he said, "because there are many changes in females' educational participation, scoring, achievement, self-awareness, self-confidence and awareness of reporting gender-based violence."

2. Enhancing Potential of Interventions' Sustainability

Although school-level and government-level respondents stated their eagerness to support interventions once STAGES ends, they noted several obstacles that may need to be overcome to maximize the goodwill the interventions have already engendered and capitalize on the respondents' motivation to continue them. Respondents identified the following key barriers to sustainability:

- Turnover at all levels, including schools and government offices;

- Limited resources—both with personnel and money; and

- Questions of scope, concerning the extent to which interventions are sustained, in which woreda they are implemented, and how to strengthen partnerships with other necessary stakeholders.

Although turnover is inevitable in any line of work, the way some respondents described it as an obstacle to sustainability implied it might be more acute for them. One woreda official said it was an "imminent threat." Another woreda official stated, "The turnover of staff currently practising new ways of instructional leadership, supervision, school improvement, GIRP and other areas may leave. We had some already left last year, and we expect this problem of staff turnover will persist."

Respondents viewed the persistence of turnover in the education system as a prime reason to ensure that key aspects of STAGES interventions are integrated into officials' roles and existing systems, especially planning and budgeting processes. A zonal official explained how the project's positive impact might be short-lived. "For this time, there are indications that most of the newly introduced concepts in this regard are becoming adopted. But this may be more because of the close follow-up and monitoring of the project itself and the experts and leaders currently involved in the project," he said. "In the long term, in the absence of the project and whenever the experts and leaders move or leave their current role, the initiative may fade out as well. However, if it is well-institutionalized at the regional and zonal levels, then there will be a greater chance of being sustained."

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Government officials seemed eager to put forth the effort to institutionalize the interventions. One woreda official suggested that his office needed to incorporate the interventions into their annual plan and regular monitoring systems. "This will ensure accountability," he said. Another woreda official mentioned how he and his colleagues must also learn how to apply what they learn from evaluating the interventions on their own. "The project should emphasize building the capacities of the government offices in effectively monitoring and making corrective actions along the way," he said.

Certain factors may determine the extent to which the government can adapt all the STAGES interventions they desire to sustain into their annual work. First, respondents shared the challenges in allocating enough resources to implement the interventions once the project closes. Turnover may

affect the funding priorities of education officials. A woreda official stated, "The level of emphasis given to the project interventions may not be high among some government officials, especially at times when they are newly assigned." In addition, the ability of woreda and zonal officials to allocate resources to these endeavours may be out of their hands to a certain degree. A zonal official explained the nature of this harsh reality. "The zonal office of education has no sufficient power to influence on resource allocation," he said. "We had planned to expand many of the interventions from this project targeted woredas to other woredas of the zone, but we have not effected this due to budget deficit." The official then explained how imperative it is for officials to maximize all the resources at their disposal. "Our office can make use of the resource persons trained as trainers, but still additional resources need to be allocated," he said. "The woredas and the zonal education offices need to find low-cost mechanisms to cascade trainings and also follow up on implementation."

The degree to which interventions can be expanded within the zone is a key question to explore in light of the issues with constant turnover and the lack of control over funding. At the zonal level, officials clearly stated their desire to implement the interventions in every woreda. "There are also some activities that are not well integrated to the zone, implemented directly with the woredas," a zonal official said. "In this case, Link should try to also include the zonal office with the anticipation of the expansion into other woredas and the roles we can play supporting the woreda offices to sustain the current project activities."

Officials may also depend on other partners' participation to ensure certain interventions are sustained and remain effective, primarily safeguarding measures. With respect to safeguarding, multiple respondents reported that although other actors such as law enforcement and the judicial system were collaborating with the educational sector to address SRGBV cases, abductions, and other matters, these stakeholders needed to strengthen their capacities and ensure their services, such as referrals and reporting, support victims. "[Safeguarding] needs still other efforts because the nature of [its] model and mechanisms needs the cooperation of different stakeholders," a regional government official said. "That means if one of the stakeholders is not committed, the overall activities will face challenges. Work is going well on the project side in all aspects, but there are some gaps from the government side." A woreda official added, "Other stakeholders outside of the education sector, such as police and justice, need to be up to level with us. A proper and expedited system for response services for victims is needed."

A zonal official also recommended how the project could collaborate with government officials to sustain the safeguarding interventions. "Link should support zonal and woreda level education offices to effectively integrate the safeguarding activities into the sectors' regular planning, monitoring and reporting system," he said. "This may involve training and expert support in designing planning and monitoring tools with guidelines that can be used by the education office."

4. Conclusion & Recommendations

1. Conclusions

This midline report finds that girls have made progress on key intermediate outcomes. While it does not necessarily attribute this progress to STAGES, the changes are consistent with the project's theory of change. The mechanisms of this progress begin with STAGES' project activities, including provision of basic needs, reinforcement of continuous professional development, facilitation of school-level support for girls, and building infrastructure. By implementing these activities through existing governmental and community-based structures, STAGES is intended to achieve five intermediate outcomes: improved girls' attendance and retention (IO1), improved quality in teaching (IO2), improved school management and governance (IO3), positive community attitudinal change (IO4), and greater wellbeing and self-esteem of marginalized girls (IO5). These intermediate outcomes are then expected to improve the key outcomes of improved learning outcomes in literacy and numeracy, successful transition through key stages of education, and structures in place for sustainability of learning and transition outcomes.

Overall, girls are progressing towards key intended outcomes, including LSC, self-esteem and gender perceptions. Grade 9 gains from baseline to midline 1 for two of three major composites scores—LSC and self-esteem—were statistically significant. The gain in the girls' self-esteem composite score was the most notable, increasing from 43.7% at baseline to 67.1% at midline 1. Grade 7 girls' gains in self-esteem and gender perceptions were also statistically significant.

Additional quantitative and qualitative data corroborate the improvements in composite scores, especially the two in grade 9 with significant gains. In the quantitative survey, girls cited feeling safe at school as one of the primary reasons they have stayed enrolled, supporting the significant increase in their LSC composite score. Safeguarding measures implemented in communities and schools likely have contributed to girls' heightened sense of security. As detailed in the findings related to school governance and management, multiple woreda education officials stated how community members and other stakeholders have become more active in pursuing gender-based violence and abuse cases, including child abduction and trafficking, and shared anecdotes supporting those claims.

Girls' increased sense of security may in part have contributed to gains in self-esteem, which were noted in quantitative and qualitative data. Multiple woreda education officials explained how girls have felt more empowered to speak up due to a community ethos more mindful of their safety. One woreda education official even described it was now more commonplace to hear young girls say, "It is my right! Do not touch me." These feelings of increased self-worth were apparent from the significant increase in the self-esteem composite score and from multiple grade 9 students sharing in KIIs about how counselling services offered through STAGES had encouraged them to remain in school.

The low percentage of girls who reported they sometimes or often thought about dropping out is also noteworthy, though it is difficult to draw any definitive conclusions without any baseline measure to compare it against. Still, these girls were the minority in all four woredas, including no survey respondents in Damot Woide. For those girls who were thinking about dropping out, the lack of parental support and the prevalence of home chores were the primary factors influencing those sentiments.

Notably, girls reported that they had learned more than during a normal year, despite the COVID-19 disruptions. Results varied by woreda, suggesting that different responses to the pandemic may have led to different outcomes. However, results also varied in relation to teachers' confidence using English and their instructional practices. Supporting teachers' confidence and skills is a potentially effective path to enhance the sustainability of quality education.

Multiple barriers to girls transitioning to grade 9 were identified, as well as factors that did not play a role in keeping girls from transitioning.

- **Language barriers** seem to play a role in preventing girls from moving on to secondary school. At a minimum, language is a perceived barrier. Grade 9 girls who were thinking of dropping out indicated that they were less comfortable learning in English and less likely to speak English at home. They also listed language barriers as a reason for considering dropping out. Teachers begin using English as the medium of instruction in grade 5.

- **Barriers related to infrastructure** may also serve as an important factor in the transition to secondary school. A higher percentage of girls in grade 7 indicated that infrastructure concerns such as the existence of latrines, especially separate latrines for girls, were a barrier to transitioning compared with girls in grade 9. However, a higher percentage of girls in grade 9 indicated that infrastructure was an important factor in helping them stay enrolled, indicating that this support was important for those girls who had already transitioned.

- **Other barriers** include a lack of parent or community support, early pregnancy, early marriage and low confidence and expectations.

- **Factors that did not emerge as barriers** include resources as fees, food, bursaries or even gender-related infrastructure elements like latrines or separate latrines for girls.

Positive signs that teachers have adopted new classroom practices emerged from a variety of indicators. The high number of teachers who reported receiving training indicates that implementation has rolled out effectively. Notably, nearly 19 in 20 teachers said they had been trained in GIRP, which education officials discussed at length in KIIs as an intervention they intend to carry on after the project closes. Teachers also showed statistically significant increases in the composites measuring gender perceptions and school environment. These results indicate that teachers have taken up new content in these areas. Teachers also reported that they believe training has importantly changed their practice, but given the very high proportions, it may be due more to social desirability bias than true change. Still, cluster supervisors stated in KIIs that they believe teachers have changed their practices, including developing lesson plans based on GIRP principles, calling on girls and boys more equally, and identifying high-, medium- and low-performing girls.

Students' opinions about their teachers' behaviour slightly temper teachers' self-reported improvement in their practices. While students in grades 7 and 9 did report positive changes in their teachers' practices, only the improvements reported by girls in grade 9 were statistically significant. This result indicates that teachers may still need more time to absorb and practice these new techniques before students perceive their impact, specifically the use of teaching aids. Although 93.7% of teachers said they used teaching aids in the classroom, only 63.7% of grade 7 students and 56.0% of grade 9 students said their teachers use a variety of teaching. This disparity highlights a possible area for further investigation and reinforcement.

Perceptions of stakeholders' support in project interventions have grown, based on both quantitative and qualitative data. Teachers reported a statistically significant increase from baseline to midline 1 in the responsiveness to girls' education of woreda officials, cluster supervisors, and school leadership. Teachers also reported high levels of responsiveness from woreda experts and GEAC Members. Woreda officials also noted in KIIs how cluster supervisors have become more effective in their jobs by offering more responsive and targeted feedback, while cluster supervisors reported that school directors had focused less on routine activities and more time evaluating teachers and following up with them about practices introduced by the project.

2.   Recommendations

Based on the research design and results of midline 1, researchers offer the following recommendations concerning the project's monitoring, evaluation, learning strategy and the interventions' sustainability and scalability and project design.

Monitoring, Evaluation and Learning of the Project

Several recommendations for monitoring and evaluation (M&E) emerge from the midline 1 results. First, the project could use its monitoring data to explore some of the midline 1 findings more in-depth. For instance, it is essential to contrast some of the midline 1 results provided by self-responses with empirical data gathered through regular monitoring. For example, girls may not have been candid when answering questions about barriers to girls' education or potential reasons for dropping out due to the stigma associated with certain responses. The findings could be confirmed by cross-validating them with monitoring data explaining why girls dropped out. Similarly, the project could provide safeguarding data collected through its monitoring systems so that researchers can a) ask questions around safeguarding matters in a safe way or b) validate responses to questions exploring the topic.

Second, monitoring data can also gain deeper insight into some of the linguistic dynamics in Ethiopian classrooms. Language-related results show some discrepancy in the frequency with which teachers and students use different languages and underscore that language can be a reason for girls to consider dropping out. With classroom observation and monitoring, the project could identify trends in language use that could potentially explain its role in how girls comfortably transition to grade 9 and stay in school. Specifically, data and monitoring related to English and Wolaytatto competency training interventions could provide more profound descriptions of the classroom dynamics between students of different linguistic groups and their interactions with teachers of varying linguistic proficiency. This linguistic issue

could also be explored in midline 2 through tailored classroom observations that build upon monitoring efforts of the project.

The results from midline 1 should also inform the design of midline 2 in 2022. First, schools in a comparison woreda should be visited to enable deeper insight of findings, conditions permitting. For example, midline 1 analysis revealed that girls and teachers believe that resources are not a barrier or a determinant for girls transitioning to secondary school. However, this finding may have resulted from girls who have already received financial support and other resources from the project not seeing marginal value in increasing such support. Adding results from the comparison group identified at baseline, who could not be visited at midline 1 due to the COVID-19 pandemic, would either confirm this hypothesis or reveal that resources are not relevant for this population of girls.

Second, midline 2 should more deeply explore the role that the community plays in girls' education. Girls' responses indicate that community and family support are essential to their education and transition to secondary school. Still, since the only data from community members came from engaged members of the community-school structures, it was impossible to determine the exact role that community members writ large have played. Quantitative and qualitative tools could be created to examine the nature of "community support," which may include mentoring, helping girls with homework, or challenging gender expectations that adolescent girls face.

Third, data on barriers facing girls and respondents' preferred interventions could also be collected more effectively. In responding to midline 1 surveys, teachers and students tended to select every available answer; forcing respondents to select the most important barrier or intervention—or rank-ordering a certain number—would provide a clearer picture of respondents' opinions and more precise feedback to the project. In addition, changes in sampling procedures could lead to a better understanding of teachers' gender differences. In particular, for midline 2, teachers could be stratified by gender as well as asked specific questions about why male and female teachers may disagree about aspects of the project or challenges that girls face.

Finally, midline 2 should attempt to examine some changes from baseline by using a longitudinal design at the student level. This design would raise the power of detecting change, which is enormously reduced by examining school-level changes (as opposed to individual-level changes). In addition, a two-stage mixed-methods evaluation would enable a higher level of understanding of the study's most important findings. In the first stage, quantitative methods would help researchers identify specific trends and raise hypotheses that could explain certain trends, or the lack thereof. In the second stage, qualitative methods would be used to gain insight into the relevant findings from the first stage.

Scalability and Sustainability
Education officials in the Wolaita Zone have not waited for STAGES to close before scaling project interventions such as GIRP and pedagogical leadership and training. In KIIs, zonal officials reported that they have started to expand certain interventions to all 22 woredas in the zone. Although this decision speaks to how highly zonal and woreda education officials think of the project's impact as well as Link's capacity as a partner, the decision to scale specific interventions only three years into the life of the project has some potential drawbacks. For instance, in discussing ways to enhance interventions' sustainability prospects, multiple respondents suggested that education officials must eventually incorporate M&E responsibilities that STAGES staff are now fulfilling into their own systems and processes. If officials in woredas targeted by the project have not yet completed preparations for independent M&E of the interventions, then the zonal office may not have the capability to do so in non-project interventions.

STAGES should collaborate with the zonal education office to learn more about the initial scaling of interventions. Data should be collected to understand which interventions are being scaled, which woredas they are being implemented, and how they are being rolled out in these areas. Using these findings, project staff could produce lessons learned from this initial scaling effort—including both best

practices to emulate and gaps that need to be addressed—to inform the sustainability efforts that respondents said they were eager to tackle.

The development of a *scalar tool* to measure progress towards sustainability could also clarify the path towards sustainability for each project intervention. Such a tool could evaluate the stage at which each intervention stands, in relation to sustainability, so that the project and the government can prioritize efforts and allocate resources more strategically. The development of such a tool could also facilitate conversations around the types of commitment and strategies that the project, government and other stakeholders should engage in to enhance the sustainability of the project interventions.

Project Design
STAGES should continue its community outreach interventions and, coupled with the recommended focus on collecting data from community members during midline 2, then hone their design to maximize their potential. Girls' responses to which factors encouraged them to stay enrolled in school highlight these interventions' importance and impact. More than nine in 10 girls both in grades 7 and 9 reported that encouragement from family and friends helped them stay in school. Midline 2 survey tools could ask girls who have remained in school which specific practices or behaviours and support from family and friends were key to keeping them enrolled.

Annexes

Annex 1: Midline Evaluation Methodology

STS used mixed methods to respond to the six questions guiding the evaluation. Qualitative methods primarily addressed evaluation questions 1, 2 and 3. A mix of both qualitative and quantitative methods addressed evaluation questions 4, 5 and 6. The quantitative portion of the evaluation consisted of administering close-ended items to teachers and girls, to capture opinions around a) teaching quality, b) stakeholders' support and c) characteristics of girls who transitioned to secondary education as well as the barriers that they face to do so. In particular, the quantitative analysis was oriented by the research questions and the possibility of comparing results to baseline. As such, the quantitative surveys kept several items used in the baseline evaluation to evaluate changes across time. The qualitative portion of the evaluation consisted of key informant interviews with stakeholders at both the school level at four secondary schools—grade 9 girls, teachers, members of community-school structures and school directors—and at the government level—cluster supervisors and government officials, including gender officers at the woreda, zone and regional levels. The qualitative analysis was intended to

Tool development

For the two quantitative surveys, STS drafted and piloted 51 questions for girls and 44 questions for teachers. These questions were intended to capture elements relevant to the quality of teaching, stakeholders' support and the characteristics and well-being of girls. To enable comparisons with baseline, STS tried to keep as many questions as possible from baseline; however, due to their broader focus or lack of discrimination, many of the baseline questions were deemed irrelevant for the midline 1 evaluation. Therefore, about half of the questions included in each tool were developed for this evaluation. Tools were developed by STS's technical lead, reviewed by other team members and piloted in the field as part of the training.

The qualitative interviews were drafted by mapping the evaluation questions and subquestions to respondents, then developing draft items. Tools were developed by STS's qualitative specialist and reviewed by other team members.

Sample

STS sampled grade 7-9 teachers from 14 secondary and 15 primary schools across all four Woreda's where the project operated for the two quantitative surveys. A total of 84 teachers participated in the study, way beyond the target of 58. While teachers reported teaching more than one grade level, 44 of these teachers taught grade 7 students, and 40 of them taught grade 9 students, with no overlap between them. In primary school, a total of 223 grade 7 girls were sampled; in secondary schools, a total of 210 girls were sampled. These numbers were slightly above the intended number of girls (216 for grade 7 and 207 for grade 9).

Table A1. Quantitative Sample

	Grade 7	Grade 9	Total
Girls	223	210	433
Teachers	44	40	84

STS selected respondents from four lower secondary schools for the qualitative interviews, one school in each treatment woreda.

Table A2. Qualitative Sample

KII Type	Interviews Held
Grade 9 Girls	9
GEAC / Gender Club Coordinators (Teachers)	6
School Directors	4
Community-School Structures	8
Cluster Supervisors and Experts	8
Gender Officers (Woreda-Level)	4
Wolaita Zone-level Education Officials	2
SNNPR Regional Education Officials	1
Total	42

Enumerator training

The Midline I quantitative enumerator training took place over a 3-day period from May 12-May 14, 2021, in Sodo, Ethiopia. School-to-School's consultant Bekalu Yayeh, Quantitative Expert, travelled to Sodo to conduct the training with a total of 21 enumerators. During the training, enumerators were instructed on using the SurveyCTO platform to conduct the girls and teachers surveys and the sampling procedures. They were also trained on research ethics, Link safeguarding protocols and COVID-19 safety. Day 3 was spent at a field visit at a school in a non-intervention woreda, where each enumerator practised assessing students and teachers. See the full schedule of activities below.

The Midline I qualitative enumerator training took place over a 3-day period from May 12-May 14, 2021, in Sodo, Ethiopia. School-to-School's consultant Almeneh Tadele, Qualitative Expert, travelled to Sodo to conduct the training with a total of eight enumerators. During the training, enumerators were instructed on notetaking and administration protocols to conduct the Key Informant Interviews. They were also trained on research ethics and Link child protection and safeguarding protocols, and COVID-19 safety. Day 3 was spent at a field visit to a school in a non-intervention woreda, where each enumerator practised assessing students and teachers. See the full schedule below.

Data collection

Quantitative data collection took place over a 6-day period from May 17-May 24, 2021. Seven teams of three enumerators collected data from one school per day. Data was remotely monitored by School-to-School International's Ami Kanani, Program Coordinator. Teams were able to upload data daily.

Table A3. Quantitative Schedule of Activities

DATE	BRIEF DESCRIPTION OF ACTIVITIES
5-11-2021	Meeting with Link team
5-12-2021	Training – Day 1: Project Overview Research Ethics, Safeguarding, COVID-19 Introduction to SurveyCTO and tablet distribution Review of Girls and Teachers surveys

5-13-2021	Training – Day 2:
	Girls survey practice in pairs
	Teachers survey practice in pairs
	Sampling and Roles & Responsibilities during data collection
	Field test planning
5-14-2021	Training – Day 3:
	Field test and debrief
	Team leaders training
5-15-2021	Teams depart for data collection
5-17-2021	Quantitative data collection supervised by Bekalu Yayeh, and data monitored by Ami Kanani
5-18-2021	Quantitative data collection supervised by Bekalu Yayeh, and data monitored by Ami Kanani
5-19-2021	Quantitative data collection supervised by Bekalu Yayeh, and data monitored by Ami Kanani
5-20-2021	Quantitative data collection supervised by Bekalu Yayeh, and data monitored by Ami Kanani
5-21-2021	Quantitative data collection supervised by Bekalu Yayeh, and data monitored by Ami Kanani
5-24-2021	Quantitative data collection supervised by Bekalu Yayeh, and data monitored by Ami Kanani

Qualitative data collection took place over an 8-day period from May 17 to 26. Four teams of three enumerators collected data from schools, spending two days at each school. STS's qualitative specialist, Alemneh Tadele, worked with a notetaker to conduct interviews with all government officials. Data was remotely monitored by School-to-School International's Drew Schmenner, Senior Data and Technical Writing Associate.

Table A4. Qualitative Schedule of Activities

DATE	BRIEF DESCRIPTION OF ACTIVITIES
5-11-2021	Meeting with Link team
5-12-2021	Training – Day 1:
	Project Overview
	Research Ethics, Safeguarding, COVID-19
	Qualitative Research overview

	Review of KII grade 9 girls and practice
	Review of KII teachers and practice
5-13-2021	Training – Day 2:
	Review of KII Community-School Structures and practice
	Review of KII School Directors and practice
	KII Assent/Consent procedures
	Field test planning
5-14-2021	Training – Day 3:
	Field test and debrief
	Data collection logistics
5-15-2021	Teams depart for data collection
5-17-2021	Qualitative data collection supervised by Almeneh Tadele, and data monitored by Drew Schmenner
5-18-2021	Qualitative data collection supervised by Almeneh Tadele, and data monitored by Drew Schmenner
5-19-2021	Qualitative data collection supervised by Almeneh Tadele, and data monitored by Drew Schmenner
5-20-2021	Qualitative data collection supervised by Almeneh Tadele, and data monitored by Drew Schmenner
5-21-2021	Qualitative data collection supervised by Almeneh Tadele, and data monitored by Drew Schmenner
5-24-2021	Qualitative data collection supervised by Almeneh Tadele, and data monitored by Drew Schmenner

Analytic methods

Quantitative data from the surveys were cleaned, coded and analysed in Stata. The analysis of the quantitative surveys began with cleaning raw data in alignment with information from data collection and based on the consistency of the responses. Three main criteria were used to guide data quality assessments—data need to be complete, accurate and internally consistent. Multi-stage data cleaning was used to ensure all data values were within the allowable range and reserve codes were used appropriately. Minimal cleaning was performed. For example, a couple of teachers reported teaching at grades other than 7, 8 or 9; these teachers were removed from the sample. As a second step, STS produced item statistics for each of the questions—descriptive statistics for teachers and students presented in Annex 2. The third step consisted of creating composites: a total of four composites for girls and two composites for teachers were created. These composites were guided by the composites used during baseline. STS modified the composites based on a factor analysis whenever items did not appropriately conform to the expectations. The final set of composites, as well as their characteristics, are presented in Table A5. Last, STS produced tables and graphs based on teachers' and students' responses—disaggregated and for the entire set of respondents—and conducted correlational analyses

to gain further insight into some of the issues being explored. For example, to better understand why girls are thinking about dropping out, STS analysed the correlations between this trend and the responses to other questions such as languages spoken at home.

Table A5. Composites used in midline 1

Composite	Scale	Items used	Mean (midline 1)
Girls' Composites			
Leadership and Comfort at School (LSCO)	0-20	I get nervous when I have to read in front of others I get nervous when I have to do maths in front of others I feel confident answering questions in class I would like to continue studying/attending school after this year I often feel lonely at school	14.5
Self Esteem	0-30	Generally, I am satisfied with myself. At times, I think I am no good at all. I feel that I have a lot of good qualities. I can do things as well as most other girls my age. I feel I do not have much to be proud of. I certainly feel useless at times. I feel that I am just as important as anybody else. I am afraid that I will fail. I feel positively about myself.	20.0
Gender Perceptions	0-21	It is important for girls to go to school Education is more important for boys than for girls Girls learn the same at school as boys A woman's role is to do household jobs and raise children	17.3

Composite	Scale	Items used	Mean (midline 1)
		Men should share household duties	
		Boys are more naturally skilled than girls at reading and writing	
		Boys are more naturally skilled than girls at mathematics	
Teacher Behaviour	0-6.33	Does your teacher(s) ask more questions to boys, girls, equally to both	5.0
		Does your teacher(s) ask harder questions to boys, girls, equally to both	
		If you don't understand something, do your teachers use a different language	
		Does your teacher(s) encourage students to participate during lessons	
		Does your teacher(s) suggest ways you can continue to study after school/at home	
Teacher Composites			
Gender Perception Teacher	0-15	Education is more important for boys than for girls	14.0
		Girls who get pregnant while still at school should be allowed back in school	
		Boys' education should get preference when money is scarce	
		Boys and girls should share household chores equally	
		I think boys are more naturally skilled than girls at reading and writing	
		I think boys are more naturally skilled than girls at mathematics	
School Environment	0-5	Who is responsive to girls' needs at school? • Woreda officials • cluster supervisors • leadership of schools	4.6

What is your gender?	Count	Percentage
Male	67	79.80%
Female	17	20.20%
Total	84	100.00%

Composite	Scale	Items used	Mean (midline 1)
		Are girls that are orphaned welcome into your school? Are girls that have difficulty performing basic activities welcome at your school?	

Annex 2: Descriptive Statistics

Table A6. Descriptive statistics from teachers' survey.

How often do you speak each of these languages at home? **Response: English**	Count	Percentage
Never	2	2.40%
Rarely	14	16.70%
Sometimes	66	78.60%
Often	2	2.40%
Total	84	100.00%

How often do you speak of these languages at home? **Response: Wolayttatto**	Count	Percentage
Sometimes	1	1.20%
Often	83	98.80%
Total	84	100.00%

How often do you speak of these languages at home? **Response: Amharic**	Count	Percentage
Sometimes	56	66.70%
Often	28	33.30%

How often do you speak of these languages at home? Response: Amharic	Count	Percentage
Total	84	100.00%

How many years have you been working as a teacher?	Count	Percentage
Less than 1 year	1	1.20%
between 1 and 5 years	21	25.00%
between 5 and 10 years	24	28.60%
more than 10 years	38	45.20%
Total	84	100.00%

What grade level(s) are you assigned to teach this year?	Count	Percentage
Grade 1	0	0.00%
Grade 2	0	0.00%
Grade 3	0	0.00%
Grade 4	0	0.00%
Grade 5	18	21.40%
Grade 6	16	19.00%
Grade 7	44	52.40%
Grade 8	24	28.60%
Grade 9	40	47.60%
Grade 10	13	15.50%

What subject(s) do you teach? Select all that apply	Count	Percentage
Subject: English	31	36.90%
Subject: Math	29	34.50%
Subject: Amharic	5	6.00%
Subject: Wolayttatto	12	14.30%
Subject: Science	5	6.00%
Subject: Physics	4	4.80%
Subject: History	1	1.20%
Subject: Geography	2	2.40%
Subject: Civics and Ethics	6	7.10%
Subject: Other	8	9.50%

If other, please specify:	Count	Percentage
Biology	2	25.00%
Biology, Basic integrated science and Chemistry	1	12.50%
Chemistry	2	25.00%
HPE	1	12.50%
Social Studies	1	12.50%
Social study	1	12.50%
Total	8	100.00%

Are you a school principal?	Count	Percentage
No	66	78.60%
Yes	18	21.40%
Total	84	100.00%

Does your school have a functioning Parent-Teacher Association (PTA)?	Count	Percentage
No	4	4.80%
Yes	79	94.00%
I don't know	1	1.20%
Total	84	100.00%

Are you an active participant in the Parent-Teacher Association?	Count	Percentage
No	31	39.20%
Yes	48	60.80%
Total	79	100.00%

Does your school have a functioning School Improvement Committee (SIC)?	Count	Percentage
No	2	2.40%
Yes	81	96.40%
I don't know	1	1.20%
Total	84	100.00%

Are you an active participant in the School Improvement Committee (SIC)?	Count	Percentage

No	29	35.80%
Yes	52	64.20%
Total	81	100.00%

Does your school have an active Girls' Education Advisory Committee (GEAC)?	Count	Percentage
No	2	2.40%
Yes	82	97.60%
Total	84	100.00%

Are you an active member of the Girls' Education Advisory Committee (GEAC)?	Count	Percentage
No	24	29.30%
Yes	58	70.70%
Total	82	100.00%

Does your school have a Gender Club?	Count	Percentage
No	1	1.20%
Yes	83	98.80%
Total	84	100.00%

Are you an active member of the Gender Club?	Count	Percentage
No	33	39.80%
Yes	50	60.20%
Total	83	100.00%

Education is more important for boys than for girls	Count	Percentage
Disagree a lot	76	90.50%
Disagree a little	3	3.60%
Agree a little	2	2.40%
Agree a lot	3	3.60%
Total	84	100.00%

Girls who get pregnant while still at school should be allowed back in school	Count	Percentage
Disagree a lot	1	1.20%

Agree a little	3	3.60%
Agree a lot	80	95.20%
Total	84	100.00%

Boys' education should get preference when money is scarce	Count	Percentage
Disagree a lot	72	85.70%
Disagree a little	6	7.10%
Agree a little	4	4.80%
Agree a lot	2	2.40%
Total	84	100.00%

Boys and girls should share household chores equally	Count	Percentage
Agree a little	2	2.40%
Agree a lot	82	97.60%
Total	84	100.00%

I think boys are more naturally skilled than girls at reading and writing	Count	Percentage
Disagree a lot	69	82.10%
Disagree a little	6	7.10%
Agree a little	7	8.30%
Agree a lot	2	2.40%
Total	84	100.00%

I think boys are more naturally skilled than girls at mathematics	Count	Percentage
Disagree a lot	76	90.50%
Disagree a little	3	3.60%
Agree a little	4	4.80%
Agree a lot	1	1.20%
Total	84	100.00%

Overall, it is easier to teach boys than girls	Count	Percentage
Disagree a lot	74	88.10%

Disagree a little	5	6.00%
Agree a little	3	3.60%
Agree a lot	2	2.40%
Total	84	100.00%

The classroom set up allows equal participation for boys and girls	Count	Percentage
Disagree a lot	1	1.20%
Disagree a little	1	1.20%
Agree a little	5	6.00%
Agree a lot	77	91.70%
Total	84	100.00%

I inform girls of a variety of career options	Count	Percentage
Disagree a little	1	1.20%
Agree a little	11	13.10%
Agree a lot	72	85.70%
Total	84	100.00%

Female teachers have the same status as male teachers in school	Count	Percentage
Disagree a lot	1	1.20%
Agree a little	7	8.30%
Agree a lot	76	90.50%
Total	84	100.00%

Female teachers do not get promoted to higher positions as often as male teachers	Count	Percentage
Disagree a lot	52	61.90%
Disagree a little	7	8.30%
Agree a little	15	17.90%
Agree a lot	10	11.90%
Total	84	100.00%

I feel confident in my ability to teach in English	Count	Percentage
Agree a little	23	27.40%

Agree a lot	61	72.60%
Total	84	100.00%

Most of the time, who do you ask harder questions to?	Count	Percentage
Equally to boys and girls	73	86.90%
Girls	3	3.60%
Boys	8	9.50%
Total	84	100.00%

If students do not understand something, I use different languages to help them	Count	Percentage
Rarely	6	7.10%
Sometimes	57	67.90%
Often	21	25.00%
Total	84	100.00%

I discipline students who get things wrong in a lesson	Count	Percentage
No	47	56.00%
Yes	37	44.00%
Total	84	100.00%

Does your school act in a girl-friendly way?	Count	Percentage
Sometimes	18	21.40%
Mostly	39	46.40%
Always	27	32.10%
Total	84	100.00%

Responsive	Count	Percentage
Responsive: Woreda officials	65	77.40%
Responsive: cluster supervisors	79	94.00%
Responsive: leadership of schools	80	95.20%
Responsive: Woreda experts	68	81.00%
Responsive: GEAC members	83	98.80%
Responsive: none	0	0.00%

Girls	Count	Percentage
Girls: pregnant	76	90.50%
Girls: orphaned	83	98.80%
Girls: girls that have difficulty performing basic activities	81	96.40%
Girls: none	0	0.00%

Are girls that are pregnant or expecting welcome into your school?	Count	Percentage
Not very welcome	2	2.40%
Somewhat welcome	19	22.60%
Very welcome	63	75.00%
Total	84	100.00%

Are girls that are orphaned welcome into your school?	Count	Percentage
Somewhat welcome	3	3.60%
Very welcome	81	96.40%
Total	84	100.00%

Are girls that have difficulty performing basic activities (walking, seeing, hearing, speaking) welcome into your school?	Count	Percentage
Somewhat welcome	6	7.10%
Very welcome	78	92.90%
Total	84	100.00%

How prepared do you feel to teach girls who have difficulty performing basic activities (walking, seeing, hearing, speaking)?	Count	Percentage
Somewhat prepared	8	9.50%
Very prepared	76	90.50%
Total	84	100.00%

In the past two years, have you received training in the following? (Select all that apply)	Count	Percentage
Training: Your subject (Math, science, etc.)	66	78.60%
Training: classroom management	63	75.00%

Training: gender and inclusive responsive pedagogy	79	94.00%
Training: safeguarding	56	66.70%
Training: other	5	6.00%

What practices have you implemented in your classroom in response to the training in your subject? (Select all that apply)	Count	Percentage
Practices: Introducing group work/pair work	64	97.00%
Practices: Differentiation of students	66	100.00%
Practices: Using teaching aids	62	93.90%
Practices: Using multiple materials (e.g., visual, texts, real objects, etc.)	61	92.40%
Practices: Identify areas in which students are struggling	64	97.00%
Practices: Ask questions to students	65	98.50%
Practices: Demonstrate content for students	66	100.00%
Practices: Use a variety of methodologies (e.g., role-play, story re-telling, think-pair-share, songs)	54	81.80%
Practices: Build students' confidence	65	98.50%
Practices: Build students' ability to work together and have positive relationships	65	98.50%
Practices: Give praise	65	98.50%
Practices: Use multiple languages as needed to ensure understanding	60	90.90%
Practices: Adapt teaching to ensure every student learns-	59	89.40%
Practices: none	0	0.00%

What practices have you implemented in your classroom in response to the training in classroom management? Response: Lesson planning		
Selected	63	100.00%
Total	63	100.00%

What practices have you implemented in your classroom in response to the training in classroom management? Response: Using teaching aids		
Not selected	4	6.30%
Selected	59	93.70%
Total	63	100.00%

What practices have you implemented in your classroom in response to the training in classroom management? Response: Assess students' learning outcomes		
Not selected	2	3.20%
Selected	61	96.80%
Total	63	100.00%

Mgmt Practices: none What practices have you implemented in your classroom in response to the training in classroom management? Response: none		
Not selected	63	100.00%
Total	63	100.00%

What practices have you implemented in your classroom in response to the training in classroom management? Response: I don't know		
Not selected	63	100.00%
Total	63	100.00%

What practices have you implemented in your classroom in response to the training in classroom management? No response/refuse to respond		
Not selected	63	100.00%
Total	63	100.00%

What practices have you implemented in your classroom in response to the training in gender responsive and inclusive pedagogy? Response: Providing extra time for students with disabilities		
Not selected	18	22.80%
Selected	61	77.20%
Total	79	100.00%

What practices have you implemented in your classroom in response to the training in gender responsive and inclusive pedagogy? Response: Differentiation of students		
Not selected	2	2.50%

Selected	77	97.50%
Total	79	100.00%

What practices have you implemented in your classroom in response to the training in gender responsive and inclusive pedagogy? **Response: Ensure equal participation of girls and boys**		
Not selected	2	2.50%
Selected	77	97.50%
Total	79	100.00%

What practices have you implemented in your classroom in response to the training in gender responsive and inclusive pedagogy? **Response: Use multiple languages as needed to ensure understanding**		
Selected	79	100.00%
Total	79	100.00%

What practices have you implemented in your classroom in response to the training in gender responsive and inclusive pedagogy? **Response: Adapt teaching to ensure every student learns**		
Not selected	1	1.30%
Selected	78	98.70%
Total	79	100.00%

What practices have you implemented in your classroom in response to the training in gender responsive and inclusive pedagogy? **Response: Identify students who are struggling and provide targeted support**		
Not selected	3	3.80%
Selected	76	96.20%
Total	79	100.00%

What practices have you implemented in your classroom in response to the training in gender responsive and inclusive pedagogy? **Response: Build students' confidence**		

Not selected	3	3.80%
Selected	76	96.20%
Total	79	100.00%

What practices have you implemented in your classroom in response to the training in gender responsive and inclusive pedagogy? **Response: Build students' ability to work together and have positive relationships with each other**		
Not selected	4	5.10%
Selected	75	94.90%
Total	79	100.00%

What practices have you implemented in your classroom in response to the training in gender responsive and inclusive pedagogy? **Response: Give praise**		
Not selected	4	5.10%
Selected	75	94.90%
Total	79	100.00%

What practices have you implemented in your classroom in response to the training in gender responsive and inclusive pedagogy? **Response: none**		
Not selected	79	100.00%
Total	79	100.00%

What practices have you implemented in your classroom in response to the training in gender responsive and inclusive pedagogy? **Response: I don't know**		
Not selected	79	100.00%
Total	79	100.00%

What practices have you implemented in your classroom in response to the training in gender responsive and inclusive pedagogy? **Response: no response/refuse to respond**		

| Not selected | 79 | 100.00% |
| Total | 79 | 100.00% |

What practices have you implemented in your classroom in response to the training in safeguarding? Response: Agree upon good behaviour rules		
Not selected	2	3.60%
Selected	54	96.40%
Total	56	100.00%

What practices have you implemented in your classroom in response to the training in safeguarding? Response: Remind students of the good behaviour rules		
Not selected	5	8.90%
Selected	51	91.10%
Total	56	100.00%

What practices have you implemented in your classroom in response to the training in safeguarding? Response: Actively diagnose students' well-being		
Not selected	1	1.80%
Selected	55	98.20%
Total	56	100.00%

What practices have you implemented in your classroom in response to the training in safeguarding? Response: Eliminate corporal punishment		
Not selected	1	1.80%
Selected	55	98.20%
Total	56	100.00%

What practices have you implemented in your classroom in response to the training in safeguarding? Response: Communicate with head teacher whenever you think a child is at risk		
Not selected	1	1.80%
Selected	55	98.20%

Total	56	100.00%

What practices have you implemented in your classroom in response to the training in safeguarding? **Response: Communicate with head teacher whenever you think a child is at risk**		
Not selected	3	5.40%
Selected	53	94.60%
Total	56	100.00%

What practices have you implemented in your classroom in response to the training in safeguarding? **Response: Ask students if they are afraid of anything**		
Not selected	1	1.80%
Selected	55	98.20%
Total	56	100.00%

What practices have you implemented in your classroom in response to the training in safeguarding? **Response: Encourage students to use the reporting pathways that are open to them, if needed**		
Not selected	3	5.40%
Selected	53	94.60%
Total	56	100.00%

What practices have you implemented in your classroom in response to the training in safeguarding? **Response: none**		
Not selected	56	100.00%
Total	56	100.00%

What practices have you implemented in your classroom in response to the training in safeguarding? **Response: I don't know**		
Not selected	56	100.00%
Total	56	100.00%

What practices have you implemented in your classroom in response to the training in safeguarding? Response: no response/refuse to respond		
Not selected	56	100.00%
Total	56	100.00%

What barriers do girls face to stay in school? Response: Lack of community support for education		
Not selected	2	2.40%
Selected	82	97.60%
Total	84	100.00%

What barriers do girls face to stay in school? Response: school fees		
Not selected	47	56.00%
Selected	37	44.00%
Total	84	100.00%

What barriers do girls face to stay in school? Response: quality of education is poor		
Not selected	12	14.30%
Selected	72	85.70%
Total	84	100.00%

What barriers do girls face to stay in school? Response: school is too far away		
Not selected	13	15.50%
Selected	71	84.50%
Total	84	100.00%

What barriers do girls face to stay in school? Response: home chores		
Not selected	2	2.40%
Selected	82	97.60%
Total	84	100.00%

| What barriers do girls face to stay in school? | | |
Response: work/income earning more important		
Selected	84	100.00%
Total	84	100.00%

| What barriers do girls face to stay in school? | | |
Response: infrastructure is poor/unsafe		
Not selected	8	9.50%
Selected	76	90.50%
Total	84	100.00%

| What barriers do girls face to stay in school? | | |
Response: no latrines		
Not selected	21	25.00%
Selected	63	75.00%
Total	84	100.00%

| What barriers do girls face to stay in school? | | |
Response: no water supply		
Not selected	13	15.50%
Selected	71	84.50%
Total	84	100.00%

| What barriers do girls face to stay in school? | | |
Response: latrines are there but not separate latrines for girls		
Not selected	26	31.00%
Selected	58	69.00%
Total	84	100.00%

| What barriers do girls face to stay in school? | | |
Response: illness		
Not selected	1	1.20%
Selected	83	98.80%
Total	84	100.00%

What barriers do girls face to stay in school? Response: early pregnancy		
Not selected	2	2.40%
Selected	82	97.60%
Total	84	100.00%

What barriers do girls face to stay in school? Response: early marriage		
Not selected	1	1.20%
Selected	83	98.80%
Total	84	100.00%

What barriers do girls face to stay in school? Response: school related SRGBV		
Not selected	11	13.10%
Selected	73	86.90%
Total	84	100.00%

What barriers do girls face to stay in school? Response: no food at school		
Not selected	10	11.90%
Selected	74	88.10%
Total	84	100.00%

What barriers do girls face to stay in school? Response: language barriers		
Not selected	11	13.10%
Selected	73	86.90%
Total	84	100.00%

What barriers do girls face to stay in school? Response: low performance/grades		
Not selected	6	7.10%
Selected	78	92.90%
Total	84	100.00%

What barriers do girls face to stay in school? Response: lack of parental support		
Selected	84	100.00%
Total	84	100.00%

What barriers do girls face to stay in school? Response: lack of confidence		
Not selected	2	2.40%
Selected	82	97.60%
Total	84	100.00%

What barriers do girls face to stay in school? Response: low expectations		
Selected	84	100.00%
Total	84	100.00%

What barriers do girls face to stay in school? Response: migration		
Not selected	7	8.30%
Selected	77	91.70%
Total	84	100.00%

What barriers do girls face to stay in school? Response: none		
Not selected	84	100.00%
Total	84	100.00%

What barriers do girls face to stay in school? Response: I don't know		
Not selected	84	100.00%
Total	84	100.00%

What barriers do girls face to stay in school? No response/refuse to respond		

Not selected	84	100.00%
Total	84	100.00%

Which project activities have reduced the barriers to girls' attendance? (select all that apply)	Count	Percentage
Activities Barriers: Support to Gender Clubs	84	100.00%
Activities Barriers: Sanitary packs (pads/soap)	84	100.00%
Activities Barriers: Gender responsive and inclusive pedagogy (GRP) training	84	100.00%
Activities Barriers: SEL support via guidance and counselling	83	98.80%
Activities Barriers: Uniform, textbooks, and other material for primary girls	67	79.80%
Activities Barriers: Life-skills advice	74	88.10%
Activities Barriers: Support to Girls' Education Advisory Committee (GEACs)	84	100.00%
Activities Barriers: Addressing negative social and cultural practices	80	95.20%
Activities Barriers: Safeguarding measures	84	100.00%
Activities Barriers: Bursaries to cover uniforms, registration fees and textbook	70	83.30%
Activities Barriers: Construction of new schools	77	91.70%
Activities Barriers: Training and mentoring in subject matters	82	97.60%
Activities Barriers: Training and mentoring in SRGBV	82	97.60%
Activities Barriers: Leadership training for directors	83	98.80%
Activities Barriers: Coaching and mentoring support for teachers by Woreda Cluster and School Directors	80	95.20%
Activities Barriers: none	0	0.00%

Which project activities have the potential to increase attendance of secondary girls? (select all that apply)	Count	Percentage
Activities Attendance: Support to Gender Clubs	84	100.00%
Activities Attendance: Sanitary packs (pads/soap)	84	100.00%
Activities Attendance: Gender responsive and inclusive pedagogy (GRP) training	84	100.00%
Activities Attendance: SEL support via guidance and counselling	84	100.00%
Activities Attendance: Uniform, textbooks, and other material for primary girls	75	89.30%
Activities Attendance: Life-skills advice	74	88.10%

Activity	Count	Percentage
Activities Attendance: Support to Girls' Education Advisory Committee (GEACs)	84	100.00%
Activities Attendance: Addressing negative social and cultural practices	77	91.70%
Activities Attendance: Safeguarding measures	82	97.60%
Activities Attendance: Bursaries to cover uniforms, registration fees and textbooks for secondary girls	84	100.00%
Activities Attendance: Construction of new schools	84	100.00%
Activities Attendance: Training and mentoring in subject matters	84	100.00%
Activities Attendance: Training and mentoring in SRGBV	81	96.40%
Activities Attendance: Leadership training for directors	83	98.80%
Activities Attendance: Coaching and mentoring support for teachers by Woreda Cluster and School Directors	84	100.00%
Activities Attendance: Awards for high performing girls	77	91.70%
Activities Attendance: Mentoring by female role models	77	91.70%
Activities Attendance: Materials surrounding gender disparities in schools	72	85.70%
Activities Attendance: Promotion of female role models	73	86.90%
Activities Attendance: Gender inclusion action plans	82	97.60%
Activities Attendance: none	0	0.00%

Table A7. Descriptive statistics from girls' survey.

Level of education	Count	Percentage
Primary	223	51.5%
Secondary	210	48.5%
Total	433	100.0%

Please select the woreda where the school is located.	Count	Percentage
Non-capital Town	328	75.8%
Capital Town	90	20.8%
Rural	15	3.5%
Total	433	100.0%

Please select the type of school.	Count	Percentage
Old	373	86.1%
New	60	13.9%
Total	433	100.0%

Please enter the student's current grade	Count	Percentage
Grade 7	223	51.5%
Grade 9	210	48.5%
Total	433	100.0%

How often do you speak each of these languages at home? Response: English	Count	Percentage
Never	227	52.4%
Rarely	86	19.9%
Sometimes	115	26.6%
Often	2	0.5%
I don't know	3	0.7%
Total	433	100.0%

How often do you speak each of these languages at home? Response: Wolayttatto	Count	Percentage
Rarely	3	0.7%
Sometimes	3	0.7%
Often	427	98.6%
Total	433	100.0%

How often do you speak each of these languages at home? Response: Amharic	Count	Percentage
Never	86	19.9%
Rarely	88	20.3%
Sometimes	228	52.7%
Often	31	7.2%
Total	433	100.0%

Do your parents want for you to continue to the next grade?	Count	Percentage
No	10	2.3%
Yes	423	97.7%
Total	433	100.0%

I get nervous when I have to read in front of others	Count	Percentage
Strongly disagree	164	37.9%
Disagree	101	23.3%
Neither agree nor disagree	6	1.4%
Agree	115	26.6%
Strongly agree	46	10.6%
no response/refuse to respond	1	0.2%
Total	433	100.0%

I get nervous when I have to do maths in front of others	Count	Percentage
Strongly disagree	114	26.3%
Disagree	111	25.6%
Neither agree nor disagree	8	1.8%
Agree	144	33.3%
Strongly agree	56	12.9%
Total	433	100.0%

I feel confident answering questions in class	Count	Percentage
Strongly disagree	14	3.2%
Disagree	64	14.8%
Neither agree nor disagree	10	2.3%
Agree	156	36.0%
Strongly agree	188	43.4%
no response/refuse to respond	1	0.2%
Total	433	100.0%

I would like to continue studying/attending school after this year	Count	Percentage
Strongly disagree	6	1.4%
Disagree	3	0.7%
Agree	59	13.6%
Strongly agree	365	84.3%
Total	433	100.0%

I often feel lonely at school	Count	Percentage
Strongly disagree	193	44.6%
Disagree	154	35.6%
Neither agree nor disagree	6	1.4%
Agree	54	12.5%
Strongly agree	25	5.8%
I don't know	1	0.2%
Total	433	100.0%

It is important for girls to go to school	Count	Percentage
Disagree a lot	4	0.9%
Disagree a little	2	0.5%
Agree a little	18	4.2%
Agree a lot	409	94.5%
Total	433	100.0%

Education is more important for boys than for girls	Count	Percentage
Disagree a lot	310	71.6%

Education is more important for boys than for girls	Count	Percentage
Disagree a little	46	10.6%
Agree a little	48	11.1%
Agree a lot	25	5.8%
no response/refuse to respond	2	0.5%
I don't know	2	0.5%
Total	433	100.0%

Girls learn the same at school as boys	Count	Percentage
Disagree a lot	22	5.1%
Disagree a little	31	7.2%
Agree a little	92	21.2%
Agree a lot	288	66.5%
Total	433	100.0%

A woman's role is to do household jobs and raise children	Count	Percentage
Disagree a lot	292	67.4%
Disagree a little	44	10.2%
Agree a little	49	11.3%
Agree a lot	47	10.9%
I don't know	1	0.2%
Total	433	100.0%

Men should share household duties	Count	Percentage
Disagree a lot	32	7.4%
Disagree a little	21	4.8%
Agree a little	66	15.2%
Agree a lot	313	72.3%
I don't know	1	0.2%
Total	433	100.0%

Boys are more naturally skilled than girls at reading and writing	Count	Percentage
Disagree a lot	294	67.9%
Disagree a little	26	6.0%
Agree a little	62	14.3%
Agree a lot	47	10.9%
no response/refuse to respond	1	0.2%
I don't know	3	0.7%
Total	433	100.0%

Boys are more naturally skilled than girls at mathematics	Count	Percentage
Disagree a lot	285	65.8%

Boys are more naturally skilled than girls at mathematics	Count	Percentage
Disagree a little	32	7.4%
Agree a little	66	15.2%
Agree a lot	47	10.9%
I don't know	3	0.7%
Total	433	100.0%

My teachers make me feel welcome in the classroom	Count	Percentage
Disagree a lot	15	3.5%
Disagree a little	16	3.7%
Agree a little	108	24.9%
Agree a lot	294	67.9%
Total	433	100.0%

My teachers treat boys and girls differently in the classroom	Count	Percentage
Disagree a lot	86	19.9%
Disagree a little	34	7.9%
Agree a little	126	29.1%
Agree a lot	185	42.7%
no response/refuse to respond	2	0.5%
Total	433	100.0%

My teachers are often absent for class	Count	Percentage
Disagree a lot	163	37.6%
Disagree a little	60	13.9%
Agree a little	148	34.2%
Agree a lot	62	14.3%
Total	433	100.0%

My teachers encourage me to come to school	Count	Percentage
Disagree a lot	15	3.5%
Disagree a little	18	4.2%
Agree a little	101	23.3%
Agree a lot	298	68.8%
I don't know	1	0.2%
Total	433	100.0%

I feel safer if there is a female teacher in the classroom	Count	Percentage
Disagree a lot	51	11.8%
Disagree a little	31	7.2%
Agree a little	98	22.6%
Agree a lot	252	58.2%
I don't know	1	0.2%

I feel safer if there is a female teacher in the classroom	Count	Percentage
Total	433	100.0%

Teachers use group work or pair group during a typical lesson	Count	Percentage
Disagree a lot	17	3.9%
Disagree a little	27	6.2%
Agree a little	167	38.6%
Agree a lot	222	51.3%
Total	433	100.0%

Teachers use a variety of teaching aids	Count	Percentage
Disagree a lot	81	18.7%
Disagree a little	48	11.1%
Agree a little	181	41.8%
Agree a lot	123	28.4%
Total	433	100.0%

I learn better from female teachers	Count	Percentage
Disagree a lot	55	12.7%
Disagree a little	49	11.3%
Agree a little	122	28.2%
Agree a lot	206	47.6%
no response/refuse to respond	1	0.2%
Total	433	100.0%

Does your teacher(s) ask more questions to:	Count	Percentage
Equally to boys and girls	372	85.9%
Girls	10	2.3%
Boys	50	11.5%
I don't know	1	0.2%
Total	433	100.0%

Does your teacher(s) ask harder questions to:	Count	Percentage
Equally to boys and girls	312	72.1%
Girls	3	0.7%
Boys	116	26.8%
no response/refuse to respond	1	0.2%
I don't know	1	0.2%
Total	433	100.0%

If you don't understand something, do your teachers use a different language to help you understand?	Count	Percentage
Never	13	3.0%
Rarely	16	3.7%
Sometimes	217	50.1%
Often	186	43.0%
I don't know	1	0.2%
Total	433	100.0%

Does your teacher(s) encourage students to participate during lessons, for example by answering questions?	Count	Percentage
Never	8	1.8%
Rarely	38	8.8%
Sometimes	166	38.3%
Often	221	51.0%
Total	433	100.0%

Does your teacher(s) suggest ways you can continue to study after school/at home?	Count	Percentage
No	84	19.4%
Yes	347	80.1%
I don't know	2	0.5%
Total	433	100.0%

Do your teachers discipline or punish students who get things wrong in a lesson?	Count	Percentage
No	154	35.6%
Yes	279	64.4%
Total	433	100.0%

Generally, I am satisfied with myself.	Count	Percentage
Not true	5	1.2%
Slightly true	85	19.6%
Mostly true	146	33.7%
Completely true	196	45.3%
I don't know	1	0.2%
Total	433	100.0%

At times, I think I am no good at all.	Count	Percentage
Not true	191	44.1%
Slightly true	166	38.3%
Mostly true	52	12.0%
Completely true	20	4.6%

At times, I think I am no good at all.	Count	Percentage
I don't know	4	0.9%
Total	433	100.0%

I feel that I have a lot of good qualities.	Count	Percentage
Not true	6	1.4%
Slightly true	100	23.1%
Mostly true	150	34.6%
Completely true	176	40.6%
I don't know	1	0.2%
Total	433	100.0%

I can do things as well as most other girls my age.	Count	Percentage
Not true	14	3.2%
Slightly true	72	16.6%
Mostly true	163	37.6%
Completely true	184	42.5%
Total	433	100.0%

I feel I do not have much to be proud of.	Count	Percentage
Not true	140	32.3%
Slightly true	115	26.6%
Mostly true	119	27.5%
Completely true	53	12.2%
No response/refuse to respond	1	0.2%
I don't know	5	1.2%
Total	433	100.0%

I certainly feel useless at times.	Count	Percentage
Not true	290	67.0%
Slightly true	87	20.1%
Mostly true	42	9.7%
Completely true	9	2.1%
I don't know	5	1.2%
Total	433	100.0%

I feel that I am just as important as anybody else.	Count	Percentage
Not true	6	1.4%
Slightly true	61	14.1%
Mostly true	174	40.2%
Completely true	192	44.3%
Total	433	100.0%

I am afraid that I will fail.	Count	Percentage
Not true	298	68.8%
Slightly true	83	19.2%
Mostly true	37	8.5%
Completely true	13	3.0%
I don't know	2	0.5%
Total	433	100.0%

I feel positively about myself.	Count	Percentage
Not true	7	1.6%
Slightly true	75	17.3%
Mostly true	190	43.9%
Completely true	161	37.2%
Total	433	100.0%

Do you feel safe travelling to and from school?	Count	Percentage
No	12	2.8%
Yes	421	97.2%
Total	433	100.0%

Do you feel safe at school?	Count	Percentage
No	7	1.6%
Yes	425	98.2%
I don't know	1	0.2%
Total	433	100.0%

How comfortable are you learning in English?	Count	Percentage
Not at all comfortable	25	5.8%
Somewhat comfortable	239	55.2%
Very comfortable	169	39.0%
Total	433	100.0%

In the past 5 school days, how many days have you attended school?	Count	Percentage
0 days	58	13.4%
1 day	8	1.8%
2 days	6	1.4%
3 days	32	7.4%
4 days	76	17.6%
5 days	253	58.4%
Total	433	100.0%

Compared to a regular year, are you facing greater challenges to attending school, the same, or fewer?	Count	Percentage
fewer challenges	206	47.6%
the same amount of challenges	90	20.8%
more challenges	93	21.5%
I don't know	44	10.2%
Total	433	100.0%

Which among the following factors you think prevent girls like you from attending school regularly? Response: Lack of community support for education	Count	Percentage
Not selected	118	27.3%
Selected	315	72.7%
Total	433	100.0%

Which among the following factors you think prevent girls like you from attending school regularly? Response: school fees	Count	Percentage
Not selected	292	67.4%
Selected	141	32.6%
Total	433	100.0%

Which among the following factors you think prevent girls like you from attending school regularly? Response: quality of education is poor	Count	Percentage
Not selected	133	30.7%
Selected	300	69.3%
Total	433	100.0%

Which among the following factors you think prevent girls like you from attending school regularly? Response: school is too far away	Count	Percentage
Not selected	139	32.1%
Selected	294	67.9%
Total	433	100.0%

Which among the following factors you think prevent girls like you from attending school regularly? Response: home chores	Count	Percentage
Not selected	58	13.4%
Selected	375	86.6%
Total	433	100.0%

Which among the following factors you think prevent girls like you from attending school regularly? Response: work/income earning more important	Count	Percentage
Not selected	55	12.7%
Selected	378	87.3%
Total	433	100.0%

Which among the following factors you think prevent girls like you from attending school regularly? Response: infrastructure is poor/unsafe	Count	Percentage
Not selected	138	31.9%
Selected	295	68.1%
Total	433	100.0%

Which among the following factors you think prevent girls like you from attending school regularly? Response: no latrines	Count	Percentage
Not selected	184	42.5%
Selected	249	57.5%
Total	433	100.0%

Which among the following factors you think prevent girls like you from attending school regularly? Response: no water supply	Count	Percentage
Not selected	176	40.6%
Selected	257	59.4%
Total	433	100.0%

Which among the following factors you think prevent girls like you from attending school regularly? Response: latrines are there but not separate latrines for girls	Count	Percentage
Not selected	160	37.0%
Selected	273	63.0%
Total	433	100.0%

Which among the following factors you think prevent girls like you from attending school regularly? Response: illness	Count	Percentage
Not selected	52	12.0%
Selected	381	88.0%
Total	433	100.0%

Which among the following factors you think prevent girls like you from attending school regularly?	Count	Percentage

Response: early pregnancy		
Not selected	40	9.2%
Selected	393	90.8%
Total	433	100.0%

Which among the following factors you think prevent girls like you from attending school regularly? **Response: early marriage**	**Count**	**Percentage**
Not selected	16	3.7%
Selected	417	96.3%
Total	433	100.0%

Which among the following factors you think prevent girls like you from attending school regularly? **Response: school related SRGBV**	**Count**	**Percentage**
Not selected	57	13.2%
Selected	376	86.8%
Total	433	100.0%

Which among the following factors you think prevent girls like you from attending school regularly? **Response: no food at school**	**Count**	**Percentage**
Not selected	201	46.4%
Selected	232	53.6%
Total	433	100.0%

Which among the following factors you think prevent girls like you from attending school regularly? **Response: language barriers**	**Count**	**Percentage**
Not selected	167	38.6%
Selected	266	61.4%
Total	433	100.0%

Which among the following factors you think prevent girls like you from attending school regularly? **Response: low performance/grades**	**Count**	**Percentage**
Not selected	99	22.9%
Selected	334	77.1%
Total	433	100.0%

Which among the following factors you think prevent girls like you from attending school regularly? **Response: lack of parental support**	**Count**	**Percentage**

Not selected	37	8.5%
Selected	396	91.5%
Total	433	100.0%

Which among the following factors you think prevent girls like you from attending school regularly? Response: lack of confidence	Count	Percentage
Not selected	39	9.0%
Selected	394	91.0%
Total	433	100.0%

Which among the following factors you think prevent girls like you from attending school regularly? Response: low expectations	Count	Percentage
Not selected	41	9.5%
Selected	392	90.5%
Total	433	100.0%

Which among the following factors you think prevent girls like you from attending school regularly? Response: migration	Count	Percentage
Not selected	105	24.2%
Selected	328	75.8%
Total	433	100.0%

Which among the following factors you think prevent girls like you from attending school regularly? Response: none	Count	Percentage
Not selected	433	100.0%
Total	433	100.0%

Which among the following factors you think prevent girls like you from attending school regularly? Response: I don't know	Count	Percentage
Not selected	433	100.0%
Total	433	100.0%

Which among the following factors you think prevent girls like you from attending school regularly? No response/refuse to respond	Count	Percentage
Not selected	433	100.0%
Total	433	100.0%

How often do your parents/ caregivers/ husband/ in-laws decrease your household chores so that you can do your schoolwork?	Count	Percentage
Never	30	6.9%
Sometimes	219	50.6%
Always	183	42.3%
I don't know	1	0.2%
Total	433	100.0%

Which among the following factors you think prevent girls like you from transitioning to secondary school? Response: Low performance in the graduation exam	Count	Percentage
Not selected	48	11.1%
Selected	385	88.9%
Total	433	100.0%

Which among the following factors you think prevent girls like you from transitioning to secondary school? Response: low performance/grades	Count	Percentage
Not selected	60	13.9%
Selected	373	86.1%
Total	433	100.0%

Which among the following factors you think prevent girls like you from transitioning to secondary school? Response: lack of community support for education	Count	Percentage
Not selected	116	26.8%
Selected	317	73.2%
Total	433	100.0%

Which among the following factors you think prevent girls like you from transitioning to secondary school? Response: school fees	Count	Percentage
Not selected	238	55.0%
Selected	195	45.0%
Total	433	100.0%

Which among the following factors you think prevent girls like you from transitioning to secondary school? Response: quality of education is poor	Count	Percentage
Not selected	86	19.9%
Selected	347	80.1%
Total	433	100.0%

Which among the following factors you think prevent girls like you from transitioning to secondary school? Response: school is too far away	Count	Percentage
Not selected	142	32.8%
Selected	291	67.2%
Total	433	100.0%

Which among the following factors you think prevent girls like you from transitioning to secondary school? Response: home chores	Count	Percentage
Not selected	60	13.9%
Selected	373	86.1%
Total	433	100.0%

Which among the following factors you think prevent girls like you from transitioning to secondary school? Response: work/income earning more important	Count	Percentage
Not selected	55	12.7%
Selected	378	87.3%
Total	433	100.0%

Which among the following factors you think prevent girls like you from transitioning to secondary school? Response: infrastructure is poor/unsafe	Count	Percentage
Not selected	131	30.3%
Selected	302	69.7%
Total	433	100.0%

Which among the following factors you think prevent girls like you from transitioning to secondary school? Response: no latrines	Count	Percentage
Not selected	167	38.6%
Selected	266	61.4%
Total	433	100.0%

Which among the following factors you think prevent girls like you from transitioning to secondary school? Response: no water supply	Count	Percentage
Not selected	171	39.5%
Selected	262	60.5%
Total	433	100.0%

Which among the following factors you think prevent girls like you from transitioning to secondary school?	Count	Percentage

Response: latrines are there but not separate latrines for girls		
Not selected	156	36.0%
Selected	277	64.0%
Total	433	100.0%

Which among the following factors you think prevent girls like you from transitioning to secondary school? **Response: illness**	**Count**	**Percentage**
Not selected	53	12.2%
Selected	380	87.8%
Total	433	100.0%

Which among the following factors you think prevent girls like you from transitioning to secondary school? **Response: early pregnancy**	**Count**	**Percentage**
Not selected	31	7.2%
Selected	402	92.8%
Total	433	100.0%

Which among the following factors you think prevent girls like you from transitioning to secondary school? **Response: early marriage**	**Count**	**Percentage**
Not selected	12	2.8%
Selected	421	97.2%
Total	433	100.0%

Which among the following factors you think prevent girls like you from transitioning to secondary school? **Response: school related SGBV**	**Count**	**Percentage**
Not selected	47	10.9%
Selected	386	89.1%
Total	433	100.0%

Which among the following factors you think prevent girls like you from transitioning to secondary school? **Response: no food at school**	**Count**	**Percentage**
Not selected	209	48.3%
Selected	224	51.7%
Total	433	100.0%

Which among the following factors you think prevent girls like you from transitioning to secondary school? **Response: language barriers**	**Count**	**Percentage**

Not selected	156	36.0%
Selected	277	64.0%
Total	433	100.0%

Which among the following factors you think prevent girls like you from transitioning to secondary school? Response: lack of parental support	Count	Percentage
Not selected	45	10.4%
Selected	388	89.6%
Total	433	100.0%

Which among the following factors you think prevent girls like you from transitioning to secondary school? Response: lack of confidence	Count	Percentage
Not selected	45	10.4%
Selected	388	89.6%
Total	433	100.0%

Which among the following factors you think prevent girls like you from transitioning to secondary school? Response: low expectations	Count	Percentage
Not selected	47	10.9%
Selected	386	89.1%
Total	433	100.0%

Which among the following factors you think prevent girls like you from transitioning to secondary school? Response: migration	Count	Percentage
Not selected	111	25.6%
Selected	322	74.4%
Total	433	100.0%

Which among the following factors you think prevent girls like you from transitioning to secondary school? Response: none	Count	Percentage
Not selected	433	100.0%
Total	433	100.0%

Which among the following factors you think prevent girls like you from transitioning to secondary school? Response: I don't know	Count	Percentage
Not selected	432	99.8%
Selected	1	0.2%
Total	433	100.0%

Which among the following factors you think prevent girls like you from transitioning to secondary school? No response/refuse to respond	Count	Percentage
Not selected	433	100.0%
Total	433	100.0%

Which among the following factors have helped you stay enrolled in school? Response: Community support for education	Count	Percentage
Not selected	130	30.0%
Selected	303	70.0%
Total	433	100.0%

Which among the following factors have helped you stay enrolled in school? Response: support to basic needs (uniforms, scholastic mats)	Count	Percentage
Not selected	48	11.1%
Selected	385	88.9%
Total	433	100.0%

Which among the following factors have helped you stay enrolled in school? Response: bursaries	Count	Percentage
Not selected	187	43.2%
Selected	246	56.8%
Total	433	100.0%

Which among the following factors have helped you stay enrolled in school? Response: high quality of education	Count	Percentage
Not selected	103	23.8%
Selected	330	76.2%
Total	433	100.0%

Which among the following factors have helped you stay enrolled in school? Response: school is close	Count	Percentage
Not selected	84	19.4%
Selected	349	80.6%
Total	433	100.0%

Which among the following factors have helped you stay enrolled in school?	Count	Percentage

Response: lack of home chores		
Not selected	81	18.7%
Selected	352	81.3%
Total	433	100.0%

Which among the following factors have helped you stay enrolled in school? Response: no need to work/earn income	Count	Percentage
Not selected	108	24.9%
Selected	325	75.1%
Total	433	100.0%

Which among the following factors have helped you stay enrolled in school? Response: infrastructure is safe	Count	Percentage
Not selected	123	28.4%
Selected	310	71.6%
Total	433	100.0%

Which among the following factors have helped you stay enrolled in school? Response: latrines exist	Count	Percentage
Not selected	116	26.8%
Selected	317	73.2%
Total	433	100.0%

Which among the following factors have helped you stay enrolled in school? Response: separate latrines for girls exist	Count	Percentage
Not selected	90	20.8%
Selected	343	79.2%
Total	433	100.0%

Which among the following factors have helped you stay enrolled in school? Response: not being married	Count	Percentage
Not selected	81	18.7%
Selected	352	81.3%
Total	433	100.0%

Which among the following factors have helped you stay enrolled in school? Response: school is girl friendly	Count	Percentage

Not selected	53	12.2%
Selected	380	87.8%
Total	433	100.0%

Which among the following factors have helped you stay enrolled in school? Response: school is a safe place	Count	Percentage
Not selected	32	7.4%
Selected	401	92.6%
Total	433	100.0%

Which among the following factors have helped you stay enrolled in school? Response: high English proficiency	Count	Percentage
Not selected	242	55.9%
Selected	191	44.1%
Total	433	100.0%

Which among the following factors have helped you stay enrolled in school? Response: good grades	Count	Percentage
Not selected	114	26.3%
Selected	319	73.7%
Total	433	100.0%

Which among the following factors have helped you stay enrolled in school? Response: encouragement from a family member/friend	Count	Percentage
Not selected	34	7.9%
Selected	399	92.1%
Total	433	100.0%

Which among the following factors have helped you stay enrolled in school? Response: encouragement from a teacher	Count	Percentage
Not selected	42	9.7%
Selected	391	90.3%
Total	433	100.0%

Which among the following factors have helped you stay enrolled in school? Response: other	Count	Percentage
Not selected	422	97.5%
Selected	11	2.5%

Total	433	100.0%

Which among the following factors have helped you stay enrolled in school? Response: none	Count	Percentage
Not selected	433	100.0%
Total	433	100.0%

Which among the following factors have helped you stay enrolled in school? Response: I don't know	Count	Percentage
Not selected	433	100.0%
Total	433	100.0%

Which among the following factors have helped you stay enrolled in school? No response/refuse to respond	Count	Percentage
Not selected	433	100.0%
Total	433	100.0%

On a regular basis, how often do you think of dropping out of school?	Count	Percentage
Never	372	85.9%
Rarely	12	2.8%
Sometimes	43	9.9%
Often	6	1.4%
Total	433	100.0%

Why do you think of dropping out? Response: Lack of community support for education	Count	Percentage
Not selected	11	22.4%
Selected	38	77.6%
Total	49	100.0%

Why do you think of dropping out? Response: school fees	Count	Percentage
Not selected	32	65.3%
Selected	17	34.7%
Total	49	100.0%

Why do you think of dropping out? Response: quality of education is poor	Count	Percentage
Not selected	14	28.6%

Selected	35	71.4%
Total	49	100.0%

Why do you think of dropping out? Response: school is too far away	Count	Percentage
Not selected	28	57.1%
Selected	21	42.9%
Total	49	100.0%

Why do you think of dropping out? Response: home chores	Count	Percentage
Not selected	7	14.3%
Selected	42	85.7%
Total	49	100.0%

Why do you think of dropping out? Response: work/income earning more important	Count	Percentage
Not selected	21	42.9%
Selected	28	57.1%
Total	49	100.0%

Why do you think of dropping out? Response: infrastructure is poor/unsafe	Count	Percentage
Not selected	25	51.0%
Selected	24	49.0%
Total	49	100.0%

Why do you think of dropping out? Response: no latrines	Count	Percentage
Not selected	26	53.1%
Selected	23	46.9%
Total	49	100.0%

Why do you think of dropping out? Response: no water supply	Count	Percentage
Not selected	20	40.8%
Selected	29	59.2%
Total	49	100.0%

Why do you think of dropping out? Response: latrines are there but not separate latrines for girls	Count	Percentage

	34	69.4%
Not selected	34	69.4%
Selected	15	30.6%
Total	49	100.0%

Why do you think of dropping out? Response: illness	Count	Percentage
Not selected	14	28.6%
Selected	35	71.4%
Total	49	100.0%

Why do you think of dropping out? Response: early pregnancy	Count	Percentage
Not selected	27	55.1%
Selected	22	44.9%
Total	49	100.0%

Why do you think of dropping out? Response: early marriage	Count	Percentage
Not selected	27	55.1%
Selected	22	44.9%
Total	49	100.0%

Why do you think of dropping out? Response: school related SRGBV	Count	Percentage
Not selected	23	46.9%
Selected	26	53.1%
Total	49	100.0%

Why do you think of dropping out? Response: no food at school	Count	Percentage
Not selected	21	42.9%
Selected	28	57.1%
Total	49	100.0%

Why do you think of dropping out? Response: language barriers	Count	Percentage
Not selected	17	34.7%
Selected	32	65.3%
Total	49	100.0%

Why do you think of dropping out?	Count	Percentage

Response: low performance/grades		
Not selected	14	28.6%
Selected	35	71.4%
Total	49	100.0%

Why do you think of dropping out? Response: lack of parental support	Count	Percentage
Not selected	3	6.1%
Selected	46	93.9%
Total	49	100.0%

Why do you think of dropping out? Response: lack of confidence	Count	Percentage
Not selected	13	26.5%
Selected	36	73.5%
Total	49	100.0%

Why do you think of dropping out? Response: low expectations	Count	Percentage
Not selected	11	22.4%
Selected	38	77.6%
Total	49	100.0%

Why do you think of dropping out? Response: I don't know	Count	Percentage
Not selected	49	100.0%
Total	49	100.0%

Why do you think of dropping out? No response/refuse to respond	Count	Percentage
Not selected	49	100.0%
Total	49	100.0%

In 2020, a global pandemic meant disruption to in-person schooling in the Woredas. During this past year (2019/2020 academic year), did you learn the same, more, or less than a normal year?	Count	Percentage
Less than a normal year	81	18.7%
The same as in a normal year	32	7.4%
More than in a normal year	314	72.5%
I don't know	6	1.4%
Total	433	100.0%

Annex 3: Quantitative Tools

Teachers Quantitative Survey

Question	Response Options
Hello! We are conducting a study so we can understand girls' education in the Wolayita Zone. Your school was selected through a process of statistical sampling. We would like your help in this, but you do not have to take part if you do not want to. Your name, the name of your school and the class level and class you teach will be recorded. This information will only be used to link school, class, and student data. The results will be combined with all schools in your Woreda. Your name and responses will be kept confidential. Therefore, we encourage you to answer the questions honestly. Do you give your consent?	Yes/No
What is your gender?	Male/Female
How often do you speak each of these languages at home? English, Wolaytatto, Amharic	Often, Sometimes, Rarely, Never, I don't know, No response/refuse to respond
How often do you speak each of these languages at home? Wolaytatto	Often, Sometimes, Rarely, Never, I don't know, No response/refuse to respond
How often do you speak each of these languages at home? Amharic	Often, Sometimes, Rarely, Never, I don't know, No response/refuse to respond
How many years have you been working as a teacher?	Less than 1 year, between 1 and 5 years, between 5 and 10 years, more than 10 years, No response/refuse to respond
What grade level(s) are you assigned to teach this year?	Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 9 Grade 10 No response/refuse to respond
What subject(s) do you teach? Select all that apply	English, Math, Amharic, Wolayttatto, Science, Physics, History, Geography, Civics and Ethics, Other, No response/refuse to respond

If other, specify?	
Are you a school principal?	Yes, no, There is no school principal position, No response/refuse to respond
Does your school have a functioning Parent-Teacher Association (PTA)?	Yes/No/I do not know, No response/refuse to respond
Are you an active participant in the Parent-Teacher Association?	Yes/No/I do not know, No response/refuse to respond
Does your school have a functioning School Improvement Committee (SIC)?	Yes/No/I do not know, No response/refuse to respond
Are you an active participant in the School Improvement Committee (SIC)?	Yes/No/I do not know, No response/refuse to respond
Does your school have an active Girls' Education Advisory Committee (GEAC)?	Yes/No/I do not know, No response/refuse to respond
Are you an active member of the Girls' Education Advisory Committee (GEAC)?	Yes/No/I do not know, No response/refuse to respond
Does your school have a Gender Club?	Yes/No/I do not know, No response/refuse to respond
Are you an active member of the Gender Club?	Yes/No/I do not know, No response/refuse to respond
Education is more important for boys than for girls	Disagree a lot, Disagree a little, Agree a little, Agree a lot, I do not know, No Response/refuse to respond
Girls who get pregnant while still at school should be allowed back in school	Disagree a lot, Disagree a little, Agree a little, Agree a lot, I do not know, No Response/refuse to respond
Boys' education should get preference when money is scarce	Disagree a lot, Disagree a little, Agree a little, Agree a lot, I do not know, No Response/refuse to respond
Boys and girls should share household chores equally	Disagree a lot, Disagree a little, Agree a little, Agree a lot, I do not know, No Response/refuse to respond
I think boys are more naturally skilled than girls at reading and writing	Disagree a lot, Disagree a little, Agree a little, Agree a lot, I do not know, No Response/refuse to respond
I think boys are more naturally skilled than girls at mathematics	Disagree a lot, Disagree a little, Agree a little, Agree a lot, I do not know, No Response/refuse to respond

Overall, it is easier to teach boys than girls	Disagree a lot, Disagree a little, Agree a little, Agree a lot, I do not know, No Response/refuse to respond
The classroom set up allows equal participation for boys and girls	Disagree a lot, Disagree a little, Agree a little, Agree a lot, I do not know, No Response/refuse to respond
I inform girls of a variety of career options	Disagree a lot, Disagree a little, Agree a little, Agree a lot, I do not know, No Response/refuse to respond
Female teachers have the same status as male teachers in school	Disagree a lot, Disagree a little, Agree a little, Agree a lot, I do not know, No Response/refuse to respond
Female teachers do not get promoted to higher positions as often as male teachers	Disagree a lot, Disagree a little, Agree a little, Agree a lot, I do not know, No Response/refuse to respond
I feel confident in my ability to teach in English	Disagree a lot, Disagree a little, Agree a little, Agree a lot, I do not know, No Response/refuse to respond
Most of the time, who do you ask harder questions to?	Equally to boys and girls, Boys, Girls, I do not know, No Response/refuse to respond
If students do not understand something, I use different languages to help them understand	Never, Rarely, Sometimes, Often, I do not know, No Response/refuse to respond
I discipline students who get things wrong in a lesson	Yes/No/I do not know, No response/refuse to respond
Does your school act in a girl-friendly way?	Never, Sometimes, Mostly, Always, I do not know, No Response/refuse to respond
Who among the following are responsive to the needs of the girls in school? (Select all that apply)	Woreda officials, cluster supervisors, leadership of schools, Woreda experts, GEAC members, None, I do not know, No response/refuse to respond
In your class, do you teach any girls that are…? (Read answers aloud and select all that apply)	Pregnant, orphaned, girls that have difficulty performing basic activities (walking, seeing, hearing, speaking), none, I don't know, No response/refuse to respond

Are girls that are pregnant or expecting welcome into your school?	Not at all welcome, not very welcome, somewhat welcome, very welcome, I do not know, No response/refuse to respond
Are girls that are orphaned welcome into your school?	Not at all welcome, not very welcome, somewhat welcome, very welcome, I do not know, No response/refuse to respond
Are girls that have difficulty performing basic activities (walking, seeing, hearing, speaking) welcome into your school?	Not at all welcome, not very welcome, somewhat welcome, very welcome, I do not know, No response/refuse to respond
How prepared do you feel to teach girls that girls that have difficulty performing basic activities (walking, seeing, hearing, speaking)?	Not at all prepared, not very prepared, somewhat prepared, very prepared, I do not know, No Response/refuse to respond
In the past two years, have you received training in the following? (Select all that apply)	Your subject (math, science, etc.), classroom management, gender and inclusive responsive pedagogy, safeguarding, other, none, I do not know, no response/refuse to respond
(Skip logic) What practices have you implemented in your classroom in response to the training in your subject? (Select all that apply)	- Introducing group work/pair work - Differentiation of students - Using teaching aids - Using multiple materials (e.g., visual, texts, real objects, etc.) - Identify areas in which students are struggling - Ask questions to students - Demonstrate content for students - Use a variety of methodologies (e.g., role-play, story re-telling, think-pair-share, songs) - Build students' confidence - Build students' ability to work together and have positive relationships with each other - Give praise - Use multiple languages as needed to ensure understanding

	- Adapt teaching to ensure every student learns - None - I don't know - No response/refuse to respond
(Skip logic) What practices have you implemented in your classroom in response to the training in classroom management? (Select all that apply)	- Lesson planning - Using teaching aids - Assess students' learning outcomes - None - I don't know No response/refuse to respond
(Skip logic) What practices have you implemented in your classroom in response to the training in gender and inclusive responsive pedagogy? (Select all that apply)	- Providing extra time for students with disabilities - Differentiation of students - Ensure equal participation of girls and boys - Use multiple languages as needed to ensure understanding - Adapt teaching to ensure every student learns - Identify students who are struggling and provide targeted support - Build students' confidence - Build students' ability to work together and have positive relationships with each other - Give praise - None - I don't know - No response/refuse to respond
(Skip logic) What practices have you implemented in your classroom in response to the training in safeguarding? (Select all that apply)	- Agree upon good behaviour rules - Remind students of the good behaviour rules - Actively diagnose students' well-being

	- Eliminate corporal punishment - Communicate with head teacher whenever you think a child is at risk at school - Communicate with head teacher whenever you think a child is at risk at home - Ask students if they are afraid of anything - Encourage students to use the reporting pathways that are open to them, if needed - None - I don't know - No response/refuse to respond
What barriers do girls face to stay in school? (select all that apply)	Lack of community support for education, school fees, quality of education is poor, school is too far away, home chores, work/income earning more important, infrastructure is poor/unsafe, no latrines, no water supply, latrines are there but not separate latrines for girls, illness, early pregnancy, early marriage, school related SGBV, no food at school, language barriers, low performance/grades, lack of parental support, lack of confidence, low expectations, migration, none, I don't know, No Response/refuse to respond
Which project activities have reduced the barriers to girls' attendance? (select all that apply)	Support to Gender Clubs Sanitary packs (pads/soap) Gender and inclusive responsive pedagogy (GIRP) training SEL support via guidance and counselling Uniform, textbooks, and other material for primary girls Life-skills advice Support to Girls' Education Advisory Committee (GEACs)

	Addressing negative social and cultural practices Safeguarding measures Bursaries to cover uniforms, registration fees and textbooks for secondary girls Construction of new schools Training and mentoring in subject matters Training and mentoring in SRGBV Leadership training for directors Coaching and mentoring support for teachers by Woreda Cluster and School Directors No response/refuse to respond
Which project activities have the potential to increase attendance of secondary girls? (select all that apply)	Awards for high performing girls Mentoring by female role models Life-skills advice Financial literacy advice Careers advice for secondary girls Mentoring program Materials surrounding gender disparities in schools Promotion of female role models Gender inclusion action plans Support to Gender Clubs Sanitary packs (pads/soap) Gender and inclusive responsive pedagogy (GIRP) training SEL support via guidance and counselling Uniform, textbooks, and other material for primary girls Life-skills advice Support to Girls' Education Advisory Committee (GEACs) Addressing negative social and cultural practices Safeguarding measures Bursaries to cover uniforms, registration fees and textbooks for secondary girls Construction of new schools

	Training and mentoring in subject matters
	Training and mentoring in SRGBV
	Leadership training for directors
	Coaching and mentoring support for teachers by Woreda Cluster and School Directors

Girls Quantitative Survey

Question	Response Options
Hello! As you know, Link has been working closely with your school, your community and with local government to help ensure that both boys and girls get a good quality education, and that girls as well as boys stay in school and complete their secondary education. We know that the challenges for girls and boys in getting a good education are different, and we would like to have a better understanding of the challenges you face, as well as if and how you think the barriers for girls are reducing. Therefore, we have randomly selected you to participate in a survey. The purpose of this survey is to collect information about education for girls and their communities. This is not an exam. There are no correct or incorrect answers to these questions, you just have to answer honestly and as best as you can. And all the answers will be kept secret, there are no consequences for you or your school. Do you agree to take part in our survey?	Yes/No
How old are you? hint: If the student does not know, ask them to estimate	Less than 12 12 13 14 15 16 17 18 More than 18 no response/refuse to respond
How often do you speak each of these languages at home? English	Often, Sometimes, Rarely, Never, No Response/refuse to respond, I don't know
How often do you speak each of these languages at home? Wolayttatto	Often, Sometimes, Rarely, Never, No Response/refuse to respond, I don't know

How often do you speak each of these languages at home? Amharic	Often, Sometimes, Rarely, Never, No Response/refuse to respond, I don't know
Do your parents want for you to continue to the next grade?	Yes, No, I don't know, No Response
I get nervous when I have to read in front of others	Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree, I don't know, No Response/refuse to respond
I get nervous when I have to do maths in front of others	Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree, I don't know, No Response/refuse to respond
I feel confident answering questions in class	Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree, I don't know, No Response/refuse to respond
I would like to continue studying/attending school after this year	Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree, I don't know, No Response/refuse to respond
I often feel lonely at school	Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree, I don't know, No Response/refuse to respond
It is important for girls to go to school	Disagree a lot, Disagree a little, Agree a little, Agree a lot, I don't know, No response/refuse to respond
Girls learn the same at school as boys	Disagree a lot, Disagree a little, Agree a little, Agree a lot, I don't know, No response/refuse to respond
A woman's role is to do household jobs and raise children	Disagree a lot, Disagree a little, Agree a little, Agree a lot, I don't know, No response/refuse to respond
Men should share household duties	Disagree a lot, Disagree a little, Agree a little, Agree a lot, I don't know, No response/refuse to respond
Boys are more naturally skilled than girls at reading and writing	Disagree a lot, Disagree a little, Agree a little, Agree a

	lot, I don't know, No response/refuse to respond
Boys are more naturally skilled than girls at mathematics	Disagree a lot, Disagree a little, Agree a little, Agree a lot, I don't know, No response/refuse to respond
My teachers make me feel welcome in the classroom	Disagree a lot, Disagree a little, Agree a little, Agree a lot, I don't know, No response/refuse to respond
My teachers treat boys and girls differently in the classroom	Disagree a lot, Disagree a little, Agree a little, Agree a lot, I don't know, No response/refuse to respond
My teachers are often absent for class	Disagree a lot, Disagree a little, Agree a little, Agree a lot, I don't know, No response/refuse to respond
My teachers encourage me to come to school	Disagree a lot, Disagree a little, Agree a little, Agree a lot, I don't know, No response/refuse to respond
I feel safer if there is a female teacher in the classroom	Disagree a lot, Disagree a little, Agree a little, Agree a lot, I don't know, No response/refuse to respond
Teachers use group work or pair group during a typical lesson	Disagree a lot, Disagree a little, Agree a little, Agree a lot, I don't know, No response/refuse to respond
Teachers use a variety of teaching aids	Disagree a lot, Disagree a little, Agree a little, Agree a lot, I don't know, No response/refuse to respond
I learn better from female teachers	Disagree a lot, Disagree a little, Agree a little, Agree a lot, I don't know, No response/refuse to respond
Does your teacher(s) ask more questions to:	Boys, Girls, Equally to boys and girls, I don't know, No Response/refuse to respond
Does your teacher(s) ask harder questions to:	Boys, Girls, Equally to boys and girls, I don't know, No Response/refuse to respond
If you don't understand something, do your teachers use a different language to help you understand?	Never, Rarely, Sometimes, Often, I don't know, No Response/refuse to respond
Does your teacher(s) encourage students to participate during lessons, for example by answering questions?	Never, Rarely, Sometimes, Often, I don't know, No Response/refuse to respond
Does your teacher(s) suggest ways you can continue to study after school/at home?	Yes, No, I don't know, No Response/refuse to respond

Do your teachers discipline or punish students who get things wrong in a lesson?	Yes, No, I don't know, No Response/refuse to respond
Generally, I am satisfied with myself.	Not true, slightly true, mostly true, completely true, I don't know, No response/refuse to respond
At times, I think I am no good at all.	Not true, slightly true, mostly true, completely true, I don't know, No response/refuse to respond
I feel that I have a lot of good qualities.	Not true, slightly true, mostly true, completely true, I don't know, No response/refuse to respond
I can do things as well as most other girls my age.	Not true, slightly true, mostly true, completely true, I don't know, No response/refuse to respond
I feel I don't have much to be proud of.	Not true, slightly true, mostly true, completely true, I don't know, No response
I certainly feel useless at times.	Not true, slightly true, mostly true, completely true, I don't know, No response/refuse to respond
I feel that I am just as important as anybody else.	Not true, slightly true, mostly true, completely true, I don't know, No response/refuse to respond
I am afraid that I will fail.	Not true, slightly true, mostly true, completely true, I don't know, No response/refuse to respond
I feel positively about myself.	Not true, slightly true, mostly true, completely true, I don't know, No response
Do you feel safe travelling to and from school?	Yes, No, I don't know, No Response/refuse to respond
Do you feel safe at school?	Yes, No, I don't know, No Response/refuse to respond
How comfortable are you learning in English?	Not at all comfortable, Somewhat comfortable, Very comfortable, I do not know, No Response/refuse to respond
In the past 5 school days, how many days have you attended school?	5 days, 4 days, 3 days, 2 days, 1 day, 0 days, I do not know, No Response/refuse to respond
Compared to a regular year, are you facing greater challenges to attending school, the same, or fewer?	Fewer challenges, The same amount of challenges, More challenges, I don't know, No Response/refuse to respond

Which among the following factors you think prevent girls like you from attending school regularly? (Select all that apply)	Lack of community support for education, school fees, quality of education is poor, school is too far away, home chores, work/income earning more important, infrastructure is poor/unsafe, no latrines, no water supply, latrines are there but not separate latrines for girls, illness, early pregnancy, early marriage, school related SRGBV, no food at school, language barriers, low performance/grades, migration, lack of parental support, lack of confidence, low expectations, none, I don't know, No Response/refuse to respond
In the past year, have your household chores increased, decreased or remained the same?	Increased, decreased, remained the same, I don't know, no response
How often do your parents/ caregivers/ husband/ in-laws decrease your household chores so that you can do your schoolwork?	Never, Sometimes, Always, I don't know, No response/refuse to respond
Which among the following factors you think prevent girls like you from transitioning to secondary school? (Select all that apply)	Low performance in the graduation exam, low performance/grades, lack of community support for education, school fees, quality of education is poor, school is too far away, home chores, work/income earning more important, infrastructure is poor/unsafe, no latrines, no water supply, latrines are there but not separate latrines for girls, illness, early pregnancy, early marriage, school related SGBV, no food at school, language barriers, migration, lack of parental support, lack of confidence, low expectations, none, I don't know, No Response/refuse to respond
Which among the following factors have helped you stay enrolled in school? (Select all that apply)	Community support for education, support to basic needs such as uniforms or scholastic materials, bursaries, high quality of education, school is close, lack of home chores, no

	need to work/earn income, infrastructure is safe, latrines exist, separate latrines for girls exist, not being married, school is girl friendly, school is a safe place, high English proficiency, good grades, encouragement from a family member/friend, encouragement from a teacher, none, I don't know, No Response/refuse to respond
On a regular basis, how often do you think of dropping out of school?	Never, Rarely, Sometimes, Often, I don't know, No Response
(Skip logic: Rarely, Sometimes and Often) Why do you think of dropping out? Select all that apply	Lack of community support for education, school fees, quality of education is poor, school is too far away, home chores, work/income earning more important, infrastructure is poor/unsafe, no latrines, no water supply, latrines are there but not separate latrines for girls, illness, early pregnancy, early marriage, school related SGBV, no food at school, language barriers, low performance/grades, lack of parental support, lack of confidence, low expectations, I don't know, No Response/refuse to respond
In 2020, a global pandemic meant disruption to in-person schooling in the Woredas. During this past year (2019/2020 academic year), did you learn the same, more, or less than a normal year?	Less than a normal year, The same as in a normal year, More than in a normal year, I don't know, No Response

Key Informant Interview: Grade 9 Girls

Midline Evaluation 2021

Qualitative Instruments: STAGES Link Ethiopia

Population Group: Grade 9 Girls (Bursary recipients)

Number of Participants per KII: 1

Number of Girls KIIs per Qualitative Sample School: 2

Total Number of Girls KIIs for Midline: 8

Time Limit: Approximately 40–45 minutes

Purpose: This interview guide will enable you to gather information from Grade 9 Girls (specifically girls receiving bursary support) about their personal experiences as well as broader perspectives about girls' access to education in their communities – including barriers and ways to mitigate these barriers. The primary objective is to gain insights and understanding about the challenges girls face in accessing secondary level education, especially related to transitioning from grade 8 to grade 9 and returning to school after COVID-related closures *(EQ 6 / IO1: Attendance, Retention, and Transition).*

Recommended sources: Information will be collected by conducting KIIs with Grade 9 girls who receive bursary support. Two KIIs will be conducted at each of the four qualitative sample secondary schools (8 girls KIIs total).

Data Collectors: It is anticipated interviews will be conducted in-person at the school by previously trained data collectors (female teachers), with each KII involving one interviewer and one note-taker. Additional oversight and quality assurance is expected from the associated Woreda-level Gender Officer as well as STS's Qualitative Consultant where logistically feasible. The interviews may be conducted in Wolayttatto and/or Amharic based on the respondent's preference.

Demographic information

1. Woreda: _____

2. School name: _____

3. Respondent's Age: _____

4. Facilitator name: _____

5. Note taker name: _____

6. Date: _____

7. Start Time: _____

8. Introduction of the team member(s) and assent/consent from girls and consent from parents obtained[14] *[See Qual Interview INTRODUCTION]*

_____ YES   _____ NO

Introduction and Assent/Consent
[*NOTE TO INTERVIEWER: Please review and complete the KII Assent/Consent form with the participant. If agreement to participate voluntarily is obtained, please continue. If participant does NOT agree to take part in the study, thank them for their time, make a note they did not want to participate. Make sure to also ask for permission to record the interview on your audio recorder. If the participant answers in the affirmative, please proceed. If participants answer NO, agree to not record the conversation and proceed without turning on your audio recorder.*]

IMPORTANT NOTE:
Begin audio-recording AFTER assent/consent to participate and be audio-recorded has been received.

A. IO1: Attendance, Retention, and Transition – Girls' Experience within the Community *(20 minutes)*

I'd like to start by asking you a few questions about your understanding of experiences and expectations around girls' education within your community.

1. Do most girls in your community go to <u>secondary</u> school?
   a. Until what age or grade level?
   b. Which girls do not go to secondary school or are most likely to drop-out?
   c. Has this been changing in the past year? Two years? How so?
      i. [Probe about the impact of COVID specifically]

2. Within your community, are there things make it difficult or prevent girls from *going to* lower secondary school (grades 9 and 10)? Can you name or describe some of these things? [*PROMPT: Allow participants to give open-ended responses first, then probe about the specific contextual challenges*]
   a. Challenges at home or within girls' <u>families/households</u>?
   b. Challenges <u>on the way to secondary school</u> or in girls' <u>community</u>?
   c. Challenges within the <u>secondary school setting</u> (including the classroom, on the school grounds, or with teacher or other students)

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[14] Parental consent for girls under 18 years old must be obtained.

3. What types of support are girls in your community receiving to help overcome challenges in <u>going to</u> secondary school? [*PROMPT: Allow participants to give open-ended responses first, then probe about specific help or support girls may have received, such as*
    a. *Support from parents, family or community members*
    b. *Support or actions taken by teachers, school leaders, or their schools (especially in terms of transitioning from grade 8 to 9)*
    c. *Educational/learning/Social and Emotional (SEL) support (tutoring, gender clubs, etc.)*
    d. *Direct material/financial support (bursaries, basic needs, school supplies, etc.)]*

4. Which of these types of support are most helpful? How so?

5. Which are these types of support are least helpful? How so?

6. Are there any other types of support or help girls need in order to overcome these challenges and <u>go to</u> secondary school? If yes, please describe

7. Within your community, were there things that made it difficult for other girls to <u>*RETURN*</u> to lower secondary school (grades 9 and 10) after school closures due to COVID? Can you name or describe some of these things?

8. For those girls in your community who did <u>RETURN</u> to secondary school after closures dues to COVID, were there things that helped them return? Can you name or describe some of these things?

9. Are there any other types of support or help girls your community still need to <u>RETURN</u> to secondary school? If yes, please describe.

B. IO1: Attendance, Retention, and transition – Personal experience (15-20 minutes)

Next, I'd like to as you a few questions about your experience going to school.

10. Are there things that make it difficult for you to stay in school? Can you describe some of these things? [*PROMPT: Allow participants to give open-ended responses first, then probe about the specific contextual challenges]*
    a. Challenges at home or within your <u>family/household</u>?[15]

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[15] For example, what does she need to do before she can walk out the door to go to school? Whose permission does she need? What responsibilities must she take care of? This may include reflections on decision-making power and access to resources within the household; lack of parental support; economic barriers/financial constraints/poverty; time related to domestic responsibilities or high household chore burdens; and parents' stigma or shame around daughters with disabilities or who are young mothers. (This section has been adapted from EMPower's "Girls' Voices, Girls' Priorities: Participatory, Innovative Tools for Capturing Girls' Realities and Understanding Changes in their Lives" http://www.empowerweb.org/wp-content/uploads/2013/07/Girls-Voices-Girls-Priorities-toolkit.pdf

b. Challenges on the way to school or in your <u>community</u>?[16]
c. Challenges within the <u>school setting</u>[17] (including the classroom, on the school grounds, as well as with teacher or other students)

11. Compared to last year, are you facing greater challenges attending school, the same or fewer?
    a. How so?

12. What has helped you stay in school through grade 9? How so?
    a. *[PROMPT: Allow participants to give open-ended responses first, but if they struggle in providing answers, you can ask about specific help or support they may have received, such as*

        i. *Support from <u>parents, family or community members</u>*
        ii. *Support or actions taken by <u>teachers, school leaders, or their schools (especially in terms of transitioning from grade 8 to 9)</u>*
        iii. *Educational/learning/Social and Emotional (SEL) support (tutoring, gender clubs, etc.)*
        iv. *Direct material/financial support (bursaries, basic needs, school supplies, etc.)]*

13. Were there things that made it difficult to <u>RETURN</u> to school after the closures due to COVID? If yes, please describe.

14. What helped you <u>RETURN</u> to school after closures dues to COVID?
    a. Did you receive any specific help or support that made it easier to return to school? If yes, please describe.

C. CLOSING *(5 minutes)*

Those are all of my questions.

15. Is there anything else that you think would be important for us to know (about girls' education, school, etc.) that we haven't talked about?

Those are all of my questions. Thank you for participating in this interview today. We appreciate you taking the time to talk with us and your thoughtful answers to our questions. Do you have any questions for us before we conclude?

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[16] For example, how does she get there? Who and what can she met on her way? How does her community react to her participation? This may include safety concerns during transit to and from the school; low perceived value of education; discrimination and stigma—especially around young mothers and girls with disabilities; gender-based violence and harmful traditional practices; as well as discriminatory social and gender norms.

[17] For example, i*s she comfortable in the classroom and the school grounds? Do the hours and location enable her to attend? Is she getting something valuable for her time and effort?* Additional areas for consideration include not having uniform or books; lack of teaching and learning materials; issues or concerns around long distances to school; limited access to toilets and sanitation facilities; discriminatory practices, stigma or bullying from peers and/or teachers; overcrowded classrooms, poor quality of teaching; lack of gender responsive and inclusive teaching practices; lack of role models; or curricula.

Your help in this research is very important. As I mentioned, the results of the report will be used to help the STAGEs project and Link Ethiopia understand challenges related to girls' secondary education and the sustainability of activities supporting girls. The final results of our research project will be published in a report in the coming months. We will do our best to ensure that these results are communicated back to the ministry.

If for any reason you wish to contact us, the informed consent sheet we gave you has the name and contact information of the qualitative study team leader. Please feel free to contact us if, after this interview, there is additional information you think would be helpful for this study, or if you have any questions or concerns about the study or this interview.

End time: _____

Total length: _____Hours _____Minutes

Language of interview: __ Amharic   __ Wolayttatto   _English   __ Other: Specify _____

POST-KII NOTES:
Please comment on:

- Any factors that may have affected the truthfulness of the responses given and the willingness of the interview subject to participate.

- If more than one person participated, the various insights that have emerged through disagreements during the interviews.

- Any additional insight or comment that should be included.

_____

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Key Informant Interview: Teachers

Midline Evaluation 2021

Qualitative Instruments: STAGES Link Ethiopia

Population Group: Secondary School Teachers (Gender Club / GEAC Coordinators)

Number of Participants per KII: 1*

Number of Teacher KIIs per Qualitative Sample School: 1-2

Total Number of Teacher KIIs for Midline: 4

Time Limit: Approximately 45 minutes–1 hour

Purpose: This interview guide will enable you to gather information from teachers (Gender Club / GEAC Coordinators specifically) about their involvement and experience with the STAGES project. The primary objective is to gain insights and understanding from teachers (specifically Gender Club / GEAC coordinators) about challenges girls face in accessing secondary level education, especially related to transitioning from Grade 8 to Grade 9 and returning to school after COVID-related closures *(EQ 6 / IO1: Attendance, Retention, and Transition).* In addition, the interview will also explore the type of activities and practices being carried out at the school-level in support of girls' education *(EQ 5 / IO3: School Management and Governance),* as well as the sustainability of these activities or practices *(EQ 1-3: Sustainability).*

Recommended sources: Information will be collected by conducting KIIs with teachers who serve as the Gender Club / GEAC coordinator, conducting 1 KII at each of the four qualitative sample secondary schools (4 Teacher KIIs total). The primary target is the Gender Club / GEAC Coordinators, but if they are not available the interview may be conducted with other female teachers who have been engaged in GEAC activities.

Data Collectors: It is anticipated interviews will be conducted in-person at the school by previously trained data collectors (female teachers), with each KII involving one interviewer and one note-taker. Additional oversight and quality assurance is expected from the associated Woreda-level Gender Officer as well as STS's Qualitative Consultant where logistically feasible. The interviews may be conducted in Wolayttatto and/or Amharic based on the respondent's preference.

If other teachers involved in the Gender Clubs or GEAC are interested and available to participate at the planned date, time and place, the KII can be conducted as a group interview with up to three respondents. However, the possible impact of any power dynamics (including due to age, gender and position within the community) must be consider and mitigated during the interview).

Demographic information[18]

9. Woreda: _____

10. School name: _____
11. Respondent's Position/Role: _____

12. Number of years in this position: _____

13. Respondent Sex (M/F): _____

14. Respondent's Age: _____

15. Facilitator name: _____

16. Note taker name: _____

17. Date: _____

18. Start Time: _____

19. Introduction of the team member(s) and consent obtained *[See Qual Interview INTRODUCTION]*

_____ YES   _____ NO

Introduction and Consent
[*NOTE TO INTERVIEWER: Please review and complete the KII Consent form with the participant. If agreement to participate voluntarily is obtained, please continue. If participant does NOT agree to take part in the study, thank them for their time, make a note they did not want to participate. Make sure to also ask for permission to record the interview on your audio recorder. If the participant answers in the affirmative, please proceed. If participants answer NO, agree to not record the conversation and proceed without turning on your audio recorder.*]

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[18] If more than 1 respondent takes part in the interview, please make sure to record and include the relevant demographic information for each respondent—including their position, number of years in position, sex and age.

IMPORTANT NOTE:
Begin audio-recording AFTER consent to participate and be audio-recorded has been received.

D. Role and Engagement with STAGES LCD Ethiopia *(5 minutes)*

The first few questions will be about your role within your school and general engagement with the STAGES project.

1. What is your position and role within your school?

    a. Please specify subject areas and/or grade levels.

    b. How long have you been in this role?

    c. How long have you been a teacher?

2. What kind of involvement have you had with the STAGES LCD Ethiopia project? Please describe. *[[PROMPT: Allow participants to give open-ended responses first, then probe about their role/involvement in the schools in <u>Gender Clubs</u> and/or <u>GEACs</u> specifically if not already discussed]*

E. IO1: Attendance, Retention, and transition *(20 minutes)*

Now I'm going to ask you about challenges girls face in attending school, staying in school, and transitioning from the primary to secondary level.

3. Within your school and community, what do you think are the greatest challenges or barriers girls face in <u>*TRANSITIONING*</u> from grade 8 to grade 9?

    a. Which girls do you think are *LEAST* likely to transition from grade 8 to 9? Why? *[Probe demographically, linguistically, other characteristics]*

        • What other factors or reasons do you think play a role in *PREVENTING* girls from transitioning? *[Probe context-, classroom- teacher- school-level factors]*

    b. Which girls do you think are the MOST likely to successfully transition from grade 8 to grade 9? Why? *[Probe demographically, linguistically, other characteristics)*

        • What other factors or reasons do you think play a role in *SUPPORTING* girls' transitions? *[Probe context-, classroom- teacher- school-level factors]*

c. In what ways, if any, do you think girls' ability to transition from grade 8 to grade 9 has been impacted by the COVID pandemic in your community?

d. Based on your experience, what impact, if any, has the STAGES project had on reducing the challenges girls face in transitioning from grade 8 to grade 9? (both before and during the COVID-19 pandemic)

e. What else do you think the STAGES project can do to reduce these challenges?

4. Within your school and community, what do you think are the greatest challenges or barriers girls face in regularly <u>*ATTENDING*</u> secondary school?

f. Which girls do you think are *LEAST* likely to regularly attend secondary school? Why? *[Probe demographically, linguistically, other characteristics]*

- What other factors or reasons do you think play a role in *PREVENTING* girls' from regularly attending? *[PROBE: context-, classroom- teacher- school-level factors—including limited/or lack of gender-sensitive and inclusive practices*

g. Which girls do you think are the MOST likely to regularly attend secondary school? Why? *[PROBE: demographically, linguistically, other characteristics)*

- What other factors or reasons do you think play a role in *SUPPORTING* girls' transitions? *[PROBE: context-, classroom- teacher- school-level factors– including role of gender-sensitive and inclusive practices*

h. In what ways, if any, do you think girls' ability regularly attend secondary school has been impacted by the COVID pandemic in your community?

i. Based on your experience, what impact, if any, has the STAGES project had on reducing the challenges girls face in regularly attending secondary school? *[PROBE: both before and during the COVID-19 pandemic]*

j. What else do you think the STAGES project can do to reduce these challenges?

5. Within your community, what do you think are the greatest challenges girls faced in _RETURNING_ to lower secondary school (grades 9 and 10) after school closure due to COVID?

   k. Which girls were _LEAST_ likely to return to secondary school after school closures? Why? _[Probe demographically, linguistically, other characteristics)_

      - What other factors or reasons do you think played a role in _PREVENTING_ girls from return to secondary school after school closures? _[Probe context-, classroom- teacher- school-level factors – including limited/or lack of gender-sensitive and inclusive practices_

   l. Which girls were the _MOST_ likely to return to secondary school after school closure? Why? _[Probe demographically, linguistically, other characteristics)_

      - What other factors or reasons do you think played a role in _SUPPORTING_ girls' return to secondary school after school closures? _[Probe context-, classroom- teacher- school-level factors – including role of gender-sensitive and inclusive practices]_

   m. Based on your experience, what impact (if any) has the STAGES project had on supporting girls' _RETURN_ to secondary school after school closure due to COVID?

   n. What else do you think the STAGES project can do to reduce these challenges?

F. Engagement in Girls' Education Activities and STAGES _(20 minutes)_
Next, I'd like to ask you a few questions about the type of activities you engage in to support of girls' education in your school and community.

6. What type of activities do you engage in to support girls' education?

   a. _[PROBE about STAGES supported activities, for example:_
      i. _Gender Clubs*_
      ii. _Girls Education Advisory Committee (GEAC) support*_
      iii. _Child Protection and Safeguarding Mechanisms and Practices (including reporting system like Letter Link Boxes and referral pathways) *_
      iv. _School Performance Appraisal Meetings (SPAMs) – including School Improvement Plan (SIP) data collection_
      v. _GIRP Training, with follow-up monitoring and mentoring by Cluster Supervisors_
      vi. _Training on SEL and how to use SEL approaches in teaching practice_

      viii. *Distribution of bursaries and basic needs support for female students;*

      ix. *COVID-19 pandemic response including Health, Well-being and Safeguarding;*

      x. *Support and training of community-school structures including PTSAs, School Improvement Committees (SICs), Kebele Education Training Board (KETB), as well as Mother and Fathers Groups]*

    b. What additional activities, if any, do you engage in to support girls at risk of dropping out?

    c. Which of these activities reach and support vulnerable girls in particular? *[PROBE: girls with disabilities; orphans; girls who are married, pregnant or have children; or girls from poor households]*

      i. How so?

7. How have these activities changed or been adapted in response to the COVID-pandemic?

    a. Have any new activities been added? If yes, why?

8. In order to carry out these activities, what type of support—including trainings—from the STAGES project have you received in?

    a. *[PROBE: which types of trainings and when, for example:*

      i. *Gender and Inclusive Responsive (GIRP) Pedagogy Teacher Training/Monitoring/Mentoring and Coaching (including focus on inclusive ed, SEL)*

      ii. *Child Protection, Safeguarding and/or SRGBV*

      iii. *Social and Emotional Learning (SEL)*

      iv. *Teacher Training Competency in English/Wolayttatto/Numeracy*

      v. *COVID-19 pandemic response including Health, Well-being and Safeguarding]*

9. Based on your experience, which of these activities have most potential to produce long lasting changes in terms of support for girls' secondary education in your school and community?

10. Have you or your school adopted any new practices as a result of these trainings and/or your involvement with STAGES? If so, what are these practices?

11. Do you think any of these new practices will continue after the STAGES programme ends?

a. If so, which ones? In what ways?

b. What <u>factor, strategies and/or resources</u> would support you and your school to continue these practices after the programme ends?

c. What types of <u>barriers or obstacles</u> may prevent your or your school from continuing these practices in the future?

G. CLOSING *(5 minutes)*

Before closing the interview, we have a couple final questions.

12. In general, have you noticed any unexpected outcomes (positive or negative) from the STAGES intervention thus far? If yes, please describe.

13. Is there anything else that you think would be important for us to know?

Those are all of my questions. Thank you for participating in this interview today. We appreciate you taking the time to talk with us and your thoughtful answers to our questions. Do you have any questions for us before we conclude?

Your help in this research is very important. As I mentioned, the results of the report will be used to help the STAGEs project and Link Ethiopia understand challenges related to girls' secondary education and the sustainability of activities supporting girls. The final results of our research project will be published in a report in the coming months. We will do our best to ensure that these results are communicated back to the ministry.

If for any reason you wish to contact us, the informed consent sheet we gave you has the name and contact information of the qualitative study team leader. Please feel free to contact us if, after this interview, there is additional information you think would be helpful for this study, or if you have any questions or concerns about the study or this interview.

1) **End time:** _____
2)
3)
Total length: _____Hours _____Minutes

Language of interview: __ Amharic __ Wolayttatto   _English   __ Other: Specify _____

POST-KII NOTES:

Please comment on:

- Any factors that may have affected the truthfulness of the responses given and the willingness of the interview subject to participate.

- If more than one person participated, the various insights that have emerged through disagreements during the interviews.

- Any additional insight or comment that should be included.

_____

Key Informant Interview: Community-School Structures

Midline Evaluation 2021

1. ### Qualitative Instruments: STAGES LCD Ethiopia

A note about this tool:

Population Group: Leaders and/or members of Community-School Structures (e.g., Mothers Groups, Fathers Groups, PTSAs, SICs, KETBs)

Number of Participants per KII: 1*

Number of Community-school Structure KIIs per Qualitative Sample School: 2

Total Number of Community-school Structure KIIs for Midline: 8

Time Limit: Approximately 1 hour

Purpose: This interview guide will enable you to gather information from leaders or members of Community-School Structures to get an overview about their observations on girls' education and involvement and experience with the STAGES project. The primary objective is to gain insights and understanding from key community members about challenges girls in their community face in accessing secondary level education, especially related to transitioning from Grade 8 to Grade 9 and returning to school after COVID-related closures *(EQ 6 / IO1: Attendance, Retention, and Transition).* In addition, the interview will also explore the type of activities being carried out by the community-school structure and potential changes in school leadership in relation to support of girls' education *(EQ 5 / IO3: School Management and Governance),* as well as the sustainability of these activities or changes *(EQ 1-3: Sustainability).*

Recommended sources: Information will be collected by conducting KIIs with leaders or members of Community-School Structures such as Mothers Groups, Fathers Groups, PTSAs, SICs, and/or KETBs, with a primary focus of conducting two KIIs (one with a female respondent and one male respondent) at each of the four qualitative sample secondary schools (8 Community-School Structures KII total). Ideally, this will include 1 KII with a Mothers' Club leader/member and 1 KII with a Fathers' Club leader/member; if this is not feasible such as in secondary schools, then, leaders or members from other community-school structures—such as PTSAs, SICs, and/or KETBs—should be mobilized and interviewed.

Data Collectors: It is anticipated interviews will be conducted in-person at the school by previously trained data collectors (female teachers), with each KII involving one interviewer and one note-taker. Additional oversight and quality assurance is expected from the associated Woreda-level Gender Officer as well as STS's Qualitative Consultant where logistically feasible. The interviews may be conducted in Wolayttatto and/or Amharic based on the respondent's preference.

If more than one leader/member of the targeted group is interested and available to participate at the planned date, time and place, the KII can be conducted as a group interview with up to three respondents. However, the possible impact of any power dynamics (including due to age, gender and position within the community) must be consider and mitigated during the interview).

Demographic information[19]

1. Woreda: _____

2. School name: _____
3. Respondent's Position/Role: _____

4. Number of years in this position: _____

5. Respondent Sex (M/F): _____

6. Respondent's Age: _____

7. Facilitator name: _____

8. Note taker name: _____

9. Date: _____

10. Start Time: _____

11. Introduction of the team member(s) and consent obtained *[See Qual Interview INTRODUCTION]*

 _____ YES _____ NO

Introduction and Consent
[*NOTE TO INTERVIEWER: Please review and complete the KII Consent form with the participant. If agreement to participate voluntarily is obtained, please continue. If participant does NOT agree to take part in the study, thank them for their time, make a note they did not want to participate. Make sure to also ask for permission to record the interview on your audio recorder. If the participant answers in the affirmative, please proceed. If participants answer NO, agree to not record the conversation and proceed without turning on your audio recorder.]*

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[19] If more than 1 respondent takes part in the interview, please make sure to record and include the relevant demographic information for each respondent—including their position, number of years in position, sex and age.

IMPORTANT NOTE:
Begin audio-recording AFTER consent to participate and be audio-recorded has been received.

A. Role and Engagement with STAGES Schools *(5 minutes)*

The first questions will be about your engagement and roles within your school.

2. Which community-school management/structures do you currently participate in at this school *[PROBE: Mothers' or Fathers' Groups, PTSA, School Improvement Committee (SIC), Kebele Education and Training Board)]*

3. What position or role do you serve within this group (or groups)? How long have you been in this role?

B. IO1: Attendance, Retention, and transition *(20 minutes)*

Now I'd like to ask you about challenges girls face in accessing secondary level in your community.

4. Within your community, what do you think are the greatest challenges or barriers girls face in *TRANSITIONING* from grade 8 to grade 9?

   a. Which girls do you think are *LEAST* likely to transition from grade 8 to 9? Why? *[Probe demographically, linguistically, other characteristics]*

      - What other factors or reasons do you think play a role in *PREVENTING* girls from transitioning? *[Probe context-, classroom- teacher- school-level factors]*

   b. Which girls do you think are the MOST likely to successfully transition from grade 8 to grade 9? Why? *[Probe demographically, linguistically, other characteristics)*

      - What other factors or reasons do you think play a role in *SUPPORTING* girls' transitions? *[Probe context-, classroom- teacher- school-level factors]*

   c. In what ways, if any, do you think girls' ability to transition from grade 8 to grade 9 has been impacted by the COVID pandemic in your community?

   d. Based on your experience, what impact, if any, has the STAGES project had on reducing the challenges girls face in transitioning from grade 8 to grade 9*? [PROBE: both before and during the COVID-19 pandemic]*

e. What else do you think the STAGES project can do to reduce these challenges?

5. Within your community, what do you think are the greatest challenges girls faced in _RETURNING_ to lower secondary school (grades 9 & 10) after school closure due to COVID?

    f. Which girls were *LEAST* likely to return to secondary school after school closures? Why? *[Probe demographically, linguistically, other characteristics)*

- What other factors or reasons do you think played a role in *PREVENTING* girls from return to secondary school after school closures? *[Probe context-, classroom- teacher- school-level factors] after school closure due to COVID?]*

    g. Which girls were the *MOST* likely to return to secondary school after school closure? Why? *[Probe demographically, linguistically, other characteristics)*

- What other factors or reasons do you think played a role in *SUPPORTING* girls' return to secondary school after school closures? *[Probe context-, classroom- teacher- school-level factors] after school closure due to COVID?]*

    h. Based on your experience, what impact (if any) has the STAGES project had on supporting girls' _RETURN_ to secondary school after school closure due to COVID?

    i. What else do you think the STAGES project can do to reduce these challenges?

C. **IO3: School Management and governance – Community-School Structure Activities** *(15 minutes)*

Next, I'd like to ask you a few questions about the type of activities [the Mothers Group/Fathers Group/ PTSA/SIC/KETB] carries out in support of girls' education in your school and community.

    6. What type of activities do you and other members of the [Mothers Group/Fathers Group/PTSA/SIC/KETB/] engage in to support girls' education within your school and your broader community? *[PROBE: SPAMS / School Improvement and Action Plans (SIPS); Gender Action Planning; Child Protection and Safeguarding; community*

campaigns; and Linking training opportunities for PTSA/SIC/KETB]

    a. What activities, if any, do you engage in to support girls at risk of dropping out of primary and/or secondary school specifically?

    b. Which of these activities reach and support vulnerable girls in particular? How so? *[PROBE: girls with disabilities; orphans; girls who are married, pregnant or have children; or girls from poor households]*

7. Based on your experience, which of these activities have the most potential to produce long lasting changes in terms of supporting girls' secondary education in your school and community?
    a. How so?

8. How have [PTA/SIC/KETB/Mothers Groups/Fathers Group] activities changed or been adapted in response to the COVID-pandemic?

    a. Have any new activities been added? If yes, why?

9. In order to carry out these activities and/or support the school management and governance, what type of support—including training—from the STAGES project have you and other members of the [Mothers Group/Fathers Group/ PTSA/SIC/KETB/] received in?

    a. [PROBE: phone or in-person support on how to keep in contact and help support girls during school closures, as well as which types of trainings and when, such as on Child Protection, Safeguarding and/or SRGBV; etc.]

10. Have you or the [Mothers Group/Fathers Group/PTSA/SIC/KETB] adopted any new practices as a result of your involvement with STAGES? If so, what are these practices?

11. Do you think any of these [Mothers Groups/Fathers Group/PTSA/SIC/KETB] activities or practices will continue after the STAGES programme ends?

    a. If so, which ones? In what ways?

    b. What resources, if any, are already in place to support the [Mothers Group/Fathers Group/PTSA/SIC/KETB] to continue carrying out these activities in the future? *[For example, these may come for existing activities such as school improvement planning, meetings with Mothers/Fathers Groups as well as previous PTSA/SIC/KETB trainings]*

    c. What resources or support is needed for the [Mothers Groups/Fathers Group/PTSA/SIC/KETB] to continue carrying out these activities after the STAGES project ends in 2024?

D. IO3: School Management and governance – School Leadership changes *(10 minutes)*

Now I'd like to ask you about potential changes you may have observed in your school leadership, management and governance since 2018/2019 school year. *(NOTE: Changes may be observed through participants' engagement with community-school structures, as well as through participation in SPAMS and/or GEACs, experience as parents, etc.)*

12. Over the past two years, what type of changes (if any) have you observed around school leaders' attitudes and practices related to **girls' education?**

    a. What makes you say so? Can you provide examples?

13. Over the past two years, what type of changes (if any) have you observed around school leaders' attitudes and practices related to **child protection, safeguarding and SRGBV (including corporal punishment)** changed?

    a. What makes you say so? Can you provide examples?

E. CLOSING (5 minutes)

Before closing the interview, we have a couple final questions.

14. In general, have you noticed any unexpected outcomes (positive or negative) from the STAGES intervention thus far? If yes, please describe.

15. Is there anything else that you think would be important for us to know?

Those are all of my questions. Thank you for participating in this interview today. We appreciate you taking the time to talk with us and your thoughtful answers to our questions. Do you have any questions for us before we conclude?

Your help in this research is very important. As I mentioned, the results of the report will be used to help the STAGEs project and Link Ethiopia understand challenges related to girls' secondary education and the sustainability of activities supporting girls. The final results of our research project will be published in a report in the coming months. We will do our best to ensure that these results are communicated back to the ministry.

If for any reason you wish to contact us, the informed consent sheet we gave you has the name and contact information of the qualitative study team leader. Please feel free to contact us if, after this interview, there is additional information you think would be helpful for this study, or if you have any questions or concerns about the study or this interview.

End time: _____

Total length: _____Hours _____Minutes

Language of interview: __ Amharic   __ Wolayttatto   _English   __ Other: Specify
_____

POST-KII NOTES:

Please comment on:

- Any factors that may have affected the truthfulness of the responses given and the willingness of the interview subject to participate.

- If more than one person participated, the various insights that have emerged through disagreements during the interviews.

- Any additional insight or comment that should be included.

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Key Informant Interview: School Director or Deputy Head Teacher

Midline Evaluation 2021

1. ### Qualitative Instruments: STAGES LCD Ethiopia

A note about this tool:

Population Group: School Director/ Head Teachers or Deputy Head Teachers (Secondary School)

Number of Participants per KII: 1*

Number of School Director KIIs per Qualitative Sample School: 1

Total Number of School Director KIIs for Midline: 4

Time Limit: Approximately 1 hour

Purpose: This interview guide will enable you to gather information from school directors about their involvement and experience with the STAGES project. The objective is to gain insights and understanding from school directors about school-based activities and practices supporting girls' education (EQ 5/ IO3: School Management and Governance), changes in quality of teaching within their schools (IO2: Quality of Teaching) as well as the sustainability of these activities or changes *(EQ 1-3: Sustainability).*

Recommended sources: Information will be collected by conducting KIIs with school director / head teachers, conducting 1 KII at each of the four qualitative sample secondary schools (4 School Director KII total). The primary target is the school director/ head teacher, but if they are not available or if they recommend the deputy school director as a more appropriate respondent, the interview may be conducted with the deputy school director or via phone interview if necessary.

Data Collectors: It is anticipated interviews will be conducted in-person at the school by previously trained data collectors (female teachers), with each KII involving 1 interviewer and 1 note-taker. Additional oversight and quality assurance is expected from the associated Woreda-level Gender Officer as well as STS's Qualitative Consultant where logistically feasible. The interviews may be conducted in Wolayttatto and/or Amharic based on the respondent's preference.

If the deputy-head teacher is interested and available to participate at the planned date, time and place, the KII can be conducted as a group interview with both the school director and deputy. However, the possible impact of any power dynamics (including due to age, gender and position within the community) must be consider and mitigated during the interview).

Demographic information[20]

12. Woreda: _____

13. School name: _____
14. Respondent's Position/Role: _____

15. Number of years in this position: _____

16. Respondent Sex (M/F): _____

17. Respondent's Age: _____

18. Facilitator name: _____

19. Note taker name: _____

20. Date: _____

21. Start Time: _____

22. Introduction of the team member(s) and consent obtained *[See Qual Interview INTRODUCTION]*

      _____ YES   _____ NO

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[20] If more than 1 respondent takes part in the interview, please make sure to record and include the relevant demographic information for each respondent—including their position, number of years in position, sex and age.

Introduction and Consent

[*NOTE TO INTERVIEWER: Please review and complete the KII Consent form with the participant. If agreement to participate voluntarily is obtained, please continue. If participant does NOT agree to take part in the study, thank them for their time, make a note they did not want to participate. Make sure to also ask for permission to record the interview on your audio recorder. If the participant answers in the affirmative, please proceed. If participants answer NO, agree to not record the conversation and proceed without turning on your audio recorder.*]

IMPORTANT NOTE:
Begin audio-recording AFTER consent to participate and be audio-recorded has been received.

F. Role and Engagement with STAGES LCD Ethiopia *(5 minutes)*

The first few questions will be about your role within your school and general engagement with the STAGES project.

2. *What is your position and role within your school?*

   a. *How long have you been in this role?*

3. *As part of your role, what kind of involvement with the STAGES LCD Ethiopia project? Please describe.*

4. *In what ways are other staff, teachers and students at your school involved with STAGES?*

G. IO3: School Management and governance – School Activities *(25 minutes)*

Next, I'd like to ask you a few questions about the type of activities your school carries out in support of girls' education in your school and community.

5. *What type of activities does your school engage in to support girls' education?*

   a. *[PROBE about STAGES supported activities specifically:*
      - *Child Protection and Safeguarding Mechanisms and Practices (including reporting system like Letter Link Boxes and referral pathways)*
      i. *School Performance Appraisal Meetings (SPAMs) in which the school community participate – including School Improvement Plan (SIP) data collection*
      ii. *Girls' Education Advisory Committee (GEAC) support*
      iii. *Tutoring support for girls*
      iv. *Distribution of bursaries and basic needs support for female students*
      v. *COVID-19 pandemic response including Health, Well-being and*

Safeguarding

    vi.   *Support and training of community-school structures including PTSAs, School Improvement Committees (SICs), Kebele Education Training Board (KETB), as well as Mothers and Fathers Groups]*

6. <u>Based on your experience, which of these activities have most potential to produce long lasting changes in terms of supporting girls' secondary education in your school and community?</u>

    a. <u>How so?</u>

7. How have these activities changed or been adapted in response to the COVID-pandemic?

    a. Have any new activities been added? If yes, why?

8. In order to carry out these activities, what type of support—including training—from the STAGES project has your school received in?

    a. *[PROBE: which types of trainings and when, for example:*
        *.   **Pedagogical Leadership Training***
        *i.   **Gender and Inclusive Responsive (GIRP) Teacher Training***
        *ii.   **Monitoring/Mentoring and Coaching by Cluster Supervisors***
        *iii.   **Child Protection, Safeguarding and/or SRGBV***
        iv.   Social and Emotional Learning (SEL)
        v.   Teacher Training Competency in English/Wolayttatto/Numeracy
        vi.   COVID-19 pandemic response including Health, Well-being and Safeguarding
        vii.   Support and training of community-school structures including PTSAs, School Improvement Committees (SICs), Kebele Education Training Board (KETB), as well as Mother and Fathers Groups]

9. Have you or your school adopted any new practices as a result of these trainings and/or your involvement with STAGES?

    a. If so, what are these practices?

10. Do you think any of these activities or new practices will continue after the STAGES programme ends?

    a. If so, which ones? In what ways?

    b. What <u>factor, strategies and/or resources</u> would support your school to continue these activities or practices after the programme ends?

    c. What types of <u>barriers or obstacles</u> may prevent your school from continuing to carry out these activities or practices in the future?

The next set of questions are about changes you have made or observed within your school since the 2018/2019 school year.

11. Have you participated in the STAGES **Pedagogical Leadership training?**

    a. IF YES, what impact, if any, has it on your ability to support teaching and learning within your school? In what ways?

    b. What additional support would you need to improve teaching and learning in your school?

12. Over the past two years, what changes, if any, have you made to the type of **pedagogical leadership support** – such as monitoring, mentoring or coaching— you provide to teachers at your school?

    a. Can you provide examples?

    b. Do you think these changes or new practices will continue after the STAGES programme ends?

        . If so, which ones? In what ways?

13. Over the past two years, what changes, if any, have you observed around the overall **quality of teaching** within your school, including English and Numeracy subject areas?

    a. What makes you say so? Can you provide examples?

    b. Do you think these changes or new practices will continue after the STAGES programme ends?

        . If so, which ones? In what ways?

    c. What additional support do teachers still need?

        . What additional support do teachers need specific to the COVID-19 pandemic response?

        i. What challenges or barriers, if any, have you encountered in providing support to teachers?

        ii. What additional help, resources, or training do you need to better support teachers?

14. Over the past two years, what changes, if any, have you observed within your school related to **girls' education, including practices related to GIRP**? *[Probe for changes in both attitudes and practices of teachers and school leadership]*

    a. What makes you say so? Can you provide examples?

    b. Do you think these changes or new practices will continue after the STAGES programme ends?

        a. If so, which ones? In what ways?

15. Over the past two years, what type of changes, if any, have you observed within your school related to **inclusion and the education of children with disabilities**? *[Probe for changes in both attitudes and practices of teachers and school leadership]*

    a. What makes you say so? Can you provide examples?

    b. Do you think these changes or new practices will continue after the STAGES programme ends?

        a. If so, which ones? In what ways?

16. Over the past two years, what type of changes, if any, have you observed within your school around **child protection, safeguarding and SRGBV (including corporal punishment)**? *[Probe for changes in both attitudes and practices of teachers and school leadership]*

    a. What makes you say so? Can you provide examples?

        a. Do you think changes or new practices will continue after the STAGES programme ends?

            i. If so, which ones? In what ways?

I. CLOSING *(5 minutes)*

Before closing the interview, we have a couple final questions.

17. In general, have you noticed any unexpected outcomes (positive or negative) from the STAGES intervention thus far? If yes, please describe.

18. Is there anything else that you think would be important for us to know?

Those are all of my questions. Thank you for participating in this interview today. We appreciate you taking the time to talk with us and your thoughtful answers to our questions. Do you have any questions for us before we conclude?

Your help in this research is very important. As I mentioned, the results of the report will be used to help the STAGEs project and Link Ethiopia understand challenges related to girls' secondary education and the sustainability of activities supporting girls. The final results of our research project will be published in a report in the coming months. We will do our best to ensure that these results are communicated back to the ministry.

If for any reason you wish to contact us, the informed consent sheet we gave you has the name and contact information of the qualitative study team leader. Please feel free to contact us if, after this interview, there is additional information you think would be helpful for this study, or if you have any questions or concerns about the study or this interview.

End time: _____

Total length: _____Hours _____Minutes

Language of interview: __ Amharic   __ Wolayttatto   _English   __ Other: Specify _____

POST-KII NOTES:
Please comment on:

- Any factors that may have affected the truthfulness of the responses given and the willingness of the interview subject to participate.
- If more than one person participated, the various insights that have emerged through disagreements during the interviews.
- Any additional insight or comment that should be included.

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Midline Evaluation 2021

Qualitative Instruments: STAGES Link Ethiopia

Key Informant Interview: Gov Officials A (General)

A note about this tool:

Population Group: Government Officials (MOE)

Number of Participants per KII: 1*

Number of Government Official KIIs by level

- 4 Cluster Supervisors from target Woredas (1 Cluster Supervisor per target Woreda)
- 4 Gov Officials (Head) from the Woreda Education Bureau (WEB) Level (1 per target Woreda)
- 1-3 Gov Official (Head, Vice-Head, Quality Assurance Officer) from the Wolaita Zonal Education Bureau level (ZEB)
- 0-2 Gov Official from the SNNPR Regional Education Bureau level (REB)
- 0-2 Gov Officials from the national-level Ministry of Education (MOE)

Total Number of Government Official KIIs for Midline: 9-16

Time Limit: Approximately 40 minutes–1 hour

Purpose: This interview guide will enable you to gather information from MOE officials within the Ethiopian government about their involvement and experience with the STAGES project. The objective is to gain insights and understanding about the sustainability of STAGES activities including the ability to produce long lasting changes, to continue after the project and to expand *(EQ1, EQ2, EQ3, and EQ5)*.

Recommended sources: Information will be collected by conducting KIIs primarily with woreda-level MOE Officials (including cluster supervisors, experts, and Heads of the Woreda Education Bureau (WEB) within each target Woreda, as well as 1-3 government officials at the zonal level, including the Head of the Wolaita Zone Education Bureau. If relevant, it may also include 1-2 regional and/or national-level government officials from the Ministry of Education identified by STAGES as highly engaged and/or key counterparts in the programme. Gender Officials within the MOE (and MOWCA) will be interviewed separately with the relevant **Gov Official B (Gender) KII** tool.

Data Collectors: Interviews will be conducted by STS's qualitative consultant either via phone or at the local offices depending on time/availability. The interviews will be conducted in Amharic and/or English based on the respondent's preference.

If more than one government official within the targeted office/level group is interested and available to participate at the planned date, time and place, the KII can be conducted as a group interview with up to three respondents. For example, the KII with the Head of a WEB or ZEB may also include the deputy-head and/or the Quality Assurance official. However, the possible impact of any power dynamics (including due to age, gender and position within the local office or ministry) must be consider and mitigated during the interview.

Demographic information[21]

23. Respondent's Position/Role: _____

24. Number of years in this position: _____

25. Division within the Ministry: _____

26. Respondent Sex (M/F): _____

27. Respondent's Age: _____

28. Facilitator name: _____

29. Note taker name: _____

30. Date: _____

31. Start Time: _____

32. Introduction of the team member(s) and consent obtained *[See Qual Interview INTRODUCTION]*

   _____ YES   _____ NO

Introduction and Consent
[*NOTE TO INTERVIEWER: Please review and complete the KII Consent form with the participant. If agreement to participate voluntarily is obtained, please continue. If participant does NOT agree to take part in the study, thank them for their time, make a note they did not want to participate. Make sure to also ask for permission to record the interview on your audio recorder. If the participant answers in the affirmative, please proceed. If participants answer NO, agree to not record the conversation and proceed without turning on your audio recorder.]*

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[21] If more than 1 respondent takes part in the interview, please make sure to record and include the relevant demographic information for each respondent—including their position, number of years in position, sex and age.

IMPORTANT NOTE:
Begin audio-recording AFTER consent to participate and be audio-recorded has been received.

J. Ministry role and engagement with STAGES LCD Ethiopia *(5 minutes)*

The first few questions will be about your role in your ministry and general engagement with the STAGES project.

19. Can you please tell me about your role within the ministry?

    a. Title?

    b. Which directorate or division?

    c. How long have you been in this role?

20. As part of your role, have you had any involvement with the STAGES LCD Ethiopia project?

    a. If yes, please describe how

K. Government engagement, alignment and sustainability of STAGES interventions *(30–45 minutes)*

The next set of questions are about specific STAGES activities, their alignment with your office's priorities, and potential for sustainability[22] after the project ends.

ACTIVITY A. STAGES Pedagogical Leadership and Supervision Training

21. What involvement, if any, have you had with STAGES Pedagogical Leadership and Supervision Training[23] intervention?

    a) [IF INVOLVED] Please describe your role/engagement with this specific intervention

    b) [IF NO INVOLVEMENT/ENGAGEMENT, SKIP TO ACTIVITY B.]

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[22] Within this interview and the context of the STAGES project, we understand sustainability to include (1) the ability to produce long lasting changes, (2) to continue after the project and (3) to expand.

[23] The objectives of the Pedagogical Leadership and Supervision Training include: (1) Strengthen links and coordination between those driving continuous teacher professional development at school, cluster and woreda levels; (2) Improve understanding of how to strengthen GIRP, SEL and subject teaching competence through continuous professional development: regular school-based coaching, mentoring and monitoring; (3) Introduce good practice in supporting Communities of Practice for continuous professional development of teachers; (4) make detailed plans for school, cluster and woreda experts and supervisors to improve teacher development and co-ordinate subject-based Communities of Practice in schools.

22. **[For Cluster Supervisors / Experts ONLY]** Over the past two years, what changes, if any, have you observed related to school directors' <u>pedagogical leadership and supervision</u> skills and practices?

    a) What makes you say so? Can you provide examples?

    b) Do you think these changes or new practices will continue after the STAGES programme ends?

        i. If so, which ones? In what ways?

23. **[For WEB-Level ONLY]** Over the past two years, what changes, if any, have you observed related to cluster supervisors' <u>pedagogical leadership and supervision skills</u> and practices?

    a. What makes you say so? Can you provide examples?

    b. Do you think these changes or new practices will continue after the STAGES programme ends?

        i. If so, which ones? In what ways?

24. **[FOR WEB/ZEB/REB OFFICIALS ONLY]** Do you think this activity and delivery model is effective at enhancing the <u>pedagogical leadership and supervision skills</u>[24] of cluster supervisors and school directors?

    a) If so, how? *[Probe for examples,]*

    b) If not, why not?

25. **[FOR WEB/ZEB/REB OFFICIALS ONLY]** In your opinion, how aligned is this intervention with the priorities, goals and policies of your office (and/or MOE priorities at the zone, regional, and/or national level)?

    a) Would you say, "very aligned, "somewhat aligned" or "not aligned"?

        i. If "very aligned" or "somewhat aligned", how so?

        ii. If "not aligned", why not?

26. **[FOR WEB/ZEB/REB OFFICIALS ONLY]** Does the [WEB/ZEB/REB] plan on continuing to implement the <u>STAGES Pedagogical Leadership and Supervision Training and follow-up model</u> after the project ends in 2024?

    a) IF YES, please provide examples and/or additional details on how the [WEB/ZEB/REB] plans to do so in the future.

    b) What <u>factors, strategies and/or resources</u> are needed to support the [WEB/ZEB/REB] in continuing to carry-out these trainings and follow-up

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[24] For example, in terms of (1) increasing cluster supervisors and school directors' understanding of how to strengthen teachers' GIRP, SEL and subject teaching competence through school-based coaching, mentoring and monitoring; (2) introducing and supporting Communities of Practice for continuous professional development of teachers; (4) making detailed plans for school, cluster and woreda experts and supervisors to improve teacher development and co-ordinate subject-based Communities of Practice in schools.

model?

  c) What <u>barriers or constraints</u> may prevent the [WEB/ZEB/REB] from continuing these interventions?

27. **[FOR ZEB/REB OFFICIALS ONLY]** Does the [ZEB/REB] plan on expanding the <u>STAGES Pedagogical Leadership and Supervision Training and follow-up model</u> beyond the four target woredas (this include within and/or outside the Wolaita zone)?

  a) IF YES, please provide examples, timeline and/or additional details on how they plan on doing so now or in the future.

  b) What resources are in place (or are needed) in order for the government to do so?

  c) What <u>factors, strategies and/or resources</u> are needed to support the [ZEB/REB] in expanding the roll-out of this activity?

  d) What <u>barriers or obstacles</u> may prevent the [ZEB/REB] from expanding this activity?

28. **[FOR WEB/ZEB/REB OFFICIALS ONLY]** Does the [WEB/ZEB/REB] plan to formally incorporate the <u>STAGES Pedagogical Leadership and Supervision</u> training and materials into existing continuous professional development (CPD) for school leaders?

  a) If yes, please provide examples, timeline and/or additional details on how they plan on doing so now or in the future.

29. What needs to be in place to ensure the sustainability of the <u>Pedagogical Leadership and Supervision</u> intervention? (That is, ensuring the associated training, materials and follow-up models continues after the project ends in 2024).

  a. What can the MOE do to support this?

  b. What can Link do to support this?

ACTIVITY B. STAGES Gender and Inclusive Responsive Pedagogy (GIRP) Teacher Training, Monitoring, Mentoring and Coaching

30. What involvement, if any, have you had with <u>STAGES Gender and Inclusive Responsive Pedagogy (GIRP)[25] Teacher Training</u> intervention?

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[25] GIRP delivers and build on GRP training originally developed by FAWE and adopted by MOE in 2015/2016. This includes incorporating materials and sessions on **inclusive education, social and emotional learning,** and **safeguarding i**n addition

    a. [IF INVOLVED] Please describe your role/engagement with this intervention specifically

    b. [IF NO INVOLVEMENT/ENGAGEMENT, SKIP TO ACTIVITY C.]

31. **[For Cluster Supervisors / Experts ONLY]** Over the past two years, what changes, if any, have you observed related to teachers' GIRP skills and practices?

    a) What makes you say so? Can you provide examples?

    b) Do you think these changes or new practices will continue after the STAGES programme ends?

        i. If so, which ones? In what ways?

32. **[For Cluster Supervisors / Experts ONLY]** Over the past two years, what changes, if any, have you observed related to school directors' GIRP skills and practices?

    a) What makes you say so? Can you provide examples?

    b) Do you think these changes or new practices will continue after the STAGES programme ends?

        i. If so, which ones? In what ways?

33. Do you think this activity and delivery model is effective at enhancing the GIRP skills[26] of teachers and school directors]?

    a. If so, how? [Probe for examples]

    b. If not, why not?

34. **[FOR WEB/ZEB/REB OFFICIALS ONLY]** In your opinion, how aligned is this intervention with the priorities, goals and policies of your office (and/or MOE priorities at the zone, regional, and/or national level)?

    a. Would you say, "very aligned, "somewhat aligned" or "not aligned"?

        i. If "very aligned" or "somewhat aligned", how so?

        ii. If "not aligned", why not?

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to gender. Moreover, STAGES GIRP intervention involves the training of teachers on strategies to ensure that all children in the class are participating and learning as well as helps them to understand that children in the class have diverse needs and employ methods which consider the needs of girls, of boys, of children with disability, in the challenging contexts in which they work.

[26] For example, in terms of (1) developing a shared understanding of gender and inclusive responsive pedagogy (GIRP); (2) using learner-centred, gender responsive and disability inclusive teaching techniques; as well as (3) subject-specific teaching techniques for essential areas of literacy, language and numeracy teaching (for Wolyattatto and English).

35. **[FOR WEB/ZEB/REB OFFICIALS ONLY]** Does the [WEB/ZEB/REB] plan on continuing to implement the <u>STAGES GIRP Training, Monitoring and Mentoring model</u> after the project ends in 2024?

    a. IF YES, please provide examples, timeline and/or additional details on how the [WEB/ZEB/REB] plans to do so in the future

    b. What <u>factors, strategies and/or resources</u> are needed to support the [WEB/ZEB/REB] in continuing to carry-out this activity?

    c. What <u>barriers or constraints</u> may prevent the [WEB/ZEB/REB] from continuing this activity?

36. **[FOR ZEB/REB OFFICIALS ONLY]** Does the [ZEB/REB] plan on expanding the <u>STAGES GIRP Training, Monitoring and Mentoring model</u> beyond the four target woredas (this includes both within and/or outside the Wolaita zone)?

    a. IF YES, please provide examples, timeline and/or additional details on how they plan on doing so now or in the future

    b. What resources are in place (or are needed) in order for the government to do so?

    c. What <u>factors, strategies and/or resources</u> are needed to support the [ZEB/REB] in expanding the roll-out of this activity?

    d. What <u>barriers or constraints</u> may prevent the [ZEB/REB] from expanding this activity?

37. **[FOR WEB/ZEB/REB OFFICIALS ONLY]** Does the [WEB/ZEB/REB] plan to formally incorporate the <u>STAGES GIRP Training, Monitoring and Mentoring model</u> training and materials into existing continuous professional development (CPD) for teachers?

    a. If yes, please provide examples, timelines and/or additional details on how they plan on doing so now or in the future

38. What needs to be in place to ensure the sustainability of the <u>STAGES GIRP Teacher Training</u> intervention? (That is, ensuring the associated training, materials and mentoring/mentoring/coaching model continues after the project ends in 2024).

    a. What can the MOE do to support this?

    b. What can Link do to support this?

ACTIVITY C. STAGES Child Protection and Safeguarding Models, Mechanisms and Activities

39. What involvement, if any, have you had with **Safeguarding Models, Mechanism and Activities** implemented by the STAGES project? *[For example, trainings on school-related gender-based violence (SRGBV); the establishment and/or strengthening of child protection and safeguarding systems, reporting mechanisms (like Letter Link boxes) and referral pathways; Social and Emotional Learning (SEL) trainings, as well as safeguarding/protection trainings or activities with Gender Clubs, GEACs, Mothers and Fathers groups, as well as integrated safeguarding components within other STAGES interventions and activities.*

    a. [IF INVOLVED] Please describe your role/engagement with these activities

    b. [IF NO INVOLVEMENT/ENGAGEMENT, SKIP TO ACTIVITY D.]

40. **[For Cluster Supervisors / Experts/ WEB ONLY]** Over the past two years, what changes, if any, have you observed related to key education stakeholders' awareness and implementation of child safeguarding mechanisms, policies and procedures—especially around identifying, reporting and responding to violence at the school level? *[NOTE: Key education stakeholders at the school level include cluster supervisors and woreda experts, school directors, teachers, students, GEACs members, PTAs/SICs/KETBs, Mother and Fathers Groups]?*

    a) What makes you say so? Can you provide examples?

    b) Do you think these changes or new practices will continue after the STAGES programme ends?

        i. If so, which ones? In what ways?

    a. Do you think this activity and delivery models[27] are effective at establishing and supporting a system to prevent and respond to violence against girls (and boys), including providing appropriate support and follow-up for victims? If so, how? [Probe for examples]

    b. If not, why not?

41. **[FOR WEB/ZEB/REB OFFICIALS ONLY]** In your opinion, how aligned is this intervention with the priorities, goals and policies of your office (and/or MOE priorities at the zone, regional, and/or national level)?

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[27] Note, the objective of STAGES safeguarding models, mechanisms and activities is to ensure a system is in place to prevent and respond to child abuse appropriately, including providing support to victims of abuse and follow-up. More specifically, their delivery models expect that by building girls' confidence and other social and emotional skills, girls will be better able to protect themselves from violence or abuse. Interventions targeted at teachers and other school-related personnel are also expected to increase understanding of what an appropriate and safe relationship with students looks like and better enable teachers and staff to adhere to protection mechanisms put in place at school level to protect children. In addition, interventions targeted at the community level are also expected to better enable community members to report and follow-up on cases of violence against children as well as provide appropriate support and follow-up to victims.

> a. Would you say, "very aligned, "somewhat aligned" or "not aligned"?
>
> > i. If "very aligned" or "somewhat aligned", how so?
> >
> > ii. If "not aligned", why not?

42. What recommendations or advice do you have for Link Community Development to ensure the sustainability of the <u>STAGES Safeguarding Models, Mechanisms, and Activities?</u> (That is, ensuring the associated training, materials and support continues after the project ends in 2024).

ACTIVITY D. Other activities

43. Are there any of STAGES interventions or activities you have been engaged with? *[For example, other activities include (but are not limited to):*
- *School Performance Appraisal Meetings (SPAMs) – including School Improvement Plan (SIP) data collection and the associated Zone and Regional Girls' Education Conferences*
- *Girls' Education Advisory Committee (GEAC) support*
- *Subject-specific trainings including English and Wolaytatto, and numeracy competency trainings*
- *Tutoring support for girls*
- *<u>Provision of Social and Emotional Learning (SEL) skills for girls</u>*
- *<u>Gender Clubs</u>*
- *Secondary School Construction and upgrading of school toilets; distribution of bursaries and basic needs support for female students*
- *COVID-19 pandemic response including Health, Well-being and Safeguarding*
- *Support and training of community-school structures including PTSAs, School Improvement Committees (SICs), Kebele Education Training Board (KETB), as well as Mother and Fathers Groups]*

> a. [IF INVOLVED] Please describe your role/engagement with this activity or activities
>
> b. [IF NOT INVOLVED, SKIP TO NEXT SECTION.]

44. Do you think this activity/activities and delivery models are effective?

> a. If so, how? [Probe for examples]
>
> b. If not, why not?

45. **[FOR WEB/ZEB/REB OFFICIALS ONLY]** Does the [WEB/ZEB/REB] plan on continuing to implement these or any other STAGES' activities after the project ends in 2024?

> a) IF YES, please provide examples, timelines and/or additional details on how

the [WEB/ZEB/REB] plans to do so in the future.

    b) What <u>factors, strategies and/or resources</u> are needed to support the [WEB/ZEB/REB] in continuing to carry-out these activities?

    c) What <u>barriers or constraints</u> may prevent the [WEB/ZEB/REB] from continuing these activities?

46. What needs to be in place to ensure the sustainability of these activities? (That is, ensuring the activities or intervention continue after the project ends in 2024).

    a. What can the MOE do to support this?

    b. What can Link do to support this?

L. Closing *(5-10 minutes)*

Before closing the interview, we have a few final questions.

47. What do you hope the STAGES project will have accomplished when it ends in 2024?

48. Do you have any other recommendations for Link Community Development to help improve girls' education – especially the transition from grade 8 to grade 9?

49. In general, have you noticed any unexpected effects our outcomes (positive or negative) from the STAGES intervention thus far? If yes, please describe.

50. Are there other aspects of the STAGES program and/or girls' education in the Wolaita Zone that are important, but that we haven't talked about? If so, please describe these.

51. Is there anything else that you think would be important for us to know?

Those are all of my questions. Thank you for participating in this interview today. We appreciate you taking the time to talk with us and your thoughtful answers to our questions. Do you have any questions for us before we conclude?

Your help in this research is very important. As I mentioned, the results of the report will be used to help the STAGEs project and Link Ethiopia understand challenges related to girls' secondary education and the sustainability of activities supporting girls. The final results of our research project will be published in a report in the coming months. We will do our best to ensure that these results are communicated back to the ministry.

If for any reason you wish to contact us, the informed consent sheet we gave you has the name and contact information of the study team leader and my name. Please feel free to contact us if, after this interview, there is additional information you think would be helpful for this study, or if you have any questions or concerns about the study or this interview.

52. End time: _____
53.
54.
Total length: _____Hours _____Minutes

Language of interview: __ Amharic __ Wolayttatto _English __ Other: Specify _____

POST-KII NOTES:
Please comment on:

- Any factors that may have affected the truthfulness of the responses given and the willingness of the interview subject to participate.

- If more than one person participated, the various insights that have emerged through disagreements during the interviews.

- Any additional insight or comment that should be included.

_____
_____
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Key Informant Interview: Government Officials B (Gender Officials ONLY) Midline Evaluation 2021

1. **Qualitative Instruments: STAGES Link Ethiopia**

Demographic information[28]

33. Respondent's Position/Role: _____

34. Number of years in this position: _____

35. Division within the Ministry: _____

36. Respondent Sex (M/F): _____

37. Respondent's Age: _____

38. Facilitator name: _____

39. Note taker name: _____

40. Date: _____

41. Start Time: _____

42. Introduction of the team member(s) and consent obtained *[See Qual Interview INTRODUCTION]*

_____ YES _____ NO

Introduction and Consent
[*NOTE TO INTERVIEWER: Please review and complete the KII Consent form with the participant. If agreement to participate voluntarily is obtained, please continue. If participant does NOT agree to take part in the study, thank them for their time, make a note they did not want to participate. Make sure to also ask for permission to record the interview on your audio recorder. If the participant answers in the affirmative, please proceed. If participants answer NO, agree to not record the conversation and proceed without turning on your audio recorder.]*

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[28] If more than 1 respondent takes part in the interview, please make sure to record and include the relevant demographic information for each respondent—including their position, number of years in position, sex and age.

IMPORTANT NOTE:
Begin audio-recording AFTER consent to participate and be audio-recorded has been received.

M. Ministry role and engagement with STAGES LCD Ethiopia *(5 minutes)*

The first few questions will be about your role in your ministry and general engagement with the STAGES project.

2. *Can you please tell me about your role within the ministry?*

    a. *Title?*

    b. *Which directorate or division?*

    c. *How long have you been in this role?*

3. *As part of your role, have you had any involvement with the STAGES LCD Ethiopia project?*

    a. *If yes, please describe how*

4. **[FOR ZEB, REB, and national-level officials only]** Are you aware of anyone else within your ministry at the [zone/region/national-level] that is currently involved with STAGES?

    a. *If yes, who and in what ways?*

N. Government engagement, alignment and sustainability of STAGES interventions *(20-25 minutes)*

The next set of questions are about specific STAGES activities, their alignment with your office's priorities, and potential for sustainability[29] after the project ends.

ACTIVITY A. STAGES Gender and Inclusive Responsive Pedagogy (GIRP) Teacher Training, Monitoring, Mentoring and Coaching

5. What involvement, if any, have you had with <u>STAGES Gender and Inclusive</u>

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[29] Within this interview and the context of the STAGES project, we understand sustainability to include (1) the ability to produce long lasting changes, (2) to continue after the project and (3) to expand.

Responsive Pedagogy (GIRP)[30] Teacher Training intervention?

- **a.** [IF INVOLVED] Please describe your role/engagement with this intervention specifically
- **b.** [IF NO INVOLVEMENT/ENGAGEMENT, SKIP TO ACTIVITY B.]

6. **[FOR Woreda-level Gender Officially ONLY]** Over the past two years, what changes, if any, have you observed related to teachers' and/or school directors GIRP skills and practices?

- a) What makes you say so? Can you provide examples?
- b) Do you think these changes or new practices will continue after the STAGES programme ends?
    - i. If so, which ones? In what ways?

7. Do you think this activity and delivery model is effective at enhancing the GIRP skills[31] of teachers and school directors?

- a. If so, how? [Probe for examples]
- b. If not, why not?

8. In your opinion, how aligned is this intervention with the priorities, goals and policies of your office (and/or MOE priorities at the zone, regional, and/or national level)?

- a. Would you say, "very aligned, "somewhat aligned" or "not aligned"?
    - i. If "very aligned" or "somewhat aligned", how so?
    - ii. If "not aligned", why not?

9. Does the [WEB/ZEB/REB] plan on continuing to implement the STAGES GIRP Training, Monitoring and Mentoring model after the project ends in 2024?

- a. IF YES, please provide examples, timeline and/or additional details on how the [WEB/ZEB/REB] plans to do so in the future

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[30] GIRP delivers and build on GRP training originally developed by FAWE and adopted by MOE in 2015/2016. This includes incorporating materials and sessions on **inclusive education, social and emotional learning,** and **safeguarding i**n addition to gender. Moreover, STAGES GIRP intervention involves the training of teachers on strategies to ensure that all children in the class are participating and learning as well as helps them to understand that children in the class have diverse needs and employ methods which consider the needs of girls, of boys, of children with disability, in the challenging contexts in which they work.

[31] For example, in terms of (1) developing a shared understanding of gender and inclusive responsive pedagogy (GIRP); (2) using learner-centred, gender responsive and disability inclusive teaching techniques; as well as (3) subject-specific teaching techniques for essential areas of literacy, language and numeracy teaching (for Wolyattatto and English).

b. What <u>factors, strategies and/or resources</u> would support the [WEB/ZEB/REB] in continuing to carry-out this activity?

c. What <u>barriers or constraints</u> may prevent the [WEB/ZEB/REB] from continuing this activity?

10. **[FOR ZEB/REB OFFICIALS ONLY]** Does the [ZEB/REB] plan on expanding the <u>STAGES GIRP Training, Monitoring and Mentoring model</u> beyond the four target woredas (this includes both within and/or outside the Wolaita zone)?

a. IF YES, please provide examples, timeline and/or additional details on how they plan on doing so now or in the future

b. What resources are in place (or are needed) in order for the government to do so?

c. What <u>factors, strategies and/or resources</u> would support the [ZEB/REB] in expanding the roll-out of this activity?

d. What <u>barriers or constraints</u> may prevent the [ZEB/REB] from expanding this activity?

11. **[FOR WEB/ZEB/REB OFFICIALS ONLY]** Does the [WEB/ZEB/REB] plan to formally incorporate the <u>STAGES GIRP Training, Monitoring and Mentoring model</u> training and materials into existing continuous professional development (CPD) for teachers?

a. If yes, please provide examples, timelines and/or additional details on how they plan on doing so now or in the future

12. What needs to be in place to ensure the sustainability of the <u>STAGES GIRP Teacher Training</u> intervention? (That is, ensuring the associated training, materials and mentoring/mentoring/coaching model continues after the project ends in 2024).

a. What can the MOE do to support this?

b. What can Link do to support this?

ACTIVITY B. STAGES Child Protection and Safeguarding Models, Mechanisms and Activities

13. What involvement, if any, have you had with **Safeguarding Models, Mechanism and Activities** implemented by the STAGES project? *[For example, trainings on school-related gender-based violence (SRGBV); the establishment and/or strengthening of child protection and safeguarding systems, reporting mechanisms*

(like Letter Link boxes) and referral pathways; Social and Emotional Learning (SEL) trainings, as well as safeguarding/protection trainings or activities with Gender Clubs, GEACs, Mothers and Fathers groups, as well as integrated safeguarding components within other STAGES interventions and activities].

    a. [IF INVOLVED] Please describe your role/engagement with these activities

    b. [IF NO INVOLVEMENT/ENGAGEMENT, SKIP TO ACTIVITY C.]

14. Do you think these activities and delivery models[32] are effective at establishing and supporting a system to prevent and respond to violence against girls (and boys), including providing appropriate support and follow-up for victims?

    c. If so, how? [Probe for examples]

    d. If not, why not?

15. **[For Woreda-Level Gender Officials ONLY]** Over the past two years, what changes, if any, have you observed related to key education stakeholders' awareness and implementation of child safeguarding mechanisms, policies and procedures—especially around identifying, reporting and responding to violence at the school-level? *[NOTE: Key education stakeholders at the school-level include cluster supervisors and Woreda Experts, school directors, teachers, students, GEAC members, PTAs/SICs/KETBs, Mother and Fathers Groups]?*

    a. What makes you say so? Can you provide examples?

    b. Do you think these changes or new practices will continue after the STAGES programme ends?

        i. If so, which ones? In what ways?

16. **[FOR WEB/ZEB/REB OFFICIALS ONLY]** In your opinion, how aligned is this intervention with the priorities, goals and policies of your office (and/or MOE priorities at the zone, regional, and/or national level)?

    a. Would you say, "very aligned, "somewhat aligned" or "not aligned"?

        iii. If "very aligned" or "somewhat aligned", how so?

        iv. If "not aligned", why not?

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[32] Note, the objective of STAGES safeguarding models, mechanisms and activities is to ensure a system is in place to prevent and respond to child abuse appropriately, including providing support to victims of abuse and follow-up. More specifically, their delivery models expect that by building girls' confidence and other social and emotional skills, girls will be better able to protect themselves from violence or abuse. Interventions targeted at teachers and other school-related personnel are also expected to increase understanding of what an appropriate and safe relationship with students looks like and better enable teachers and staff to adhere to protection mechanisms put in place at school level to protect children. In addition, interventions targeted at the community level are also expected to better enable community members to report and follow-up on cases of violence against children as well as provide appropriate support and follow-up to victims.

17. What needs to be in place to ensure the sustainability of the <u>STAGES Safeguarding Models, Mechanisms, and Activities?</u> (That is, ensuring the associated training, materials and support continues after the project ends in 2024).

    a. What can the MOE do to support this?

    b. What can Link do to support this?

ACTIVITY C. Other activities

18. Are there any of STAGES interventions or activities you have been engaged with?
[For example, other activities include (but are not limited to):

- *Pedagogical Leadership and Supervision Training*
- *Mentoring and coaching of teachers in schools*
- *Subject-specific trainings including English and Wolaytatto, and numeracy competency trainings*
- *School Performance Appraisal Meetings (SPAMs) – including School Improvement Plan (SIP) data collection and the associated Zone and Regional Girls' Education Conferences*
- *Girls' Education Advisory Committee (GEAC) support*
- *Tutoring support for girls*
- *Provision of Social and Emotional Learning skills for girls*
- *Gender Clubs*
- *Secondary School Construction and upgrading of school toilets; distribution of bursaries and basic needs support for female students*
- *COVID-19 pandemic response including Health, Well-being and Safeguarding*
- *Support and training of community-school structures including PTSAs, School Improvement Committees (SICs), Kebele Education Training Board (KETB), as well as Mother and Fathers Groups]*

    a. [IF INVOLVED] Please describe your role/engagement with this activity or activities

    b. [IF NOT INVOLVED, SKIP TO NEXT SECTION.]

19. Do you think this activity/activities and delivery models are effective?

    a. If so, how? [Probe for examples]

    b. If not, why not?

20. **[FOR WEB/ZEB/REB OFFICIALS ONLY]** Does the [WEB/ZEB/REB] plan on continuing to implement these or any other STAGES' activities after the project ends in 2024?

    a. IF YES, please provide examples, timelines and/or additional details on how

the [WEB/ZEB/REB] plans to do so in the future.

    b. What <u>factors, strategies and/or resources</u> are needed to support the [WEB/ZEB/REB] in continuing to carry-out these activities?

    c. What <u>barriers or obstacles</u> may prevent the [WEB/ZEB/REB] from continuing these activities?

21. What needs to be in place to ensure the sustainability of these activities? (That is, ensuring the activities or intervention continue after the project ends in 2024).

    a. What can the MOE do to support this?

    b. What can Link do to support this?

O. IO1: Attendance, Retention, and Transition *(20 minutes)*

Now I'm going to ask you about challenges girls in Ethiopia face in attending school, staying in school, and transitioning from the primary to secondary level.

22. Within your [woreda/zone/region/Ethiopia], what do you think are the greatest challenges or barriers girls face in *TRANSITIONING* from grade 8 to grade 9?

    j. Which girls do you think are *LEAST* likely to transition from grade 8 to 9? Why? *[Probe demographically, linguistically, other characteristics]*

        • What other factors or reasons do you think play a role in *PREVENTING* girls from transitioning? *[Probe context-, classroom- teacher- school-level factors]*

    k. Which girls do you think are the *MOST* likely to successfully transition from Grade 8 to Grade 9? Why? *[Probe demographically, linguistically, other characteristics)*

        • What other factors or reasons do you think play a role in *SUPPORTING* girls' transitions? *[Probe context-, classroom- teacher- school-level factors]*

    l. In what ways, if any, do you think girls' ability to transition from grade 8 to grade 9 has been impacted by the COVID pandemic in your community?

    m. Based on your experience, what impact, if any, has the STAGES project had on reducing the challenges girls face in transitioning from grade 8 to grade 9? (both before and during the COVID-19 pandemic)

    n. What else do you think the STAGES project can do to reduce these challenges?

o. What, if anything, do you plan on doing or continuing to do) beyond the STAGES project to ensure that girls make the transition into secondary school and complete their education?

23. Within your [woreda/zone/region/Ethiopia], what do you think are the greatest challenges girls faced in <u>*RETURNING*</u> to lower secondary school (grades 9 and 10) after school closure due to COVID?

   a. Which girls were *LEAST* likely to return to secondary school after school closures? Why? *[Probe demographically, linguistically, other characteristics)*

      • What other factors or reasons do you think played a role in *PREVENTING* girls from return to secondary school after school closures? *[Probe context-, classroom- teacher- school-level factors] after school closure due to COVID?]*

   b. Which girls were the *MOST* likely to return to secondary school after school closure? Why? *[Probe demographically, linguistically, other characteristics)*

      • What other factors or reasons do you think played a role in *SUPPORTING* girls' return to secondary school after school closures? *[Probe context-, classroom- teacher- school-level factors] after school closure due to COVID?]*

   c. Based on your experience, what impact (if any) has the STAGES project had on supporting girls' <u>*RETURN*</u> to secondary school after school closure due to COVID?

   d. What else do you think the STAGES project can do to reduce these challenges?

E. What, if anything, do you plan on doing (or continuing to do) beyond the STAGES project to ensure that girls return to and stay in secondary school despite disruptions and closures related to the COVID-19 pandemic?

P. Closing *(5-10 minutes)*

Before closing the interview, we have a few final questions.

24. What do you hope the STAGES project will have accomplished when it ends in 2024?

25. Do you have any other recommendations for Link Community Development to help

improve girls' education – especially the transition from grade 8 to grade 9?

26. In general, have you noticed any unexpected effects our outcomes (positive or negative) from the STAGES intervention thus far? If yes, please describe.

27. Are there other aspects of the STAGES program and/or girls' education in the Wolaita Zone that are important, but that we haven't talked about? If so, please describe these.

28. Is there anything else that you think would be important for us to know?

Those are all of my questions. Thank you for participating in this interview today. We appreciate you taking the time to talk with us and your thoughtful answers to our questions. Do you have any questions for us before we conclude?

Your help in this research is very important. As I mentioned, the results of the report will be used to help the STAGEs project and Link Ethiopia understand challenges related to girls' secondary education and the sustainability of activities supporting girls. The final results of our research project will be published in a report in the coming months. We will do our best to ensure that these results are communicated back to the ministry.

If for any reason you wish to contact us, the informed consent sheet we gave you has the name and contact information of the study team leader and my name. Please feel free to contact us if, after this interview, there is additional information you think would be helpful for this study, or if you have any questions or concerns about the study or this interview.

End time: _____

Total length: _____Hours _____Minutes

Language of interview: __ Amharic   __ Wolayttatto   _English   __ Other: Specify _____

POST-KII NOTES:
Please comment on:

- Any factors that may have affected the truthfulness of the responses given and the willingness of the interview subject to participate.
- If more than one person participated, the various insights that have emerged through disagreements during the interviews.
- Any additional insight or comment that should be included.

GEC-T STAGES

MIDLINE DESIGN REVISION MEMO

April 2021

1. PURPOSE AND EVALUATION QUESTIONS

PURPOSE OF THE EVALUATION

The midline evaluation will take place after an atypical year marked by the COVID-19 pandemic and its consequent closure of schools and interruption of education services. Under these circumstances, a midline evaluation could answer three types of questions: a) questions that examine the current state of affairs with the aim to evaluate progress or changes from baseline; b) questions that focus on understanding the biggest changes that took place in 2020 as well as the new challenges posed by the COVID pandemic to the project; and c) questions that examine the current state of affairs with the aim to inform future implementation and reconsider approaches, objectives, and goals accordingly. This evaluation intends to be forward-looking as much as possible to inform future activities and therefore prioritizes c) type questions. It will also include a) and b) type questions to gain deeper insight on progress made by STAGES as well as the challenges faced by the project.

EVALUATION QUESTIONS

The evaluation will prioritize the following areas: sustainability and intermediate outcomes. A brief description of these aspects and their implications for this evaluation follows.

Sustainability. The activities and outcomes under the STAGES project aim to increase sustainability. Based on the sustainability strategy of the project:

- Sustainability is primarily about (1) delivering and enabling long lasting changes. However, sustainability does also refer to (2) a continuation of activities and a (3) scaling up of projects. All three areas of sustainability are considered in this evaluation.

- Evaluation questions related to sustainability aim to a) identify meaningful movement that the project may have contributed to, and b) evaluate their sustainability potential.

Intermediate outcomes. The STAGES theory of change identifies fifteen intermediate outcomes that the project needs to achieve in order to reach its longer-term outcomes and goal.

- Intermediate outcomes are organised around five core themes:
  - Attendance and retention – key activities to achieve this are the provision of materials, bursaries and feminine hygiene products in schools, including toilets where secondary schools were built

  - School management and governance – key activities are training for school directors and support of community-school bodies

- Quality of teaching – key activities are training and mentoring for teachers and coaching and mentoring support for teachers

- Community-based attitudes and behaviours – key activities are gender clubs and strengthened community-school bodies

- Girls' life skills and socioemotional well-being – key activities are training teachers on gender and inclusive responsive pedagogy and SRGBV, socioemotional support to girls, embedded mechanisms to safeguard children in schools and the establishment of gender inclusion action plans

- Questions around intermediate outcomes will focus on some of these intermediate outcomes and aim to measure their current state as well as the extent to which the project activities remain appropriate in the current context.

Table 4 below provides specific descriptions of each evaluation question, as well as the tools intended to answer the question.

2.   METHODS

EVALUATION DESIGN

The STAGES project operates in primary and secondary schools. The evaluation design for the STAGES project is a panel longitudinal study in which three cohorts of girls are followed throughout the duration of the project (2018 to 2024). Accordingly, the evaluation focuses primarily on girls that are attending or should be attending grades 7, 9 and 11 as of 2021 (see Table 1). Midline 1 will focus on the transition from grade 8 to 9, or from primary to junior secondary school. This focus is targeted to generate more knowledge in this critical transition point and about girls' experiences in the first year of secondary school, an area that is new for STAGES relative to primary school.

Table 1. Cohorts by Year

	Baseline (2018)	Midline 1 (2021)	Midline 2 (2022)	Endline (2024)
Cohort 1	Grade 4	**Grade 7**	Grade 8	Grade 10
Cohort 2	Grade 6	**Grade 9**	Grade 10	Grade 12
Cohort 3	Grade 8	Grade 11	Grade 12	N.A.

As noted, evaluating sustainability, intermediate outcomes and gender involves collecting information from different actors and through different lenses. Therefore, STS proposes a mixed-methods evaluation where quantitative and qualitative are used to provide a deep and reliable

picture of the projects' current state of affairs that can help STAGES purposefully steer its efforts in the upcoming years.

SAMPLE AND TOOLS

The evaluation comprises collecting data from girls, teachers, school leaders, cluster supervisors, government officials (including gender officers) at the woreda, zone, regional, and ministerial level, and parent/community leaders engaged in school governance – primarily mothers club and fathers club members.

Quantitative tools and sample. Closed-ended surveys are meant to be used quantitatively, i.e., to produce means and comparisons between midline and baseline or between different groups at midline. STS plans for the administration of two quantitative surveys: teacher surveys for selected teachers within a school (grades 7, 8, and 9) and girls surveys for girls enrolled in grades 7 and 9. Fourteen secondary and fifteen primary schools will be visited for the quantitative sample. Primary schools that funnel students to selected secondary schools will be prioritized.

Teachers in grades 7, 8, and 9 who have received trainings from STAGES will be the targeted respondents for surveys, in part to ensure that they provide information on how the interventions can be improved moving forward. A minimum of two teachers per school will complete the survey: ideally an English teacher, a math teacher, and if available, any new teachers who have participated in the gender and inclusion responsive pedagogy (GIRP) training. A minimum of 58 teachers across all sampled schools will complete the teacher survey.[33]

STS plans to collect data in total on approximately 216 girls per grade 7 and 207 girls per grade 9, for a total of approximately 423 girls. The targeted number of girls per school is 15, but enrolments will vary. Girls will be randomly sampled within the target grades at the schools.

Qualitative sample. STS plans to collect qualitative data from respondents associated with four lower secondary schools (selected from within the broader quantitative sample described above). One secondary school from each woreda will be included. Ideally this will include two pre-existing secondary schools that were visited at baseline and two secondary schools newly constructed by STAGES. Other criteria that may be taken into consideration when selecting qualitative sample schools include:

- School size

- Number of girls in grade 9 (including number of girls receiving bursary support)

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[33] Assuming an intention to compare midline and baseline results using a two-sided dependent t-test, that is able to detect an effect size of 0.3 standard deviations, with an alpha of 0.05 and a power of 0.8, that samples an average of 15 girls per grade level and school and with an ICC at the school level of 0.1.

- Capital or non-capital town

- Historical grade 10 pass rates

Table 2. School-Based KIIs

KII Type	Per Secondary School	Total	Selection Criteria and Related Notes
KIIs with Grade 9 Girls	2	8	Targets grade 9 girls receiving bursary support[34]
KIIs with Teachers, specifically GEAC / Gender Club Coordinators	1–2	4–8	Primarily targets teachers who serve as Gender Club / GEAC Coordinators, but may also include other teachers who have participated in STAGES trainings on GIRP, Teacher Competency-English, and/or Teacher Competency-Numeracy
KIIs with School Directors	1	4	Primarily targets the School Director / Head Teacher but may be administered to the Deputy-Head Teacher if they are not available. If both are available, may be administered as a Group KII with two respondents participating.
KIIs with Members of Community-School Structures (Mothers and Fathers Groups)	2	8	Primarily target leaders or members of mothers groups and fathers groups but may also include leaders of other governance groups. If more than one member is available, may be administered as a group KII with up to three respondents.
TOTAL	**6–7**	**24–28**	

Table 3. Government-Focused KIIs

KII Type	Total	Selection Criteria and Related Notes
KII with Cluster Supervisors and Experts	8	Targets one cluster supervisor and one expert per woreda (align with officials who provide support to the targeted sample schools)
KII with Gender Officers (Woreda-Level)	4	Targets the gender officers for each Woreda

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[34] *Bursary girls are vulnerable beneficiary girls with disability, girls who are orphaned and girls from particularly poor background families as well as those married or pregnant during school closures.*

KII Type	Total	Selection Criteria and Related Notes
KIIs with other Woreda-level education officials	4	Targets the Head of each Woreda Education Bureau (WEB); if other WEB officials such as the Vice-head or Quality Assurance Officer are also available, may be administered as a group KII (up to three respondents)
KIIs with Wolaita Zone-level education officials	2–4	Targets the following the key officials within Wolaita Zone Education Bureau (ZEB) - Head - Gender Officer - Vice-head ZEB - Quality Assurance Officer
KIIs with SNNPR Regional education officials	1-3	Primarily targets Zonal Gender Official but may also include 1–2 additional Regional Officials identified by STAGES as highly engaged and/or key counterparts in the programme
KIIs with national-level Ministry of Education and/or Ministry of Gender officials	1–2	May include 1–2 national-level officials from the Ministry of Education and/or Ministry of Gender identified by STAGES as highly engaged and/or key counterparts in the programme
TOTAL	**20–25**	

Existing documents and analysis of extant data. Where possible and applicable to the evaluation questions, possible extant data include:
1. Internal monitoring data 2019, partial set of indicators to be collected April 2021
2. Attendance data October to December 2019, November 2020 to January 2021
3. Rapid Assessment Data 2020
4. Lists of girls receiving bursaries
5. Grade 8 and 12 exam results (possibly)
6. EMIS enrolment data (2019 and 2020)
7. Project activity monitoring data

Table 3. Evaluation Question—Tool Crosswalk

EQ	Topic	Evaluation Question	Domains / Themes to be Explored)	Data Sources
1	Sustainability	Which key interventions are showing the most potential for sustainability after the project ends?	Project activities organised by key outcomes Alignment, as defined in the sustainability strategy Potential barriers or blockages to achieve sustainability	KII Teachers, KII Girls, KII School Leader, KII Cluster Supervisor, KII Woreda Staff, KII Regional Staff, KII Ministerial Staff
2	Sustainability	Which actors (individual, school, community, woreda/zone) are showing the greatest potential to support sustainability of the intervention?	Views around sustainability, what it is and what it entails Ownership, prioritization, or interest on the sustainability of the different activities	KII Teachers, KII Girls, KII School Leader, KII Cluster Supervisor, KII Woreda Staff, KII Regional Staff, KII Ministerial Staff
3	Sustainability	What do respondents report can be done to enhance sustainability of key interventions?	Views around the role of different stakeholders or institutions to support sustainability Data, as conceptualized in the sustainability strategy	KII Teachers, KII Girls, KII School Leader, KII Cluster Supervisor, KII Woreda Staff, KII Regional Staff, KII Ministerial Staff
4	Intermediate Outcome 2: Improved	A. How have teachers' classroom practices changed over the last two years?	Teacher practices in relation to gender and inclusion	Girls Survey, Teacher Survey, KII Teachers, Girl KII, KII School Leader

EQ	Topic	Evaluation Question	Domains / Themes to be Explored)	Data Sources
	Quality in Teaching	B. What are students' opinions about quality in teaching and its changes over the last two years?	Teacher practices in relation to technology New teacher practices and technology Support needed throughout the COVID-19 Pandemic Support required for the remainder of the project Students' expectations for teaching quality in the remainder of the project	
5	Intermediate Outcome 3: School Management and Governance	How have school leaders and cluster supervisors' practices related to pedagogical leadership, gender, inclusion, and safeguarding changed over the last two years?	New practices due to the project's response to the COVID 19 Pandemic and their potential link to project's outcomes Barriers preventing school leaders and cluster supervisors to further support teachers and the communities	Teacher Survey, KII Teachers, KII School Leader, KII PTA Members, KII School Improvement Committees, KII Kebele Education, KII Training Boards

EQ	Topic	Evaluation Question	Domains / Themes to be Explored)	Data Sources
			Communities' expectations around school leadership	
6	Intermediate Outcome 1: Attendance, Retention, and Transition	A. What are the demographic, linguistic, and socioemotional characteristics of Cohort 2 (grade 9) girls who have and have not successfully: i) transitioned from grade 8 to grade 9? ii) returned successfully to grade 9 after school closures due to COVID? B. What are stakeholders' perceptions around the efficacy of the project on reducing barriers to accessing school among Cohort 2 girls? C. In what ways can the project sustainably mitigate dropouts at the grade 8 to 9 transition?	Reasons for returning to school: context-, classroom-, teacher-, and school-level factors Barriers to attendance and retention for girls and their evolution across the life span as well as throughout the COVID-19 pandemic Stakeholders' perceptions around project's effectiveness removing barriers for girls' attendance and retention Stakeholders' beliefs around reasons for drop-out and potential ways to mitigate them Links between gender-sensitive and inclusive pedagogy, and girls' decision to remain in school	Girls Survey, Teacher Survey, KII Girls, KII Mothers and Fathers Club

TRAINING AND DATA COLLECTION

STS will prepare all tools and training materials in English and share them with STAGES, who will oversee translation to Amharic. Translation is scheduled for approximately April 24-May 9.

Data collection training will occur through a mix of remote sessions led by STS staff and in-person sessions facilitated by STS consultants in Sodo. Training is scheduled for approximately May 10-14.

Female teachers from the region will serve as qualitative data collectors for school-based data collection. Teachers who were previously trained and participated in the STAGES baseline data collection will be prioritized. Teachers will not be assigned to collect data at the school where they normally teach. While KIIs may be conducted in Wolaytatto, notes will be taken in Amharic.

Teachers supporting the qualitative research component will participate in the following modules:

- principles of data collection,
- ethics of research
- practice sessions for facilitating key informant interviews
- Key Informant Interviews

Woreda experts and supervisors are expected to serve as quantitative data collectors using surveys programmed electronically on tablets, given their experience with this mode of collection at baseline. Those participating in quantitative data collection will participate in the following modules:

- principles of data collection,
- ethics of research
- electronic data capture and paper-based data capture, including filing and storage of paper forms, if needed
- troubleshooting tablets
- student identification procedures
- conducting one-to-one surveys with children
- conducting one-to-one surveys with adults
- practice sessions for administration of each survey

STAGES will serve as an intermediary to ensure teachers and Woreda staff are available and receive MOE approval to collect data, with STS supporting by providing scopes of work, dates of data collection, and other information as needed.

Data collection will take place in the four target woredas between approximately May 17 and May 28. STS will remotely monitor incoming data daily. STS consultants may also conduct government-level KIIs directly.

DATA ANALYSIS, REPORTING, AND QUALITY ASSURANCE

Quantitative data from the surveys will be coded and analysed in Stata. There will be three main criteria to guide data quality assessments: data need to be complete, accurate and internally consistent. We will use multi-stage data cleaning plans ensuring all data values are within allowable range and reserve codes are used appropriately and develop metadata as well as sample documentation and codebook for final data delivery.

The data analysis methodology for qualitative data will include content analysis and constant comparison of narrative data to validate emerging themes. Qualitative analysis will focus on context and in telling the story of a particular individual, group or phenomenon through exploring uniqueness. To that end, an initial codebook will be developed based on the MEL GEC-T Framework, previous baselines and midlines of GEC, especially the STAGES baseline, and similar qualitative studies on girls' education implementations in Africa. Nvivo, a qualitative software analysis program, will be used to support coding and analysis. Interview notes will be translated from Amharic to English and uploaded into the program, where they will be coded, and queries run.

REPORTING, COMMUNICATION, DISSEMINATION STRATEGY AND KEY DELIVERABLES

Quantitative and qualitative results from the baseline study will be shared using the following key deliverables:

1. Three separate remote data dive meetings to discuss results and findings in June and early July
2. A summary midline analysis report to be submitted in late June as part of one of the data dives
3. A full midline study report, including narrative and graphical representation of findings organised by evaluation question and including both qualitative and quantitative data to support conclusions, to be submitted in early July
4. A short executive summary that can serve as a standalone document, submitted with the full report
5. A remote presentation of findings, which will also be made available on the GEC website as a recording
6. Datasets that will be made available on the UK data archive, with appropriate redactions as needed to protect respondent privacy and confidentiality