



Design and Roll out Evidence-Based Empowerment Methodology for Out of School Girls and Boys and Men Engagement

Implementation monitoring tools (IMT)

Purpose

The primary purpose of this document is to provide guidance and understanding of the monitoring of the UNICEF-funded Out-of-School Girls program in Ethiopia. This program will be implemented over two years from May 25, 2020, to December 31, 2022. Specifically, this guide outlines the tools and monitoring requirements for each program element

Program context

Worldwide, out-of-school girls face disadvantages made worse by age, disability, and ethnicity. In Ethiopia, 1.6 million primary and secondary school aged-girls are out of school and 47 percent of girls who start grade one do not make it to grade five.¹ While more than three-quarters of children (77 percent) attend through age 11, attendance rates drop significantly between 12 and 16 years. What is more, 75 percent of girls in Ethiopia do not attend secondary school.

Added to low rates of school attendance and completion of women (40%) marry before age 18. The median age among young women (ages 20 to 24) is 17 years of age. (Eth DHS, 2016) To address this challenge to social and economic development, the Government of Ethiopia has integrated girls' empowerment programs into the national costed plan to end early child marriage (2020-2024).²

Implementation lessons learned or concerns

The current program builds on lessons learned over the decade of CARE's experience, as well as that of UNICEF and other implementors in Ethiopia and beyond. Most important are:

- Recruiting out-of-school girls into the program may be a challenge given the lived reality of pastoralist communities and potential objections to what is being taught
- Participation in training and Village Saving and Loan Association (VSLA) process and whether these activities compete for attention or together are too burdensome for participants
- Selection of mentors and peer-facilitators could be challenging, and strong support and coaching are needed so that girls can facilitate sessions and groups effectively
- Girls not attending discussions about Sexually Reproductive Health (SRH) because of objections by parents and/or community influencers
- Lack of supportive community structures to enable and sustain girl's empowerment
- Timing of sessions must be tailored to the context so that girls can attend (e.g., consider when they are needed by families and in communities for things like household chores, herding, etc. or because of seasonal migration)
- Whether adolescent girls adequately manage and utilize resources effectively
- Management of VSLAs, including group savings
- Relation between income-generating activities and school performance

¹ Ethiopian Education Statistical Abstract, 2016/17

² [National Costed Roadmap to End Child Marriage and FGM/C \(2020-2024\)](#)

IMPLEMENTATION OVERVIEW

Program elements

Overall, the project will target **4,500 out-of-school girls** (married and unmarried, ages 10-19 years of age) and **3,840 men and boys** (aged 10-19 years) in six regions, 20³ woredas and a minimum of 76 kebeles.

Girls' empowerment through solidarity groups + VSLA

'The project will facilitate the strengthening and formation of out-of-school girls' clubs, in collaboration with the regional and Woreda Bureaus of Women, Children and Youth (WoWCY). The main purpose of girls' club is to create a safe space for girls to share their problems and concern to discuss sexual and reproductive health (SRH) issues, share their experiences among their peers and focus on developing age appropriate Life skills. The girls in the clubs are expected to develop increasing leadership and ownership within the clubs. The program will pilot VSLAs among girls 15 to 19 years old to determine whether VSLA will be integrated into the finalized curriculum. The curriculum will build on UNICEF in-school life skill curriculum alongside best-in-class programming from CARE engaging out of school adolescent girls, men, and boys (ex: Act With Her, TESFA, IMAGINE, RMMB, etc.).

There will be two separate curricula developed: one for OOSGs aged 10 to 14 years (early adolescent) and one for OOSGs ages 15 to 19 years (late adolescent).⁴ These curricula are designed to be age-appropriate with comprehensive and holistic modules focused on developing the transferable skills among OOSG. Briefly, sessions are structured to facilitate OOSG discussion and reflection on their physical social/health behaviors and develop life skills. Topics include sexual and reproductive health (SRH), nutrition, menstrual health, and hygiene (MHH), protection from violence, including sexual and gender-based violence, child marriage and female genital mutilation (FGM). Activities to develop transferable skills—such as self-awareness, self-esteem and confidence, communication, leadership, goal setting etc.. —contribute to promoting gender equality.

The curricula will be implemented over five to six months and that lasts for two -hours sessions run weekly. Early adolescent groups will be facilitated by mentor model, with facilitation by girls close in age. Late adolescent groups will follow a peer mentor model, depending on literacy among girls in the program population. In addition, critical to program success will be the training of trainers, mentoring of trainers, and supervision of implementation.

Men and boys' engagement

The male engagement curricula will be 10 to 12 sessions. Men and boys will participate in a range of dialogs and activities, including reflection around preferences for age at marriage, division of roles and

³ Minimum number of kebele is 4 per woreda and can be increased given the circumstances

⁴ The project will also develop an implementation / facilitation guide for each curriculum.

responsibilities, power dynamics, access to opportunities, GBV, and harmful gender norms (including those related to masculinity). Two of the sessions for the boys will be run jointly with OOSG groups. Two curricula will be developed for the project one for boys aged 10 to 19 years and a second for men aged 20 years and more. The curricula will be implemented over six months. Groups will be approximately 20 men or boys in size.

Government capacity strengthening and community sensitization

The project will build the technical and institutional capacity of BoWCYs/MoWCYs to deliver and monitor quality and effective program delivery (both OOSG and engagement of men and boys). This will be primarily accomplished through training and supportive supervision. In addition, government staff will be trained to run SAA groups with government partners to support staff transformation.

The Government is directly implementing OOSG programming; CARE is directly implementing men/boys programming with the aim of having the government take this over and expand both by the project end. Finally, VSLA training will be provided to the government partners. Unlike SAA, the trained Government partners will cascade the training to the girls group facilitator for girls group identified to be combined with the VSLA program

Implementation monitoring tools (IMT)

FORM 1.1: Out of school adolescent girls' registration form

Region: _____ Zone: _____, Woreda: _____ Total Popn: M _____ F _____ Total _____													
Kebele: _____ Total population in the woreda M _____ F _____ Total _____													
No. of Adolescent girls: _____ Boys: _____ Men: _____ in the woreda													
Name	Age	Grade	Marital status	Group name	Group code	Parent consent Yes/No	Village	Disability/Yes/No specify	Family members			Phone number	Remark
									M	F	T		
Prepared by: _____							Verified by : _____						
Signature: _____							Signature by : _____						
Date: _____							Date: _____						

FORM 1.2: Boys group members registration form

Region: _____ Zone: _____, Woreda: _____ Total Popn: M _____ F _____ Total _____													
Kebele: _____ Total population in the woreda M _____ F _____ Total _____													
No. of Adolescent girls: _____ Boys: _____ Men: _____ in the woreda													
Name	Age	Grade	Group name	Group code	village	Parent Consent Yes /No	Marital status	Disability With yes/no specify	Family members			Group facilitators Phone numbers	Remark
									Male	Female	Total		
Approved by: _____						verified by _____							
Signature: _____						signature: _____							
Date: _____						Date: _____							

FORM 1.3: Men group members registration form

Region: _____ Zone: _____, Woreda: _____ Total Popn: M _____ F _____ Total _____													
Kebele: _____ Total population in the woreda M _____ F _____ Total _____													
No. of Adolescent girls: _____ Boys: _____ Men: _____ in the woreda													
Name	Age	Grade	Group name	Group code	village	Parent Consent Yes /No	Marital status	Disability With yes/no specify	Family members			Group facilitators Phone numbers	Remark
									Male	Female	Total		
Approved by: _____						verified by _____							
Signature: _____						signature: _____							
Date: _____						Date: _____							

Form 2: Monthly Facilitation Monitoring Visit Summary Report

Who will collect the data? will be done by CARE and the Regional and Woreda WCY

Region _____

Woreda/Kebele/Village	
GROUP INFORMATION	
Group type	1 = OOSG / 10-14 2 = OOSG / 15-19 without VSLA 3 = OOSG / 15-19 with VSLA 4 = EMB / 10-19 5 = EMB / 20+
Name of group facilitators	
Group Name	
Group code	
MONITORING VISIT INFORMATION	
Monitoring visit conducted by	
Date of monitoring visit and meeting place	
Date of establishment of the group?	
Number of members attendees during the visit	
Purpose of monitoring visit	
Number of sessions /meetings conducted to date	
Summary of findings	
<i>When was the last meeting held? regularity of the meeting</i>	
<i>Are mentors /peer lead using the manual during the discussion</i>	
<i>Did the mentors /peer lead respect meeting time</i>	
<i>??</i>	
<i>Did the mentors/peer lead equally treat group members during discussion session?</i>	
<i>Did the mentors /peer lead summarize the session well</i>	
<i>Did the mentors /peer lead create linkage for members with health facility, Hew, women and children affairs for detail information if participants want ?</i>	
<i>Were both mentors/peer leads in attendance?</i>	
<i>Was the session held in a place free from any disturbance and safe place ?</i>	
<i>Did the mentors /peer lead conduct the activity as described (learning objectives,</i>	

methodology, time allocated, summary notes)and present it accurately ?	
Did the mentors /peer lead encourage discussion among the participants?	
Did mentors /peer lead allow time for the participants to ask questions?	
Were the mentors friendly towards the participants?	
Did mentors provide time for the participants to ask questions or raise concerns in a private location?	
<i>Do they develop an action plan?</i>	
<i>What is the action plan about?</i>	
<i>What are the outcomes and changes captured?</i>	
<i>What actions have been taken?</i>	
Actions recommended	

Ask the mentors /peer to lead the following questions and record the main points of their responses:

1. Overall, how are things going?

2. Are there any successes that you'd like to share?

3. Are there any challenges that you'd like to share?

4. Are there any changes that you've seen to be changed o the curriculum? Why? What have you seen as a result of these changes?

5. Have adolescents shared any personal problems with you? How did you respond to the adolescents? Did you take any actions based on what was shared?

6. Do you have any questions for me?

7. Provide feedback to the mentors on their session and record the main points:

Review feedback from the previous supervision session with mentors and discuss their progress.

8. Provide a brief update on their progress since the last session:

Group members feedback.

What is the most interesting session you've participated in?

What did you find interesting about it?

What is the least interesting session topics? why?

What is the most debating session and why?

GUIDANCE: OOSG, EMB, Partner and Staff gender reflection (SAA), VSLA Monthly Review, Meeting Log and Evaluation

NOTE: THIS FORM HAS 2 SECTIONS! Please either print this completed form double-sided or staple together.

Phase/Activity: This is used during the Monthly Review Meetings

Target group: Girls group facilitators, EMB group facilitators, Woreda women and children youth affairs focal person (SAA or Staff gender reflection)

When to complete the forms: At each Monthly Review Meeting.

Who will complete the forms: CARE Staff, woreda WCYA and Kebele Staff from the WCYA office

Who will collect the forms: Woreda women children affairs will collect the forms and pass them to the regional women and children social affairs and to regional UNICEF focal persons for review before pass to CARE ETHIOPIA M/E. and *CARE facilitators for Empowerment pass to CARE M&ERE M&E and The woreda women and children social affairs* . He/she check the quality and completeness of all forms before he/she passes them to regional women and children social affairs , respectively. Both CARE and Woreda women and children social affairs ,M&E Officers will be responsible for data entry and analysis.

Purpose/Information Collected

There are two main purposes of this form.

1. To track attendance at the monthly review meetings
2. To monitor project successes and challenges, to track attendance of the meeting and other project data, and use data to identify actions to improve project performance
3. To document the feedback on problems and successes with implementing OOSG or EMB groups

The following information will be collected:

PAGE 1: ATTENDANCE

PAGE 2: FEEDBACK SUMMARY, including:

1. Main problems reported by the group facilitators and woreda focal person
2. Main successes reported by the group facilitators and woreda focal person

SECTION 2: Group facilitators Feedback

1. Are there absences or drop out during the discussion? if the response is yes ask the second question.
2. Please provide reasons for absences or dropouts. Why did the absent girl/s miss the meeting? Has she/Have they stopped coming to the meetings? Do you know why? Please provide reasons for each girl that has skipped the meeting
3. Life skill with VSLA and Life skill without VSLA, Peer-led vs mentor led-facilitation

What went well? Why? (What was good about the meeting? What topic did you discuss? What topic most interested you? what topic least interested you? is learning methodology most interested you? what session is most debating and sensitive? what about time allocated for each session? What topic were you supposed to discuss? The discussion? The participation? Other reasons?) .

2. 4.What is going well with the project? Please describe any successes since the last review meeting.
- 5.What was difficult/Any concerns? Why? (Did you have enough materials or information, did everyone attend, did they participate, how was the location? Other problems?) .Life skill with VSLA and Life skill without VSLA, Peer -led vs mentor led- facilitation
- 6.How did the group members respond to meeting? (Positive, Negative, engaged, bored, not relevant etc)
- 6 What suggestions did the group make to overcome the challenges the girls face what suggestions do you have for the future improvement? where there any major decisions made?

7.Additional Comments

Form 4. CARE -UNICEF Adolescent Girls, Boys and Men Group Attendance Register

Form filled by: _____

When: At the beginning of each adolescent Girls, Boys and Men group session

Why: To monitor attendance over time and follow up with adolescents who miss a session

Mentor /Peer led facilitator Full Names: _____

Mentor /peer-led group Codes: _____

Region : _____ Zone: _____ Woreda: _____

Kebele: _____ Village _____

Group code: _____

Group Type (Circle one): _____

Sex of Adolescents (Circle one): Girls Boy's men

When the page is complete, move to the next page of the form – copy the adolescents' names and ages in the same order as above. If an adolescent misses a session, please follow up with them to understand why they have not been attending. Record the reason on the last page.

			Session Number														
			1	2	3	4	5	6	7	8	9	10	11	12			
	Date (dd/mm/yyyy) EC																
#	Full Name	Age	Sex														
1																	
2																	
3																	
4																	
5																	
6																	
7																	

8															
9															
10															
11															
12															

Reasons for non-attendance:

Name	Who did you speak with about the adolescent's attendance?	What were the reasons for non-attendance	Action taken/Next steps

Guidance: Girls Group Meeting Log

Form description

Phase/Activity: This is used during the Girls' Group Meetings

Target group: Adolescent girls (10-19)

When to complete the forms: At each Girls Group Meeting.

Who will complete the forms: *GIRLS GROUP FACILITATORS?*

Who will collect the forms: Woreda level implementers will collect the forms and pass them to the regional women and children social affairs and *CARE facilitators for Empowerment to the CARE M&E and The woreda women and children social affairs focal person* will check the quality and completeness of all forms before he/she passes them to the regional women and children social affairs and regional UNICEF focal person will review the quality and completeness of the data before regional women and children social affairs pass to CARE ETHIOPIA team respectively. Both CARE and Woreda M&E Officers will be responsible for data entry and analysis.

Note: CARE staff Empowerment for facilitator and volunteer WCYA at kebele level will work with the girls to ensure the forms are completed correctly.

Purpose/Information Collected

This form will track each girl's attendance and track the activities that were completed.

The following information will be collected:

1. Group Information
 - a. Facilitator name, group number, date of group establishment
2. Number of participants that attended the meeting and (regularly saving for girls group with VSLA only)
3. Topics covered during the meeting
4. Questions, concerns, or issues raised during the meeting
5. VSLA Indicators
 - a. Cumulative savings
 - b. Outstanding loan value
 - c. Social fund totals
 - d. Cash at hand
 - a. Number of girls access to loan services
 - b. Income-generating activities engaged in since last meeting and the number of girls engaged in IGA
6. SRH Indicators
 - a. Access to and need of health care facilities (Access to gender-based violence service)

- a. Availability of sexual exploitation and abuse reporting mechanism or channel
 - b. Use of contraceptives (only for 15-19 years old)
- 7. Attendance (list individual girls' names)
- 8. Absences and dropouts

*REQUIRED for EVERY Girls Group Meeting and must be maintained through the whole project.
To be completed by group facilitators*

Your Initials:	Group Name:	Number Attended Meeting:
Region:	woreda:	Kebele:

Session number:
Topics Covered (List down)

1. Please list the girls who are absent from the meeting and provide a reason for their absence.

Initials of Absent Girls:	Reason for Absence
Total number of girls absent from meeting:	

2. VSLA Totals

Cumulative Value of Savings:	Total of Social Fund:
Outstanding Loans:	Cash at Hand:
The Number of girls accessed to loan:	The Number of girls engaged in IGA:

3. Please list the type of income-generating activities that the girls participate in.

4. Contraceptive Use (ONLY FOR Married OOS GIRLS AGED 15-19 YEARS)

# girls reporting using contraceptives:	Number of girls reporting NOT using contraceptives:
<i>Reasons why they choose to use contraceptives</i>	<i>Reasons why they DO NOT use contraceptives</i>

Availability of sexual exploitation and abuse reporting mechanism or channel

- Is there any institution provide service on sexual exploitation harassment and abuse in your locality?
- Is there any reporting mechanism or channel on sexual exploitation harassment and abuse in your locality?
- # Of reported case on sexual exploitation harassment and abuse?

Utilization of Health Care Facilities

The number of girls who accessed the Health Care Facilities since last meeting:	
If YES: Please list reasons why they went to the health care facilities	If NO: Please list reasons why they DO NOT go to the health care facility.

5. Comments/Notes:

List of discussion Session

Girls' Group Manual: Ages 10-14

Session	Session Title	Skill	Topics
1	Introduction	Communication	Introduction
		Self-introduction	Group rules
		Respect	Understanding our values
		Self-value	Human rights
2	Self-awareness, self-esteem, and confidence	Self-awareness	Self-awareness
		Self-value	Self-esteem and confidence
		Confidence	My self esteem
		Reflection	My unique self
3	Sex and gender	Reflection	Gender Game
		Respect and participation	Act like man, act like women
		Critical thinking	
4	Puberty	Self-care	Understanding puberty
		Resilience	My changing body
		Coping skill	His changing body
		Seeking support	Support during puberty
5	Social changes during puberty	Coping	Changes in how people treat us
		Resilience	Good touch bad touch
		Boundary setting	
		Seeking support	
6	Menstrual cycle, fertility and conception	Reflection	Fertility
		Critical thinking	Menstruation
		Selfcare	Social changes and menstruation
		Creativity	Hygiene during the menstrual period
			Managing our menstruation
			Making reusable pad
7	Child marriage and FGM	Decision making	Puberty- new social expectations
		Communication	What is child marriage?
		Resilience	Consequences of child marriage
		Seeking support	FGM

		Reflection	Gender and Harmful practices
8	Communication	Assertive and respectful communication	Types of communication
		Conflict resolution	Assertive communication
		Respect	Communication with adults
9	Peer pressure and negotiation skills	Resilience	Peer pressure negotiation skill
		Negotiation	
		Reflection	
		Active listening	
10	Conflict resolution	Conflict resolution	Resolving conflicts
		Communication	Nonviolent communication
			Practicing conflict resolution
11	Overcoming barriers to education	Decision making	Gender and education
		Goal setting	Challenges and solution to staying in school
		Critical thinking	Menstruation and household chores
		Problem solving	Goals and education
12	Gender based violence	Support seeking	Gender based violence
		Listening	Sexual harassment
		Reflection	Getting service
13	Refusal skills and personal safety	Resilience	Risk assessment
		Refusal skill	Action plan exercise
		Situational analysis	Refusal skill
14	HIV and STI prevention	Decision making	Sexually transmitted infections
		Planning	HIV
		Critical thinking	STI risk
		Reflection	STI- prevention
15	Nutrition	Habit building	Why we eat- to move, grow and shine
		Planning	Move, Grow, shine foods
		Communication	Iron and anemia
		Critical thinking	Iron rich foods
		Self care	Healthy meal

16	Future visioning and goal setting	Goal setting	Introduction to goal setting
		Planning	Making your dreams a reality
17	Leadership	Teamwork	Warm-up: car & driver
		Goalsetting	Leadership quiz
			Good VS bad leader
			You can make a difference
18	Joint session- gender and household tasks	Reflection	What is gender?
		Communication	Washing dishes
		Presentation	Household tasks
		Teamwork	Daily clock
		Planning	Doing chores together
19	Joint session- gender equality	Reflection	What is girl/what is boy?
		Presentation	Invisible walls
		Understanding	Changing gender roles
20	Community session- Sex, gender, positive masculinity and harmful practices	Reflection	Sex VS Gender
		Presentation	Problem tree
		Communication	Role model
21	Community session- making a more equal world	Reflection	Positive deviants
		Presentation	Reflecting on norms and values
			Communication between adolescents and parents
			Reflecting on our dreams and aspirations

Age 15-19

Session	Session Title	Skill	Topics
1	Introduction	Communication	Introduction
		Self-introduction	Group rules
		Respect	Understanding our values
		Self-value	Human rights
2	Self-awareness, self-esteem and confidence	Self-awareness	Self-awareness
		Self-value	Self-esteem and confidence
		Confidence	My self esteem
		Reflection	My unique self
3	Sex and gender	Reflection	Gender Game
		Respect and participation	Act like man, act like women

		Critical thinking	
4	Puberty	Self-care	Understanding puberty
		Resilience	My changing body
		Coping skill	His changing body
		Seeking support	Support during puberty
5	Menstrual cycle, fertility and conception	Reflection	Fertility
		Critical thinking	Menstruation
		Selfcare	Social changes and menstruation
		Creativity	Hygiene during the menstrual period
			Managing our menstruation
			Making reusable pad
6	Child marriage and FGM	Decision making	Puberty- new social expectations
		Communication	What is child marriage?
		Resilience	Consequences of child marriage
		Seeking support	FGM
		Reflection	Gender and Harmful practices
7	Family planning and unplanned pregnancy	Listening	Unplanned pregnancy
		Decision making	Early pregnancy
		Reflection	Benefits of contraception
			Types of contraception
8	Communication	Assertive and respectful communication	Types of communication
		Conflict resolution	Assertive communication
		Respect	Communication with adults
9	Peer pressure and negotiation skills	Resilience	Peer pressure negotiation skill
		Negotiation	
		Reflection	
		Active listening	
10	Conflict resolution	Conflict resolution	Resolving conflicts
		Communication	Nonviolent communication
			Practicing conflict resolution
11		Decision making	Gender and education

	Overcoming barriers to education	Goal setting	Challenges and solution to staying in school
		Critical thinking	Menstruation and household chores
		Problem solving	Goals and education
12	Gender based violence	Support seeking	Gender based violence
		Listening	Sexual harassment
		Reflection	Getting service
13	Refusal skills and personal safety	Resilience	Risk assessment
		Refusal skill	Action plan exercise
		Situational analysis	Refusal skill
14	HIV and STI prevention	Decision making	Sexually transmitted infections
		Planning	HIV
		Critical thinking	STI risk
		Reflection	STI- prevention
15	Healthy pregnancy and safe delivery	Decision making	Vote with your feet for reproductive choices
		Planning	When is good time to get pregnant
		Communication	Healthy pregnancy and safe pregnancy
		Goal setting	Obstetric fistula
16	Nutrition	Habit building	Why we eat- to move, grow and shine
		Planning	Move, Grow, shine foods
		Communication	Iron and anemia
		Critical thinking	Iron rich foods
		Self-care	Healthy meal
17	Future visioning and goal setting	Goal setting	Introduction to goal setting
		Planning	Making your dreams a reality
18	Leadership	Teamwork	Warm-up: car & driver
		Goalsetting	Leadership quiz
			Good VS bad leader
			You can make a difference
19	Joint session- gender and household tasks	Reflection	What is gender?
		Communication	Washing dishes
		Presentation	Household tasks
		Teamwork	Daily clock
		Planning	Doing chores together
20	Joint session- gender equality	Reflection	What is girl/what is boy?
		Presentation	Invisible walls

		Understanding	Changing gender roles
21	Community session- Sex, gender, positive masculinity and harmful practices	Reflection	Sex VS Gender
		Presentation	Problem tree
		Communication	Role model
22	Community session- making a more equal world	Reflection	Positive deviants
		Presentation	Reflecting on norms and values
			Communication between adolescents and parents
			Reflecting on our dreams and aspirations

Boys and men

Session titles	skills	Subtopics
Introduction	Communication	Introduction
	Self introduction	Covid 19
	Respect	Group rules
	Self value	Exploring our attitudes
Sex and gender	Reflection	Gender game
	Respect	Act like Man, Act like women
	Participation	
	Critical thinking	
Power and privilege	Respect	Defining power
	Valuing others	Power and privilege work
	Communication	Thinking about gender inequality
	Listening	
Masculinities	Exercising power	
	Self-awareness	Meanings of masculinity
	Listening	Masculinity and gender inequality
	Teamwork	Positive masculinity
	Valuing others	
Gender, sexuality and consent	Critical thinking	Gender and sexuality
	Planning	How do I know when I am ready
	Decision making	Asking for consent
	Valuing others	Checking in
Puberty and menstrual cycle	Self-awareness	Understanding puberty
	Understanding and valuing others	Menstruation
	Critical thinking	Social changes and menstruation
Family planning and unplanned pregnancy	Risk assessment	Fertility and unplanned pregnancy
	Planning	How can young men prevent early and unwanted pregnancy
	Decision making	Types of contraceptives
	Communication	Abortion
Child marriage and FGM	Responsibility	Gender dynamics and family planning
	Decision making	Puberty- new social expectations
	Reflection	What is child marriage
	Communication	Causes and consequences of child marriage
	Future envisioning	FGM
Communication and healthy emotion	Expressing emotions	Expressing my emotion
	Assertive and respectful communication	Types of communication
	Conflict resolution	Assertive communication
	Active listening	

FORM 6: Training Attendance Sheet

OVERVIEW

Phase/Activity: Attendance should be taken at all training sessions. The proposed trainings could include the following:

- Kebele level WCYA experts training on VSLA, LS
- Kebele level WCYA experts training on girl's manual
- Girls group Facilitator Training
- Women group facilitators training
- Monitoring Training
- Any other capacity building or training during the project

Target group: Mentors/peer led, Community Committee, VSLA Group, girls' group

When to complete the forms: At each training.

Who will complete the forms: Person conducting training from the Woreda WCYA and /CARE staff

Who will collect the forms: Woreda level implementers will collect the forms and pass them to the Regional women and children social affairs focal person, reviewed by regional UNICEF focal person and final pass to *CARE M&E Officer. The CARE M&E and woreda women children social affairs, regional women, and children affairs focal person* will check the quality and completeness of all forms before he/she passes them to the project manager . Both CARE and Woreda ,regional women and children social affairs will be responsible for data entry and analysis

Purpose/Information Collected

It is important to know which the facilitators have received the training and those who did not, as this may influence how well they are able to assist the project. The type of information that will be collected include

- Location of training
- Type of training
- Topics covered
- Daily attendance
- Participant list

FORM 6: Training Attendance Sheet

Date: _____

REQUIRED for ALL TRAININGS including Training, Monitoring Trainings and Girls Groups Facilitator Training, to be completed by CARE/ project staff and Partners

Your Name:	Your organization:		
Activity Facilitator Name:			
Location of Training: Region:	Woreda:	kebele:	

Please indicate the training type (Please circle ONE)	<i>Kebele level training on /girls ,manual/</i>	<i>VSLA facilitator training</i>	<i>Girls group facilitator training</i>	<i>Boys or men n group facilitator training</i>	<i>Monitoring Training</i>	<i>Other (please specify)</i> _____
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Training and Participation	Day 1	Day 2	Day 3	Day 4	Day 5
<i>Topics: Please list the topics covered each day</i> <div style="text-align: center;"> </div>	Topics Covered:	Topics Covered:	Topics Covered:	Topics Covered:	Topics Covered:

Participant Names: <i>Please list Participants' FULL Name Below</i>	Group Name	Training location	Age	Sex	<i>Attendance: please mark those with an X that were present each day</i>				
					X		X	X	X

FORM 7: Supportive Supervision Reporting Form

Region: _____ Woreda _____ Date of supervision: _____ To _____

Group type (Only completed for one type of group)	1 = OOSG / 10-14 2 = OOSG / 15-19 without VSLA 3 = OOSG / 15-19 with VSLA 4 = EMB / 10-14, 15-19 5 = EMB / 20+
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Individuals who Conducted Supportive Supervision/Participatory Monitoring						
Name	Institution	Place/woreda	Position/Role	Sex	Mob. No	Email address
Total						

Individuals Participating in Supportive Supervision/Participatory Monitoring						
Supervisee Category/Group	woreda	Kebele	# of Supervisee			Remark
			Male	Female	Total	

Supportive Supervision/Participatory Monitoring Description

Theme of Supervision	Strength	Gap Identified	Feedback Provided	Recommended Next Action ⁵

Note on Improvement of Previous Supportive Supervision/Participatory Monitoring

Additional Remarks

Develop action plan for next actions with defined action points, timeframe, responsible person, support required and attach the action plan.

Name and signature/s of supervisor/s

_____	_____
_____	_____
_____	_____
_____	_____

Report submitted by:

Name: _____ Signature: _____ Date: _____

FORM 8. Quarterly Staff Gender Reflections

Form filled by: Woreda women and children social affairs focal person, regional women and children social focal person, CARE staff (MEL Officers) who attend staff gender reflections

When: During and after the staff gender reflection

Why: To understand how staff attitudes on gender issues change over time

Care guidance: *progression of staff towards becoming active gender champions is the basis upon which SAA processes are built, changes in implementing partners and staffs' experience, perceptions, and action are also vital to understand and document.*

A note of caution: as Staff Transformation is the first step of the SAA process, many of the reflective practices may be documented for MEL purposes; however, as some of the discussions with staff may be very personal in nature, reporting and sharing out that documentation can become a challenge for creating and maintaining safe spaces for sensitive discussion. Therefore, it is important that the monitoring and evaluation methodologies are discussed with participating staff to come up with a mechanism that is acceptable for all, such as leaving out names and position titles from documentation

Date:

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

Month

Day

Year

Data Collector Name: _____

Data Collector Role: _____

Zone: _____ Woreda: _____

Kebele: _____ Discussion points

1. What were the main topics of discussion during today's session?

2. Were there any action items identified during today's meeting? If so, what were they?

3. Were there any action items from the previous reflection session? If yes, has any progress been made?

4. Are there any other perceptions of shifts in gender attitudes among staff?

FORM 9: Implementation partners and Staff Gender Reflection Attendance Register

Form filled by: Woreda women and children social affairs focal person, regional women and children social focal person, CARE staff (MEL Officers) who attend staff gender reflections

When: Before the staff gender reflection session

Why: To track attendance at gender reflection sessions

Data Collector Name: _____

Data Collector Role: _____

Region: _____ Zone: _____ Woreda: _____

Kebele: _____

If a implementation partners and staff member misses a gender reflection session, the Project manager and regional focal person should follow-up with him or her to understand why s/he was not present. The project manager should explain the importance of gender reflection sessions and work with him/her to prioritize the following meeting

		Date (DD-MM-YYYY)									
#	Name	Sex	Topic								
1											
2											
3											
4											
5											
6											
7											

8											
9											
10											
11											
12											
13											
14											
15											

From 10: Mentor /peer led Attitudes Survey

Form filled by: Trained woreda partners /woreda women and children affairs

When: The first day of the mentor/peer led training and end of project

Why: To *anonymously* assess mentor /peer led attitudes towards harmful practice, gender-based violence and adolescence at the beginning of the project so we can see how they change over time.

This survey will ask you about your views regarding various issues in society. Please feel free to answer any way you like -- there are no right or wrong answers. Your responses will not be linked to your name.

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
When women get rights, they are taking rights away from men	1	2	3	4
A man using violence against his wife is a private matter that shouldn't be discussed outside the couple	1	2	3	4
Adolescents' girls should be able to use contraception if they would like to	1	2	3	4
When a woman is raped, she usually did something careless to put herself in that situation	1	2	3	4
Boys should have more free time than girls	1	2	3	4
Boys are responsible for the behavior of their sisters	1	2	3	4
Parents' should consider the opinion of their adolescent children when making a decision that affects the child	1	2	3	4
If there is limited food, the food should be given to the men and boy children first	1	2	3	4
To be a man, you need to be tough	1	2	3	4
Changing diapers, giving kids a bath, and feeding the kids are the only mother's responsibility	1	2	3	4
Adolescents should be seen but not heard	1	2	3	4
A woman who has sex before she marries does not deserve respect	1	2	3	4
Gender equality has already been achieved for the most part	1	2	3	4
Work to achieve gender equality today benefits mostly well-to-do people	1	2	3	4
When designing a project for adolescents, we should consider and incorporate adolescent wishes and feedback	1	2	3	4
Marriage proposal less than 18 years should be approved by the family of the daughter	1	2	3	4
A man marries uncut girl lead a stable marriage in his life	1	2	3	4

Mentor /peer led Pre and post test

True /false

1. Women/Girls will not become good leader and take leadership role
2. Before a girl reaches eighteen; her sexual organs are not fully developed and can easily tear.
3. Good health and nutrition are essential for learning and cognitive ability – well-nourished adolescents have a better chance to stay in the school, better attendance, and educational achievement.

- 4. HIV transmitted through sexual contact
- 4. Adolescent who reaches puberty is ready for marriage.

Form 11: KAP assessment questionnaire for out of schoolgirls age 13-19

Background Information	
WOREDA: _____	Region: _____
KEBELE: _____	Village: _____ Group Name: _____
Date of group establishment:	
Number of group member:	
Who fills this form? Woreda women and children social affairs focal person and CARE STAFF	
Date of the form filled:	
Date data collection is completed:	

The following KAP Assessment is to measure program project output 2, By the end of 2022, BOWCY and WOWCY's technical capacity is enhanced to implement out-of-school girls comprehensive curriculum indicator Proportion of adolescent out-of-school girls reached who demonstrate increased knowledge and skills on physical/social health promoting behaviors (including Nutrition, Sexual Reproductive Health, Menstrual Health, and Hygiene, FGM and ending child marriage)

1102: Proportion of girls who express increased sense of self-efficacy; who feel confident in their ability to negotiate and delay early marriage; who feel comfortable speaking without fear

Adolescent Knowledge, Attitudes and Behavior Data Collection Form – OOSAG

Form filled by younger and older adolescents, with support from FFEs/IP staffs

When: At the beginning of the project and the end of the project

Why: To capture any changes in adolescent knowledge, attitudes and behavior that may occur during the project period




Date (DD/MM/YYYY)	Region	Zone	Woreda	Kebele	Village




Instructions to FFEs/IP partner staff/Mentors: each form is printed with the name and ID of the adolescents in your group. Please make sure to pass out the form to the corresponding adolescent. Read all the questions aloud to the group one by one, giving time for the adolescents to answer.




Adolescent Name	
Age	
Individual number	
sex	
Group name	
literacy status 1.Can write and read 2. can't write and read	
Marital status 1. Married 2. Unmarried 3. Divorced 4. Widowed	

FFEs/IP partner staff/ Mentors Read Aloud: *Today we are going to ask you some questions about your opinions, idea and practice about some of the topics we will eventually discuss in our group sessions. Please don't worry about getting the answer wrong or right, this is just to help us better understand how your ideas might change over time.*

Now I will ask your opinion about some statements, and you will circle whether you either agree, neutral or disagree. The agree is the choice on the left with the smile, neutral in the middle and the disagree choice is on the right with a sad face.

Code	Tick either a. agree (happy), b neutral (Okay) ,C disagree (sad)	Knowledge	Attitude		
			a. Agree 	b. Neutral 	c. Disagree 
101	Agency				
102	Girls should avoid raising their voice to be lady like				
103	I know of a place an adolescent could go for help or support if someone was violent toward them				

104	I can meet my friends outside the home				
105	I can choose how to spend my free time				
Code	Tick either a. agree (happy), b neutral (Okay) ,C disagree (sad)	Knowledge	Attitude		
			a. Agree 	b. Neutral 	c. Disagree 
106	I can express choice in discussions around the timing of my marriage				
107	I can talk freely to my father about my aspirations				
108	Boys should be able to show their feelings without fear of being teased.				
109	I can play a strong role in resolving family conflicts				
110	Women/girls should have the same chance to work outside of the home as men				
111	It's important for boys to show they are tough even if they are nervous inside.				
112	I feel comfortable to speak up to friends or family when I have a concern or challenge				
113	Do you feel that you have enough time to participate in girls group ?	1, Yes, always 2. yes, sometimes 3.No, never			

Code 201	Tick either a. agree (happy), b neutral (Okay), C disagree (sad	Attitude			
			a. Agree 	b. Neutral 	c. Disagree 
Early marriage					
202	What is the ideal age for a girl to get married?	1.Age in years____ 2. don't know			
203	How likely is it for a girl to get married before the 18 years of age?	Very Likely1 Likely2 Less likely3 Unlikely4 Don't know5			
204	It is normal for girls to marry before the 18 years of age?				
205	Marrying early strengthen ties between families				
206	Married girls would not require permission from their husband to go outside of the home				
207	I have the right to refuse a marriage				
208	Girls are more limited where they can go than boys				
209	. Married girls should communicate with her husband where to go outside home .				
210	Marrying early enables girls to avoid abduction and rape				

211	Do you think girls in the community have a say whether to marry?				
301	Sexual Reproductive Health and Nutrition				
302	When a girl begins to change from childhood to adolescence, she experiences some physical changes. Can you tell me what they are? Any changes?	A. Growth of pubic and underarm hair B. Growth in breasts C. Growth in hips D. Increase in sexual arousal E. Menstruation F. Other (Specify) <hr/> G. Don't know			
303	What is the normal age at Menarche?	1. _____ Age in Years 2. Don't know			
304	What is the duration of normal menstrual blood flow?	1. 1-3 days 2. 1-5 days 3. don't know			
305	Menstrual cycle makes women capable of childbearing				
306	I do not feel any shame around the time I have my menstruation				
307	There are many ways for women and men to prevent pregnancy				
308	A Woman is most likely to get pregnant if she has sexual intercourse halfway between her periods. A woman is most likely get pregnant if she has sexual intercourse after menstruation flow stopped				

309	Have you heard of any ways or methods that women or men can use to avoid pregnancy? If the response is yes please ask the next questions and no skip the next questions	1.Yes 2.No			
310	Which type of contraceptive methods do you recall?	1.IUD 2.Injectables 3.Implants (Implanon/Jadelle/Norplant) Pill 4.Male Condom 5.Female Condom..... 6.Emergency Contraception			
311	It should be in a woman's control to make a decision about whether or not to use a contraceptive method (ask these questions married adolescent only).				
312	Have you/ your partner used any form of contraception during first sexual intercourse? Ask this question only the married one				
313	Are you currently doing something or using any method to delay or avoid getting pregnant? For married adolescent girls only)				
314	Have you ever discussed about contraception with anyone in the last 12 months?(for married adolescent only)				
315	Have you heard about infections that can be transmitted through sexual contact?				
316	Unmarried adolescent girls may use contraceptive methods if they need to do so?				
317	Married adolescent girls talk to their husbands about contraceptives				
318	Most adolescent girls use modern contraceptive methods if they need to.				

319	Most adults in this community object if unmarried adolescent girl use contraceptive method.				
320	Most women/girls in community visit health facility during pregnancy and delivery.				
321	Have you heard about infections that can be transmitted through sexual contact?	Yes1 No2 Don't know			
322	What are the types of sexually transmitted infections you know?	A. Syphilis B. Gonorrhoea C. HIV D. Condylomata E. Chancroid F. Chlamydia G. Candidiasis H. Genital Herpes K. Other (Specify) <hr/> L. Don't know			
323	Adolescent girls and boys of the same age living with their parents should eat at the same time				
324	Most women usually eat together with their husbands.				
325	Most adolescent girls in the community have the same quality of food as their male siblings or husbands				
326	have you heard of iron in foods	1. Yes 2. No 3. I don't			
401	Female Genital Mutilation				
402	Do you know female genital mutilation?	1.yes 2. No			
403	It is normal for a girl to get married without undergone circumcision?				
404	Mutilation enables girls to get husband				
405	Mutilation enables girls' participation in spiritual activities				
406	Mutilation makes marriage stable or mutilated girls' marriage is stable				
407	Not mutilated girls is unclean				

408	Not mutilated girls have no prolonged labour				
409	Do you think girls in the community have a say no to cut?				
410	Do you know problem of female genital mutilation?	1. Yes 2. No			
411	Do you mention health problems of female genital mutilation?	1. Fistula 2. Scar 3. Prolong labor during delivery 4. Bleeding 5. Psychological trauma Emotional problems			
412	Do you think cutting female organ is the violation of human right?				
501	Education				
501	Have you ever attended school?				
502	Do parents send schoolboys and girls equally?				
503	Do girls and boys equal time for leisure, study etc.. in the community.				
504	Do girls and boys equally engage in Household chores?				
505	Do you feel that you have enough time to participate in girls club or any other club in and out of school?				
507	I can take important decisions about issues that affect my education (or life or finances or income or marriage or household)				
601	Economic Empowerment				
602	Do you have a source of income?				
603	Adolescents aged 10-14 yrs. are too young to start saving				
604	Do men (husband / father) mainly decide on the use of the income you generated?				

605	Are you involved in decision over household finances? (For married girls)				

Form 12: KAP assessment questionnaire for out of school boys and Men age 13-19 and 20+

Adolescent Knowledge, Attitudes, and Behavior Data Collection Form – Boys and men

Form filled by younger and older boys and men , with support from FFEs/IP staff

When: At the beginning of the project and the end of the project

Why: To capture any changes in adolescent knowledge, attitudes, and behavior that may occur during the project period




Date (DD/MM/YYYY)	Region	Zone	Woreda	Kebele	Village

Instructions to FFEs/IP partner staff/Mentors: each form is printed with the name and ID of the adolescents in your group. Please make sure to pass out the form to the corresponding adolescent. Read all the questions aloud to the group one by one, giving time for the adolescents to answer.

Name	
Age	
Individual number	
sex	
Group name	
literacy status 1. Can write and read 2. can't write and read	
Marital status 5. Married 6. Unmarried 7. Divorced 8. Widowed	

FEEs/IP partner staff/ Mentors Read Aloud: *Today we are going to ask you some questions about your opinions, idea, and practice about some of the topics we will eventually discuss in our group sessions. Please don't worry about getting the answer wrong or right, this is just to help us better understand how your ideas might change over time.*

Now I will ask your opinion about some statements, and you will circle whether you either agree, neutral or disagree. The agreement is the choice on the left with the smile, neutral in the middle, and the disagree choice is on the right with a sad face.

Code	Tick either a. agree (happy), b neutral (Okay) ,C disagree (sad)	Knowledge	Attitude		
			a. Agree 	b. Neutral 	c. Disagree 
101	Agency				
102	Girls have the right to freely go outside home without the pressure from family members				
103	Girls are more limited in where they can go than boys				
104	Girls /women have the power to make a decision on issues that benefits/affect their life them				
105	Boys and men are more privileged than girls /women in different aspects				
106	Men are the decision-makers in the household				
107	Girls can express a choice in discussions around the timing of their marriage				
108	Do you think that girls freely talk to their families	1. yes			

	in expressing their future aspirations	2. No			
109	Girls should be able to show their feelings without fear of being teased.				
110	Girls can play a strong role in resolving family conflicts				
111	Women/girls should have the same chance to work outside of the home as men				
112	It is not only the duties of girls /women caring for children				
113	Household work is the only duty of women/girls				
114	Girls /women are tough even if they are nervous inside.				
115	I feel girls /women comfortable speaking up to friends or family when I have a concern or challenge				
116	Boys and girls can equally participate in a public meeting				
201	Early marriage				
202	What is the ideal age for a girl to get married?	1.Age in years ____ 2. don't know			
203	How likely is it for a girl to get married before 18 years of age?	Very Likely1 Likely2 Less likely3 Unlikely4			

		Don't know5			
204	It is normal for girls to marry before 18 years of age?				
205	Girls and boys should accept family marriage proposal before 18 years .				
206	Marrying early strengthen ties between families				
207	. Married girls need have permission from her husband when she wants to go outside home				
208	Girls have the right to refuse a marriage				
209	Marrying early enables girls to avoid abduction and rape				
210	Do you think girls in the community have a say in whether to marry?	1. Yes 2. No			
301	Sexual Reproductive Health and Nutrition				
302	Do you have access to reproductive health information and service?	1. Yes 2. No			
303	When a girl begins to change from childhood to adolescence, she experiences some physical changes. Can you tell me what they are? Any changes?	F. Growth of pubic and underarm hair G. Growth in breasts H. Growth in hips I. Increase in sexual arousal J. Menstruation F. Other (Specify) _____ G. Don't know			

304	What is the normal age at Menarche?	1. _____ Age in Years 2. Don't know			
305	What is the duration of normal menstrual blood flow?	1. 1-3 days 2. 3-5 days 3. I don't know			
306	The menstrual cycle makes women capable of childbearing				
307	I feel girls /women shouldn't be shame around the time they have menstruation				
308	There are many ways for women and men to prevent pregnancy				
309	A woman is most likely get pregnant if she has sexual intercourse after menstruation flow stopped				
310	Have you heard of any ways or methods that women or men can use to avoid pregnancy?	1. Yes 2.No			
311	Which type of contraceptive methods do you recall?	1.IUD 2.Injectables 3.Implants (Implanon/Jadelle/Norplant) Pill 4. Male Condom 5. Female Condom..... 6. Emergency Contraception			
312	It should be in a woman's control to make a decision about whether or not to use a contraceptive method (Older adolescents only).				

313	Have you/ your partner used any form of contraception during first sexual intercourse?(for married adolescent girls)				
314	Are you currently doing something or using any method to delay or avoid getting pregnant? For married boys /men	1. yes 2. No 3. I don't			
315	Girls /women and boys and men equally seek health services				
316	Unmarried adolescent girls may use contraceptive methods if they need to do so?	1. Yes 2. No			
		1.			
317	Married adolescent girls can talk to their husbands about contraceptives to use before giving first birth				
318	Most adults in this community object if unmarried adolescent girls use contraceptive methods.				
319	Have you heard about infections that can be transmitted through sexual contact?	Yes1 No2 Don't know			
320	What are the types of sexually transmitted infections you know?	I. Syphilis J. Gonorrhea K. HIV L. Condylomata M. Chancroid N. Chlamydia O. Candidiasis P. Genital Herpes K. Other (Specify) _____ L. Don't know			
321	Adolescent girls and boys of the same age living with their parents should eat at the same time				
322	Most women usually eat together with their husbands.				
323	Most adolescent girls in the community have the same quality of food as their male siblings or husbands				

324	Girls /women have to eat extra food during menstruation and pregnancy				
325	Do you heard of iron in foods	<ol style="list-style-type: none"> 1. Yes 2. No 3. I don't know 			
401	Female Genital Mutilation				
402	Do you know female genital mutilation?	<ol style="list-style-type: none"> 1. Yes 2. No 			
403	It is normal for a girl to get married without undergoing circumcision?				
404	Mutilation enables girls to get husband				
405	Mutilated girls can participate in spiritual activities				
406	Mutilated girls' marriage is more stable than not mutilated one				
407	Not mutilated girls are unclean				
408	Do you mention health problems of female genital mutilation?	<ol style="list-style-type: none"> 6. Fistula 7. Scar 8. Prolong labor during delivery 9. Bleeding 10. Psychological trauma 11. Emotional problems 			
409	Do you think girls in the community have a say, no to cut?				
410	Cutting female organs is a violation of human rights				
501	Education				
502	Have you ever attended school?				
503	Do parents send schoolgirls and boys equally?	<ol style="list-style-type: none"> 1. Agree 2. Disagree 3. Neutral 			

504	Attending school is boys role and household chores is girls role				
505	Do girls and boys equal time for leisure, study etc... in the community.	1. Yes 2. No			
506	Do girls and boys equally engage in Household chores?				
507	Do you feel that you have enough time to participate in boys /men groups or any other club in and out of school?				
508	Married girls can decide to continue her education				
601	Economic Empowerment				
602	Do you have a source of income?				
603	Adolescents aged 10-14 yrs. are too young to start				
604	Girls and women can decide on types of activities that bring income for them equal to boys and men				
605	Do men (husband / father) mainly decide on the use of the income you generated?				
606	Girls/women are decision makers over household finances? (For married boys and me)				

