# Logo, company name  Description automatically generatedUNICEF logo 2016



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]](#footnote-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]](#footnote-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

**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, 20[[3]](#footnote-3) 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]](#footnote-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 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 BOWCA/MOWSA 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.

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| 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Implementation monitoring tools (IMT)

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| 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  | DisabilityWith yes/no specify | Family members  | Group facilitators  Phone numbers | Remark  |
| Male  | Female | Total |     |
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| Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 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  | DisabilityWith yes/no specify | Family members  | Group facilitators  Phone numbers | Remark  |
| Male  | Female | Total |     |
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| Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Form 1.4 Mentors registration form for OOSAG

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| S.no | Full Name | Sex | Age | Region | Zone | Woreda | Kebele | Village | Academic status (grade, reading and writing skill) | Marital status | Phone number | Group name  | Consent yes /No |
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Form 1.5 Mentors registration form for Boys

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| S.no | Full Name | Sex | Age | Region | Zone | Woreda | Kebele | Village | Academic status (grade, reading and writing skill) | Marital status | Phone number | Group name  | Consent yes /No |
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Form 1.6 Facilitators registration form for Men

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| S.no | Full Name | Sex | Age | Region | Zone | Woreda | Kebele | Village | Academic status (grade, reading and writing skill) | Marital status | Phone number | Group name  | Consent yes /No |
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 **7: Supportive Supervision Reporting Form**

 Region: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Woreda \_\_\_\_\_\_\_\_\_\_\_\_\_\_Date of supervision: \_\_\_\_\_\_\_\_\_\_ To \_\_\_\_\_\_

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| --- | --- |
| Group type(Only completed for one type of group) | 1 = OOSG / 10-142 = OOSG / 15-19 without VSLA3 = OOSG / 15-19 with VSLA4 = EMB / 10-14, 15-195 = EMB / 20+ |

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| Individuals who Conducted Supportive Supervision/Participatory Monitoring |
| Name | Institution | Place/woreda | Position/Role | Sex | Mob. No | Email address |
|  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |
| Total  |  |  |  |  |  |  |

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

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| Theme of Supervision | Strength | Gap Identified | Feedback Provided | Recommended Next Action[[5]](#footnote-5) |
|  |  |  |  |  |

Note on Improvement of Previous Supportive Supervision/Participatory Monitoring

Additional Remarks

Name and signature/s of supervisor/s

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

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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:

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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?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

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**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 implemanation 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*

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|  |  | Date (DD-MM-YYYY) |
| # | Name | Sex  | Topic  |  |  |  |  |  |  |  |  |
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**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

1. 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, sometimes3.No, never  |  |  |  |
| Code 201 | Tick either a. agree (happy), b neutral (Okay), C disagree ( sadEarly marriage  |  Attitude  |  |  |
| a. Agree  | b. Neutral  | c. Disagree |
|  |  |  |
| 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 Likely …………1Likely ………………2Less likely …….3Unlikely ……….4Don’t know …….5 |  |  |  |
| 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? | 1. Growth of pubic and underarm hair
2. Growth in breasts
3. Growth in hips
4. Increase in sexual arousal
5. Menstruation

F. Other (Specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 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? | Yes ……………1No ……………2Don’t know …… |  |  |  |
| 322 | What are the types of sexually transmitted infections you know? | 1. Syphilis
2. Gonorrhea
3. HIV
4. Condylomata
5. Chancroid
6. Chlamydia
7. Candidiasis
8. Genital Herpes

 K. Other (Specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  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 1.
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 money |  |  |  |  |
| 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 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 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 in expressing their future aspirations  | 1. yes 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 Likely …………1Likely ………………2Less likely …….3Unlikely ……….4Don’t know …….5 |  |  |  |
| 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? | 1. Growth of pubic and underarm hair
2. Growth in breasts
3. Growth in hips
4. Increase in sexual arousal
5. 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. No3. 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
 |  |  |  |
|  |  |  |  |  |  |
| 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? | Yes ……………1No ……………2Don’t know …… |  |  |  |
| 320 | What are the types of sexually transmitted infections you know? | 1. Syphilis
2. Gonorrhea
3. HIV
4. Condylomata
5. Chancroid
6. Chlamydia
7. Candidiasis
8. 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  | 1. Yes
2. No
3. I don’t know
 |  |  |  |
| 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 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?  | 1. Fistula
2. Scar
3. Prolong labor during delivery
4. Bleeding
5. Psychological trauma
6. 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? | 1. Agree
2. Disagree
3. Neutral
 |  |  |  |
|  504 | Attending school is boy’s 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 saving money |  |  |  |  |
|  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) |  |  |  |  |

1. Ethiopian Education Statistical Abstract, 2016/17. [↑](#footnote-ref-1)
2. [National Costed Roadmap to End Child Marriage and FGM/C (2020-2024)](https://www.unicef.org/ethiopia/reports/national-costed-roadmap-end-child-marriage-and-fgmc-ethiopia) [↑](#footnote-ref-2)
3. Minimum number of kebele is 4 per woreda and can be increased given the circumstances [↑](#footnote-ref-3)
4. The project will also develop an implementation / facilitation guide for each curriculum. [↑](#footnote-ref-4)
5. Develop action plan for next actions with defined action points, timeframe, responsible person, support required and attach the action plan. [↑](#footnote-ref-5)