



# PROJECT IMPACT & ENDLINE EVALUATION REPORT

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*Building a Brighter Future (BBF) and Ensuring the Right to Sustainable Quality Learning for Girls' Education Projects*

Financed by:

**Malala Fund**

Implemented by: Empathy for Life Integrated Development Association (ELiDA)

South Wollo Zone, Amhara Region, Ethiopia

April 2026 | Addis Ababa, Ethiopia

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## 1. Executive Summary: Impact and Endline Results

Building a Brighter Future and Ensuring the Right to Sustainable Quality Learning for Girls' Education projects, implemented by ELiDA and financed by the Malala Fund, have successfully catalyzed a transformative shift in the educational landscape of South Wollo Zone. Spanning across the conflict-affected districts of Tehuledere, Dessie Zuria, and Worebabu, the initiative addressed the multifaceted barriers that keep adolescent girls out of school, achieving significant milestones in enrollment, academic performance, and community-led protection.

Indicator	Result
Girls re-enrolled through the Her Back-to-School Campaign	26%
Students receiving essential scholastic materials	95.16%
Girls committed to completing Grade 12	87.1%
Girls reporting improved mid-term academic results	94.09%
Schools with formal attendance tracking systems	74.73%
Girls who are active members of school-based clubs	89.25%
Improvement in fathers' attitudes toward girls' education	70.97%
Customary and religious leaders actively supporting the project	91.4%
Reduction in perceived prevalence of FGM	72.58%
Girls able to stay in school during menstrual cycles (dignity kits)	96.77%

### Conclusion

The project implemented by ELiDA with financial support from the Malala Fund has moved the needle from access to quality and agency. By aligning material support with social advocacy, the initiative has not only returned girls to the classroom but has redefined their status in society as future professionals and community leaders.

## 2. Objectives of the Assignment

The primary purpose of this assignment was to conduct a comprehensive, evidence-based evaluation of the Building a Brighter Future (BBF) and Ensuring the Right to Sustainable Quality Learning for Girls' Education projects. The evaluation measured final progress against baseline indicators, validated the causal links between project interventions and improvements in girls' education, and assessed the transformation of systemic barriers and social norms to provide a scalable national blueprint.

### Specific Objectives

- Measure the endline status of all project indicators against baseline data using the OECD-DAC criteria to determine the extent of project contribution to enrollment and transition.
- Evaluate the effectiveness of the project in addressing the unique socio-cultural contexts of South Wollo and dismantling discriminatory traditions.
- Assess the success of the project in transforming deep-rooted social norms and institutional practices within the community and local government.
- Examine the lasting technical and administrative capacity built within schools and local education offices to ensure functionality without external support.
- Document evidence-based lessons and “what works” insights to inform future adaptive management and national policy scaling.

## 3. Methodology

The analysis employed a mixed-method, participatory, and context-driven approach. This methodology integrated both qualitative and quantitative lenses to capture secondary data and primary lived experiences from a diverse range of stakeholders.

### 3.1 Assessment Design

The team utilized a robust design that ensured scientific precision and cost-effectiveness by triangulating quantitative survey results with qualitative insights.

### 3.2 Sources of Information

Both primary and secondary sources were utilized. Primary data was gathered through structured questionnaires, Focus Group Discussions (FGDs), and Key Informant Interviews (KIs). Secondary sources included government policies, educational directives, project reports, and academic literature relevant to girls' education in conflict-affected areas.

### 3.3 Data Collection Methods

#### 3.3.1 Quantitative Data

A detailed questionnaire was administered to 186 respondents to measure project impact, which was subsequently analyzed using statistical software to identify trends in enrollment and academic performance.

#### 3.3.2 Qualitative Data

- **Desk/Document Review:** A critical review of government studies, CSO reports, and project frameworks informed the design of primary tools.
- **Focus Group Discussions (FGDs):** Six participatory FGDs were conducted with Girls' Clubs, PTA members, and community leaders using purposive sampling.
- **Key Informant Interviews (KIs):** Six semi-structured KIs were held with government officials, school principals, and focal persons until data saturation was reached.
- **Case Stories:** Exemplary cases, such as the successful intervention against forced migration in Werebabo, were documented to uncover unique success stories and innovative practices.

### 3.4 Sampling

The sampling strategy followed a multi-stage approach, combining quantitative rigor with targeted qualitative depth across the project areas of Werebabo, Tehuledere, and Dessie Zuria.

#### Quantitative Sampling

A total sample of 186 respondents was achieved. Participants, primarily project-targeted girls and teachers, were selected through simple random sampling to ensure unbiased representation.

#### Qualitative Sampling (FGDs and KIs)

- FGDs: A total of 6 FGDs were facilitated (2 per woreda), including 3 FGDs with Gender/Girls' Club members (5 members per group) and 3 FGDs with PTAs (3–4 members per session).
- KIs: A total of 6 KIs were conducted (2 per woreda) with 3 Woreda Focal Persons and 3 School Principals supporting ELiDA project activities.

### 3.5 Data Analysis

Quantitative data was organized using descriptive statistics. Qualitative data was analyzed through thematic analysis, identifying patterns and underlying trends. Findings were used to construct an action plan to address identified gaps and maximize future effectiveness.

### 3.6 Data Quality Assurance (DQA)

- Regular Debriefs: Frequent data spot-checks and debriefing sessions were conducted to gauge quality and address issues collaboratively.
- Recruitment and Induction: High-level professionals were provided with specialized training on the endline survey tasks to ensure consistency.
- Triangulation: Data was cross-verified across various sources (students, parents, and officials) to ensure compliance and reliability.

### 3.7 Ethical Considerations

- Confidentiality and Anonymity: Participant names were excluded from tools, and data was stored securely.
- Consent: Participation was entirely voluntary; all participants provided verbal and written consent after being informed of the study's purpose.
- Risks and Benefits: The assessment presented minimal risks. Participants gained insights into local educational strengths and needs.

## 4. Respondent Profile

The demographic data collected during this evaluation provides a clear snapshot of the project's reach and the vulnerability of the target population.

Indicator	Result
Female respondents (primary beneficiaries)	<b>96.24%</b>
Respondents aged 16–24 (high-risk dropout group)	<b>78.49%</b>
Respondents below age 15 (primary-to-secondary transition)	<b>18.82%</b>
Respondents from Tehuldere Woreda	<b>60.75%</b>
Respondents from Dessie Zuria Woreda	<b>24.73%</b>
Respondents from Worebabu Woreda	<b>12.9%</b>

Indicator	Result
Households with at least one member with a permanent disability	<b>9.14%</b>

Geographically, the assessment was concentrated in three Woredas in the South Wollo Zone, historically affected by conflict and instability. The profile indicates that respondents are primarily young women in conflict-affected rural and semi-urban settings, many of whom navigate complex household dynamics while pursuing their education.

## 5. Project Impact Analysis — OECD-DAC Criteria

### 5.1 Relevance

The project demonstrated exceptional relevance by aligning its design with the specific socio-economic and protection needs of adolescent girls in South Wollo Zone. In a region where 40.86% of respondents identified Economy and 31.72% identified Conflict and Instability as their primary barriers to education, the project's focus on removing financial hurdles and rebuilding a sense of safety was perfectly targeted.

The relevance is further underscored by the project's coherence with the Malala Fund's global mission and Ethiopia's national recovery efforts. The fact that 91.4% of customary and religious leaders now support girls' education shows that the project recognized the cultural context of the region. Furthermore, the provision of dignity kits was a highly relevant response to period poverty, which was identified as a silent but significant driver of absenteeism.

### 5.2 Effectiveness

The effectiveness of the project is visible in the tangible achievement of its primary objectives: re-enrollment, academic success, and empowerment. The Her Back-to-School campaign was a clear success, with 17.74% of girls re-enrolling directly because of the mobilization and another 8.06% being influenced by it. More impressively, 94.09% of girls reported that their mid-term results significantly improved after participating in tutorial sessions, which were rated as highly useful by 89.25% of respondents.

Beyond the classroom, the effectiveness of the Girls' Clubs in building agency was profound. 81.18% of the girls now feel completely empowered to speak up and lead within their schools. Additionally, 96.77% of girls stated that dignity kits directly allowed them to stay in school during their periods.

### 5.3 Efficiency

All major respondents confirmed that planned project outcomes were achieved on time and with available resources at minimum cost, indicating high operational efficiency. The project utilized its resources by leveraging existing local structures to deliver a wide range of services. Instead of building new facilities, the project empowered existing school-based Girls' Clubs as hubs for life-skills training, material distribution, and peer advocacy. This hub-and-spoke model allowed a 95.16% delivery rate for scholastic materials despite logistical challenges of a post-conflict zone.

The university exposure visit participated by 72.04% of girls resulted in an 88.17% increase in long-term motivation, representing a very high return on investment in student morale. Administrative efficiency is also evident in the formalization of attendance tracking in 74.73% of targeted schools.

### 5.4 Impact

The impact of the project extends far beyond immediate academic scores; it has begun to shift the deep-seated social fabric of South Wollo Zone. The most profound impact is the transformation of gender norms within the household. With 70.97% of respondents reporting a significant improvement

in their father's attitude toward their education, the project has successfully broken down the primary patriarchal barrier to girls' advancement.

The impact on community protection is equally significant. The reported reduction in FGM (72.58%) and near-universal knowledge of GBV reporting pathways (94.62%) indicate that the community is becoming a safer space for young women. These girls no longer see themselves as victims of conflict, but as future doctors, engineers, and teachers — the project's most lasting legacy.

## 5.5 Sustainability

Sustainability is built into the project through the institutionalization of its successes within local systems. By training and empowering female teachers, whom 78.49% of girls feel very comfortable consulting, the project has created a permanent support structure within schools. The formalization of attendance tracking (74.73%) ensures that monitoring mechanisms will persist beyond ELiDA's direct involvement. The 89.25% of girls who are active Girls' Club members will likely continue advocating for succeeding cohorts.

Community-level sustainability is anchored in the broad support of customary and religious leaders (91.4%). However, the evaluation highlights that physical infrastructure — specifically WASH facilities — remains a challenge. Future cycles must match high social sustainability with improved physical sustainability through infrastructure rehabilitation.

## 5.6 Coherence

The implemented thematic areas were aligned with the donor's and government priorities for providing critical support for rural girls, as identified in the Education Sector Development Plan (ESDP-VI, 2021, p. 95). The project achieved high coherence by working in synergy with local government education offices and international humanitarian standards, integrating GBV protection standards from the Protection Cluster and aligning with the Women, Peace, and Security agenda.

The project also maintained strong coherence between its different components. MHM support was explicitly linked to the academic outcome of reduced absenteeism; university visits provided motivation (the "why") while tutorials provided academic ability (the "how"). This integrated approach meant that every project activity reinforced the others.

# 6. Outcome Level Analysis (Achievement of Project Goals)

The project has achieved a transformative outcome in restoring educational access and quality for adolescent girls in conflict-affected districts of South Wollo. Nearly 26% of respondents were directly brought back to the classroom by ELiDA's mobilization efforts. A remarkable 94.09% of girls reported significant improvements in their mid-term results, shifting the project from a protection intervention to a quality education success.

The outcome of increased protection and social safety is reflected in the 54.84% of girls who feel much safer walking to school compared to two years ago. Perhaps the most sustainable outcome is the shift in parental and patriarchal attitudes: with 70.97% of girls reporting a significant improvement

in their father's support, the project has successfully addressed a root cause of dropout. These combined factors have fostered a resilient educational environment where 87.1% of girls now definitely plan to complete Grade 12.

## 6.1 Output One: Strengthened Agencies, Systems, Structures, and Coordination

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Output One focused on building the backbone of the educational environment by strengthening institutional and community structures that protect and promote girls' education. The data reflects a robust institutionalization of support, with 74.73% of school administrations adopting formal attendance tracking systems. Coordination extended to the community level, where 91.4% of Customary and Religious leaders now advocate against harmful practices.

The Her Back-to-School campaign served as a primary vehicle for this coordination, engaging parents as the most influential change agents (61.83%). This output also strengthened GBV reporting and response systems, with 94.62% of girls knowing immediate reporting pathways. Coordinated agency resulted in 54.84% of girls feeling tangibly safer.

## 6.2 Output Two: Improved Quality of Girls' Education in Targeted Secondary Schools

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Output Two addressed the internal classroom environment, ensuring that girls received high-quality, gender-responsive education. This was driven by the provision of scholastic materials to 95.16% of students and delivery of highly effective tutorial programs rated as highly useful by 89.25% of girls. The quality of education was further bolstered by conducive learning spaces, found adequate or excellent by 86% of students.

Beyond academics, quality improved through the integration of Life Skills and Menstrual Hygiene Management (MHM). Dignity kit distribution to 93.55% of girls directly improved educational experience by eliminating the 3–5-day monthly absence period. University exposure visits (72.04% participation) raised the bar for educational quality by linking secondary school efforts to higher education aspirations.

## 7. Enrollment and Barriers

The evaluation reveals a complex landscape of educational access in South Wollo. Before ELiDA's intervention, the barriers to enrollment were formidable and multifaceted.

Indicator	Result
Primary barrier: Economic constraints	40.86%
Second barrier: Conflict and instability	31.72%
Third barrier: Distance to school	16.13%
Girls re-enrolled directly through the campaign	17.74%
Girls whose return was heavily influenced by the campaign	8.06%
Neighborhoods with 1–5 girls returning to school	56.99%
Neighborhoods with more than 10 girls returning	27.42%
Girls reporting improved safety walking to school	54.84%
Girls reporting improved father's attitude toward education	70.97%

Social dynamics shifted significantly. Parents emerged as the most influential figures (61.83%), followed by Girls' Club leaders (36.02%) and ELiDA staff (31.18%).

### Case Story: Werebabo Secondary School

*When an 11th-grade girl faced forced migration, a fellow student sheltered her for eight days and coordinated with school authorities to mediate with the parents. This intervention — unthinkable before the project — resulted in the girl staying in Ethiopia to resume her education. Kils with school principals confirmed that such proactive peer leadership proves girls are now willing to challenge cultural and religious practices to exercise their right to learn.*

## 8. Academic Support and Aspirations

The transition to and retention in secondary school is a central objective of the project. Currently, 41.4% of girls travel 2–5km and 28.49% travel between 5–10km to school. Despite these distances, educational aspirations are exceptionally high: 87.1% of respondents stated they definitely plan to complete Grade 12.

Indicator	Result
Girls receiving scholastic materials (bags, pens, notebooks)	95.16%
Girls rating tutorials as highly useful for improving exam scores	89.25%

Indicator	Result
Girls reporting significant improvement in mid-term results	<b>94.09%</b>
Students describing tutorial classrooms as very conducive for learning	<b>86.02%</b>
Girls who definitely plan to complete Grade 12	<b>87.1%</b>

KIIs with Woreda Focal Persons and school principals revealed that the tutorial program's impact extends far beyond grade improvement. Female students who were previously hesitant now express themselves freely and ask questions in larger, regular classes. This newfound confidence is attributed to the smaller, more supportive environment of the tutorial sessions. Overall, the tutorials have successfully transformed the academic identity of students, fostering a culture of active participation rather than passive listening.

## 9. Impact of Girls' Clubs on Peer Support and Life Skills

The Girls' Clubs have become the heartbeat of the project's empowerment strategy. A staggering 89.25% of respondents identified themselves as very active members, indicating that these clubs provide a much-needed platform for social connection and self-expression. The frequency of engagement is high, with 53.23% meeting weekly and 37.1% monthly.

Indicator	Result
Girls who are very active club members	89.25%
Girls meeting weekly	53.23%
Girls meeting monthly	37.1%
Participants rating club sessions as highly effective in building confidence	85.48%
Girls who feel completely empowered to lead or speak up in school	81.18%
Clubs with a dedicated room or space	59.14%
Clubs lacking a private area for activities	38.71%

Qualitative insights from Girls' Clubs and PTAs confirm that these forums have become essential safety nets for students. Club members emphasized that the transition to a safe space model allowed for transparent dialogue regarding domestic pressures and early marriage. Girls are now equipped with knowledge of legal reporting mechanisms and referral pathways, significantly boosting their individual agency. The consensus across all three woredas is that the clubs have shifted the culture from one of silence to one of proactive protection.

## 10. Protection and Social Norms

The project has made significant strides in the domain of protection and the shifting of harmful traditional practices. Awareness is the first line of defense; 94.62% of respondents now know exactly where to report cases of forced marriage or rape immediately.

Indicator	Result
Girls who know exactly where to report GBV immediately	94.62%
Girls rating school's response to GBV reports as very responsive	79.57%
Communities reporting greatly increased reduction in FGM	72.58%

Indicator	Result
Customary and religious leaders actively supporting girls' education	91.4%
Girls who feel highly respected if they complete Grade 12	83.33%

Key informants emphasized that standardized reporting pathways now link school administrations directly with the District Women and Children's Affairs Office and local police, ensuring a multi-sectoral response to abuse. Furthermore, a flourishing trend of embracing female leadership was noted among male teachers and students, driven by the academic and professional competence demonstrated by girls throughout the project.

## 11. Wellbeing and Dignity

Health and hygiene are critical determinants of school attendance for adolescent girls. The evaluation shows that ELiDA has addressed the silent barrier of period poverty with great success.

Indicator	Result
Girls who received dignity kits (sanitary pads)	93.55%
Girls who could stay in school during their menstrual period due to dignity kits	96.77%
Schools with functional latrines for girls	76.34%
Girls describing school latrines as very clean	18.28%
Girls with access to clean water sometimes	61.29%
Girls with always-available clean water access	29.03%

Girls expressed that the provision of dignity kits removed the psychological burden and embarrassment previously associated with their menstrual cycles. KIs with principals reflected that this intervention alone was responsible for a visible increase in consistent attendance.

### Infrastructure Gap

*While the dignity kits have solved the immediate problem of attendance during menstruation, the lack of reliable water and high-quality latrines poses long-term health and dignity risks. Future programming must prioritize the rehabilitation of WASH facilities to match the high level of reproductive health awareness achieved.*

## 12. Institutional and Community Support

The institutionalization of support for girls is evident in school administration practices. 74.73% of schools have moved toward formal tracking of girl students' attendance, allowing for early intervention when a girl is at risk of dropping out. When absences occur, 60.22% of teachers contact parents after three days, and 28.49% do so immediately.

Indicator	Result
Schools with formal attendance tracking systems	74.73%
Teachers who contact parents after three days of absence	60.22%
Teachers who contact parents immediately upon absence	28.49%
Girls who participated in university exposure visits	72.04%
Girls reporting greatly increased motivation after university visits	88.17%
Girls who feel there are adequate female teachers as role models	51.61%
Girls who feel very comfortable discussing health issues with female teachers	78.49%

The visits to Wollo University were described by FGD participants as life-changing experiences that redefined their professional horizons. Hearing firsthand accounts from female doctors and professors convinced the students that women can achieve high-level success through hard work. However, KIIs highlighted that these visits are currently project-dependent and not yet accessible to all schools, suggesting a need to integrate such exposure visits into regional educational policy.

## 13. Feedback from Beneficiaries

Indicator	Result
Respondents rating overall project support as Excellent	<b>87.63%</b>
Respondents rating overall project support as Good	<b>11.29%</b>
Respondents noting delays in material delivery as a concern	<b>2.15%</b>

When asked to identify the most helpful components, participants cited a holistic mix: skill training, the back-to-school campaign, university visits, tutorials, sanitary pads, and scholastic materials. This suggests that the project’s multi-sectoral approach was its greatest strength, as it addressed economic, academic, and social barriers simultaneously.

The project has fostered immense hope. When asked about their dreams, the girls consistently pointed toward professional paths: Doctor, Teacher, and Engineer. The recurring theme of “helping my community” indicates that these girls see their education not just as a means of personal escape, but as a tool for communal development.

The final suggestion from beneficiaries was a call for expansion — urging the project to reach more schools and, importantly, to start supporting younger girls in primary school to prevent dropouts before they reach the secondary level.

## 14. Conclusion

In conclusion, the Malala-funded Building a Brighter Future and Ensuring the Right to Sustainable Quality Learning projects have achieved remarkable success across the OECD-DAC criteria of relevance, effectiveness, and impact. By targeting the South Wollo Zone, an area uniquely burdened by both historical poverty and recent conflict, the project was highly relevant to the needs of the most marginalized girls.

The project’s effectiveness is demonstrated by the 94% improvement in academic scores and the successful re-enrollment of nearly 18% of out-of-school girls. The Girls’ Clubs and Her Back-to-School campaigns have not only returned girls to the classroom but have equipped them with a newfound sense of agency and leadership.

The impact of the project is perhaps most visible in the transformation of household and community attitudes. The significant improvement in fathers’ support and the overwhelming endorsement by customary and religious leaders suggest that the project has begun to dismantle the patriarchal barriers that have traditionally restricted girls’ opportunities.

While the project has been a resounding success, the evaluation points toward the need for continued investment in school infrastructure, particularly WASH facilities, and the importance of expanding these successful models to younger age groups and neighboring districts. The high aspirations of the girls — aspiring to be doctors, teachers, and engineers — are a testament to the project’s success in shifting the horizon of possibility for a generation of young women in Amhara.

## 15. Key Lessons Learnt

- **Holistic Barrier Removal:** The project proved that addressing academic needs (tutorials) without addressing economic needs (supplies/pads) or social needs (campaigns) is insufficient. The most significant gains occurred because the intervention was multi-layered.
- **The Father Factor:** Engaging male heads of household was a critical turning point. The 70% improvement in fathers' attitudes suggests that men in the community are open to change when engaged through respectful, advocacy-based approaches.
- **Tutorials as Retention Tools:** Academic failure is a leading cause of dropout. The tutorials did more than improve grades; they provided a sense of competence that acted as a protective factor, keeping girls in school.
- **Peer Support Power:** The Girls' Clubs showed that peer-to-peer influence is often more potent than top-down instruction. The clubs provided the emotional resilience needed for girls to navigate the challenges of a conflict-affected area.
- **Dignity is Attendance:** The near 100% correlation between sanitary pad availability and period-related attendance underscores that menstrual hygiene management is not a luxury, but a fundamental requirement for educational equity.
- **Role Model Effect:** Most humanitarian and development organizations are not inclined to invest in education. ELiDA's interventions were recognized as a role model by LCSOs, INGOs, Agencies, and Donors.
- **Adaptability:** Being adaptable and shifting some activities to top student priorities has helped improve girls' performance even after the project period.
- **University Visits:** Students who participated in experience-sharing visits to nearby higher institutions changed their negative attitudes toward education, set clearer career goals, increased motivation, and reduced classroom absenteeism.
- **Stakeholder Engagement:** Active engagement of key stakeholders from planning to implementation played a significant role for success, even in severe conflict situations.
- **Sustainability Potential:** Malala Fund project activities have positive implications and are promising in resolving deep-rooted problems of girls' education in a sustainable manner within a short period of time.

## 16. Recommendations for Future Programming

### 16.1 WASH Infrastructure Integration

A critical takeaway from the evaluation is the disconnect between high health awareness and the physical reality of school facilities. Over 76% of respondents noted that latrines require significant improvement, and clean water access remains inconsistent. Future programming must adopt a Hardware-plus-Software approach, where a dedicated budget is allocated for the physical rehabilitation of girl-friendly latrines (ensuring privacy, locks, and disposal bins) and the installation of sustainable water points. By integrating WASH infrastructure with health training, the project can move beyond consumable supplies to create a permanent, dignified environment that supports girls' reproductive health and long-term school attendance.

### 16.2 Early Intervention at Primary Level

Current project data indicates that 18.82% of beneficiaries are already below the age of 15, yet many interventions target secondary-level challenges. Feedback strongly suggests that the transition from primary to secondary school is where the highest risk of dropout occurs. Future programming should expand its scope to include Grades 5–8. Intervening at the upper primary level is significantly more cost-effective than re-enrolling girls once they have already left the system or entered early marriages. By establishing Girls' Clubs and providing academic support earlier, the project can build a pipeline of resilient students.

### 16.3 Strengthening Advocacy Forums on Girls' Education Policy

While local successes are vital, systemic change requires formal integration into government policy and budget frameworks at the Zonal, Regional, and National levels. Future programming should prioritize the establishment or strengthening of Girls' Education Advocacy Forums that bring together civil society, education bureaus, and policymakers. The goal is to move from project-based interventions to ensuring that gender-responsive pedagogy and protection protocols are mandatory components of the regional development blueprint.

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## 16.4 Support Girls- and Women-Led Movements for Social Change

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Sustainable change in girls' education and the reduction of Harmful Traditional Practices (HTPs) must be rooted in the community. Future efforts should provide direct technical and financial support to grassroots, women-led movements and student-led activism. These movements should be equipped to lead local campaigns challenging deeply ingrained social norms and promoting positive behavioral change. Empowering girls to lead their own advocacy not only reduces HTPs but also builds a generation of confident female leaders.

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## 16.5 Expansion of University Exposure Visits

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The university exposure visits were identified as a primary driver of motivation, with 88% of participants reporting a massive increase in their academic aspirations. Future iterations should formalize these visits into a structured mentorship program pairing secondary students with a shadowing day following a female university student. By formalizing links between secondary schools and local universities, the project creates a tangible goal for girls to strive for, transforming tutorial sessions from a requirement into a steppingstone toward a clear and attainable professional future.

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## 16.6 Private Spaces for Girls' Clubs

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While 89% of girls are active in their clubs, nearly 40% lack a dedicated room. For a Girls' Club to function as a true Safe Space, privacy is non-negotiable, especially when discussing sensitive topics like reproductive health, GBV, or personal trauma. Future programming should provide financial and technical support to schools to renovate or construct permanent, private clubrooms equipped with locks, comfortable seating, and a small library of empowering literature.

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## 16.7 Formal Male Allyship Programs

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The evaluation highlighted a breakthrough in male attitudes, with over 70% of girls reporting improved support from their fathers. This momentum should be institutionalized through formal Male Allyship groups. Future programs should create structured groups for fathers, male teachers, and religious leaders who are committed to championing girls' education. These allies can lead community dialogues on the dangers of early marriage and the economic benefits of educated daughters, acting as active partners rather than passive observers.

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## 16.8 Digitized Monitoring and Evaluation

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To modernize school administration and improve the Early Warning System for potential dropouts, the project should introduce digitized attendance tracking using simple mobile-based tools like KoboToolbox. Teachers can report daily attendance in seconds, and real-time data allows for immediate follow-up if a girl is absent for two days. This digital transition supports school administrations with data-driven proof of impact and ensures that no girl disappears from the system during times of instability, strengthening the overall MEAL system.

## Annexes

### Annex I: Case Story — Hermela Birhanu Derese

<b>CSO Name</b>	Empathy for Life Integrated Development Association (ELiDA)
<b>Project Name</b>	Building Bright Future of Girls
<b>Impact Theme</b>	Academic Performance
<p><b>Situation: Setting the Context</b> Hermela, a former student at Logo Haik General Secondary School, demonstrated low academic performance prior to 2018 (E.C.). Although she possessed a strong desire for self-improvement, she lacked the conducive environment to realize her full potential. Before becoming a member of ELiDA, she was ranked 32nd out of 32 students. Key challenges included chronic absenteeism, absence of academic support, severe time management constraints, and communication barriers at home.</p>	
<p><b>Response: Engagement with the Project</b> Hermela was selected for membership per established criteria and her voluntary consent. Following enrolment, the school facilitated a transparent consultation platform with her parents ensuring regular attendance. ELiDA provided scholastic materials (school bags, shoes, hygiene kits) alongside psychosocial counselling and tutorial support — addressing her academic motivation, absenteeism, and access to supplementary education.</p>	
<p><b>Results: Emerging Impact</b> Hermela improved from 32nd to 4th rank out of 33 students. She achieved perfect attendance, became head of the Girls' Club, and actively leads peer counselling and advocacy to prevent dropouts.</p>	
<p><b>Sustainability &amp; Future Impact</b> To replicate these outcomes, the school should establish permanent tutorial programs for female students, organize parental engagement forums, and ensure uninterrupted provision of scholastic materials and hygiene kits.</p>	
<p><b>Insight to Share</b> "To educate a girl is to educate a nation." Hermela's journey from the bottom of her class to a peer leader demonstrates that holistic support — from supplies to mentorship — restores dignity, boosts well-being, and transforms academic identity.</p>	
<p><b>Contact</b> Hermela Birhanu Derese   +251914071854   Tehulederare Woreda, Logo Haik Secondary School</p>	

### Annex II: Consent Form

[Consent form to be attached as a separate document per standard data protection protocols.]

### Annex III: Data Collection Tools

[Survey questionnaires and FGD/KII guides to be appended per standard evaluation documentation requirements.]

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