

**Addis Ababa University
School of Graduate Studies**

**The Impact of Educational Support to Highly
Vulnerable Girls in Addis Ababa:
*The Case of Yekokeb Berhan Program***

Getinet Leweyehu

**A Thesis Submitted to
The Department of Educational Research and Development
Presented in Partial Fulfillment of the Requirements for the
Degree of Master of Arts (Educational Research and
Development)**

July 2014

Addis Ababa University
School of Graduate Studies

This is to certify that the thesis prepared by Getinet Leweyehu, entitled: *The Impact of Educational Support to Highly Vulnerable Girls in Addis Ababa: the case of Yekokeb Berhan Program*, and submitted in partial fulfillment of the requirements for the Degree of Master of Arts (Educational Research and Development) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

Singed by the Examining Committee:

Examiner _____ Signature _____ Date _____

Examiner _____ Signature _____ Date _____

Advisor _____ Signature _____ Date _____

Chair of Department or Graduate Program Coordinator

ABSTRACT

*The main purpose of this study was to investigate the extent to which the education services provided by Yekokeb Berhan program improve the education of targeted vulnerable girls and to identify the likely lessons that could be learned from the program to effectively address education of girls. The study was conducted in Addis Ababa, one of the nine regions and two city administrations targeted by the program. The study used mixed (qualitative and quantitative) methods. Out of 449,760 HVC (50.4% girls) who got education support by the program, 276,097 HVC (50.3% girls) are attending primary school (1-8 grades) nationally. The Average academic score of two consecutive years (2012 and 2013) were collected and analyzed from randomly selected 76 girls (grades 5-8) from different schools in Addis Ababa. Interviews were conducted with program staff, government representatives, girls and their parents and FGDs were also conducted with volunteers. Moreover, important program documents such as annual progress reports, guidelines and manuals were also reviewed. The two years average score of the sample 76 girls was **68.4%** which is 18.4 points above the minimum pass mark, that is (50%) with a promotion rate of 95.5%. The major findings of this study revealed that the targeted children, particularly girls have shown significant improvements in their attendance, performance and retention, which implies that Yekokeb Berhan program was effective in the educational support of the targeted vulnerable girls. Hence, it is essential to scale up similar programs. Schools, the community, Education offices at all levels and other key stakeholders should take the lessons learned from this program and support the education of highly vulnerable and excluded children.*

ACKNOWLEDGEMENTS

This study was made possible by the support and contributions of different individuals. Special thanks go to my advisor, Dr. Firdissa Jebessa, for his kind and constructive advice and professional support.

My heartfelt gratitude goes to Dr. Lucy Steinitz, who is the Senior Technical Advisor of Pact Yekobeb Berhan Program, for her unreserved and continuous support in reading, correcting and editing both the language and content of this study.

I would also like to thank Ato Dejene Tefera for helping me in formatting and proof reading of this document. Lastly, I want to thank volunteers and staff from partner organizations, particularly Ato Abebe Azmeraw (from MAEDOT), Ato Tegegne Abebe (from EOC-CFAO), Ato Abraham Kebede (from KORE CFCS) and Ato Andualem Tesfaye (from HIDA) for facilitating the data collection process.

Thank you all for your support!

Table of Contents

List of Tables	viii
List of Acronyms	ix
List of Annexes	xi
CHAPTER 1 INTRODUCTION	1
1.1. Background.....	1
1.2. Statement of the Problem	7
1.3. Basic Research Questions.....	10
1.4. Significance of the Study	10
1.5. Scope of the Study	11
1.6. Operational Definition of Basic Terms	12
1.7. Organization of the Study	14
CHAPTER 2 REVIEW OF RELATED LITERATURE.....	16
2.1. Vulnerability and its Impact on Children	16
2.1.1. Orphanhood.....	19
2.1.2. Violence or abuse and Girls' Education	20
2.1.3. Barriers to Education and their Consequences.....	22
2.2. RESPONSES BY VARIOUS ACTORS FOR EDUCATION OF VULNERABLE GIRLS	26
2.2.1 Education as a Remedy for Vulnerable Children	26
2.2.2 Improving Access to Vulnerable Children	28
2.2.3 Improving Quality Education for Vulnerable Girls.....	31
2.2.4 Building the Capacity of PSTAs and other Stakeholders.	33
2.2.5 Supporting Children's Families through Economic Strengthening Activities.....	34
2.2.6 Coordination of Care for Highly Vulnerable Children	35
2.2.7 Monitoring and Evaluation of Interventions	36
2.3 YEKOKEB BERHAN PROGRM FOR HIGHLY VULNERABLE CHILDREN	37
2.3.1 What makes a Child Eligible for the Support?.....	37

2.3.2 Types of Education Services Received by Girls	41
2.3.3 Other Service Areas and Coordination of Care that would support HVC education.....	47
CHAPTER 3 DESIGN AND METHODOLOGY	52
3.1. Design of the Study	52
3.2. Study Areas	53
3.3. Study Participants.....	54
3.4. Sample Size and Sampling Techniques	55
3.5. Data Collection Instruments.....	57
3.5.1 Qualitative data collection Instruments.....	56
3.5.1.1 Focus Group Discussions	57
3.5.1.2 Interviews with Different Stakeholders	58
3.5.1.3 Document review.....	60
3.5.2 Quantitative data collection Instruments.....	60
3.6. Procedures and Ethical Issues	61
3.7. Data Analysis	61
3.7.1. Qualitative Data Analysis	62
3.7.2. Quantitative Data Analysis.....	64
CHAPTER 4 DATA ANALYSIS AND DISCUSSIONS	65
4.1. Demographic Characteristics of Participants	65
4.2. Results and Discussions.....	68
Chapter 5 Conclusions and Recommendations.....	102
5.1. Conclusions	102
5.2. Recommendations.....	104
References	
Annexes	

List of Figures

Figure. 1. Yekokeb Berhan Program HVC Selection and Enrolment process	39
Figure. 2. HVC receiving different services (school supplies).....	43
Figure. 3. HVC receiving various education supports (other than school supplies)	46
Figure. 4. GoE Standardized Areas of Service for Vulnerable Children	49
Figure 5. Availability of referral persons for individual HHs for help.....	71
Figure.6. No. of out of school HVC that have accessed to education by the program by different regions.....	76

List of Tables

Table 1. Comparison of the three years Education Statistics Annual Abstracts (2009/10-2011/12)	3
Table 2. OVC Issues, their consequences for education and responses	26
Table 3. Child Support Index-Education Service Indicators.....	41
Table 4. Types of education services provided for HVC by the program.....	43
Table 5. List of sample Sub-cities and Woredas with target population in Addis Ababa	54
Table 6. No. of Research participants in the study	56
Table 7. Demographic Characteristics of Volunteers.....	63
Table 8. Demographic Characteristics of sample students (all girls)	64
Table 9. Demographic Characteristics of Program staff and Government representatives	64
Table 10: Demographic Characteristics of Parents/guardians.....	65
Table 11. Education Service indicators of Yekokeb Berhan Program	75
Table 12. Girls Academic achievement (average score) in 2004 E.C.....	81
Table 13. Girls Academic achievement (average score) in 2005 E.C.....	82
Table 14. No. of HVC who were graduated from the program.....	84
Table: 15. No. of Participants who received education training from Yekokeb Berhan program in the last two years	87

List of Acronyms

ART	Anti-Retroviral Treatment
BOLSA	Bureau of Labor and Social affairs
CBOs	Community Based Organizations
CC	Community Committees
CSOs	Civil Society Organizations
CSI	Child Support Index
CSSGs	Community Self-help and Saving Groups
DFID	Department for International Development (UK)
EFA- GMR	Education For all Global Monitoring Report
EOC-CFAO	Ethiopian Orthodox Tewahdo Church Child and Family Affairs Organization
ES	Economic Strengthening
ESDP	Education Sector Development Plan
FGDs	Focus Groups Discussions
FHAPCO	Federal HIV and AIDS Prevention and Control Office
FHI	Family Health International
GoE	Government of Ethiopia
HHs	Households
HIDA	Hiwot Integrated Development Association
HVC	Highly vulnerable children
IPs	Implementing Partners
KII	Key informant interview
KORE CFCS	Kore Area Children and Families Charitable Society
MDGs	Millennium Development Goals
MERL	Monitoring Evaluation, Reporting and Learning
MFIs	Micro Finance Institutions
MoU	Memorandum of Understanding
MoWCYA	Ministry of Women, Children and Youth Affairs
MoLSA	Ministry of Labor and Social Affairs
MoE	Ministry of Education

MoH	Ministry of Health
OVC	Orphan and vulnerable children
PEPFAR	President's Emergency Plan for AIDS Relief
PMEP	Performance Monitoring and Evaluation Plan
PSTA	Parent Student Teacher Association
SNNPR	Southern Nations, Nationalities and Peoples Region
UNICEF	United Nations Children's Fund
UNESCO	United Nations, Educational, Scientific and Cultural Organization
USAID	United States of America International Aid

List of Annexes

Annex A. FGD guides for volunteers

Annex B. Interview guides for girls

Annex C. Key Informant Interview guides for GoE representatives

Annex D. Key Informant Interview guides for partner program staff

Annex E. Interview guides for parents

Annex F. Codes of sample girls and their academic result for the year 2004 and
2005 E.C

Annex G. Codes of people participated in the interview and FGDs

Annex H. Consent form for girls and their families

CHAPTER 1.

INTRODUCTION

1.1. Background

Education is an instrument for eradicating poverty. Development of a country could not be realized without its educated citizens. Education solves the most important human problems by enabling them to make informed decisions; it is an essential tool for increasing the problem solving skills of individuals for their personal development. As we learn informally from everyday life experiences, formal education is also basic for everyone to get well structured and curriculum based learning. It is a right, not a privilege of every child to learn. Being at school is basically useful for Highly Vulnerable Children because schools are considered to be important institutions that provide with a safe, structured environment, emotional support and supervision of adults, and the opportunity to learn and interact with other children, (Alemayehu, 2009).

However, many school aged children become out of school for various reasons, in which vulnerable children are most at risk. As indicated in the Education for All Global Monitoring Report (UNESCO 2012, p.2), globally, the number of out-of-school children has remained at 61 million (53% are girls) over the last three years, after falling from 105 million in 1990. According to this report, in 2010, there were 19 countries (the majority in Sub-Saharan Africa) with more than 500,000 out-of-school children. For instance, Nigeria has 10.5 million out-of-

school children which were 42% of its primary school age population. In Ethiopia, the number of out of school children reduced to 2.4 million (represent 18% of the country's primary school age population), with a remarkable decline from 6.3 million children (60% of the primary school age population) in 2000. Recently, the national Net Enrolment Rate at primary level (grades 1-8) was **85.9%** (84.1% for girls and 87.7% for boys), which implies that nearly 14% of the primary school age children are not in school, (MOE, 2013).

On the other hand, as indicated in the progress report by Education For All- Fast Track Initiative (UNESCO 2011, p.4), Ethiopia is one of the seven countries grouped as “good performing countries” with Burkina Faso, Ghana, Guinea, Mauritania, Mozambique, and Niger, in showing a dramatic increase in girls' education, (92% gross enrolment of girls at primary level for Ethiopia). The same report goes on saying that, though the overall trends in girls' enrollment are improving, out-of school girls in at-risk communities are particularly vulnerable. This group includes girls who have never attended school, who attend sporadically, or who have permanently dropped out, girls in ethnically or socially marginalized groups, girls with mental and physical disabilities, working girls, girls with HIV and AIDS and girls living in extreme poverty; addressing the needs of such girls must be the focus for action, (UNESCO, 2011). In Ethiopia, these girls are also at a high risk of gender based violence, exposed to different forms of child labor and with different psychosocial problems that negatively affect their education.

Following the 1994 Education and Training Policy (FDRE, 1994), primary education has been free in Ethiopia, which gave every child a right to get primary education regardless of gender, age, ethnicity and family background. As a result, girls' enrolment has significantly increased. For instance, nationally, the GER (Gross Enrolment Rate) for female students at primary level (grades 1-8) was below 20% in 1994/95 (MoE, 1995) and this was raised to 92.4% in 2012/13 (MoE, 2013).

Table 1. Comparison of the three years Education Statistics Annual Abstracts (2010-2011/12)

Indicators	2003 E.C (2010/11) in %			2004 E.C (2011/12) in %			2005 E.C (2012/13) in %		
	M	F	T	M	F	T	M	F	T
Net enrolment (1-8)	87	83.5	85.3	86.8	83.9	85.4	87.7	84.1	85.9
Net enrolment (5-8)	46.6	47.9	47.3	47	49.2	48.1	46.5	48.1	47.3
Drop out at grade 1	20.4	19.2	19.9	25.9	25	25	23.2	21.7	22.5
Drop out 1-8	13.1	13	13.1	17.4	15.1	16.3	15.9	15.4	15.7
Repetition 1-8	7.2	10	8.5	8.7	8.3	8.5	8.1	7.7	7.9
Completion at grade 8	52.5	46.2	49.4	52.4	51.9	52.1	53.3	52.2	52.8

Source: Education Statistics Annual Abstract (2010/11-2012/13)

As indicated in Table 1, the Net Enrolment Rate of primary education (1-8) at national level has shown improvements across the three years. Girls enrolment have also shown improvements in the indicated years; though it was a littler lower than boys. In the second cycle primary grades (5-8), girls showed relatively better enrolment rates than boys in the three consecutive years. Interestingly, the repetition rate of girls in the two years was lower than boys (with a little higher

in the year-2010/11). Similarly, the overall dropout rate of children at primary level was lower, 13% in 2010/11 but increased in the following years (for instance, 16% in 2011/2012). However, girls showed lower dropout rates than the average and those of boys for different reasons- this was also true for drop outs at grade one. Surprisingly however, the completion rate of girls at grade 8 was lower than boys in the three years (though it showed improvement across the years). Studies showed that most of the dropouts are vulnerable children who face different barriers that affect their education. These may include lack of parental support, the inability by families to pay for education-related costs, poor attendance due to poor health and the need to care for sick parents or younger siblings affected or infected by HIV and IDS.

Education for Highly Vulnerable Children in Ethiopia

The situation analysis by MoE (2010) indicated in the fourth Education Sector Development Plan (ESDP IV), stated that the Ministry of Education has made various initiations to address the educational needs of vulnerable children; such as making primary education free, alternative basic education initiatives, and exemption of school development fees for children from destitute families. However, these attempts alone do not go beyond enrolment and couldn't address challenges in attendance, performance and retention, especially for girls. The situation analysis continued that, women's participation in education is constrained by economic (parents' inability to send girls to school), socio-cultural, family, personal and school factors. Lack of finances; the traditional division of labor in homes, school distance and harassment, feelings of discomfort to

participate equally with men are major constraints of girls' success in education. In addition, dropout of girls is fuelled by harmful traditional practices. In my observation, particularly children with disabilities, children living with HIV and AIDS and those children from the destitute families are not enjoying learning like any other child, this is due to unaffordability of schooling or problems related to poverty or different forms of gender based violence.

The Social Sector Assessment Report by DFID (2012, p.29), stated that, *“Ethiopia has one of the largest populations of orphans in the world, approximately, 5.4 million (out of whom 898,000 were orphaned by HIV and AIDS) or a full 13% of Ethiopian children are missing one or both parents”*. It is also reported that orphans and vulnerable children are amongst the most excluded groups in relation to access to schooling and they are to be found in significant numbers, mainly in towns where they have migrated from rural areas; many live on the streets and work to earn a living; few are found in schools unless services are provided (usually by NGOs), and such children are not reflected in education data. Similarly, Alemayehu (2009) stated that vulnerable children miss healthy growth environment like school settings from where they receive teachers' care, guidance and counseling that are very helpful in the rest of their life. Nationally, there are very little or no local researches conducted with regards to the education of highly vulnerable girls, nor the Education Statistics Annual Abstracts by MoE showed a separate data on the education of HVC. As the role of most NGOs are filling the gaps that are not addressed by the

government, various interventions have been initiated by Civil Society Organizations in Ethiopia (both Local and International NGOs), to address education of excluded and vulnerable children. Yekokeb Berhan Program for highly vulnerable children in Ethiopia is the case in point.

As stated in the program's Semi-annual Progress Report of Fiscal Year (FY) 2012, Yekokeb Berhan Program for Highly Vulnerable Children is a five-year cooperative agreement with USAID/Ethiopia and Pact designed to reduce vulnerability among highly vulnerable households and children in Ethiopia. Pact, the prime recipient of the grant, is working in conjunction with FHI 360, ChildFund, and nearly 39 local implementing Civil Society partners and the government of Ethiopia. The program is being implemented in all the nine regional states of Ethiopia (Tigray, Afar, Amhara, Oromiya, SNNPR, Somali, Gambella, Benishangul Gumuz and Harari) and the two City Administrations of Addis Ababa and Dire Dawa, since April 2011. As indicated in the program's report, the goal of the program is to reduce vulnerability among HVC and their families by strengthening systems and structures to deliver quality services and increase resiliency by reaching 500,000 highly vulnerable children (HVC), aged 0-18, annually.

The program document also revealed that, in order to address the educational needs of vulnerable girls, Yekokeb Berhan Program is providing school supplies (school uniforms, pens, pencils, bags and exercise books) and after school supports such as tutorial service and study and homework assistance by

volunteers of the program. Moreover, the program facilitates cost exemptions for children from the destitute families from school development/ improvement fees (sometimes covering these costs for them) and some selected adolescent girls also got sanitary pads. However, such attempts of accessing quality education for highly vulnerable children may not be as effective as intended. It is the focus of this study to check the success of educational support services of Yekokeb Berhan program for targeted highly vulnerable girls.

1.2. Statement of the Problem

I have a considerable experience in working with most vulnerable groups (children and families) of the society. From my experience, if children are given the chance to learn, they would perform well. I usually meet with vulnerable children at school and observe their interaction with others, their motives for learning and their dreams. They usually mentioned that they like learning and going to school; because they got scholastic materials and uniforms, they feel sense of equality with their peers. As a surprise, when they were asked, *“What would you like to be in the future?”* most of them were saying, *“I would like to grow up as an adult and able to support children like me.”* I learned that highly vulnerable children especially girls have lots of challenges or barriers to attend regularly and complete their education. Some of them were migrated from rural areas in search of better lives where they are exposed to domestic abuse and child labour, where their guardians gave little emphasis for their learning. Still others were never in school; or dropping out after one or two years of schooling.

Abuses and exploitations, mistreatment by guardians are also common among these children. They have nowhere to go for sharing their problems, in which all these have cumulative effect on their education. In this regard, Alemayehu (2009) stated that multiple problems like competition between the school timetable and the children's prime time of livelihood engagement, inability to fulfill school supplies and not affording to pay for school uniforms, and overall social, emotional and economic insecurity adamantly dictate the HVC either not to enroll or quit their schooling earlier. Girls are the most benefited, if they are learning as well as the most affected if they are not getting a chance to go to school. Studies showed that if they attend in a healthy school environment, with curriculums that are free of gender bias; girls will be equally participated in schools.

As a report by United Nations on Girls Right to Education (UN-ESC, 2006) indicated that lack of specific opportunities, school infrastructure, teaching materials, qualified teachers and direct and supplementary services for exercising the right to education (such as food, health services and safety on the way to and from school), and problems with the quality, relevance and adaptability of curricula have an adverse effect on girls' access to school and their retention in the system. Gender inequality in education rooted from poverty (which itself accounts for many forms of exclusion), dangerous school environments and curricular stereotyping, parental unwillingness to invest or take an interest in girls' education, child labor, discriminatory social and cultural practices have greater impacts on girls education. As Amnesty International (2006) emphasized, education is a key strategy to empower girls and break the

cycles of poverty, to propel social and economic development in developing countries, and to stop the spread of HIV and AIDS. Hence, interrupting the education of large numbers of girls therefore has devastating consequences not only for those students but for the society more broadly.

The program under investigation is providing home based and family focused¹ interventions for highly vulnerable children which comprises of seven different services (health, food and nutrition, psychosocial support, education, child protection and legal services, shelter and care, and economic strengthening support for mothers). Hence, it is the interest of this study to check whether this particular education service by the program enhanced children's attendance, performance and retention. Are the educational needs of highly vulnerable children well addressed at the grassroots level? From the nature of their orphanhood and poverty; vulnerable children have a lot of unmet needs with a high risk of absenteeism, dropout or being out of school for years. In this regard, I am eager to find out how much this program helped targeted vulnerable girls to increase resilience by supporting them to go to school like their peers. More specifically, this study has aimed to pin-point the extent to which Yekokeb Berhan Program made significant impacts on improving enrolment, attendance, performance and retention of highly vulnerable girls with special focus on second cycle primary school children (grades 5-8) attending different schools in Addis Ababa, using the following basic research questions.

¹ Yekokeb Berhan Technical Application, Submitted to USAID, April 15, 2011

1.3. Basic Research Questions

This study has tried to seek answers for the following basic questions:

1. How do beneficiaries and other stakeholders perceive Yekokeb Berhan's education support to targeted highly vulnerable girls?
2. To what extent does the program made differences on the educational status (enrolment, attendance, performance/promotion and retention) of targeted highly vulnerable girls?
3. What lessons could be learned from Yekokeb Berhan program in terms of its program design, targeting or stakeholders' engagement for education of highly vulnerable girls?
4. What more can Yekokeb Berhan program (and other programs like it) do to improve girls' education?

1.4. Significance of the Study

Varying from economic to psychosocial problems, vulnerable girls face a lot of unmet needs. Different studies on vulnerable children are essential for programmatic purposes. As it was aimed to pin point what worked well and impacted the educational needs of highly vulnerable girls, the findings of this study will be essential as:-

- It will inform the school community (teachers, administrators, and students), PSTAs and the wider community, on the importance of supporting the education of vulnerable girls' and how the school system

would give more priority and being flexible for those children to meet their educational needs.

- The lessons learned from this program may be used as a resource for other NGOs and Donors to initiate and /or revise similar programs towards improving the educational access and attainment of highly vulnerable and disadvantaged girls.
- Program planners, policy makers and implementers from the government institutions (MoE, MoWCYA and MoLSA) and others who have a stake on girls' education, may apply the experiences and recommendations gained in this study to further enhance quality education for other disadvantaged children.
- By and Large, the findings of this study would help the program under investigation to revise its plan, based on the suggestions given from the participants and replicating best practices for similar interventions in other areas.

1.5. Scope of the Study

Out of the total 500,000 registered HVC (aged 0-18) as beneficiaries by the program and its Implementing partners at national level, 276,097(50.3% girls) are attending primary schools (1-8 grades). Among these, the study has focused on vulnerable girls attending second cycle primary schools (5-8 grades) and aged (11-17). The study focused on Addis Ababa area of intervention of the program due to the fact that it has 28% of the total beneficiaries of the program.

The fact that Addis Ababa is the main recipient of migrant children from regional towns and rural areas in four directions, who are coming in search of better lives as young as seven or nine years old (especially girls), who end up being out of school or house maids. As it is indicated in the program document, in Addis Ababa alone, there are more than 63,700 targeted HVC supported by the program in partnership with eight local NGOs in eight sub-cities. Out of these, I purposely selected four sub-cities with the largest number of HVC served by the program namely Kolfe Keraniyo (13,776), Gulele (9,104), Addis Ketema (8,585) and Yeka (5,978).

1.6. Operational Definition of Basic Terms

- ***School Attendance***: it consists of the following key aspects: regular class attendance, continued education until the end of the academic year without dropping out, aspiration of students to learn and complying with school rules and regulations.
- ***Performance (academic)***- refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. It includes completing a given grade successfully and promote to the next grade.
- ***Dropout rate***- is the percentage of pupils who discontinue their learning from a given grade compared to the previous year's total enrolment in the same grade. It is opposite to retention.

- **Highly Vulnerable Children (HVC)**-children who are less than 18 years of age and whose basic needs are not met in the home by their families and who may be isolated, or stigmatized against by communities and they are considered at-risk for not growing up into strong and healthy adults who can contribute to their societies.
- **Barriers to girls' education**-any social, cultural, economic or institutional factors that hinder or affect the participation, performance or retention of girls' education.
- **Education Service**- It is one of the seven services provided by Yekokeb Berhan that seek to ensure that highly vulnerable children receive educational opportunities needed for them to be productive adults. It includes provision of scholastic materials, uniforms, homework assistance, tutorial support, scholarships, school development fee coverage or exemptions, etc.
- **Program Impact**- it is the adequacy of a program to bring about intended and positive results on targeted children. Hence in this study impact means the extent to which Yekokeb Berhan has enhanced the attendance, performance and retention of the targeted girls.

1.7. Organization of the Study

The study has five chapters. The first chapter, the introduction focused on providing background information on the situation of girls' education globally and the challenges faced by highly vulnerable children. In this section, I tried to state the problem clearly and the main objectives of the study and its significance for practice or knowledge. For the purpose of the research, basic operational terms were also defined here. The second chapter has three sections. The first section deals with the magnitude of vulnerability and its impact on girls' life of schooling and their educational participation. The second section revised responses by various actors for education of vulnerable girls and the last section of the literature reviewed the program under investigation focusing on what kind of education and other related supports are provided for highly vulnerable children, particularly girls by referring program documents and the national database of the program.

The third chapter, which is the design and methodology, includes the study areas, study participants and sampling procedures. Data collection instruments such as interviews and FGDs and data analysis techniques for both quantitative and qualitative data were indicated separately. The fourth chapter is about the data analysis and discussions section. The major findings of the study were discussed based on each basic research question.

The last chapter consists of conclusions and recommendations. Conclusions made based on the findings of the study. In addition, the recommendation

section showed specific actions that other NGOs, the community, schools and PSTAs could do to support the education of HVC, particularly girls and the need for further studies to enhance education of HVC and to reach the unreached or excluded for different reasons.

CHAPTER 2

REVIEW OF RELATED LITERATURE

The main purpose of this study was to investigate the extent to which the education services provided by Yekokeb Berhan program improve the education of targeted vulnerable girls and to identify the likely lessons that could be learned from the program to effectively address education of girls.

This chapter has three sections. The first section deals with the magnitude of vulnerability and its impact on girls' life of schooling and their educational participation. The second section revised responses by various actors for education of vulnerable girls and the last section of this literature reviewed the program under investigation focusing on what kind of education and other supports are provided for highly vulnerable children, particularly girls.

2.1. Vulnerability and its Impact on Children

Vulnerability has vast and interrelated impacts on children's life, where it causes further risk that a child may face. Hepburn (2001) indicated the impacts of vulnerability on children from the aspects of economy, psychosocial well-being and health:

Economic-orphans suffer an increase in vulnerability that begins while a parent is sick. In many cases, parents are forced to stop work and pay high prices for medications. As the illness progresses, other family members must shift their attention from work to caring for their ailing family member. Young children are

often required to drop out of school since they cannot afford the fees and expenses when household income declines and expenses increase (Williamson et al., 1998). Hence, education would be a least priority in families who struggle to fulfill their daily bread.

Psychosocial well-being: The effects of losing a parent are severe and can have long-term effects on a child's behavioral development. As they endure the loss of parental support and nurturing, many orphans experience anxiety, depression and despair. Further complicating these emotions, siblings are often divided among several households within an extended family to mitigate the economic burden of caring for the children. In addition, relatives or neighbors who have agreed to care for the orphans may contribute to the despair by taking their property or inheritance and leaving them more vulnerable to exploitation (Williamson, 2000a).

*Health-*It is common for these children to become the primary caregiver to their sick parent and/ or take responsibility for tending to younger siblings. These child-headed household situations are particularly vulnerable since their average monthly income is low. Many children attempt to supplement lower household incomes and increasing expenses with activities that make them vulnerable to sexual and physical exploitation and HIV contraction.

*Stigma-*Community members who fear orphans are HIV+ or feel that their families have brought shame to the community, often discriminate against the children and deny them social, emotional, economic and educational support. Orphaned children may also be treated poorly or abused furthering their

emotional distress and contributing to poor mental and physical health (Williamson, 2000a). As a result, being an orphan is one aspect of vulnerability where children are exposed to various risks. Vulnerability has a lot of dimensions where it leads the child in to various risks that their well-being.

Similarly, the Global Coalition on Women and AIDS Newsletter (Issue #1. n.d), stated that the deepening impact of AIDS is increasing the number of children deprived of education, as it is the very thing children need most to stay safe from HIV, to get education means, to access the right for information on the transmission and ways of prevention of HIV and AIDS. The newsletter added that, in AIDS-affected households and communities; the economic and social burden of AIDS often forces children, especially girls, to drop out of school, or to never attend because many children leave school in order to provide and care for members of their families who are sick and unable to work with energy made them head of the households at their school time. Moreover, a report on Education Programming for HVC by USAID and CRS (USAID, 2008) stated the impact of HIV and AIDS on education of vulnerable children in that, children with chronically ill parents or guardians; may have to forgo education for work or household duties to support themselves and family members, experience greater household poverty and live at a greater risk of becoming infected with HIV due to lack of awareness on how to protect them. Hence, creating access to education for vulnerable children helps them increase their awareness to protect themselves for HIV infections. Additionally, because of connections to people living with HIV, children may face stigma and discrimination by their peers.

Moreover, Nyamukapa and *et al.* (2007), sighted in USAID and CRS (2008) stated that a study in Zimbabwe found out that, orphans had a higher rating than non-orphans on a measure of depression. Besides, female orphans were also more likely to suffer from poor self-esteem. It is clear that depression affects children's motivation for learning and leads them to be desperate in life. At the same time, attending school can help mitigate the impact of orphan-hood on children's mental health, as shown by a study in Ethiopia (Bhargava 2005), as sighted in USAID and CRS (2008).

2.1.1. Orphan-hood

Orphan-hood is one aspect of vulnerability. According to Boler and Carroll (2003), current knowledge suggests that when parents die, the amount of resources available for education decreases. As a result, orphans are more likely to drop out of school than non-orphans, as school fees become unaffordable. However, when looking at the impact of orphan-hood on education, it is important to consider not only enrolment rates, but also the quality and consistency of attendance. Boler and Carroll argued that parental death is not the only factor which affects how well a child does at school; research also needs to include the multitude of intervening factors- poverty; family size; family educational background; and supply side factors. Children's physical and psycho-social health, especially in the context of HVC, also needs to be considered when assessing children's performance in school. Hence, it is

essential to consider the different needs of HVC to help them be effective in their educational participation.

The findings from a study by the Population Council (2009) stated that, girls who had never been to school and who were migrants were more likely to engage in risky sexual behavior and to have experienced non-consensual or early first sex. Besides, the study added that HIV prevention efforts should focus on girls who have never been to school as well as orphans, migrants, and girls who are marginalized and excluded because orphans are susceptible to risky sexual behavior and those who are socially excluded are vulnerable to early or non-consensual first sex. Therefore, out of school children, especially girls are vulnerable to a high risk of infections with HIV due to exchange of sex for income or labor exploitations, as a result priority needs to be given to create access to education for out of school girls with continuous follow up support.

2.1.2. Violence or abuse and Girls' Education

As indicated in Save the Children/Denmark (2008) research report on school related gender based violence in primary schools in Ethiopia, gender violence is one of the factors that negatively influence girls' education. Violence against girls ranges from simple name calling, to snatching, beating, attempted rape or rape and even to the worst case, killing. However, this study did not clearly show which sections of the community are more vulnerable to the different types of violence happening inside or outside the schools. It categories all school girls as

vulnerable to different forms of violence, but the degree varies if children are poor and vulnerable. In this regard, the study by Population Council (2009) clearly stated that vulnerable girls are more exposed to violence and abuse than their peers who are not orphans or non-vulnerable.

The research by Save the Children summarized that the prevalence of violence and abuse in schools, on the way to and from school and at home tended to affect girls' access to education partly because of parents' fear and concern for the safety and security of girls. The combined effects of all these leads to lower academic achievement of girls compared to boys. This in turn leads to higher grade repetition rate of girls compared to boys and ultimately girls may dropout from school. In sum, violence and abuse against school girls affect their future life in various ways, including their physical, psychological, educational, social, and economic well-being. This contributes to extreme and persistent poverty, illiteracy and poor health which ultimately affect girls' future life. (Save the children Denmark and et.al, 2008)

2.1.3. Barriers to Education and their Consequences

As summarized by UNICEF (2010), it is possible to see key barriers to girls' education in to the following categories:-

a) Household/Community Level Barriers

- Direct costs of schooling (school fees, clothing and shoes, school books/supplies).
- Indirect costs of schooling (opportunity costs, child labor, school development fees or similar contributions).
- Attitudes and practices (traditional, cultural or religious beliefs, gender stereotypes, lack of knowledge on benefits of education, gender-differentiated, child-rearing practices).
- Health-related issues, including poor nutrition and HIV and AIDS
- Situations of crisis and instability

b) School Level Barriers

- No school close to home
- Poor quality environment (poor condition of building, overcrowding, lack of water or sanitation, violence (physical and psychological, Poor quality content, lack of/outdated curriculum, inadequate learning materials, biased or inappropriate contents, etc
- Poor quality learning processes (untrained/poorly trained teachers, inflexible school calendar).

c) Policy or System Level Barriers

- Lack of enforcement of existing laws and policies relating to corporal punishment, school fees.
- Insufficient national budgetary allocations to primary and secondary education

- Lack of political will.
- Poor quality processes, pre-service and in-service teacher training (including gender insensitive).

The challenges for girls to attend schools and perform well are very many. This will be worse for vulnerable girls. A study made by UNESCO (2012) revealed the major obstacles in achieving girls and women literacy as:

The difficulty in accessing quality education as well as cultural and structural barriers in the family, school, community, institutions and wider society have disadvantaged girls and women for generations. Cultural beliefs and practices discriminating against girls reduce their likelihood of attending school, or participating in the classroom if they get to school. It also increases the possibility of leaving school early to work or to get married. These barriers to literacy skill acquisition in the early years mean generations of girls are entering adulthood as illiterates. (p.5)

This is also common in our community that girls from poor families need a lot of support to be successful in their learning. The fact that they are unable to fulfil scholastic materials is a challenge. Recently, the cost of these school supplies is becoming so high that it is unaffordable by most poor households. For such a family, educating girls will be a least priority than feeding, clothing and medical treatment.

Boler and Carroll (2003) recommended the following three approaches to address the educational needs of vulnerable and disadvantaged children:-

1. Open distance and flexible learning approach- according to Boler and Carroll, the rigid timetables of schools make learning problematic for a number of children affected by HIV and AIDS. There is a need to adapt existing learning materials for delivery at a distance. This would make them available to children who are out of school, would prevent them from falling behind when they cannot attend schools and help them re-enter. As it is an independent learning, it requires great motivation and being goal oriented. However, it is usually difficult to get such kind of intrinsic motivation from children who are vulnerable and thinking about what they are going to eat for lunch or dinner and with different feelings of insecurity and poverty.
2. School feeding programs
3. Index of Inclusion

The following table (Table 2), illustrates HVC related issues and its consequences and what kind of educational responses are appropriate and effective for them.

Table 2. HVC Issues, their consequences for education and responses

CONSEQUENCES FOR EDUCATION	HVC ISSUES	EDUCATION RESPONSE
<ul style="list-style-type: none"> Drop out of education due to unaffordable schools fees Stigmatized because of inadequate uniform and learning materials Low attention span due to hunger 	Poverty	<ul style="list-style-type: none"> Abolish school fees or provide bursaries for poor children School feeding schemes Change policies around uniforms and learning materials
<ul style="list-style-type: none"> Social exclusion: marginalization of children affected by HIV/AIDS Negative learning environment Barriers to participation 	Stigma	<ul style="list-style-type: none"> Create inclusive school policies and practices Eliminate discrimination in education and care services Pressurize authorities to recognize rights and allocate funds Encourage all learners and educators to adopt inclusivity and zero tolerance towards discrimination. Education of community and parents to combat AIDS-related stigma.
<ul style="list-style-type: none"> Low expectations of children Fear of infection by learners and educators Difficulties in adhering to ARV treatments due to lack of understanding 	HIV positive	<ul style="list-style-type: none"> Train teachers and learners around infection, to reduce stigmatization and ensure that necessary safety precautions are available Foster policies, practices and cultures on inclusive education Treatment education
<ul style="list-style-type: none"> Low educational expectations of orphans Lower prioritization of orphans' education over other children with in the household Lack of homework support or household encouragement of education 	Lack of Family Support	<ul style="list-style-type: none"> Increase school-home liaison to work with families on increasing support to education Create after-school homework clubs to provide additional support to those without families Create mentor schemes in which vulnerable children have a mentor to provide emotional and intellectual support to their studies
<ul style="list-style-type: none"> Tiredness during classes Erratic school attendance Lower learning achievement 	Working children	<ul style="list-style-type: none"> Provide flexible but sensitive educational options that are regulated and certified Encourage open and distance learning Link to broader poverty reduction strategies and to the development of alternative livelihood strategies
<ul style="list-style-type: none"> No access to schooling Problems with authority: difficulties in adapting to mainstream education intuitions Drug abuse 	Street Children	<ul style="list-style-type: none"> Link to broader poverty reduction strategies and to the development of alternative livelihood strategies Provide flexible, certified educational options, including open and distance learning

Source: Boler T.; Carroll K. (2003, P.6). *Addressing the educational needs of orphans and vulnerable Children. UK working group on Education and HIV and AIDS.*

2.2. RESPONSES BY VARIOUS ACTORS FOR EDUCATION OF VULNERABLE GIRLS

This section of the literature focuses on the need for effective responses to address education of highly vulnerable girls. It revised the various study findings conducted on different interventions by NGOs and which brought lasting impacts on children's education.

2.2.1 Education as a Remedy for Vulnerable Children

Education plays key role in the lives of adolescents not only in providing information about sexual risks but also it creates a condition for peer support and social capital (Edstrom and Khan 2009). As the former South African President, Nelson Mandela has said, *“Education is the most powerful weapon you can use to change the world. It is also a weapon that the world cannot do without in the fight against AIDS. Education saves lives.”* Schools ensure that adolescent girls do not have to resort to dangerous forms of labor for survival (Mabala 2006:418) sighted in Feben (2010). Similarly, the findings from a study by Population Council (2009) recommended that; girls who are migrants, had never been to school, and were in domestic service are arguably at high risk of abuse and exploitation, including sexual exploitation, and may end up in sex work. They are likely in need of focused, targeted support programs, allowing them to catch up on missed schooling and transition into safer and less abusive forms of work.

Erna S. and Hannah Godefa (2014), emphasized the need for educating women and girls in that, educated girls and women have smaller families and healthier

children, are less likely to die in childbirth, are more likely to see their children survive past the age of 5, are more likely to send their children to school, and are better able to protect themselves and their children from malnutrition, HIV and AIDS, child trafficking, and sexual exploitation. Education empowers women, multiplying their economic choices and contributions, and increasing their political voice and influence across the board. They added, for every year a girl stays in school and learns, her future earnings increase hugely. An extra year of primary school education, for example, boosts girls' eventual wages by 10 to 20 percent. Lastly, Erna and Hannah argued that a one percentage point increase in female secondary education raises the average level of GDP by 0.3 percentage points. Community involvement and the importance of promoting girls education, is essential not only for improvement of educational outcomes but also for achieving an AIDS-free generation. That means, education can affect infection rates, as *“more highly educated girls and young women are more likely to be able to negotiate safer sex and reduce HIV rates,”* PEPFAR (2012, p.23).

A research conducted on the effectiveness of educational support to Orphans and Vulnerable children in Tanzania and Uganda by Mary H. Shann, and et al. (2013) found out that providing support to HVC to attend secondary school is not only important, but effective. The findings concluded that supported children performed at least as well as their non-HVC peers and in some cases better. Mary H. Shann, and et. al. continued to say that it supported the findings of a recent study on HVC programs suggesting that the most significant factor in improving attendance at school (especially for girls) is payment of school fees

rather than the provision of stationary, books, and uniforms. There are also other societal factors that affect the educational outcomes beyond paying school fees, such as nutritional status, psychological wellbeing, and physical safety. These need to be addressed systematically as school support is provided.

2.2.2 Improving Access to Vulnerable Children

Ethiopia is committed to fulfil the MDG's where Education for all is one of the eight MDGs. As a result, attempts are made to help all school aged children to go to school including children with special needs, rural children, children from minorities and children in pastoralists. However, there are still some challenges in terms of completing primary education of good quality for all primary schools aged children by the end of 2015, (Derebssa, 2006).

Providing School Supplies: As stated by Amy (2001), unaffordable schooling is one of the most common obstacles to access to education for children affected by HIV and AIDS. Hence, Amy recommended that initiatives should make every effort to make schooling affordable for all children, particularly for most vulnerable. Increasing school affordability includes eliminating or subsidizing prohibitive school-related expenses for children such as enrollment fees, uniforms, textbooks and school supplies, because creating more affordable schooling opportunities is a critical first step for increasing access. Similarly, the provision of school supplies for poor children has a contributing impact on children's enrolment and attendance. Parents would spend the money that should be allocated for children's education to other priority expenses, such as

food, clothing and medication. In this regard, Sharon (2005), explained the importance of providing sanitary pads for adolescent girls as follows:

In some of the region's rural communities, menstruation itself is so taboo that girls are prohibited from cooking or even banished to the countryside during their periods. That impact is substantial. Researchers throughout Sub-Saharan Africa have documented that lack of sanitary pads, a clean, girls-only latrine and water for hand-washing drives a significant number of girls out of school. The United Nations Children's Fund, for example, estimates that one in 10 school-age African girls either skip school during menstruation or drop out entirely because of lack of sanitation. (p.1)

So, to support the education of vulnerable adolescent girls, it is essential to avail sanitary materials as they cannot afford to buy. Schools should also avail water for sanitation in order to help girls during menstruation, they need to work with girls clubs and orient those with first time experience not to be absent from school during those days.

Sharon (2005) further emphasized the importance of sanitary pads for increasing girls' attendance:

The harsh inconveniences of menstruation in schools without sanitation were just one more reason for girls to stay home. They miss three or four days of school, they find themselves lagging behind, and because they don't perform well, their interest fails. They start to think, 'what are we doing here?' (p.2)

Exemption of poor children from indirect school costs: As mentioned by Alemayehu (2009), school fees are considered to be one of the major factors that limit vulnerable children from participation. He added that, in Sub-Saharan Africa, school fees consume nearly a quarter of a poor family's income, paying not only for tuition, but also indirect fees such as school development contributions, textbook fees, compulsory uniforms and other charges. Fees are keeping school aged children out of the classrooms, particularly for HVC. To minimize this challenge, Ministry of Education has indicated a general framework, for vulnerable children in its ESDP IV (MoE, 2012), that children from destitute families should not be excluded from learning:

High direct cost of education to parents is a reason why poor children do not enter school or drop out early. Where schools/woredas/regions decide to levy fees in a form of community contribution, they will need to ensure that arrangements are in place to ensure that no child is excluded from school because of inability to pay. (p.75)

Hence, it is up to the *woreda* education office or schools to support those children who are unable to pay for these contributions are exempted and continue their education. Moreover, the Education Sector Policy and Strategy on HIV and AIDS in Ethiopia, (MoE, 2009) stated similar measures to exempt HVC from indirect school related costs in that:

All heads of government education institutions, parents and caregivers will be provided with information for addressing the education-related costs for OVC of compulsory school-going age. This will provide information on allowed exemptions for those who are unable to meet such costs. (p.34)

Consistent to the above idea, Jeilu (2006) in Alemayehu (2009, p.37) emphasized on the abolition of any indirect costs for children is essential in that ending one type of school fee alone is not a cure all. But elimination must take at least two important aspects in to account: indirect costs of schooling and bridging possible schools financing gaps that it is to be created as a result of abolition of school fees need to be carefully examined. As indicated by Amnesty International (2007), many girls from poor families have little or no access to even a primary education, because the costs are simply beyond their families' means. School fees are an insurmountable obstacle for many children, and girls are more likely to be excluded from school than boys when there isn't enough money to go round. Amnesty added that, even where schools do not charge such fees, girls and their families may have to cover other expenses associated with their education, such as transport, uniforms and school supplies, to the worst case girls may consider sexual relationships, in order to get the money they need for school.

2.2.3 Improving Quality Education for Vulnerable Girls

Quality education has a lot of dimensions; it includes all the inputs, out puts and processes of the teaching and learning. For the purpose of this research and from the nature of vulnerable girls, let me focus on the importance of tutorial services provision of psychosocial and life skills services for HVC.

Tutorial Support Services: As girls have a lot of household chores, they need extra support to come along and be competitive with their peers. Tutorial supports for girls in after school hours or summer programs and weekends help them to catch up what they missed in class. In my experience, I saw that well-to-do families are hiring home tutors for their children to help them in languages and mathematics. As vulnerable girls have limited hours to study at home, it is essential to arrange extra support from peers or by their teachers to perform well at school.

Life skills Education and Psychosocial support: The fact that vulnerable children, especially girls have different psychosocial problems, they require life skills and psychosocial support in addition to the academic lessons they get from schools to help them get resilience from the trauma and lead a hopeful future. The Ministry of Education Strategy on Education and HIV and AIDS in Ethiopia (MoE,2009, p.23) stated that, “...*all public and private learning institutions within the sector are responsible for establishing, effective professional counseling services for learners, teachers and other education staff, with the view of strengthening the psychosocial and physical wellbeing of HVC.*” In most public schools in Ethiopia, guidance and counselors are based at secondary schools, but not common in primary schools. Hence, these most vulnerable children need to get someone to talk to in school or at home, to alleviate any academic or non-academic problems. In addition, life skills trainings that focused on HVC’s every day experiences are important to help them set goals and be confident in life.

Similarly, (Feben,2010) in her studies with adolescent girls, recommended that instead of focusing only on direct support, efforts have to be drawn to life changing interventions that minimize vulnerability to HIV among adolescents which include involving them in vocational training, income generating activities and other accessible life skill programs. Awareness raising and educational forums on life skills including reproductive health and parenting skills can also be beneficial for them. Feben continued to say that highly vulnerable children are usually subjected to psychological and social problems resulting from their unique vulnerabilities, which undermine their psychosocial wellbeing.

2.2.4 Building the Capacity of PSTAs and other Stakeholders: The findings by an impact assessment of USAID's Education program in Ethiopia (USAID, 2010), stated that the development of Girls Education Advisory Committees (GEACs) and Girls Clubs in schools, helped to get girls enrolled, provide mentoring, tutoring and other encouragement to girls in collaboration with PTAs and send delegations to the households to find out why a child is not enrolled or has stopped attending. These have become an integral part of most schools, particularly in the districts where USAID activities have concentrated and are now being adopted (without further USAID assistance) in other districts and schools across Ethiopia. The assessment also added that the school grants programs and related trainings for school and community leaders led to greatly increased parent and community participation and engagement with the schools, with substantial community mobilization of additional resources. Active PSTAs and

other School-Community Committees are taking responsibility for ensuring all children are in school, including HVC. These participation and mobilization activities are continuing, and appear likely to continue, beyond the period of USAID grants to the committees, (USAID, 2010).

2.2.5 Supporting Children's Families through Economic Strengthening

Activities: A field research conducted by DFID (2011), on social issues of education across all regions of Ethiopia reaffirms that,

Household poverty is a major factor affecting the enrolment of children in schools in the regions. This is manifested through the inability of the households and families to provide children with clothing, educational materials, food and other items. While the issue of household poverty is prevalent throughout, rural children are especially affected, (p.27).

Hence, the need to strengthen children's families in livelihoods is very essential to support girls' education. If families have enough income, they would be able to send their children to school by fulfilling scholastic materials and covering related expenses. A study by DPESE (Danish Support to Education Sector Strategic Plan) and Provincial Educational Directorate (DPE) of Zambia (2005), recommended that the strategy to address girls' education should stipulate long term initiatives on linkages among poverty, education and employment/poverty reduction skills. The study continued that, short term initiatives like an information campaign targeting the parents and others responsible for the education as well as the decision-makers to influence and change the perception of the school community about the possible benefits of going to school. Amy (2001) also stated that due to the devastating effects of AIDS on the Sub-Saharan economy, local and international financial resources are increasingly limited. As a result,

every effort should be made to link vulnerable families with long-term, financially sustainable policies/strategies.

2.2.6 Coordination of Care for Highly Vulnerable Children

With regards to coordination and networking of activities, Steinitz and et.al (2009) stated that, organizations delivering programs that serve vulnerable children and their families maximize their sustainability and ensure extensive local support; program managers need to collaborate with grass-root NGOs and community- and faith-based organizations. The networks established are useful for sharing ideas, planning, ensuring service coordination, minimizing overlap, and learning about participatory community activities that are occurring.

Moreover, Bernard (2002) cited by UNICEF (2008, p.29) also stated that “...earlier studies have observed that partnerships and cross-sector actions improved the sustainability of girls’ education initiatives.” Hence, initiatives by NGOs to create access to girls’ education need to work in collaboration with different stakeholders, including families, neighbors and the private sector to successfully achieve the MGDs. As UNICEF (2009) emphasized below, this is also essential in the education aspect.

In the absence of good data and clear coordination, there is [an] enormous potential for resources to be wasted, efforts to be duplicated and children’s needs to go unmet. At all levels, clear leadership is needed to ensure that all sectors work together effectively. The need for greater engagement of parents (not only PTAs) in discussions on the value of an appropriate education supported by the involvement of the wider community including elders, women and men in awareness raising on early marriage and child labor (e.g. through community conversations). (p. 94)

Save the Children USA (2009), as cited in Feben (2010) stated that, NGOs play active role in care and support of HVC in Ethiopia, in that lots of efforts are drawn to meet the needs of HVC. An example can be PC3 (Positive Change: Children, Communities and Care) program, one of the largest HVC programs which was being implemented in partnership with the GoE, NGOs and the community where the lead taken by international NGOs. Similarly, the lessons learned from a research conducted on increasing access to orphan and vulnerable children by Amy (2001), recommended that it requires a multi-sectorial response which involves the support of local and national stakeholders. Besides, national and international organizations must work with communities to identify specific barriers in their community, harness local resources and develop programs to address them.

2.2.7 Monitoring and Evaluation of Interventions

The day to day follow up of project activities is essential for the smooth implementation of any program. In order to see the impact that the project brings on children or to correct mistakes that would be happening during implementation process, it is mandatory to have a well-organized monitoring and evaluation system for every project or program. It is through monitoring and evaluation process that donors are discussing with beneficiaries at the grass-root level. In this regard, UNICEF (2009: p.19) stated that without good monitoring and evaluation, the ability of programs to understand whether activities are taking place as designed or the ability of programs to understand the impact of activities is seriously weakened, hampering efforts to learn from experience and improve

programming in the future. UNICEF continued that the need for effective monitoring and evaluation becomes ever more important when the multiplicity of ways in which policies concerning orphans and vulnerable children are framed and enacted in different countries is considered. Moreover, the successful implementation of initiatives require appropriate management and administrative structures are in place at the community and national level to monitor and evaluate their implementation, progress and effectiveness.

2.3 YEKOKEB BERHAN PROGRAM FOR HIGHLY VULNERABLE CHILDREN

This part of the literature revised what Yekokeb Berhan is doing in the education aspect for highly vulnerable children, based on the program documents such as annual reports, manuals, guidelines and the national database of the program.

2.3.1 What makes a Child Eligible for the Support?

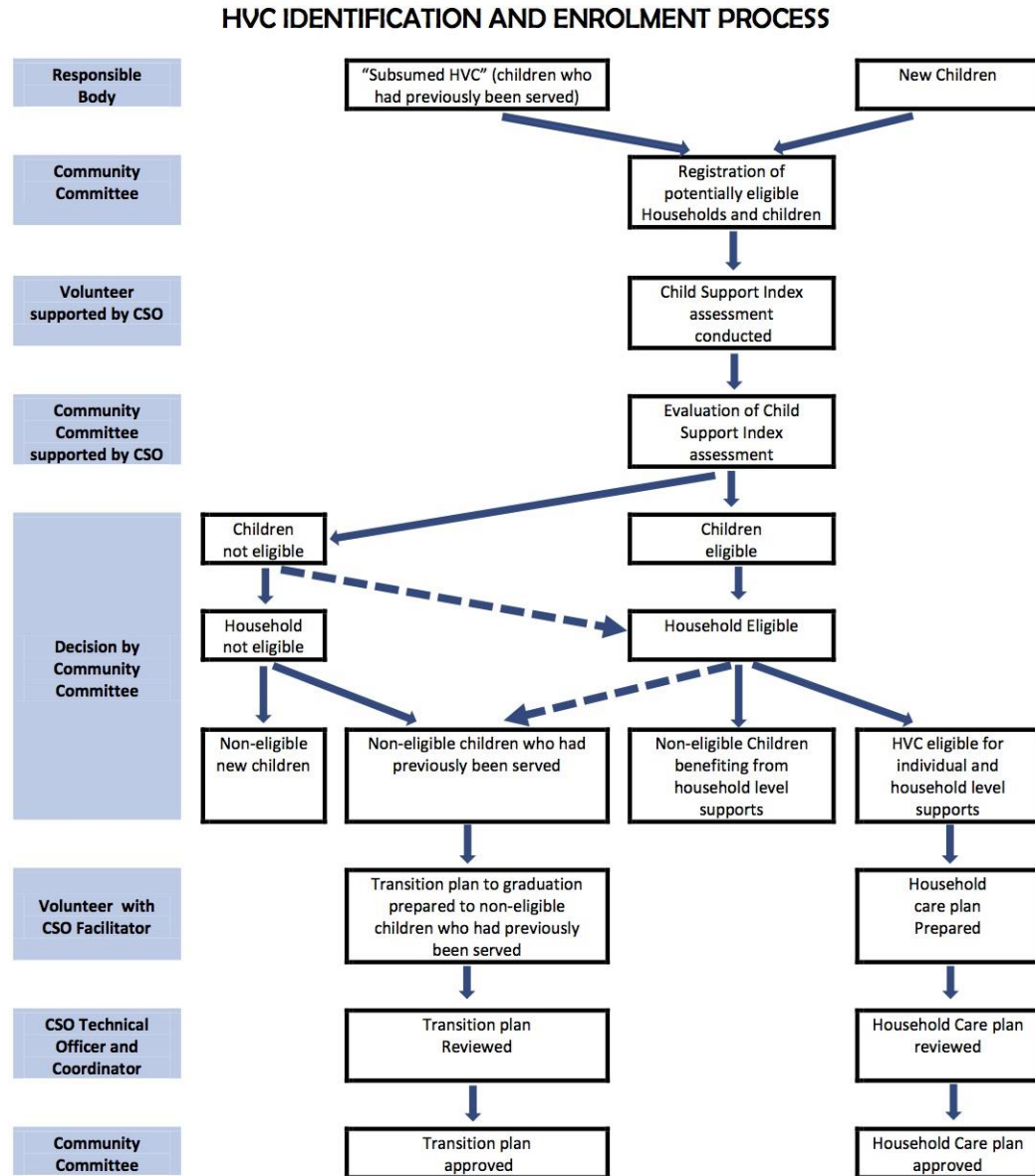
As indicated in the program's base proposal, children whose basic needs are not met in the home by their families and who may be isolated, stigmatized, or discriminated against by communities are identified as Highly Vulnerable Children and they are considered at-risk for not growing up into strong and healthy adults who can contribute to their societies. From the perspective of Yekokeb Berhan program, a child is considered as vulnerable if she/he has several unmet needs.

To receive any support in the program, the child must also be under the age of 18 and fulfil either of the following criteria².

- *Child is an orphan (one or both parents died)*
- *Child is HIV+ and/or the primary caregiver is HIV+*
- *Primary caregiver is chronically ill (meaning, she or he is often or always bedridden), or elderly or disabled*
- *Child is known (or appears to be) abused, neglected or exploited*
- *Child lives outside any family care (e.g. street child)*
- *Child is in conflict with the law*
- *Child has an obvious disability that is not receiving care and support*
- *Child lives in a child- or youth-headed household*
- *Child is malnourished (moderate to severe)*
- *Child is unaccompanied due to displacement*
- *Child is stigmatized or marginalized for other reasons*

² Child Support Index and Care Plan, Training for Partners and Volunteers-Facilitators Manual, Yekozeb Berhan Program (Revised 2012, P.16)-unpublished




Figure. 1. Yekokeb Berhan Program HVC Selection and Enrolment process



Note: The dotted arrows in the chart are to depict that some children who are not as such eligible based on their CSI result could be member of in an eligible household and hence indirectly benefiting household level supports and conversely, there could be some previously supported HVC in a given eligible household who are no more eligible and should be graduating.

Source: Yekokeb Berhan, PMEP 2011, P. 15

Table 3. Child Support Index- Education Service Indicators

Education Service	
18. Young child receives early childhood stimulation at home or in a center; Older child is in secondary school, vocational education, or life-skills training.	
	<p>:: <u>Young child</u> is stimulated by learning and being active with peers in the home or the community, including Early Childhood Development program or kindergarten. For the <u>older child</u> (post-primary school), this indicator refers to participation in secondary school, vocational training and/or life-skills training. <i>Ask how the child spends his or her time.</i></p>
	<p>:: There are some times when young child /older child is positive stimulated in school, community activities or home.</p>
	<p>.. Child only occasionally attends school.</p>
	<p>. Child does not attend any school or learning; is idle or isolated</p>
<p>⊖ Not applicable (child is too young for <u>any</u> schooling or is in primary school)</p>	
19. Child (7+) attends school is performing well, to graduate to next class. (Includes children with disabilities.)	
	<p>:: Child (school age) normally attends school is performing well in accordance with the government standards for the child's grade, and is passing to graduate to next class. <i>Information may come from the school; not only the child or caregiver. Includes children with disabilities, of school age.</i></p>
	<p>:: Child (7 +) is sometimes absent and/or is not performing very well, but there is still a good chance she/he will graduate to next class.</p>
	<p>.. Child (7+) does not regularly attend school and/or is performing poorly. Graduating to the next class is at risk (strong change it will not happen).</p>
	<p>. Child (7+) DOES NOT attend school and/or is failing; will not graduate to next class.</p>
<p>⊖ Not applicable (child is too young or has completed grade 10)</p>	
20. Child has sufficient school materials, supplies & school clothes	
	<p>:: Child normally has sufficient school materials, supplies & school clothes. <i>The volunteer may ask to see the things the child takes to school</i></p>
	<p>:: Often the child has sufficient school materials, supplies & school clothes, but there are gaps when some things are delayed or not available.</p>
	<p>.. Child has very limited school materials, supplies and school clothes , or only for part of the year</p>
	<p>. Child does not have <u>ANY</u> school materials, supplies & school clothes</p>
<p>⊖ Not applicable (child is too young for <u>any</u> schooling or has completed school).</p>	

Source: Yekokeb Berhan Program Child Support index and care plan (revised)-September 2012, p. 47

As indicated in Table 3, these are indicators to select any child in the program for the education service. Before a child is eligible for the education service, the above three indicators will be assessed. Indicator #19 (*Child age 7+ attends school and performs well, promote to the next class (including children with disabilities)*) and Indicator #20 (*Child has sufficient school materials, supplies and school uniforms*) has been used by the program to screen the child for the education service. There are one to four dots that are used to decide the status

of the child to be included in the education service. As a result, those eligible HVC who got **one dot** and **two dots** (*Child 7+ DOES NOT attend school and/or is failing; will not graduate to next class and Child does not have any school materials and supplies and school cloths*) have recruited for the education service.

2.3.2 Types of Education Services Received by Girls

After children are selected in the program as beneficiaries through CSI (Child Support Index), a Care Plan will be developed for each individual child based on his/her needs. In the education service, the first thing that volunteers could do is to check whether the child is going to school or not. At the beginning of every academic year, volunteers prepare the child to go to school by discussing with its guardians/parents. School readiness is an essential part of the child to begin the new school year. In this regard, Alemayehu (2009, p.39) stated that, “... *vulnerable children need a number of services to ensure their rights and well-being, including education, birth registration, health care and nutrition, psychosocial support, safe water and sanitation, and strong and independent justice systems responsive to child matters.*” Moreover, the services should not only be provisions of handouts, but rather it should involve different stakeholders to ensure its sustainability.

To enable highly vulnerable girls including children from the destitute families, to go to school and learn, Yekokeb Berhan provides the following education support in two categories: the handouts (mostly scholastic materials) and the technical support.

Table 4. Types of education services provided for HVC by the program

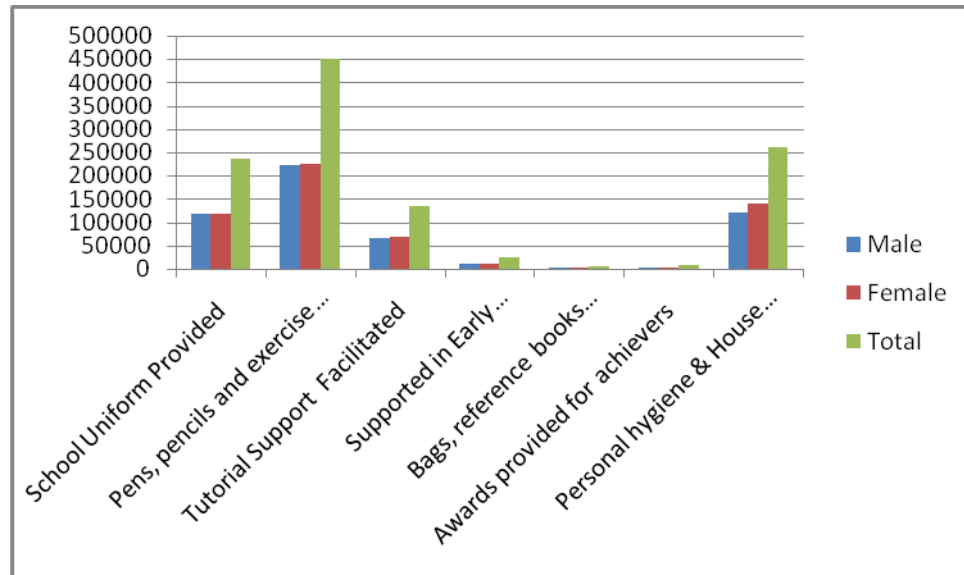
Service/Action Codes for Educational Supports		
701. School Fee covered in private schools	705. School development/ improvement fee covered	709. After School study & homework assistance provided
702. School uniform provided	706. School development/ improvement fee exemption	710. Bags, reference books provided
703. pens, pencils and exercise books provided	707. Educational visit facilitated	711. Awards provided for achievers
704. Tutorial support facilitated	708. Supported in Early Childhood Care	712. Referral for educational support (e.g. scholarship)

Source: *Yekokeb Berhan Program Child Support index and Care plan (revised)-September 2012, p. 47*

As indicated in Table 4, there are more than 12 categories of education services planned and provided for registered HVC based on the identified needs using the CSI. For the purpose of this study, I divided it into two as material supports (including school supplies and uniforms) and non- material supports (includes school development fee exemption and homework assistance, etc). Both are discussed below in detail:

1. Big investments that the program is making on HVC: this includes the provision of school supplies (exercise books, pens and pencils) based on their grade level and number of subjects they are taking. School uniforms, tutorial support and the provision of sanitary pads for selected adolescent girls are also provided. These materials are not given for each individual girl but it is based on their needs in the care plan and the CSI.

Figure. 2. HVC receiving different services (school supplies and uniforms)



Source: Yekokeb Berhan Program for Highly Vulnerable Children, Annual progress Report (FY 2013, p. 30)

1.1 Provision of school uniforms: School uniforms are an integral part of the school system and they are mandatory in most schools in Ethiopia. Hence, it is beneficial for HVC that creates sense of equality and avoids discrimination. Moreover, the availability of school uniforms is essential for poor children as it is beyond school cloth.

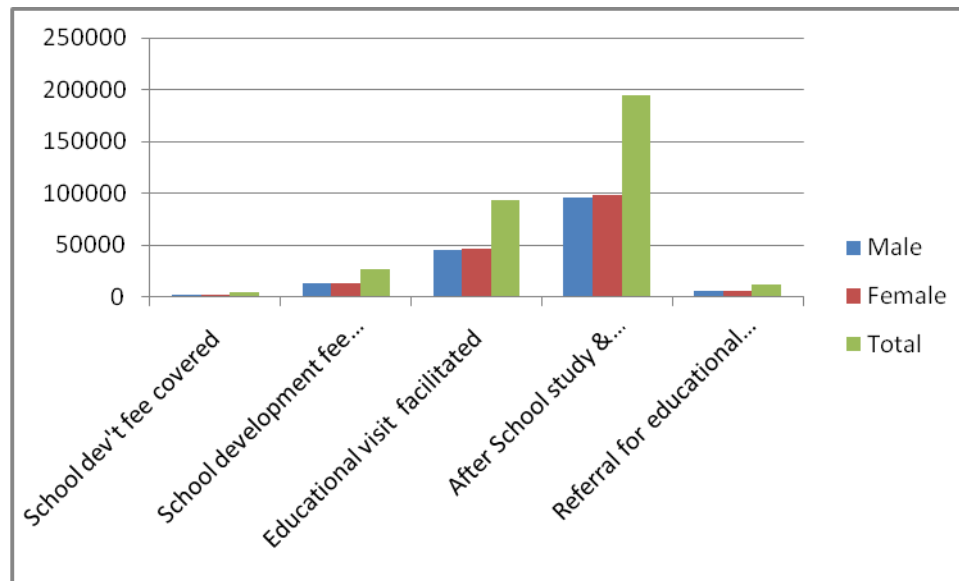
1.2 Provision of School supplies (Exercise books, pens and bags): provision of school supplies is what the program has delivered to highly vulnerable girls in a vast amount for the last two years (See Fig. 2). As a result, 229,880 (49.2% girls) HVC received exercise books, pens and bags in all intervention regions, based on their grade level and number of subjects they are learning.

1.3 Provision of sanitary pads for selected adolescent girls: In order to avoid absenteeism of adolescent girls due to any discomforts in relation to Menstrual periods, Yekokeb Berhan is providing sanitary pads, cosmetics and soap for selected school attending adolescent girls (15 to 18 years).

1.4 Facilitation of Tutorial support for girls: As girls have a lot of additional household chores to perform after school, it affects their time and energy to study after school and catch up with the other children equally. Most schools in Addis Ababa have allocating weekends for girls tutorial support programs and after school hours to perform through the 1-5 structure (in which one good achieving student is helping other five academically challenged children) in home works, group works and discuss on similar issues. As indicated in Figure 2, 134,616 children (50.4% are girls) benefited from the tutorial support program throughout the intervention areas in the county, in the academic year (2012). By the same year, more than 13,846 highly vulnerable children (51.8% are girls) have attended summer tutorial program provided in different government schools in Addis Ababa and in regional towns. The summer tutorial support program was led by WoCYA at woreda level by using volunteer university students who came from different institutions for vacations. I also witnessed in one school in Addis Ababa, Kirkos sub-city where children were attending the tutorial program run by the trainees from the Kotebe College of Teachers' Education.

2. Other similar (mostly non-material) education supports: The following services indicated below are also provided for vulnerable children in Yekokeb Berhan program based on identified needs. These are done mostly by creating referral linkages with different stakeholders such as the *woreda/Kebele* Education and Training Board, Education Office, private schools and individuals. By doing this, Yekokeb Berhan has been a model to others in taking care of HVC, especially girls to access for education.

Figure. 3. HVC receiving various education supports (other than school supplies)



Source: Yekokeb Berhan Program for Highly Vulnerable Children, Annual progress Report (FY 2013, p. 30)

a) Exemption of School Development Fee for Destitute Girls: The 1994 Ethiopian Education and Training Policy clearly indicated primary education to be free. However, there are indirect costs that schools need to get an income to renovate their compound, or duplicate examinations or for painting. From my experience, I learned that children at primary level are required to pay 50-60 birr for registration at primary schools and up to 100 birr in secondary schools. There are also costs that children are required to contribute for, such as teaching aid preparation and textbook borrowing. But vulnerable children's families are not able to fulfill all these expenses. In this regard, Yekokeb Berhan Program partners in collaboration with PSTAs and Community Committees (where the Woreda Education officer is an active member) identifying children's families who are unable to contribute for the school development fees and discussing with the school administration to make the child free of paying for registration and similar costs. This is very essential for girls especially; as they are the first options to remain at home if their families are unable to pay. In this regard, Yekokeb Berhan Program is exemplary and directly implementing GoE's directions indicated in the ESDP IV (2010-2015),

Therefore, in 2013 approximately, 27,282 destitute children (out of these 13,752 are girls) were exempted from paying school development fees in different schools of the intervention areas in Ethiopia. (See Fig. 3). More than 2,364 HVC from destitute HHs (51.4% girls) were their school development fees covered throughout the intervention *woredas* of the program, out of these 722 children (322 are girls) in Addis Ababa in 2012/13.

b) Referral for educational support (e.g. scholarship): this is another option where the program is implementing for poor girls and boys. This is based on scholarships from the school or third-party sources, such as individuals. These options make the support of the program to be flexibility to address the diverse educational needs of vulnerable girls. In this regard, in Addis Ababa alone, where the program is functioning, nearly 621 HVC (362 are girls) have got to continue their education in private schools.

c) Awards for best performing children: one of the techniques of positive reinforcements to enhance children's learning is recognizing children's efforts in their academic progress and on the contrary discouraging their bad behaviors through negative reinforcement. As a result, provision of awards in the form of reference materials and dictionaries for those children who performed better as compared with others is one form of recognition. Hence, in this program approximately, 3,629 HVC (49.4% girls) who were attending in different government schools and ranked 1-3 per section were awarded with reference materials, dictionaries in the academic year and similar number of children in 2013. It was about 1,166 highly vulnerable children (53.2% girls) for Addis Ababa who got rewards.

d) Education visit- educational trip to historical places and public recreation centers is one of the education services that are provided for vulnerable children targeted in the program. The aim is to relieve these children from psychosocial stress and improve their socialization. The annual progress report indicated that in the year 2012/13 approximately, 93,154 children (50.5% girls) have received educational visit to different places in Ethiopia.

2.3.3 Other Service Areas and Coordination of Care that would Support HVC Education³

Yekokeb Berhan program is implementing various services which are named as a “*Circle of Support*”, this highlights the fact that all children need all areas of support in order to grow up strong and healthy. This can be strengthened in three main ways, as indicated in CSI document (2012, p.27):

- a) *Through the effective coordination of care with Government, community resources and other organizations. This process is also called Systems Strengthening, and it also is shown as the frame or circle that surrounds rest of the services.*
- b) *Through Economic Strengthening of the household - that is, increasing the family's income or assets through savings groups, business skills, income-generating activities, job-readiness and employment, or other sources of support.*
- c) *By providing skills and knowledge in one or more of the other six service areas that are described. Activities in each of these areas will take place as part of Yekokeb Berhan. Some of these activities are directed to the household – for example, by training the parent or caregiver in a new skill – and some of these involve the children directly.*

The following illustration shows the 7+1 services for the child as, “*Circle of Support*” including Coordination of Care.

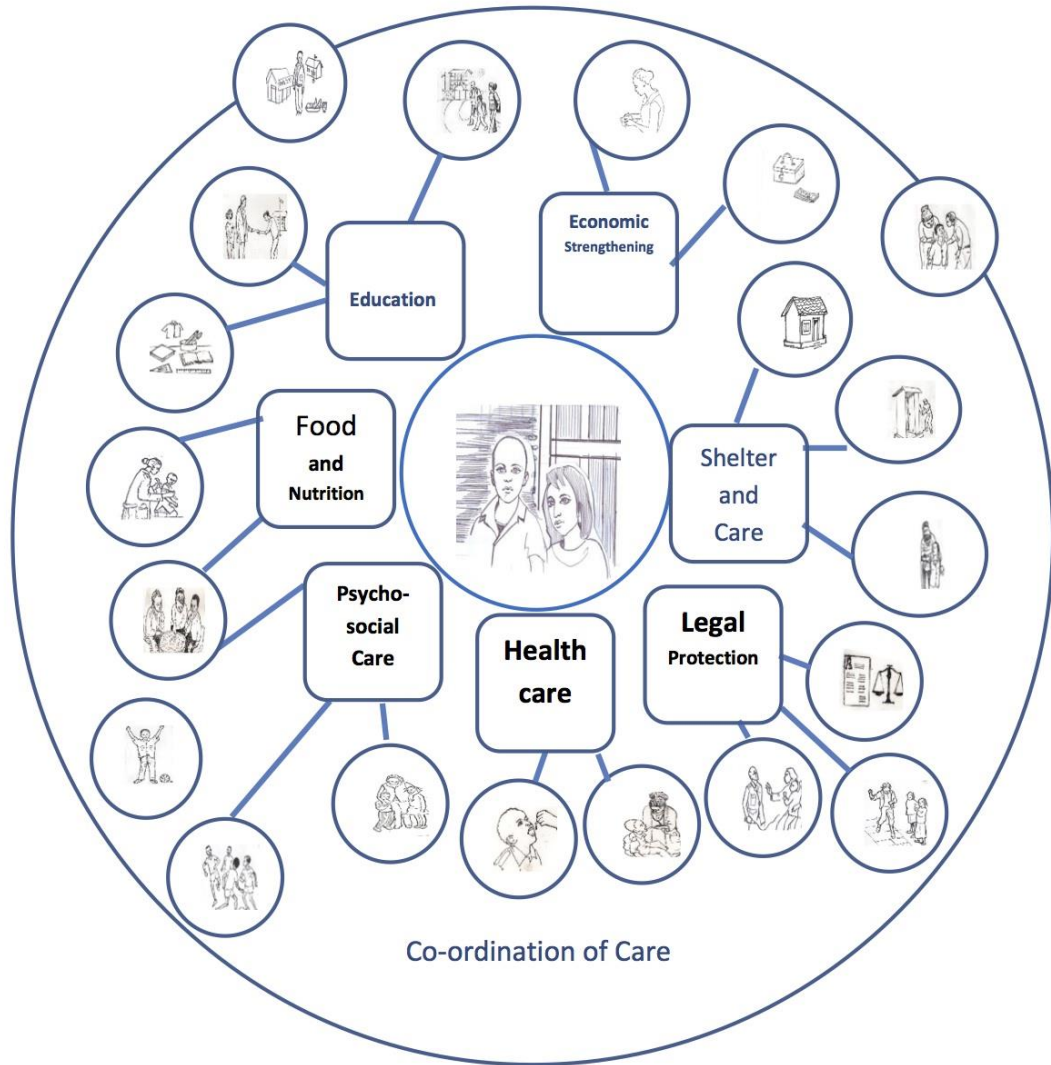
³ Child Support Index & Care Plan (revised): Training for Partners and Volunteers, Yekokeb Berhan, September, 2012

Figure. 4. GoE Standardized Areas of Service for Vulnerable Children

Yekokeb Berhan/ Pact Program for Highly Vulnerable Children

Surround the Child

Government of Ethiopia Standardized Areas-of-Service
for all Children



Source: Yekokeb Berhan CSI, 2012. P. 28

In addition to the direct material and non- material education supports for girls, the program is also providing psychosocial support, health, food and nutrition, shelter and care and child protection services that are directly or indirectly related with girls education and affects their attendance, performance or retention. Because a child needs to be healthy, well-fed, emotionally supported, and decently housed in order to regularly attend school and concentrate on her or his studies.

- a) Psychosocial support service⁴:** Yekokeb Berhan recruits and deploys Volunteers by providing various trainings to recognize sign of trauma and stress among children and equips them with skills to deliver psychosocial care to children and their caregivers. Accordingly, 414,186 HVC (208,666 boys and 205,520 girls) were reached with psychosocial support in (2012/13). One of the prominent services under the psychosocial support is provision of Better Parenting Skills for caregivers of highly vulnerable children. This includes how to communicate positively with their children, types of parenting styles and their impact on the child's overall emotional and physical development and how to avoid corporal punishment.
- b) Health service⁵:** Health is another component which is provided for highly vulnerable girls by the program. Yekokeb Berhan program provides health education for the families of vulnerable children by using Health Extension Workers (HEWs), immunization and referring children to private or public health posts by the help of volunteers. The program is working with MoH (Ministry of Health) at local levels to implement the governments free health package for destitute families.
- c) Food and Nutrition⁶:** Lack of balanced diet or sometimes absence of any thing to eat in the families of vulnerable children is not uncommon. This is especially true for school attending children that negatively affects their learning; an empty stomach has a very low energy and interest for learning.

⁴ Yekokeb Berhan PMP, 2011

⁵ Ibid

⁶ ibid

In collaboration with WFP (World Food Program), selected and very vulnerable children in Yekokeb Berhan program got direct food support (1 kilo of Lentil, 3 kilos of wheat and 1 liter of oil) every month. Moreover, selected mothers or guardians of these vulnerable children are trained with Perma-gardening activities in their small plots of garden, (though most of them are living in *Kebele* houses and do not have space for growing vegetables) in places where Perma-gardening activities are practiced, families got an income from the sale of the vegetables, which is beyond their personal consumptions. The other activity here is that mothers are grouped in saving and credit groups (CSSGs) among themselves to enable them save some amount of money monthly and invest for improving their business. The purpose is to help their children's education and other social needs even after the program phases out.

d) Child Protection⁷: are services that have the desired outcome that a child is free from any abuse, neglect, stigma, discrimination, or exploitation. Services can include: preventing children from being in abusive and exploitative situations, educating communities and raising awareness-on child related rights and laws and establishing reporting mechanisms, monitoring protection needs of vulnerable children and caregivers and providing quality services to address individual needs. **Legal aid service:** is part of Child protection, which aims at addressing violation of rights and protection needs of HVC and caregivers. Such services include: facilitating birth registration, facilitating access to inheritance claims, will writing, removal of children from high risk situations and strengthening referrals to legal protection services.⁸ To address this issue, trained volunteers on child protection are always ready to help these girls. When a girl faces any form of violence, volunteers work directly with WoCYA office at the *woreda* level and in collaboration with the local police, the case will be directed to the court. Side by side, the child who faced any abuse would also get medical support as necessary.

⁷ Yekokeb Berhan PMP, 2011. P. 23

⁸ Ibid

e) **Shelter and care**⁹- Yekokeb Berhan has been providing this service for vulnerable children. Shelter services can include renovation of shelters through community contributions, provision of clothing, hygiene materials, bedding, cookware, and other household items considered to be necessities. **Care** refers to support extended to HVC by caregivers and includes home visits, advocating for the provision of alternative care options, assisting children and adolescent HVC to meet their own needs, creating a supportive social environment, provision of short term shelter for abandoned children, transitioning HVC from institutional care to a family setting, reunification and family integration, training of guardians or parents on the provision of care to HVC, and any of the above services delivered to HVC through referrals.

⁹ Ibid

CHAPTER 3

DESIGN AND METHODOLOGY

3.1. Design of the Study

The main purpose of this study was to investigate the extent to which the education services provided by Yekokeb Berhan program improve the education of targeted vulnerable girls and to identify the likely lessons that could be learned from the program to effectively address education of girls. It has used mainly qualitative methods in combination with some quantitative research methods for supplementing the findings and to increase its objectivity. To get qualitative information, instruments such as Key Informant Interviews (KIIs) were conducted with *woreda* Education office representatives and program staffs. In Addition, caregivers and girls, who are direct beneficiaries of the program, were also included in the interviews to get their opinions about the support. Moreover, FGDs were conducted with program volunteers and individual case stories compiled from children and families of the program and analyzed in order to get supplemental evidence on the program's support for girls. Primary quantitative data on performance of targeted girls at school- the average academic score of two consecutive years (2012 and 2013) were collected from 76 girls attending grades (5-8) in different schools and analyzed to triangulate the qualitative findings. On the other hand, a secondary analysis of the existing data base of the 500,000 HVC of the program that shows children's enrolment and the types of services they are receiving from the program were rigorously revised.

3.2. Study Areas

The study was conducted in Addis Ababa. From the total of eight sub-cities where the program is functioning in Addis Ababa, four Sub-cities (Addis Ketama, Kolfe Keraniyo, Gulele and Yeka) that have the largest number of HVC were purposely selected. There are 63,700 (52% are girls) targeted HVC by Yekokeb Berhan program in Addis Ababa in partnership with eight Local NGOs. Out of these, the study has focused on four Local NGOs (namely, MAEDOT, KORE-CFCS, HIDA and EOC-CFAO) in four Sub-cities that served more than **25,997** (52.8% are girls) most vulnerable children.

Table 5. List of sample sub-cities and *woredas* with target population in Addis Ababa

Name of Implementing Partner	Sub-city	# intervention <i>woredas</i>	# of children served in the program (sample population)
EOC-CFAO	Yeka	11	5978 (3328 girls)
HIDA	Gulele	2	4104 (2161 girls)
KORE CFCS	Kolfe Keranyo	5	7000 (3612 girls)
MAEDOT	Addis Ketema	9	8,915 (4641 girls)
Total		27	25,997(52.8% girls)

Source: Yekokeb Berhan Program Partners proposals- 2013

As shown in Table 5, the four sub-cities that are containing the largest number of HVC served by the program were selected randomly. For instance, Addis Ketema sub-city is a place where there is the national bus terminal and the largest receiver of migrant children from the different corners of the country. Similarly, places like Kolfe Keranyo and Gulele sub-cities have many pocket areas where the most vulnerable groups of the community are residing. Hence, children targeted in these sub cities are practically vulnerable to different risks,

including no chance of going to school or late starting of schooling (because it is difficult for poor children to get a permanent place to live in these areas).

3.3. Study Participants

The study participants of this research were highly vulnerable girls and their caregivers (usually parents or guardians), program volunteers, staffs and woreda WoCYA representatives. Girls are selected from the second cycle primary grades (5-8) who are attending in different government schools in Addis Ababa. Volunteers, who are within the community, are not paid employees but working with a transport allowance only and serving from 20-25 children in their neighborhoods. They received various on the job trainings (volunteerism, how to identify vulnerable children, psychosocial support and many others) and that enhanced their knowledge of the program. Moreover, implementing partners' staffs were also included in this research to get diverse information about the program's support. I also included stakeholders from BoWCYA, external to the program but are members of the Community Committees and directly working with the program.

3.4. Sample Size and Sampling Techniques

Yekokeb Berhan program is working with 39 Implementing organizations (Local NGOs) operating in the nine regions and two administrative cities in Ethiopia. It covers 235 *woredas* serving 500,000 HVC all over the country. In Addis Ababa, with the exception of Bole sub-city, the program works in all the nine sub-cities; reaching more than 63,700 HVC (52% are girls). Hence, Addis Ababa is selected by considering the following criteria:

- As the Head Office of the program under investigation is in Addis Ababa, it is easy to access all the relevant documents (including the national data base) and to contact implementing partners through the office.
- As the program is using similar selection criteria for all beneficiaries in the country and providing similar services to each child.
- Considering that out of the 24 first round IPs that are working initially with the program, the majority (eight of them) are in Addis Ababa.

Table 6. No. of Research participants in the study

Sub-cities	# of Volunteers in the FGD	# of people interviewed from MoWCYA,	#girls interviewed	Parents/guardians	Program staff	# of girls whose academic report is collected
Gulele	8	1	4	5	1	18
Kolfe-Keraniyo	10	1	4	-	1	20
Addis-Ketema	7	-	4	4	1	15
Yeka	10	-	2	3	1	23
Sub Total	35 (5 males)	2 (1 female)	14	9 (1 male)	4 (all males)	76
Total						140

As indicated in Table 6, research participants are from the different stakeholders of the program. These are children benefited from the program, volunteers who are directly working with children, parents/guardians and program staff. Initially, I randomly selected the 35 volunteers from the four organizations (for the four FGD's of 8-10 members). All the 90 girls (who participated in the interviews and those academic scores were collected) were selected randomly from the list of beneficiaries (supported girls attending grade 5-8), then program volunteers helped in collecting their report cards. Besides, I selected one program staff from each sample organization, who are said to be key staffs in the overall project implementation (proposal writing, budget management and routine monitoring including staff management). For the purpose of triangulation; government staffs who are working in BoWCYA office, were selected through availability sampling

because the program signed working agreements directly with these offices at *woreda* level. Moreover, to have additional information on the program's support, children's parents/guardians were also included by randomly selecting from similar sub cities.

3.5. Data Collection Instruments

3.5.1 Qualitative data collection instruments

3.5.1.1 Focus Group Discussions Guides: In order to get different opinions from similar groups of participants, FGD guides were developed and discussed with the advisor. The guiding questions focused on *how volunteers follow up children's education, how they evaluate the education support by the program towards improving the attendance, performance and retention of highly vulnerable girls and what the program should improve?* etc. Hence, four FGDs were conducted with a group of volunteers (8-10 participants in each group) from the four sub-cities. They are selected by Community Committees from the neighborhoods based on some of the following criteria (those having voluntary service experiences, good reputations with in their communities, those who are not formally employed or do not have permanent job, committed to serve vulnerable children, etc.). Immediately after joining the program, each volunteer will sign a pledge form and Yekokeb Berhan's child protection policies, adopted by respective

implementing partners (organizations). Starting from the selection of children and identifying their needs and preparing care plans, volunteers are engaged in a number of routine activities including frequent home visits and provision of services for every child assigned for them. Therefore, volunteers have direct knowledge and experiences about the program support.

3.5.1.2 Interviews with Different Stakeholders:

Interviews with Children and their Parents: in order to obtain information from individual girls and their caregivers, interview guides were developed and translated in to Amharic that focused on *the type of services that children are obtaining from Yekokeb Berhan program, their impressions about the services they get, how much it helped in their educational participation (e.g. attendance, performance and school activities) and what should the program improve to better address girls education, etc.* As a result, I interviewed 12 girls from different grade levels (5-8th grades) and different schools and 12 parents/guardians. This was important to get first-hand experience from the end users of the program. the interviews were conducted in Amharic language and also audio recorded to further refer the sayings for data analysis.

Life History Interviews: to get more practical experiences from children about the program, in-depth interviews were conducted with two girls in the presence of their parents. It was unstructured interviews focused on, *how much the program supports them? What would have happened to their education; if they were not supported by this program? About their everyday life, what plans do they have in the future after this program is phased out?* etc. These two girls were selected by the help of partners' program staff and they are living around the National Theatre slum areas of Addis Ababa. For confidentiality, their names were changed and a consent form was also signed by their parents (to get their agreement to make the interviews) as they are below the age of 18.

Key Informant Interviews (KII) with Program staffs: In this study, four program staffs (one from each organization) were selected purposely to get relevant information on Yekokeb Berhan program's support for HVC. These persons have a leading role in the overall program implementation, thus they were able to give sufficient information as a program person. It was semi- structured interview guides and translated in to Amharic. It focused on *how they did evaluate the changes in the education of highly vulnerable girls, how much it is effective? What should the program do differently, and etc.*

Key Informant Interviews (KII) with Government Offices:

Bureau of WoCYA is directly working with the program. Hence, they are key actors of the program together with Local NGOs in each intervention *woreda* or *Kebele*. Similarly the interview guides were semi-structured and translated in to Amharic that focused on *how much the program has addressed out of school girls in the woreda, about the selection process of beneficiaries, how much the support brought about changes in girls education and what should the program change to better address girls education*. Hence, one representative from each sample *woreda* were planned but conducted with two of them.

3.5.1.3 Document review- Program documents such as Program Proposals, Annual and Semi-annual progress reports (both FY2012 and 2013), MoU (agreements), Newsletters (of the program) and Training Manuals and Guidelines were revised in detail. The findings of the reports were triangulated with the qualitative data collected from the field.

3.5.2 Quantitative data collection instruments

As this study was mainly focusing on qualitative data, it used some statistics in order to supplement the qualitative information. Hence, for quantitative data collection, I used girls report card for the year 2004 E.C (2011/12) and 2005 E.C (2012/13) that they received at the end of each academic year; and Education

Statistics Annual Abstracts (2010/11, 2011/12 and 2012/13) of the MoE. Besides a secondary analysis of the existing database of the program- a data base of 500,000 registered beneficiaries (children and their families) that generates a report on the kinds of services that children were served- for instance, number of school attending children who got tutorial support or number of children who received school supplies or uniforms in a year, etc. were used.

3.6. Procedures and Ethical Issues

- Eight to ten volunteers for each FGD were selected purposely from each sample partner organization based on their year of service (two years and above) and who took different trainings from the organization. The procedures for obtaining informed consent from these volunteers who engaged in the study were made prior to the FGD sessions and ethical issues on the confidentiality and use of the data were maintained. Initially, it was made clear for all participants that participation in this study was solely voluntary.
- The instruments used for qualitative data collection were developed and discussed with the advisor, the medium for conducting FGDs and interviews were in Amharic and each interview (with program staff, children, caregivers and GoE staff) took up, approximately an hour and the FGDs (with volunteers) took one hour to 1 ½ hours. Every interview and FGDs were audio recorded by obtaining permissions from participants to catch all what has been said by participants.

- After children are randomly selected from the list of girl beneficiaries served by the program, interviews were conducted in the nearby schools with the presence of volunteers. In the same way, the life history interviews were also conducted in children's houses in the presence of their parents and by the help of the program officers and the volunteers. Initial permission was requested to record stories (using audio-recording) for the purpose of research and was approved by children's families by signing on a consent form developed by the program for this purpose.

3.7. Data Analysis

3.7.1. Qualitative Data Analysis

As indicated in the design section, this research is basically a case study of a specific program where qualitative and quantitative data were collected and analyzed in detail. Analysis of the qualitative data has been started at field, adding up and amendment of the questions and further content analysis took place while the data were collecting. I took also lessons in different FGDs and shaped the questions and ways of probing mechanisms in different sites. After the field level preliminary data analysis, the following steps were used:

Step 1. Transcription

The information collected from all study participants (the interviews and FGDs) have been done first by arranging the list of questions in the FGDs and interviews against the themes of the research. This was done for each participant. Hence, one big document with raw data was developed by

incorporating all information from each participant. This was very essential step to further triangulate with each category of participants (children, volunteers, parents, GoE staff and program staff).

Step 2. Theme category:

The detailed raw data has been categorized under different themes in relation to their meanings and settings. Ideas or points that resemble were identified and merged to obtain a meaningful data. And then, I formulated appropriate terms or phrases that give catchy messages to the readers and to me as well.

Step 3. Thematic analysis and discussions

I analyzed each cluster data under each theme category thoroughly. Discussions of different categorized ideas have been followed theme by theme and triangulations have been done to ensure the validity of the data. To maintain verisimilitude in the narration, I tried to present the findings from each participant by including direct quotations and summary of ideas.

3.7.2. Quantitative Data Analysis

Girls academic results (average score) of 2004 E.C (2011/12) and 2005 E.C (2012/13) were collected from their report card. These children are attending in different government schools in the four sub-cities (Addis Ketema, Kolfe Keranyo, Yeka and Gulele). In order to decide the promotion and repetition rates of these children, descriptive statistics such as arithmetic mean, percentage and standard deviations were used. Moreover, secondary data analysis of the existing data base of 500,000 children of the program has been used to see the number of girls made to be enrolled in different schools by the help of the program, the number of children who got tutorials support, those who got scholastic materials and other related services that may directly or indirectly help their education, were analyzed in detail.

CHAPTER 4

DATA ANALYSIS AND DISCUSSIONS

4.1. Demographic Characteristics of Participants

The data required for the study were gathered from different sources. Tables 7, 8, 9 and 10 presented the detailed demographic characteristics of the study participants.

Table 7. Demographic Characteristics of Volunteers

Organization	N	Sub-city	Sex		Education Background	Year of Service
			Male	Female		
MAEDOT	7	Addis Ketama	-	7	Grade 6 th (3),grade 8 th (1), grade 10 th (2) and Diploma (1)	9 months to three years
HIDA	8	Gulele	3	5	Grade 8 th (3), grade 10 th (4) and Diploma (1)	1 year to 3 years
KORE CFCS	10	Kolfe Keranyo		10	Grade 6 th (3),grade 8 th (3), grade 10 th (4)	9 months to three years
EOC-CFAO	10	Yeka	2	8	Grade 6 th (3),grade 8 th (2), grade 10 th (2), Certificate (3)	1 year to 3 years
Total	35		5	30		

As shown in Table 7, volunteers participated in this research were from different sub cities where the program is operating. Every volunteer is assigned to 20-25 children to make regular home visits every week to provide care and follow ups about their class attendance, school activities, their hygiene, safety, nutrition and relationships with child's caregivers/parents. Volunteers education background varies from primary school complete to certificate and Diploma holders and they served from nearly one year to 3 years as volunteers.

Table 8. Demographic Characteristics of sample students (all girls)

Organizations	N	Age	Grade Levels			
			5	6	7	8
MAEDOT	15	12-16	1	3	6	5
HIDA	20	11-15	4	7	5	4
KORE CFCS	18	11-17	2	7	6	3
EOC-CFAO	23	11-15	4	11	5	3
Total	76		11	28	22	15

As indicated in Table 8, the age and grade levels of children participated in this study were different. They were solely girls who are attending in the second cycle primary grades (5-8). The mix from different grade levels and from the four organizations helped to get heterogeneous data. These girls are attending in more than 10 public schools in Addis Ababa located in the four sub-cities.

Table 9. Demographic Characteristics of Program staff and Government representatives

Organizations	Positions	Location	Sex		Qualification	# of Year of Services
			Male	Female		
MAEDOT	Program Officer	Addis Ketema, Woreda 9	1	-	BA in Management	5
HIDA	Program Coordinator	Kolfe Keranyo	1	-	MA in Educational Research	10
KORE CFCS	Program Coordinator	Kolfe Keranyo	1	-	MA in Sociology	8
EOC-CFAO	Program Coordinator	Arada, Piassa	1	-	BA in Management	10
WoCYA	Child Protection Officer	Kolfe Keranyo, Woreda 5	1	-	BA in Sociology	4
	Education office Expert	Gulele, Woreda 2	-	1	Diploma in Secretarial Science	1
Total	6		5	1		

As shown in Table 9, the participants were from Implementing partners staff and BoWCYA office. Program Coordinators of implementing partners are key actors in the program as they manage the budget and activities. They also monitor the overall program and responsible for officers, community facilitators, volunteers and work with government entities. The participants from the BoWCYA office were members of the community committee who are selecting volunteers and children (beneficiaries) for the program.

Table 10: Demographic Characteristics of Parents/guardians

Organizations	N	Relation to the girl	Sex		Job	# of girls served in the Program
			Male	Female		
MAEDOT	4	Brother	1	-	Daily laborer	1
		Mother	-	1	Daily laborer	1
		Aunt		2	House wife	2
HIDA	5	Mother		1	Pension	1
		Grand Mam		1	Housewife	1
		Mother		1	Selling small products	1
		Mother		1	Daily laborer	1
		Mother		1	Housewife	1
EOC-CFAO	3	Grand Mam	-	1	Washing cloths	1
		Grand Mam	-	1	Selling Injera	1
		Mother	-	1	Daily laborer	1
Total	12		1	11		12

As indicated in Table 10, eligible households were included in the study. They are guardians (grand mam's) and parents with lower and irregular income that would come from daily labor and families' pension. Though these guardians/parents are less likely to follow up their children's education due to their being busy of winning their daily bread, however, they have a say towards the program's support to educate their children.

4.2. Results and Discussions

The main purpose of this study was to investigate the extent to which the education services provided by Yekokeb Berhan program improve the education of targeted vulnerable girls and to identify the likely lessons that could be learned from the program to effectively address education of girls. Both the qualitative and quantitative data obtained from the research participants and document analysis was collated and analyzed based on each basic research question as follows:

4.2.1. Perception of beneficiaries and other stakeholders on Yekokeb Berhan's education support to targeted highly vulnerable girls

As indicated in the program's report documents and confirmed by research participants, targeted children got different services from Yekokeb Berhan Program on annual basis such as *school uniforms, scholastic materials, soap and cosmetics, blanket, food support and sanitary pads (for those who reached menstrual cycle)*, that helped children's learning in various ways. Moreover, as indicated in the program's report, the most important dimensions affecting the life and education of HVC such as health and safety, nutrition, family relations and mental health (both the psychological and social well-being of children) are also provided to these children.

With regards to psychosocial support, the program report (FY-2013) stated that:

Volunteers and IP staff played an active role in identifying the psychosocial needs of each HVC and their caregivers and provided different psychosocial services. This in turn resulted in a measurable change in the lives of our HVC that made spiritually, emotionally and psychologically strong. Parenting skills training and the significance of psychosocial support facilitated during coffee ceremony events were essential to openly discuss their problems and devise solutions together.

The annual program report also stated that, the nutritional and health needs of HVC are addressed through mobilizing local resources and strengthening linkages with organizations that provide food support such as WFP and by promoting *Prema-gardening* activities (where training is provided on how to grow vegetables in a small plot of land in urban settings). Health care services focused on preventive methods by educating caregivers and HVC through volunteers and health extension workers and referring children to GoE health posts to get free medication, especially for the poor. Children also get child protection and legal services including re-uniting street HVC with their families and renovation of poor houses of selected HHs. Girls and caregivers in the target groups of this study are also benefiting from these services based on their needs. Therefore, if most of their basic needs are met at home, these children would go to school and learn like any other child. The program's report findings are also supported by the reactions from participants.

Parents' reaction towards the support: Most caregivers participated in this study confirmed that the supports were essential, especially having uniforms and exercise books on time helped them to send their children to school like any other student because most parents could not afford the cost of these materials for all members of the HH and they expressed their gratefulness for the organization's support. As some of them explained, they do not have sustainable income and could not fulfill their children's basic needs, even. One of the parents participated in the interviews in Gulele Sub city said that, "*...as this program [Yekokeb Berhan] bought a school uniform for my two children, I am very happy. It was difficult for me to fulfill... even last year, my neighbor has bought them uniforms and they went to school.*"

As it is indicated in the program documents, all children do not obtain the same kinds of support, but it is based on individual needs assessment. Overall, those school aged children are supported in scholastic materials, uniforms and exemption from school development costs (particularly the destitute children). Based on the opinions of participants, the support provided by Yekokeb Berhan was satisfactory to continue their children's education, it is possible to imagine that caregivers have the interest to see their children go to school, they value education, but their main challenge is poverty. Hence, the program has been trying to reduce the likely discrimination happening on children because having uniform reduces stigma, makes the kid feel prepared for school and "*like every other child...*" hence greater self-esteem and desire to learn.

Girls' reaction on the provision of education supports: sample girls who are beneficiaries of the program were also interviewed to see their impressions on the program's services. Almost all the 12 girls interviewed explained similar feelings in that obtaining these scholastic materials have helped them a lot because parents could not afford to buy and avail it on time. As their parents are poor, the program helped families to save the money for other purposes. These girls also highlighted the importance of learning and obtaining materials from the program were very essential that contributed a lot for their success in schools. To a response for "what if this program did not fulfill these scholastic materials?", a grade eight girl in Addis Ketema Sub city said that:

My parents could fulfill these materials step by step, i.e one exercise book at a time and after a month another..., but not the whole package for the year at once. So it is important to get all the necessary materials when school begins.

(Student interview, 12/04/2013, 10:00-11:00am)

From their opinions, I learned that these kids are worrying when a new school year comes about who is going to fulfill these materials? Whether they are going to school or not? This is because they understood the situation of their families and because they knew that many of their needs were not met. That means, if a student goes to school with only one or two exercise books, it is obvious that she/he would face with challenges by their teachers in the classroom, this may create frustrations and prefer to remain at home or miss classes, which largely affects their school performance. Hence, fulfilling the required scholastic materials at once by the program has a meaning for the child to attend regularly and creates interest for them. Some of the girls that I interviewed also assured

that they were requested to pay for school development fees and registrations but they were helped by volunteers to be exempted from school indirect costs.

Volunteers' reactions to the support: In focus group discussions with volunteers, different ideas were mentioned about the provision of sanitary pads and scholastic materials and their contributions for girls' education. For instance, one of the female volunteers in Kolfe K. Sub city said the following about sanitary pads:

Most of the girls do not have pants and sanitary pads. I have a girl whom I am caring for in Yekokeb Berhan program. One day, I saw her returned from school during the school hour, I asked her why? But she said that she is at Mensuration period and should return home to get some cloths to use. Most of her friends are doing that. They are tearing a portion of their mother's cloths to use as pads during menstruation. So I fear, they prefer to be absent at that time.

(Volunteer FGD, On 03/05/2013, from 11:00-12pm)

Therefore, this program is essential in addressing one of the problems of many adolescent girls in this regard and helped to improve their attendance. Most of the volunteers participated in the FGDs assured that besides fulfilling school supplies, Yekokeb Berhan is also availing blanket and mattress based on children's family needs. Volunteers feel that the program solved the problem of many girls; those who were unable to eat breakfast were supported to get meals in collaboration with other organizations. Moreover, volunteers explained that there are lots of child abuse issues happening on vulnerable girls; that negatively affects their education, which includes; working longer hours, beating, rape and harassment.

As Alemayehu (2009, p.31) indicated in his studies on education of OVC in Ethiopia, “...*their situation [vulnerable girls] is further worsened by high exposure to abuse and maltreatment with very high risk of being economically and sexually exploited*”. As a result, the continuous psychosocial support provided by volunteers during home to home visits helps these children to feel that they have somebody to talk to when any abuse or violence is happening on them, which in turn creates sense of security for girls.

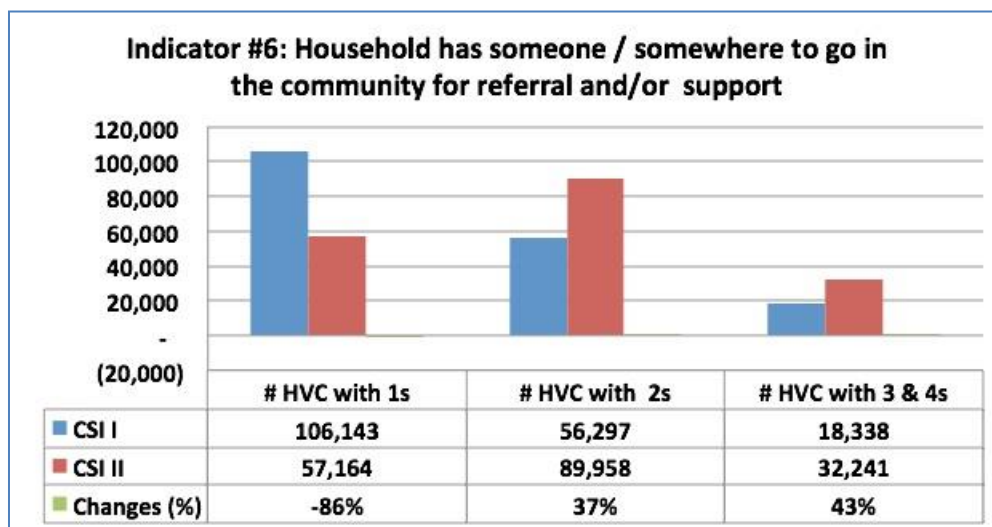
Volunteers’ home visit: one of the unique characteristics of this program is the involvement of volunteers (mostly females). They have significant roles in the enrolment, attendance and performance of targeted children. They knew the children’s families and their background (whether they are orphans, their income status and their living conditions, even some knew their HIV status to provide priority for these children in various service provisions). As volunteers mentioned, the schedule for their weekly home visits is set by Community Facilitators of partners (they also monitor and provide support to volunteers in each *woreda*). Parents have a welcoming and positive attitude towards volunteers’ home visit and consider it as a great support because volunteers play significant roles in relation to home-works by facilitating peer support or by providing direct support to children. Besides, volunteers encourage children to study, advise them to keep his/her hygiene and link in tutorial support services with schools. Parents also mentioned that volunteers are their neighbors, they visit them day and night and check if their children are going to school or not.

Parents also added that volunteers shared them a lot of experiences and skills that helped their children’s education such as handling children, how to positively communicate with children and avoid corporal punishment. More importantly volunteers knew everybody’s problems and way of living which helped them to refer to various services including house renovations, food and CSSG. One of the male guardians (a brother to a 15 year old and 5th grader girl), who is under Yekokeb Berhan support, said:

She [the volunteer] visits us every week. She asks whether my sister is attending or not. She encourages, advises her constantly. As a result, my sister speaks with her about any challenges she faced, freely. Now my sister’s self-confidence has improved. She also learns well at school.
(Caregiver interview, on 13/9/2013, 4pm)

Volunteers are not only following up children’s education but also referring the HH members to various serves based on prior needs assessment. Hence, the program indicated on what reactions caregivers have towards referrals to different services.

Figure 5. Availability of referral persons for individual HHs for help



Source: Yekokeb Berhan program Annual Progress report (2012)

As indicated in Figure 5, when CSI-1 was conducted at the beginning of the program, there were large numbers of HHs who feel that they have no one to go for help in the community. But in the second CSI (after a year), this number declined radically. In other words, those HHs who feel that there is someone/somewhere to go in the community in case of help has increased dramatically. This difference implies the effect of assigning volunteers by the program to make house to house visits and refer children and the HHs for various services. Hence, as mentioned by parents and children; volunteers' frequent visits or being in touch with girls on a regular basis were essential in improving girls education, though few cases were mentioned by children that volunteers are not regularly coming to home. Due to poverty and the high costs of living, most of the caregivers are busy in winning their daily bread, that made them give little or no emphasis to follow up their children's education, as a result, volunteers follow ups and playing parental role for these children were all very important in promoting success. This finding is concurrent with the ideas of PEPFAR (2012, p.49) which stated that home visiting programs have a positive impact on a child and family well-being in that when staff or volunteers regularly visit households and spend adequate time with children and families, especially those at high risk for poor health outcomes who do not present at health centers or at community venues.

Reactions of program staff for the support: In interviews with the program staffs, one of the male Coordinators said the following about the program's support for girls' education:

Yekokeb Berhan program uses its education related budget effectively and also efficiently deploys its staffs, volunteers and stakeholders towards the improvement of educational performance of vulnerable girls. As a result, significant number of girls' educational performance and participation has been increased.

(Staff interview, on 25/10/2013, 12:53 pm)

With regards to the program's support, program staffs participated in the interviews highlighted that, to improve the school attendance and performance, Yekokeb Berhan works on various activities with different education stakeholders. For instance, facilitating cost exemptions for HVC from destitute families from school development fees. In addition, the provision of tutorial supports for less performing students and recognizing/rewarding best performing students to increase their interest for learning have helped them a lot.

Government Stakeholders reaction towards the support-The Child Protection

Officer from BoWCYA in Kolfe K. sub-city, said that:

The main challenges of girls' education are cultural problems, economic problems, lack of personal hygiene and care materials. As they grew older, their needs are also becoming diverse. So the different services from Yekokeb Berhan are appropriate. It is very flexible unlike other projects in that if a demand or need arises in between, it will be addressed.

(GoE staff interview 12/05/2013 4pm)

The other staff from BoWCYA in Gulele sub-city said a similar thing, *“The support is based on their needs, for instance, one sanitary pad is now 15-20 birr, and hence these adolescent girls could not afford it. I think, the program targets the neediest children.”* Another participant from BoWCYA office said that,

I think the support and care for highly vulnerable children has changed the attitudes of the community in that people started supporting children by themselves or with little help from the outside body (may be NGOs or any other party). The other thing is the economic status of most families in Yekokeb Berhan intervention areas beginning to change, they started saving and investments.

(GoE staff interview, 16/06/13, 2:00-3:00pm)

In general, children, caregivers, volunteers, program staff and the government representatives who are participated in this study have positive impressions towards the educational and other related supports of Yekokeb Berhan program. Parents are happy to see their children are going to school like any other child. They are also happy on volunteers’ regular home visit. Because they discuss not only about education issues but other social and economic issues as well. Volunteers were witnessing the importance of the education support for girls in that it contributed a lot for enhancing the educational opportunity of girls by addressing the different barriers, which was also ascertained by the caregivers and children themselves during interviews. The fact that volunteers follow up of children’s education enhanced the caregivers’ roles and provision of psychosocial supports were essential especially for vulnerable girls. Moreover, 90% of the community volunteers of this program are females, which have its own positive influence on girls’ education, being as “role models” and an opportunity for girls to discuss psycho-social problems at ease.

4.2.2. The extent to which the program made differences on the educational status (enrolment, attendance, performance/promotion and retention) of targeted highly vulnerable girls

The education outcomes of Yekokeb Berhan Program for highly vulnerable children are directly emanated from the desired outcome planned by the MoWCYA (2010, p. 22) which stated as, “OVC is enrolled, regularly attend school and completes a minimum of TVET and preparatory education.”

Table 11. Education Service indicators of Yekokeb Berhan Program

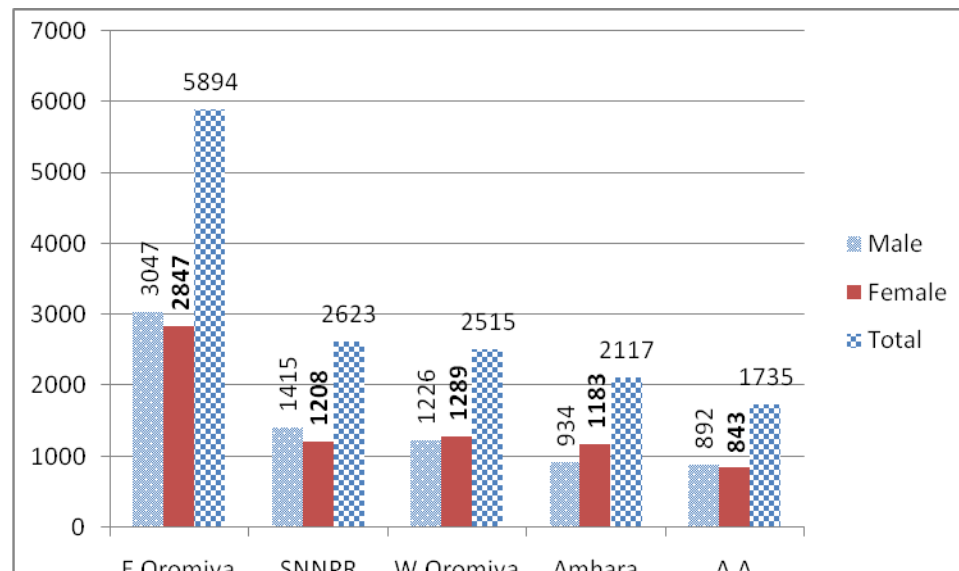
Input/process level indicators	Output level indicators	Outcome level indicators	Impact level indicators
<ol style="list-style-type: none"> 1. Facilitating access to education for all school aged HVC 2. Provide uniforms and school supplies 3. Identifying barriers to education of HVC 4. Facilitate tutorial supports for academically challenged HVC 5. Training of teachers and PSTAs in the educational needs of HVC 6. Supporting Inclusive school policies and practices 	<ol style="list-style-type: none"> 1. No. of eligible children registered and attended age appropriate education/learning 2. Types of barriers to education of children identified and addressed 3. No. of eligible children received scholastic materials such as School uniforms, exercise books, pens and pencils 4. No. of PSTA members trained in education trainings. 5. No. of children with special needs benefited from the education services 	<ol style="list-style-type: none"> 1. Percentage change in school enrollment and regular attendance among targeted HVC 2. Percentage change in school dropout rates 3. Percentage change in school promotion and completion rates. 	<p>Educated and confident child Vulnerability among HVC and their families reduced Change in quality of life of HVC and their families</p>

Source: Yekokeb Berhan PMP and Education Implementation Guideline (2012, p.35)

As indicated in Table 11, there are output, outcome and impact level indicators that Yekokeb Berhan program has planned to address by the end of the five years period. In this study, the outcome level education indicators, specifically changes in enrolment, attendance, performance and retention of highly vulnerable girls that are targeted and served by the program were assessed.

Change in Enrolment: Large numbers of out of school children who should have been in school in the year before (2011) but weren't, made to be in school by the help of this program. The data collected by the program from 37 implementing partners throughout the nine regions and two administrative cities showed that 14,884 children were able to access education as a result of the program's intervention¹⁰ (see Figure 6). Out of these, **7370** (49.5%) were girls.

Figure.6. No. of out of school HVC that have accessed to education by the program by different regions.



Source: Yekokeb Berhan Newsletter, February 2013, Issue 2. P. 4

¹⁰ibid

As indicated in Figure 6, more children who would have been out of school were addressed, particularly in Oromiya and SNNPR and significant numbers in Amhara and Addis Ababa. It is also observable that girls are comparably **(49.5%)** equally accessed to different government schools in the country by the help of this program. In doing so, the program has ensured the right to girls' education; they could otherwise remain out of school for several reasons. This would also contribute significantly for the overall gross enrolment rate of girls and boys in the country.

Improving attendance: The focus group discussions with volunteers and interviews with children indicated that highly vulnerable girls have lots of problems to attend school regularly. Some of the challenges mentioned were; lack of parental follow up, poverty, lack of food, repetitive sickness, cultural or attitude problems and also social aspects such as migration from rural areas to urban areas resulted in being late to register or totally being out of school. Interestingly, however, the interviews with Government staff and volunteers showed that Yekokeb Berhan's support has addressed many of the attendance challenges of vulnerable children. For instance, the Child Support and Protection Officer from BoWCYA in Gulele sub city of *woreda* 5 said that:

*Children may be absent for simple reasons, for instance if they do not have exercise books or pen. So, Yekokeb Berhan's support in the supply of scholastic materials encourages and motivates school attendance of children. They feel confident to go to school.
(GoE KII, on 08/09/2013, 3pm)*

Similarly, a female volunteer in Addis Ketema sub city added:

We follow up children, we contact their teachers. Teachers give us every month's attendance reports (mainly those who get food support). Sometimes there is a problem of going late to school. Due to health problems, some of them may be absent 1-2 days until they are recovered. Otherwise, absenteeism is low in general (Volunteer FGD, on 08/09/2013, 8:30 am)

Interviews with parents, whether they are following up their children's (girls') attendance or not; they highlighted that due to their busy life, they are not able to fully following up their children but some of them mentioned that they are happily checking children's exercise books (especially those literate families). The interviews with children also assured that they are attending school regularly. It seems that repetitive sickness and household chores were the reasons for most children to be absent. As a grade seven student in Addis Ketema sub-city said, *"I am living with my aunt and sometimes absent to help her at home"* and another child in Gulele said that, *"I won't be absent from school, unless I am sick,"* another 5th grader said, *"I was absent for only two days [this year] due to sickness."* To address the health problems of children, Yekokeb Berhan has been facilitating health services through referral linkages to the existing public health centers. Moreover, the program also provides food support in collaboration with WFP for the neediest children in kind, every month. Therefore, it seems that the situation of girls attendance in different government schools of Addis Ababa is improved as a result of volunteers follow up, some caregivers attention (as volunteers are advising them to do so) and more importantly, Yekokeb Berhan's addressing barriers to attendance such as absence of food, health problems and lack of full packages of scholastic materials.

Improving School Performance: Factors affecting children’s attendance also affect their performance. Most participants explained that, if there is a family disagreement, children are worrying and will be in stress, which negatively affects their education. On the other hand, some girls are becoming heads of the household in which they are responsible for their siblings that made them to give little attention for their learning. It is clear that poverty causes absenteeism which causes poor performance or dropping out. But volunteers are trying to mitigate these challenges by facilitating school attendance and offering solutions through Yekokeb Berhan direct support and referral linkages.

With regards to improving school performance, participants ensured that girls’ achievement has been significantly improved since Yekokeb Berhan’s interventions. One of the female volunteers in an FGD in Kolfe Keranyo sub city said, “...as each girl is followed up by every volunteer weekly, they are motivated and eager to learn and show their daily progress.” Another group of volunteers in Yeka mentioned that, there are children with good ranks. They check their exercise books regularly. When they distribute school uniforms and supplies, it is mandatory to check their grade reports. All the eight participants in one FGD confirmed that there are no children who repeated classes from among children under each volunteers’ care in that academic year [2005 E.C]. In general, most volunteers’ explained their observations as the majority of targeted children are performing well, on average they rank 5-10th in some grades.

Similarly, parents shared the ideas of volunteers with regards to improvement of their children's performances after they are included in Yekokeb Berhan Program, in that they are not repeating or dropping out after they begin supported, as one of the parents said, "*my child's result is better than last year. Last year [2004 E.C], she ranked 15th in grade four but in grade five she ranked 8th. This is an improvement.*"

The reflections by volunteers and caregivers on improvement of children's school ranks were also shared by targeted girls. Out of the 12 girls that I interviewed, one ranked 6th from 63 children in grade 5, the other ranked 2nd out of 36 children in grade 6. The third told me that she stood 4th from 65 children and her average result in grade 7 was 89% in the academic year of 2005 E.C. On the other hand, three of the girls from Gulele told me that they ranked 32nd, 30th and 26th out of 83, 72 and 78 children in grade 5, respectively (which could be considered as medium achievers).

Evidence from Quantitative data: the annual average scores of the 76 sample girls for all subjects in each grade level who are learning in different schools in the four sub-cities in Addis Ababa (Kolfе, Gulele, Addis Ketema and Yeka) are indicated below:

Table 12. Girls Academic achievement (average score) in year 2004 E.C

Grade level	N	Mean score in Academic year 2011/12 (2004 E.C)	Promotion rate	Repetition rate	Remark
5	10	69.9	100%	-	
6	29	71.4	96.6%	3.4%	Only 1 girl detained
7	22	65.3	95.5%	4.5%	Only 1 girl detained
8	15	64.4	100%	-	
Overall*			97.4%	2.6%	
Sample mean		68.04			
S.D (standard Deviation)		11.63			

Source: Girls report card of the year 2004 E.C

* Overall shows the average promotion and repetition rate of the total sample population (97.4% and 2.6% respectively)

As shown in Table 12, of those sample girls who were supported by the program, no child has detained from grade 5 and grade 8 in the indicated year. From grades 6 and 7, only two girls were detained. The overall mean score of the 76 sample girls were 68.4% and the standard deviation is 11.6. When these girls were incorporated in the program in 2011, their performance was supposed to be poor and repeat classes based the selection criteria of the CSI which was used by the program. At the same time, these children were unable to fulfill scholastic materials which affects their interest for learning and be absent from school which in turn affects their academic performance.

Table 13. Girls Academic achievement (average score) in year 2005 E.C

Grade level	N	Mean score in Academic year 2012/13 (2005 E.C)	Promotion rate	Repetition rate	Remark
5	10	75.6	100%	-	
6	28	75.1	100%	-	
7	21	62.1	95.5%	4.5%	2 girls are detained
8	15	59.2	87%	13%	2 girls are detained
Overall*			94.7%	5.3%	
Sample mean		68.1			
S.D (standard Deviation)		13.7			

Source: Girls report card of the year 2005 E.C

* Overall shows the average promotion and repetition rate of the total sample population (which is 94.7% and 5.3% respectively)

As indicated in Table 13, the score of similar girls for the other year were taken. As it is observed, those who were grades 5 and 6 showed a 100% promotion rate. But for grades 7 and 8, four children were detained. As shown in both Tables (Table 12 and 13), the average score of these girls was **68.04%**. Given that 50% is a pass mark for most Ethiopian schools; these girls showed more than **18.4 point's** improvement from the minimum score. Similarly, their overall repetition rate was **2.6%** and **5.3%** respectively. If we take the repetition rate of the national data (grades 5-8) in the years 2003 and 2004 E.C were **10%** (MoE, 2011/2012) and **8.9%** (MoE, 2010/2011) respectively. This implies that girls supported by Yekokeb Berhan Program has shown better promotion rates and reduced repetition rates. This also supplements the qualitative findings from participants in that girls are showing improvements in academic performance in different schools of Addis Ababa, as a result of the program's interventions.

Improvement in retention: In FGDs with volunteers, targeted children were retained in different schools. In this regard, one of the volunteers said that,

Out of 20 children who are learning in different grades, only 1 girl who is in grade eight has dropped out last year, due to family dispute. We [volunteers] are advising them 2-3 times per week, as we are living nearby, we follow them up always. The fulfillment of school supplies is another factor to be mentioned for reducing drop outs as it creates interest for learning among children.

(Volunteer FGD, On 03/05/2013, from 11:00-12pm)

Another group of volunteers in Kolfe Keraniyo sub city mentioned that, in 2005 E.C, out of 200 HVC, only three children (2 boys and only 1 girl) were reported to be dropped out due to disability, health problems and family disputes respectively; which was less than 1% for girls and 1.5% for both. In response to what contributed for the low dropout rate of highly vulnerable girls, volunteers mentioned that, their frequent visits and treating them like their own children and the fulfillment of school supplies by the organization created interest for learning among children. Besides, interview findings with program staffs indicated that children are graduated from the program for different reasons. These are, if a child reaches age of 18; or if his /her life has been improved; or if he/she changes residence or due to death. The main reason mentioned by the study participants for dropping out or discontinuation of girls from the program was change of residence (moving to another place) due to displacement. Since most of the highly vulnerable children are migrating from rural areas and work as house maids, or their families are daily laborers; they constantly change locations in search of livelihoods which in turn makes difficult to trace or follow up them.

This instability generally affects children's attendance and retention rates, which is beyond the program's intervention.

Table 14. No. of HVC who were graduated from the program

Status	Deceased			Life condition improved			Moved to other places			> 18 years		
	Grades	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Grade 5	10	6	16	260	300	560	1256	1258	2514	128	120	248
Grade 6	10	8	18	272	245	517	1048	1086	2134	169	152	321
Grade 7	4	6	10	242	220	462	799	878	1677	210	185	395
Grade 8	7	5	12	200	206	406	741	852	1593	312	272	584
Total	31	25	56	974	971	1945	3844	4074	7918	819	729	1548

Source: Yekokeb Berhan program Annual Progress report, FY-2013

As indicated in Table 14, nearly 11, 467 HVC (50.6% girls) who were attending grades 5-8 have left the program in 2013. Out of these, the largest number of girls (70.2%), who left the program were due to change of place, followed by life improvement (33.5%). On the other hand, 1,548 girls (26.7%) were graduated from the program in 2013 as they reached age 18. The fact that families of these children are living in temporary shelters and currently the GoE is in rapid expansion of infrastructures (roads and railways both in Addis Ababa and regional towns), made them move to other areas. In such unsettled environment, children's education would be affected in that they may drop out for a year or delay until they get a school. However, this is beyond the focus of the study.

To sum up, with the help of this program, large numbers of out of school girls have accessed to education. It is also possible to see the program's efforts in improving attendance and performance of highly vulnerable girls under its support. The provision of scholastic materials, uniforms and the weekly follow up and home visits by community volunteers to these girls would create interest for learning that pedagogically improves children's attendance and performance. As the quantitative data depicts, girls have performed well above the average pass mark (which is 68.04%) with the average promotion rate of 95.5%. In doing this, the program has achieved its intended out comes of improving the enrolment, attendance and performance of highly vulnerable girls.

4.2.3. Lessons learned from Yekokeb Berhan program for education of highly vulnerable girls

The following lessons could be derived from the program to improve the educational life wellbeing of highly vulnerable children:

- **Using Manuals and Guidelines for each service:** Manuals and guidelines are the integral parts to Yekokeb Berhan program; every service has at least one set of training manuals and/or guidelines to be followed, which were designed to promote consistency and quality of services to be provided. So far, I observed more than 49 types of manuals and guidelines, which were developed by technical specialists in each service area (ECD, Education, Inclusion, Economic strengthening, Child Protection and Legal services, Food and Nutrition, Psychosocial support, Health, Shelter and Care) in consultation with international experts and USAID's approval.
- **Orientations and Trainings for different stakeholders:** the program staffs and different stakeholders took orientations (2-3 days) and trainings (5-6 days) on all service areas designed for children based on the guidelines and manuals. As a result, PSTA members, representatives from Regional, Zonal and Woreda education offices and program staffs have trained on how to improve attendance, performance and completion rates of most vulnerable children, especially girls. Moreover, all volunteers took orientations on how to

follow up children’s attendance, providing homework assistance and supporting in tutorial services¹¹.

Table: 15. No. of Participants who received education training from Yekokeb Berhan program in the last two years¹²

Types of stakeholders	Responsibility	Male	Female	Total
Program Staffs	Partners staffs and Regional Managers	119	24	143
GoE staffs	Regional Education Bureau Experts	8	1	9
PSTAs		318	193	511
Volunteers		440	1667	2117
CC members*		126	79	205
Total		1011	1964	2975

Source: Yekokeb Berhan Annual Progress Report. (FY 2012, p.15)

*CC members include MoCYA, Woreda Education office and health office, parents representatives ranging from 7-10 in number in each Kebele/ Woreda

As indicated in Table 15, Yekokeb Berhan is working with various stakeholders to address the educational needs of highly vulnerable children. Even though, trainings by themselves do not guarantee changes in children’s attendance and performance, they are essential inputs and processes. Such orientations and meetings are important to discuss more on the issues of highly vulnerable girls. It reminds the magnitude of the problem and what caregivers, government and the school community would do. It would also remind government representatives towards their responsibilities in decision making and include in their program planning.

¹¹Yekokeb Berhan Program for Highly vulnerable Children, Annual Report, September 2012
¹²ibid

- **Inclusiveness in targeting of beneficiaries:** The interviews made with *woreda 2-WoCYA* in Gulele Sub city, confirmed that, “...as I observed, the most vulnerable children are included in this project. Volunteers are going home to home to identify these children. Therefore attention is given for the selection process.” Moreover, the participants also mentioned that they knew cases with some children with intellectual disabilities but could not go to school; however children with different types of physical disabilities are going to school. As the Fast-Track Initiative report, UNESCO (2011, p. 12) stated, “At-risk communities include girls in ethnically or socially marginalized groups, girls with intellectual and physical disabilities, working girls, girls with HIV and AIDS and girls living in extreme poverty.”

One of the program staffs mentioned about the program’s inclusiveness as follows:

Staff members, volunteers and other stakeholders are very conscious and aware of inclusive education. As a result, volunteers coach caregivers during their weekly home to home visits on inclusive education. In addition, CC members and PSTAs are oriented on inclusive education. Therefore, significant numbers of vulnerable girls with disabilities has been accessed to education. However, still there are others who need further interventions and special attention.

(Staff interview, 22/10/2013, 2:00pm-3pm)

Another program staff has said, “*Different girls with disabilities were eligible for the support of the program and have been benefited with different services.*”

However, another program staff mentioned that, “...in our site especially, in our intervention area, we failed to provide the required services for children with intellectual disabilities due to the absence of appropriate service providers.”

The following two case stories tell the kind of families and their children targeted in the program:

Case story 1. “... Yekokeb Berhan knows who should be supported!”

In the slum areas behind the National Theatre, F-001 is living with his two daughters (the older, 11 and younger, 6 years old). The children’s mother has left them four years ago. Still they do not know her whereabouts. He said, *“She was washing cloths and getting income for the family. One day, she was stolen all the cloths she brought for washing, at that time she was afraid of paying back all the costs of the cloths then she disappeared. I was hopeless for some time. But now I am ok. Thank you for this organization.”*

F-001 is with physical disability (leg problem), who cannot stand and walk. He uses a wheelchair. After his warm welcome, he invited us to see the inside room and where he is living. I was so shocked to see how he lived there with his families for years. He said, *“As you can see it is very difficult to live here. In this small corridor and upstairs, there are more than four families living. I am sleeping here with my children.”* I saw a small bed. He showed me a very narrow passage of less than two meters by 1 ½ meter wide. In this narrow place, I saw two doors locked and situated parallel. I was told that the owners went for work. Up stares, with less than a human height, there are two places, for two other families to dwell. These two families are using the ladder from F-001’s floor. He said, *“I am working as shoe polishing. My daily income varies from 25-30 birr. I was desperate when my wife has left us. Now I am good. I am living for my children. After I came from work, I will prepare food for my daughters. Washing their cloths and caring for them. Sometimes my neighbors are helping me.”* He continued saying: *“This organization [Yekokeb Berhan] has supported me a lot since last year; my children are going to school. She got uniform and exercise books. I could not fulfill the school supplies. Thank you”*

I asked about the health of children. He said, *“Thanks God, they are fine, no serious illness has faced them. I am living with HIV. I am using the ART. With the support of the volunteer, I have got a free health card that can be used in to government health posts.”* Tell me about your children’s education, he explained that, *“My elder daughter is grade 6. She has not been absent from school, but she is not good in her education because she is always thinking of her mother. She does not want to study. The volunteer helps her and advise her but I am not following up her always. The younger daughter, Meron got food support from the program (Oil, lentil and flour) every month. Thank you for this...”* What can you say about Yekokeb Berhan Program, *“those who give the support knows who should be supported.”* He continued saying about the house as, *“It is temporary shelter from the Kebele, it is free of rent. My daughters always ask me for a television but I cannot buy it.”*

Case story 2: "... I was a group leader of 1:5 peer Support in my school."

A clever girl in a slum area, behind the National Theatre.

A girl with a code name C-002 is living with her parents and her brother and sister in a plastic roofed temporary shelter around National Theatre. She joined Yekokeb Berhan Program starting 2004 E.C. at age 8. She ranked 9th out of 63 children in last year in grade 3. The girl told me that she got uniforms, exercise books and pen from Yekokeb Berhan program. I asked her about her education, "...I never be absent from school. I like learning." Do you know what your father and mother works? "I do not know what my father works but my mother is a housewife. She is not employed. As my mother is working the household chores, I am free to study." I also talked with her mother coded M-002. She is 42, I asked what she is doing for living, "...as I am following up my children, I am not working. My husband is old and has got a pension." I also asked about Yekokeb Berhan support. "If this support hasn't been given, well I do not know, we might try ourselves, to send our children to school but I would like to thank this organization." M-002 also added about her follow up of her child's education, "I am illiterate; I do not want my children to be like me... so I am always advising them to study, not to be absent..." The mother added about the volunteer visit, "I like the volunteer very much, even though she doesn't bring anything, I like her coming to my home always, we are like families, she advised me about children's education, health, sanitation, and advise my children..."

I asked C-002 about how she is clever and if the tutorial support has helped her, "I am studying at home. I like all subjects and attend regularly. My mother does not want me to work beyond my capacity. She fulfills what I wanted..." She also added, "There is peer support in schools. During the free periods, we form group of 5 and study together. I was a leader of the 1 to 5 structure." What do you do in this group? She said, "A worksheet is prepared and given by teachers, children in my group would ask me anything which was not clear and I help them. We study together... the subjects are Environmental science, Maths, English and Social studies." What would you like to be in the future? "Hostess!" she said.

- **Stakeholders' engagement:** engagement of various stakeholders has its impact for children's education. As Steinitz and et.al (2009, p.112) indicated, the wellbeing of a society can be measured by the level of engagement of different organizations and the rest of civil society-the extent to which neighbors, family members, and friends offer helping hands. In this regard, MoWCYA office representative said about Yekokeb Berhan that,

We work together. There is a Community Committee at woreda level and there are two members from this office, I represent the education office in this committee. We took trainings such as how to identify and support the most vulnerable children through Child Support Index, how to provide coordinated care for these children. These trainings helped us to clarify our role in the committee. Moreover we have monthly meetings.

(GoE staff interview, 17/5/2013, 10:30am-12pm)

The program is not only working with WoCYA office but also with GoE entities such as MoE, MoH, BOLSA at all levels, institutions (both private and public) such as schools (PSTAs), Health centers, ECD centers, Legal service centers, Micro Enterprise Institutions, Hotels, among others by signing MoU (Memorandum of Understanding) to serve highly vulnerable children.

4.2.4. Additional Efforts to be made by Yekokeb Berhan program (and other programs like it) to improve girls' education

The different research participants have mentioned the following ideas for Yekokeb Berhan and other similar programs to better address the education of vulnerable girls:

Children: during the interviews made with girls, they suggested the following ideas: to continue facilitating special support for girls during summer, such as tutorial classes because it helps them from spending their leisure time unnecessarily and volunteers should follow up children not only at home but even up to the school level. Children also indicated that it is better to provide the tutorial support during the weekends instead of the working days (Monday to Friday) because; some children do not want to stay after the regular class hours.

Volunteers: most of them stated for the program to improve girls' education, as volunteers need additional trainings in the nature and behavior of children/adolescents and how to deal with it because they [girls] are beyond their knowledge. Volunteers also suggested that it is important to fulfill sanitary pads for all targeted adolescent girls. In addition to this, one of the volunteers said that:

Naturally girls are shy to make open discussions about their problems or anything they face. Therefore, it is important if the program is able to arrange opportunities for open discussion for girls. This may be done through strengthening girls clubs or out of school youth clubs. This will improve their life skills.

(Volunteer FGD, 14/05/2013, 4pm)

Parents/guardians: in an interview with caregivers on how to improve girls' education, one of the guardians has said:

Those guardians who are caring for girls must treat them like their biological children and support them in their education. Moreover, it is good if teachers are providing tutorial support and if the nearby youth, instead of harassing, treat girls equally and make them free to go to school.

(Parent interview, 27/09/2013, 9am-4:30am)

Similarly, other caregivers indicated that, girls need to get balanced diet, reduced household chores and supported in tutoring, strong parental follow up and fulfilling scholastic materials will help them to be good in their education.

Program Staff: the suggestions by the implementing partners' staffs for Yekokeb Berhan program are summarized below:

- Facilitation of experience sharing program via role models (women) for vulnerable girls.
- The program needs to allocate adequate budget to reactivate and engage PSTA's largely on the entire processes of education and girls support.
- Some caregivers should treat their child equally towards accessing education opportunities.
- Girls should be participated and consulted on different programs and issues related to girls' education.
- Different educational supports which are provided by the program to vulnerable girls should be strictly verified from the aspects of dependency issues.

- General target numbers of the program is too large, hence to provide quality support to vulnerable girls is challenging, it seems seek strategic and policy revision.
- Help schools to design school income generating activities
- Design and/or provide appropriate educational materials and other orthopedic support for children with disabilities

Government representatives: One of the participants from government office said that, *“supports for children should be delivered on time for instance, school uniforms are sometimes delaying. As compared to other NGOs, it is better in many ways. Continue working more on community mobilization and awareness creation activities”*

To sum up, various suggestions were given from research participants that would have programmatic implications for better addressing the educational needs of highly vulnerable children. Girls, parents and volunteers participated in the study suggested that extra supports such as sanitary pads and summer tutoring are essential for girls and handling of children by guardians should be improved. On the other hand, program staffs have commented about strategic issues such as the huge numbers of targeted HVC need to be minimized and focused and school level interventions have to be enhanced by focusing on PSTAs and income generating activities for schools.

4.3. Summary of the Major Findings

The main purpose of this study was to investigate the extent to which the education services provided by Yekokeb Berhan program improve the education of targeted vulnerable girls and to identify the likely lessons that could be learned from the program to effectively address education of girls. The study has tried to investigate the problem using four basic research questions.

Program Beneficiaries and other stakeholders' perceptions: program beneficiaries and other stakeholders have positive impressions towards the educational support of Yekokeb Berhan program for HVC. Parents are happy to see their children going to school like any other child. Most of them also expressed their interest on volunteers' regular home visit which benefited them to discuss not only education issues but other social and economic issues as well. Besides, volunteers witnessed the importance of the program's education support for girls in that it contributed a lot for enhancing their educational opportunity by addressing the different barriers. Volunteers routine follow ups of children's education enhanced the caregivers' roles and provision of psychosocial support services was essential, especially for vulnerable girls.

Changes in Enrolment: the education support provided by Yekokeb Berhan Program for highly vulnerable girls has improved children's enrolment in primary schools, which was also witnessed by participants. At national level, there are more than 5 million HVC (UNESCO 2012, p.2), who needs similar services. This

program alone has targeted half a million HVC in Ethiopia, where more than 89.9% were addressed through education. The secondary data analysis showed that Yekokeb Berhan has created access to education for large numbers of out of school children, approximately **14,884 children**, out of these **7370 (49.5%)** are girls. These girls would have been remained out of school unless they were not supported by this program. This is a great achievement in facilitating the enrolment of out of school girls in the country.

Improvement in Attendance: it seems that the situation of girls attendance in different government schools of Addis Ababa has been improved as a result of Yekokeb Berhan program's intervention; specifically, due to volunteers follow up, some caregivers attention (as volunteers are advising them to do so) and more importantly, Yekokeb Berhan's addressing barriers to attendance such as absence of food, health problems and lack of full packages of scholastic materials.

Change in Performance: the two years (2012 and 2013) average score of sample girls that was collected from children attending in different schools was **68.04%**. Given that 50% is a pass mark for most Ethiopian schools; these girls showed more than **18.4 point's** improvement from the minimum score (i.e.50%) Similarly, their overall repetition rate was better than the national average for similar years.

Improvement in Retention: the qualitative findings of the study showed that the retention rate of targeted girls has been improved as a result of the support by the program. In response to what contributed for the low dropout rate of highly vulnerable girls; volunteers mentioned that, their frequent visits and treating them like their own children and the fulfillment of school supplies by the organization created interest for learning among children. However, interview findings with program staff indicated that children were graduated or terminated from the program for different reasons. For instance, if a child reaches age 18 (no more a child); or if his /her life has been improved; or if he/she changes residence and due to death.

Lessons learned from the program: some of the strategies and techniques used by the program that could be taken as lessons learned were:

- This program is involving community volunteers from the nearby villages which created sense of ownership among the communities and helped girls to get a coordinated care, as witnessed by parents and children.
- Yekokeb Berhan is involving or working with various service providers (the private and public sectors), through referral linkages; tapping the available local resources to address the social issues of highly vulnerable girls including education, health, food, shelter and psychosocial problems in order to improve wellbeing of children. At the same time, the program is exemplary for the community in its long rooted culture of helping each other and impact of coordinated care.

- It created awareness for different stakeholders including PSTAs through orientations and trainings that helped to have common understanding, creates networking and enhances shared responsibility towards the education of highly vulnerable girls.
- The program is targeting the most destitute, children with disabilities and those living with HIV and AIDS. As these sections of the society are vulnerable and excluded from various services including education; it is a success to be able to facilitate access to education for similar girls.

Suggestions for improvement: some suggestions were given from research participants that would have programmatic implications for better addressing the educational needs of highly vulnerable girls. Girls and parents suggested that extra supports such as sanitary pads for adolescent girls and summer tutoring were essential for girls and should continue. Besides, program staff has commented about strategic issues such as the huge number of targeted HVC need to be minimized and focused and school level interventions have to be enhanced by focusing on PSTAs and income generating activities with the schools.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

The main purpose of this study was to investigate the extent to which the education services provided by Yekokeb Berhan program improve the education of targeted vulnerable girls and to identify the likely lessons that could be learned from the program to effectively address education of girls.

5.1. Conclusions

The main findings from the quantitative and qualitative data revealed that targeted children, particularly girls are attending well; performed better (for instance, the average annual academic score of sample girls for all subjects was 68.04%, with a promotion rate of 96%) and with improved retention. As indicated in the fourth National Learning Assessment report (conducted in 2013), the composite¹³ mean score of grade 8 students was 35.3% (34.5% for girls), MoE, 2013. This implies that girls supported by Yekokeb Berhan Program have shown good performance and better promotion rates compared with the national learning assessments results. This also supplements the qualitative findings in that girls are showing improvements in school performance as a result of the program's intervention. Overall, this assessment found that Yekokeb Berhan has brought about an intended and lasting impact on children's education without which children would have been out of school or else their attendance or performance would have been negatively affected.

¹³ Composite score includes the average score of subjects in Sciences (Chemistry, Biology, Physics), Mathematics and English.

All respondents referred both to the material supports provided by the program for destitute families (educational supplies and uniforms) and to the encouragement, coaching and homework assistance that volunteers and other stakeholders periodically provide. Coordinated supports for poor children especially girls such as frequent home visits and family focused interventions through referring each child to different service providers, have impacted their education positively. In addition to the educational materials and uniforms support for poor children, addressing the most important dimensions affecting the life and education of HVC, such as health and safety, nutrition, family relations and mental health (both the psychological and social well-being of children) has also contributed for the educational success of these girls by enhancing their resilience that helped children to hope for the future.

The findings of this study also supports a recommendation by Alemayehu (2009), in that integrated services such as education, health care, nutrition, birth registration, psychosocial support and child protection ensures their rights and well-being including covering all or part of the education expenses of HVC and coaching, counseling and tutorial classes would help their regular attendance and improve their academic performance.

5.2. Recommendations

Based on the findings and discussions from the assessment on the effectiveness of the education support of Yekokeb Berhan program for highly vulnerable children; the following recommendations are given:

1. As the education support by Yekokeb Berhan program is found to be essential for girls in terms of creating access for education, enhancing their self-esteem and motivating parents to value for girls' education; the community, schools, GoE offices and similar NGOs need to plan and have special attention for supporting the education of HVC, particularly girls by covering their school related expenses, (eg. scholastic materials and school development fees), providing psychosocial support, health care, nutrition and child protection etc. Fulfilling their diverse needs ensures children's well-being and enables them to be effective in their learning.
2. It was found out that the program under investigation was effective in enhancing the attendance, performance and retention of targeted vulnerable girls. Therefore, it is advisable to scale up this type of program for other highly vulnerable children especially girls in Ethiopia, particularly in places that were not intervened by this program. It needs to be appreciated and replicated in different parts of the country to ensure education for all at the right time.
3. The likely lessons learned from this program, especially the program design such as the use of volunteers from the nearby communities to follow up children, working with various stakeholders and service

providers (both the private and public sector) and building the capacity of existing GoE systems and structures (such as PSTAs) contributed for the program's effectiveness in its education and other services for HVC, need to be taken by other NGOs, schools, Education offices at different levels and those working for the education of highly vulnerable girls.

4. The program under investigation need to consider the most important suggestions from research participants, while revising its plans; such as providing additional support, for instance sanitary pads for all poor adolescent girls, considering the large number of targets (number vs. quality) and focusing on school level interventions.
5. Further study and research is important at national level that includes the impact of the education support for both boys and girls by including their academic achievement, retention rates and how they would be supported better to attend and complete their education at various levels.

Limitations of the Study

The first limitation of this study was inability to include data on targeted children's academic scores before the intervention by Yekokeb Behran program to detect the changes. This may limit the ability to compare children's school results before and after the program. However, this does not affect the relevance or quality of data collected from children or other participants. However, it may limit the ability to interpret some of the findings around performance and attendance changes.

The other limitation was Geographic coverage. Due to the financial and time constraints, my study focused in Addis Ababa. However, as the selection criteria used for screening target children in the program are the same for all children in all regions, HVC in Addis Ababa are not that much different from HVC in other regions. Hence, contextually, the depth qualitative data from Addis Ababa and the secondary data from the program documents would help to see the overall picture of the program under investigation.

References

- Alemayehu Debebe. (2009). Orphan and Vulnerable Children's Schooling in Ethiopia: Issues and Challenges. *The IER Flambeau*, 16(2), 17-47.
- Amnesty International. (2007). 'Why can't I go to school?' Safe Schools, Every Girl's right. AI Index: ACT 77/011/2007. Retrieved Nov. 13, 2013 from www.amnesty.org/pdf
- Amy E. Hepburn. (2001). *Primary Education in Eastern and Southern Africa: Increasing Access for orphan and vulnerable Children in AIDS affected areas*. Terry Sanford Institute of Public Policy Duke University.
- Boler T.; Carroll K. (2003). *Addressing the educational needs of Orphans and Vulnerable children*. London: Action Aid International and Save the Children Fund. Pdf.
- DFID.(2005). *Girls' Education, towards a better future for all*. London: Published by DFID. Retrieved June 23, 2013 from <http://www2.ohchr.org/english/issues.pdf>
- DFID.(2011). *Social Assessment for Education Sector, Ethiopia*. Report. Addis Ababa, Ethiopia. Pdf. Retrieved April 5, 2013 from <http://www.moe.gov.et>
- Erna S. and Hannah Godefa. (2014, January 23). *Women*. Retrieved on January 28, 2014 from www.cnn.com/topics/
- Feben Demissie. (2010). '*Vulnerable to HIV': Lives of Orphan Adolescent Girls in Addis Ababa*. Unpublished Master's Thesis, The Hague: Institute of Social Studies.
- Federal Democratic Republic of Ethiopia.(1994). *Education and Training Policy*. Addis Ababa, Ethiopia. St. George Printing Press.
- Kendall, S., and et.al. (2008). *A Review of the Research Evidence (Narrowing the Gap in Outcomes for Vulnerable Groups)*. Slough: published by NFER. Retrieved June 25, 2013. <http://www.nfer.ac.uk/nfer/publications/LNG01/>
- Mary H. Shann, et.al. (2013). *The Effectiveness of Educational Support to Orphans and Vulnerable Children in Tanzania and Uganda*: Research Article. Boston, MA 02215, USA. Hindawi Publishing Corporation. ISRN

- Public Health. Volume 2013, Article ID 518328. Retrieved May 12, 2013
<http://dx.doi.org/10.1155/2013/518328>
- Ministry of Education.(2009). *The Education Sector Policy and Strategy on HIV and AIDS*. Addis Ababa, Ethiopia.
- Ministry of Education.(2010). *National Girls Strategy*. Addis Ababa. Pdf.
Retrieved April 15, 2013, from <http://www.moe.gov.et>
- Ministry of Education. (2011). *Education Statistics: Annual Abstract 2010/2011*. Addis Ababa, EMIS, Planning and Resource-Mobilization Directorate.
- Ministry of Education. (2012). *Education Statistics: Annual Abstract 2011/2012*. Addis Ababa, EMIS, Planning and Resource-Mobilization Directorate.
- Ministry of Education. (2013). *Ethiopian 4th National Learning Assessment of Grades 4 and 8 Pupils*. Addis Ababa: Education Assessment Directorate, National Educational Assessments and Examinations Agency.
- Ministry of Women's Affairs and Federal HAPCO. (2010). *Standard Service Delivery Guidelines: For Orphans and Vulnerable Children's Care and Support Programs*. Addis Ababa, Ethiopia.
- Pact Yekokeb Berhan Program for Highly Vulnerable Children. *Semi-Annual Report for Fiscal Year 2012 (FY 2012)*, Addis Ababa, Ethiopia. Submitted on April 2012.
- Pact Yekokeb Berhan Program for Highly Vulnerable Children. *Annual Progress Report for Fiscal Year 2013 (FY 2013)*, Addis Ababa, Ethiopia. Submitted on October 2013.
- Pact Yekokeb Berhan Program for Highly Vulnerable Children. *Periodic Newsletter*. Addis Ababa, Ethiopia: February 2013, Issue 2.
- PEPFAR. (2012). *Guidance for Orphans and Vulnerable Children Programming*. Washington DC, USA, Retrieved May 16, 2013 from
<http://www.pepfar.gov/documents/>
- Population Council. (2009). *Adolescent Girls in Urban Ethiopia: Vulnerability and Opportunity*. Addis Ababa, Ethiopia. Retrieved June 12, 2013 from

<http://www.popcouncil.org>

Sharon La Franiere. (2005). *For Girls in Africa, education is uphill fight*. New York

Times Published: Friday, December 23, 2005.

Steinitz, Y. et.al (2009). *The Way We Care: A guide for Managers of Programs serving Vulnerable Children*. New York. Family Health International.

UNAIDS (n. d.). *Educate Girls Fight Aids: the Global Coalition on Women and AIDS. Newsletter. Issue #1. Geneva, Switzerland.*

UNESCO. (2011). *Fast tracking Girls Education: Progress report by Education for all*. Paris, UNESCO publishing

UNESCO. (2012). *Removing Gender Barriers to Literacy for Women and Girls in Asia and the Pacific*. Bangkok 10110, Thailand: Published by UNESCO Asia and Pacific Regional Bureau for Education.

UNESCO. (2012). *Expanding Equitable Early Childhood Care and Education is an urgent need*. Education for All-Global Monitoring Report. Policy Paper 03, April 2012. Paris: UNESCO publishing.

UNESCO. (2012). *Reaching Out-of-School Children is Crucial for Development* Education for All-Global Monitoring Report. Policy Paper 04, June 2012. Paris: UNESCO publishing

UNICEF. (2004). *Strategies for Girls Education*. New York. Retrieved January 10, 2013 from. http://www.unicef.org/sowc06/pdfs/sge_English_Version_B.pdf

UNICEF.(nd). *Barriers to girls Education, Strategies and interventions*. New York. Retrieved Oct. 17, 2012, from www.unicef.org/teachers/girls_ed/BarrierstoGE.pdf

UNICEF. (2009). *Promoting Quality Education for Orphan and Vulnerable Children: A source book of Program experiences in Eastern and Southern Africa*. Pdf. Retrieved March 19, 2013, from <http://www.ungei.org/infobycountry/index>

UNICEF. (2008). *Learning from Girls' Education as an Organizational Priority: A*

Review of UNICEF Evaluations and Studies, 2000–2005. Pdf. Education Section, Program Division, New York.

USAID and CRS. (2008). *Education Programing for Orphans and Vulnerable Children Affected by or Vulnerable to HIV: Moving beyond School fees and Uniforms.* Final Report. Retrieved January 14, 2013 from, http://pdf.usaid.gov/pdf_docs/PNADP

USAID. (2010). *Impact Assessment of USAID's Education program in Ethiopia, 1994-2009.* Addis Ababa, USAID's Global Evaluation and Monitoring (GEM).

USAID. (2011). *Midterm evaluation of the USAID's Community School Partnership Program for Education and Health.* Addis Ababa, Ethiopia.

World Bank. (2004). *Girls Education in Africa: What do we know about Strategies that work?* Retrieved May 16, 2013, from <http://www.ungei.org/infobycountry>

ያለው እንዳወቀ፡፡ (1998) ፡፡ የምርምር መሰረታዊ መርሆዎችና አተገባበር፡፡ አዲስ አበባ ኢትዮጵያ፡ አልፋ-አታሚዎች፡፡

Annexes

Annex A.

Addis Ababa University Institute of Educational Research

Focus Group Discussion guiding questions for Volunteers

The purpose of this discussion is to collect information on the effect of Yekokeb Berhan program support on the education of highly vulnerable girls. Your participation and the information you provide is relevant for the success of the study. Thank you in advance for taking your time and discuss on the issues raised. The discussions will take a maximum of 1 hour

I: General Information

1. # of Volunteers in FGD: -----
2. Sub city/Woreda: -----
3. City: -----
4. Kebeles/ district: -----

II: Discussion points

1. Let us talk about you're voluntarism work? How do you see it?
2. What kind of challenges do you think vulnerable girls have to attend and perform well in schools?
3. Do you think the supports given for children, mainly girls is based on their priorities and needs? please give examples. What additional things would you suggest that girls may need more?
4. Which of the supports given by Yekokeb Berhan for these girls are very essential? Why?
5. As you compared with other HVC who do not get any support or non HVC children, what changes do you see in girls education after these girls are supported by Yekokeb Berhan Program?
6. How do you evaluate the school performance of these vulnerable girls?
7. Do you think children with disabilities; especially girls are included in this program?
8. What kind of additional support do girls get other than uniforms or school supplies? How much it helps them?
9. What should the program improve to address the barriers for girls education?
10. What do you think the attendance and condition of vulnerable girls?
11. Any additional ideas

Annex B.

Addis Ababa University Institute of Educational Research

Interview guiding questions for Girls from grade 5-8

The purpose of this discussion is to collect information on the effect of Yekokeb Berhan program support on the education of highly vulnerable girls. Your participation and the information you provide is relevant for the success of the study. Thank you in advance for taking your time and discuss on the issues raised. The discussions will take a maximum of 1 hour

I: General Information

1. Age ----- Grade level-----
2. Status of her family-----
3. Name of School: -----Total number of children----- M----- F-----
4. Sub city/ *woreda*: -----
5. City: -----

II: Discussion points

1. Do you like learning? Why?
2. Do you attend regularly? if not, what is the problem?
3. Do you live with your parents? Or siblings?
4. Who supports you at home to study or do your home works?
5. What support did you get from the program up to now? Who do you think provides you this support?
6. Which support is important for your educational success? Why?
7. Do you know children in your locality who are not going to school? If yes? Why?
8. Do you think the supports given for children, mainly girls are based on their priorities and needs? Please give examples. What additional things would you suggest that girls may need more?

9. As you compare yourself with other HVC who do not get any support or non HVC children, what changes do you see in your education after you are included in this program
10. Do you think children with disabilities; especially girls are included in this program?
11. What kind of support do you get other than school uniforms and supplies?
12. What do you think should be done to address the barriers for girls' education?
13. Any additional ideas

Thank you!

Annex C.

Addis Ababa University Institute of Educational Research

Key Informant Interview guides for GoE offices

The purpose of this interview is to collect information on the effect of Yekokeb Berhan program support on the education of highly vulnerable girls. Your participation and the information you provide is relevant for the success of the study. These questions may take (45 minutes to 1hr). Thank you in advance for taking your time for answering the questions.

I: Personal Information

- a) City-----Sub city-----Woreda/ district-----
Kebele (lower administrative level) -----
- b) Position-----
- c) Name of organization-----
- d) Qualification: -----Field of study: -----

II: Guiding Questions

1. Are there out of school girls in the *woreda*, who are unable to go to school?
2. What do you think are the major challenges for education of girls?
3. What strategies and solutions are deemed effective for these girls? (in terms of attendance, performance and retention)
4. What do you know about the Yekokeb Berhan program? What do you know about how it helps improve the education of vulnerable girls?
5. What kind of support is necessary to maximize the success in school by vulnerable girls? Please mention in order of importance?
6. Do you know how girls in this program are selected?
7. How much is the support of Yekokeb Berhan program appropriate and relevant for education of girls?

8. How do you see the attendance and retention of highly vulnerable girls who are supported by this program as compared with other OVC (girls only?) who did not get any support by others?
9. What does Yekokeb Berhan program provide for girls other than school uniforms and supplies?
10. Do you think girls with disabilities are included in this program?
11. What is your relation with this project? Do you take any training?
12. What should be improved for the effectiveness of this project?
13. General comments---

Thank you very much !!

Annex. D

Addis Ababa University Institute of Educational Research

Key Informant Interview guides for partners program staff

The purpose of this interview is to collect information on the effectiveness of Yekokeb Berhan program support on the education of highly vulnerable girls. Your participation and the information you provide is relevant for the success of the study. These interview questions may take (45 minutes to 1hr).

Thank you in advance for taking your time for answering the questions.

I: Personal Information

- a) City-----Sub city-----woreda/ district-----
- b) Sex-----
- c) Position-----
- d) Name of organization-----
- e) Qualification: -----Field of study: -----

II: Guiding Questions

1. What do you think are the major challenges for education of vulnerable girls?
2. Do you think Yekokeb Berhan program has improved education of vulnerable girls? (In terms of Attendance, performance and interest for learning)?
3. Do you think Yekokeb Berhan program is effective in education of highly vulnerable girls? If yes how? If no why?(please see from stakeholders engagement, meeting program's education objective and etc aspects)
4. How do you see the sustainability of the program?
5. How much is the support of Yekokeb Berhan program appropriate and relevant for the age and need of vulnerable girls?
6. Do you think girls with disabilities are included and benefited in this program?
7. What do you suggest to improve the education of highly vulnerable girls?
8. General comments---

Annex E.

አዲስ አበባ ዩኒቨርሲቲ

የትምህርት ጥናትና ምርምር ተቋም

ለችግረኛ ሴት ህጻናት አሳዳጊዎች ወይም ወላጆች የተዘጋጀ የቃል መጠይቅ

ዓላማ: የዚህ መጠይቅ ዋና ዓላማ የኮከብ ብርሃን ፕሮግራም ለችግረኛ ሴት ህጻናት የሚያደርገው የትምህርትና ሌሎች ድጋፎች በትምህርታቸው ላይ ያመጣውን መሻሻልና ምን ያህል ውጤታማ መሆኑን ለመገምገም የታሰበ ነው። ስለትብብርዎቻችን ደስታና ምስጋናዎቻችንን ያቀርባሉ።

የግለሰቡ መረጃ

- 1 የታ _____ እድሜ _____
- 2 ዝምድና (ወላጅ አባት ወይም አሳዳጊ)
- 3 የስራ ዘርፍ ወይም መተዳደሪያ
- 4 በየኮከብ ብርሃን የታቀፉ ሴት ልጆች ብዛት _____ እድሜ _____ ክፍል _____

ጥያቄዎች

- 1/ ከድርጅቱ ምን ምን ድጋፍ አግኝተዋል? ለትምህርታቸው ስምን ያህል ጠቅሟቸዋል?
- 2/ የሴት ልጅዎ በየኮከብ ብርሃን ፕሮግራም ከተያዙ ጀምሮ የትምህርት ውጤቷ/ታቸው ምን ይመስላል? ክፍል ደግሞ ታውቃለች? አቋርጣስ ታውቃለች? ከሆነ በምን ምክንያት?
- 3/ የልጅዎን ትምህርት ይከታተላሉ? እርስዎ ካልሆኑ ሌላ የሚከታተል ሰው አለን?
- 4/ ይህ ድርጅት ድጋፍ ባያደርግልዎ የልጅዎን የትምህርት ቁሳቁስ አሟልተው ያስተምሩ ነበር?
- 5/ የሴት ልጆቹን ትምህርት ለማሻሻል ወይም እንዳያቋርጡ ለማድረግ ምን መደረግ አለበት ይላሉ?
- 6/ ይህ ድጋፍ ከመደረጉ በፊት የልጅዎን የትምህርት ቁሳቁስ እንዴት ያሟሉ ነበር?
- 7/ በጎፊ ቃደኛዎ ልጅዎን ትጎበኛለች? በምን ያህል ጊዜ? የምታደርገው ጉብኝት ለልጅዎ ትምህርት ምን ያህል ጠቀሜታ አለው?
- 8/ ሌላ ተጨማሪ አስተያየት ካለ ይግለፁ።

Annex F.

Codes of sample Girls and their Average Academic result in the two consecutive years (since Yekokeb Berhan begun the support)- Grades 5-8

MAEDOT						
#	Code of students	Age	Academic year (2004 E.C)		Academic year (2005 E.C)	
			Grade	Result	Grade	Result
1	04-51	12	5	57.6	6	64.1
2	04-61	15	6	75.4	7	61.2
3	04-62	14	6	74.9	7	64.5
4	04-63	13	6	54.6	7	58.9
5	04-71	14	7	58.6	8	49.7
6	04-52	11	5	67.8	6	66.7
7	04-64	13	6	63.1	7	67.3
8	04-72	14	7	83.6	8	82.8
9	04-73	14	7	56.11	8	56.3
10	04-74	12	7	52	8	58.8
11	04-53	11	5	38	5	56.9
12	04-54	12	5	68.7	6	66.4
13	04-65	12	6	52.2	7	51.7
14	04-66	15	6	68.7	7	71
15	04-75	15	7	56.6	8	71.7
HIDA						
1	04-55	12	5	85.3	6	89.3
2	04-56	14	5	80.4	6	76.3
3	04-67	15	6	51.5	7	58.1
4	04-68	15	6	72.6	7	68.8
5	04-57	14	5	73.5	6	84.1
6	04-58	13	5	68.1	6	68.5
7	04-59	11	5	84.4	6	84.1
8	04-510	10	5	73.1	6	77.7
9	04-76	13	7	69	8	53
10	04-69	11	6	69.1	7	67.3
11	04-41	10	5	58.7	6	59.7
12	04-42	12	5	57.8	6	76
13	04-43	11	5	52.7	6	66.2
14	04-77	14	7	70.9	8	49.7
15	04-44	11	5	85.7	6	91.2
16	04-78	14	7	61.3	8	70.3
17	04-511	13	5	62.4	6	72.4

18	04-610	13	6	56.8	7	53.5
19	04-79	11	7	77.3	8	73.5
20	04-611	13	6	61.4	7	34.3
	KORE CFCS					
1	04-612	13	6	57.4	7	57.9
2	04-512	11	5	90.1	6	90.7
3	04-613	12	6	79.5	7	
4	04-614	14	6	69	7	70.4
5	04-513	10	5	77.3	6	78.9
6	04-615	17	6	41.2	7	42.8
7	04-45	13	5	55	6	68.7
8	04-514	12	5	57.7	6	61.4
9	04-710	16	7	63	8	66
10	04-711	14	7	82.5	8	65
11	04-515	12	5	80	6	86.5
12	04-616	13	6	76	7	73.3
13	04-617	13	6	69	7	53
14	04-712	15	7	59.6	8	23.4
15	04-516	12	5	80.8	6	82
16	04-46	13	5	81.7	6	83
17	04-517	13	5	71.1	6	73
18	04-518	12	5	72.6	6	80.8

EOC-CFAO

1	04-618	14	6	70.5	7	76.7
2	04-519	11	5	93.4	6	92.8
3	04-520	12	5	82.1	6	88.4
4	04-521	12	5	68.3	6	76.9
5	04-522	12	5	58.6	6	61.2
6	04-523	11	5	65.1	6	70.3
7	04-713	14	7	63.7	8	69.7
8	04-524	11	5	72.3	6	78.9
9	04-619	13	6	80.3	7	82.3
10	04-620	13	6	56.2	7	54.6
11	04-525	10	5	67.2	6	60.5
12	04-47	13	5	87.6	6	83.3
13	04-526	12	5	61.4	6	64.3
14	04-48	12	5	64.3	6	58.6
15	04-714	12	7	58.2	8	42
16	04-49	11	5	64.7	6	76.5
17	04-527	11	5	71.4	6	67.5
18	04-621	12	6	73.6	7	69.8
19	04-715	14	7	52.9	8	56
20	04-410	10	5	90.9	6	92.6
21	04-622	16	6	64.5	7	66.8
22	04-528	14	5	80.8	6	83.3
23	04-529	11	5	60.1	6	56.7

Annex G.

Codes of people interviewed and participated in the study

#	Codes of participants	Sex	Organization/job	Responsibility	Address
1	M-PO	Male	MAEDOT	Program officer	Addis Ketema
2	E-PC	Male	EOC-CFAO-CFAO	Program Coordinator	Piassa
3	K-PC	Male	KORE CFCS	Program Coordinator	Kolfe K
4	H-PC	Male	HIDA	Program Coordinator	Kolfe K
5	M-B	Male	Daily laborer	Guardian	Addis Ketema, Woreda 9
6	M-CG	Female	Daily Laborer	Parent	Addis Ketema, Woreda 9
7	M-CG	Female	House wife	Guardian	Addis Ketema, Woreda 9
8	M-CG	Female	House wife	Guardian	Addis Ketema, Woreda 9
9	E-CG	Female	Washing cloths	Guardian	Yeka
10	E-CG	Female	Selling Injera	Guardian	Yeka
11	E-CG	Female	Daily laborer	Parent	Yeka
12	H-CG	Female	Pension	Grand Mum	Kolfe K
13	H-CG	Female	Housewife	Parent	Kolfe K
14	H-CG	Female	Selling small products	Parent	Kolfe K
15	H-CG	Female	Daily laborer/ washing cloths	Parent	Kolfe K
16	H-CG	Female	Housewife	Parent	Kolfe K
17	K-CC	Male	BoWCYA-kolfe	Child Protection officer	Kolfe, woreda 5
18	H-CC	Female	BoWCYA-Gulele	Education Expert	Woreda 2
19	M-St	Female	Addis Hiwot Primary school	Student (grade 6)	Addis Ketema
20	M-St	Female	Addis Hiwot Primary school	Student (grade 6)	Addis Ketema
21	M-St	Female	Addis Hiwot Primary school	Student (grade 6)	Addis Ketema
22	M-St	Female	Addis Tesfa Primary school	Student (grade 8)	Addis Ketema
23	M-St	Female	Addis Tesfa Primary school	Student (grade 6)	Addis Ketema
24	H-St	Female	Addis Tesfa primary school	Student (grade 5)	Gulele
25	H-St	Female	Addis Tesfa Primary school	Student (grade 8)	Gulele
26	H-St	Female	Addis Tesfa Primary school	Student (grade 6)	Gulele

27	H-V	Female	HIDA	Volunteer	Gulele
28	H-V	Female	HIDA	Volunteer	Gulele
29	H-V	Male	HIDA	Volunteer	Gulele
30	H-V	Female	HIDA	Volunteer	Gulele
31	H-V	Female	HIDA	Volunteer	Gulele
32	H-V	Female	HIDA	Volunteer	Gulele
33	H-V	Female	HIDA	Volunteer	Gulele
34	H-V	Female	HIDA	Volunteer	Gulele
35	M-V	Female	MAEDOT	Volunteer	Addis Ketema
36	M-V	Female	MAEDOT	Volunteer	Addis Ketema
37	M-V	Female	MAEDOT	Volunteer	Addis Ketema
38	M-V	Female	MAEDOT	Volunteer	Addis Ketema
39	M-V	Female	MAEDOT	Volunteer	Addis Ketema
40	M-V	Female	MAEDOT	Volunteer	Addis Ketema
41	M-V	Female	MAEDOT	Volunteer	Addis Ketema
42	E-V	Female	EOC-CFAO	Volunteer	Yeka
43	E-V	Female	EOC-CFAO	Volunteer	Yeka
44	E-V	Female	EOC-CFAO	Volunteer	Yeka
45	E-V	Male	EOC-CFAO	Volunteer	Yeka
46	E-V	Female	EOC-CFAO	Volunteer	Yeka
47	E-V	Female	EOC-CFAO	Volunteer	Yeka
48	E-V	Female	EOC-CFAO	Volunteer	Yeka
49	E-V	Male	EOC-CFAO	Volunteer	Yeka
50	E-V	Female	EOC-CFAO	Volunteer	Yeka
51	E-V	Female	EOC-CFAO	Volunteer	Yeka

Annex. H.

የፈቃደኝነት፣ የይገባኛል እና የካሳ ጥያቄን ያለማንሳት ስምምነት

በአሜሪካን ፕሬዚደንት የኤች.አይ.ቪ ኤድስ አስቸካይ ጊዜ እቅድ ፔፕፋር (PEPFAR) ኢትዮጵያ ቢሮ ከፓክት (Pact) ኢንተርናሽናል ኢትዮጵያ ጋር በሚተገብረው እቅድ ተጠቃሚ ሆነው በህይወታቸው ላይ ያመጣውን ለውጥ ለባለድርሻ አካላትና ለውጭ ማህበረሰብ ማካፈል ፈቃደኛ የሆኑ ግለሰቦችን ቃለመጠይቅ በማድረግ ላይ ይገኛል። ግለሰቦቹ በቃለመጠይቁ ተሳታፊ የሚሆኑት በሙሉ ፈቃደኝነት ይሆናል። ለዚህም የግለሰቦቹ የመኖሪያ ቤት፣ ቤተሰቦቻቸው፣ እንዲሁም የራሳቸው ምስል በፎቶግራፍ ወይም በቪዲዮ ሊቀረፅ ይችላል። ከቃለመጠይቁም ጋር በተያያዘ ምንም ገንዘብ ወይም የአይነት ጥቅም አያገኙም። በቃለመጠይቁም ምክንያት በግለሰቦች ላይ ጉዳት ያመጣል ተብሎ አይጠበቅም። ቃለመጠይቁም በመቅረፁ-ድምፅ የሚቀዳ ሲሆን ይህም ላልተገደበ ጊዜ ተቀምጦ መጠቀምን ያካትታል። ምስሎቹን፣ ታሪኮቹን እንዲሁም የድምፅ ቅጅውን በአለም አቀፍ የመረጃ ማስተላለፊያዎች እና በህትመት ውጤቶች በክፍል ወይም በሙሉ ያለገደብ እንዲጠቀሙበት ይህ ስምምነት ይፈቅዳል።

የቃለመጠይቁ ተሳታፊ ከላይ የሰፈሩት ነጥቦችን አንብበው ለመረዳታቸውና ለመስማማታቸው ለዚህም በምንም አይነት መልኩ የካሳ ይገባኛል ወይም የባለቤትነት መብት ላለመጠየቅ መስማማታቸውን ከዚህ በታች በሠፈረው ሠነድ በፊርማ አረጋግጠዋል።

የስምምነት ሠነድ

በቃለመጠይቁ ለመሳተፍ ተስማምቻለሁ። የፎቶግራፍ ምስልን/የተንቀሳቃሽ ምስልን (ፊልም) እንዲጠቀሙበት ተስማምቻለሁ።

ፊርማ	ቀን
ፊርማ	ቀን
የታዛቢ ፊርማ	ቀን
የተንከባካቢው ፊርማ	ቀን

ቃለመጠይቅ ፣ፎቶግራፍ ወይም ቪዲዮ የተቀረፀው ግለሰብ እድሜው ከ18 ዓመት በታች ከሆነ የተዘረዘሩት ነጥቦችን አንብቦ የተስማማው ተንከባካቢ እና የህፃኑ ዘመድ