

# Adolescent girls' and women's economic and social empowerment in pastoralist Ethiopia: midline qualitative research instruments

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# Table of Contents

1	Most significant changes over the last two years: adolescent individual interviews	2
2	Most significant changes over the last two years: caregiver individual interviews	10
3	Most significant changes over the last two years: key informant interviews	18

**THIS DOCUMENT CONTAINS TOOLS FOR ADOLESCENTS, CAREGIVERS, AND KEY INFORMANTS**  
**THE TIMELINE WILL NEED TO BE ADJUSTED FOR LOCAL CLIMATE PATTERNS**

First quarter 2022		First quarter 2023		First quarter 2024		
Spring school term	Fall school term	Spring school term	Fall school term	Spring school term		

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# 1 Most significant changes over the last two years: Adolescent

## individual interviews

### A. Community

Before you tell me all about the things that have happened to you and your family since we last met, I'd like to spend a few minutes learning about the things that have happened to your whole community—because that will help me better understand what has happened in your own life.

(Note: Try to keep this focused on the community—rather than the adolescent, this is to set the stage for exploring the adolescent's life.)

Let's start with this timeline, and **we'll note down any key events in BLACK:**

First quarter 2022		First quarter 2023		First quarter 2024		
Spring school term	Fall school term	Spring school term	Fall school term	Spring school term		

- 1) Has your community been impacted by flooding?
  - a. When was the drought/s? (Add lines to the timeline to capture duration)
  - b. How severe was the drought/s?
  - c. What were the major impacts of the drought/s on the community? (probe for: death of livestock, loss of crops, food insecurity, migration/displacement, school closures, loss of human life, etc)
- 2) Has your community been impacted by flooding?
  - a. When was the flood/s? (Add to the timeline)
  - b. How severe was the flood/s?
  - c. What were the major impacts of the flood/s on the community? (probe for: loss of transport infrastructure, educational infrastructure, health infrastructure, housing, livestock, crops, human life)
- 3) Has your community been impacted by any diseases or pests that have damaged or killed livestock or crops?
  - a. When was this? (Add to timeline and use lines to capture duration as needed)
  - b. Do you know what these diseases or pests were?
  - c. What were the major impacts on your community?
- 4) Has your community been impacted by any diseases that have made large numbers of people sick?
  - a. When was this? (Add to timeline and use lines to capture duration as needed)
  - b. Do you know what these diseases were?
  - c. What were the major impacts on your community?
- 5) Has your community been impacted by clan or ethnic conflict?
  - a. When was this? (Add to timeline and use lines to capture duration as needed)
  - b. Who was fighting?
  - c. What were the major impacts on your community? (Probe for migration/displacement, loss of livestock, crops and livelihood, destruction of property, loss of life, etc.)
- 6) Are there other major events that have shaped your community in the last two years? If so, let's put them on the timeline.

## B. Family

Now I'd like to talk about your family for just a few minutes. **I'll note down these changes in GREY.**

- 1) First, who do you live with? (Make a diagram that captures sex, rough age and relationships.)  
(Note—This may be where you learn that the adolescent has married and is no longer living with their birth family.)
- 2) Has who you live with changed since we last spoke?/Has your family gained or lost any members since we last spoke? When? Who? Why? (Add to timeline as needed—looking for births, deaths, marriages, migration—and link to family diagram)  
(Note—as above, this may reflect a change of household.)

First quarter 2022		First quarter 2023		First quarter 2024		
Spring school term	Fall school term	Spring school term	Fall school term	Spring school term	Fall school term	Spring school term

- 3) Has your family's livelihood and welfare changed since we spoke last? (Is your family more economically secure than you were? About the same? Or worse?)
  - a. What has changed? When? (Probe for ups and downs over the two years and add to timeline as needed)
  - b. What caused these changes? (Use drought/conflict community timeline above to contextualise and probe for loss of earner/labourer, health shock, loss of livelihood, loss of social assistance/ safety net, loss of livestock, migration of family member, gain of earner/labourer (e.g. someone got old enough to work, marriage), new economic opportunity, etc.—and work into family timeline)
- 4) Are there other major events that have happened to your family that I should put on the timeline?

### C. Adolescent's own life (and also some sibling questions)

Now that I understand the things that have happened in your community and family, I want to hear all about you and your life.

Let's use the timeline again. **I'm going to make down the key changes in GREEN.**

First quarter 2022		First quarter 2023		First quarter 2024		
Spring school term	Fall school term	Spring school term	Fall school term	Spring school term		

- 1) Before I ask any specific questions—what do YOU think are the most important things that have happened to you since we last spoke? (Add to timeline, noting duration as needed).  
(Note: Moving through this tool, you will have to adjust your thinking and your wording to account for what the adolescent has already told you about the community, the family, and free-response regarding their own life.)
- 2) Let's talk about your health.
  - a. Since we last spoke, have you had any serious injuries or illnesses? (Explore and add to timeline—contextualising with conflict/drought as needed from previous questioning)
    - Have you recovered from this or is it still impacting your life? How is it still impacting your life?
    - Did you receive any treatment to help you recover from this? What treatment? Probe for medication/ health care/ traditional or religious treatment
  - b. Have there been times in the past two years when you did not have enough to eat? (Explore and add to timeline, including with duration—contextualising with conflict/drought/HH shocks as needed from previous questioning)
    - Did you/your family receive any support to improve your nutrition? (Probe for PNSP, emergency food aid not PSNP from government, NGO support, school feeding, medical feeding (e.g. plumpy nut), etc.)
- 3) Let's talk about school.
  - a. Are you enrolled?
    - If no, were you ever enrolled? When did you drop out? What grade were you in? Why did you leave school?/ Why did you never enrol?
    - If yes, do you go to school year round? (Or do you take some months off?) What grade are you in? Have you been promoted? If so, do you attend a new school? Where?  
(Add to timeline, capturing when child is or is not actively attending due to conflict/ drought/ flood/HH responsibilities/ marriage/ migration/illness, death of family member, distance to school, teacher absenteeism, exam failure, etc. and grade promotions/ school changes).
  - b. Has anything important happened at school since we last spoke? (Have you gotten a new teacher? Started taking new classes/subjects that you really like/dislike?; sat exams/ faced punishment by teachers etc.) What do you like about school? What don't you like about school?
  - c. Have you received any support aimed at helping you return to/ stay in school? (Probe from school feeding, free uniforms and school supplies from NGOs [if so, can they identify which NGO], menstrual supplies [if so, can they identify source of support], tutorials, encouragement from teachers/club leaders/parents, etc.)
  - d. I'd like to know just a bit about your school.
    - Does your school have separate toilets for girls and boys? What kind of toilets are they? Are they clean? Do they have doors? Is there water for washing up? Are these new/ have these been recently upgraded? Use timeline as needed.

- Does your school have rooms and supplies that can be used for girls who are menstruating? What supplies/ facilities does your school have? Are these new/ have these been recently upgraded? Use timeline as needed.
  - e. Which of your siblings are enrolled in school? (Refer back to family diagram—pay attn to gender and age differences and if there are patterns, explore these.) Have any of your siblings started or dropped out of school in the past two years? If so, when? Why? (Add to timeline.) Have any of your siblings received support to return to/ stay in school? (Pay attn to gender differences.)
  - f. Have you ever attended religious education? When? How long/ often did you attend? Did you learn to read there? Are you still attending? (Use time line)
  - g. Have any of your siblings attended religious education? Which ones? (Probe esp for gender differences)
- 4) Let's talk about the work that you do.
- a. What unpaid jobs/work/chores do you do for your family?
  - b. When did you start doing this work?/ How long have you been doing this work? Do you do this work year round? (Or only some seasons?) Why are you doing this work/why has your work changed? (Add to timeline with explanations—probe for events that adolescent has reported as shaping community—e.g drought/flood/conflict/etc.—or household—e.g. marriage/divorce/death/health shock/etc.)
  - c. What unpaid work/chores do your siblings do? Explore—paying attn to differences related to age and gender and noting on timeline as relevant.
  - d. Is there other unpaid work that you do for your family that we should put on the timeline?
  - e. What paid jobs/work do you have? Record type of work and for whom—including self-employment/IGA.
  - f. When did you start doing this work?/ How long have you been doing this work? Do you do this work year round? (Or only some seasons?) Why are you doing this work/why has your work changed? (Add to timeline with explanations—probe for events that adolescent has reported as shaping community—e.g drought/flood/conflict/etc.—or household—e.g. marriage/divorce/death/health shock/etc.)
  - g. What do you spend your income on? (Probe for self—clothing, food, phones and credit, schooling vs family needs.)
  - h. What paid work/jobs do your siblings do? Explore—paying attn to differences related to age and gender and noting on timeline as relevant.
  - i. How do your siblings spend their income? (Pay attn to age and gender differences in terms of spending on self vs family needs.)
  - j. Is there other paid work that you do for your family that we should put on the timeline? Probe also for work that may have required migration and explore where and why, etc.)
  - k. (AS APPROPRIATE) In the past two years, has anyone in the community supported you to learn new skills, start your own business or take on new work? Probe for credit union/ pastoralist office/ agricultural extension office/ Youth League/ Women's Association and ask about access to loan, access to savings group, access to productive assets, skills building/ training course, etc
  - l. Have you had any opportunities to participate in any volunteer activities at school or in the community – if so, what? What motivated you? What do you like about this? Are there any aspects that could be improved? Who are the other volunteers you work alongside? (Probe for age and gender esp.)
- 5) Let's talk about violence (Note: this question is especially sensitive to what the adolescent has already reported about conflict).
- a. Since we spoke last, have you been hurt by someone? When? By whom? (Probe for family member {which one}, teacher, peers, neighbour, other in community) In what context? In what way were you hurt? (Probe for verbal/psychological, physical, sexual) Put on timeline as needed)
  - b. Has anyone helped support you with/ though this? Who? How? (Probe for parent, other family member, neighbour, school staff, physical health care provider, social worker/ PSS support person, police/justice, NGO worker/facilitator)
  - c. Have any of your siblings been hurt by someone? Which ones? (Use family diagram and pay attn to age and gender differences) When? In what way? By whom? In what context? (Put on timeline as needed) To the best of your knowledge, have they received support for this? From whom? (Probe for parent, other family member, neighbour, school staff, physical health care provider, social worker/ PSS support person, police/justice, NGO worker, facilitator)



6) Let's talk about FGM.

**FOR GIRLS**—Since we last spoke, have you undergone FGM? If yes:

- a. Tools template (1).inddwindfall, etc.). Who decided the timing? Did you have any input into timing? Explore.
- b. Who did the FGM? (Probe for traditional cutter, mother, grandmother, and HEWs/ at clinics and why this cutter)
- c. What type, use pictures and try to tease out details of type—including not only “flesh removed” but WHICH flesh and not only “sewn” but HOW closed (and being aware that they may be stitched or they may be closed with scar tissue). Who decided the type? Did you have any input into type? Explore.
- d. Did anyone try to prevent your FGM? Or change the type? Who? Why?
- e. Did anyone provide you with information about FGM and its risks or benefits? If so, who, where and what were the messages that were provided?
- f. How long did it take you to recover?
- g. Do you have any older sisters who have undergone FGM? If yes, how old were they when they were cut? What type of FGM did they have? Who cut them? Did anyone try to prevent/delay/ change the type of your sister’s FGM? If so, who? IF THE INTERVIEWEE’S EXPERIENCE DIFFERED FROM THEIR OLDER SISTER/S, PROBE FOR WHY AND WHAT’S DRIVING CHANGE.
- h. Do you have any younger sister who have undergone FGM? If yes, how old were they when they were cut? What type of FGM did they have? Who cut them? Did anyone try to prevent/delay/ change the type of your sister’s FGM? If so, who? IF THE INTERVIEWEE’S EXPERIENCE DIFFERED FROM THEIR YOUNGER SISTER/S, PROBE FOR WHY AND WHAT’S DRIVING CHANGE.
- i. (REGARDLESS OF WHEN GIRL WAS CUT) Have there been any longer-term consequences for you from FGM? (Probe for pain, UTIs, painful sex, childbirth difficulty, etc.)

**FOR BOYS**—Have any of your sisters undergone FGM since we last spoke? If yes:

- a. When/how old was she when it was done? Why was it done then? Put on timeline. Probe for seasonality, age, preparation for marriage, economic windfall, etc.)
- b. Do you know who did the FGM? (Probe for traditional cutter, mother, grandmother, HEWs/ at clinics and why this cutter)
- c. Do you know what type, use pictures and try to tease out details of type—including not only “flesh removed” but WHICH flesh and not only “sewn” but HOW closed (and being aware that they may be stitched or they may be closed with scar tissue).
- d. Do you know if anyone tried to prevent your sister’s FGM? Or change the type? Who? Why? Why/not? What about you?
- e. Did anyone provide you with information about FGM and its risks or benefits? If so, who, where and what were the messages that were provided?

7) Let's talk about marriage. Have you gotten married since we last spoke?

- a. If yes—put on timeline:
- Why were you married then? (Probe for family and peer pressure/ who supported – also efforts to delay/prevent marriage)
  - How long had you known your spouse prior to marriage? How did you meet your spouse? (Put on timeline)
    - » How much input did you have into timing? Explore thought process—paying attn to shades of gray  
 TOTALLY DECIDED BY ME I HAD SOME SAY  
 I HAD NO SAY
  - Was this a first marriage/ second marriage and (FOR MALES) is this a first/only wife?
  - Tell me about your spouse. How old is he/she? What level of education does he/she have? What work does he/she do? Who chose him/her?
  - How much input did you have into partner? Explore thought process—paying attn to shades of gray.  
 TOTALLY DECIDED BY ME I HAD SOME SAY  
 I HAD NO SAY
  - How has/did marriage change your life? (Put on timeline as appropriate)
    - » Did you move after marriage/ live somewhere else? Explore. (Note: This may have been covered above.)
    - » Has this impacted your relationship with your family? How?/ Explore including feelings about.
    - » Has this impacted your relationships with your friends? How?/ Explore including feelings about.
    - » Has marriage impacted your access to education? How?/ Explore including feelings about. (Note: This may have been covered above.)

- » Has marriage impacted your access to education? How?/ Explore including feelings about. (Note: This may have been covered above.)
- » Did you begin doing new/more/different work after marriage? Explore—asking about daily tasks/ time use and feelings about.
- » Have you become a parent? When? How many? Explore including feelings about.
- Imagine you had not married when you did.
  - » At that point, what other options were there for a girl/boy your age? Probe for education/work/migration opportunities.
  - » How might your life be different now if you had not married when you did? Probe for differences in health/ HH welfare and food security/education/ work/ migration/ relationships with family/ relationships with friends/ decision-making
- b. If no—is there more pressure on you to marry/plans for you to marry/have you begun to think about marriage?
  - When did interest in your marriage start increasing? Put on timeline.
  - Who is interested in your marriage? Why? (Explore family and peer pressure and also efforts to delay/prevent)
- c. Have you separated or divorced since we last spoke? When? Why? How has this changed your life? Did anyone support your separation/divorce or work to delay/prevent your separation/divorce? Explore. Did you get a divorce settlement? Who helped you with this? (Put on timeline as appropriate)
- d. Have any of your siblings married in the past two years? Which ones (by sex)? How old were they? Was the timing of marriage chosen by the sibling?/ Did the sibling have input into timing? Explore. Was the partner chosen by the sibling/ Did the sibling have input into partner? Explore. Who supported the marriage? Did anyone work to delay/prevent? Who? Why?
- e. Did anyone provide you with information about child marriage? If so, who, where and what were the messages that were provided?

8) Let's talk about what you want for your future—using a new timeline. **Use an ORANGE pen to note these key aspirations.**

2024

1 year out

3 years out

5 years out

10 years out

- 
- a. *(IF IN SCHOOL)* How long would you like to stay in school? Why? What do you want to study? Where do you want to study? Do you have support to do this? What do you need to do to realise this goal? What support do you need from others? (Add to timeline as needed)
    - » Have your aspirations for education shifted over the past two years? How? Why? (Probe for drought/conflict related as well as HH/individual shocks and adolescent maturity) Use timeline as needed.
  - b. What livelihood/s do you envision for your future? When? Where? Why? What do you need to make this happen? What support do you need from others?
    - » Have your aspirations for livelihood shifted over the past two years? How? Why? (Probe for drought/conflict related as well as HH/individual shocks and adolescent maturity) Use timeline as needed.
  - c. *(IF FEMALE AND UNCUT)* When do you anticipate undergoing FGM?
    - » Why then? (Probe for actors involved in timing as well as seasonality, age, preparation for marriage, etc. as above).
    - » What type of FGM do you expect you will have? (Probe for which flesh is removed and how closed girls are, as above.) Why this type?
    - » Who do you expect will carry out your FGM? / Where will the FGM be carried out? Why? (Probe esp for medicalisation).
    - » Have your expectations regarding timing and type of FGM changed over the last two years? Why? (Probe for programme impacts as well as drought/conflict related impacts.)
  - d. *(IF UNMARRIED)* When would you like to marry? Why then? Who will support you in this? Will anyone oppose you? Who? Explore and put on timeline.
    - » Have your aspirations for marriage shifted over the past two years? How? Why? (Probe for drought/conflict related as well as HH/individual shocks and adolescent maturity) Use timeline as needed.
  - e. *(IF MARRIED)* When would you like to become a parent/ have more children? Why then? Who will support you in this? Will anyone oppose you? Who? Explore and put on timeline—probing, if they would like to delay or limit childbearing, what they know about contraception, who they learned from, and what access they have to services.
    - » Have your aspirations for parenthood shifted over the past two years? How? Why? (Probe for drought/conflict related as well as HH/individual shocks and adolescent maturity) Use timeline as needed.
  - f. If you have daughters (now or in the future), do you plan on them undergoing FGM?

- » Why do you want them to undergo FGM?
- » How old do you anticipate them being at the time of FGM? Why this age?
- » What type of FGM do you anticipate them having? (Probe as above, for which flesh and how closed.) Why this type?
- » Who do you anticipate performing the FGM/ Where do you anticipate the FGM will take place? Why this cutter/ location?(Probe esp for medicalisation)
- » Have your expectations regarding your daughter's FGM changed in the past two years? Why? (Probe esp for programme impacts)

## D. Programme participation

Now I'd like to learn about what programmes and clubs you have participated in since we last spoke—and what you learned there.

(Note: You may need a separate timeline schematic for each club/ programme.) **Use a PURPLE marker for this.**

First quarter 2022	First quarter 2023	First quarter 2024				
Spring school term	Fall school term	Spring school term	Fall school term	Spring school term		

- 1) *(ONLY IF ADOLESCENT WAS ENROLLED IN THE PAST TWO YEARS)* In the last two years, have you taken part in any school clubs? When? (Use timeline and capture duration as well)
  - a. Which club/s?
  - b. How often does the club meet? How long has it been meeting?
  - c. How many/who is in the club? Who leads the club? (Probe for girls versus boys, age of participants, gender of leader, etc.)
  - d. What does the club do/ what have you learned in the club? (Probe for content related to gender norms more broadly, child marriage, FGM, violence more broadly, SGBV, finance skills or opportunities)
  - e. Why did you choose this club? (Are there any incentive associated with participation?) / How were you chosen to participate?
  - f. Have you liked taking part in the club? Why?/ What have you really liked? (Probe for learn new things and if so, what?, be with friends, also opportunities to speak and lead and exposure to role models)
  - g. What would you like to change about the club? Are there other things you'd like to learn about? Other things you'd like to do? Things you do not want to learn about or do? Would the club be better with a different leader/ different participants/ different intensity? Explore.
  - h. Are there other clubs at your school that you would like to be in? Which clubs? Why?
- 2) In the last two years, have you taken part in any programmes/ clubs in the community?
  - a. What clubs/programmes? When? Use timeline.
    - » Probe for STC—asking specifically about radio listening groups, girls/gender clubs
    - » other NGOs
    - » equubs or savings groups
    - » kebele-based opportunities for youth or women
  - b. How often does the programme/ club meet? How long has it been meeting?
  - c. Who is the programme aimed at? Who leads the programme? (Probe for girls versus boys, age of participants, gender of leader, etc.)
  - d. What does the programme do/ what type of information does the programme deliver?
    - Probe for content related to gender norms more broadly, the importance of education/ girls' education, child marriage, FGM, violence more broadly, SGBV, finance skills or economic opportunities
    - Does the programme provide you any support to attend school? (Probe for school supplies/ period products, etc.)

- e. Why did you choose this programme? / How were you chosen to participate?
- f. Have you liked taking part in the club? Why? / What have you liked?
  - Probe for learn new things—and if so what content specifically?, be with friends, also opportunities to speak and lead and exposure to role models
  - Probe for impact of material support
- g. You said the programme taught about XX, YY and ZZ (*CONTEXTUALISE WITH WHAT ADOLESCENT SAID ABOVE*), has learning these things impacted your beliefs? Your behaviours? How?
- h. Is there anything you would like to change about the programme? If so, what? Explore, probing for:
  - Are there other things you'd like to learn about? Other things you'd like to do?
  - Things you would not like to learn about or do? / Things you think about the programme are inappropriate for adolescents in your community?
  - Would the programme be better with a different leader/ different participants/ different intensity?
- i. Are there other programmes in the community that you would like to be in? Which programmes? Why?

(USE WHAT THE ADOLESCENT HAS ALREADY SAID ABOVE TO FRAME THESE QUESTIONS—THIS WILL BE REPETITIVE AND FRUSTRATING TO THE RESPONDENT IF NOT DONE CAREFULLY)

- 3) We would like to understand where—in this community—young people are learning about a variety of topics.

(Let the adolescent volunteer a list on their own, then use the information from in the interview to suggest options the adolescent has already told you about and then—as needed—probe for in school curriculum, in school clubs, from community based-programming including STC, radio, kebele leadership included Women's and Youth groups, 1:5 groups, religious or clan leaders, etc.)

- a. If/ Where have you been exposed to messages about the importance of education / girls' education?
  - For each location—ask for a short synopsis of the message/s.
  - For each synopsis—Is this a useful framing of this messages for adolescents in the community? How could it be strengthened?
- b. If/ Where have you been exposed to messages about child marriage/ learned that child marriage is not good?
  - For each location—ask for a short synopsis of the message/s.
  - For each synopsis—Is this a useful framing of this messages for adolescents in the community? How could it be strengthened?
- c. If/Where have you been exposed to messages about the risks of FGM?
  - For each location—ask for a short synopsis of the message/s.
  - For each synopsis—Is this a useful framing of this messages for adolescents in the community? How could it be strengthened?
- d. If/ Where have you been exposed to messages that SGBV is not girls' fault?
  - For each location—ask for a short synopsis of the message/s.
  - For each synopsis—Is this a useful framing of this messages for adolescents in the community? How could it be strengthened?

	Where/ From whom	Message synopsis	Useful/ Strengthened
Education			
Child marriage			
FGM			
SGBV			

## 2 Most significant changes over the last two years: caregiver

### individual interviews

#### A. Community

Before you tell me all about the things that have happened to you and your family since we last met, I'd like to spend a few minutes learning about the things that have happened to your whole community—because that will help me better understand what has happened in your own life.

*(Note: Try to keep this focused on the community—rather than the respondent, this is to set the stage for exploring the respondent's life.)*

Let's start with this timeline, and **we'll note down any key events in BLACK:**

First quarter 2022		First quarter 2023		First quarter 2024		
Spring school term	Fall school term	Spring school term	Fall school term	Spring school term	Fall school term	Spring school term

- 1) Has your community been impacted by drought?
  - a. When was the drought/s? (Add lines to the timeline to capture duration)
  - b. How severe was the drought/s?
  - c. What were the major impacts of the drought/s on the community? (probe for: death of livestock, loss of crops, food insecurity, migration/displacement, school closures, loss of human life, etc)
- 2) Has your community been impacted by flooding?
  - a. When was the flood/s? (Add to the timeline)
  - b. How severe was the flood/s?
  - c. What were the major impacts of the flood/s on the community? (probe for: loss of transport infrastructure, educational infrastructure, health infrastructure, housing, livestock, crops, human life)
- 3) Has your community been impacted by any diseases or pests that have damaged or killed livestock or crops?
  - a. When was this? (Add to timeline and use lines to capture duration as needed)
  - b. Do you know what these diseases or pests were?
  - c. What were the major impacts on your community?
- 4) Has your community been impacted by any diseases that have made large numbers of people sick?
  - a. When was this? (Add to timeline and use lines to capture duration as needed)
  - b. Do you know what these diseases were?
  - c. What were the major impacts on your community?
- 5) Has your community been impacted by clan or ethnic conflict?
  - a. When was this? (Add to timeline and use lines to capture duration as needed)
  - b. Who was fighting?
  - c. What were the major impacts on your community? (Probe for migration/displacement, loss of livestock, crops and livelihood, destruction of property, loss of life, etc.)
- 6) Are there other major events that have shaped your community in the last two years? If so, let's put them on the timeline.



## B. Family overview

Now I'd like to talk about your family. **I'll note down these changes in PURPLE.**

- 1) First, who do you live with? (Make a diagram that captures sex, rough age, and relationships.)
- 2) Has who you live with changed since we last spoke?/Has your family gained or lost any members since we last spoke? When? Who? Why? (Add to timeline as needed—looking for births, deaths, marriages, migration—and link to family diagram)

First quarter 2022		First quarter 2023		First quarter 2024	
Spring school term	Fall school term	Spring school term	Fall school term	Spring school term	

- 
- 3) Has your family's livelihood and welfare changed since we spoke last? (Is your family more economically secure than you were? About the same? Or worse?)
    - a. What has changed? When? (Probe for ups and downs over the two years and add to timeline as needed)
    - b. What caused these changes?
      - Use drought/conflict community timeline above to contextualise and probe for loss of earner/labourer, health shock, loss of livelihood, loss of social assistance/ safety net, loss of livestock, migration of family member, gain of earner/labourer (e.g. someone got old enough to work, marriage), new economic opportunity, etc.—and work into family timeline)
      - Make sure to capture economic activity over time by both the caregiver and the head of household (THIS MAY BE WHERE YOU FIRST HEAR ABOUT PROGRAMMING BY STC AND HOW ECONOMIC STRENGTHENING ACTIVITIES ARE IMPACTING WOMEN AND THEIR FAMILIES)
  - 4) Are there other major events that have happened to your family that I should put on the timeline?

### C. Your children

Now I would like to ask you some questions about your children.

Let's use the timeline again.

(YOU WILL NEED MULTIPLE COPIES OF THIS TIMELINE FOR DIFFERENT QUESTIONS—BECAUSE YOU WILL BE CAPTURING INFORMATION ABOUT ALL CHILDREN)

First quarter 2022		First quarter 2023		First quarter 2024		
Spring school term	Fall school term	Spring school term	Fall school term	Spring school term		

(Note: Moving through this tool, you will have to adjust your thinking and your wording to account for what the respondent has already told you about the community and family welfare.)

- 1) Let's start with health. **USE A BLUE MARKER FOR HEALTH**
  - a. Since we last spoke, have your children had any serious injuries or illnesses? (Explore and add to timeline—contextualising with conflict/drought as needed from previous questioning)
    - Has your child/children recovered from this or is it still impacting your child's life? How is it still impacting your child's life?
    - Did your child/ children receive any treatment to help you recover from this? What treatment? Probe for medication/ health care/ traditional or religious treatment
  - b. Have there been times in the past two years when your children did not have enough to eat? (Explore and add to timeline, including with duration-- contextualising with conflict/drought/HH shocks as needed from previous questioning)
    - Did your family receive any support to improve your nutrition? (Probe for PNSP, emergency food aid not PSNP from government, NGO support, school feeding, medical feeding (e.g. plumpy nut), etc.)
- 2) Let's talk about your children's access to school. **USE A RED MARKER FOR GIRLS AND A GREY MARKER FOR BOYS AND CAPTURE ALL CHILDREN IN HH ON THE TIMELINE**
  - a. Which of your children are enrolled in school right now?
    - For in-school children:
      - » What grade are they in?
      - » Do they go year round, or only some months/seasons? Explore and put on timeline.
      - » How do you/ your spouse support their education? (Probe for financial support/ buying school supplies, time to do homework, encouragement, etc.)
      - » Has the drought/conflict had any impact on your children's education? Explore.
    - For out-of- school children:
      - » Were they ever enrolled? Why not? What do they do instead? (Pay attention to gender patterning, and explore school availability, seasonal migration, unpaid child work, paid child work, etc. )
      - » If they've dropped out—when? What age/grade? Why did they leave school then? (Pay attention to gender patterning, and explore cost, school availability, seasonal migration, unpaid child work, paid child work, violence, marriage, exam failure, migration, poor school quality, etc.)
      - » Has the drought/conflict had any impact on your children's education? Explore.

- b. Have any of your children received any support aimed at helping them return to/ stay in school? (Probe from school feeding, free uniforms and school supplies from NGOs [if so, can they identify which NGO], menstrual supplies [if so, can they identify source of support], tutorials, etc.)
- c. Have any of your children ever attended religious education? Which ones? For how long? (Explore gender patterns esp.) Did they learn to read there? Has the drought/conflict impacted children's uptake of religious education? Explore.
- 3) Let's talk about the work that your children do. **USE A RED MARKER FOR GIRLS AND A GREY MARKER FOR BOYS AND CAPTURE ALL CHILDREN IN HH ON THE TIMELINE**
- a. What unpaid work do your children do for your family?
- Do girls and boys do different jobs? Explore.
  - Do children/ girls/boys do different jobs as they get older? Explore.
  - How many hours a day do children do this work? What seasons? Explore.
  - Has the drought/conflict impacted the unpaid work your children do? Explore.
- b. What paid work do your children do?
- Do girls and boys do different jobs? Explore—probing for local work as well as migration.
  - Do children/ girls/boys do different jobs as they get older? Explore.
  - How many hours a day do children do this work? What seasons? Explore.
  - For your children who earn an income—what do they do with the income? How do they spend their money? (Probe for spend on self versus family and expectations on girls' vs boys' income)
  - Has the drought/conflict impacted the paid work that your children do? Explore.
- 4) Let's talk about your children's experiences of violence (Note: this question is especially sensitive to what the respondent has already reported about conflict). **USE A RED MARKER FOR GIRLS AND A BLUE MARKER FOR BOYS AND CAPTURE ALL CHILDREN IN HH ON THE TIMELINE**
- a. Since we spoke last, have your children been hurt by someone? When? In what way? By whom? (Family member, teacher, peers, neighbour or other community member, in conflict, etc.) In what context? (Put on timeline as needed)
- b. Has anyone helped support your child (and you) with/ though this? Who? How? (Probe for other family member, neighbour, school staff, physical health care provider, social worker/ PSS support person, police/justice, NGO worker/facilitator)
- 5) I'd like to understand FGM in your family—so I'd like to talk about your own experience and the experiences of your daughters.

	Approx current age (this can be filled in based on what you've already learned in the family overview)	How old at time of FGM? And why then?  (Probe for seasonality, preparation for marriage, economic windfall, etc.)	What type? And why?  (Use pictures and try to tease out details of type—including not only "flesh removed" but WHICH flesh and not only "sewn" but HOW closed (and attending to stitches vs scar tissue.) Who decided the type? Explore actors for and against type.	By whom?  (Probe for HEWs/ at clinics vs traditional cutters or parents or grandparents and why?)	How long did recovery take? Were there any complications and if so what and what treatments by whom?	Have there been any longer-term consequences such as pain, UTIs, painful sex, childbirth difficulty, etc.
Self						
Daughter 1						
Daughter 2						

- 6) Let's talk about marriage. Have any of your children married since we last spoke? **USE A RED MARKER FOR GIRLS AND A GREY MARKER FOR BOYS AND CAPTURE ALL CHILDREN IN HH ON THE TIMELINE**

a) If yes—put on timeline:

- Why was s/he married then? (Probe for family and peer pressure/ who supported -- also efforts to delay/prevent marriage)
- How much input did your child have into timing? Explore thought process—paying attn to shades of grey.

TOTALLY DECIDED BY CHILD  
CHILD HAD NO SAY

CHILD HAD SOME SAY

- How long had s/he known their spouse prior to marriage? How did they meet their spouse? (Put on timeline)
- Was this a first marriage/ second marriage and (FOR MALES) is this a first/only wife?
- Tell me about your child's spouse. How old is he/she? What level of education does he/she have? What work does he/she do? Who chose him/her?
- How much input did your child have into partner? Explore thought process—paying attn to shades of grey.

TOTALLY DECIDED BY CHILD  
CHILD HAD NO SAY

CHILD HAD SOME SAY

- Imagine your child had not married when s/he did.
  - » At that point, what other options were there for a girl/boy of that age? Probe for education/work/migration opportunities.
  - » How might your child's life be different now if sh/he had not married then? Probe for differences in health/ HH welfare and food security/education/ work/ migration/ relationships with family/ relationships with friends/ decision-making

b. If no—is there increasing pressure on your child to marry soon? From whom? Self? Peers? Family? Why?

- When did interest in your marriage start increasing? Put on timeline.
- Who is interested in your marriage? Why? (Explore family and peer pressure and also efforts to delay/prevent)

c. Has your child separated or divorced since we last spoke? When? Why? Who supported this or worked against it?

7) Let's talk about what you want for your children's future—using a new timeline. **Use a GREEN pen to note these key aspirations.**

2024

1 year out

3 years out

5 years out

10 years out

- a. (IF CHILD IS IN SCHOOL) How long would you like your child to stay in school? Why? What do you want him/her to study? Where do you want him/her to study? How will you support your child to do this? What support do you need from others. (Add to timeline as needed)
- Have your aspirations for your child's education shifted over the past two years? How? Why? (Probe for drought/conflict related as well as HH/individual shocks and adolescent maturity) Use timeline as needed.
- b. What livelihood/s do you envision for your child's future? When? Where? Why? How will you support your child to do this? What support do you need from others. (Add to timeline as needed)
- Have your aspirations for your child's livelihood shifted over the past two years? How? Why? (Probe for drought/conflict related as well as HH/individual shocks and adolescent maturity) Use timeline as needed.
- c. (IF ANY UNCUT DAUGHTERS IN HH) When do you anticipate your daughter/s undergoing FGM?
- Why then? (Probe for actors involved in timing as well as seasonality, age, preparation for marriage, etc. as above).
  - What type of FGM do you expect your child will have? (Probe for which flesh is removed and how closed girls are, as above.) Why this type?
  - Who do you expect will carry out the FGM? / Where will the FGM be carried out? Why? (Probe esp for medicalisation).
  - Have your expectations regarding timing and type of FGM changed over the last two years? Why? (Probe for programme impacts as well as drought/conflict related impacts.)
- d. When would you like your child to marry? Why then? Who will support your child's marriage at this time? Will anyone oppose the marriage? Who? Why? Explore and put on timeline.

- Have your aspirations for your children's marriage shifted over the past two years? How? Why? (Probe for drought/conflict related as well as HH/individual shocks and adolescent maturity) Use timeline as needed.
- e. When would you like your child to become a parent/ have more children? Why then? Explore and put on timeline—probing for access to contraceptives and uptake in the community.
  - Have your aspirations for grand-parenthood shifted over the past two years? How? Why? (Probe for drought/conflict related as well as HH/individual shocks and adolescent maturity) Use timeline as needed.



## D. Programme participation

Now I'd like to learn about what programmes you and your children have participated in since we last spoke—and what you learned there.

First quarter 2022		First quarter 2023		First quarter 2024	
Spring school term	Fall school term	Spring school term	Fall school term	Spring school term	Fall school term

**(NOTE—PLEASE LABEL THIS TIMELINE ADULT CAREGIVER AND USE A BLACK MARKER)**

- 1) In the last two years, have you taken part in any programmes in the community?
  - a. What programmes? When? Use timeline.
    - Probe for STC—asking specifically about radio listening groups, self-help group/ economic opportunities, etc.
    - other NGOs
    - equubs or savings groups (not STC)
    - kebele-based opportunities for youth or women
  - b. How often does the programme meet? How long has it been meeting?
  - c. Who is the programme aimed at? Who leads the programme?
  - d. What does the programme do/ what type of information does the programme deliver?
    - Probe for content related to gender norms more broadly, the importance of education/ girls' education, child marriage, FGM, violence more broadly, SGBV, finance skills or economic opportunities
    - Does the programme provide you any support? (Probe for productive assets, support for child to attend school such as school supplies/ period products, etc.)
  - e. Why did you choose this programme? / How were you chosen to participate?
  - f. Have you liked taking part in the programme? Why? / What have you liked? Has it improved your own life? How? Your family's welfare? How? (Explore how the economic strengthening aspect has improved—or not—women's lives and the lives of their children.)
  - g. You said the programme taught about XX, YY and ZZ (CONTEXTUALISE WITH WHAT RESPONDENT SAID ABOVE), has learning these things impacted your beliefs? Your behaviours? How? (Explore how the messaging aspect of programming has impacted women and their children)
  - h. Is there anything you would like to change about the programme? If so, what? Explore, probing for:
    - Are there other things you'd like to learn about? Other things you'd like to do?
    - Things you would not like to learn about or do? / Things you think about the programme are inappropriate for your community?
    - Would the programme be better with a different leader/ different participants/ different intensity?
  - i. Are there other programmes in the community that you would like to be in? Which programmes? Why?

**(NOTE—FOR THIS QUESTION YOU WILL NEED A SEPARATE TIMELINE SCHEMATIC FOR EACH CHILD IN THE HOUSEHOLD OVER THE AGE OF 10 WHO IS TAKING PART IN ANY PROGRAMMING—USE A RED MARKER FOR GIRLS AND A GREY MARKER FOR BOYS AND RECORD THE AGE AND SEX OF THE CHILD ON THE SCHEMATIC)**

- 2) I'd like to understand what programming your children participate in as well. In the last two years, HAS YOUR CHILD
  - a. What programmes? When?

- Probe for STC—asking specifically about radio listening groups, girls'/gender clubs
  - other NGOs
  - equubs or savings groups (not STC)
  - kebele-based opportunities for youth or women
- b. How often does the programme meet? How long has it been meeting?
- c. Who is the programme aimed at?
- d. What does the programme do/ what type of information does the programme deliver?
- Probe for content related to gender norms more broadly, the importance of education/ girls' education, child marriage, FGM, violence more broadly, SGBV, finance skills or economic opportunities
  - Does the programme provide your child any support? (Probe for support for child to attend school such as school supplies/ period products, etc.)
- e. How was your child chosen to participate/ Why did your child choose to take part in the programme?
- f. Has your child liked taking part in the programme? Why? / What has your child liked?
- g. You said the programme taught your child about XX, YY and ZZ (*CONTEXTUALISE WITH WHAT RESPONDENT SAID ABOVE*), from your perspective—has learning these things changed what your child does or believes? Explore.
- h. Is there anything you or your child would like to change about the programme? If so, what? Explore, probing for:
- Are there other things you'd like for your child to learn about?/ Other things your child would like to learn about?
  - Things you or your child would not like to learn about or do? / Things you or your child think about the programme are inappropriate for your community?
  - Would the programme be better with a different leader/ different participants/ different intensity?
- i. Are there other programmes in the community that you would like for your child to be in?/ Your child would like to be in? Which programmes? Why?

(USE WHAT THE RESPONDENT HAS ALREADY SAID ABOVE TO FRAME THESE QUESTIONS—THIS WILL BE REPETITIVE AND FRUSTRATING TO THE RESPONDENT IF NOT DONE CAREFULLY)

- 3) We would like to understand where—in this community—people are learning about a variety of topics.

(Let the respondent volunteer a list on their own, then use the information from in the interview to suggest options the respondent has already told you about and then—as needed—probe for in school, from community based-programming including STC, radio, kebele leadership included Women's and Youth groups, 1:5 groups, religious leaders, etc.)

- a. If/ Where have you been exposed to messages about the importance of education / girls' education?
- For each location—ask for a short synopsis of the message/s.
  - For each synopsis—Is this a useful framing of this messages for adolescents in the community? How could it be strengthened?
- b. If/ Where have you been exposed to messages about child marriage/ learned that child marriage is not good?
- For each location—ask for a short synopsis of the message/s.
  - For each synopsis—Is this a useful framing of this messages for adolescents in the community? How could it be strengthened?
- c. If/Where have you been exposed to messages about the risks of FGM?
- For each location—ask for a short synopsis of the message/s.
  - For each synopsis—Is this a useful framing of this messages for adolescents in the community? How could it be strengthened?
- d. If/ Where have you been exposed to messages that SGBV is not girls' fault?
- For each location—ask for a short synopsis of the message/s.
  - For each synopsis—Is this a useful framing of this messages for adolescents in the community? How could it be strengthened?

	Where/ From whom	Message synopsis	Useful/ Strengthened
Education			
Child marriage			
FGM			
SGBV			

### 3 Most significant changes over the last two years: key informant

#### interviews

##### A. Community/woreda overview

**Let's start with this timeline, and note changes on it in BLACK.**

First quarter 2022		First quarter 2023		First quarter 2024		
Spring school term	Fall school term	Spring school term	Fall school term	Spring school term	Fall school term	Spring school term

- 1) Has your community/woreda been impacted by drought?
  - a. When was the drought/s? (Add lines to the timeline to capture duration)
  - b. How severe was the drought/s?
  - c. What were the major impacts of the drought/s on the community? (probe for: death of livestock, loss of crops, food insecurity, migration/displacement, school closures, loss of human life, etc)
- 2) Has your community/ woreda been impacted by flooding?
  - a. When was the flood/s? (Add to the timeline)
  - b. How severe was the flood/s?
  - c. What were the major impacts of the flood/s on the community? (probe for: loss of transport infrastructure, educational infrastructure, health infrastructure, housing, livestock, crops, human life)
- 3) Has your community/ woreda been impacted by any diseases or pests that have damaged or killed livestock or crops?
  - a. When was this? (Add to timeline and use lines to capture duration as needed)
  - b. Do you know what these diseases or pests were?
  - c. What were the major impacts on your community?
- 4) Has your community/ woreda been impacted by any diseases that have made large numbers of people sick?
  - a. When was this? (Add to timeline and use lines to capture duration as needed)
  - b. Do you know what these diseases were?
  - c. What were the major impacts on your community?
- 5) Has your community/ woreda been impacted by clan or ethnic conflict?
  - a. When was this? (Add to timeline and use lines to capture duration as needed)
  - b. Who was fighting?
  - c. What were the major impacts on your community? (Probe for migration/displacement, loss of livestock, crops and livelihood, destruction of property, loss of life, etc.)
- 6) Are there other major events that have shaped your community in the last two years? If so, lets put them on the timeline.

## B. Education

**(THIS SET OF QUESTIONS IS FOR TEACHERS AND EDUCATION OFFICIALS ONLY)**

*Let's use another timeline schematic and note changes in GREEN.*

First quarter 2022		First quarter 2023		First quarter 2024		
Spring school term	Fall school term	Spring school term	Fall school term	Spring school term	Fall school term	Spring school term

- 1) In the last two years, have there been any changes in terms of the educational opportunities available in this community/ woreda? Is there a new/closer school/s? More grades? More teachers? Has the school begun providing clubs to students? If so, what clubs are you aware of? Has quality improved? Explore and put on timeline.
- 2) In the past two years, have more/different students started attending school? (Explore for age/grade and gender patterns and why—including school feeding, material support, messaging about the importance of education, upgrades to school facilities including toilets/MHM spaces, etc. and who is behind this support/ improvements.)
- 3) Have drop-patterns changed in the past two years? (Explore for age/grade and gender patterns and why—including drought and conflict, but also new/different work opportunities {including migration} and shifts in the age of marriage.)

### C. FGM

1. In the past two years, have you seen shifts in terms of the age at which girls in this community undergo FGM?
  - If yes, explore patterns and perceived drivers behind them. Probe for kebele/woreda leaders, teachers/club leaders, HEWS, NGOs, Women's Associations, 1:5, clan or religious leaders, shifts in the law/legal awareness, fatwa declaration, local sanction of FGM, etc. and also to different input of mothers versus fathers
  - If no, are there any identifiable actors working for stasis? Who, how and why?
2. In the past two years, have you seen shifts in terms of the type of FGM which girls in this community undergo?
  - If yes, explore—paying attention to WHAT flesh is cut and HOW closed girls are left after the procedure and what/who is behind the shifts. Probe for kebele/woreda leaders, teachers/club leaders, HEWs, NGOs, Women's Associations, 1:5, clan or religious leaders, shifts in the law/legal awareness, fatwa declaration, local sanction of FGM, etc. and also to different input of mothers versus fathers
  - If no, are there any identifiable actors working for stasis? Who, how and why?
3. In the past two years, have you seen shifts in terms who cuts girls in this community?
  - If yes, explore—paying attn to parents, grandparents, traditional cutters, and HEWs/medical staff—and what/who is behind shifts. Probe for kebele/woreda leaders, teachers/club leaders, HEWs, NGOs, Women's Associations, 1:5, clan or religious leaders, shifts in the law/legal awareness, fatwa declaration, local sanction of FGM , etc. and also to different input of mothers versus fathers
  - If no, are there any identifiable actors working for stasis? Who, how and why?
4. Do you personally think that the drought/conflict has had any impact on this community's FGM practices? Explore.



## D. Child marriage

- 1) In the past two years, have you seen shifts in how likely adolescents are to marry before the age of 18?
  - a. What shifts have you seen?
  - b. Is this for girls, boys or both?
  - c. What do you think is contributing to these shifts? Probe for conflict/drought impacts as well as lack of education, livelihood, migration, technology/media, shifts in the law/legal awareness, fatwa declaration, local sanction of child marriage and how these are impacting parents and adolescents' marriage decision-making.)
- 2) In the past two years, have you seen shifts in the age at which adolescents marry?
  - a. What shifts have you seen?
  - b. Is this for girls, boys or both?
  - c. What do you think is contributing to these shifts? Probe for conflict/drought impacts as well as lack of education, livelihood, migration, technology/media, shifts in the law/legal awareness, fatwa declaration, local sanction of child marriage and how these are impacting parents and adolescents' marriage decision-making.)
- 3) *(IF THIS HAS NOT COME UP IN DISCUSSION ALREADY)* In the past two years, have you seen shifts in terms of how marriages are transacted in this community?
  - a. Has who inputs into timing shifted? How and why? (Explore for input of fathers, mothers, brides, grooms, and clan and religious leaders, etc.)
  - b. Has who selects partners shifted? How and why? (Explore for input of fathers, mothers, brides, grooms, and clan and religious leaders, etc.)
  - c. Has bride price/dowry/assets required for marriage shifted? How and why? (Probe for what do brides and grooms have to have to get married and recent changes.)
  - d. Has the expected festivity level shifted? How and why?

## E. Girls' and womens' economic empowerment

- 1) In the past two years, have the economic opportunities open to adolescent girls and young women shifted? How and why? (Are there fewer/more/different jobs available, better paid work opportunities, is there more/less migration, more/less financial/skills training, more/less savings and credit opportunities, etc.)
  - What is behind recent change? Probe for conflict, drought, government led efforts, programming, etc.
  - What spill-over impacts do you see on girls' broader lives?
- 2) In the past two years, have the economic opportunities open to adult women shifted? How and why? (Are there fewer/more/different jobs available, better paid work opportunities, is there more/less migration, more/less financial/skills training, more/less savings and credit opportunities, etc.) What is behind recent change?
  - What is behind recent change? Probe for conflict, drought, government led efforts, programming, etc.
  - What spill-over impacts do you see on women's broader lives?

## F. Save the children programming

- 1) Have you personally been involved in any aspects of STC programming/ training? If yes:
  - What aspects? Explore for content and duration/intensity, etc. and put start/end date on timeline.
  - Has this programming/training impacted what you do or believe? How? (Probe esp for impacts on beliefs about education, gender norms, SGBV, FGM, child marriage, girls' and women's economic empowerment)
- 2) What programming is STC offering to community members? Explore programming modalities, who programming is reaching, scale, duration, intensity, etc.

	Community level	Adult women	Girls	Adult men	Boys and young men
When?/Duration					
What?					
Intensity					

- 3) What have you observed in terms of impacts of this programming?
  - Free response—let KI use their own words
  - Then probe for impacts on education, gender-norms more broadly, FGM, child marriage, SGBV, girls' and women's economic empowerment—disentangling impacts on adolescents and adults as needed.
- 4) What aspects of STC programming are working well in this community? Explore.
- 5) How could STC programming be strengthened in this community?



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## About GAGE

Gender and Adolescence: Global Evidence (GAGE) is a decade-long (2016-2026) longitudinal research programme generating evidence on what works to transform the lives of adolescent girls in the Global South. Visit [www.gage.odi.org.uk](http://www.gage.odi.org.uk) for more information.

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