



FINAL PROGRESS EVALUATION REPORT

Integrated Child Protection and Education Support to Refugees and Host community children in Gambella Region, and DolloAdo (Somali Region), Ethiopia supported by BPRM



This evaluation is supported and guided by SCI and funded by BPRM; presented by New Enlightenment Training and Consultancy. The report does not necessarily reflect the views and opinions of Save the Children or BPRM

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**May, 2022
Addis Ababa, Ethiopia**

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ACKNOWLEDGEMENTS

New Enlightenment Training Consultancy (NETC) would like to thank many individuals and organizations who played a key role in conducting this Evaluation report. The evaluation would not have been possible without the technical and financial support of Save the Children.

NETC's deepest gratitude goes to SCI Gambella and Dollo field offices for their unlimited support during the Evaluation. NETC wishes to acknowledge the assistance of the Save the Children technical team (particularly Mr. Worku Tefera, Dr. Alemayehu Balcha, Mr. Kefle Telga, Mr. Abdiwahid Mohamed, Mr. Esubalew Semu), the Principal Investigators and other individuals who have contributed at all stages during the implementation of the evaluation.

NETC would also like to thank many individuals in Gamballa and Dollo Ado Refugee Camps and localities who provided useful information, including participants in interviews. NETC also acknowledges the highly dedicated field teams – coordinators, supervisors, data collectors, and data processing teams.

ACRONYMS

ARRA	Administration for Refugee & Returnee Affairs
BIA	Best Interest Assessment
BID	Best Interest Determination
BPRM	Bureau of Population, Refugees and Migration
BOLSA	Bureau of Labour and Social Affairs
BOWYCA	Bureau of Women ,Youth and Children Affairs office
CFS	Child friendly Space
CMCs	Camp management committees
CPC	Child Protection Committee
CRRF	Comprehensive Refugee Response Framework
ECCD	Early Child Care and Development
ECCE	Early Childhood Care and Education
FGD	Focus Group Discussion
GBV	Gender Based Violence
HHs	Households
IDELA	International Development and Early Learning Assessment
KII	Key Informant Interview
NGO	Non-Government Organization
NETC	New Enlightenment Training and Consultancy
OAU	Organization for Africa Union
OVC	Orphan and Vulnerable Children
PTSA	Parent Teacher Student Association
REB	Regional Education Bureau
RCC	Refugee Central Committee
SBCC	Social Behavioral Change Communication
SCI	Save the Children International
SGBV	Sexual and Gender Based Violence
SPSS	Statistical Package for the Social Sciences
UASC	Unaccompanied and Separated Children
UNHCR	United Nations High Commissioner for Refugees
WASH	Water, Sanitation and Hygiene
WCY	Women, Children and Youth Affairs office

EXECUTIVE SUMMARY

Introduction

This final evaluation report of the project is entitled “Integrated child protection and education support to refugee and host community children in Gambella and Dollo Ado of Somali regions of Ethiopia.” In Gambella the project had been implemented in Jewi, Pugnido I and Terkidi refugee camps and the host community. It also had been implemented in Buramino, Hilaweyn, Kobe, Melkadida and Bokolomayo refugee camps and the host communities of the Dollo Ado. The project was implemented from September 24, 2020 to September 23, 2021.

The goal of the project was to improve the safety and wellbeing of refugee and host community girls and boys in Gambella and Dollo Ado refugee camps through the provision of integrated child protection and Early Childhood Care Education (ECCE) services. The objectives of the project were: 1) Unaccompanied and separated children and other children who are at risk have access to appropriate and timely child protection services; 2) Strengthen the capacity of the refugee and host community; and the government to effectively prevent and respond to child protection issues or problems; 3) Improve access to ECCE service for refugee and host community children; 4) Improve the quality of ECCE for refugees and host communities in Gambella and Dollo Ado refugee camps.

Evaluation Objectives

The overall objective of the evaluation is to assess the project’s progress and the extent to which planned project outputs and outcomes are achieved including the overall results, effects/changes realized, good practices, challenges faced and lessons learnt. In fulfilling its agreed objectives through the planned activities, the project aimed to evaluate the relevance of the project to the implementation areas; and to assess the efficiency and effectiveness with which resources have been used to generate results and achieve project objectives. Hence, the overall purpose of the evaluation is to assess the impact, appropriateness or effectiveness, efficiency, relevance and sustainability of the project.

Evaluation Methods

The evaluation employed both quantitative and qualitative methods. The qualitative methods include document review, focus group discussions, key informant interviews and physical observation of project sites through field visits, and case story. The quantitative method includes a survey of 380 children between the ages of 12-18 for the protection component; and 380 children for International Development and Early Learning Assessment (IDELA)¹assessment between the ages of 3.5 to 6.5 years (for early childhood education component) and their parents/caregivers (380) assessment.

Key Findings

Child protection component

- The project established child friendly spaces in the refugee camps and this was confirmed by 98.9% (n=278) of the sampled children in Gambella and 100% (n=99) sampled children in Dollo Ado refugee camps.
- Overall 65.5% of the respondent children in both refugee camps have heard or know about child protection of which 54.4% were children in Gambella and 97% in Dollo Ado refugee camps. The

¹The International Development and Early Learning Assessment, IDELA, is a global tool that measures children’s early learning and development. IDELA provides ECCE programs with clear evidence on the status of children from 3.5 to 6 years. <https://idela-network.org/>

main sources of information about child rights and protection were community meetings (45%), friends/neighbors (38%), Television (35%), club members (25%).

- The surveyed children in Gambella refugee camps identified child labour abuse (73.3%), physical violence/abuse (58.7%), sexual violence/abuse (47%) and child neglect (45.9%) as the most common child right violation/abuses. Similarly, the children in Dollo Ado identified child labour abuse (59.6%), physical abuse (48.5%) and verbal abuse (48.5%) as the main child right violations/abuses.
- The attitude of respondent children towards physical punishment has been improved compared to the baseline result. For instance, 68.7% (45.2% baseline) of the respondent children in Gambella and 77.8% in Dollo Ado did not support the physical punishment applied by teachers. Moreover, 68.3% (55.6% baseline) of the children in Gambella and 52.1% in Dollo Ado did not support the use of physical punishment by parents/family members.
- In both refugee camps, children's perceived reporting cases of abuse to different groups like parents/families, teachers, and homeroom teachers increased in all indicators compared to the Gambella baseline.
- 42% of respondents in Gambella and 90.9% in Dollo Ado agreed that UASC had been supported very well and feeling better either by the reunification process with their families or through arranging other alternative care arrangement.
- 50.9% of respondent children in Gambella and 37.4% in Dollo Ado identified fear of repercussion as the main perceived factors for not reporting child abuse, which is high compared to the baseline in Gambella (38%).
- 99.2% of the interviewed children confirmed the existence of child friendly spaces (CFS) for the refugee and host community children in their respective areas.
- In total, 54.7% of the respondent children were satisfied by the support of community based child protection (CBCP) structures while 30.5% not satisfied.
- 65.7% of the study participant children in Dollo Ado and 50% in Gambella refugee camps responded that they were satisfied by the CBCP structures support in their areas, while 19.9% in Gambella were not satisfied.
- The average psychosocial distress of children in Gambella refugee camps is 5.5% and Dollo Ado 3.8%. The psychosocial distress of respondent children in Gambella has decreased from 55% at baseline to 5.5% at end line.
- The project conducted BIA for 3,024 (46.2% girls) children in Gambella and achieved 75.6% of its endline target. Similarly, the SC conducted BIA in Dollo Ado and reached 1,278 children (85% of the target) of which 50.2% were boys and 49.8% girls.

Education Component (ECCE)

- 29,397 (14,227 F) and 25,558 (12,453 F) children enrolled to Early Childhood Care and Education (ECCE) in 2019/20 and 2020/21 respectively in both Dollo and Gambella. In terms of region, 13,098 (6,358 F) and 16,299 (7,869 F) children were enrolled to ECCE in Gambella and Dollo Ado respectively in 2019/20. Similarly, 13,098 (6,358 F) and 12,460 (6,095 F) children enrolled ECCE in Gambella and Dollo Ado respectively in 2020/2021.
- The evaluation result shows that total average IDELA score of respondent children in Gambella is 81% (baseline 64%) and Dollo Ado 61%. In terms of IDELA by sub domain, the Emergent Numeracy average IDELA domain score of respondent children in Gambella is 88% (68% baseline) and 74% for Dollo Ado. Similarly, the average Emergent Literacy IDELA sub domain score of children in Gambella and Dollo Ado refugee camp is 78% (baseline 52%) and 60% respectively. In addition, the average performance score in Social Emotional IDELA domain for children in Gambella is 79% (baseline 67%) and Dollo Ado 64%.
- On the other hand, the average total IDELA domain score of girls in Gambella is 81% (baseline 61%) and girls in Dollo Ado is 63%. Similarly, the average IDELA for boys in Gambella is 80% (baseline 66%) and boys in Dollo Ado is 59%.
- The overall attendance rate of the ECCE children in Gambella is much higher (98%) than the ECCE children in Dollo Ado (88%). Similarly, the boys and girls in Gambella had higher average attendance rate (boys 98% & girls 99%) compared to boys (88%) and girls (88%) in the ECCE centers/schools of Dollo Ado refugee camps. In both Dollo Ado, girls and boys have equal average

attendance rate (88%), but in Gambella girls have slightly higher average attendance rate (99%) than boys (98%).

- Overall, the assessment found a positive relationship between the number of years children's stayed in the ECCE centers and the total IDELA score. Statistically, the correlation between the total IDELA score and number of years children stayed in the ECCE is found $r=0.486$ at $p<.001$ which is a statistically significant and medium type of relationship. Moreover, the evaluation found statistically significant and medium positive relationship between number of hours the child spent in ECCE centers and total IDELA score with $r=0.336$ *** at $p<.001$
- In this evaluation, there is a strong positive relationship between total aggregated IDELA score and number of reading materials children have at home with correlation value of $r=0.666$ at $p<.001$. The sampled children in Gambella had many types of books (story books, text books, magazines, coloring and comic books) in their homes but the children in Dollo Ado had fewer types of books in their homes. Hence children in Gambella had better IDELA score (81%) than children in Dollo Ado (61%)
- The IDELA score of children who did not play with any material (toy) is less than the IDELA score of children who play with "some " and "many " materials. Therefore, in this assessment playing with different materials at home had positive contribution to the children's IDELA score in both Gambella and Doll Ado. This evaluation found statistically significant medium relationship between the number of play materials children play at home and total aggregated IDELA score with $r=0.435$ at $p<.001$ level.
- In Dollo Ado children who had 'many home learning activities' with their caregivers have higher IDELA scores than children with 'none' and 'some' activities. In Gambella also all of the caregivers engaged in many (nine) home teaching activities with their child and the IDELA score is generally high compared to the children in Dollo Ado. Statistically, there is a strong positive relationship between number of caregivers' activities with the child and total IDELA score of the ECCE children with $r=0.593$ ** at $p<.001$ level.
- In both refugee camps children who stayed more time with their mothers had better IDELA score than children who did not stay. Thus, in Gambella children who stayed with mothers scored 78% and those children who didn't stay with mothers scored 65%. Similarly in Dollo Ado, children who stayed with mothers scored higher 65% and the children who did not stay with mothers scored 54%. In this evaluation, it was found that there was statistically significant and strong positive relationships between mothers spend with the child and total IDELA sore with $r= 0.658$ ** at $p<.001$.
- Thus, the sampled ECCE children from better off (medium family) in Gambella scored 68% at baseline and 81% at endline. In Dollo Ado, the sampled ECCE children from better off (Medium family) had better IDELA score (63%) compared to children from the poorer families/caregivers (51%). Hence, there was statistically significant and strong relationship between total IDELA score and caregivers assets/wealth with $r=0.723$ ** at $p<.001$ level.

Relevance of project design in responding to refugee needs

- The project child protection and education component contributed to address holistic needs of the refugee children.
- The project addressed the identified educational and child protection needs of the refugee and host community.
- The project implementation approaches introduced the importance of early childhood education for young children.
- Prior to the implementation of the project activities, participatory mapping of the target as well as services were identified for refugee children and families by involving key community leaders, child protection committee, PTSA, ARRA and UNHCR.
- The project activities and outputs were relevant in bringing about the intended impacts in terms of improvements in developing resilience and capacitating vulnerable communities.

Efficiency of project interventions

- The project was efficient based on how financial and human resources were managed. The project in discussion with the donor made readjustment for some of budget line items due to high inflation rate in the market. Some project activities were also postponed in response to COVID 19 pandemic. Accordingly, the project was efficient as the financial, human resource and time are managed. The rate of budget execution is very high as it is 97.8% at the end of the project period.
- There were coordination and collaboration among the partner organizations (SCI, ARRA and UNHCR) especially in sharing of resources and conducting project activities together. For instance, the field office staffs of UNHCR, SCI and ARRA shared offices as well as technical staffs for case management and early child education related activities. They also had regular meetings where they discussed activities, plans, performances and challenges. There was also good collaboration between SCI and ARRA in screening the right target beneficiaries. Besides, to avoid duplication of efforts the organizations discussed before implementing activities. They also shared beneficiary lists to effectively target beneficiaries. As a result, the project can be said efficient in using the available resource properly and reducing further costs.
- The project efficiency was challenged by factors such as the effects of inter-ethnic conflict (Gambella) and the effect of COVID-19 pandemic (in both Dollo and Gambella) which restricted social gathering; closeout of offices including schools, ECCE and CFSs centers during the COVID-19 pandemic State of Emergency which put children at risk of child protection problems such as child labour, child abuse and other psychological distress. There was also frequent turnover of trained government and project staff which made it difficult to get their support. All these factors negatively affected the implementation of project activities as per timeline and consequently its efficiency.

Effectiveness of project interventions

- The project achieved almost all of its planned activities except some activities such as number and percentage of ECCE centers/learning spaces provided students with course completion certificate (achieved 85% of the plan) and percentage of teachers regularly attending coaching/monitoring sessions (achieved 66% of the plan). This may be attributed to COVID-19 and teachers being busy with other regular school activities.
- The project strengthened stakeholders' capacity, community protection mechanisms and coordination platforms, consequently they provided quality protection services to vulnerable children and their families/caregivers.
- The project was effective as it achieved most of its targets. Its effectiveness can be attributed to the use of a combination of effective strategies including coordination with different government offices and partner agencies, regular monitoring and corrective measures thereof by the project implementers as well as the strong commitment and ownership of the partner organizations (ARRA, UNHCR, Women and Children Affair, and Regional Education Bureau).
- The project also created access to protection services, care and inclusion for UASC. In this regard a total of 2,183 (50.98% girls) children in Dollo Ado and 15,495 (44.79% girls) in Gambella were identified as unaccompanied minors and reunited with their family or received alternative protection based on the best interests of the child.

Impact of the project interventions in targeted refugee children and communities

- **Increased support for unaccompanied and separated children:** Support for children at risk of exploitation increased as a result of the project. The project created enabling environment for children whose families/caregivers fleeing due to the conflict from the neighboring South Sudan and Somalia. The project established community based support structure which was effective and sustainable.

- **Strengthened capacity of the refugees and host communities:** The capacity of key government staffs, refugee and host community members' strengthened to effectively respond to child protection concerns in project intervention areas.
- **Improved access to ECCE services for refugee and host community children:** The project established a number of ECCE centers for both refugees and host community children; as a result school age children had access to quality and safe early childhood education at nearby.
- **Improved the quality of ECCE in the refugee camps:** Teachers received training on quality education that enabled them to cater quality services to the ECCE centers. The ECCE centers also equipped with indoor and outdoor services to make them good learning environment. The PTSAs (Parent Teachers' and Student Association) in the project areas also received capacity building training that enhanced their ability to effectively monitor and supervise the day to day activities of ECCE centers.
- **Capacity of the community (refugee & host) and government strengthened:** The refugee and host community as well as government staffs received various capacity building trainings to effectively prevent and respond to child protection issues/problems. It also enhanced the technical capacity and commitment of the government offices, teachers, PTSAs, RCC, and child protection committees which also enhanced child protection and quality education services for children in the refugee camps. ARRA, UNHCR and community members are an imperative example of working in identification and screening of the right beneficiaries, joint planning, supervision and monitoring of the project implementation. As a result, community members started to say "no" to child protection concerns and the government offices also actively engaged in the prevention of child right violation, neglect and abuses.

Sustainability of project interventions

- The project built the capacity of PTSAs and teachers on how to run ECCE centers with minimum supervision; however, the issue of additional budget to cover salary of teachers and administrative staff is not yet explored.
- The CBCPMs (child protection committee) were active and have been reinforcing a structured network for referrals.
- The already started initiatives (such as networks, community mobilizations) against child right abuses, neglect and exploitation are likely to continue properly after the project phase out because of the awareness creation on the community and established community structures like PTSA, CBCM, Community Reference Group (CRG), Refugee central committee (RCC) etc. as well as partners.

Conclusion and Recommendation

Conclusion:

The following conclusions are drawn from the Evaluation results:

- According to the Evaluation result, the project implementation is generally successful.
- The SC project implemented in Gambella and Dollo Ado were relevant and appropriate to address the child protection and education needs of refugee children. The project was so timely, imperative and pertinent to address the most urgent needs of children at the right time.
- The project contributed to the increased child protection and education networking at Refugee Camp and Regional levels as part of increasing Educational and Child protection services to the refugee and host community. The networking was important in the designing of different strategies to support refugees and host communities. The project in both Gambella and Dollo Ado had established strong networking with government sector offices (Education Bureau, WCA, Police) and NGOs (UNHCR, ARRA, UNICEF, IMC) and had GBV coordination meeting to share information regarding the progress of project implementation and discuss common challenges, constraints and opportunities. ARRA coordinating the meeting and SC the co-lead.
- The established child friendly and youth friendly space utilized by children/youth, and promoted their psychological adjustment to life in the refugee camps. However, playing materials or games available in the CFS centers were not adequate and girls' corners need to be equipped with the playing materials like that of the boy's corners.

- The total IDELA score of children in Gambella and Dollo Ado refugee camp is 81% (64% baseline) and 61% respectively. The endline Emergent Numeracy IDELA score of the sample children in Gambella is 88% (68% baseline), Emergent Literacy 78% (52% baseline), Social-Emotional 79% (67%) and the Motor skill 77% (70% baseline). Similarly in Dollo Ado, the Emergent Numeracy, Emergent Literacy, Social Emotional and Motor IDELA scores of the sampled children are 74%, 60%, 64% and 47% respectively. Hence, in Gambella the endline IDELA scores are higher than the baseline scores in all IDELA domains. But, in Dollo Ado on the sampled children scored the Gambella baseline Emergent Numeracy (74%vs 68%) and Literacy (60% vs 52%) score IDELA domains. The children in Gambella scored the highest (88%) in Emergent Numeracy IDELA sub domain and the Dollo Ado sampled ECCE children scored the least (47%) in Motor IDELA domain.

Recommendation

- The resources from SCI are not enough compared to the existing need at the ground. Thus more resources need to be mobilized specifically on gaps related to playing materials, number of class, incentive teachers and so on. There should be clear system to follow-up, supervise and evaluate the incentive teachers teaching methodology, classroom and student management etc. especially by involving education experts and supervisors.
- The ratio of teaching rooms to number of children was found 1:100 in most of the ECCE centers in Gambella refugee camps.
- The ratio of teaching rooms to number of children is currently 1:100 in the ECCE centers of Gambella refugee camps especially in Jewi ECCE centers. Therefore, the government and other implementing organizations should streamline and construct additional rooms to provide standard preschool education services to refugee and host community children.
- The overall IDELA Scores indicates improvement compared to the baseline value. However, it still needs further continued effort to improve the early education much better in all IDELA domains and sub domain activities through active involvement of teachers, families and important others. That is, additional efforts like training incentive teachers, caregivers or parents, and availing learning materials at home and ECCE centers etc. are required to improve the children's early development in both refugee camps especially in Dollo Ado.
- The overall IDELA result shows that there is improvement in child development compared to the baseline. Regarding the IDELA tool, it is vast and requires much time (45 minutes) to finalize all the questions. Hence, the tool needs further refinement and contextualization. The IDELA assessment tool should be also be further redesigned s specifically by age category. There is a need to increase the capacity of facilitators on how to coaching and support Socio Emotional Learning skills, Motor skills, Numeracy and Literacy skills of ECCE children and explore new adapting structured PSS intervention such as Healing through Education and Arts.
- Follow up and monitoring of reintegrated children is instrumental to protect them from abandonment, neglect and abuse. So, the project and other partners including SCI, ARRA, UNHCR and others need to strengthen the capacity of field office project staff and grassroots community based structures including CP committee, PTSA, RCC in monitoring, coaching and supportive supervision.
- The evaluation found that only a few households in Dollo Ado possessed books that are relevant and age appropriate for children. Thus, the next phase of the programme should to consider the provision of or the lending of books to the children to read at home. Moreover, raising caregivers' awareness about the importance of having reading material at home for preschool children.
- As per the partners' observation, the CFSs across all the refugee camps were not equally equipped with indoor and outdoor game materials. Therefore, SCI, ARRA and other partners should ensure the availability of adequate playing materials in all CFSs and ensure fairness in allocation of these materials for the girls and boys.
- The refugee community is continuous in both refugee camps. Hence, there should be resource mobilization designed for multiyear program as one year specific project activities are not

enough. So, the regional government should look for continuous support on increasing access to pre-education and CP services to all children around refugee camps.

- The government of Ethiopia including ARRA, UNHCR and other partners need to provide additional teaching aids and equipment for ECCE centers to cater quality services to the children/students.
- Significant proportion of the children participated on the CP assessment still have positive attitude towards negative disciplining measures applied by parents, teachers and other community members. Many caregivers/parents especially in Gambella also confirmed that they apply negative disciplining approach on their pre-school children. So, SCI and other partners need to design more proven SBCC strategy that will bring change these prevailing attitudes and practices.
- Fear of repercussion is found as the most common perceived problem of children and the community members to report CP issues. Normalizing child right violation is also another dangerous issue that jeopardizes CP activities. Hence, the project and its partners including government sectors offices should envision mechanisms to empower the community so as to report child protection cases.
- Significant proportion of the children participated on the CP assessment still have positive attitude towards negative disciplining measures applied by parents, teachers and other community members. Many caregivers/parents especially in Gambella also confirmed that they apply negative disciplining approach on their pre-school children. So, SCI and other partners need to design more proven SBCC strategy that will bring change these prevailing attitudes and practices.
- The ECCE children in Dollo Ado had lower attendance rate compared to children in Gambella. Hence, additional effort should be exerted by NGOs, Woreda education offices and PTSAs to actively involve them in promoting the importance of regular attendance to community members and families/caregivers. Other incentive approaches should also be considered to encourage caregivers to regularly send children to the o ECCE centers.

1. PROJECT BACKGROUND

1.1 Project Context

Ethiopia is one of the largest refugee asylum hosting countries world-wide which reflects the ongoing fragility and conflict in the region. The country has been sheltering 744,143 registered refugees and asylum seekers in four refugee operational areas.² The majorities of refugees originated from South Sudan (329,123) and were hosted in Gambella refugee camps. From Somalia, 191,575 refugees were hosted in Dollo Ado refugee camps. The refugees in Gambella and Dollo Ado were highly vulnerable to child protection risks and had little access to early childhood care and education.

According to the Inter-Agency Child Protection Information Management System Database (CPIMS), there were 15,495 (6,941 girls and 8,554 boys) unaccompanied and separated children (UASC) in Gambella region. Among these children, 6,311 (2,841 girls and 3,470 boys) resided in Jewi, Terkidi and Pugnido-1 refugee camps. On the other hand, the Dollo Ado refugee camps hosted 2,183 children (1,070 boys and 1,113 girls) identified as UASC, and other vulnerable children (OVC).

Child Protection (CP): According to the UNHCR and (ARRA) Participatory assessment conducted in December 2019, UASC, children with disabilities, children living with chronically ill parents, child mothers, and child-headed households are the most at-risk groups exposed to trauma, distress, gender-based violence, and other forms of maltreatment including abuse and exploitation. The report also noted that children arriving in the camps are exposed to awful experiences before, during, and after flight which calls for increased psychosocial support.

Other key findings also include inadequate access to basic services in Gambella refugee camps which increased protection risks on refugees; existing child-friendly spaces (CFSs) did not meet the minimum criterion; and community-based child protection structures established by SCI to identify, refer and report cases of violence and abuse against children in the camps are in need of capacity building. Moreover, referral and coordination mechanisms established for child protection case management were weak and Woreda level mechanism were not effectively supporting child protection interventions, and access to education remains limited especially for girls; a high number of UASC and OVC were in need of family tracing and reunification services. Besides, the protracted camp life has significantly impacted the psychosocial wellbeing of refugee children, with some being at the camp for over five years. Due to lack of access to protection and education services, unaccompanied and separated children face discrimination and are constantly at risk of hunger.

Early Childhood Care and Education (ECCE): assessment by Save the Children in Gambella camps observed gaps including limited services to accommodate the increasing number of children attending ECCE centers and reflected in terms of a high student-classroom ratio (1:104 in Gambella; 1:167 in DolloAdo). Before the project implementation, there were 7,883 children in Gambella and 5,743 in Dollo Ado refugee camps. These children were not enrolled in the ECCE services. Hence, they missed literacy, numeracy, physical, and socio-emotional development skills needed for their preparation for primary education. In addition to overcrowded classrooms due to lack of resources to avail additional classrooms and shortage of trained teachers, poor teaching skills of ECCE teachers, and low awareness and attitude of parents to send their children to ECCE centers are factors affecting the enrollment rates and literacy skills of children.

1.2 Project Overview

With an endeavor to holistically respond to the needs of refugees and host communities in Gambella and Dollo Ado Refugee camps, **Bureau of Population, Refugees and Migration-(BPRM)-US** Department of State funded the Project. The primary objectives of the assistance were to improve the wellbeing of refugee and host community girls and boys in Gambella and Dollo Ado Camps through the provision of integrated child protection and ECCE service.

In order to achieve the stated objective, based on the needs assessment and experience from the previous interventions, the project focused on four result areas:

² Operational Portal Refugee Situation (31stJanuary2020)

- Result 1: Unaccompanied and Separated children and other children who are at risk have access to appropriate and timely child protection services in Gambella and Dolo Ado refugee camps and hosting communities
- Result 2: Strengthened capacity of community (refugee and host) and government to effectively prevent and respond to child protection issues/problems.
- Result 3: Improved access to ECCE service for refugee and host community children in Gambella and Dollo Ado
- Result 4: Improved quality of ECCE for refugees and host communities in Gambella and Dollo Ado

1.3 Purpose of the Evaluation

The main purpose of the final evaluation was to assess the extent to which the planned project outcomes and outputs are achieved including the overall results, effects or changes brought, good practices, challenges faced and lesson learnt. In other words, it aims to assess the performance of the project and capture project achievements, challenges and best practices to inform future similar programming. In fulfilling its agreed objectives through the planned activities, the project intended to evaluate the relevance of the project to the implementation areas; and to assess the efficiency and effectiveness with which resources have been used to generate results and achieve project objectives. To sum up, the overall purpose of the evaluation is to assess the relevance, efficiency, effectiveness, impact, appropriateness and sustainability of the project.

1.4 Scope of the Evaluation

According to the project TOR the scope of the evaluation includes a review and assessment of all activities carried out under the project and its partner's agreement from inception until the end of the project period. The evaluation assessed the project achievements in reaching its targets and objectives as outlined in the project documents. It also covers the project design, implementation, effectiveness, lessons learned, replicability and recommendations for future projects. These were done in accordance with the evaluation criteria.

1.5 Evaluation Criteria

The evaluation used key questions as per the evaluation criteria Effectiveness, Relevance, Efficiency, Sustainability, Coherence and Impact, as well as Child Participation. The evaluation tried to address the questions for each criterion as per the TOR. See each evaluation criteria attached in the annex section of this evaluation report.

2. EVALUATION METHODOLOGY

The evaluation was designed to address the child protection and early childhood education components of the project using separate sampling, data collection tools and analysis methods. To conduct the evaluation, the following evaluation design and methods were applied.

2.1 Evaluation design

This evaluation applied both qualitative and quantitative study methods. The quantitative method was employed for child protection, early childhood care education and caregivers' assessment. For the child protection component, children between the ages of 12-18 years old who were attending in the different CFS were randomly selected and interviewed. For the early childhood care education component, ECCE children aged 3.5 to 6.5 years old with their caregivers were randomly selected. Thus, the IDELA tool, with separate components but addressing children learning was administered for children and caregivers respectively. In order to supplement the finding of the quantitative study, qualitative methods including Focus Group Discussion (FGD), Key Informant Interview (KII), field level observation and document review method were employed throughout the evaluation.

2.2 Study Area

The project had been implemented in three refugee camps of Gambella region (Pugnido I, Terkidi and Jewi) and in five refugee camps of Dollo Ado or Somali region (Boramino, Hilaweyn, Kobe, Melkadida and Bokolmayo). Therefore, the evaluation was conducted in a total of six refugee camps, of which three were in Gambella (Jewi, Pugnido and Terkidi) and another three in Dollo Ado refugee camps (Bokolmayo, Boramino and Kobe /Melkadida. Kobe was used in child protection but later replaced by Melkadida for early education due to security problem.

2.3 Sampling technique and data collection for Child Protection

2.3.1. Sampling technique for child protection component

The consultant employed separate sampling approaches for the child protection and the education components of the project. For the child protection children aged 12-18 years old and for the education component children aged 3.5 to 6.5 years are sampled mainly to be consistent with the methodology used during the baseline assessment. So, these two groups are completely different groups and impossible to treat under one sampling method. Beside the education component, we used the IDEAL tool which is specifically designed for children aged 3.5 to 6.5 years.

For the protection component 380 children aged 12-18 years old were selected using availability sampling from children playing at CFS during the data collection period. For the education component 377 (190 from Dollo Ado & 187 Gambella) children aged 3.5 to 6.5 years were selected randomly while they were attending classes. The following steps were employed for a detailed sample procedure.

2.3.2. Sample size determination for protection component

The sample size has been determined by using a formula with the assumption of 95 percent confidence level and 5% margin of error/confidence interval. Sample size calculation considered 5% acceptable error ($e=0.05$); 50% reasonable estimate for the key proportion to be studied ($p=0.5$). The standard formula applied for sampling as below:-

$$n = \frac{(Z_{\alpha/2})^2 (p) (1-p)}{d^2} n = \frac{(1.96)^2 \times 0.5(1-0.5)}{(0.05 \times 0.05)}$$

Based on the above sampling formula, 380 children sampled and interviewed from five refugee camps on child protection component with children aged between 12-18 years old. As shown in the table below, more samples (74%) are drawn from Gambella refugee camp due large number of beneficiaries compared to the Dollo Ado refugee camp. That is, sample was determined based on the proportion of beneficiary population the refugee camps.

Table 1: Number of children sampled (child protection)

S.No	Refugee camp	Region	Number of children reached	% share of beneficiary reached	Number of selected children
1	Jewi	Gambella	6,311	74%	141
2	Terkidi				140
3	Bokolomayo	Somali	2,183	26%	33
4	Buramino				33
5	Kobe				33
	Total		8,494	100%	380 (F-85 and M-295)

2.3.3. Data collection for child protection

The data was conducted using a KAP structured face-to-face interview questionnaire and observation, KII and FGDs. The survey was focused on quantitative and qualitative data collection from children of 12 to 18 years old. The data was collected using the kobo toolbox through tablets on structured questionnaires. The qualitative data collection was done via Key Informant Interviews (KIIs) and Focus Group Discussions (FGD). Experienced data collectors were recruited and provided a two-days training on the data collection tools, research ethics and data collection using Kobo toolbox. The data was collected from September 15, 2021 to October 1, 2021 for child protection components. The data collectors were also briefed about the COVID-19 precautions and provided with the necessary materials such as face masks and sanitizer. Hence, they applied all the necessary COVID-19 prevention protocols including wearing face masks, applying sanitizer and keeping reasonable distance throughout the data collection process.

2.4 Education component

2.4.1. Sampling method

Two-stage random sampling technique was employed to draw representative sampled ECCE children and beneficiary children. First, ECCE centers were selected based on population proportion to sample size and then the representative children were selected and interviewed. The data was collected from ECCE children through standardized structured questionnaires using the International Development Early Literacy Assessment (IDELA) tool.

2.4.2. Sample size determination

For the education component, the sample size was determined by using a formula with the assumption of 95 percent confidence level and 5% margin of error/confidence interval. Sample size calculation considered 5% acceptable error ($e=0.05$); 50% reasonable estimate for the key proportion to be studied ($p=0.5$). The standard formula applied for sampling is as below:-

Based on the above sampling formula, 384 children and their caregivers were sampled and data collected in six refugee camps on the education component. The sampled children were between 3.5 to- 6.5 years old. However, during data cleaning process the data filled for seven ECCE children was found invalid and hence discarded by the consultant team. Hence, a total of 377 children and their caregiver's data were used for the analysis.

2.4.3. Data collection for education

The data collection was conducted using structured questionnaire and a type of play activity approach by sampled ECCE children aged 3.5 to 6.5 years. The data was collected using kobo toolbox through tablets on structured questionnaires. The qualitative data was collected through Key Informant Interviews (KIIs) and Focus Group Discussions (FGD). Experienced data collectors were recruited and one-day training provided on IDELA data collection tools and ethics for those who have experience on IDELA. Besides, the supervisors and team leaders received additional one day training on data collection using the IDELA tool. So, it has been observed that they all were well acquainted, familiar and comfortable to work with the tool.



Picture 2: Data collection by enumerators, March 4, 2022, Dollo Ado

The data was collected in two rounds: the first from October 1-25, 2021 and the second from 02-20 March 2022 at Jewi, Terkidi, Bokolmayo, Buramino, Pugnido, and Melkadida refugee camps. A total of 377 children and their caregivers were selected. See table below for further information.

Table 2: Sampled children for Education component

District		Girls		Boys		Total	
		Count	%	Count	%	Count	%
Dollo Ado	Bokolmayo	32	57.1	24	42.9	56	100
	Buramino	40	50.6	39	49.6	79	100
	Melkadida	27	37.5	28	62.5	55	100
	Total	99	52.1	91	47.9	190	100
Gambella	Jewi	32	50.8	31	49.2	63	100
	Terkidi	36	56.2	28	43.8	64	100
	Pugnido	30	50	30	50	60	100
	Total	98	52.4	89	47.6	187	100
	Aggregate	197	52.3	180	47.7	377	100

91.2% (n=340) of the caregivers who participated in the study were mothers, while 0.1% (n=24) were fathers, 0.2% brothers/sisters and 0.01% grandparents.

Table 3: Sample Caregivers relationship with the child

District		Mother		Father		Grand parents		Brother /Sister		Other		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Dollo Ado	Bokolmayo	42	50.2	3	3.5	1	0.6	7	1.3	1	0.3	54	100
	Buramino	61	70.9	15	5	2	0.8	1	1.9	0	49.6	79	100

	Melkadida	50	51.1	6	3.6	0		0		1	0.3	57	100
	Total	153		24		3		8		2		190	
Gambella	Jewi	83	74.5	0		0		0		0	0	83	100
	Terkidi	47	44	0		1		1			43.8	49	100
	Pugnido	55	49.5	0		0		0		0		55	100
	Total	185		0				1		1		187	
	Aggregate	340	91.2	24	0.1	4	0.01	9	0.2	02	0.01	377	100

Key Informant Interview (KII)

Key informant interviews were conducted to provide useful insights into the entire project. Those interviewed were key stakeholders who were involved in the project implementation, including relevant government offices such as Social and Labour affair office, Women and Children Affair office, Woreda Education offices, Refugee Central Committee (RCC), ARRA, UNHCR and project staffs. Totally 20 key informant interviews (KIIs) were conducted.

Table 4: KII distribution and Organization/Association

S/N	Name of Organization or offices	Gambella	Dollo Ado	Total
1	District Social and Labour Affair offices	1	1	2
2	District Women Children and Youth Affairs	1	1	2
3	Regional Education Bureau (REB)	1	1	2
4	Woreda Education offices,	1	1	2
5	Refugee Central Committee (RCC)	1	1	2
6	UNHCR	1	1	2
7	ARRA	1	1	2
8	Project staffs (Project managers, officers & finance)	3	3	6
	Total	10	10	20

Focus Group Discussions (FGDs)

The focus group discussions were held with various representatives of the beneficiary men, women and youth groups in order to get an overall understanding about the project contribution to the target beneficiaries and to authenticate the data for the quantitative survey.

In total, 25 focus group discussions (FGDs) were conducted with refugees, out of which 10 FGDs were with children (girls and boys); and the remaining 15 FGDs with refugee and host community members, youth led clubs representatives, PTSAs, Teachers, caregivers and volunteers, and child protection committee members (each 5). Totally, 175 (79 female) people participated in the FGDs, out of which 92 (42 female) were from Gambella and 83 (37 female) from Dollo Ado refugee camps. Detailed information is displayed in the table below.

Table 5: FGD Distribution by Community Categories

FGD Participant groups	Gambella		Somali			TOTAL
	Jewi	Terkidi	Bokolmayo	Buranino	Kobe	
Refugee children-boys	1	1	1	1	1	5
Refugee children- girls	1	1	1	1	1	5
Refugee and host community members/parents	1	1	1	1	1	5
Youth led clubs, PTSA, Teachers, Care givers and volunteers	1	1	1	1	1	5
Child protection committee	1	1	1	1	1	5
TOTAL	5	5	5	5	5	25

2.5 Data Quality Assurance (DQA)

2.5.1. Field Validation and Direct Observation

The consultant team made a direct visit to the study area to validate information collected through key informants, FGDs and field validation. During the field visits, the consultant team visited and observed some of the youth friendly spaces, Educational centers and caregivers homes. Thus, the consultant has directly visited some of the selected spots and verified not only their presence but also their functionalities and appropriateness'. Apart from this, during the evaluation exercise, the consultant team has given a detailed briefing (on its entry) and debriefing (on its exit) in a meeting of concerned local government sector office representatives and project staffs of the organizations (ARRA, UNHCR & REB).

2.5.2. Data quality and evaluation team management

The evaluation team leaders led and managed the whole evaluation process in the field with considerable support from the General Manager of New Enlightenment Training and Consultancy (NETC) from the office and ensured that everyone has provided technical input in his/her areas of expertise. The team leaders also provided quality assurance of the evaluation through following step-by-step of the daily accomplished actions. Furthermore, triangulation of multiple research approaches/ methodologies was used to broaden the scope of work and to enhance validity and reliability. Triangulation was done to help the evaluation team to analyze evaluation questions from multiple perspectives to arrive at some level of consistency across data sources (including both primary and secondary data).

The evaluation team put in place some data quality assurance methods which include thorough training of enumerators, sitting in interviews together with enumerators and checking for consistency of responses. Checking for consistency was done for questions that had skip patterns, logic and expected values. Close monitoring of the data collection process was done ensuring that any slight deviances by data collectors were swiftly responded to. Data was uploaded into the main server at the end of each data collection day for safe storage. Once in the main server, the data was checked, from the KoBo dashboard, for consistency and/ or errors and enumerators were encouraged to ensure collection of authentic and quality data. For the collection of qualitative data, (i.e. KIIs, FGDs and case studies), a team of experienced facilitators were hired and oriented on the scope and objectives of the evaluation, and the interpretation of questions in the data collection tools.

These facilitators were also fluent both in local language, and in the English language, and this allowed the collection of data by using the local language and its translation and transcription into English for analysis. These facilitators had the knowledge and experience of supervising and managing the consistency and accuracy of data collection from all five targeted refugee camps (Jewi, Terkidi, Buramino, Kobe and Bokolmayo) whilst reporting to NETC.

2.6 Ethical Considerations

The evaluation was conducted in a way that it fully meets ethical standards. Following the proper introduction, the data collectors clearly communicated the purpose of the study to the respondents. The data collectors have then informed the respondents that (1) participation is fully based on their willingness, (2) the data will be used only for the purpose of the evaluation, and (3) information will be used without the name of the respondents attached to it (that is, under anonymity). Besides, the respondents were informed about their rights not to participate in the study if they are not willing to do so. Households/Caregivers gave consent for their children to participate in the survey study, and children themselves also gave assent to participate in the study.

2.7 Data analysis

Similar to the baseline for child protection, data was analyzed using descriptive and inferential analysis by using SPSS version 25, Excel 2016 Pack. For education component data analyzed using SPSS version and Excel pack 2016. In addition to the descriptive analysis, correlation and Chi-Square test was used.

2.8 Limitation of the evaluation

The project conducted baseline assessment for the child protection and education components in Gambella refugee camp and no baseline conducted for Dollo Ado. Thus, absence of baseline data for Dollo Ado refugee camps is one of the limitations of this evaluation. Therefore, the endline data in Gambella is directly compared to its baseline data, while the Dollo Ado endline data is compared with the Gambella baseline data by proxy.

This evaluation included children 12-18 years old in the child protection assessment which is one of the limitations to miss children less 12 years old. The endline evaluation consultant was misguided by the baseline method which was also a mistake.

This endline evaluation is conducted in two rounds: the first from _October1-25, 2021 and the second from 02-20 March 2022. In the first round similar to the baseline small sample size (98) was used for the education component of the project. The consultant team in discussion with SCI project staffs revised sample size and decided to repeat the data collection. Accordingly, the sample size of the children and their caregivers increased from 98 to 380 to make it more representative and get children involved in the baseline assessment and use the data comparison during this endline analysis. Therefore, the ECCE children's and caregivers data was collected in the second round as per the revised sample size. So, data for the child protection was collected in the first round and education component in the second round which is one of the limitations of the endline evaluation.

In the first round of the Evaluation , three refugee camps in Dollo Ado (Bokolmayo, Buramino and Kobe) and two in Gambella (Jewi, Terkidi) were selected. However, in the second round i.e. for the education/IDELA component/ Kobe was replaced by Melkadida in Dollo Ado and Pugnido added in Gambella refugee camp in consultation with the project staffs.

3. KEY FINDINGS OF THE FINAL EVALUATION

3.1 Evaluation finding for Child Protection Component

3.1.1 Socio-demographic characteristics of surveyed population

3.1.1.1 Respondent children distribution by Refugee Camps

The table below displays the quantitative data collected from two regions: Gambella (Jewi and Terkidi) and from three refugee camps of Dollo Ado (Bokolmoyo, Buramino and Kobe). Among the interviewed 380 children, 281 of them were from Gambella and the remaining 99 from Dollo Ado. There is a big gap in sample size between Gambella and Dollo Ado because the sample for each refugee camp is determined based on the proportion of beneficiaries. Detail of the interviewed refugee children by camps is displayed in the table below.

Table 6: Respondents by refugee camp (child protection)

	Refugee Camps	Count	%
Dollo Ado	Bokolmoyo	33	8.7%
	Buramino	28	7.4%
	Kobe	38	10.0%
Gambella	Jewi	140	36.8%
	Terkidi	141	37.1%
Total		380	100.0%

3.1.1.2 Respondent children by sex

For the child protection component of the project, a total of 380 children aged 12-18 years old participated in this survey study. Among these children 181 (26.1%) were from Dollo Ado 181 (73.9%) from Gambella refugee camps. In terms of sex composition, 22.4% (n=85) were girls and 77.6% (n=295) boys. The table below shows detail distribution of the interviewed children by sex and camps.

Table 7: Child protection component respondents disaggregated by sex and camps

Refugee camp		Girls		Boys		Total	
		Count	%	Count	%	Count	%
Dollo Ado	Bokolmoyo	4	12.1%	29	87.9%	33	100%
	Buramino	15	53.6%	13	46.4%	28	100%
	Kobe	12	31.6%	26	68.4%	38	100%
Gambella	Jewi	32	22.9%	108	77.1%	140	100%
	Terkidi	22	15.6%	119	84.4%	141	100%
Total		85	22.4%	295	77.6%	380	100%

3.1.1.3 Respondent children by educational status

The vast majority (96.3%) of the surveyed children for child protection (age 12-18 years old) have a primary level of education and only 2.9% secondary education. Out of 85 girls interviewed, 98.8% have a primary level of education and only 1.2% secondary education. On the other hand, 96.6% of the boys have a primary education and 3.4% secondary education. Detailed information is presented in the following table.

Table 8: Educational status of respondent children (age 12-18 years old)

Educational Status	Girls	Boys	Total
Can read and write	0	1 (0.3%)	1 (0.3%)
No formal Education	0	2 (0.7%)	2 (0.5%)
Primary Education	84 (98.8%)	282 (96.6%)	366 (96.3%)
Secondary Education	1 (1.2%)	10 (3.4%)	11 (2.9%)
Total	85 (22.4%)	295 (77.6%)	380 (100%)

3.1.1.4 Respondent children by age

As shown in the figure below, data for the quantitative study was collected from refugee children between the ages of 12-18 years old. The mean and median age of the children is 14.7 and 15 respectively. The majority of the respondent children were between 13-16 years old/ 25% of them are 14 years old and 21.8% 15 years old. Detailed distribution of respondents is presented in the figure below.

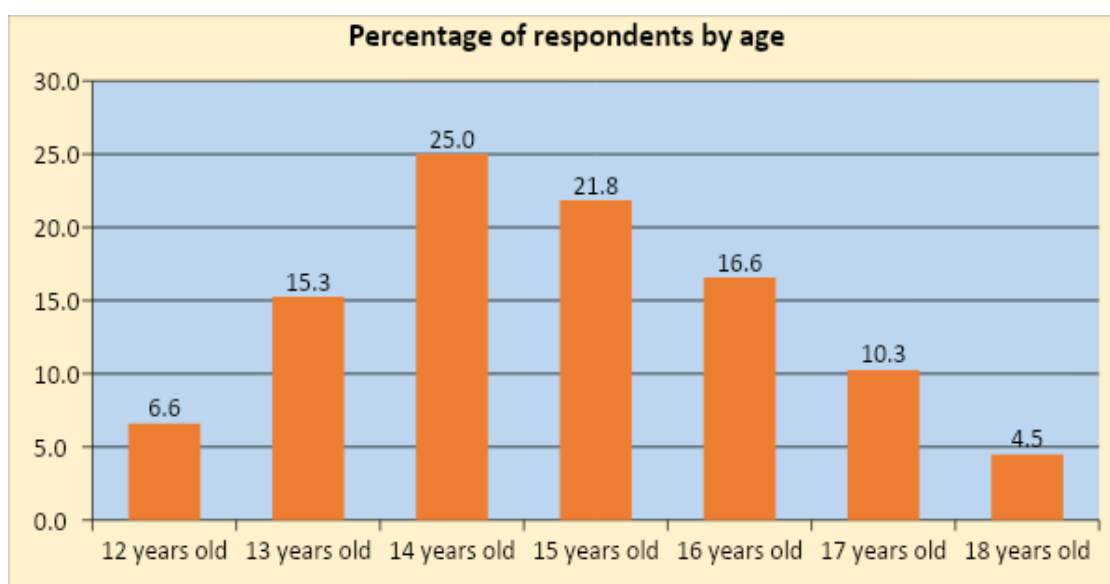


Figure 1: Proportion of interviewed children by age

3.1.1.5 Respondents characteristics disability

Out of 380 refugee children interviewed, eight of them (2.1%) affirmed that they have a disability of which seven of them have visual and one child has hearing disability. However, the vast majority (97.9%) of the children affirmed that they had no known or noticed disability so far.

3.1.2 Characteristics of children's' parents

3.1.2.1 Status of children's parents

As shown in the table below, 72.6% of the interviewed children confirmed that their biological father & mother) are alive. However, 20.8% of the children confirmed only their biological mother alive and 3.7% only their father alive. On the other hand, 2.9% of the children said both of their biological parents are not alive. In terms of gender, out of 85 respondent girls, 70 (82.4%) of them have a biological mother and father. Similarly, out of 295 boys, 206 (69.8%) of them have both their biological parents alive. Detailed information about the status of children's parents is shown in the table below.

Table 9: Status of children's parents

Parental status	Girls		Boys		Total	
	Count	% in row	Count	%	Count	% in column
Both alive	70	25.4%	206	74.6%	276	72.6%
Both are not alive	3	27.3%	8	72.7%	11	2.9%
Only father alive	2	14.3%	12	85.7%	14	3.7%
Only mother alive	10	12.7%	69	87.3%	79	20.8%
Children living with						
Parents	83	24.9%	251	75.1%	334	83.9%
Sibling	8	16%	42	84%	50	12.6%
Step parent	1	12.5%	7	87.5%	8	2.0%
Caregivers	0	0.0%	4	100%	4	1.0%
Grand father	0	0.0%	2	100%	2	0.5%

N:B Multiple response

The surveyed children were asked about whom they are currently living with. Accordingly, 83.9% of them asserted that they are living with their biological parents. The remaining 12.6% and 2.0% of interviewed children asserted living with their siblings and other foster parents respectively. In terms of gender, 97.6% of the interviewed girls and 82% of the boys are living with their biological parents. As children are living with their biological parents, they would get more safeguarding or protection from potential risks, abuses, and exploitations.

3.1.2.2 Family size of the children's parents

Parents of the interviewed children have a maximum of nine dependent families and a minimum of two. Specifically 22.4% of the parents have nine dependent family sizes and 1.6% parents have two family sizes. The mean family size of the interviewed children's' parents is 6.7.

Over 80% of the interviewed children's parents had more than five dependent families and this might expose children to child labor, sexual exploitation, and violence. The parents' capacity to safeguard their children from potential threats/risks is compromised as they become busy with other household chores and income generating activities. This also contributed to high economic burden leading families and children to engage in additional income generating activities to sustain their life. For instance, it was found that parents of the refugee children in Dollo Ado frequently move to their country of origin (Somalia) looking for work and generate income for their livelihood. Moreover, many children in Dollo Ado refugee camps regularly engaged in various child labor activities outside the refugee camps.

3.1.2.3 Perceived Economic Status of the children's parents

The majority (54.7%) of the interviewed children perceived that their parents have medium economic status, 43.4% poor, and 0.5% the poorest of the poor. Only 5 (1.3%) of the children have perceived status of rich. In terms of refugee camps, 61.6% of the respondent children in Dollo Ado and 52.3% in Gambella replied that their parents have medium economic status. On the other hand, 38.4% of the interviewed children in Dollo Ado and 45.2% in Gambella refugee camps perceived that their parents have poor economic status. See table below for details.

Table 10: Economic status of the children's parents/caregivers

How do you rate the economic status of your parents?		Medium	Poor	Rich	the poorest of the poor	Total
Dollo Ado	Bokolomayo	13 (39.4%)	20 (60.6%)	0 (0.0%)	0 (0.0%)	33 (100%)
	Buramino	28 (100%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	28 (100%)

	Kobe	20 (52.6%)	18 (47.4%)	0 (0.0%)	0 (0.0%)	38 (100%)
	Total Dollo Ado	61 (61.6%)	38 (38.4%)	0 (0.0%)	0 (0.0%)	99 (100%)
Gambella	Jewi	87 (62.1%)	49 (35%)	3 (2.1%)	1 (0.7%)	140 (100%)
	Terkidi	60 (42.6%)	78 (55.3%)	2 (1.4%)	1 (0.7%)	141 (100%)
	Total Gambella	147 (52.3%)	127 (45.2%)	5 (1.8%)	2 (0.7%)	281
	Aggregate (Gambella + Dollo)	208 (54.7%)	165 (43.4%)	5 (1.3%)	2 (0.5%)	380

3.1.3 Evaluation findings and analysis for child protection component

3.1.3.1 Respondent children's awareness about child protection

Child protection is defined as measures and structures to prevent and respond to abuse, neglect, exploitation and violence affecting children. It is a means of safeguarding children from harm that includes violence, abuse, exploitation and neglect (Source: Save the Children). In total, 249 (65.5%) of the interviewed children in both refugee camps replied that they have heard or know about child protection. In terms of refugee camps, 54.4% (n=153) of the respondents children in Gambella and 97% (n=96) in Dollo Ado have heard about child protection.

Having this in mind, the surveyed children were asked about their perceived understanding of child protection. Accordingly, they perceived child protection in terms of supporting child rights and well-being, promoting child rights to avoid violation of child rights, and protecting children from abuse, neglect and exploitation. In this connection the children's responses are shown in the table below.

Table 11: Meaning of child protection

What does child protection and care mean to you?	Gambella	Dollo Ado
Supporting child right and well-being	154 (54.4%)	96 (97.0%)
Ensure benefit or wellbeing of children	132 (47.0%)	90 (91.0%)
Promote child right to avoid violation of child rights	56 (20.0%)	59 (59.6%)
Give immediate response to violation of child right and abuse	87 (31.0%)	67 (67.7%)
Protect children from abuse, neglect and exploitation	37 (13.2%)	62 (62.6%)
Other (protecting children from moving vehicle and motors on a street, and from child abuse)	0 (0%)	2 (2.0%)

NB: Multiple responses

Regarding the sources of information about child rights and protection, the respondent children mentioned community meetings (45%), friends/neighbors (38%), Television (35%), club members (25%), training (16%), Radio (2%), and print (1%). Hence, the project used various community based structures and groups to promote child rights and protection.

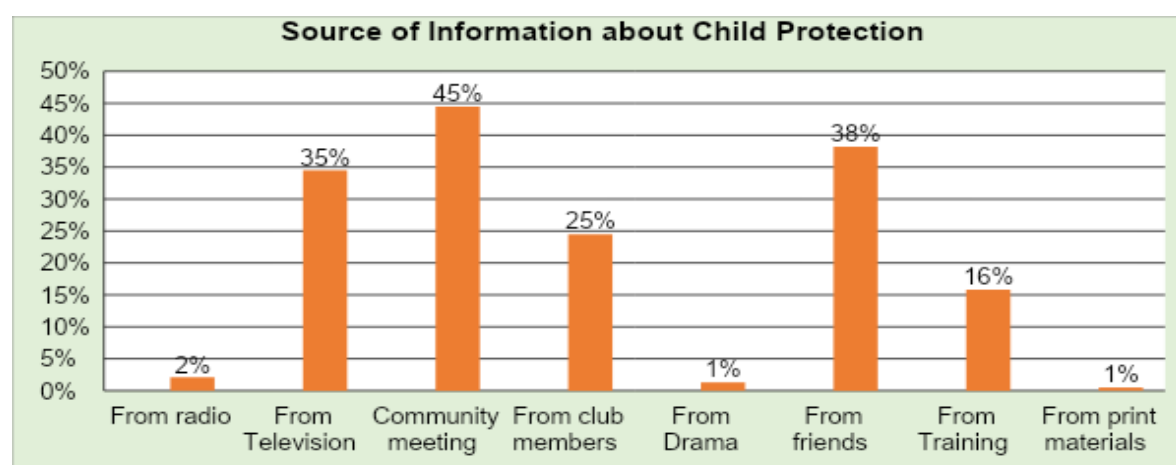


Figure 2: Source of information about child protection

3.1.3.2 Child right violations, abuses and exploitations in the community

Table12: Types of child abuse/violence/exploitation practices by region

Types of abuse	Gambella	Dollo Ado/ Somali	Total
Child labour	206 (73.3%)	59 (59.6%)	265 (69.7%)
Sexual violence/abuse	132 (47%)	12 (12.1%)	144 (37.9%)
Emotional Violence	91(32.4%)	20 (20.2%)	111 (29.2%)
Verbal abuse	57 (20.3%)	48(48.5%)	101 (26.6%)
Physical violence/abuse	165 (58.7%)	48 (48.5%)	213 (56.1%)
Child Neglect	129 (45.9%)	7 (7.1%)	136 (35.8%)
HTP (Early marriage, Female Genital Mutilation)	2 (0.7%)	8 (8.1%)	11 (2.9%)
School aged children not attending school	48 (17.1%)	9 (9.1%)	57 (15%)
Other (Never seen/did not know)	1 (0.4%)	24 (24.2%)	25 (6.6%)

N:B Multiple responses

The surveyed children identified child labour, physical abuse, sexual violence, child neglect, emotional and verbal abuse as major types of child right violations in their respective communities. The table above illustrates the types of child abuse listed by children in both Gambella and Dollo Ado refugee camps. Accordingly, surveyed children in Gambella refugee camps identified child labour (73.3%), physical violence/abuse (58.7%), sexual violence/abuse (47%) and child neglect (45.9%) as the most common child right violation/abuses. Similarly, the children in Dollo Ado identified child labour abuse (59.6%), physical abuse (48.5%) and verbal abuse (48.5%) as the leading child right violations/abuses. In both Gambella and Dollo Ado, child labour (69.7%), physical abuse (56.1%) and sexual violence (37.9%) are found to be the most common child right violation. The practice of sexual violence in Gambella (47%; n=132) is appalling figure in the endline evaluation.

3.1.3.3 Attitude of children towards Child protection Issues

Physical/corporal punishment:

The attitude of respondent children towards physical punishment has been improved compared to the baseline result. For instance, in Gambella refugee camps, 68.7% respondents at final evaluation did not support the use of physical punishment by teachers to discipline or correct the behavior of children, while this result was 45.2% at baseline. Similarly, children who did not support the use of physical punishment by parents/family members increased from 55.6% at baseline to 68.3% at endline in Gambella which is significant at $p=0.01$. Moreover, 57.3% of respondents at the baseline and 79% at the endline in Gambella opposed the use of physical punishment by community members. On the other hand, 52.1% and 75.8% of children in Dollo Ado disagreed with physical punishment applied by parents and community members respectively.

However, a significant proportion of the interviewed children still have a positive attitude towards the use of physical punishment by teachers, parents and community members to discipline or correct the behavior of children. For instance, in both Gambella and Dollo Ado refugee camps 28.9% of the respondents supported the use of physical punishment by teachers, 27.9% by family members and 21.6% by the community members.

On the other hand, 31.3% of respondent children in Gambella and 22.2% in Dollo Ado believe that teachers need to use physical punishment to discipline and teach children the correct behavior. Moreover 31.3% at Gambella and 18.2% in Dollo Ado believed the need to administer physical/corporal punishment by family members /caregivers as a means of disciplining the children's behavior; and 20.6% respondent children in Gambella and 24.2% in Dollo Ado believe in the need to use

physical/corporal punishment by community members to discipline and teach a child behave in culturally accepted manner.

Community based structures

In Gambella refugee camps, 26.8% respondents at the baseline and 82.9% at final evaluation indicated that unaccompanied and separated children (UASC) at risk of sexual abuse, exploitation and recruitment of armed groups shall not be placed in child care institutions. This is very high attitudinal improvement among respondent refugee children. Likewise, in Gambella 80.4% respondent children at final evaluation and 32.1% at the baseline replied that the UASC at risk have not benefited from existing community based child protection structures, while 67.9% at the baseline and 19.2% at endline evaluations said benefited. Moreover, in Gambella 35.9% respondents at the baseline and 75.8% at the evaluation replied community based child protection structures, child led group, child protection committees are not the best ways / mechanisms to protect and care children from various forms of violence, abuse and recruitment of children into armed groups.

In terms of result by refugee camps, 17.1% in Gambella and 67.7% in Dollo Ado agreed that UASC at risk of sexual abuse, exploitation and recruitment of armed groups shall be placed in child care institutions; 19.2% at Gambella and 82.8% at Dollo Ado agreed UASC have benefited from existing community based child protection structures; and 22.8% in Gambella and 86.9% in Dollo Ado agreed that the community and community based child protection structures, child led groups, child protection committees are the best ways / mechanisms to protect and care children from various forms of violence, abuse and recruitment of children in to armed groups. In this regard, there is a significant difference between the results of Dollo Ado and Gambella which requires more attention to identify and reduce the existing gaps particularly for Gambella and the strengths of Dollo Ado refugee camps.

Recruitment for armed groups, paid labor and child marriage:

In Gambella 90.5% of respondent children at final evaluation and 93.2% at baseline did not support recruitment of children by their relatives or community members to serve as armed force. In addition, 80.6% respondents at the baseline and 87.2% at final evolution did not support parents/family members' influence in sending their children (less than 15 years old) to engage in paid labor for generating additional income. Similarly, 80.8% children at baseline and 85.1% at final evaluation believe forced/early marriage should not be allowed by parents' community and members.

On the other hand, 90.7% respondents in Gambella and 89.9% in Dollo Ado disagreed on children's recruitment by their relatives or community members to serve as armed forces; 87.2% in Gambella and 87.9% in Dollo Ado disagreed the need for family members/parents to send their children less than 15 years old to engage in paid labor; and 85.1% in Gambella and 83.8% in Dollo Ado disagreed that family members/ parents, community members to allow child and forced marriage.

Reunification support:

Similarly, 22.5% respondents at the baseline and 56.9% at the endline disagreed on the item that stated "UASC at risk have been supported very well and feeling better either by the reunification process with their families or through arranging other alternative care arrangement," while 77.5% at baseline and 42% at endline agreed on same item. On this specific item, 42% respondents in Gambella and 90.9% in Dollo Ado agreed that UASC have been supported very well and feeling better either by the reunification process with their families or through arranging other alternative care arrangements. Detailed information about the various attitude issues is presented in the following table.

There is also high difference in the study result between Gambella and Dollo Ado.

Table 13: Attitude of children towards CP issues Frequency

Attitude item	Response	Baseline Result Gambella	Evaluation / Endline/ Result		
			Gambella	Somali (Dollo Ado)	Total (Gambella & Dollo Ado)
Do you agree that Separated, Unaccompanied, Children (UASC) at risk of sexual abuse, exploitation and recruitment of armed groups shall be placed in child care institutions?	Yes	290 (73.2%)	48 (17.1%)	67 (67.7%)	115 (30.3%)
	No	106 (26.8%)	233 (82.9%)	26 (26.3%)	259 (68.2%)
Do you agree that UASC at risk of sexual abuse, exploitation and recruitment of armed groups have benefited from existing community based child protection structures?	Yes	269 (67.9%)	54 (19.2%)	82 (82.8%)	259 (68.2%)
	No	127 (32.1%)	226 (80.4%)	15 (15.2%)	241 (63.4%)
Do you agree that the community and community based child protection structures, child led groups, child protection committees is the best way / mechanism to protect and care children from various forms of violence, abuse and recruitment of children in to armed groups ?	Yes	257 (64.1%)	64 (22.8%)	86 (86.9%)	150 (39.5%)
	No	142 (35.9%)	213 (75.8%)	10 (10.1%)	223 (58.7%)
Do you agree that children (separated and unaccompanied) has been supported very well and feeling better either by the reunification process with their families or through arranging other alternative care arrangement?	Yes	307 (77.5%)	118 (42%)	90 (90.9%)	208 (54.7%)
	No	89 (22.5%)	160 (56.9%)	2 (2.0%)	162 (42.6%)
Do you agree that family members/parents, community members can allow child and forced marriage in the refugee camps?	Yes	76 (19.2%)	42 (14.9%)	16 (16.2%)	58 (15.3%)
	No	320 (80.8%)	239 (85.1%)	83 (83.8%)	322 (84.7%)
Do you believe that teachers need to use physical punishment (e.g. beating a child) to discipline and teach child the correct behavior?	Yes	217 (54.8%)	88 (31.3%)	22 (22.2%)	110 (28.9%)
	No	179 (45.2%)	193 (68.7%)	77 (77.8%)	270 (71.1%)
Do you believe that family members/parents need to use physical/corporal punishment (e.g. beating a child) to discipline and teach a child behave in culturally accepted manner?	Yes	176 (44.4%)	88 (31.3%)	18 (18.2%)	106 (27.9%)
	No	220 (55.6%)	192 (68.3%)	81(52.1%)	273 (71.8%)
Do you believe that community members need to use physical/corporal punishment (e.g. beating a child) to discipline and teach a child behave in culturally accepted manner?	Yes	169 (42.7%)	58 (20.6%)	24 (24.2%)	82 (21.6%)
	No	227 (57.3%)	222 (79%)	75 (75.8%)	297 (78.2%)
Do you agree that children's need to be recruited by their relatives or community members to serve as armed forces?	Yes	27 (6.8%)	25 (8.9%)	8 (8.1%)	33 (8.7%)
	No	369 (93.2%)	255 (90.7%)	89 (89.9%)	344 (90.5%)
Do you agree that family members/parents need to send their children less than 15 years old to engage in paid labour so as to get additional income?	Yes	77 (19.4%)	36 (12.8%)	12 (12.1%)	48 (12.6%)
	No	319 (80.6%)	245 (87.2%)	87 (87.9%)	332 (87.4%)

3.1.3.4 Experience/exposure of refugee children to violence, exploitation and abuse

The table below illustrates the experience /exposure of the interviewed children to various types of abuse, violence and exploitation during the previous one year of the interview. The experience of child abuse, violence and exploitation increased at the final evaluation compared to the baseline

result. For instance, rape tempt in Gambella increased from 2.0% at baseline to 18.9% at final evaluation, abduction attempt from 1.5% to 7.2%, sexual harassment from 0.8% to 9.3%, and targeted recruitment for armed forces from 0.5% to 9.6%, tempt to forced marriage from 1.8% to 9.6%. These results might be attributed to increased reporting cases about child abuses, violence, exploitation through the structures established by the project and the victims themselves. According to the FGD among child protection committees and PTSAs in Terkidi camps indicated that as a result of the project support their reporting cases of abuses among children increased.

Compared to Gambella, respondent children in Dollo Ado had very less child abuse/violence experience in many of the indicators like rape tempt (2% vs 18.9%), abduction tempt (2% vs 7.2%), sexual harassment (0% vs 9.3%), child neglect (0% vs 11.7%), targeted to recruitment of armed force (0% vs 9.6%) and tempt to forced marriage (0% vs 9.6%). However, still there is high experience of child abuse/violence among respondents in both refugee camps on issues like physical punishment by teacher (19.9% in Gambella vs 14.4% in Dollo Ado) and by family members (25.3% in Gambella vs 17.2% in Dollo Ado), and forced marriage (16.4% in Gambella vs 7.1% in Dollo Ado).

The evaluation results and differences across the two refugee camps may be attributed to the refugee and host communities' culture, value, religion as well as the project intervention which need further investigation. Detail information on child abuse experience is presented in the table above.

Table 14: Children's experience of violence, abuse and exploitation

Items	Response	Baseline	Final Evaluation		Aggregate (Gambella + Dollo Ado)
			Gambella	Dollo Ado	
Have you ever experienced rape/attempt in the last 12 months?	Yes	2.0%	53 (18.9%)	2 (2.0%)	55 (14.5%)
Have you ever experienced an abduction attempt in the last 12 months?	Yes	1.5%	20 (7.2%)	2 (2.0%)	22 (5.8%)
Have you been harassed sexually in the last 12 months?	Yes	0.8%	26 (9.3%)	0 (0.0%)	26 (6.8%)
Have you ever been neglected by your parents/caregivers in the last 12 months?	Yes	8.6%	33 (11.7%)	0 (0.0%)	33 (8.7%)
Have you ever been targeted to be recruited to armed forces in the last 12 months	Yes	0.5%	27 (9.6%)	0 (0.0%)	27 (7.1%)
Have you ever been corporally/physically punished (e.g. beaten) or harshly treated by your teacher/s in the last 12 months?	Yes	17.4%	71 (25.3%)	17 (17.2%)	88 (23.2%)
Have you been corporally/physically punished (e.g. beaten) by a family member in the last 12 months?	Yes	21.0%	56 (19.9%)	14 (14.4%)	60 (15.8%)
Have you ever been married / tempted to marry in the last 12 months?	Yes	1.8%	27 (9.6%)	0 (0.0%)	27 (7.1%)
Have you been engaged in child/paid labour in the last 12 months?	Yes	NA	46 (16.4%)	7 (7.1%)	53 (13.9%)

Key informants participated in the study also assured the existence of various forms of child abuse in the project areas. For instance, the Etang Special Woreda Bureau of Labour and Social Affairs (BOLSA) officer explained the existence of rape and child trafficking cases among the refugee community in their area. Moreover, the Etang Woreda Women, Children and Youth office reported rape, child beating, and other forms of child abuse were prevalent among refugee and host communities. The Woreda Women, Children and Youth Affairs office (WCY) affairs, PTSAs and Child Protection committee members also pinpointed that most of the time the refugees themselves are the perpetrators of rape. The survey participant children and their parents/caregivers indicated such child abuses including

physical punishment, sexual harassment/rape, child labour are prevalent, even some not reporting such cases as they are normal or common in the community.

The FGD participants explained the existence of riskiest child labour abuse before the project intervention. That is, they were forced to carry heavy loads from store to home. Many children used to carry about 200kg of sugar by bicycle and move from store to another distribution centre in the refugee camps. In this regard, an informant said, "Though helping their parents is the duty of children, many parents used to abuse their children by forcing them to carry a load beyond their age and capacity. Many refugee girls had been raped when they go to bush to collect fire woods." Therefore, the project was enormously relevant.

3.1.3.5 Perceived practices of reporting violence, abuse, and exploitation

The table below shows the perceived practice of reporting child abuse, violence and exploitations made by different groups. Hence, the majority of respondents in Gambella refugee camp replied that they will tell to different groups like parents, teachers, adults and child protection groups etc. As compared to the baseline, the Gambella respondents' perceived reporting to families and teachers has increased at the endline. On the other hand, the respondents perceived reporting of child abuse, violence and exploitation to child protection groups is very less at the final evaluation compared to the baseline. As compared to the baseline perceived reporting to families/parents, teachers and home room teachers is higher in all indicators. Detailed information is presented in the table below.

Table 15: Practice of reporting child abuse, violence and exploitation (in %)

What do you do...?	Response options	Baseline Gambella	Endline Result	
			Gambella	Dollo Ado
If you are punished/abused/exploited by your parents?	Tell parents	0%	47.0%	22.2%
	Tell Teachers	0%	53.7%	13.1%
	Tell to my homeroom teacher	21%	35.6%	6.1%
	Tell authorities/ police/	32%	29.2%	6.1%
	Tell adults	27%	33.8%	6.1%
	Take some action on my self	5%	1.4%	2.0%
	Inform to child protection group	71%	26.0%	30.3%
	Do nothing	16%	8.2%	53.5%
	I don't know	2%	0.4%	2.0%
If you see other children's in this refugee camps are punished/ abused/exploited by your parents	Tell parents	0	64.4%	27.3%
	Tell Teachers	0	35.2%	12.1%
	Tell to my homeroom teacher	19%	23.1%	8.1%
	Tell authorities/ police	36%	30.6%	4.0%
	Tell adults	26%	30.2%	14.1%
	Take some action on my self	11%	2.5%	5.1%
	Inform to child protection group	73%	28.1%	35.4%
	Do nothing	10%	7.8%	37.4%
	I don't know	1%	0.4%	2.0%
If you are punished/ abused/exploited by your teacher/teachers	Tell parents	0	56.6%	43.4%
	Tell Teachers	0	36.3%	10.1%
	Tell to my homeroom teacher	53%	31.3%	4.0%
	Tell authorities/ police/	22%	38.1%	11.1%
	Tell adults	21%	32.4%	0.0%
	Take some action on my self	3%	2.1%	3.0%

	Inform to child protection group	64%	26.7%	32.3%
	Do nothing	14%	3.9%	43.4%
	I don't know	1%	0.4%	3.0%
If you see another child being abused or exploited by your teacher/teachers	Tell parents	0%	52.0%	41.4%
	Tell Teachers	0%	38.4%	7.1%
	Tell to my homeroom teacher	47%	39.9%	6.1%
	Tell authorities/ police/	20%	35.6%	10.1%
	Tell adults	19%	37.7%	1.0%
	Take some action on my self	1%	1.8%	2.0%
	Inform to child protection group	63%	27.4%	35.4%
	Do nothing	18%	6.8%	43.4%
	I don't know	2%	0.0%	2.0%
If you are targeted to be recruited to armed forces?	Tell parents	63%	66.5%	72.7%
	Tell Teachers	20%	33.8%	36.4%
	Tell to my homeroom teacher	0	21.0%	6.1%
	Tell authorities/ police/	14%	31.7%	10.1%
	Tell adults	27%	30.6%	9.1%
	Take some action on my self	8%	2.5%	3.0%
	Inform to child protection group	72%	29.2%	53.5%
	Do nothing	4%	3.6%	13.1%
	I don't know	2%	2.8%	0.0%
Children are targeted to be recruited in to armed group?	Tell parents	50%	65.1%	72.7%
	Tell Teachers	17%	36.7%	35.4%
	Tell to my homeroom teacher	0	31.7%	4.0%
	Tell authorities/ police/	14%	31.3%	8.1%
	Tell adults	23%	33.8%	8.1%
	Take some action on my self	6%	1.4%	1.0%
	Inform to child protection group	70%	28.1%	56.6%
	Do nothing	8%	4.6%	12.1%
	I don't know	3%	2.1%	0.0%

3.1.3.6 Reasons for not reporting violence, abuse, and exploitation

Table16: Reasons for not reporting child abuse, violence and exploitation

Why do you think children are not reporting when child abuse or exploitation happened on themselves and other children	Baseline Gambella	Endline	
		Gambella	Dollo Ado
Fear of repercussion	38%	50.9%	37.4%
Perpetrator is respected in the community	14%	47.7%	13.1%
I don't know whom to report	38%	12.1%	15.2%
Such things are normal here and not reported	19%	18.1%	2.0%
Fear of stigma	19%	39.1%	27.3%
In the past nothing happened after reporting	12%	2.5%	2.0%
It is not my business to report	1.3%	1.8%	0.0%
I know the perpetrator	8%	0.7%	6.1%
It is the family to sort out	8%	4.6%	0.0%
No service to report to	8%	0.0%	0.0%

The subject is too taboo	4%	1.4%	45.5%
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The respondent children listed various reasons for not reporting the different types of child abuses, violence and exploitations that happened to them and other children. As depicted in the table above, 50.9% (38% baseline) of the respondent children in Gambella and 37.4% in Dollo Ado replied that fear of repercussion as the main perceived factor for not reporting child abuse. ; Respondent children also replied fear of stigma (19% at baseline), 39.1% endline in Gambella and 27.3% in Dollo Ado). 45.5% respondents in Dollo Ado and 1.4% in Gambella replied that the subject is too taboo to report which purely indicates the existence of cultural and value difference between communities of the two refugee camps. Respondents who replied, "I do not know for whom to report," decreased from 38% at baseline to 12.1%

Respondents who replied, "I don't know for whom to report " decreased from 38% at baseline to 12.1% at endline Gambella and 15.2% Dollo Ado. Therefore, the most common reasons for not reporting include absence of service, fear of repercussion, the perpetrators being respected persons in the community and fear of stigma. The most important reasons that prohibit children from reporting child abuse, violence and exploitation are deep rooted in to the community and need targeted intervention to raise the awareness, change the attitude and practice of the community and empower children as well as community members actively involved in reporting child abuse, violence and exploitation as well as child protection in their respective areas. Projects of such type also need to work very closely with Iddirs and law enforcing bodies especially at Woreda and Keble level so as to revise their bylaws and strictly apply the laws on the perpetrators. Further details are presented in the table above.

3.1.3.7 Child Friendly Services (CFSs) in the Refugee Camps

3.1.3.7.1 Availability and usage of child friendly space (CFS)

278 (98.9%) of the interviewed children in Gambella and 99 (100%) in Dollo Ado refugee camps confirmed the existence of child friendly spaces (CFS) in their respective refugee camps. Thus, nearly all the boys and girls also confirmed that they participate in the CFS centers. So, the CFSs have been serving for children to stay safer, learn socialization, to learn life skills through various games and awareness creation etc. activities. Hence, the project is effective in promoting and availing CFSs for children to stay safe and get opportunities for learning.

From the table below 27.1% of the interviewed children participated in CFS for five days, only 2.6% seven days and 1.8% six days per week. That is 31.5% children participated in CFS five days per week. On the other hand 14.7%, 28.9% and 14.7% participated four, two and three days per week respectively.

In total (Gambella and Dollo Ado), 69.7% of the survey respondent children confirmed that they regularly participate in CFS in their respective areas. Similarly, 64.4% respondents in Gambella and 84.8% in Dollo Ado revealed that they regularly participate in child friendly spaces. Among the 54 girls interviewed in Gambella, 55.6% regularly participate in CFSs. Similarly, out of 31 interviewed girls in Dollo Ado, 93.5% of them responded they regularly participate in CFSs. On the other hand, 66.5% (n=227) boys in Gambella and 80.9% (n=68) boys in Dollo Ado confirmed participating in CFSs regularly. For more details see the table below.

Table 17: Respondent children regularly participating in CFS

Region	Sex	No		Yes		Total	
		Count	% within sex	Count	% within sex	Count	%
Gambella	Female	24	44.4%	30	55.6%	54	100.0%
	Male	76	33.5%	151	66.5%	227	100.0%
	TOTAL	100	35.6%	181	64.4%	281	100.0%

Somali (Dollo Ado)	Female	2	6.5%	29	93.5%	31	100.0%
	Male	13	19.1%	55	80.9%	68	100.0%
	TOTAL	15	15.2%	84	84.8%	99	100.0%
Aggregate	Female	26	30.6%	59	69.4%	85	100.0%
	Male	89	30.2%	206	69.8%	295	100.0%
	TOTAL	115	30.3%	265	69.7%	380	100.0%

3.1.3.7.2 Participation of children in CFS by hours and sex

The below table illustrated the estimated hours that interviewed refugee children spent per day. Accordingly, 54.4% (F 59.3% & M 53.3%) of the sampled children (in Gambella, and 61% (F, 90.3%, M 48.5%) in Dollo Ado spent in CFSs for an estimated 1-2 hours per day. On the other hand, 45.6% (F 40.7% M 46.7%) respondents children in Gambella and 38.4% (F 1.1% and M 51.5%) in Dollo Ado replied that they spent 2-6 hours.

In total 48% of the boys and 29.4% of the girls spent 2-6 hours per day in CFS. Similarly, 22% of the boys and 70 of the girls stayed 1-2 hours per day. This result therefore shows boys spent more hours in CFS than their boy's counterparts. In this many FGD participant girls in both refugee camps explained that their parents/caregivers and the community put pressure on them to stay at home and do household chores instead of going to the CFS.

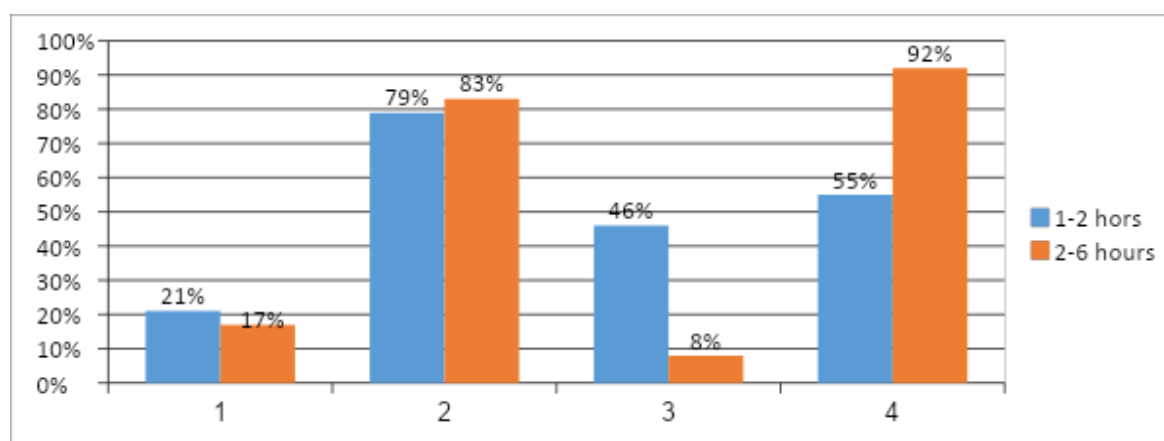


Figure3: Proportion of children stayed in CFS by hours

3.1.3.7.3 Availability of culturally and age appropriate playing game and materials

67% respondents at baseline and 66.2% at endline in Gambella and 58.6% in Dollo Ado confirmed the availability of enough playing game and materials that are culturally and age wise appropriate. However, 33% respondents at baseline, and 33.8% at evaluation in Gambella and 41.4% in Dollo Ado responded that the playing games and materials available at the CFS are not enough. As depicted on the table below, the CFSs in all the camps have gaps in terms of availing enough playing games and materials that are appropriate to age, culture and gender wise.

In this regard, the 75.8% and 68.2% interviewed children responded that the CFSs in Jewi and Terkidi had no adequate games and playing materials. Similarly, 24.2% in Buramino, 21.2% in Kobe and 16.7% Bokolmayo affirmed the absence of enough playing games and materials at CFSs.

Table 18: Availability of culturally and age appropriate playing game

	Refugee Camp	No	Yes	Total
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Dollo Ado	Bokolomayo	16.7%	9.0%	8.7%
	Buranino	24.2%	4.9%	7.4%
	Kobe	21.2%	9.8%	10.0%
Gambella	Jewi	75.8%	36.9%	36.8%
	Terkidi	68.2%	39.3%	37.1%

The interviewed children also identified different types of playing games and materials in the child friendly spaces. Accordingly, respondents in Gambella refugee identified Football (96.4%), Handball (66.2%), Table tennis (65.8%), Volleyball (28.1%) and Basketball (10.7%) as the most common child friendly recreational games and playing materials available in their respective CFSs. Similarly, respondent children in Dollo Ado refugee camps mentioned Volleyball (93.9%), Football (86.9%), Dama (8.1%), etc are available in their respective refugee camps. Child friendly spaces in all refugee camps were equipped with playing materials by the project so as to hold refugee and host communities in safer places with the necessary follow-up by project staff (CP specialist) and by members of community based structures.

The following figure shows the various types of recreational materials and services provided in the child friendly services in the refugee camps.

Table 19: Playing games and recreational material available in CFS centers

Playing	Gambella		Dollo Ado (Somali)		Total	
	Count	%	Count	%	Count	%
Foot ball	271	96.4%	86	86.9%	357	93.9%
Volley ball	79	28.1%	93	93.9%	172	45.3%
Hand ball	186	66.2%	4	4.0%	190	50.0%
Table tennis	185	65.8%	1	1.0%	186	48.9%
Basket ball	30	10.7%	0	0.0%	30	7.9%
Chess	2	0.7%	2	2.0%	4	1.1%
Dama	1	0.4%	8	8.1%	9	2.4%
Dart	0	0.0%	2	2.0%	2	0.5%
Library	3	1.1%	1	1.0%	4	1.1%
Music	6	2.1%	2	2.0%	8	2.1%
Drama	0	0.0%	7	7.1%	7	1.8%
DSTV	1	0.4%	0	0.0%	1	0.3%
Literature/poem	0	0.0%	4	4.0%	4	1.1%
Clinical service	0	0.0%	0	0.0%	0	0.0%
Handcraft	0	0.0%	18	18.2%	18	4.7%
Dice	0	0.0%	4	4.0%	4	1.1%
Domino0	0	0.0%	3	3.0%	3	0.8%
Story Telling	0	0.0%	1	1.0%	1	0.3%
Pool	0	0.0%	2	2.0%	2	0.5%

N:B Multiple Responses

FGD with children in both Gambella and Dollo Ado pinpointed that the project didn't address gender equality appropriately in the CFC because the girls' corners at the youth centers and CFS facilities are not equipped well like the boy's corners. For example, in boys' centers, there were games like table tennis, and pool but these were not observed in girls' corner.

3.1.3.7.4 Satisfaction with service given at child friendly space

As depicted in the below figure, from the total interviewed children the majority (59.2%) of them replied that they are satisfied with the services they get from the child friendly spaces, which is less than the baseline result of Gambella (63.1%). Moreover, more refugee children at Dollo Ado refugee camps (68.7%) are satisfied with the service given at CFS than the Gambella Camps (55.9%).

In terms of results disaggregated by gender, out of the 85 interviewed girls, 64.7% replied they are satisfied and 10.6% unsatisfied. Similarly, out of 295 respondent boys, 57.6% of them indicated satisfaction while 10.5% of them were not satisfied by the CFS in their respective areas. The result shows that the existing CFSs have gaps in meeting the children’s needs with recreational and playing materials or fields.

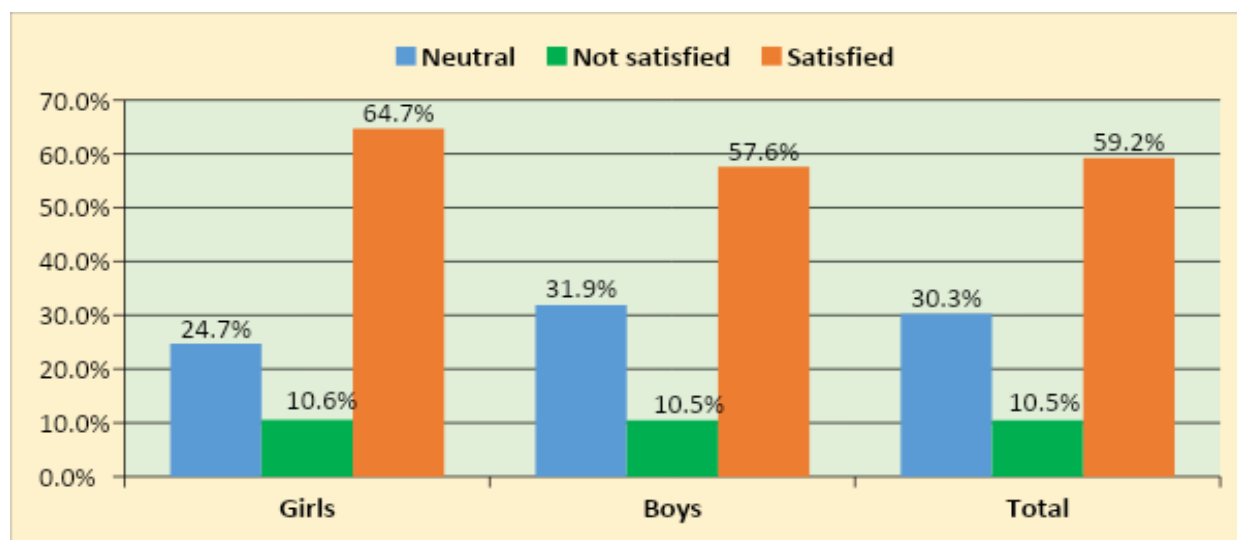


Figure 4: Satisfaction on the service given at CFS

There is a significant relationship between gender and participation in child friendly spaces (CFS), Chi-square(x2) (1, N=396) Pearson’s square value (12.808, P= 000). Male (boys) more likely engaged or participated in CFS than were women/girls (33.2% and 17.1%).

3.1.3.7.5 Satisfaction with Child Friendly Spaces (CFSs)

As depicted in the table below, 68.7% of respondents in Dollo Ado and 55.9% in Gambella replied that they are satisfied by the CFS services in their respective area. This means the respondents in Dollo Ado are better satisfied by the CFS compared to the Gambella respondents. On the other hand, 14.2% respondent children in Gambella replied ‘not satisfied’ by the service in the CFSs, but there is no unsatisfied respondent child in Dollo Ado for the same indicator.

In Gambella, 63.1% respondents at the baseline and 55.9% at the endline replied that they were satisfied by the services in the CFSs. In both Gambella and DolloAdo refugee camps, 59.2% of the interviewed children were satisfied and 10.5% not satisfied. The unsatisfied children are from Jewi (10%) and Terkidi (61%) refugee camps. In each camp more than 50% of the interviewed children were satisfied while Kobe refugee camp has the highest satisfaction rate. The CFS seem to have gaps in meeting the children’s needs as there are many unsatisfied and neutral responses among the respondents. See table below for more details.

Table 20: Satisfaction on CFS services

Region	Refugee camp		Neutral	Not satisfied	Satisfied	Total
Somali /Dollo Ado	Bokolomayo	Count	16	0	17	33
		% within camp	48.5%	0.0%	51.5%	100.0%

	Buranino	Count	11	0	17	28
		% within camp	39.3%	0.0%	60.7%	100.0%
	Kobe	Count	4	0	34	38
		% within camp	10.5%	0.0%	89.5%	100.0%
	Total Dollo Ado		84 (29.9%)	0 (0.0%)	68 (68.7%)	100%
Gambella	Jewi	Count	55	14	71	140
		% within camp	39.3%	10.0%	50.7%	100.0%
	Terkidi	Count	29	26	86	141
		% within camp	20.6%	18.4%	61.0%	100.0%
	Total Gambella		84 (29.9%)	40 (14.2%)	157 (55.9%)	100%
Aggregate (Gambella + Dollo Ado)	Count	115	40	225	380	
	% within camp	30.3%	10.5%	59.2%	100.0%	

3.1.3.7.6 Happiness of children when come to the CFSs

In Gambella 65.4% at the baseline and 87.1% at the final evaluation responded feeling happy and relaxed, while 1.5% at the baseline and 4.7% at the evaluation feeling unhappy and distressed when they come to the CFSs to get different services. Hence, this result shows significant improvement at the endline, meaning refugee children's happiness has grown through time and CFSs are meeting the children's needs. In this regard, 97.6% (out of 85) girls and 65.3% (out of 295) boys replied unhappy and distressed when they came to the CFSs. According to the FGD discussant boys and girls, inadequate playing materials at CFSs and long waiting time made them distressed when they come to the CFSs to get the services.

Table21: Satisfaction on coming to CFS

Region	How happy you are to come to the CFS Centres				
	Refugee Camp	Happy & relaxed	Neutral	Unhappy and stressed	Total
Somali /Dollo Ado	Bokolomayo	6.6%	35.5%	0.0%	8.7%
	Buranino	7.9%	6.5%	0.0%	7.4%
	Kobe	10.0%	16.1%	0.0%	10.0%
	Total Dollo Ado	81 (91.8%)	18 (18.2%)	0	0.0%
	Total Dollo Ado	81 (91.8%)	18 (18.2%)	0	0.0%
Gambella	Jewi	38.7%	16.1%	38.9%	36.8%
	Terkidi	36.9%	25.8%	61.1%	37.1%
	Total	87.1%	8.2%	4.7%	100.0%
Total Gambella	250 (89.0%)	13 (4.6%)	18 (6.4%)	100%	
Aggregate (Gam. + Dollo)	331(87.1%)	31 (8.2%)	18 (4.7%)	100%	

Case Story of MutNyak

"My name is Mut Nyak (psedo name). I am 17 years old. My family size is nine. I benefited from the Save the Children, Jewi Refugee camp, Gambella region. He said that "before the implementation of the project, there was no space to play different games. I feel depressed and unhappy at home because there is nowhere to play and get interaction with others. But after the youth center was established, I got table tennis, pool and different kinds of games that enabled me to feel better in the camp today." His family came from South Sudan due to the civil war. He further indicated the following "I discontinued my school at grade three. Life in South Sudan was good for my family before the civil war.

I was properly nourished by my parents before the conflict. But, the civil war became disastrous for us and we migrated to Ethiopia. It was so difficult to continue my education to adjust ourselves to refugee life. Today, I completed my grade eight and am waiting to start grade nine. Relatively I am in a better condition thanks to the psychosocial and educational material support from Save the Children. I love physics, maths and chemistry very much. I hope I will be good person in future.”

3.1.3.7.7 Satisfaction with the support of case workers

Out of the 380 study participants in Gambella and Dollo Ado 64% replied that they are satisfied by the support of case workers in their respective refugee camps. At camp level, 68.7% of the evaluation participant children in Dollo Ado and 62.3% in Gambella replied they are satisfied by the support they received from case workers in their respective refugee camps, while 17.1% in Gambella were not satisfied. The highest proportions of unsatisfied respondents are from Terkidi (60.4%) and Jewi (39.6%) refugee camps.

Table 22: Satisfaction by case workers support

How do you rate the satisfaction by the support of case workers?					
Region	Camps	Neutral	Not satisfied	Satisfied	Total
Dollo Ado	Bokolomayo	14.6%	0.0%	8.2%	8.7%
	Buramino	11.2%	0.0%	7.4%	7.4%
	Kobe	9.0%	0.0%	12.3%	10.0%
	Total Dollo Ado	31 (31.3%)	0.0%	68 (68.7%)	
Gambella	Jewi	42.7%	39.6%	34.2%	36.8%
	Terkidi	22.5%	60.4%	37.9%	37.1%
	Total Gambella	58 (20.6%)	48 (17.1%)	175 (62.3%)	100.0%
	Aggregate (Gambella + Dollo Ado)	89 (23.4%)	48 (12.6%)	243 (64.0%)	100%

3.1.3.7.8 Community based child protection structure and case workers

3.1.3.7.8.1 Satisfaction with the support of community based child protection

Out of 380 respondents, 54.7% revealed satisfaction by the support of community based child protection (CBCP) structures while the remaining 30.5% and 14.7% replied neutral and unsatisfied, respectively. In the baseline, 98% of the respondents in Gambella were satisfied with the support of community based structures, but this result is reduced to 50.9% at the endline in Gambella. As shown in the below table all respondents who responded unsatisfied with community based child protection structures support are from Jewi and Terkidi.

At camp level, 65.7% of the study participant children in Dollo Ado and 50% in Gambella refugee camps indicated satisfaction by the CBCP structures in their areas, while 19.9% in Gambella were not satisfied. During the FGD with children in both Gambella and Dollo children indicated that sometimes there is delay in timely response against child violation reported to the Child Protection committee. The reasons for this result variation should be studied further, so that the Dollo Ado experiences could be transferred to strengthen the CBCP structures in Gambella so as to provide better support for refugee children in their respective areas. See detailed results in the table below.

Table 23: Satisfaction with support of CBCP structures

How do you rate the satisfaction with the support of community based child protection?					
Region	Camps	Neutral	Not satisfied	Satisfied	Total
Dollo Ado	Bokolomayo	12.1%	0.0%	9.1%	8.7%
	Buranino	8.6%	0.0%	8.7%	7.4%
	Kobe	8.6%	0.0%	13.5%	10.0%
	Total Dollo Ado	34 (34.3%)	0 (0.0%)	65 (65.7%)	

Gambella	Jewi	36.2%	48.2%	34.1%	36.8%
	Terkidi	34.5%	51.8%	34.6%	37.1%
	Total Gambella	82 (29.2%)	56 (19.9%)	143 (50.9%)	100%
	Aggregate (Gambella and Dollo Ado)	116 (30.5%)	56 (14.7%)	208 (54.7%)	100%

3.1.3.7.8.2 Psychosocial distress

3.1.3.7.8.2.1. Psychosocial distress by sex

The consultant tried to measure the status of children's distress using 16 items focused on self-reporting tools, each having five scales. In this regard the majority of the survey participant children responded "None of the time" followed by "A little of the time" and "Some of the time" to most of the physical, emotional, psychological (anxiety, depression, anxiety etc) and behavioral indicators. However, a total of 94 (40 Gambella & 54 Dollo Ado) respondents had very severe symptoms of psychosocial distress and 145 (138 Gambella and 7 Dollo Ado) interviewed children had severe psychosocial distresses.

Physical Distress: 0.8% of respondents in Gambella had very severe and 1.8% severe physical distress, while in Dollo Ado 4.5% respondents had very severe and 0.8% severe physical distress. Among the most common symptoms of physical distress include feeling of headache, loss of weight and nausea.

Emotional Distress: The average very severe emotional distress among respondent children in Gambella is 1.0% and severe 3.6%. Similarly, the result for the same indicator in Dollo Ado is 2.5% (Very severe) and 0.5% (severe). Feeling of sadness, feeling to end their life, hopelessness and helplessness were the major emotional distress symptoms identified in this final evaluation.

Psychological Distress: The average severe psychological distress among respondent children in Gambella is 0.8% and the severe 3.9%. Similarly, the severe psychological distress is 3.6% and the severe 0.4%. The most common symptoms contributing to psychological distress include feeling of fear/anxious, feeling worried without good reason, sleeping disturbance (nightmare, insomnia), inability to concentrate/confused thinking and feeling restless.

Behavioral Distress: The average very severe behavioral distress result among the interviewed children in Gambella is 1.1% and for Dollo Ado 2.7%. The severe behavioral distress in Gambella is 2.6% and no severe behavioral distress in Dollo Ado (i.e. 0%). The contributing factors for behavioral distress include use of substances, especially Dollo Ado, withdrawing oneself from families/friends, and participating in highly riskiest activities.

Out of 380 respondent children, 90 (23.7%) of them fall under severe psychological distress of which 11.2% Physical (5.1% very severe and 6.1% severe); 18.2% Emotional (6.1% very severe and 11.3% severe); 21.5% Psychological distress (6.5% very severe and 15.0% severe), and 11.1% Behavioral distress (5.3% very severe and 5.8% severe). See this result in the above table.

As depicted in the figure below, the average psychosocial distress for Gambella is 5.5% and for Dollo Ado 3.8% and their combined result is 9.3%. In Gambella, the highest distress is behavioral distress (13.7%); and in Dollo Ado physical distress (5.3%) is the highest among respondent children.

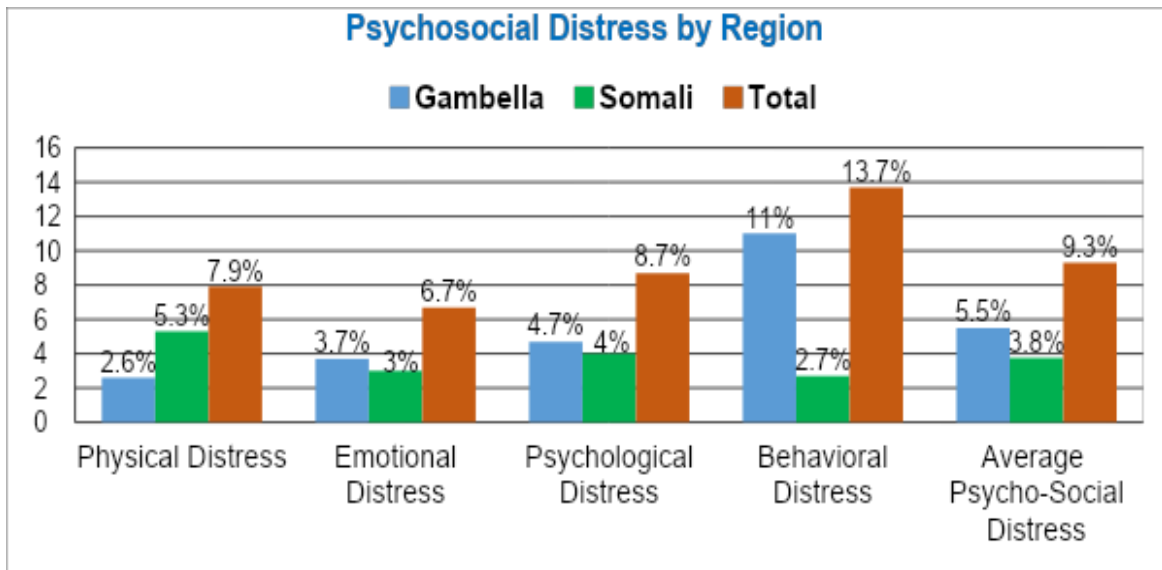


Figure 5: Average percentage of psychosocial distress symptoms by region

The total proportion of children with psychosocial distress symptoms has significantly reduced from 19% at baseline to 5.5% at the final evaluation in Gambella. The average Emotional Distress among respondents in Gambella refugee camps has reduced from 21% to 3.7%, Physical from 27% to 2.6%, and Psychological from 19% to 4.7%, while Behavioral distress increased from 8% to 11%.

The table below indicated that the overall average psychosocial distress as well as the four psychosocial distress indicators are lower for children participating regularly in child friendly space (CFS) than children not participating regularly in CFS. The difference is statistically significant (by 95% confidence interval and 0.05 margin of error).

Table 24: Associated psychosocial distress among regularly attending and not attending children in CFS

Associated Psychosocial distress Indicator	Participated in CFS Regularly		Not participated regularly in CFS		T.Test
	Dollo Ado	Gambella	Dollo Ado	Gambella	
Emotional Psychosocial distress	0.8%	3.8%	30.9%	64.5%	0.01120***
Physical Psychosocial distress	0.8%	3.0%	30.9%	65.3%	0.0100***
Psychological psychosocial distress	1.5%	4.2%	30.2%	64.2%	0.01091***
Behavioral psychosocial distress	0.8%	1.5%	30.9%	66.8%	0.00640***
Total average psychosocial distress	1.0%	3.1%	30.7%	65.2%	0.00962***
*** highly significant (P< 0.01 by 95% confidence interval)					

3.1.3.7.8.2.2. Perceived well-being of children

The following table shows the health status/well-being of the evaluation participant children within the last seven days (1 week) of the survey. The consultant tried to see some well-being indicators including feeling of happiness, sadness, energy, tiredness, fit to a job etc.

Table25: Psychological well being

Wellbeing Items	Region/Camp	Every day	Most days	On a few days	On one day	Never	Total
I felt happy with my life	Gambella	38.4%	21.0%	13.5%	22.4%	4.6%	100.0%
	Somali/Dollo Ado	59.6%	38.4%	2.0%	0.0%	0.0%	100.0%
I felt sad with my life	Gambella	9.3%	6.8%	21.4%	21.7%	40.9%	59.1%
	Somali/Dollo Ado	12.1%	0.0%	0.0%	3.0%	84.8%	15.2%

I enjoyed my school work	Gambella	42.3%	17.8%	13.5%	17.4%	8.9%	91.1%
	Somali/Dollo Ado	55.6%	32.3%	6.1%	4.0%	2.0%	98.0%
I had lots of energy	Gambella	21.4%	21.7%	17.1%	22.1%	17.8%	82.2%
	Somali/Dollo Ado	55.6%	38.4%	0.0%	0.0%	6.1%	93.9%
I had no one to play with	Gambella	11.7%	10.0%	16.7%	22.4%	39.1%	60.9%
	Somali/Dollo Ado	14.1%	3.0%	0.0%	0.0%	82.8%	17.2%
I felt tired	Gambella	6.0%	6.3%	19.9%	18.5%	49.1%	50.7%
	Somali/Dollo Ado	1.0%	0.0%	11.1%	3.0%	84.8%	15.2%
I kept awakening up in the night	Gambella	11.0%	6.4%	26.0%	24.2%	32.4%	67.6%
	Somali/Dollo Ado	6.1%	6.1%	0.0%	3.0%	84.8%	15.2%
I got on with my friends and family	Gambella	36.7%	11.0%	28.8%	12.5%	11.0%	89.0%
	Somali/Dollo Ado	58.6%	34.3%	1.0%	0.0%	6.1%	93.9%
I felt like I fit in at school	Gambella	40.9%	19.2%	16.4%	12.8%	10.7%	89.3%
	Somali/Dollo Ado	68.7%	29.3%	0.0%	0.0%	2.0%	98.0%
I felt good about my self	Gambella	54.8%	14.2%	10.3%	11.0%	9.6%	90.4%
	Somali/Dollo Ado	69.7%	28.3%	0.0%	0.0%	2.0%	98.0%
I generally felt that what I do in my life is valuable and worthwhile	Gambella	40.9%	10.7%	13.2%	16.7%	18.5%	81.5%
	Somali/Dollo Ado	65.7%	28.3%	2.0%	0.0%	4.0%	96.0%

Feeling happy: Out of the 380 respondents, 43.9% (10.3% girls) of them replied that they felt happy every day and 25.5% (7.9% girls) most of the time. On the other hand, 3.4% (0.8% girls) replied 'never happy' and 16.6% (2.9% girls) felt happy 'on one day' and within the seven days of the survey.

In terms of region, 38.4% respondent in Gambella replied that they felt happy 'every day' and 21% of them 'most of the days' between seven days of the evaluation interview. Similarly, 59.6% of the respondent children in Dollo Ado felt happy 'everyday' and 38.4% 'most of the days.' However, 4.6% of the respondent children in Gambella replied felt happy 'on one day' and 22.4% never felt happy during the last seven day of the interview.

Feeling Sad: 10% (2.1% F) and 5% (0.5% girls) of the respondents replied that they felt sad every day and most of the time respectively. However, 16.8% felt sad only 'one day' and 52.4% (11.1% girls) never felt sad. For further information, see the annexed table.

40.9% of the respondent children in Gambella and 84.8% in Dollo Ado 'never felt sad in their life' during the last seven days of the interview. However, 9.3% of respondent children in Gambella and 12.1% of respondent children in Dollo Ado 'felt sad every day in their life.'

Enjoying school work: Regarding school work, 45.8% (9.5% F) confirmed they enjoyed their school work every day in the last seven days, 21.6% (6.1%) most of the time and 11.6% (3.4% girls) some of the time. Nevertheless, 7.1% (1.6% girls) replied they never enjoyed their school work all week and 12.1% (1.8% girls) enjoyed only one day in the week. For further information, see the annexed table.

The majority of children participated in the evaluation, 42.3% in Gambella 55.6% in Dollo Ado 'enjoyed their school work every day,' and 17.8% in Gambella and 32.3% in Dollo Ado 'enjoyed their school work most of the days during the seven days' of the evaluation. However, still 8.9% interviewed children in Gambella affirmed that they 'never enjoyed their school work,' and 17.4% in Gambella and 4% in Dollo Ado indicated that they 'enjoyed their school work on one day' within the week.

Energy: 30% (9.7% F) and 26.1% (5% girls) of the study participants replied that they had lots of energy every day and most of the time in the last seven days of his survey. However, 12.4% (2.4% girls) of

them replied they never had energy and 13.4% (2.9% girls) had energy only on one day during the previous seven days of the interview. For further information, see the annexed table.

In another way, 55.6% of the respondent children in Dollo Ado and 21.4% in Gambella replied that they 'had lots of energy everyday'; and 21.7% in Gambella and 38.4% in Dollo Ado 'had lots of energy most of the days' during the preceding seven days of the evaluation. However, 17.8% respondent children in Gambella indicated that they 'had never energy' and 22.1% 'had lots of energy on one day' during the previous seven days of the evaluation.

Feeling good: 58.7% and 17.9% of the children who participated in this study confirmed that they had good feelings every day and most of the time during the previous seven days of the interview. Nevertheless, 7.6% of them replied they never had good feelings, and the 8.2% of them had good feelings only for one day in their life for the last one week of the interview. For further information, see the annexed table.

54.8% children participated in the evaluation in Gambella and 69.7% in Dollo Ado affirmed that they 'felt good in their life everyday' during the past seven days. Likewise, 14.2% of the respondent children in Gambella and 28.3% in Dollo Ado revealed that they 'felt good about their life most of the days.' Nevertheless, 9.6% of the respondent children in Gambella affirmed that they 'never felt good about their life' and 11% 'felt good on one day' during the past seven days of the evaluation.

Waking up in the night: For this indicator, 9.7% of the study participants revealed they kept waking up in the night every day, and 6.3% for most of the time during the previous one week of the evaluation. 46.1% of them replied never staying awake at night, 19.2% had only a few days and 18.7% only on one day. For further information, see the annexed table.

84.8% of the respondent children in Dollo Ado and 32.4% in Gambella affirmed that they 'never kept awakening up in the night;' while 6.1% in Dollo Ado and 11% in Gambella replied that they 'kept awakening up in the night every day. Similarly, 6.4% in Gambella and 6.1% in Dollo Ado confirmed that they 'kept awakening up in the night most of the days' during the previous seven days of the evaluation.

Feeling tired: The majority of the respondents (57.1%) replied they felt tired on a few days, 17.1% only on one day and 13.9% never felt tired. The proportion of respondents who felt tired every day accounts for 7.4% and most of the time 4.5%. For further information see the annexed table.

According to the evaluation result, 84.8% of the children participated in the evaluation in Dollo Ado and 49.1% in Gambella indicated that they 'never felt tired' during the previous seven days of the evaluation. On the other hand, 6% of the respondent children in Gambella indicated 'felt tired everyday' and 6.3% felt tired 'most of the days.'

From the table, the well-being of the refugee children participating in the survey were generally positive or healthy during the previous one week of the interview. However, there are minor wellbeing issues that need intervention in most of the wellbeing indicators especially for children in Gambella refugee camps. That is, the Dollo Ado respondent children have better wellbeing/health compared to children in Gambella. The results of Gambella are dispersed across all the scales in each indicator item despite the majority of the result inclined towards the wellbeing/health side in the scale. Therefore, projects of such type need to have strong intervention approaches such as assessment of the overall children's health/wellbeing status, provision of counselling service (individual, group), medical treatment, and other psycho-social supports. Details of the well-being indicators by region are presented in the table above, while disaggregation by sex is annexed in the report.

3.1.3.7.8.2.3. Perceived Safety of children

The following table shows the perceived feeling of the children who participated in this study. Being safe is the state of being protected from harm or other non-desirable outcomes. Feeling safe, which is also called psychological safety, means being self-assured that we are not in danger.

In most of the safety indicators, the majority of the respondents had positive perceived safety. For instance, 83.8% of the respondents replied that they sometime/never scared about their families, 78.4% have sometimes/no worry about their life, 67.6% always feel safe and protected from

recruitment of armed forces, and 61.6% always feel there are people in their life who really care about them.

Table 26: Perceived safety of respondent children

Questions	Sex	Always	Sometimes	Never	Total
Do you have any concerns or worries in your life?	Female	6.3%	11.6%	4.5%	22.4%
	Male	15.3%	35.0%	27.4%	77.6%
	Total	21.6%	46.6%	31.8%	100.0%
Are you scared of your parents?	Female	4.2%	10.8%	7.4%	22.4%
	Male	12.1%	32.4%	33.2%	77.6%
	Total	16.3%	43.2%	40.5%	100.0%
Do you have concern/worry in getting your daily livelihood?	Female	0.8%	15.0%	6.6%	22.4%
	Male	5.3%	47.6%	24.7%	77.6%
	Total	6.1%	62.6%	31.3%	100.0%
Do you feel safe and protected from physical punishment, abuse, exploitation at home?	Female	11.3%	2.6%	8.4%	22.4%
	Male	31.1%	21.3%	25.3%	77.6%
	Total	42.4%	23.9%	33.7%	100.0%
Do you feel protected from verbal abuse	Female	13.2%	2.1%	7.1%	22.4%
	Male	31.8%	16.1%	29.7%	77.6%
	Total	45.0%	18.2%	36.8%	100.0%
I feel safe and protected from psychological abuse	Female	13.9%	1.6%	6.8%	22.4%
	Male	36.3%	11.1%	30.3%	77.6%
	Total	50.3%	12.6%	37.1%	100.0%
I feel safe and protected from sexual abuse or violence?	Female	16.1%	1.3%	5.0%	22.4%
	Male	39.2%	25.0%	13.4%	77.6%
	Total	55.3%	26.3%	18.4%	100.0%
Do you feel safe from recruitment of armed force?	Female	17.1%	1.3%	3.9%	22.4%
	Male	50.5%	5.8%	21.3%	77.6%
	Total	67.6%	7.1%	25.3%	100.0%
Do you feel safe to play with other children in the refugee camp?	Female	8.9%	5.3%	8.2%	22.4%
	Male	28.7%	17.9%	31.1%	77.6%
	Total	37.6%	23.2%	39.2%	100.0%
Do you have concerns /worries about your health?	Female	8.7%	10.0%	3.7%	22.4%
	Male	32.4%	21.6%	23.7%	77.6%
	Total	41.1%	31.6%	27.4%	100.0%
There are people in my life who really care about me	Female	13.7%	1.3%	7.4%	22.4%
	Male	47.9%	4.2%	25.5%	77.6%
	Total	61.6%	5.5%	32.9%	100.0%

21.6% of the interviewed children responded they always worry in their life, 16.3% scared about their parents, 33.7% never feel safe and protected from physical punishment, abuse, exploitation at home; 36.8% never feel protected from verbal abuse, 37.1% never feel safe and protected from psychological abuse and 25.3% never feel safe from recruitment of armed force. Similarly, 39.2% never felt safe to play with other children in the refugee camp, 27.4% had concern /worry over their health and 32.9% never thought there were people in their life who really care about them.

Therefore, we can deduce that a significant proportion of the children still have unmet safety needs in all indicators that require additional effort to safeguard children free from any potential perceived hazards/risks. Physical punishment, psychological abuse, verbal abuse, playing with other children in the refugee camps, getting people around who care for them and recruitment for armed forces are

the major safety concerns of the children that need more attention and intervention. For detailed information see children's perceived safety in the table above.

3.1.3.8 Project contribution in strengthening of Child Protection structure in the community

According to the key informant interview with leaders of the child protection committee at Jewi, Terkidi and Melkadida refugee camps indicated that the project established and strengthened the child protection committee in the refugee community. As a result of the project support child protection committee's capacity has been strengthened to respond to issue of child abuse. The strengthened capacity is demonstrated by the abilities to approach high profile officers to advocate such cases when prosecution is taking long, parents/caretakers are compromising with offenders and their competent participation in community and district meeting related child protection issues. They demonstrated commitment and good advocacy skills for the plight of abused children in their communities. With reference to project progress reports, observations and interaction with project staff, this enhanced ability and sustained motivation can be attributed to the capacity built by the project, experience sharing opportunities through joint meetings with colleagues from other camps, recognition and appreciation from community members in the district among others. Competencies of the committee members may also have arisen from the fact that majority of them are respected community leaders and influential elders. Interviews with the team indicated strong commitment as evidenced by expressions of personal benefits gained from participation in the program.

Some of the expressed gains from the program include; respect from the community for doing something about the children's issues, being able to use the skills for public communication, self-awareness, being recognized by camp coordinators and ARRA authorities, appreciation and respect from the project staff.

"One thing that makes me so happy about this program is that even the police officer we always respect us, so that we sit with them and discuss problems of our children together without fear. The project staffs treat us with respect and made us feel happy and see ourselves helpful to the program and the community. I greatly enjoy the project's workshops and the changes brought in us about children's rights and protection."

"Unlike in the past, it is encouraged to refer cases to police because when you send parents with a case, they come back with a good report that they were well attended. These days when we talk, the officials listen to us which encourage us to work harder because we feel our roles at the refugee camps and in the communities are as appreciated."

"This time there is improvement from case managers in responding to cases reported by the child protection committee but still we have a challenge in getting fast responses for what has been reported.," a Community member at Terkedi refugee camp

" In the past I never report any cases of violence against children, but now after I joined and started working as case reporter , I am reporting many cases of violence, for instance I reported five cases up to now," Ujulu, a community protection member at Jewi refugee camp participation

Through discussions with the beneficiaries of the project and other stakeholders, there is evidence that the project's success was facilitated by its unique approach in the design and implementation of activities in which all the project stakeholders were largely immersed in all stages of the project. As already alluded to, one of the major strengths of the project was use of existing structures within the formal and informal child protection system. Some of the actors involved were ARRA, teachers and head teachers, groups of youths and women in the community among others.

"From the start, we were actively involved...we participated in and had a lot of consultation sessions. So right from the beginning during strategy meetings up to this moment we have been actively participating," Zone leader, at Buramino refugee camp Dollo Ado

“...I was involved from the very beginning; they usually call me to participate in their activities including trainings, most of which I facilitated myself” CPC, Melkadida refugee camp, Dollo Ado.

“Whenever there is a case they always call me...they have my number and the community member informs me regularly about what is happening...for sure the committee are helping a lot,” Discussion with community child protection committee at Terkidi refugee camp.

3.2 Evaluation Findings and Analysis for Education Component

3.2.1 Socio demographic characteristics

3.2.1.1 Study participants disaggregated by sex and region

A total of 387 children aged 3.5 to 6.5 years old participated in the study of which 190 (91 girls) were from Dollo Ado and 187 (89 girls) from Gambella refugee camps. Among these respondents, girls account for 47.8% in Gambella and 47.9% in Dollo Ado.

Table 27: Respondents by refugee camps, sex and district

Refugee camp		Girls		Boys		Total	
		Count	%	Count	%	Count	%
Dollo Ado	Bokolmayo	24	42.9%	32	57.1%	56	100
	Buramino	39	49.4%	40	50.6%	79	100
	Melkadida	28	50.9%	27	49.1%	55	100
	TOTAL	91	47.9%	97	51.1%	190	100
Gambella	Jewi	31	49.2%	32	50.8%	63	100
	Pugnido	30	50%	30	50%	60	100
	Terkidi	28	43.7%	36	56.3%	64	100
	TOTAL	89	47.8%	98	52.4%	187	100

3.2.1.2 ECCE Enrollment by year

As depicted in the table below, 29,397 (F: 14,227) children were enrolled in Early Childhood Care Education (ECCE) in 2019/20 and 25,558 (2,453 girls) children in 2020/21. In terms of region, 13,098 (6,358 girls) children were enrolled in ECCE in Gambella and 16,299 (7,869 girls) in Dollo Ado in 2019/20. In 2020/21a total of 13,098 (6,358 girls) children were enrolled in ECCE in Gambella and 12,460 (6,095 girls) in Dollo Ado.

Compared to the 2019/20 total enrolment of pre-school children has decreased by 38.4% in 2020/21. The highest decrease happened in Bokolmayo (-13.7%), and the least in Jewi (-1.71%) refugee camps. The decrease in pre-school children’s enrolment happened in all refugee camps except Terkidi where it increased by 10.5% in 2021. The reduction is because of the new direction from ARRA that prohibited ECCE centers from accepting children aged three years old.

Table 28: ECCE Enrolment disaggregated by camp, year and sex

Camps		2019/20			2020/21			Difference		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Dollo Ado	Bokolmayo	2,039	1,838	3,877	1,176	1,336	2,512	(-863)	(-502)	(-1,365)
	Melkadida	1,698	1,676	3,374	1,265	1,265	2,530	(-433)	(-411)	(-844)
	Kobe	1,551	1,369	2,920	1,097	1,090	2,187	(-454)	(-279)	(-733)
	Helewayn	1,902	1,703	3,605	1,773	1,334	3,107	(-129)	(-369)	(-498)
	Bur-Amino	1,240	1,283	2,523	1,054	1,070	2,124	(-186)	(-213)	(-399)
	Dollo Ado Total	8,430	7,869	16,299	6,365	6,095	12,460	(-2,065)	(-1,774)	(-3,839)

Gambella	Jewi	2,404	2,184	4,588	2,244	2,173	4,417	(-160)	(-11)	(-171)
	Terkidi	1,645	1,715	3,360	2,335	2,072	4,407	690	357	1,047
	Pugnido	2,691	2,459	5,150	2,161	2,113	4,274	(-530)	(-346)	(-876)
	Gambella Total	6,740	6,358	13,098	6,740	6,358	13,098	0	0	0
Aggregate (Dollo +Gambella)		15,170	14,227	29,397	13,105	12,453	25,558	(-2,065)	(-1,774)	(-3,839)

In the last three consecutive years, the trend of ECCE enrolment has been decreasing in all refugee camps except Terkidi. This trend is similar for both boys and girls across the camps except some differences in proportion. Detailed information related to children's enrolment is presented in the table below.

3.2.1.3 ECCE enrollment disaggregated by year, sex and age

Table 29: ECCE enrolment by years, sex and age of the children

Age	2019/20						2020/21					
	Gambella			Dollo Ado			Gambella			Dollo Ado		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3 years	1800	1902	3702	1822	2007	3829	-	-	-	1616	1441	3057
4 years	1670	1586	3256	2177	2096	4273	2244	2173	4417	1560	1589	3149
5 years	1662	1491	3153	2138	1881	4019	2335	2072	4407	1537	1593	3130
6 years	1704	1691	3395	2293	1885	4178	2161	2113	4279	1652	7214	3124
Total	6,836	6,679	13,506	8,430	7,869	16,299	6,740	6,358	13,098	6,365	6,095	12,460

In 2020/21 a total of 13,506 children were enrolled in ECCE in Gambella (43.5% girls), and 16,299 (48.3% girls) in Dollo Ado. Moreover, a total of 13,098 (48.5%) in Gambella and 12,460 (48.9% girls) children in Dollo Ado enrolled in ECCE in 2020/21. See the above table for detailed information about ECCE children enrolment in Gambella and Dollo Ado.

3.2.1.4 ECCE attendance rate disaggregated by months, refugee camp and sex

The student attendance is a key prerequisite for effectiveness of any education intervention. The indicator compares the proportion of students present in school during the year to the number of children enrolled (disaggregated by sex). The attendance can be measured during spot check visits on a given number of days in a semester/ school year.

For this evaluation purpose, the attendance rate of the ECCE children in both Gambella and Dollo Ado was calculated for four months (November 2021, January 2022, February 2022 and March 2022). Hence, the monthly pupils' attendances were collected from student's roster as well as headcount from 18 ECCE centers in Dollo Ado and 19 ECCE centers in Gambella refugee camps. For this evaluation report, the consultant opted to use the head count option in calculating the attendance rate. The head count was selected for better accuracy of the data compared to the monthly attendance roster which was thought to have limitations of over or under reporting. The headcount also has its own limitation as it misses students who are absent during the monitoring visit day /headcount/ due to personal or family problems. To address this limitation, literatures recommend the need to conduct three or more headcounts per semester or school year. Therefore, in this evaluation four head counts were conducted in each ECCE centers and average attendance is calculated. For comparison purpose, the consultant also calculated attendance rate using the student's monthly roster and attached in the annex section.

Therefore, based on the head count data, attendance rate was calculated using the formula:

$$\text{Attendance rate} = \frac{\text{Average number of students during monitoring visits}}{\text{\# of students enrolled in the monitored ECCE centers}} \times 100$$

Table 30: Attendance rate by refugee camps, year and sex

Month	Region	Students' Enrolment Data (# of pupils in the class register)			Students attendance on date of data collection (by Head Count)			Attendance rate by head count		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
21-Nov	Dollo Ado	6214	5874	12088	5852	5533	11385	94.2	94.2	94.2
	Gambella	4755	4769	9524	4702	4848	9550	98.9	101.7	100.3
22-Jan	Dollo Ado	6205	5874	12079	5717	5512	11229	92.1	93.8	93.0
	Gambella	4755	4769	9524	4802	4848	9650	101.0	101.7	101.3
22-Feb	Dollo Ado	6238	5830	12068	4294	4213	8507	68.8	72.3	70.5
	Gambella	4755	4769	9524	4621	4568	9189	97.2	95.8	96.5
22-Mar	Dollo Ado	6198	5881	12079	5596	5261	10857	90.3	89.5	89.9
	Gambella	4755	4769	9524	4553	4564	9117	95.8	95.7	95.7
Total	Dollo Ado	24855	23459	48314	21459	20519	41978	86.3	87.5	86.9
	Gambella	19020	19076	38096	18678	18828	37506	98.2	98.7	98.5

Accordingly, the evaluation result, the ECCE children in Gambella had much better total average attendance rate (98.5%) compared to the ECCE children in Dollo Ado (86.9%). Similarly, the boys and girls in Gambella had higher average attendance rate (boys 98.2% & girls 98.7%) compared to the boys (88.3%) and girls (87.5%) in the ECCE centers/schools of Dollo Ado refugee camp. In both Dollo Ado and Gambella refugee camps, the ECCE girls had slightly better attendance rate compared to the boys in the same refugee camp.

The ECCE children in Dollo Ado had lower attendance rate in February 2022 (total 70.5%; boys 68.8% & girls 72.3%) and the children in Gambella ECCE centers in March 2022 (total 95.7%; boys 95.8% & girls 95.7%). On the other hand, the ECCE children in Dollo Ado had higher attendance rate in the month of November 2022 (total 94.2%; boys 92% and girls 94.2%), while the children in Gambella in November 2021 (total 100.3%; boys 98.9 & girls 101.7%) and January 2022 (total 101.3%; boys 101% & girls 101.7%)

3.2.1.5 Total IDELA Domain Score

In this evaluation report, the baseline IDELA domain score is directly compared with the Gambella endline result and with the Dollo Ado endline by proxy. This is because baseline is not done for the Dollo Ado /Somali/ refugee camp for unknown reason. Hence, the evaluation mainly focused to show results of the IDELA domain and sub domains by region (refugee camps), child gender and some other specific associations.

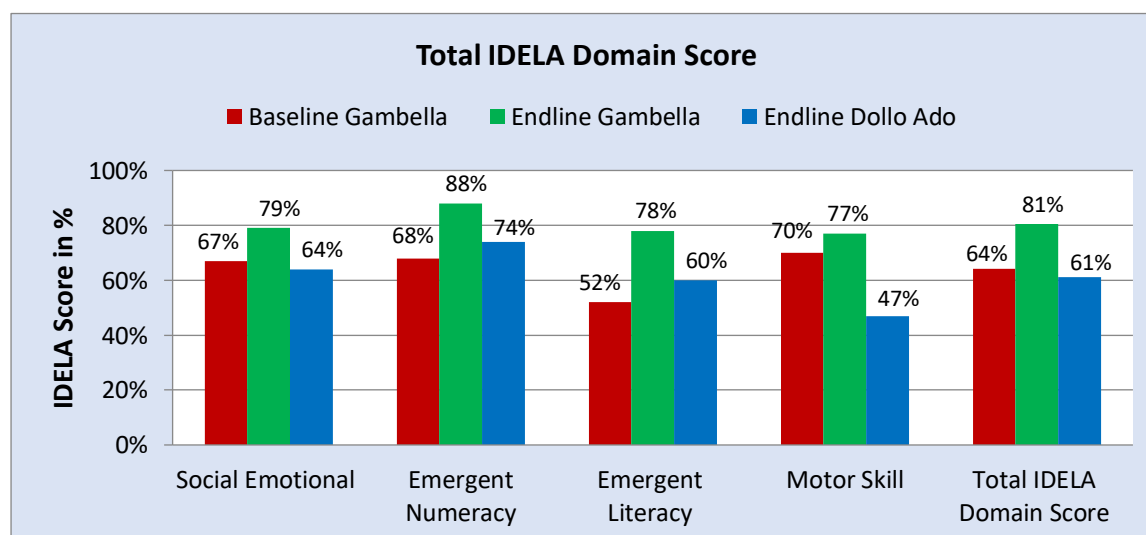


Figure 6: Average total IDELA Domain Score by Region

As shown in the below figure, the average total IDELA domain score of children in the Gambella and Dollo Ado refugee camp is 81% and 61% respectively. Thus, the total IDELA score of ECCE children in Gambella improved from 64% at baseline to 81% at endline. However, the total average IDELA scores of ECCE children in Dollo Ado (61%) which is less than the Gambella baseline. In all IDELA domains, the ECCE children in Gambella performed higher at endline than at the baseline. On the other hand, ECCE children in Dollo Ado scored higher than the baseline on Emergent Literacy and Numeracy IDELA domains; but scored less than the baseline in Social-Emotional and Motor skill IDELA domains.

In all of the four IDELA domains, the ECCE children in Gambella refugee camps scored higher than the children in Dollo Ado refugee camp. In both Gambella and Dollo Ado refugee camps, children scored the highest in Emergent Numeracy IDELA domain (88% Gambella and 74% Dollo Ado) and the lowest in Motor skill IDELA Domain (77% Gambella and 47% Dollo Ado).

Generally, the difference in IDELA score of children in Gambella and Dollo Ado refugee camps may be attributed to various factors, among other include age of the children, length of stay in the ECCE, reading materials at home, things the children play at home etc. where in all cases interviewed children in Gambella had better opportunity than children in Dollo Ado. For instance the mean age of interviewed children in Dollo is five years and children in Gambella six years. Moreover, 50% of the interviewed children in Dollo Ado stayed one year in the ECCE and 50% two years. However in Gambella 70.4% of the children stayed in the ECCE two years and 20.4% three years respectively. There was no child stayed three years in ECCE centers in Dollo Ado.

3.2.1.6 The IDELA Domain and sub-domain scores by region

i. Average Emergent Numeracy IDELA domain and sub domains scores

The figure below illustrates, the average Emergent Numeracy IDELA score of respondent ECCE children in Gambella is 88% and 74% in Dollo Ado. Hence, in both refugee camps the Emergent Numeracy IDELA score of ECCE children has increased compared to the baseline (68%). Compared to the baseline, the sampled ECCE children performed better at endline in all Emergent Numeracy IDELA sub-domains except in comparison by size and length where the endline score is less than the baseline (92% endline & 99% baseline). In Gambella refugee camps, very high improvement is recorded on Number Identification sub-domain of the Emergent Numeracy IDELA domain (13% at baseline to 83% at endline). Likewise, the sample ECCE children in Dollo Ado scored less than the baseline on comparison by size and length and one to one correspondence sub-domains of the Emergent Numeracy IDELA domain.

The interviewed ECCE children in Gambella refugee camp scored high in most of the numeracy sub domains such as comparison by size and length (92%), one to one correspondence (92%), simple operation (92%) and sorting and classification (90%). Similarly, the children in Dollo Ado scored the highest in comparison by size and length (94%), sorting and classification (86%), and simple operation (79%). In both camps, the children's lowest score is recorded in puzzle completion numeracy sub domain (83% Gambella and 38% Dollo Ado). The children in Gambella and Dollo Ado have big differences in puzzle completion (83% Gambella vs 38% Dollo Ado) and one to one correspondence numeracy sub domain scores (92% Gambella vs 68% Dollo Ado). However, the children in both refugee camps have closer scores in the other numeracy sub domains.

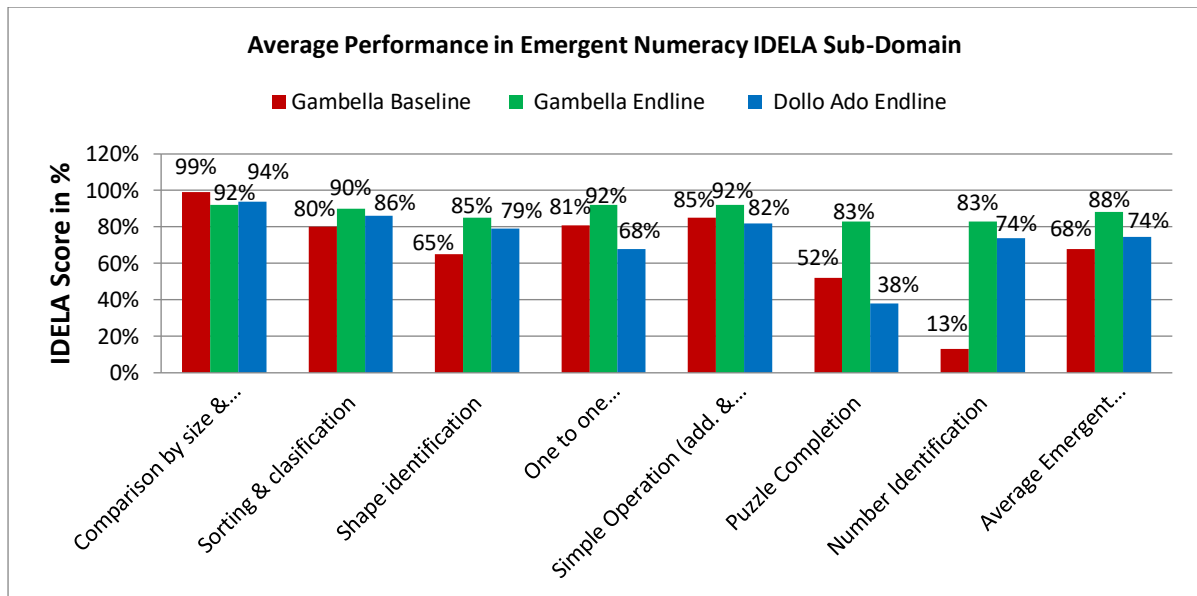


Figure 7: Emergent Numeracy IDELA sub domain scores

Children particularly less than seven years old best learn by seeing and doing. So, they need to have access to age appropriate and user friendly materials both at home environments and preschool centers where children can learn through operating or fitting the materials with guidance from their caregivers, incentive teachers and other preschool teachers. Compared to Dollo Ado, children in Gambella have better access to playing and reading materials at home. So, this may be one of the contributing factors for higher numeracy IDELA domain score of children in Gambella compared to children in Dollo Ado.

ii. Average Emergent Literacy IDELA sub domains scores

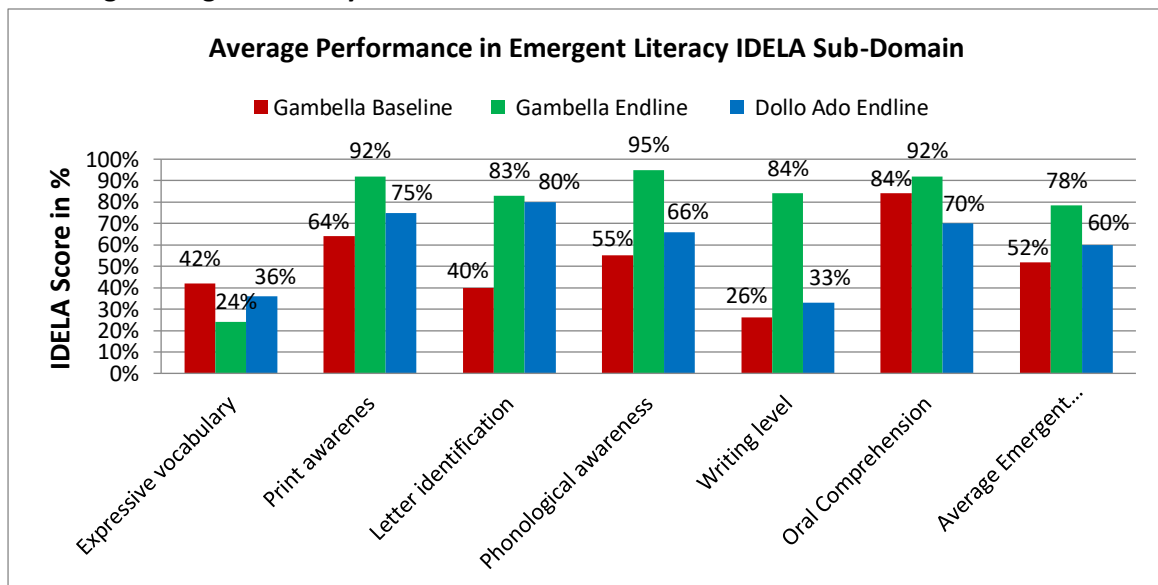


Figure 8: Emergent Literacy IDELA Sub domain score

As shown in the above figure, the average Emergent Literacy IDELA domain score of the children in Gambella is 78% and the children in Dollo Ado 60%. That is, on this specific IDELA domain the endline results in both refugee camps are greater than the baseline result (52%). Compared to the baseline, the sampled ECCE children in Gambella refugee camp performed higher at the endline in all Emergent Literacy IDELA sub-domains except in expressive vocabulary (24% endline vs 46% baseline). Similarly, the sampled children in Dollo Ado scored higher than the baseline in all Emergent Literacy IDEAL sub-domains except in oral comprehension (42% baseline vs 24% endline) and expressive vocabulary (84% baseline vs 70% endline).

The sampled ECCE children in Gambella performed higher than the children in Dollo Ado in all of the Emergent Literacy sub-domains except on expressive vocabulary. That is, regarding expressive vocabulary IDEAL sub-domain, the ECCE children in Dollo Ado scored 36% while the children in Gambella scored 24%. Pertaining to endline result of the literacy domain, children in Gambella scored the highest in phonological/letter sound awareness/ sub domain (95%) and the lowest in expressive vocabulary sub domain (24%). Compared to the sampled children in Dollo Ado refugee camp, children in Gambella scored higher in five of the literacy sub domains (print awareness, letter identification, phonological awareness, writing level and oral comprehension). On the other hand, children in Dollo Ado scored higher only in expressive vocabulary literacy sub domain.

Children in Gambella scored the lowest literacy skill in expressive vocabulary sub domain (24%) and children in Dollo Ado in writing level (33%) and expressive vocabulary (36%) literacy sub domains. That is, children in both refugee camps have difficulty in naming up to 10 market items and 10 animals.

Among the literacy sub domains, the highest range is observed in writing level where children in Gambella scored 84% while the children in Dollo Ado 33% (Range = 51%).

iii. Performance in Social- Emotional IDELA sub domain

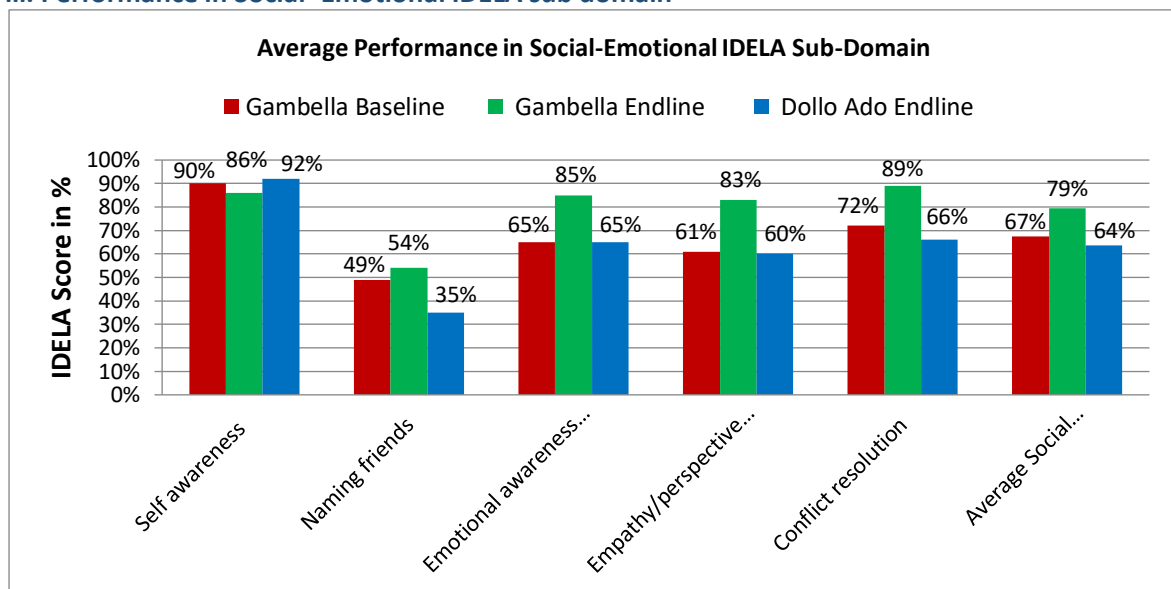


Figure 9: Social Emotional IDELA Sub domain Scores

As illustrated in the figure above, the sampled ECCE children in Gambella scored 79% at endline (67% baseline) on Social-Emotional IDELA domain activities while the ECCE children in Dollo Ado scored 64% at endline. The sampled ECCE children in Gambella scored less than the baseline only in self-awareness (90% at baseline vs 86% at endline) sub domain but they performed higher than the baseline in the remaining four Social-Emotional IDELA sub-domains.

The sampled preschool children in both refugee camps scored the lowest in “naming friends” Socio-Emotional sub domain (54% in Gambella and 35% in Dollo Ado). Regarding “naming friends”, children were expected to name up to 10 friends during the assessment but they named an average of 5.4 out of 10 (54%) in Gambella and 3.5 out of 10 (35%) in Dollo Ado. On the other hand, the sampled ECCE children in Dollo Ado scored the highest in ‘self-awareness’ (92%) sub-domain while the ECCE children in Gambella in “conflict resolution” sub domain (89%).

iv. Children’s performance in Motor IDELA Sub Domain

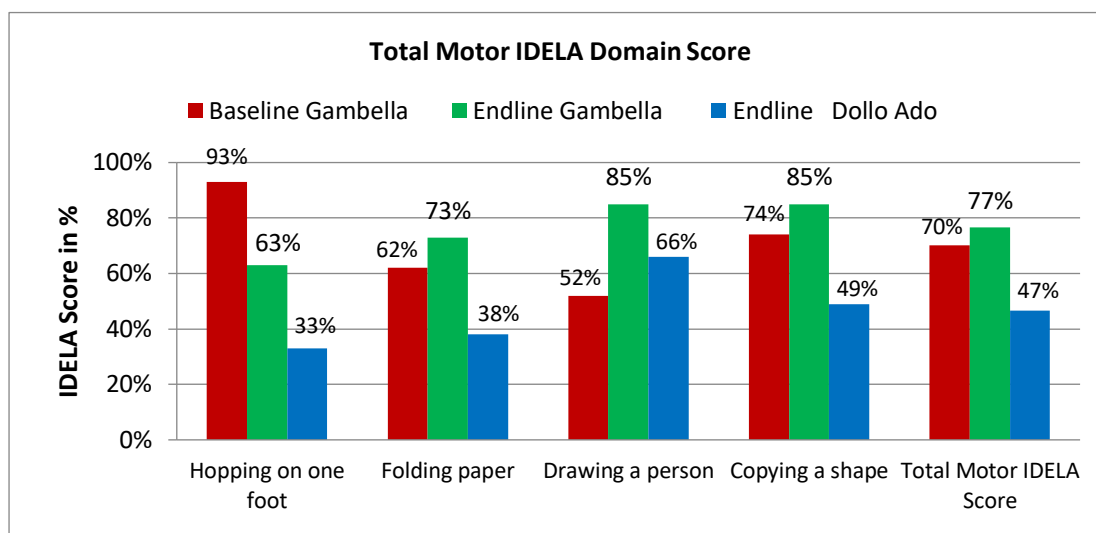


Figure 10: Average Performance in Motor Sub domain

As shown in the figure above, the average Motor IDELA domain score of the sampled ECCE children in Gambella and Dollo Ado refugee camp is 77% and 47% respectively. Thus, the total Motor skill of children in Gambella increased from 70% at baseline to 77% at endline, while the total Motor IDELA score (47%) of sample ECCE children in Dollo Ado is less than the Gambella baseline by proxy. At endline evaluation, the sampled children in Gambella refugee camp scored higher in folding paper, drawing a person & copying shape Motor IDELA sub-domains, and scored less than the baseline in ‘hopping on one foot’ (93% baseline vs 63% endline). Likewise, the sampled ECCE children in Dollo Ado refugee camp performed higher than the Gambella baseline in ‘drawing a person’ Motor IDEAL sub-domain, but scored less than the baseline in hopping on one foot, folding paper, and copying a shape Motor IDELA sub-domains.

In the entire four Motor IDELA sub domains, the ECCE children who participated in IDELA assessment in Gambella scored higher than the study participant ECCE children in Dollo Ado. The sampled children in both refugee camps performed lower in ‘**hopping on one foot**’ (63% Gambella & 33% Dollo Ado) Motor IDELA sub domain. At endline evaluation, high difference between Gambella and Dollo Ado occurred in ‘copying a shape’ (36%), ‘folding paper’ (35%) and ‘hopping on one foot’ (30) Motor IDEAL sub domains. The difference between sampled ECCE children’s score in Gambella and Dollo refugee camps may attributed to number of years children stayed in the ECCE centers (in Dollo Ado 50% stayed only one year), age of the children (children in Dollo Ado younger), caregivers support and home learning environments (Gambella better than Dollo) in relation to Motor IDEL sub domains.

3.2.1.7 IDELA Domain Scores by Refugee Camps

The following twin figures (figure 11) illustrate the IDELA domain scores of the ECCE children by refugee camps. Accordingly, the average IDELA domain score of the ECCE children in Pugnido is 89%, Melkadida 82%, and Jewi 71%. Similarly, the average IDEAL domain scores of children in Buramino, Melkadida and Bokolmayo are 76%, 60% and 41% respectively.

In Gambella, the sampled children in Pugnido refugee camp scored the highest in all IDELA domain and children in Jewi scored the lowest in all IDELA domains. In Dollo Ado, the ECCE children in Buramino scored the highest in all IDELA domains and the lowest scored by ECCE children in Bokolmayo.

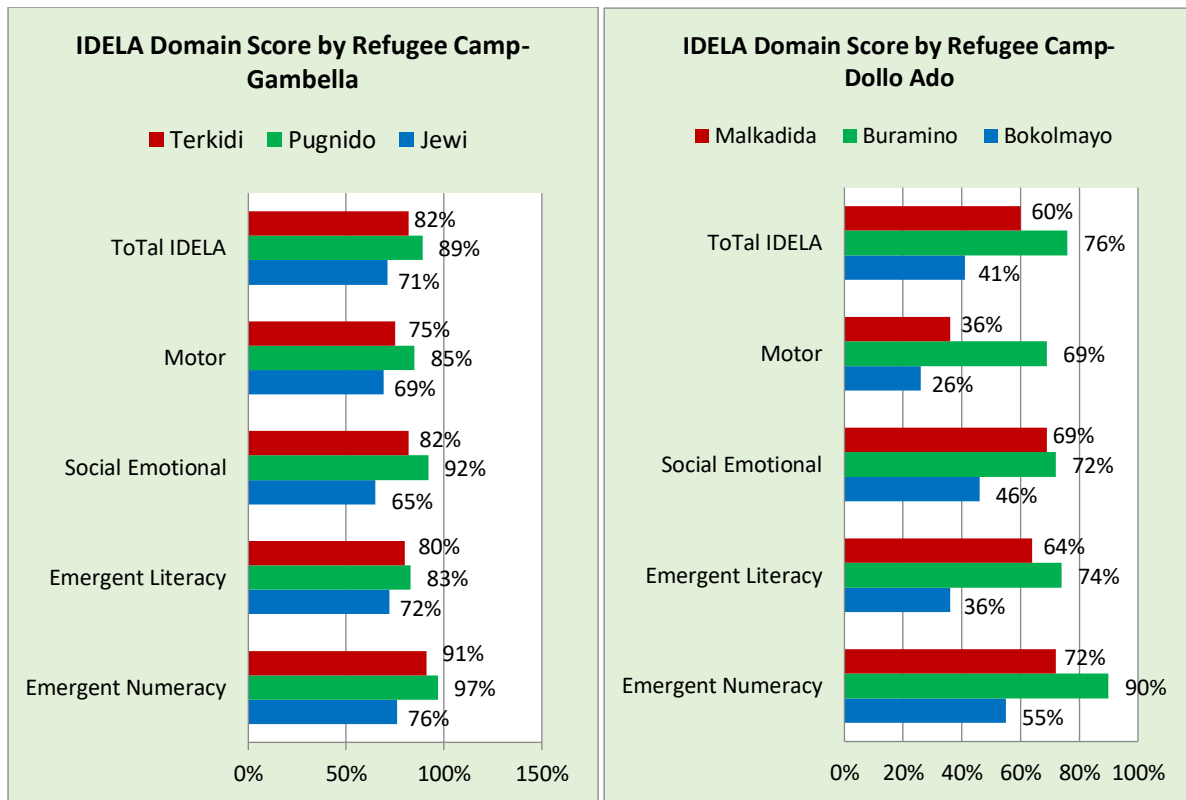


Figure 11: IDELA Score by refugee camps

In summary, the ECCE children in Pugnido performed in all IDELA Sub domain activities followed by Terkidi and children in Jewi performed the lowest of the three. Similarly in Dollo Ado, the Children in Buramino had the highest performance in all IDELA sub domain activities followed by Melkadida and the children in Bokolomayo performed the least.

3.2.1.8 Total IDELA Domain and Sub domain Score by Sex

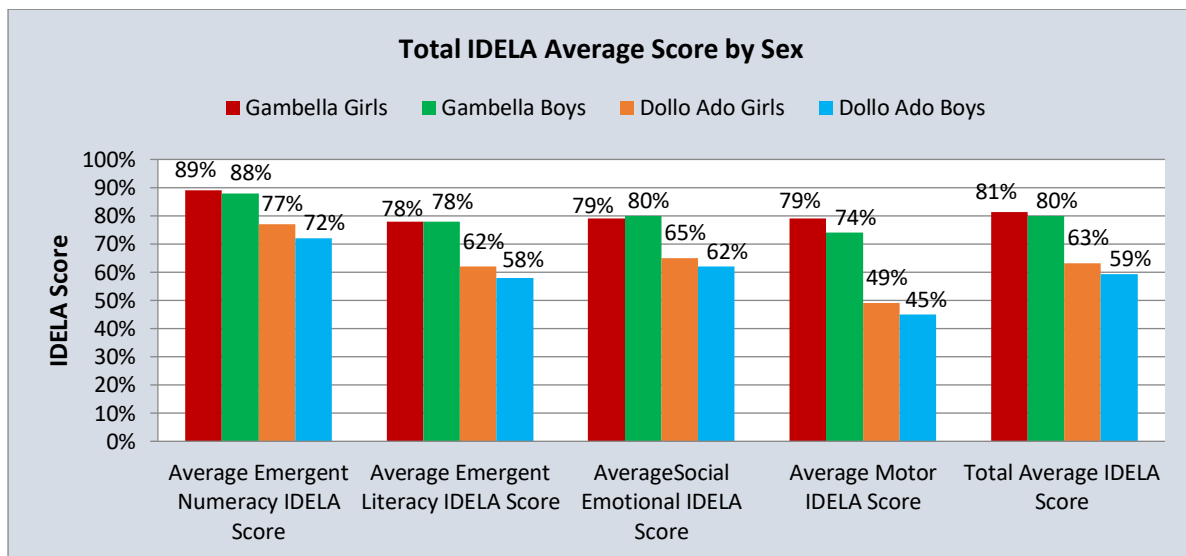


Figure 12: Total average IDELA domain Score by Sex

As depicted in the figure 12 above, the average IDELA score of the sampled ECCE girls in Gambella is 81% (61% baseline) and Dollo Ado 63%. Similarly, the average IDELA score of the sampled ECCE boys in Gambella and Dollo Ado is 80% (68% baseline) and 59% respectively. In all IDELA domains, the sampled ECCE girls and boys in Gambella scored higher than their counterparts in Dollo Ado. This is might be attributed to home learning environments, availability of learning books at home, caregivers support, age of the children and years stayed in the ECCE centers that children in Gambella had better facilities and environments than children in Dollo Ado.

In both Gambella and Dollo refugee camps, girls and boys performed the highest in the Emergent Numeracy IDELA domain. The girls in Gambella scored lower in Emergent Literacy domain (79%) and the boys in Motor domain (74%). Similarly, both the girls and boys in Dollo Ado scored the lowest in Motor IDELA domain which is 49% and 45% respectively. The IDELA scores of boys and girls within the refugee camp are very close to each other in both Gambella and Dollo Ado refugee camps except the Motor IDELA score in Dollo Ado. The Dollo Ado ECCE children’s lower performance in Motor IDELA domain may be attributed to lack of drawing, coloring and other learning books to regularly exercise or practice the motor skills. Moreover, 50% of the ECCE children in Dollo Ado stayed only one year in the ECCE centers.

3.2.1.9 Emergent Numeracy IDELA domain Score by Sex

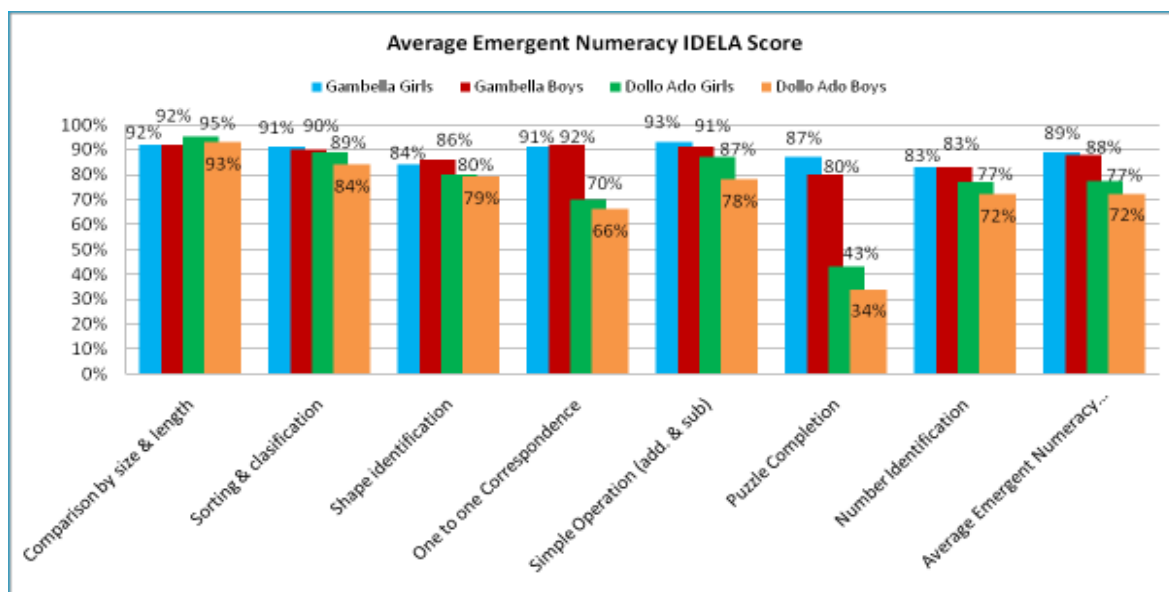


Figure 13: Average Emergent Numeracy IDELA domain score by sex

As shown in the figure above, the average Emergent Numeracy IDELA domain score of the girls in Gambella is 89% (66% baseline) and the Dollo Ado 77%. Likewise, the Numeracy IDELA domain score of the boys in Gambella is 88% (70% baseline) and the Dollo Ado 72%. The sampled ECCE children in Gambella (boys & girls) scored higher than their Dollo Ado counter parts in all activities of Numeracy IDELA sub domains except in ‘comparison by size and length’. That is, the sampled ECCE girls and boys in Dollo scored higher than girls and boys in Gambella on activities of ‘comparison by size and length’ Numeracy IDELA sub domain. In this numeracy sub domain, the lowest score is recorded in ‘puzzle completion’ by girls and boys in Dollo Ado. For detailed information see the figure above.

3.2.1.10 Emergent Literacy IDELA domain Score by Sex

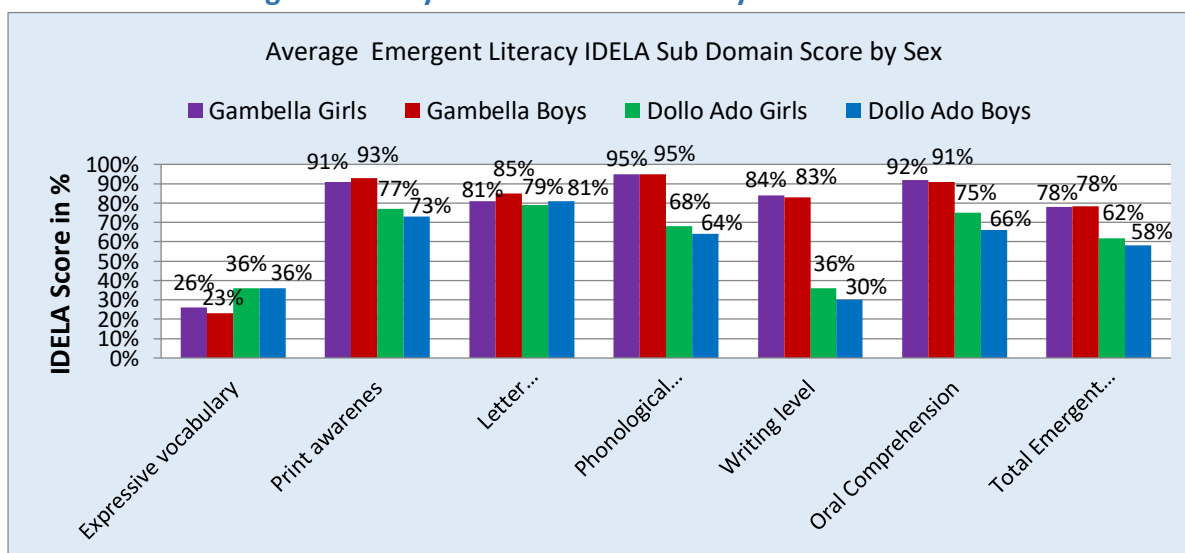


Figure 14: Average Emergent Literacy IDELA domain score by sex

In this final evaluation, the average Emergent Literacy IDELA domain score of the ECCE girls in Gambella is 78% and the boys 78%. Similarly, the girls in Dollo Ado scored 62% and boys 58%. Thus average Numeracy sub domain score of girls in Gambella increased from 49% at baseline to 78% at endline, and the boys from 54% at baseline to 78% at endline. The girls and boys in Gambella scored the highest in 'phonological or letter sound awareness' (95% each) literacy sub domain, while the girls and boys in Dollo Ado in 'print awareness' (77% girls and 73% boys). In both refugee camps, the lowest literacy scores are recorded in 'expressive vocabulary' literacy sub domain. Moreover, the ECCE girls and boys in Dollo Ado scored very low in 'writing level' activities of Literacy sub domain (36% girls and 30% boys)

The sample ECCE girls and boys in Dollo Ado performed higher than their Gambella counterparts only in 'expressive vocabulary' literacy sub domain. That means, the sampled ECCE children (girls and boys) scored higher than the ECCE children in Dollo Ado in all Literacy IDELA sub domain except in expressive vocabulary. The girls and boys within the same refugee camps have very close scores across the Numeracy IDELA sub domains. High variation between the Gambella and Dollo Ado sampled ECCE children (girls and boys) happened in 'writing level' Literacy IDEAL sub domain (Gambella girls 84% & boys 83% Vs Dollo Ado girls 36% & boys 30%).

3.2.1.11 Socio- Emotional IDELA domain score by sex

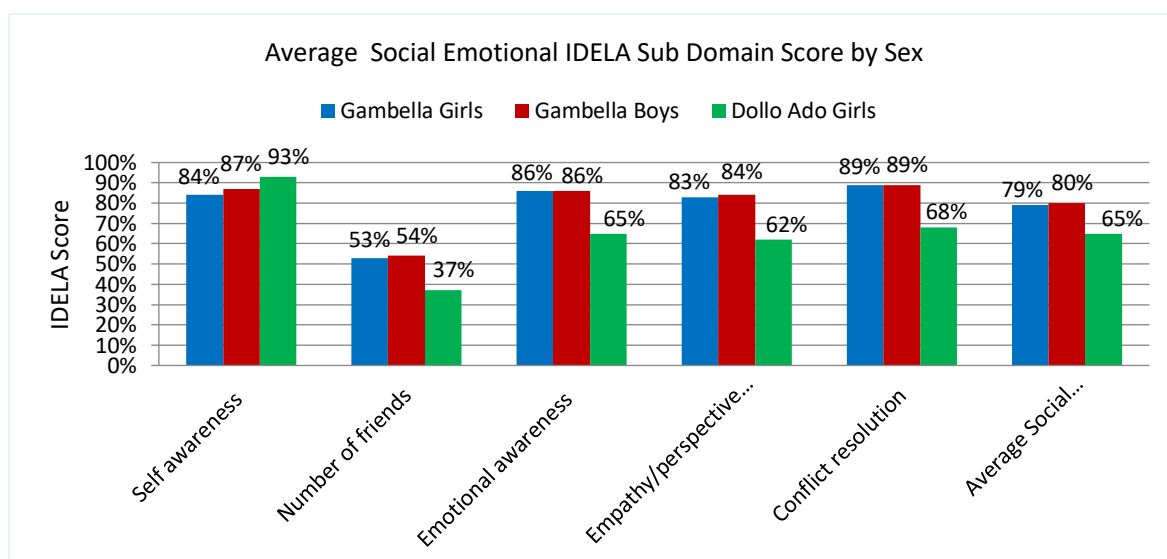


Figure15: Social Emotional IDELA domain score by sex

As depicted in the above figure, the average Social Emotional IDELA domain score of the sampled ECCE girls in Gambella and Dollo Ado is 79% (64% baseline) and 65% respectively. Likewise, the average Socio- Emotional IDELA domain score of the boys in Gambella is 80% (71%) and that of Dollo Ado 62%. So, the average Social Emotional score of girls in Gambella increased from 64% at baseline to 79% at endline and the boys from 71% at baseline to 80% at endline. In both refugee camps, the sampled ECCE girls and boys performed the lowest in 'listing friends' Social-Emotional IDELA subdomain. In Dollo Ado, both the girls and boys scored the highest in 'self-awareness' sub domain (93% girls & 91% boys). But, the study participant ECCE girls and boys in Gambella scored the highest in 'conflict resolution' activities (89% each) of the Social Emotional IDELA sub domain.

3.2.1.12 Performance in Motor IDELA domain score by sex

As indicated in the figure below, the average Motor IDELA domain score of the sampled ECCE girls in Gambella is 79% at endline (65% baseline) and Dollo Ado 49% at endline. Besides, the average Motor domain score of the ECCE boys in Gambella is 74% at endline (76% baseline) and Dollo Ado 45% at endline. In all Motor IDELA sub domain activities, the girls and boys in Gambella performed higher than the girls and boys in Dollo Ado at the endline evaluation.

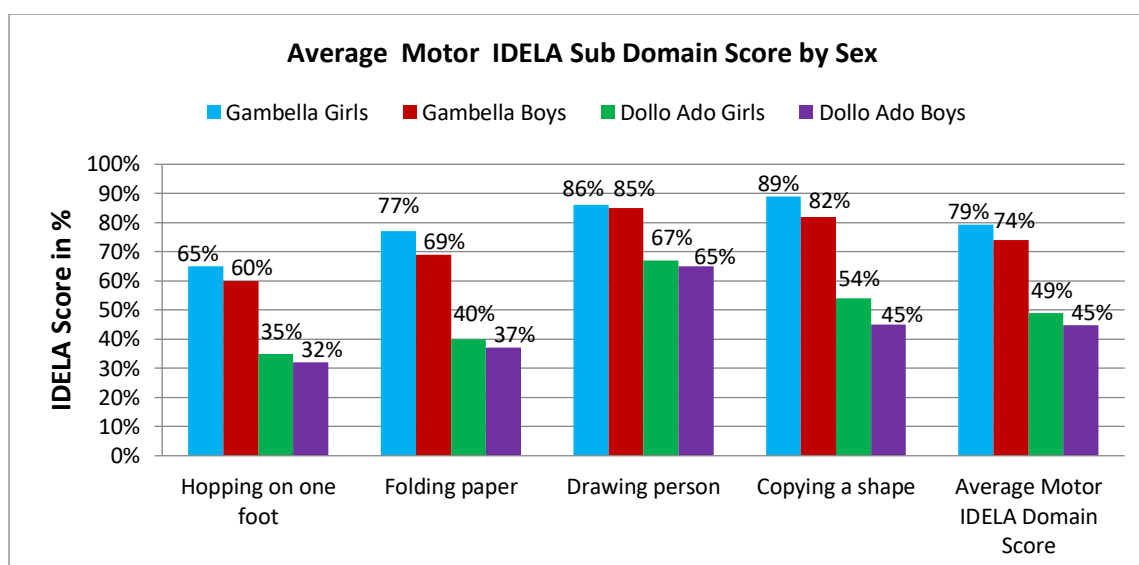


Figure 16: Average Motor IDELA domain score by sex

Thus, the range of scores between the children in the two refugee camps is very high in all Motor sub-domains. The Gambella ECCE children’s higher performance in Motor IDELA domain may be attributed to availability of drawing, coloring and other learning books to regularly practice the motor skills. Moreover, 70.4% of the children in Gambella stayed in the ECCE center two and 20.4% stayed three years, while 50% of the ECCE children in Dollo Ado stayed only one year and 50% two years. The children in Gambella had many playing materials; many types of home learning books and many people around them at home to teach them different things/skills.

The ECCE girls and boys in both Gambella and Dollo Ado refugee camps performed the lowest on activity of ‘hopping on one foot’ Motor IDELA sub domain while the girls in Gambella performed the highest on ‘copying a shape’ (85%) and the girls in Dollo Ado on ‘drawing a person’ (67%) activities of the Motor IDELA sub domain. Similarly, the boys in Gambella and Dollo Ado performed the highest in ‘drawing a person’ Motor sub domain, which is 85% and 65% respectively. For detailed information see figure above.

3.3 Caregivers Assessment Analysis

3.3.1 Socio-Demographic Distribution

For the education component, a total of 377 caregivers participated in this assessment, of which 190 were from Dollo Ado and 187 in Gambella refugee camps. The purpose of the caregivers’ assessment was to examine the caregivers’ role and contribution in the Early Childhood Care Education in the refugee camps. The caregivers’ assessment focused on the caregivers socio-demographic data, the type of materials child plays with while at home, type of learning books available at home environment, child engagement in household chores, caregivers stay with the child, reason for sending child to school, relationship with the child, expectation of parents from the child learning in ECCE, and so forth.

Among the caregivers in Dollo Ado, 28.4% (n=54) were in Bokolmayo, 41.6% (n=79) in Buramino and 30% (n=57) in Melkadidaa refugee camps. Similarly, in Gambalella 44.4% (n=83), 29.4% (n=55) and 26.2% (n=49) were in Jewi, Pugnido and Terkidi refugee camps respectively.

According to the caregivers’, all the sample ECCE children in Dollo Ado belong to the Somali ethnicity and the children in Gambella to the Nuer ethnicity. Hence, children in Gambella speak Nuer language and the children in Doll Ado speak Somali language as their mother tongue.

3.3.2 Age of the ECCE children

The mean age of the sampled ECCE children in Gambella is 5.6 and the median age 6. Likewise, the mean age of the ECCE children in Dollo Ado 5.5 and median age 5.7.

It is obvious that the cognitive, motor, literacy and socio-emotional development of a healthy child increases with his/her age. In this evaluation, the findings of the total IDELA is also consistent with this developmental principle. As shown in the figure below, the total IDELA score of the ECCE children in both Gambella and Dollo Ado increased with age of the children. Moreover, the sampled ECCE children in both Gambella and Dollo Ado performed better higher at the endline than at baseline in all age category. See figure below for the actual data.

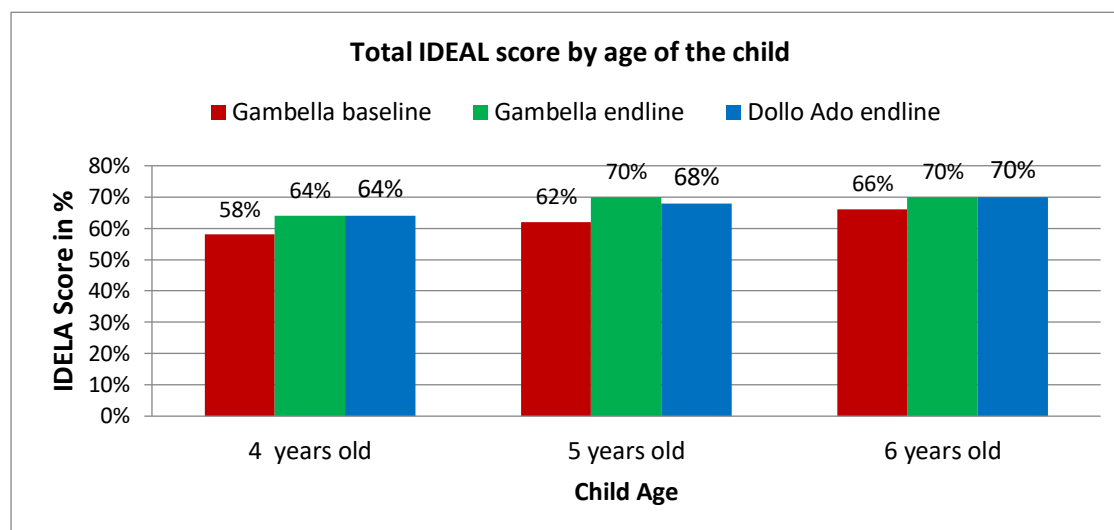


Figure 17: caregivers relation with the child

Pearson correlation was computed and found a positive and significant relationship between age of the ECCE children participated in this assessment and total IDELA score. The correlation value of these two variables is 0.333 and medium at $p < .001$ level.

3.3.3 Caregiver's relation to the child

Table 31: Caregivers relationship with the child

Region	Refugee camp	Mother	Father	Grandparent	Brother or sister	Other	Total
Dollo Ado	Bokolmayo	42 (77.8%)	3 (5.6%)	1 (1.8%)	7 (13.0%)	1 (1.8%)	54 (100%)
	Buramino	61 (77.2%)	15 (19.0%)	2 (2.5%)	1 (1.3%)	0.0%	79 (100%)
	Melkadida	50 (87.7%)	6 (10.5%)	0.0%	0.0%	1 (1.8%)	57 (100%)
	Total	153 (80.5%)	24(12.6%)	3 (1.6%)	8 (4.2%)	2 (1.1%)	190 (100%)
Gambella	Jew	83 (100%)	0.0%	0.0%	0.0%	0.0%	83 (100%)
	Pugnido	55 (100%)	0.0%	0.0%	0.0%	0.0%	55 (100%)
	Terkidi	47 (96%)	0.0%	1 (2.0%)	1 (2.0%)	0.0%	49 (100%)
	Total	185 (98.9%)	0.0%	1 (0.5%)	1 (0.5%)	0.0%	187 (100%)

3.3.4 The Caregiver's Educational Status

Table 32: Mother's educational status

Region	Refugee camp	None	Preschool	Primary school	Secondary school	Total
Somali (Dollo Ado)	Bokolmayo	41 (75.9%)	0.0%	9 (16.7%)	4 (7.4%)	54 (100%)
	Buramino	55 (69.6%)	0.0%	24 (30.4%)	0.0%	79 (100%)
	Melkadida	44 (77.2%)	0.0%	13 (22.8%)	0.0%	57 (100%)
	Total	140 (73.7%)	0.0%	46 (24.2%)	4 (2.1%)	190 (100%)
Gambella	Jewi	7 (8.4%)	76 (91.6%)	0.0%	0.0%	83 (100%)
	Pugnido	0.0%	55 (100%)	0.0%	0.0%	55 (100%)
	Terkidi	6 (12.2%)	40 (81.6%)	2 (4.1%)	1 (2.0%)	49 (100%)
	Total	13 (7.0%)	171 (91.4%)	2 (1.1%)	1 (0.5%)	187 (100%)

The vast majorities (91.4%) of the sampled caregiver mothers in Gambella have preschool education but none of the mothers in Dollo Ado have preschool education. Moreover, 73.7% of the sampled caregiver mothers in Dollo Ado and 7.0% in Gambella refugee camps have no formal education. Only 24.2% of the sampled caregiver mothers in Dollo Ado and 1.1% in Gambella refugee camps have primary education.

In Dollo Ado refugee camp, 16.7%, 3.4% and 22.8% of the caregiver mothers in Bokolmayo, Buramino and Melkadida respectively have primary education, while only 7.4% of the caregivers in Bokolmayo have secondary education. In Gambella (Terkidi refugee camp), only 4.1% of the sampled caregiver mothers have primary and 2.0% secondary education.

Among the sampled caregiver fathers in Dollo Ado refugee camps, 56.3% have no formal education, 36.3% have primary, 5.3% secondary and 2.1% higher education, but 100% of the caregiver fathers in Gambella refugee camps have preschool education. Among the caregiver fathers' in Dollo Ado, 24.1% in Bokolmayo, 35.4% in Buramino and 49.1% in Melkadida have primary education. In addition, 14.8% of the caregiver fathers in Bokolmayo and 2.5% in Buramino have secondary education. Similarly, 3.7% caregiver fathers in Bokolmayo, 1.3% in Buramino and 1.8% in Melkadida have higher education

Table 33: Fathers education

Fathers Education	Bokolmayo	Buramino	Melkadida	Total	Jewi	Pugnido	Terkidi	Total
None	31 (57.4%)	48 (60.8%)	28 (49.1%)	107 (56.3%)	0.00%	0.00%	0.00%	0.00%
Preschool	0.00%	0.00%	0.00%	0.00%	83 (100%)	55 (100%)	49 (100%)	187
Primary school	13 (24.1%)	28 (35.4%)	28 (49.1%)	69 (36.3%)	0.00%	0.00%	0.00%	0.00%
Secondary school	8 (14.8%)	2 (2.5%)	0.00%	10 (5.3%)	0.00%	0.00%	0.00%	0.00%
Higher Education	2 (3.7%)	1 (1.3%)	1 (1.8%)	4 (2.1%)	0.00%	0.00%	0.00%	0.00%
Total	54 (100%)	79 (100%)	57 (100%)	190 (100%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)

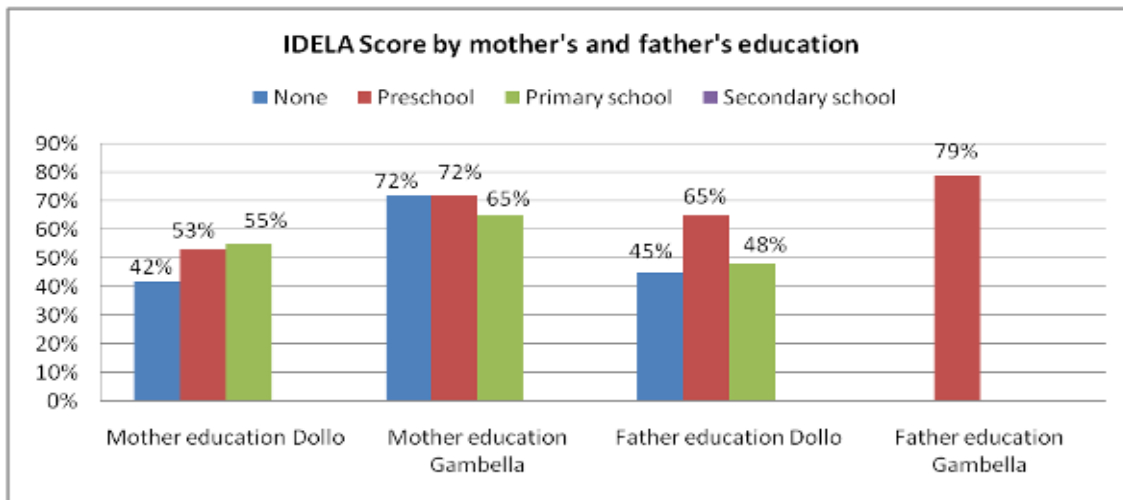


Figure18: Relationship between mother and father education with Total IDELA score

In Dollo Ado, IDELA score of children increased with increased mother’s educational status. However, children from fathers with preschool education have higher IDELA score (65%) than children from fathers with “none” and “primary” education. In Gambella, the IDELA score slightly decreased with increased mother’s education, and all fathers had “pre-primary” education which is impossible to compare with IDELA score.

Based on the Pearson’s coefficient of correlation result, there is a moderate positive relationship between mother’s education and total IDELA score of children. The correlation is $r=0.385$ at $p<.001$. Similarly, there is a strong positive correlation between father’s education and total IDELA score which is $r=0.567$ at $p<.001$.

3.3.5 The Caregivers Literacy Level

Table 34: Literate mothers and fathers

Mother/father	Bokolmay	Buramino	Melkadida	Total	Jewi	Pugnido	Terkidi	Total
Mother	15 (27.8%)	22 (27.8%)	9 (15.8%)	46 (24.2%)	83 (100%)	22 (40%)	43 (87.8%)	148 (96.1%)
Father	23 (42.6%)	30 (38%)	28 (49.1%)	81 (42.6%)	83 (100%)	55 (100%)	49(100%)	187 (100%)

Regarding literacy, 24.2% of the caregiver mothers in Dollo Ado and 96.1% in Gambella perceived literate. In other words, 75.3% of the Dollo Ado and 3.9% of the Gambella mothers are not literate. Hence, there is a high difference (71.9%) in literacy level between the caregiver mothers in Gambella and Dollo Ado refugee camps. Across refugee camps, 27.8% of the caregiver mothers in Bokolmayo, 27.8% in Buramino and 15.8% in Melkadida perceived themselves as literate. In Gambella however, 100% of the Jewi, 100% of the Pugnido and 87.8% of the Terkidi refugee camp caregiver mothers perceived themselves as literate.

Among the caregiver fathers in Dollo Ado, 42.6% are literates while 57.4% illiterates. Only 42.6% of the Bokolmayo, 38% of the Buramino and 49.1% of the Melkadida caregiver fathers are literate. However, 100% of the caregiver fathers in Gambella refugee camps are literate.

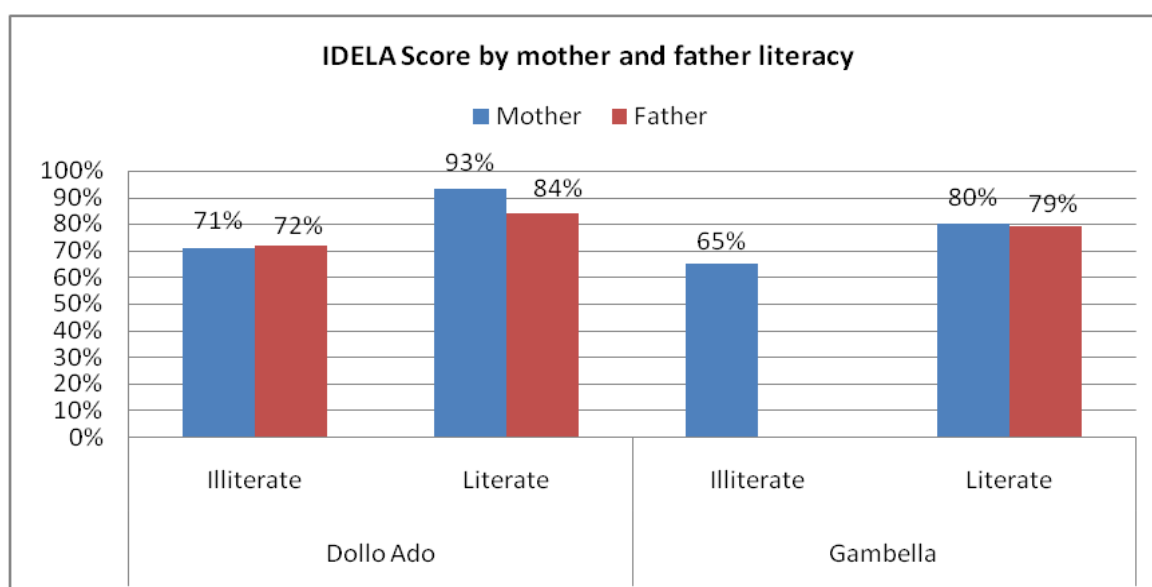


Figure19: Relationship between Literacy and Total IDELA Score

The IDELA Score shows the number and types of home literacy environments or books availability in the home contributing for the overall child development. In this evaluation study, there is a weak positive relationship but statistically not significant. The total IDELA scores of children increased by 0.6% with one unit increase in home literacy environment.

In both Dollo Ado and Gambella refugee camps, children from literate mothers and fathers have higher IDELA score than children from illiterate mothers and fathers. *Statistically however, there is a weak relationship between mothers and father's literacy, and aggregated total IDELA score of the ECCE children. The Pearson's correlation between mothers literacy and the ECCE children's total IDELA score variables is $r=0.085$ and which shows positive but weak relationship at $p<.001$ level. Similarly, the correlation between fathers literacy and the children's total IDELA scores is $r= .000$ at $p<.001$.*

3.3.6 Caregivers or family members who live with the child

Table 35: Caregivers who live with the child

Caregivers	Bokolmay	Buramino	Melkadida	Total	Jewi	Pugnido	Terkedi	Total
Mother live with child	54 (100%)	79 (100%)	57(100%)	190 (100%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)
Father live with child	44 (81.5%)	68 (86.1%)	48 (84.2%)	160 (84.2%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)
Grandparents live with child	11 (20.4%)	14 (17.7%)	3 (5.3%)	28 (14.7%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)
Older brother sister live with child	25 (46.3%)	31 (39.2%)	22 (38.6%)	78 (41%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)
Younger brother/ sister live with child	30 (55.6%)	39 (49.4%)	41 (71.9%)	110 (57.9%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)
Other child live with child	4 (7.4%)	8 (10.1%)	20 (35.1%)	32 (16.8%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)
Other adults live with child	5 (9.3%)	3 (3.8%)	4 (7%)	12 (6.3%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)

In Gambella, all (100%) of the sampled ECCE children live with caregivers such as mother, father, grandparent, older and younger brothers/sisters, other children and other adults. In Dollo Ado however, 100% of the ECCE children participated in this IDELA assessment live with mothers, 84.2% with fathers, 57.9% with young brothers/sisters, 41% with older brothers /sisters, 16.8% with other children, 14.7% with grandparents, and with 6.3% other adults. Compared to the Dollo Ado, the

sampled ECCE children in Gambella refugee camps live with many caregivers in the household, while the children in Dollo Ado live with fewer givers. For detailed information see the table above.

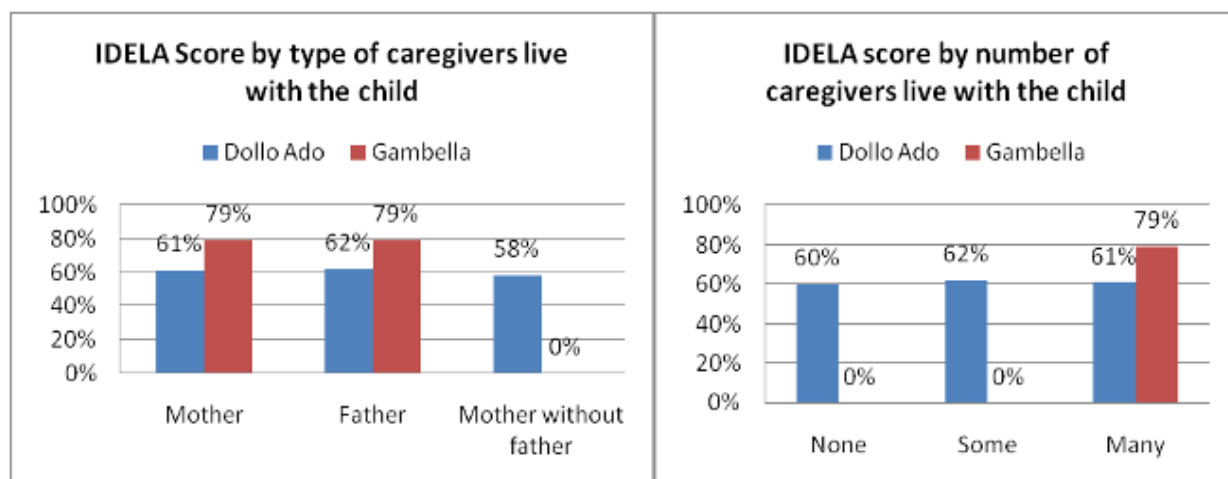


Figure 20: Relationship between IDELA score and caregivers live with the child

As shown in the above figure (left), the IDELA score of the ECCE children living with mother and father is almost the same in both Gambella and Dollo Ado refugee camps. In Dollo Ado, the IDELA score of children who live with their mother is 61% and in Gambella 79%. Similarly, the sampled ECCE children in Gambella who live with their father scored 79% and the children in Dollo Ado 62%.

Similarly, there is no difference in IDELA score among the sampled ECCE children who live with 'no', 'some' and 'many' caregivers. Statistically also, there is no significant relationship between IDELA score and the number of caregivers who live with the children.

3.3.7 Number of years children stayed in the ECCE

Table 36: Number of years child stayed in ECCE

Years	Bokolmayo	Buramino	Melkadida	Total	Jewi	Pugnido	Terkidi	Total
1 year	29 (53.7%)	37 (46.8%)	29 (50.9%)	95 (50%)	6 (7.2%)	3 (5.6%)	6 (12.2%)	15 (8.1%)
2 years	25 (46.3%)	42 (53.2%)	28 (49.1%)	95 (50%)	66 (79.5%)	38 (70.4%)	27 (55.1%)	131 (70.4%)
3 years	0.0%	0.0%	0.0%	0.0%	10 (12%)	12 (22.2%)	16 (32.7%)	38 (20.4%)
4 years	0.0%	0.0%	0.0%	0.0%	1 (1.2%)	1 (1.9%)	0.0%	2 (1.1%)

Regarding the number of years children stayed in the ECCE centers, 50% of the sampled ECCE children in Dollo Ado and 8.1% in Gambella stayed one year in the ECCE centers. Similarly, 50% of the children in Dollo Ado and 70.4% in Gambella stayed two years in the ECCE centers. The remaining 20.4% and 1.1% of the sampled ECCE children in Gambella stayed three years and four years respectively.

Among the sampled ECCE children in Bokolmayo, 53.7% of them stayed one year in the ECCE and 46.3% stayed two years. Similarly, in Buramino 46.8% of the sampled ECCE children stayed one year and 53.2% stayed two years. In Melkadida, 46.8% of the children stayed one year and 53.2% stayed two years in the ECCE.

In Jewi, 7.2% of sampled children stayed one year in the ECCE, while 79.5% stayed two years and 12% three years and 1.2% four years. In the same way, 5.6% of the sampled children in Pugnido stayed in the ECCE only one year, 70.4% two years, and 22.2% three years and 1.9% four years. In addition, 12.2% of the sampled children in Terkidi stayed one year in the ECCE centers, 55.1% two years and 32.7% three years.

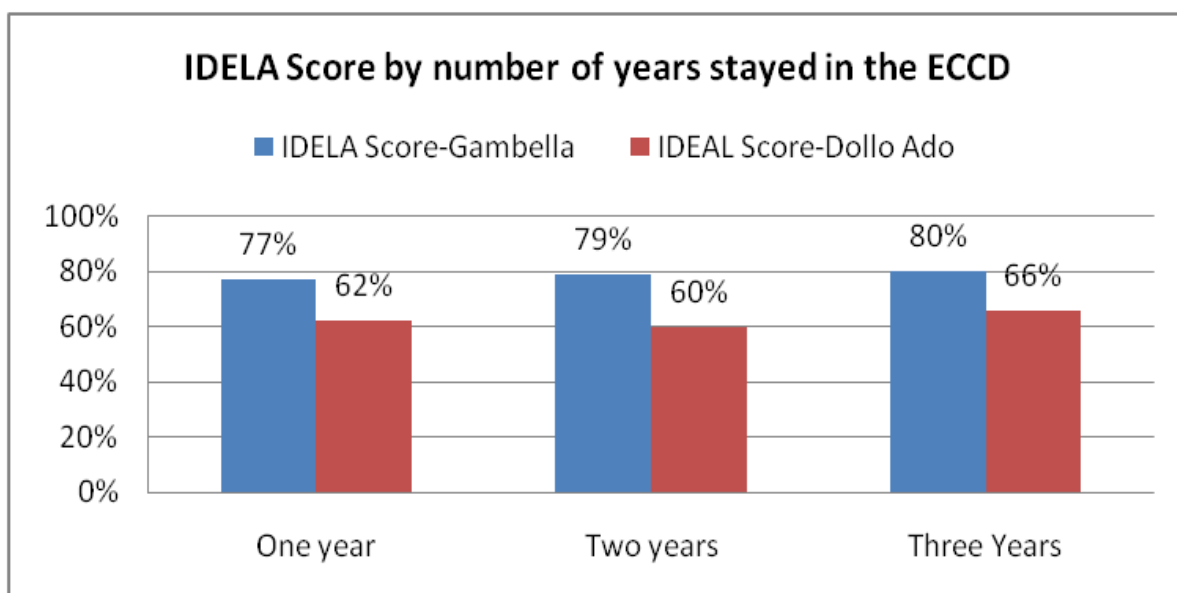


Figure21: Relationship between numbers of years stayed in ECCE and Total IDELA

In Gambella, the total IDELA score of children increased with the number of years the child stayed in the ECCE. The same pattern also happened in Dollo Ado except children who stayed one year had slightly higher DELA scores than children who stayed two years. Such result is unusual but may sometimes happen due to other factors like differences in home learning environments, support level by caregivers, playing materials at home, learning facilities at ECCE centers, ECCE teachers training and teaching approach. Overall, the assessment found a positive relationship between number of years children stayed in the ECCE centers and the total IDELA score.

Pearson’s correlation was computed and the correlation between years children stayed in the ECCE and total IDELA score is $r=0.486$ which is statistically significant relationship at $p<.001$ level. That is, there is a medium positive relationship between IDELA score and number of years children stayed in the ECCE centers.

3.3.8 The reasons children stay in the ECCE

Table 37: Reasons for children to stay in the ECCE

Why in ECCE?	Bokolmayo	Buramino	Melkadida	Dollo Ado Total	Jewi	Pugnido	Terkedi	Gambella Total
Food	0.0%	0.0%	0.0%	0%	83 (100%)	55 (100%)	49 (100%)	187 (100%)
Keep child busy	33 (28.2%)	49 (41.9%)	35 (29.9%)	117(61.6 %)	83 (100%)	55 (100%)	49 (100%)	187 (100%)
Child learning	54 (28.4%)	79(41.6 %)	57 (30%)	190 (100%)	83 (100%)	55 (100%)	49(100 %)	187 (100%)
Child sit and listen	54 (28.4%)	79(41.6 %)	57(30%)	190 (100%)	83 (100%)	55 (100%)	49(100 %)	187 (100%)
Prepare for primary	54 (28.4%)	79(41.6 %)	57(30%)	190 (100)	83(100%)	55 (100%)	49(100 %)	187 (100%)
Other children go	0.0%	0.0%	0.0%	0.0%	83 (100%)	55 (100%)	49(100 %)	187 (100%)
Child likes it	54 (29.2%)	76 (40%)	55 (29.7%)	185 (97.4%)	83 (100%)	55 (100%)	49(100 %)	187 (100%)
Other	0.0%	0.0%	0.0%	0.0%	83 (100%)	55(100%)	49(100 %)	187(100 %)

N:B Multiple response

Regarding the reasons why children are in the ECCE, the sampled respondent caregivers in Gambella refugee camps unanimously (100%) replied that their child is in the ECCE for food, to keep the child

busy, for the child to learn, for the child to sit and listen, to prepare the child for primary school, because other children go, and the child likes it and other reason. Likewise, 100% of the sampled respondent caregivers in Dollo Ado justified that their child is in the ECCE to learn, to sit and listen, and to prepare for primary school. In addition, the caregivers reasoned the child likes it (97.4%) and to keep the child busy (61.6%). All of the sampled caregivers in Dollo Ado confirmed that they did not send their children to the ECCE for the reasons of “food” and “the child likes it.”

3.3.9 Children’s attendance in the ECCE

Table38 : Hours stayed in the ECCE per day

Hours	Bokolmayo	Buramino	Melkadida	Total Dollo Ado	Jewi	Pugnido	Terkidi	Total Gambella
1 hour	0.0%	0.0%	0.0%	0.0%	7 (8.4%)	5 (9.1%)	7 (14.3%)	19 (10.2%)
2 hours	0.0%	0.0%	0.0%	0.0%	56 (67.5%)	34 (61.8%)	22 (44.9%)	112 (59.9%)
3 hours	0.0%	0.0%	0.0%	0.0%	18 (21.7%)	16 (29.1%)	16 (32.7%)	50 (26.7%)
4 hours	54 (100%)	79 (100%)	57(100%)	190 (100%)	2 (2.4%)	0.0%	4 (8.2%)	6 (3.2%)

The sampled caregivers in Dollo Ado unanimously replied that their child attends ECCE daily and spends an estimated four hours per day. On the contrary, all the caregivers in Gambella confirmed their child attended ECCE 1-2 days per week of which 10.2% of them spend one hour per day, 59.9% spend two hours, 26.7% spend three hours and 3.2% four hours per day.

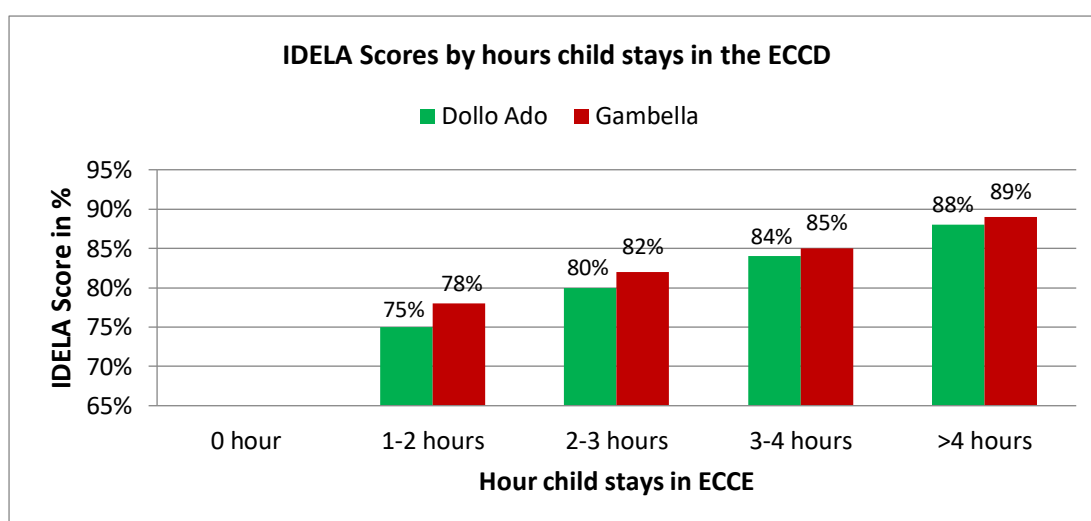


Figure22: Relationship between total IDELA and hour child stay in ECCE centers

Logically, the frequency and length of hours the child stays at the ECCE have a positive contribution to the child’s learning. In both Gambella and Dollo Ado refugee camps, the sampled children who regularly stayed more time in the ECCE centers had better performed than children stayed less time. That is, the children’s IDELA score increased with increase in time of stay in the ECCE centers. Thus, the Pearson’s correlation result shows a positive relationship between number of hours spent in ECCE and total IDELA score of the ECCE children. That is $r=0.336^{***}$ at $p<.001$ value which is a medium and statically significant relationship.

3.3.10 Things child learn in preschool /ECCE/

Table 39: Things child learn in preschool /ECCE/

What does a child learn in ECCE?	Bokolmayo	Buramino	Melkadida	Total	Jewi	Pugnido	Terkidi	Total
Hygiene	54 (100%)	79 (00%)	57 (100%)	190 (100%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)

Letter	54 (100%)	79 (00%)	57 (100%)	190 (100%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)
Other literacy	51(94.4%)	68 (86.1%)	54 (9.47%)	173 (91.1%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)
Numbers	54 (100%)	79 (00%)	57 (100%)	190 (100%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)
Maths	54 (100%)	79 (00%)	57 (100%)	190 (100%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)
Social skills	54 (100%)	79 (00%)	57 (100%)	190 (100%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)

The above table illustrates the caregivers' response about their perceived understanding of what their children in the ECCE center learn. Accordingly, all of the sampled respondent caregivers in both Gambella and Dollo Ado unanimously replied that their children in the ECCE centers learn about hygiene, letters, numbers, maths, and social skills. Moreover, 91.1% of the respondent caregivers in Dollo Ado and 100% in Gambella indicated that their children learn other literacy skills in the ECCE centers.

3.3.11 Caregivers' expectation of their child education

Table 40: Caregivers expectation

Expectation	Bokolmayo	Buramino	Melkadida	Total	Jewi	Pugnido	Terkedi	Total
Expect primary completion	54 (100%)	79 (100%)	57 (100%)	190 (100%)	83 (100%)	55 (100%)	49 (100%)	377 (100%)
Expect secondary completion	52 (96.3%)	75 (94.9%)	52 (91.2%)	179 (94.2%)	83 (100%)	55 (100%)	49 (100%)	377 (100%)

In Gambella refugee camps, 100% of the sampled caregivers indicated that they expect their child to complete both primary and secondary schools. In addition, 100% of the sampled caregivers in Gambella and 94.2% caregivers in Dollo Ado expect their child to complete secondary school.

3.3.12 Reading books available at home

Table 41: Reading books available at home

Books at home	Bokolmayo	Buramino	Melkadida	Total	Jewi	Pugnido	Terkedi	Total
Story/picture book	4 (7.4%)	35 (44.3%)	15 (26.3%)	54 (28.4%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)
Text book	4 (7.4%)	20 (25.3%)	11 (19.3%)	35 (18.4%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)
Magazine	0.0%	6 (7.6%)	2 (3.5%)	8 (4.2%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)
Religious	42 (77.8%)	50 (63.3%)	48 (84.2%)	140 (73.7%)	0.0%	0.0%	0.0%	0.0%
Coloring	0.0%	22 (21.8%)	11 (19.3%)	33 (17.4%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)
Comics	0.0%	1 (1.3%)	0.0%	1 (0.5%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)

As displayed in the above table, various types of books (story books, text books, magazines, coloring and comic books) were available in all of the ECCE children's homes of Gambella refugee camps, but they had no any religious books. However, the sampled children in Dollo Ado refugee camps had fewer types of books in their homes. For instance, 73.3% of the sampled children in Dollo Ado had religious books, 28.4% story/picture books, 18.4% text books and 17.4% coloring books in their respective homes. Specifically, the sample children in Bokolmayo (Dollo Ado refugee camp) had no magazines, coloring books and comic books in their house.

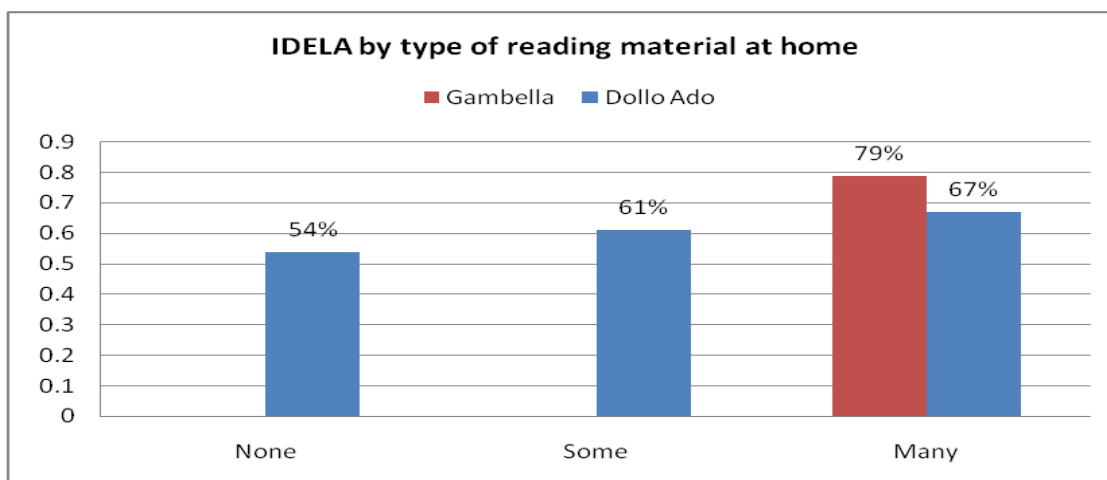


Figure23: Relationship between total IDELA score and reading material at home

As depicted in the above figure, the IDELA score of children in Dollo Ado increased with the availability of reading books at home. Similarly, in Gambella reading books are available at each caregivers home and the IDELA score gets generally higher compared to the children in Dollo Ado.

Findings published in the journal of Social Science Research show that raising a child in a home filled with books positively impacts the child’s future academic growth and job attainment. Several other research findings also proved that children have much to gain, even beyond literacy; from having various books at home. A book-filled home encourages a culture of reading for enjoyment and talking about books. Availability of many books at home helps children build vocabulary, increase awareness and comprehension, and expand horizons — all benefiting them in adulthood, according to the study. Books in the home make a difference beyond literacy. In this study also, there is a strong positive relationship between total aggregated IDELA score and number of reading materials children have at home. The correlation is strong $r=0.666$ at $p<.001$.

3.3.13 Things the child plays with when s/he is at home

Table 42: Things child play with at home

Things child play with at home	Bokolmayo	Buramino	Melkadida	Total Dollo	Jewi	Pugnido	Terkidi	Total Gambella
Homemade toys	1 (1.9%)	25 (31.6%)	18 (31.6%)	44 (23.2%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)
Manufactured /shop toys	2 (3.7%)	13 (16.5%)	4 (7%)	19 (10%)	84 (100%)	55 (100%)	49 (100%)	187 (100%)
Household objects	24 (44.4%)	41 (51.9%)	36 (63.2%)	101 (53.2%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)
Outside objects	15 (27.8%)	52 (65.8%)	37 (64.9%)	104 (54.7%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)
Drawing toys	2 (3.7%)	41 (51.9%)	14 (24.6%)	57 (30%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)
Puzzles	1 (1.9%)	8 (10.1%)	5 (8.8%)	14 (7.4%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)
Toys with 2 to 3 pieces	1 (1.9%)	6 (7.6%)	3 (5.3%)	10 (5.3%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)
Color shape size toy	1 (1.9%)	26 (32.9%)	7 (12.3%)	34 (17.9%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)
Number counting toys	1 (1.9%)	26 (32.9%)	17 (29.8%)	44 (23.2%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)
Other toys	0.0%	7 (8.9%)	4 (7%)	11 (5.7%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)

Play is central to the child’s wellbeing and development. Play provides opportunities for exploration, experimentation, manipulation and problem solving that are essential for constructing knowledge. Play contributes to the development of representational as well as abstract thought. Regarding things a child play with when s/he is at home, all the caregivers in Gambella unanimously replied that their child plays with homemade toys, manufactured toys, household objects (bowls, cups or pots), objects found outside (such as sticks, stones, or leaves), drawing toys, puzzles, toys with 2-3 pieces, color shape size toys and counting toys.

On the other hand, in Dollo Ado, 54.7% of the sampled caregivers verified that their children play with outside home objects (sticks, stones or leaves), 53.2% with household objects (bowls, cups, or pots), 30% drawing toys, 23.2% with homemade toys, 23.2% number counting toys, 17.9% color shape size toys, and 10%, with shop/manufactured toys. For details see the table below.

According to the caregivers’ assessment result, 44.4% of the children in Bokolmayo play with household objects and 27.8% with outside home objects, 3.7% with manufactured toys and 1.9% with homemade toys. Similarly, in Buramino 65.8% of the children play with outside objects, 51.9% with household objects, 31.6% with homemade toys, and 16.5% with manufactured toys. In Melkadida, 64.9% of the children play with outside objects, 63.2% with household objects, 31.6%, with homemade toys, and 7% with manufactured/shop toys. Therefore, all the children in Gambella refugee camps have better access to different types of playing materials at home than children in Dollo Ado. Most of the children in Dollo Ado play with outside objects.

Games and books can also help children develop name recognition and emergent literacy skills. These types of toys show children a visual version of what they are hearing and vice versa. For example, the repetition of reading a book about a dog and seeing a picture of a dog will allow the child to begin to associate a picture of a dog with the sound a dog makes. Research shows that learning through play is an important part of a child's development. Even early in development, a child’s mind is expanding just by looking at his/her environment and recognizing his/her surroundings. The use of educational toys can help children learn many different skills they will need in their life. Educational toys can help develop problem solving skills, teach about conflict resolution and how cause and effect relationship work. It also teaches children about sharing; helps develop their fine and gross motor skills and nurtures their creativity and imagination. Introducing children with different playing materials also helps children build their cognitive skills.

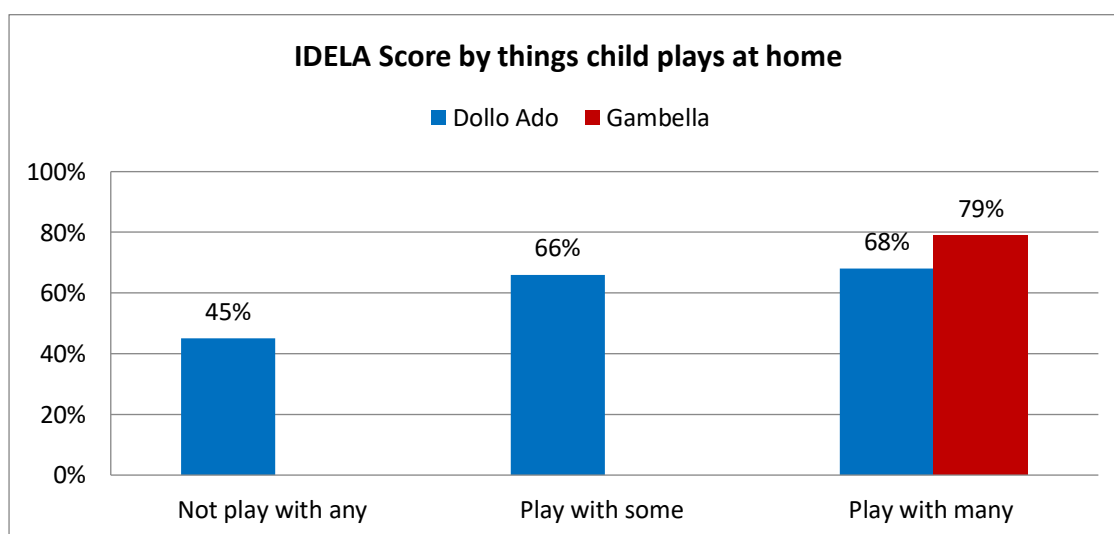


Figure24: Relationship of total IDELA score with things child plays at home

As shown in the above figure, the total IDELA score of children who did not play with any material (toy) is less than the IDELA score of children who play with “some ” and “many ” materials. In other words, children who play with “many” materials at home have higher IDELA score than children who played with “some” materials. Therefore, in this assessment playing with different materials at home had positive contribution to the children’s IDELA score in both Gambella and Doll Ado.

Statistically, the number of things a child plays at home has a positive relationship with the total IDELA score of children. In this case, there is a positive relationship between the number of play materials children play at home and total aggregated IDELA score. The correlation is $r=.435$ at $p<.001$ level, which means there is a medium relationship between the two variables.

3.3.14 Caregivers or family members older 15 years engage in activities with child (In the past week)

Table 43: Caregivers activities with the child

Caregiver activities	Bokolmay	Buramino	Melkadida	Total	Jewi	Pugnido	Terkidi	Total
Read books or look at pictures book with the child	4 (7.4%)	26 (32.9%)	22 (38.6%)	52 (27.4%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)
Tell stories to the child	28 (51.9%)	62 (78.5%)	48 (84.2%)	138 (72.6%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)
Sing songs to or with the child	18 (33.3%)	45 (57%)	29 (50.9%)	92 (48.4%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)
Take the child outside the home	22 (40.7%)	35 (44.3%)	31 (54.4%)	88 (46.3%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)
Play with the child any simple games with child	7 (13%)	61 (77.2%)	46 (80.7%)	114 (60%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)
Name objects or drawings to or with the child	5 (9.2%)	29 (36.7%)	17 (29.8%)	51 (26.8%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)
show or teach the child something new	7 (13%)	36 (45.6%)	25 (43.9%)	68 (37.8%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)
Teach alphabet or encourage to learn letters to the child	20 (37%)	48 (60.8%)	28 (49.1%)	96 (50.5%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)
Play a counting game or teach numbers to the child	13 (55.6%)	37 (46.8%)	31 (54.4%)	81 (42.6%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)

Reading books that have color pictures and a few words on each page helps child to familiarize with how words they hear look on the page. The caregivers activities listed in the above table definitely improves the child's emergent literacy, numeracy, motor and socio-emotional development.

As shown in the above table, all the sampled caregivers in Gambella refugee camps confirmed that their child in the ECCE have caregivers / other family members aged more than 15 years old who engaged with their child in different activities during the previous one week of the assessment. These caregivers / family members engaged with the children on activities such as telling stories, sing songs, take the child outside home, play simple games with child, name objects or drawings, teach the child something new, teach alphabet or encourage the child learn letters, and play counting game/teach numbers to the child.

In Dollo Ado refugee camps, however, only some of the sampled caregivers or family members did the aforementioned activities with their child. For instance, 72.6% tell stories to the child, 60% play simple games, 50.5% teach alphabet, 48.4% sing a song, 46.3% take the child outside home, 42.6% play a counting game with the child, 37.8% teach the child something new, 27.4% read books with the child, and 26.8% name objects/drawings.

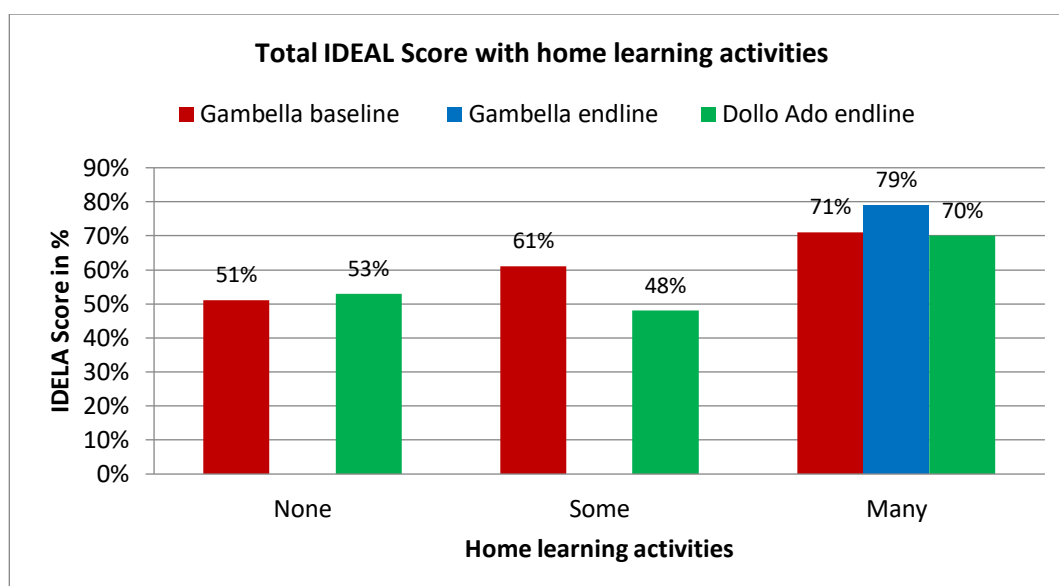


Figure 25 : Relationship between Caregivers activities with the child and total IDELA score

In Dollo Ado, children who had many home learning activities with their caregivers have higher IDELA scores than children with none and some activities. This is mainly because children who are exposed with different learning activities at home will have a better opportunity to master the knowledge and skills on the four IDEAL domains and sub domains. In Gambella, all of the caregivers engaged in many(nine) home teaching activities with their child and the IDELA score is generally high compared to the children in Dollo Ado. Statistically, there is a strong positive relationship between caregivers' activities with the child and total IDELA score of the ECCE children. The correlation is $r=.593^{**}$ at $p<.001$ level.

3.3.15 Caregiver's child discipline methods

Table 44: Child disciplining methods

Child disciplining methods	Bokolmayo	Buramino	Melkadida	Total Dollo	Jewi	Pugnido	Terkidi	Total Gambella
Hug or show affection	49 (90.7%)	41 (41.9%)	18 (31.6%)	108 (56.8%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)
Spank the child	0.0%	1 (1.3%)	5 (13.5%)	6 (3.2%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)
Hit the child	1 (1.9%)	1 (1.3%)	1 (1.8%)	3 (1.6%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)
Yell or criticize the child	1 (1.9%)	1 (1.3%)	1 (1.8%)	3 (1.6%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)

In Gambella, all the sampled caregivers participated in this assessment unanimously confirmed that they use all types of child disciplining approaches. That is, 100% of the caregivers hug their child, 100% spank the child, 100% hit the child and 100% yell at the child to discipline and correct misbehaviors of the child. Similarly, 56.8% of the sampled caregivers in Dollo Ado hug their child, 3.2% spank the child, 1.6% hit the child, and 1.6% yells at the child.

In terms of refugee camps, 90.7% of the sampled caregivers/family members in Bokolmayo, 41.9% in Buramino and 31.6% in Melkadida hug their child. Therefore, very few caregivers (6.3%) spank, hit and yell at their child in Dollo Ado.

A study conducted in China on the relationship between disciplining techniques and developmental outcomes of children indicates a negative correlation between yelling and spanking and cognitive, language and socio-emotional development. This is consistent with A study by Straus and Paschall

(2009); Berline et.al. (2009), Slate and Willow (2004), found that “the more spanking experienced by a child, the slower the development of cognitive ability. That is, spanking was found to be unproductive approach and was associated with negative impact on the development of a child. In addition, a study by Berthlon et.al. (2018) found that exposure to any form of violence negatively affected the cognitive, language, and socio-emotional development of a child

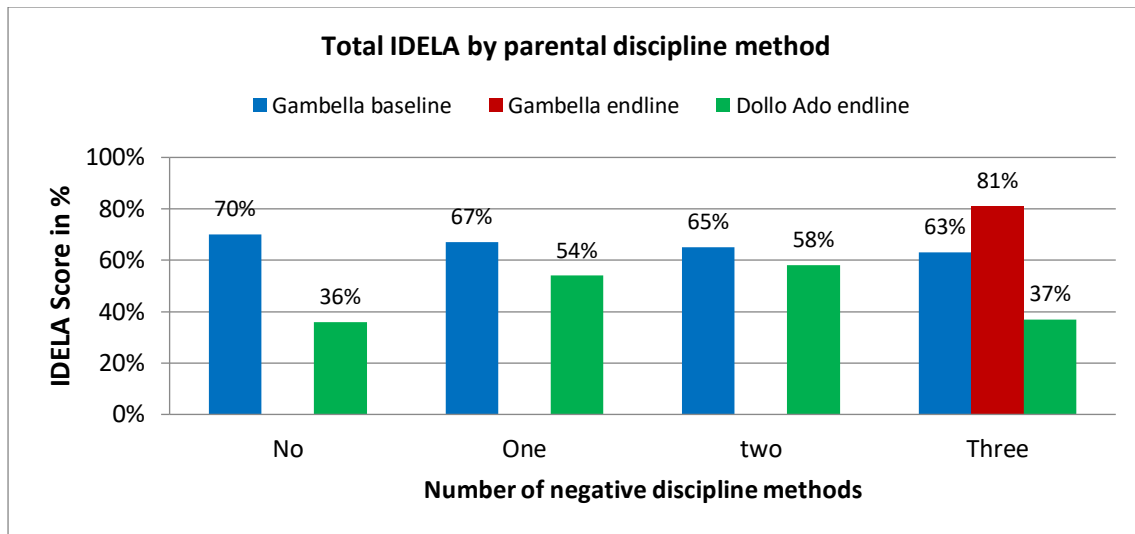


Figure 26: Relationship between negative child discipline and total IDELA core

Based on the finding displayed in the above figure, the sampled children in Dollo Ado with the lowest IDELA score (36%) are from caregivers who didn’t administer negative child disciplining methods. IDELA score increased with increased application of negative discipline methods which is theoretically not common. This may be attributed to the application of mild and less frequent negative discipline methods which may encourage children get focused and more engaged in the ECCE activities. Bu, it requires further study regarding the degree/severity and frequency of the negative discipline methods applied by caregivers/parents. Statistically there is strong negative relationship between number of negative disciplining methods and total IDELA score with $r = -.643^{**}$ at $p < .001$.

3.3.16 IDELA score by time mothers and fathers stay the child

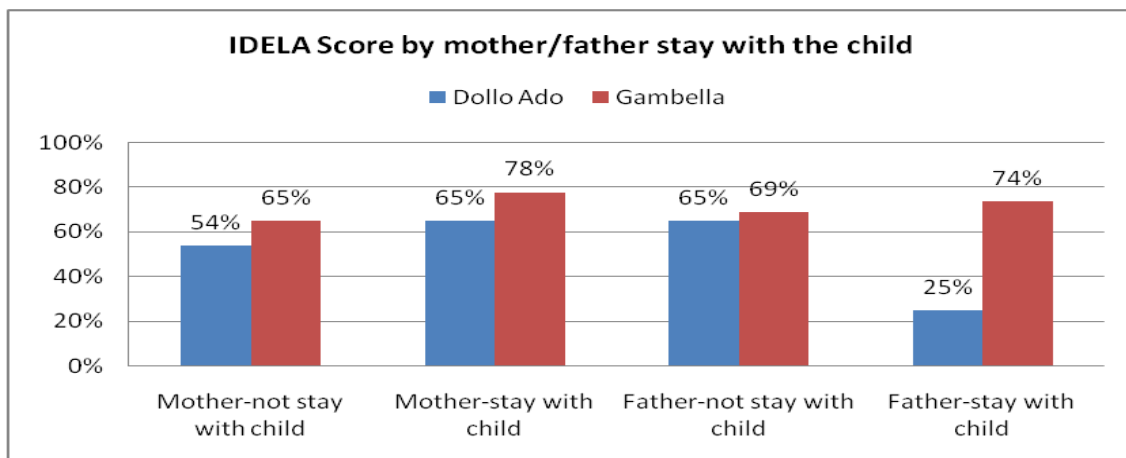


Figure27: Relationship between mother and father time spend with child and total IDELA score

In Gambella, children who stayed with mothers have better IDELA score (78%) than children who didn’t stay with mothers (65%). Similarly in Dollo Ado, children who stayed with mothers performed higher in IDEAL domain activities (65%) compared to children who did not stay with mothers (54%). On the other hand, children who stayed with fathers in Gambella have higher total IDELA score (74%) than children who did not stayed with fathers (69%). However, in Dollo Ado children who stayed with fathers scored lower (25%) than children who didn’t stay with fathers (65%).

Statistically, the correlation between mothers spend with the child and total IDELA score is $r = 0.658^{**}$ at $p < .001$. So, there is a strong positive correlation between these two variables and the relationship is significant. In addition, there is also statistically positive relationship between fathers spend with the child and total IDELA score with a correlation value of $r = 0.422^{**}$ at $p < .001$ level. This relationship is medium and significant (with time and without time).

Table 45: Time mothers spend with the child

Hours	Bokolmayo	Buramino	Melkadida	Total	Jewi	Pugnido	Terkidi	Total
0 hour	1 (1.9%)	0.0%	1 (1.8%)	2 (1.1%)	0.0%	0.0%	0.0%	0.0%
1 hours	10 (18.5%)	3 (3.8%)	4 (7.0%)	17 (8.9%)	0.0%	0.0%	1 (2.0%)	1 (0.5%)
2 hours	21 (38.9%)	34 (43.0%)	10 (17.5%)	65 (34.2%)	0.0%	0.0%	8 (16.3%)	8 (4.3%)
3 hours	15 (227.8%)	8 (10.1%)	9 (15.8%)	32 (16.8%)	0.0%	1 (1.8%)	3 (1.6%)	4 (2.1%)
4 hours	1 (1.9%)	5 (6.3%)	7 (12.3%)	13 (6.8%)	83 (100%)	54 (98.2%)	37 (75.5%)	174 (93.0%)
5 hours	0.0%	18 (22.8%)	10 (17.5%)	28 (14.7%)	0.0%	0.0%	0.0%	0.0%
>=6 hours	5 (9.3%)	11 (13.9%)	16 (28.1%)	33 (17.4%)	0.0%	0.0%	0.0%	0.0%

The majority (93%) of the mothers in Gambella refugee camps spend four hours talking, walking, and/or playing with their child on a regular basis. In terms of camp, 100% of the mothers in Jewi, 98.2% in Pugnido and 75.5% in Terkidi spend four hours with their child on a regular basis. On the other hand, 34.2% of the mothers in Dollo Ado spend two hours, 17.4% more than six hours, 16.8% three hours and 14.7% five hours. Hour's mother and father staying with the child is significantly correlated with total IDELA.

Table 46: Time fathers stay with the child

Hours	Bokolmayo	Buramino	Melkadida	Total	Jewi	Pugnido	Terkedi	Total
0 hour	4 (7.4%)	1 (1.3%)	6 (10.5%)	11 (5.8%)	0.0%	0.0%	0.0%	0.0%
1 hours	12 (22.2%)	6 (7.6%)	12 (21.1%)	30 (15.8%)	0.0%	0.0%	12 (24.5%)	12 (6.4%)
2 hours	21 (38.9%)	17 (21.5%)	19 (33.3%)	57 (30%)	83 (100%)	55 (100%)	29 (59.2%)	167 (89.3%)
3 hours	14 (25.9%)	34 (43.0%)	11 (19.3%)	59 (31.1%)	0.0%	0.0%	3 (6.1%)	3 (1.6%)
4 hours	0.0%	11 (13.9%)	7 (12.3%)	18 (9.5%)	0.0%	0.0%	4 (8.2%)	4 (2.1%)
5 hours	0.0%	8 (10.1%)	0.0%	8 (4.2%)	0.0%	0.0%	1 (2.0%)	1 (0.5%)
>=6 hrs	3 (5.6%)	2 (2.5%)	2 (3.5%)	7 (3.7%)	0.0%	0.0%	0.0%	0.0%

In Gambella, 89.3% of fathers spend two hours with their child and the remaining 6.4% one hour. Similarly in Dollo Ado, 31.1% of fathers spend three hours with their child, 30% of fathers spend two hours, and 15.8% spend one hour and 9.5% four hours. Generally, fathers in Gambella spend a few hours (mostly 1 hour) with their child on a regular basis compared with fathers in Dollo Ado. For detailed information see figure below.

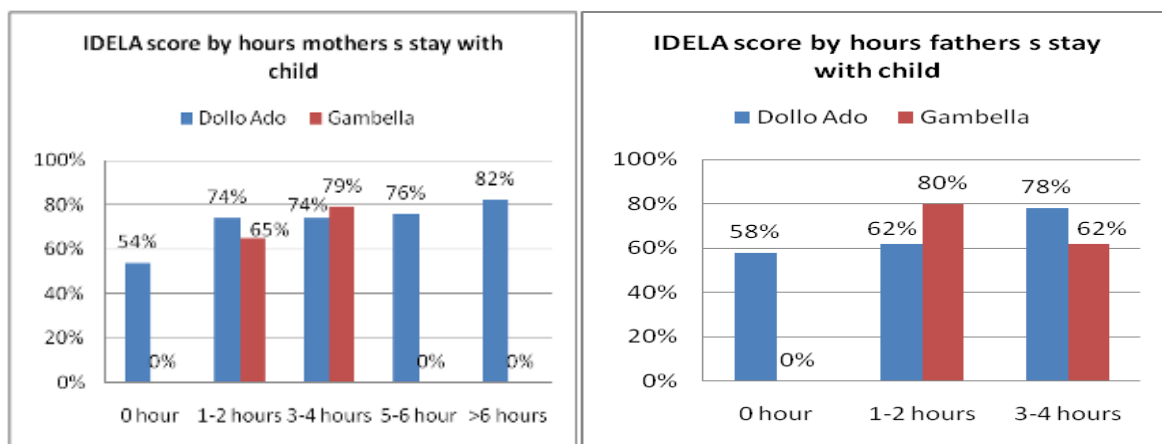


Figure 28: Relationship between hours mother & father spend with the child and total IDELA score

As shown in the figure above, IDELA score of children in both Dollo Ado and Gambella increased with increased number of hours mothers stay with the child. Based on the Pearson's correlation, there is a statistically significant relationship between time mothers spend with the child and aggregated (Dollo Ado & Gambella) total IDELA score. Total IDELA score increased by 6.8% for a single hour of mother's stay with the child.

Likewise, the IDELA score of sampled ECCE children in Dollo Ado increased with fathers' increased hours of stay with the child. In Gambella however, the IDELA score decreased with increased fathers spend with the child. Pearson's correlation was computed with the aggregate IDELA score (Dollo Ado & Gambella together), and found statistically significant and positive relationship between total IDELA and father spends time with the child.

Table 47: Time the child spend with the care of another child

Time	Bokolmayo	Buramino	Melkadida	Total	Jewi	Pugnido	Terkidi	Total
0 hour	4 (7.4%)	1 (1.3%)	6 (10.5%)	11 (5.8%)	0.0%	0.0%	0.0%	0.0%
1 hours	12 (22.2%)	6 (7.6%)	12 (21.1%)	30 (15.8%)	0.0%	0.0%	12 (24.5%)	12 (6.4%)
2 hours	21 (38.9%)	17 (21.5%)	19 (33.3%)	57 (30%)	83 (100%)	55 (100%)	29 (59.2%)	167 (89.3%)
3 hours	14 (25.9%)	34 (43.0%)	11 (19.3%)	59 (31.1%)	0.0%	0.0%	3 (6.1%)	3 (1.6%)
4 hours	0.0%	11 (13.9%)	7 (12.3%)	18 (9.5%)	0.0%	0.0%	4 (8.2%)	4 (2.1%)
5 hours	0.0%	8 (10.1%)	0.0%	8 (4.2%)	0.0%	0.0%	1 (2.0%)	1 (0.5%)
>=6 hours	3 (5.6%)	2 (2.5%)	2 (3.5%)	7 (3.7%)	0.0%	0.0%	0.0%	0.0%

In Gambella 167 (89.3%) of the sampled children spend two hours with the care of another child regularly. However in Dollo Ado, another child spends three hours (31.1%, n=59), two hours (30%, n=57), one hour (15.8%, n=30), and four hours (9.5%, n=18) regularly.

Table 48: Time the child spend alone

Time	Bokolmayo	Buramino	Melkadida	Total	Jewi	Pugnido	Terkidi	Total
0 hour	4 (47.4%)	1 (1.3%)	6 (10.5%)	11 (5.8%)	0.0%	0.0%	0.0%	0.0%
1 hours	17 (31.5%)	16 (20.3%)	22 (38.4%)	55 (28.9%)	80 (96.4%)	55 (100%)	40 (81.6%)	175 (93.4%)
2 hours	14 (25.9%)	28 (35.4%)	3 (5.3%)	45 (23.7%)	3 (3.6%)	0.0%	8 (16.3%)	11 (5.9%)

3 hours	12 (22.2%)	18 (22.8%)	9 (15.8%)	39 (18.9%)	0.0%	0.0%	1 (0.5%)	1 (0.5%)
4 hours	2 (3.7%)	11 (13.9%)	8 (14%)	21 (11.1%)	0.0%	0.0%	0.0%	0.0%
5 hours	3 (5.6%)	1 (1.3%)	1 (1.8%)	5 (2.6%)	0.0%	0.0%	0.0%	0.0%
>=6 hours	1 (1.9%)	2 (2.5%)	0.0%	3 (1.6%)	0.0%	0.0%	0.0%	0.0%

In both Gambella, the vast majorities of the sampled ECCE children (93.4%, n=175) spend alone on a daily basis and 5.9% (n=11) spend two hours. In Dollo Ado however, 28.9% (n=55), 23.7% (n=45) and 18.9% (n=39) of the sampled ECCE children spend alone on regularly.

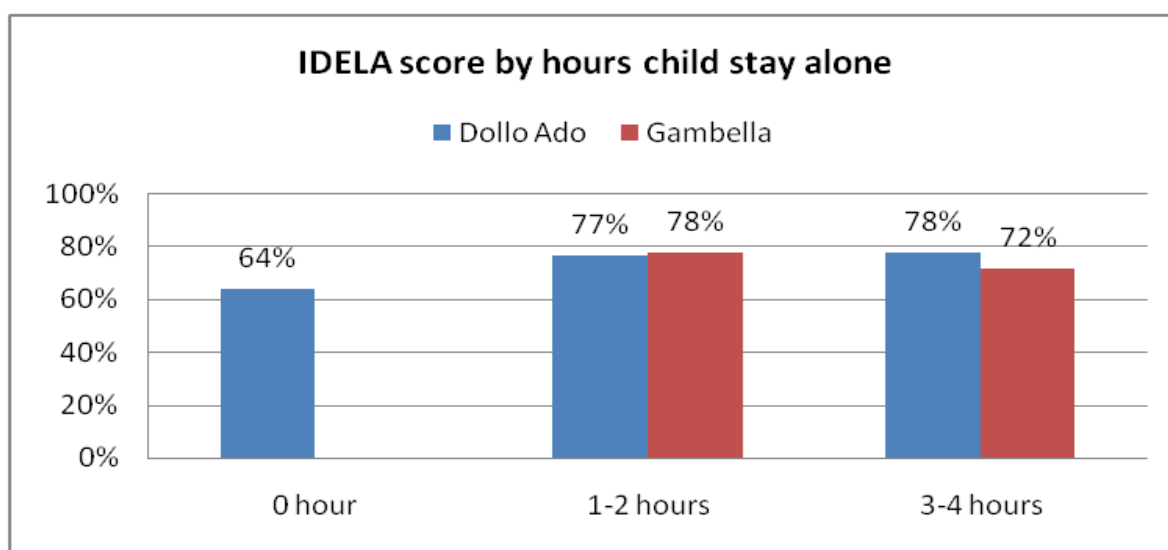


Figure29: Relationship between child spend alone with Total IDELA score

The above figure shows the IDELA score of sampled children who stayed alone regularly for certain hours. Accordingly, the IDELA score of children in Gambella decreased with the children’s increased time spent alone. For instance, children who regularly stayed alone for 1-2 hours per day scored 78%, it decreased to 72% for those who stayed alone 3-4 hours. However, the scenario in Dollo Ado is different in that IDELA score of children increased with the children’s increased hours of stay alone. That is, the sampled children’s IDELA score increased from 64% to 77% to 78% with the children’s stay alone for 0 hour, 1-2 hours and 3-4 hours respectively. This incongruity may arise from the amount time and frequency the child stayed alone which requires further study. In this case, nearly all respondent children in Gambella and the majority in Dollo Ado stayed alone 1-2 hours which may not have significant impact on the children’s early learning since they had adequate time to stay with their caregivers/parents. Statistically, there is a weak positive relationship between IDELA score and child stay alone with two tailed Pearson correlation $r=.025$ at $P<.001$ value.

3.3.17 Caregivers by wealth/assets

Table 49 caregivers by wealth /assets

Assets	Bokolmayo	Buramino	Melkadida	Total	Jewi	Pugnido	Terkidi	Total
Radio	6 (11.1%)	51 (63.3%)	15 (26.3%)	72 (37.9%)	0.0%	0.0%	0.0%	0.0%
Television	0	2 (2.5%)	1 (1.8%)	3 (1.6%)	0.0%	0.0%	0.0%	0.0%
Refrigerator	0	2 (2.5%)	0	2 (1.1%)	0.0%	0.0%	0.0%	0.0%
Bicycle	0	1 (1.3%)	1(1.8%)	2 (1.1%)	0.0%	0.0%	0.0%	0.0%
Motor cycle	0	1(1.3%)	0	1 (0.5%)	0.0%	0.0%	0.0%	0.0%
Mobile phone	33 (61.1%)	71 (89.9%)	45 (78.9%)	149 (78.4%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)

Electricity	0	2(2.5%)	1 (1.8%)	3 (1.6%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)
Land for crops	0	3 (3.8%)	0	3 (1.6%)	0	0	0	0
Livestock, family animals or poultry	22 (40.7%)	26 (32.9%)	20 (35.1%)	68 (35.8%)	61 (73.5%)	51 (90.9%)	49 (100%)	161 (86.1%)

According to the caregivers’ response, 100% of the caregivers in Gambella had mobile phones, 100% electricity; and 86.1% had livestock or poultry. However, none of the caregivers in Gambella had Radio, Television, Refrigerator, Bicycle, Motorcycle and Land for crops.

On the other hand, 78.4% of the caregivers in Dollo Ado had Mobile phones, 37.9% had Radio, 35.8% Livestock or poultry animals; and 1.6% had Television, 1.6% Electricity and 1.6% Land of crops. Especially, caregivers in Bokolmayo have only three types of assets i.e. Radio (11.1%), Mobile phone (61.1%) and Livestock or poultry (32.9%). The majority of the caregivers in Buramino and Melkadida had Radio and Mobile phones.

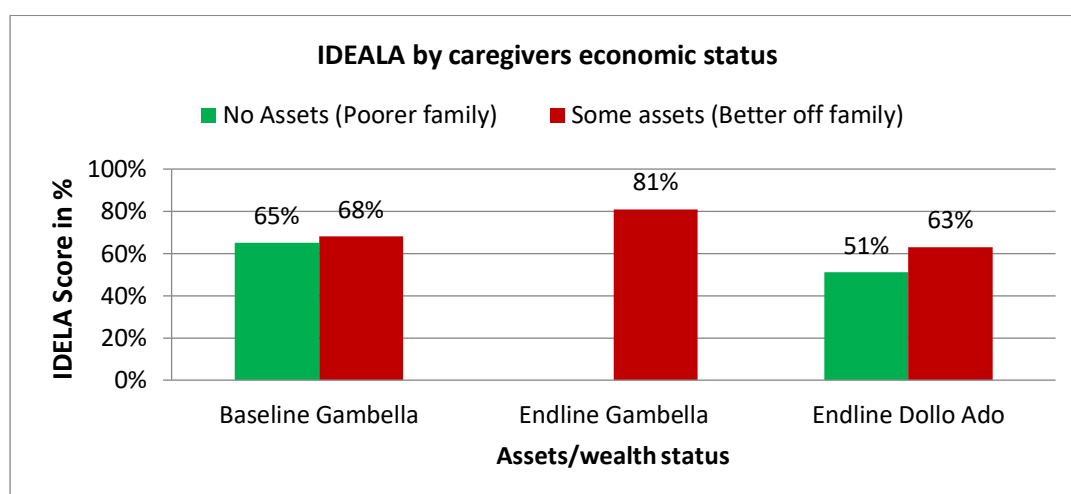


Figure 30: Relationship between caregiver’s wealth and total IDELA score

Based on assets, the caregivers in Gambella can be categorized to the medium /better off/ economic status since they all possessed some assets like mobile (100%), electricity (100%) and Livestock, family animals or poultry (86.1%). In other words, there was no caregiver or family without assets in Gambella refugee camps. Thus, the sampled ECCE children from better off (medium family) in Gambella scored 68% at baseline and 81% at endline. In Dollo Ado, the sampled ECCE children from better off (Medium family) had better IDELA score (63%) compared to children from the poorer families/caregivers (51%). In Dollo Ado, IDELA score increased with wealth status of the caregivers. Statistically, there is strong positive relationship between total IDELA score and caregivers assets/wealth. The correlation between these two variables is $r=.723^{**}$ at $p<.001$ level.

3.3.18 Child spend in household or outside chores

According to the caregivers assessment result, 100% (n=187) of the sampled ECCE children in Gambella engaged in household or work outside chores. However, out of 190 sampled caregivers in Dollo Ado only 12.6% (n=24) of them confirmed that their child did household or outside chores. In both refugee camps, slightly more boys engaged in chores compared to the girls. For instance in Dollo Ado refugee camp 14 boys (14.1% out of 99) and 10 girls (11% out of 91) engaged in household or outside chores. Similarly in Gambella refugee camp 98 boys (100%) and 89 girls (100%) engaged in household or outside chores.

Table 50 : Time child spend on chores

Time	Bokolmayo	Buramino	Melkadida	Total	Jewi	Pugnido	Terkidi	Total
0hour	26 (48.1%)	7 (8.9%)	29 (50.9%)	62 (32.6%)	0.0%	0.0%	0.0%	0.0%
1-2 hours	24 (44.4%)	55 (69.6%)	22 (38.6%)	101 (53.2%)	83 (100%)	55 (100%)	49 (100%)	187 (100%)
3-4 hours	2 (3.7%)	11 (13.9%)	6 (10.5%)	19 (10%)	0.0%	0.0%	0.0%	0.0%
5-6 hours	1 (1.9%)	2 (2.5%)	0.0%	3 (1.6%)	0.0%	0.0%	0.0%	0.0%
>6 hours	2 (3.7%)	4 (5.1%)	0.0%	26 (13.7%)	0.0%	0.0%	0.0%	0.0%

In terms of time spent in household or outside chores, 100% (n=187) of the sampled ECCE children in Gambella refugee camps spend one hour. However, the children in Dollo Ado 53.2% of them spend in household chores 1-2 hours per day, 13.7% spend more than 6 hours, 10% spend 3-4 hours, and 1.6% spends 5-6 hours per day. The caregivers' assessment result also shows 44.4% of the children in Bokolmayo, 69.6% in Buramino and 38.6% in Melkadida spend 1-2 hours per day. Moreover, 3.7% of the children in Bokolmayo, 13.9% in Buramino and 10.5% in Melkadida spent 3-4 hours in household chores per day. In addition, 1.9% and 2.5% of the children in Bokolmayo and Buramino spend 5-6 hours on household chores respectively; and 3.7% in Bokolmayo and 5.1% in Buramino spend more than six hours per day. According to the caregivers' response, only 32.6% of the children in Dollo Ado did not spend on household chores, but 100% of the children did chores in Gambella.

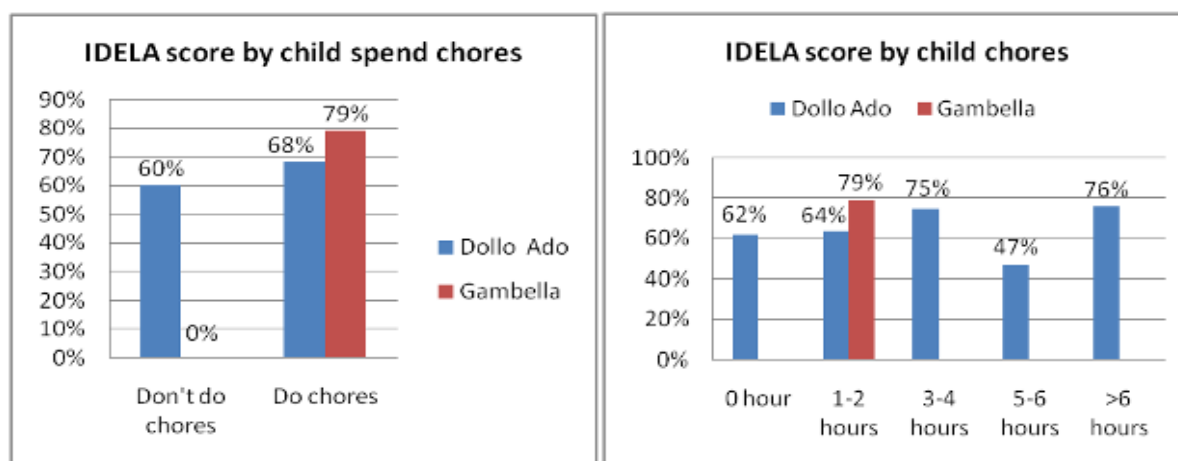


Figure 31: Relationship between child chores, time spend on chores and IDELA score

The figure above indicates children who spend in household or outside chores have better IDELA score than the children who don't spend in chores in Dollo Ado. But in Gambella 100% of the children did chores and it is not possible to compare. In terms of hours the child spends in chores, IDELA scores of children in Dollo Ado fluctuate with increased hours in chores. For instance, the IDEAL score increased from 0 hour to 1-2 hours, from 1-2 hours to 3-4 hours, but decreased by 5-6 hours and then increased of the child in chores except for children who spend 5-6 hours in chores regularly. Statistically, there is no relationship between total IDELA and time a child spends in household or outside chores, $r=.000$ at $p<.001$.

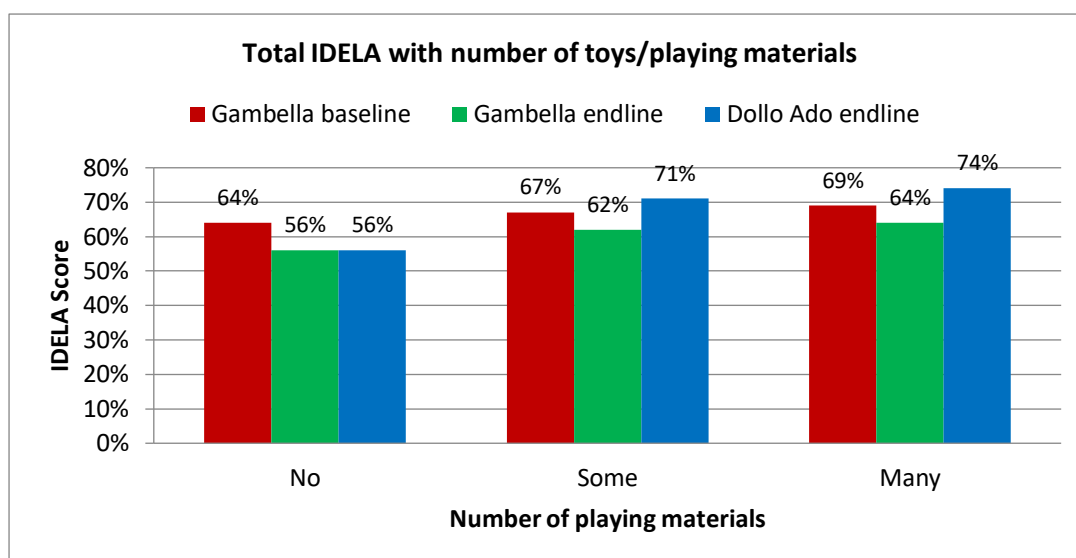


Figure 32: Relationship between IDELA score and number of playing materials/toys

The above figure illustrates the relationship between the ECCE children’s IDELA score and the number of toys or playing materials the child plays at home. Accordingly, the IDELA score of the sampled ECCE children in both Gambella and Dollo Ado increased with increased number of playing materials or toys at home. The same trend also happened at the baseline. For instance, IDELA score sample ECCE children in Gambella increased from 56% (64% baseline) to 62% (67% baseline) and 64% (69% baseline) with ‘no’, ‘some’ and ‘many’ playing materials at home respectively. Similarly, the IDELA score of the sampled ECCE children in Dollo Ado also increased from 56% to 71% and to 74% with ‘no’, ‘some’ and ‘many’ toys/playing materials at home.

In both refugee camps, the sampled ECCE children who had no toys/play materials at home scored the same (56%) which is less than the baseline score. However, the sampled ECCE children home in Dollo Ado who played with ‘some and ‘many’ toys/playing materials had higher IDELA score than the sampled ECCE children in Gambella. Pearson correlation was computed to see the relationship between these two variables and it was found that there exists positive correlation with $r = 0.524$ at $p < .001$ value which is statistically significant and strong relationship.

3.3.19 Child Disability

In Gambella 1.3% (n=5) of the caregivers suspect/know that their child has communication /language disability of which 2.4% (n=2) in Jewi, and 6.1% (n=3) in Terkidi. In Dollo Ado, only 0.5% (n=1) of the caregivers (Bokolmayo) suspect disability in their child.

3.3.20 Caregivers worry about their child’s development or growth

Table51: Caregivers worry about cognitive and physical development

Caregiver worried about	Bokolomayo	Buramino	Melkadida	Total	Jewi	Pugnido	Terkidi	Total
any aspect of child cognitive or social development	18 (33.3%)	5 (6.3%)	2 (3.5%)	25 (13.2%)	0.0%	0.0%	0.0%	0.0%
any aspect of child’s physical development	19 (35.2%)	22 (27.8%)	5 (8.8%)	46 (24.2%)	0.0%	0.0%	0.0%	0.0%

Among the sampled caregivers in Gambella refugee camps, none of them worried about any aspect of the child’s cognitive or social development or skills and physical development. However, 13.2% of the sampled caregivers in Dollo Ado replied that they worried about their child’s cognitive development and 24.2% on physical development. For detailed information see the above table.

3.3.21 Caregivers feeling about child education statements

Table 52: Caregivers feeling about different statements on child education

Statements on caregivers feeling	Refugee camp	Strongly disagree	Disagree	Agree	Strongly agree
Parents play a crucial role in their child’s learning and development	Dollo Ado	6 (3.2%)	0	139 (73.2%)	31 (16.3%)
	Gambella	0	0	0	187 (100%)
Knowing how to read is important to have a good life	Dollo Ado	8 (4.2%)	0	131 (68.9%)	51 (26.8%)
	Gambella	0	0	0	187 (100%)
I teach my child school readiness skills at home	Dollo Ado	9 (4.7%)	2 (1.1%)	134 (70.5%)	45 (23.7%)
	Gambella	0	0	0	187 (100%)
I think my child can learn a lot of skills by playing games	Dollo Ado	4 (2.1%)	3 (1.6%)	143 (75.3%)	40 (23.7%)
	Gambella	0	0	0	187 (100%)
Engage my child in games while I am doing my daily work	Dollo Ado	8	5	136 (71.6%)	41 (21.6%)
	Gambella	0	0	0	187 (100%)
Praising children is important	Dollo Ado	4	3	142 (74.3%)	41 (21.6%)
	Gambella	0	0	0	187 (100%)

All (100%) of the sampled caregivers in Gambella responded ‘strongly agree’ to all the six items that stated positive inputs of caregivers to the child. However, the majority of the caregivers in Dollo Ado opted “agree” for most of the items. For instance, 73.2% and 16.3% of the caregivers in Dollo Ado replied ‘Agree’ and “Strongly Agree” for the item that states “parents play a crucial role in their child’s learning and development.” For the statement, “Knowing how to read is important to have a good life” 68.9% of the Dollo Ado caregivers replied “agree” and 26.8% “strongly agree.” Moreover, for the statement, “I teach my child school readiness skills at home” 70.5% chose “agree” and 23.7% “strongly agree.” In addition, for the statement “I think my child can learn a lot of skills by playing games” 75.3% “agreed” and 23.7% “strongly agreed.” For the item, “Engage my child in games while I am doing my daily work,” 71.6% “agreed” and 21.6% strongly agreed”; and finally for the item “Praising children is important” 74.3% “agreed” and 21.6% “strongly agreed.”

The statements measure the attitude and activities of caregivers for the child’s early education. Accordingly, the vast majorities of caregivers in both Gambella and Dollo Ado have positive feelings and position towards the child’s education and could contribute to the better of the child’s education performance.

3.4 Evaluation Findings by DAC criteria

Findings of this final evaluation emanated from information stated above and thorough analyses made to produce this report. The consultant reviewed various project documents including the project proposal, project accomplishment reports and the evaluation ToR for the smooth flow of the discussion. Maximum care was given to minimize unnecessary repetitions through use of the DAC criteria as main pedestal for evaluation of project activities, outputs, outcomes and intended objective results. The various horizontal issues of the project implementation including coordination, synergy, integration, and lessons learned are briefly discussed. Besides, concluding remarks and some recommendation are made for future similar endeavors.

3.4.1 Project Relevance

Relevance is a measure of whether the project interventions were in line with local community needs and priorities as well as donor and government policies, thus increasing ownership, accountability, and cost-effectiveness.

3.4.1.1 Relevance of the Project Designing

The project employed an integrated child protection and education approach which enabled the most vulnerable children to receive quality case management and referrals, psycho-social support as well as access to education. The program responded explicitly to the urgent needs of child learning, safety, protection, and rights. Education is a pivotal right for the development of girls and boys and child protection is a condition to guarantee their well-being. Education requires an appropriate and inclusive environment to protect all children and youth regardless of race, sex, and/or ethnicity. The provision of quality and relevant education that promotes child protection means empowering children and youth to build their own holistic life plans – grounded in their culture, their interests, and their needs – as a way to concretely pursue their goals and reach their potential. According to the key informant interview with Save the children child protection specialist indicated the following statement as:-

“The project’s Education and Child Protection Strategy is grounded on a child-centered vision that sees Education and Child Protection as integral rights to fulfill but also as interlinking means that promote participation and the empowerment of girls, boys and youth. The program focused on the intersection of these two sectors, supporting holistic programs that help children and youth reach their fullest potential.”

To promote children access to quality education and protection Save the Children established good coordination with ARRA and UNHCR operating in the project area that played important role children to receive holistic support. At a camp level, the refugee central committee, teachers, child protection committee, child lead clubs, PTSA members and religious leaders, clan leaders, children, young people and women were actively involved in promoting early child education and safeguarding children from abuses. ECCE teachers received training on psychosocial support and refer children to the child protection case team if they encounter children who need psychosocial services. The project also trained PTSA and Child protection on case management and psychosocial support, and they were actively engaged in supporting children who needs psychosocial services.

At a camp level, the refugee central committee, teachers, child protection committee, child lead clubs, PTSA members and religious leaders, clan leaders, children, young people and women were actively involved in promoting early child education and protecting children from any form of abuses.

3.4.1.2 Relevance to Policy Context

The project ECCE intervention is in line with the Ethiopian government third five year ESDP-III plan, and ESDP IV (2010 to 2014/15 which fosters holistic development of young children.³ The policy focuses on enhancing the quality, accessibility and equitable distribution of services for children through more efficient partnerships and capacity building programmes. The project was an eye opener in advocating integrated right based approach for refugees and host community members. By its design, the project employed an integrated child protection and education program that involved pertinent stakeholders. More importantly, the project was in line with recently amended refugee law which allows refugees with the right to work and reside out of camps, access social and financial services, and register life events, including births and marriages. It was remarkable that all the project activities (including referral) were accomplished in close coordination with all relevant government institutions especially ARRA. Hence, the project was relevant to the policy context of the country.

3.4.1.3 Relevance to beneficiary

The increasing number of refugees is a global concern as well as a chronic burden to children right and protection in the horn. According to UNHCR and ARRA assessment in 2019, children with disabilities, children living with chronically ill parents, child mothers, and child-headed households are the most at-risk groups exposed to trauma, distress, gender-based violence, abuse and exploitation. The report also noted that children arriving in the camps are exposed to awful experiences before,

³MoE (2010). Early Childhood Care and Education Policy and Strategic Framework, Addis Ababa

during, and after flight to country of destination. The other key findings this study were lacking access to basic services in Gambella; CFSs did not meet the minimum criteria; CBCP structures established need capacity building to identify, refer and report cases of violence and abuse against children in the refugee camps. Moreover, weak referral and coordination mechanisms established for child protection case management and government offices and partners at the Woreda level inability to effectively support child protection interventions were other findings of the study. The study also found, limited access to education especially for girls and a high number of UASC and OVC in need of family tracing and reunification services.

According to the UNHCR project officer in Melkadida refugee camp (Dollo Ado), the project was relevant because it had been implemented on the felt needs of the community. That is, the project addressed the humanitarian needs of separated children and their special needs including identifying vulnerable children, intervention on the psychosocial support and protection needs of children, training mothers/caregivers, creating access to education, building the capacity of relevant stakeholders, and improving protection and interventions activities.

Regarding the relevance of the project, a key informant from Gambella explained the following:

“Case management was very poor before the project and children's needs were not addressed. There were a lot of needs that SC came across during the need assessment. There were children in the camp that were not accompanied, without a caregiver, and this project was arranged to address such needs. Therefore, the project activities were relevant in that those unaccompanied and vulnerable children who were victims of abuse and exploitations benefited from psychosocial support such as caring, counseling; protected space to play and continuous follow up were done.” SC project Manager in Gambella

Officials from ARRA both from Gambella and Dollo Ado noted:

“SC was mainly working on improving the psychosocial wellbeing of refugee families and children. This was the unique strength of the project compared to other institutions. Our offices has been working collaboratively with the SC in monitoring and evaluating the project activities. The training we received was very good and life changing. The network that was established under the auspices of SC had been working hard in coordinating various refugee programs in the project area.”

All FGD participant children (12) have confirmed that services they received were very pertinent to mitigate their mental health and psychosocial problems. They further noted that the Education support was instrumental to improve their wellbeing and safety.

The focus group discussants in both refugee camps confirmed that the project was relevant to their priority needs and life in general because they have got access to education and education materials, life skill training and youth centers equipped with different playing games such as table tennis, pool, football, volleyball and so on. So, they were happy with the safe space where they can sit and play together without fear or embarrassment

Similarly, female FGD participants also explained:

“The project provided us with non-food items and a girls' corner where we could stay and discuss our problems. We have got several training sessions with regard to psychosocial wellbeing at the girls' corner in the refugee camp. It taught us about our right and how to protect ourselves from various forms of physical abuse, labour exploitation and rape. So, the project was relevant to our life.”

The child right protection committee during focus group discussion at Jewi camp also reported:

“We have got a lot of understanding with regard to the right of children to be free from exploitation of any kind. The project staffs' with case management workers' advice and support created awareness among the community members. We worked together to protect

children by putting criteria on how we work and what we work on education and child protection.”

Regarding the project relevance to the beneficiaries, a key informant from ARRA (Dollo Ado) further explained:

“The objectives and activities of the project were good because refugees in the five camps of Dollo Ado Woreda were critically in need of various materials and services like education, motivation and child friendly space to work together. The project therefore has improved the lives of these beneficiaries through the provision of psychosocial supports, creating access to education, building the capacity of community structures and government staffs, establishing CFSs etc.”

3.4.2 Efficiency of the Project

Efficiency is a measure of how economically resources/inputs (funds, expertise, time, etc.) are converted to results and it includes value for money analysis. Given the circumstances prevailed in the course of its implementation like COVID 19, the project was generally efficient. This notion was fully shared by the government offices and members of the target community. The following are some of the data that substantiate how the project was efficient:

- While project inputs were generally realistic, appropriate and adequate to achieve the intended results, readjustments were made to address the COVID-19 pandemic.
- The project’s coordination and sharing of resources among projects within the organization (including logistics and staffs), joint planning, implementation and monitoring of interventions, implementation of all agreed operational terms of reference and annual operational plans, and the monthly coordination meetings etc. significantly contributed to improved project efficiency.
- The project was efficient as it identified and implemented on priority needs of the target communities and translated the available resources into the intended results without compromising the quality.
- The inputs used by the project and the corresponding results as well as converting the budget into deliverables— goods and services were also satisfactory and contributed to efficiency of the project.
- The Save the Children has many years of experience in the area and gathered important knowledge and expertise that provides it a greater platform to develop better collaboration for more efficient implementation of the project.
- Despite the project capacity and the above approach, the project efficiency was somehow challenged by internal and external factors including:
 - The COVID-19 State of Emergency due to COVID 19 prohibited gathering and other project activities that require interaction that involve group of people.
 - High turnover of project and key government staffs affected the project efficiency
 - Frequent conflict between Nuer and Agnuack ethnic groups (Gambella) challenged the staff’s movement within the refugee camps.

3.4.3 Effectiveness

3.4.3.1 Achievement of project objectives by output indicators project review

Objective 1: Unaccompanied and Separated children and other children who are at risk have access to appropriate and timely child protection services in Gambella and Dollo Ado refugee camps and hosting communities

Output 1.1 Refugee boys and girls and their respective families will access timely and quality responses to child protection concerns appropriate to the best interest of the child that meet the minimum standards for child protection in a humanitarian response.

Table 53: Number of UASC/OVC for whom BIA procedures are conducted

Camp/Region	Baseline	Target	Achievement	
			Number	%
Gambella	1225	4,000	3,024 (1,626 boys & 1,398 girls)	75.6%
Dollo Ado	1225	1,500	1,278 (642 boys and 636 girls)	85.2%

In Gambella, the project conducted Best Interest Assessment (BIA) to 3,024 (75.6% of the target) children at risk including UASC and children with disabilities, out of school and living with elderly caregivers. Out of the 3,024 children in Gambella for whom BIA was conducted, 46.2% were girls and 53.8% boys. In Dollo Ado also, BIA was conducted to 1,278 (85.2% of the target) children. Among the children for whom BIA was conducted in Dollo Ado 49.8% were girls and 50.2% boys. Though the project was relatively effective, it lagged behind in meeting the stipulated target especially in Gambella refugee camps.

Table 54: Number of UASC/OVC for whom BID procedures are conducted

Camp/Region	Baseline	Target	Achievement	
			In number	In %
Gambella	1,225	2,000	4,000	200%
Dollo Ado	1,225	1,500	1,500	100%

The above table indicates the number of separated children registered and reunified after inter-camp and intra-camp tracing is done. In the context of refugee camp, children move from one camp to another without reporting to case workers, and was complex to identify children requesting for family reunification across the camps. Though, the BIA report showed they requested to move, the actual implementation showed these children moved spontaneously without proper tracing and procedure.

The project worked closely with Child Protection Committee and community based structures to better identify and support children who have been relocated spontaneously without proper assessment and formal transfer. Therefore, in both refugee camps the project conducted BID for 5,500 UASC /OVC (157% of the target) who were in need of temporary care arrangements, family tracing and reunification, long-lasting solutions, and separating children from parents against their will due to the experience of serious abuses or neglects by their parents.

The project identified and registered 4,000 (200% of the target) separated children in Gambella and 1,500 (100% of the target) in Dollo Ado refugee camps who were in need of inter-camp and intra-camp tracing and reunified them with their close relatives based on the best interest of the children. Among those UASC children identified and registered in Gambella and Dollo Ado refugee camps, girls account for 49% in each camp. In terms of achieving its target, the project was effective as it accomplished 200% of the target in Gambella and 100% in Dollo Ado. In both refugee camps, the child protection case workers carried out the identification and registration of children who were spontaneous or self-relocated/reunified with their relatives. Then, SC completed all the documentation of inter-camp and intra-camp family tracing and reunification process of children who were identified as being spontaneous or self-relocated/reunified with their parents and referred these cases to the UN Refugee Agency (UNHCR) and ARRA for further verification and formalization process. In all these process there was excellent coordination and cooperation among all parties involved such as the protection committee, SC, UNHCR and ARRA in the refugee camps.

Output 1.2: Refugee and host community boys and girls and care providers affected by conflict access age and culturally appropriate psychosocial support services to improve their psychosocial wellbeing and build their resilience

Under this indicator the project implemented different activities that would help achieve objective one of the project. Towards this end, the main activities accomplished in both Dollo Ado and Gambella include the following:

Output 1.2.1: Child Friendly Spaces (CFSs) Renovated:

Table 55: Number CFSs Renovated

Indicator	Camp	Target	Achieved	%
Number of CFSs renovated	Gambella	4	6	150%
	Dollo Ado	3	3	100%

The project renovated 6 (150% of the target) CFS centers in three Gambella refugee camps and 3 (100%) in Dollo Ado. Thus, the project was effective in terms of achieving its targets in both refugee camps. As a result, the renovated CFS created safe and conducive environments and attracted a high number of children. For instance, 4,932 children (2567 boys & 2365 girls) have attended and participated in the renovated CFS centers.

The project also equipped these renovated CFS centers with playing and recreational materials that are appropriate to the age, sex, and culture as well as inclusion or disability status of children. In this regard, the project renovated 9 (111.1%) of the target CFSs in Gambella and 10 (100%) CFS centers in Dollo Ado. Therefore, the project was effective as it achieved what it intended to achieve including renovating CFSs and equipping them with appropriate materials.

Among the recreational and play materials CFS centers equipped include sport uniforms, special mats, footballs, volleyballs, football nets and volleyball nets and skipping ropes. The project therefore created conducive environment for the refugee and host community children. The children thus have been enjoying child friendly indoor and outdoor games which are also instrumental to play, socialize and interact with each other. The majorities of the beneficiary children were satisfied with service and have been participating in cleaning the CFS centers to keep quality of the services.

Output 1.2.2. Number of CFSs equipped with play and recreational materials

Table 56: Number CFSs with adequate play and recreational materials

Indicator	Camp/Region	Planned	Achieved	Percent
Number of CFSs with adequate play and recreational materials	Gambella	9	10	111.1%
	Dollo Ado	10	10	100%

As depicted in the above table, SC equipped 10 (111.1% of plan) CFSs centers in three refugee camps of Gambella (Jewi, Terkidi and Pugnido-1) with adequate playing and recreational materials that are appropriate in terms of age, sex and culture as well as inclusion/disabilities. Likewise, SC also equipped 10 (100% of plan) CFS centers in five refugee camps of Dollo Ado with playing and recreational materials.

In its report, the project claimed that the CFSs are equipped with adequate materials but the beneficiary children and key informants on the other hand indicated that the recreational materials especially in the girls corners are not enough compared to the number of children who need the service. The respondent beneficiary children revealed that they have to wait a long time to get the services at CFS due to shortage of materials.

Output 1.2.3 Youth Centers & CFS Maintained

Table 57: Youth center latrine upgraded, fences maintained, youth reached & peaceful coexistence

Indicator	Camp	Target	Achieved	%
Number of youth centers maintained	Gambella	3	4	133.3%
Number of CFS fences maintained	Gambella	3	3	100%
Number of youth center latrines upgraded	Gambella	3	2	66.7%

Number of adolescents/ youths reached with life skill, economic and recreational services in the youth centers	Gambella	6,000 (3000 boys and 3000 girls)	6,378 (3,500 Male and 2,878 Female)	106%
Number of youths engaged in peaceful coexistence among host and refugee communities	Gambella	600 (300 Male and 300 Female)	1,503 (931Males and 572 Female);	250.5%

In Gambella refugee camps, the project maintained 4 (133.3% of the target) youth centers and 3 (100%) CFS fences and upgraded 2 (66.7%) youth center latrines. Moreover, the project also reached 6,378 (106.3% of the target) adolescents/youths with life skills, economic and recreational services of which 45.1% were girls. Both the recreational and economic activities were conducted as per the COVID-19 protocols like spacing, using mask and applying sanitizer.

Based on the project report, 1,503 (250.5%) youths of the host and refugee communities were engaged in peaceful coexistence activities like sports competitions between the host and refugee youths, taking part in discussion points and dialogues. Among youths engaged in peaceful coexistence activities 38.1% were females. Generally the project was effective in terms of upgrading youth center latrine, maintaining fences, engaging youths with peaceful coexistence activities because it achieved over 100% of the initial target. However, it upgraded two youth centers latrines out of the targeted three (66.6% achievement).

Output 1.2.4: Children participating in CFSs

Table 58: Number of boys and girls participating in CFS activities

Indicator	Camp/Region	Target	Achieved	%
Number of boys and girls participating in CFS activities	Gambella	12,000	11,850 (6,370 boys & 5,480 girls)	98.8%
	Dollo Ado	21,496 (13,465 boys & 8,031girls);	12,899(6,662 boys and 6,237girls)	60%

As per the project report, the project supported children to play and participate in CFS through psychosocial support and mobilization of child protection related issues in line with COVID-19 protocols. These children attended and participated in indoor and outdoor games like storytelling, card games, TV watching, drawing and painting and outdoor games like playing football, volleyball, hide and seek, skipping rope, sport competitions, and traditional dance and music. The CFS activities were guided and monitored by trained male and female CFS facilitators and helped children improve their psychosocial well-being.

Based on the project report, 11,850 (98.8% of target) children in Gambella refugee camps participated in CFS activities, and in Dollo Ado 12,899 (60% of the target). The females participated in various CFS activities account 46.2% in Gambella and 48.4% in Dollo Ado. The girls themselves, PTAs participated in the FGD; and key informants in both refugee camps confirmed that the girls' corners are not equipped with adequate material.

In regard to the number of children participating in CFSs, the project was effective in Gambella as it achieved 98.8% of its target, and 60% in Dollo Ado. Compared to Gambella refugee camps, more number of boys and girls are participated in youth friendly activities but in terms of achievement in percentage Gambella achieved high. This contradiction can be attributed to problem in setting the target especially the Dollo Ado refugee camps plan seems ambitious.

Table 59: Number of trained key stakeholders

Indicator	Camp	Planned	Achieved	%
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Number of trained key stakeholders who demonstrate an increase in knowledge on child protection concerns and ways to respond	Gambella	90 (45 male & 45 female)	90 (55 male & 35 female)	100%
	Dollo Ado	117 (58 male & 59 female)	217 (111 male & 106 female)	185.5%

In Gambella refugee camps, 90 (100% of the target) stakeholders, key community representatives, child protection committee members, religious leaders, women associations and youth groups received a three-days training on basic child protection issues, roles and responsibilities and GBV related topics. In Dollo Ado also, 217 (185.5% of the target) key stakeholders received the same training of which 48.8% of them were female. The training increased the stakeholders' knowledge and understanding on child protection concerns, GBV issues and ways of responding. So, they successfully carried out community-based child protection mechanisms (CBCPM) in community mobilization and disseminating awareness messages to prevent and respond to all forms of child abuse including child labor, child marriage, FGM, issues of sexual abuse at the school, as well as COVID-19 preventive key messages for the community at large.

The project was therefore effective as it achieved 100% of its target in Gambella and over its target in Dollo Ado refugee camps and the trained key stakeholders demonstrated an increased knowledge on child protection concerns and ways of responding the concerns/risks.

Table 60: Awareness raising events on CP risks

Indicator	Camp	Planned	Achieved	%
Number of awareness raising events on child protection risks/concerns organized	Gambella	3	5	166.7%
	Dollo Ado	4	4	100%

The project used different international event days to disseminate child protection messages to raise the awareness of the refugee and host communities in the project areas. Accordingly, the project celebrated 5 (166.67% of the target) international events in Gambella and 4 (100% of the target) in Dollo Ado refugee camps. African Child day, International Children Day, and World Refugee Day were some of the international events days celebrated by the project to raise the awareness of the communities on child protection concerns and COVID-19 pandemic protocols. During the event celebrations, key messages were disseminated to the attendees through speeches, poem, music, cultural games, drama and other edutainment approaches. On this specific issue, the project was effective since it achieved 166.7% and 100% of its target in Gambella and Dollo Ado respectively.

Table 61: Children involved in child protection programs and showing decrease in psychosocial distress

Indicator	Refugee camp	Target	Achieved	%
Number of targeted children involved in child protection programs reported to be showing a decrease in signs of behavior associated with psychosocial distress compared to Baseline	Gambella	75%	85%	113%
	Dollo Ado	75%	84%	112%

Data from the project indicated that the project achieved 85% and 84% of its target in Gambella and DolloAdo respectively. That is 85% of the children involved in child protection programs in Gambella and 84% in Dollo Ado showed a decreased signs of behavior associated with psychosocial distress compared to the baseline. Statistically, there is reduction of psychosocial distress of children who participated in the CFS compared to the baseline with $p < 0.05$

Objective 2: Strengthened capacity of community (refugee and host) and government to effectively prevent and respond to child protection issues/problems

Table 62: Children and youth with improved sense of safety and well-being

Indicator	Camp	Target	Achieved	% of achievement
Number of children and youth who report an improved sense of safety and well-being at the end of the program.	Gambella	80% (80% children, 80% youth)	92%	115%
	Dollo Ado	80% (80% children, 80% youth)	89%	111%

As we can see in table 39 there is improvement on safety and well-being in both Gambella and Dollo Ado with 115% and 111% respectively.

Table 63: Change in awareness of local authorities, NGOs, communities & community leaders on child protection

Indicator	Camp	Target	Achieved	% of the achievement
Percentage of change in the proportion of local authorities, NGOs, communities, and community leaders aware of protection principles, rights and risks faced by affected groups.	Gambella	80%	91.5%	114%
	Dollo Ado	80%	85%	106%

In both Gambella and Dollo Ado refugee camps, the project implemented different community conversations and discussions sessions with local authorities (like refugee central committee (RCC), local police called 'shurta') and community leaders including religious leaders and respected elders participated in the prevention and protection of child abuse, violence and exploitations. The project measured the change in the awareness of local authorities, NGOs, communities and community leaders through FGD and KII with these groups. In terms of increasing the local authorities and community leaders' awareness on protection principles, children's rights and the risks that children are facing in the refugee camps, the project achieved 114% in Gambella and 106% in Dollo Ado refugee camps. Therefore, the project was effective since the percentage of the achievement in both refugee camps is over 100% of the target.

Table 64: Child protection cases identified and referred by community based structures

Indicator	Camp	Target	Achieved	% of the achievement
Number of child protection cases identified and referred by community based structures	Gambella	250 (125 girls & 125 boys)	261 (112 girls & 149 boys)	104.4%
	Dollo Ado	150 (92 girls & 58 boys)	170 (96 girls & 74 boys)	113%

The project had been supporting community based child protection structures with the aim to actively engage them in the identification of protection concerns of children and referring them to different service providers in the project area refugee camps. The children survived from various forms of abuse and violence as they were referred to different organizations like IRC, ARRA and CFS centers for psychosocial support and for Henna Sessions (sessions where girls learn how to do makeup and decorate other girls for weddings and events days).

Therefore, the community based CP structures (CPC & CLCs), in Gambella identified 261 (104.4% of the target) children who faced child protection cases (abandonment, neglect, child labor, abuse and domestic violence) and referred them to case workers. Among 261 children identified and referred in Gambella girls account 42.9%. Likewise, the community-based child protection structures in different camps of Dollo Ado also identified 170 (113% of the target) children who encountered various child protection related issues and referred to caseworkers and different service providers for proper case management. Out of 170 identified and referred children, girls account 56.5%. Generally, the project

was highly effective because the community based structures identified and referred over 100% of its target in both refugee camps.

Table 65: Parents/caregivers, community and local authorities trained on case identification, support and referral

Indicator	Camp	Target	Achieved	%
Number of parents/caregivers, community and local authorities trained to identify, support and refer cases of vulnerable children	Gambella	860 (430 male & 430 female)	470 (179 male & 291 female)	54.7%
	Dollo Ado	860 (430 male & 430 female)	675 (335 male & 340 female)	78.5%

The secondary data sources (project report), discussions with study participant beneficiaries and project field office staffs indicated that the project built the capacity of parents/caregivers, communities and local authorities in refugee camps to enhance their skills in identifying children with protection concerns and ways of supporting as well as connecting children to the appropriate service centers.

In this regard, 675 (78.5% of the target) community structure members such as RCC, women association, youth association, religious and clan leaders and other community members in Dollo Ado received training on various child protection topics like child abuse, early marriage, forced marriage and other child protection issues. Similarly, 470 (54.7% of the target) child protection committees and parents/caregivers in Gambella received similar training. In terms of gender, the project in Gambella refugee camp trained 291 females (67.7% of the target) and 179 males (41.6% of the target). Likewise, in Dollo Ado, 340 females (79% of the target) and 335 males (77.9% of the target) received training on how to identify, support and refer cases of vulnerable children. Thus, the project in Gambella less effective on this specific variable since it achieved on 54.7% of its target. However, it was relatively effective in Dollo Ado because it achieved 78.5% of its target

Regarding their work/role, the community child protection committee explained:

“We as community leaders engaged in sensitizing the community by explaining the negative consequence of child abuse, neglect and exploitation. We have also bylaws to penalize those members of the community who violate children rights including sexual violence. We also have a strong network with the police and security structures and report any cases of abuse.” Child protection committee Buramino refugee camp, Dollo Ado

Table 66: CP referrals made by non-child protection actors

Indicator	Camp	Target	Achieved	%
Number of child protection referrals made by non-CP actors (Education, SGBV, PSN, WASH, Health, Nutrition, Energy and Livelihood sectors)	Gambella	100 (50 Boys & 50 girls)	75 (42 boys, & 33 girls)	75%
	Dollo Ado	85 (48 girls & 37 Boys)	69 (30 boys, & 39 girls)	81.2%

The above table illustrates the children with various CP concerns referred by non-CP actors to SC for a variety of services like shelter, nutrition and linkage to livelihood interventions etc. Accordingly, the project through the non-child protection actors (Education, SGBV, PSN, WASH, Health, Nutrition, Energy and Livelihood sectors) achieved 75% of its target in Gambella refugee camps and 81.2% in Dollo Ado.

The SC was coordinating the non-CP actors through camp based forums that include monthly cluster coordination meeting, monthly protection meeting, and one-to-one meeting with implementing partners like CP-GBV where referral mechanisms were the main discussion points.

Table 67: Partner staffs trained on CP response and prevention

Indicator	Camp	Target	Achieved	%
Number of partner (GOs and NGO) staffs trained on child protection response and prevention mechanisms.	Gambella	380 (211 male and 169 female)	50 (28 male and 22 female)	13.2%
	Dollo Ado	200 (100 male and 100 female)	17 (11 male and 6 female)	9%

A total of 50 (13.2% of the target) partner staffs in Gambella refugee camps and 17 (9% of the target) staffs in Dollo Ado received training on basic child protection response and prevention mechanisms. Among these GO and NGO staffs trained, females in Gambella account 44% and in Dollo Ado 35.3%. In both refugee camps, the achievement on this specific issue is very low compared to the target. This is partly attributed to staff turnover and COVID-19 pandemic State of Emergency that prohibited gathering/meetings of group of people. Despite their numbers being few, these trained staffs developed and completed BIA and BID for children who are in need of temporary care arrangement, family tracing and reunification and lasting solution as well as other medical support which is good experience to own and sustain the project after phase out.

Table 68: Refugee and host community group reached with CP messages

Indicator	Refugee Camp	Planned	Achieved	%
Number of refugee and host community group reached with child protection messages on major event days	Gambella	6,000 (3,000male; & 3,000 girls)	20,000 (9,750 male; 10,250 female)	333.33%
	Dollo Ado	10,000 (5,000 male; 5,000 girls)	4,569 (2,048 male; 2,521 female)	46%

The project had been colorful celebration of events days in its various refugee camps and used the opportunity to disseminate key messages on child protection issues including SGBV and inclusion of refugees in health, education, social and sport activities etc. The key message were disseminated through various methods like guest speeches by local authorities and community structures (SC, ARRA, UNHCR, RCC, Women Association, child club, Youth, elders and others), and edutainment activities (music, cultural dances, theater, skits and sports). It also used the occasions to award Certificates of Honor to the community members who actively participated in the awareness and prevention of COVID-19 pandemic .Therefore, a total of 20,000 (333.3% of the target) refugee and host community members in various refugee camps of Gambella and 4,569 (46% of the target) Dollo Ado were reached with child protection messages on major events day celebrations. Among the communities reached on events days, 48.8% were females in Gambella and 44.8% females in Dollo Ado refugee camps. The over achievement of the project in Gambella may be due to under planning problem and participation of unintended number of audiences attracted by different edutainment activities on events days. However, but the project in Dollo Ado did not achieve its target despite having lower target and this may be attributed to the cultural and religious believe and practices of the community that do not encourage people participate on events days.

Table 69: Community CPC members) and key influential persons capacitated on CP

Indicator	Camp	Planned	Achieved	%
Number of community child protection committee (CPC) members and key influential persons capacitated on child protection including SGBV issues and child resilience	Gambella	600 (300 male; 300 female)	457 (215 male and 242 female)	76.2%
	Dollo Ado	200 (100 male and 100 female)	216 (107 male; 109 female)	108%

The child protection committee members and key community influential persons in all refugee camps of Gambella and Dollo Ado received different capacity building on child protection including SGBV issues and child resilience through training and workshops organized by the project (SC). As a result, 457 (76.2% of the target) child protection committee members and influential community representatives in Gambella, and 216 (108% of the target) in Dollo Ado refugee camps capacitated on child protection concerns, ways of identifying CP concerns, SGBV and child resilience. Among the CPC

members and influential persons capacitated, females account 53% in Gambella and 50.5% in Dollo Ado refugee camps. On this specific issue the project was highly effective in Dollo Ado as it achieved over its target, but relatively less effective in Gambella because the achievement was 76.2%.

Table 70: Female from community based structures participated capacity building sessions on SGBV risks

Indicator	Refugee Camp	Target	Achieved	%
Number female representatives from community- based structures who have participated in discussions and capacity building sessions on SGBV risks	Gambella	900 F	815 F	90.6%
	Dollo Ado	100 F	72 (39 M, and 33 F)	100%

The project built the capacity of 815 (90.6% of the target) females selected from community based structures in Gambella and 72 (100%) in Dollo Ado refugee camps on various topics like assessing child survivors’ needs; referring survivors for medical, psychosocial care, economic and reintegration services; SGBV risks (forced marriage, rape), in both Gambella and Dollo Ado refugee camps. Accordingly, 815 (90.6%) women child protection committee members, child led group members, caregivers/parent associations, and women’s associations in Gambella received the training. Similarly, 72 (100%) females capacitated in Dollo Ado refugee camps through trainings and discussions sessions organized by the project (SC). So, on this specific activity the project in Dollo Ado was effective as it met 100% of its target, and in Gambella it was also effective by achieving 90.6% of its target.

Objective 3: Improved access to ECCE service for refugee and host community children in Gambella and Dollo Ado

Table 71: ECCE centers/learning spaces providing students with acceptable course completion documents

Indicator	Camp	Target	Achieved	%
Number and percentage of ECCE centers/learning spaces providing students with course completion documents that are recognized or accepted by the education authorities of their country	Gambella	19	16	85%
	Dollo Ado	18	6	33.3%

In Gambella 16 (85% of the target) ECCE centers provided course completion documents to refugee children that are recognized or accepted by the education authorities of host community. However, only 6 (33.3% of the target) ECCE centers in Dollo Ado managed to provide course completion certificates to refugee children. Hence, the project in Gambella was relatively effective with 85% achievement but it was not effective in Dollo Ado with 33.3% achievement. This may be attributed to COVID-19 and teachers being busy with other regular school activities.

Table 72: Community members who attended awareness creation session/campaigns

Indicator	Refugee Camp	Target	Achieved	%
Number of community members that attended awareness creation session or campaigns, including on the impact of COVID-19	Gambella	11,000 (1,450 male & 9,550 female)	9,689 (4,778 male, and 4,911 female)	88.1%
	Dollo Ado	7,000 (3,500 male, & 3,500 female)	4,460 (1,732 male & 2,728 female)	66.6%

The project also organized awareness creation on various issues including on COVID-19, child protection and early education. The project achievement against plan in this regard was 75.8%.

Table 73. Percentage of ECCE centers and “O” classes supported with scholastic materials

Indicator	Refugee Camp	Planned	Achieved	%
Percentage of ECCE centers and "O" classes supported with teaching and learning materials	Gambella	19 ECCE centers and 3 "O" classes	19 ECCE Centers and 3 O- classes	100%
	Dollo Ado	18 ECCE and 3 "O" classes	18 ECCE centers and 3 O-classes	100%

The BPRM project equipped the existing 19 ECCE centers and 3 O-classes in Gambella and 18 ECCE and 3 O classes in Dollo Ado with teaching materials for ECCE facilitators with additional plastic chairs, tables, blackboards, plastic mats, and indoor game materials to ensure interactive teaching and learning in the classrooms. It also provided scholastic materials for children. The centers were equipped with new materials and resources, the classrooms were equipped to accommodate more children in double shifts due to COVID-19 social distancing rules. This measure contributed to improved access to children's education across the three refugee camps. The changes in the infrastructure and materials have improved the quality of the learning environments and created access to quality early learning opportunities in the project intervention. So the BPRM project is effective as it achieved 100% of its target in both Gambella and Dollo Ado refugee camps.

Table 74. Students enrolled and regularly attended ECCE centers disaggregated by gender and age

Indicator	Refugee Camp	Target	Achieved	%
Number and percentage of students enrolled and regularly attended ECCE centers/learning spaces (disaggregated by gender)	Gambella	15,746 refugee children (girls 7,651) and 267 host community 'O' class children (132 girls)	13,098 ECCE students (6,358 girls)	83.2% Girls 48.6%
	Dollo Ado	11,513 refugee Children (7,213 girls) and 180 host community 'O' class children (110 girls)	12,460 (6,095 girls)	108.2% Girls 48.9%

In Gambella 13,098 (83.2% of the plan) students were enrolled and regularly attended ECCE centers/learning spaces in the existing 22 ECCE centers in Jewi, Terkidi and Pugnido 1 refugee camps. Similarly, in Dollo 12,460 (108.2% of the target) refugee and host communities 'O' class children enrolled to the learning centers and attended their schooling. Among the student enrolled and regularly attended ECCE centers, girls accounted 48.6% in Gambella and 48.9% in Dollo Ado. So, on this specific activity the project in Dollo Ado was highly effective as it achieved 108.2% of its target, but relatively less effective in Gambella as its achievement is 83.2% from the target.

In order to support attendance and promote active participation in the learning process, SC provided high-energy biscuits to children during the school hours from BPRM project. Moreover, SC had been working very closely with the existing ECCE incentive teachers and PTAs to strengthen the double shift system for center-based ECCE program and to complement the regular ECCE program with alternative ECCE delivery modalities for age 3 and other preschool age children in their home/villages with ELM at home activities.

Objective 4: Improved quality of ECCE education for refugees and host communities in Gambella and Dollo Ado

Table 75. Teachers and other education personnel received relevant training

Indicator	Refugee Camp	Target	Achieved	%
Number of teachers received periodic, relevant, and structured training according to needs and circumstances, including on protection from COVID-19	Gambella	193 (27 ECCE experts and 166 teachers)	171(2 ECCE experts and 169 teachers)	88.6%
	Dollo Ado	74 (3 'O' classes teachers)	92 (66 male & 46 female)	124%

In Gambella refugee camps, 171 (88.6% of the target) teachers and other education experts received periodic, relevant, and structured training on active teaching approach and prevention of COVID-19 pandemic via the project. Out of the 171 teachers and experts who received the training in Gambella, 2 (1.2%) were ECCE experts and 169 (98.8%) teachers. Similarly, 92 (124%) teachers and other education personnel in Dollo Ado refugee camps received the same training organized by the project. Thus, the project especially in Dollo Ado was highly effective as it achieved 124% its target and relatively less effective with 88.6% achievement from its target.

Table 76. Teachers regularly participated in coaching/mentoring sessions

Indicator	Refugee Camp	Target	Achieved	%
Percentage of teachers regularly participating in coaching/mentoring sessions	Gambella	166 (3 'O' - classes)	110 teachers	66.2%
	Dollo Ado	94 teachers (91 ECCE incentive, 3 'O' - class)	78 (38 male 40 female)/83%); 3 'O'-Class (2 female & 1 male)/100%)	86% 100%

In Gambella refugee camps, a total of 110 'O' class teachers (66.2% of the target) participated in a regular weekly coaching/mentoring sessions. In Dollo Ado refugee camps, 78 ECCE teachers (83% of the target) and 3 'O' Class incentive teachers (100%) participated a regular weekly coaching or mentoring sessions. The regular coaching and mentoring was implemented with the intent to share experiences among teachers, check the progress of ELM implementation in the centers, apply child centered methods, classroom management, and learn how the teachers interact with children for implementation of ELM at the class and how to solve challenges in class and strengthen positive relationship with children and parents. In this regard, the Dollo Ado project has achieved 100% of its targets and 86% achievement in Gambella from its target.

Table 77. Parents and PTSAs trained on ELM at home, COVID 19

Indicator	Camp	Planned	Achieved	%
Number of parents and PTAs trained on ELM at home, COVID-19 response as well as roles and responsibilities	Gambella	180 (47 parents and 133 PTSA members)	246 (177 F)	136.7%
	Dollo Ado	360 (234 parents and 126 PTSA members)	234 Parents (118 F parents) and 116 PTSAs (71 F)	65% (50.4% parents; and 92.1% PTSAs)

A total of 246 (136.7%) parents and PTSA members in Gambella; and 234 (65%) parents and PTSAs in Dollo Ado refugee camps trained on ELM at home, COVID-19 response as well as roles and responsibilities. On this specific issue, the project in Gambella over achieved its targets (136.7%), but in Dollo Ado it achieved 65% of its target. The Dollo Ado's achievement low on the provision of training to parents (50.4%), but achieved 92.1% on training PTSAs. The PTSAs then made active participation in school management support, discussions and school cleaning activities in their respective sites.

PTSA members and mother groups trained on ELM at home methodology to enhance their knowledge and encourage them practice ELM at home in their daily chores. This training introduced an interactive play-based and alternative method of creating early learning opportunities at home and in their villages in collaboration with parents. The sessions covered five key literacy skills (knowing alphabets, print awareness, oral language, knowing the books, and knowing sounds and words); and five math skills (patterns, numbers and counting, measurement and comparison, sorting and classification, geometry and shapes) as well as a wide range of practical activities. After the training, the trained parents participated in the regular ELM at home support with their children and other parents in their home.

After the training, PTSAs and SMC members conducted meetings with parents, Quranic teachers, religious leaders, zone leaders and women affairs, the committee members to bring a positive view about children education and prevention of COVID-19 pandemic. As a result, all these groups engaged in raising the awareness of their respective community members about the importance of education with the aim to enroll more children, especially girls.

PTAs had been conducting weekly visits to the learning centers following children's attendance and teachers in the centers, they discussed their findings with the school directors, and in which the director supported the PTSAs' to prepare action points based on their findings.

One of the elders from Melkadida refugee camps during focus group discussion said,

"I wish I knew; I regret why my parents did not take me to school during my childhood. Look now if I receive letters from my sons, I beg others to read for me and sometimes the secrets between my sons and me are exposed to others, please do not leave your children behind and take them to ECCE centers," he concluded.

3.4.4 Project Impact

As a result of the project intervention, the project created an enabling environment for school age children to get access to quality education in the refugee camps. The project constructed new class rooms and ECCE centers to strengthen the existing education services and increased the enrolment rate, attendance and success of school-aged children, especially girls. The ECCE facilitators, and refugee primary school teachers applied a student-centered teaching methodology, classroom management and positive discipline approaches in education as result of their capacity built by the project. To ensure protection and safety of children in the learning centers, the staff received training on child protection, safeguarding and the referral mechanisms in line with their roles. Through parenting group sessions and PTAs, the project (SC) engaged the children's parents especially mothers to ensure their enrolment and retention in ECCE centers.

A parent described it, "For the first time, I see my child excited to learn and attend classes. As he comes back home, he talks to me about all that he learned, he brings back homework with him and he enjoys doing them." Another parent from Melkdida refugee camp described, "I have gained self-confidence and became proud of myself." .

3.4.4.1 Increased children and community awareness on child protection

The different SCI initiatives including children and community sensitization through community-based support groups, peer education, media campaigns, home-to-home visit by outreach workers, drama, storytelling and video shows have drawn the attention of the children and general public on the issues of child protection. There is evidence of increased knowledge among children and community members. A large proportion of respondents were able to cite different measures to protect their children from abuses and exploitation such as maintaining a friendly relationship with their children and respecting their rights.

The project through the community based Child Protection Committees contributed significantly to the protective environment for refugee girls and boys in Gambella and Dollo Ado. Increased awareness of child protection risks and rights violations among the community has contributed to increased prevention and reporting of concerns. The CPC members worked closely with other community groups, such as women and youth groups, enabling effective information sharing and ensuring a wider reach.

More cases were reported in a timely way to local leaders, ARRA (Administration of Refugees and Returnee Affairs), SCI, and other service providers including those who provide legal support. As a result of intensive efforts to improve the overall protection situation in the camps, humanitarian

actors reported that perpetrators were more often held accountable for their actions and punished when they were identified.

3.4.4.2 Increased reporting of child protection concerns

As a result of the project's different capacity building support and community mobilization effort on child protection, the culture of silence around child abuse and violence issues gradually improved in both Gambella and Dollo Ado refugee camps. More child protection cases were being reported compared to the start of the programme. Many of the urgent cases, such as rape cases are now reported within 72 hours. Although the most sensitive issues such as sexual violence and early marriage are still not regularly reported, CPCs report during their quarterly evaluation meetings with SCI that the change in awareness of child protection risks and ways to report abuse has significantly increased in the community.

3.4.4.3 Prevention of child protection violations

The project through CPC has worked on prevention of child protection violations. The CPC did not only support the identification and reporting of punishable acts of crimes, but was also active in the prevention of child abuse, neglect and other issues affecting the well-being of children. The CPC members were active in resolving disputes, mediation and early detection of child protection issues. For example, the CPC had been active in handling cases of domestic violence, and neglect of children or when false accusations were made against members of the community regarding child abuse. CPC members trained to advise and mentor vulnerable caregivers on positive parenting and care practices had been working in close collaboration with Zonal and block leaders as well as other respected community members to address identified CP cases. Responding to early warning signs such as neglect prevented the development of more severe child protection concerns, which subsequently contributed to the reduction of the already high caseloads of social workers in the camp.

3.4.4.4 Strengthened case management services for separated children

The project also strengthened the case management services for separated children by CPC. The CPCs identified a total of 2,183 (1,070 boys and 1,113 girls) UASC out of thousands of registered separated children. After identification, the CPCs refer children with protection issues to SCI for further verification, prioritization for case management and other documentation process. This effort was recognized and highly appreciated by camp authorities including UNHCR and ARRA.

3.4.4.5 The community empowered

The project, through the different CPC initiatives engaged members of community in the project activities. Their personal empowerment also had a positive effect on the capacity of other informal community groups. Since most CPC members were also part of other networks like youth and women's groups, the training and work experience they gained through the CPC was also applied in these groups. Moreover, the coordination between the different community groups strengthened through updating and discussion session during the CPC meetings.

3.4.5 Project Sustainability and Resilience:

SC Worked closely with community structures like PTSAs, CPC, Community Reference Groups (CRG), refugee central committee (RCC) and other structures as well as partners like UNHCR, UNICEF and ARRA, and other INGOs and Local NGOS operating in the region. It also had been working closely with different sector bureaus of the government like Regional Education Bureau (REB), BOWYCA etc., and built their capacity to sustain the project activities after phase out. Besides, smooth handover and exit strategies were in place in case of exit. However, it is not expected that the operation will close out in near future, considering the protracted nature of refugees in Gambella and Dollo Ado.

The project capacitated and gave support to refugee community structures i.e. child led groups, community based child protection committees, refugee central committees, block/zones leaders, youth and women associations, representatives of people with disabilities etc. to cascade important functional information to the communities for sustainability at the end of the project period.

The project worked closely with other implementing partners of the refugee operation through linkages, referrals and coordination meetings etc., to enhance the quality of programs for sustainable progress on individual or consortium projects for the refugee population.

SC has consistently capacitated and supported 250 children and youth girls with traditional handicraft skill activities, increasing positive coping behaviors through promoting craft life skill sessions to reduce vulnerability of children and adolescent girls. They have started to produce quality traditional materials such as basket making, brooms, fan thatching with different weaving and mats, and cooling plastic jars. These adolescent girls have become role models to the community members as they developed self-confidence and produced a grip on the skills they learnt. As the result of the life skills session, they also minimized risks of harmful practices such as female genital mutilation, forced marriage, child marriage and child labor across the refugee camps.

According to the protection and education project officers in Dollo Ado, the project activities in all the five camps were well integrated and benefitted refugees with different services including counseling, awareness raising and materials/non - food items/. Both the education and child protection project components had been working together with good integration and coordination.

According to Gambella Regional Education Bureau, the ECCE program was first introduced by Save the Children to the region and needs continuous support to ensure the sustainability of the program. As per the evaluation there is no preparation from the regional government to overtake the activities of the project. Therefore, the donors and all partners should continue supporting the project to deliver this valuable intervention.

3.4.6 Project Collaboration/Coordination strengthened

SC has worked very closely with the refugee community, local government administrations, operational partners like UNHCR, UNICEF, ARRA, DEC, IMC and other implementing NGOs partners. The partners had good coordination accompanied by regular meetings, task force meetings, inter-agency meetings, joint project implementation, monitoring, and evaluation visits which contributed for project effectiveness. These partners had active participation in the regular inter-agency coordination meetings among stakeholders that were undertaken at field office level and camp levels. . During the meetings, the partners shared information about the project progress and discussed common challenges, constraints, and opportunities. UNHCR and ARRA co-chaired the meetings and monitored project progress. SC had been the co-lead for the regional education cluster along with the Regional Education Bureau together with UNICEF, and also member of the regional refugee education-technical working group (TWG).

According to the partners' interview, the project enjoyed a high level of collaboration and partnership with different agencies working in the regions (Gambella and Somali /Dollo Ado). There was a strong referral network established and beneficiaries were receiving multiple supports from different agencies.

3.4.7 Project Coordination, Synergy and Complementarity with in projects and Government Sectors

The Education and protection component of the project has strong complementarity and integration with each other. Children attending in the ECCE center were referred to the child protection case team if they encounter with any psychosocial problems and cases of violation. Children attending ECCE also receives different recreational services to boost their psychological wellbeing. There was also strong linkage established between ECCE teachers with project's protection case team. The teachers in the ECCD have also trained on psychosocial training which is vital to identify and refer children who have psychological problems.

The project had also a strong synergy and complementarity with government offices as indicated by government sector office experts. All signatory offices have incorporated the project activities into their plan and have taken it as their own responsibility.

The critical scrutiny of the comprehensive child protection mechanisms in the community was a fruitful foundational strategy that ensured the implementation of further actions. SC used evidence-based learning approaches from its complementary project and also international experiences which significantly contributed for child protection mechanisms. In connection to this, analysis of reports confirmed that lessons learned from previous evaluation experiences on community protection mechanisms were helpful in achievement of the desired aims. To this end, qualitative interviews and FGD with community protection workers like protection committee indicated that their engagement in the identification, coaching, persuading the community and parents about child right violation was so effective. ARRA also mentioned their continuous engagement in project implementation, monitoring and supervision to ensure sustainability of the program. Hence, the engagement of the stakeholders was highly participatory which strengthened the existing social capital in the refugee camps.

The signatory offices (ARRA and UNHCR) at each target camp have assigned focal persons for each component to closely assist and monitor the project progress, which is exemplary. Government sector focal persons played key roles in beneficiary identification, project site selection, providing training to community members, and facilitating smooth implementation of project activities. As it was observed at the time of evaluation, all participants from government sector offices have indicated that there was a good level of coordination with the project, which shows that the government partners are well aware of what the project was delivering and clearly know their roles and responsibilities. The project also involved all members to play their role and responsibility to ensure the protection of children from violence and abuse and to foster their coordination efforts. The project was also sharing resources including staff, logistics such as Vehicles from other projects implemented by SC.

3.4.8 Project Visibility

The project took the necessary steps to publicize the identity of the donor and SC as well. Logos and names of the donor as well as SC were posted on the major project intervention sites using big sign boards, T-Shirts and Stickers.

The logos and names of the donor and SC were also reflected in all the project documents. The project counterparts from the government offices and the community members also confirmed that the funding agencies were acknowledged through banners and words of mouth during project launch and sensitization workshops, review meetings, training and other pertinent forums. T-shirts and Capes bearing the log of donor and SC were also distributed during some public events like Women day. The NETC team had also observed stickers bearing the donor logo fixed to assets and buildings.

3.4.9 Challenges faced during the project implementation

- Following the outbreak of COVID -19 pandemic, the government of Ethiopia declared a nationwide five months State of Emergency which prohibited movement of people, gathering with more than four people, closure of schools etc. This challenged the implementation of some of the project activities of the project like trainings, workshops, community discussions, forum meetings, psychosocial services at refugee camps including identification, family tracing, reunification and other school based activities.
- The inter-group conflict between Nuer and Agnuak in Gambella region was another challenge of the project that hampered the implementation of its activities due to security problem. The project staffs could not freely cross from the area of Nuer to Agnuak and vice versa. Moreover, due to security threats in the Gambella region the SC staff were not able to visit the refugee camps regularly. Hence, some of the materials in the refugee camps, CFS centers and youth centers are stolen and did not function at full capacity to serve the project beneficiaries.
- High turnover of the project and government staffs was also another challenge that highly affected the implementation of the project activities as per the time line.

3.4.10 Lessons Learned

This section presents the key lessons learned from the overall project design, planning and implementations and findings of the evaluation. Hence, the following lessons are drawn:

- Training incentive teachers, caregivers and their involvement in supporting children in early education are instrumental in children's development in all aspects of the IDELA domains.

- The multi-sectoral (protection, education and system strengthening component), integrated and complementary interventions are necessary and imperative to respond to the needs of the refugees and host communities in the project area.
- Strengthening the capacity of the community will help not only sustainability of the project results but also enhance risk assessment capacity of the concerned communities in the long-run.
- The project ensured community ownership by involving right from the project inception to the end. Project ownership is an essential element to ensure sustainability of an intervention that can be achieved through involvement of key stakeholders (in particular responsible community groups and beneficiaries) in the different phases of the project. In this regard the project had good lessons for other similar project replication.
- The project capacity building training on identification, interception, reunification and follow-up to front line stakeholders (social workers, child protection committees, PTSA, RCC) was effective and a good lesson for similar project implementation.
- The project contributed in availing consistent and comprehensive information about UASC refugee children, and this made the identification, reunification and follow up of children as required. In this regard the project had good lessons for other similar project replication.
- The project in partnership created comprehensive support for children and their parents /caregivers that enabled them to get a broad mix of assistance and multiform support (investigation, medical care, psychological psycho-social support and education support, etc.) for a more comprehensive result. In this regard the project had good lessons for other similar project replication.
- The project employed diversified methods/approaches that are appropriate to the age, gender, social groups, geography, etc. in order to raise the awareness of the target beneficiaries on child protection and education.
- The projects strengthened different community structures like PTSA, Child protection committee, and child led club in the fight against child protection violation. The project in this regard has a good lesson for other similar project replication.
- The project used community mobilizers (members of the community and know the ins-and-outs of that particular area) to mobilize the community in the effort to contain child right violations. . These had been crucial in realization of the success of the project and the project needs to replicate to another similar project or areas.

4. CONCLUSION AND RECOMMENDATION

4.1 Conclusion:

The following are conclusion drawn from the evaluation:

- The final report of the project shows that the level of implementation of the project has been largely successful.
- The SCI project implemented in Gambella and Dollo Ado was relevant and appropriate to address the child protection and education needs of refugee children. It was so timely, imperative and pertinent despite the barrier for its full execution due to Covid-19, interethnic unrest (Gambella) and staff turnover.
- The project contributed to strengthen networking within the refugee camps and with other partners such as ARRA, UNHCR, IMC, DEC, ASH in increasing Educational and Child protection services to the refugee and host community. The networking proved useful in the designing of different strategies to support refugees and host communities on child protection and education. .
- Almost all activities of the project aimed at child protection and educational support were properly implemented but the host community did not benefit much.

- The enrolment of children in school was reduced in the last two years mainly because of COVID-19 pandemic and exemption of three years old children from ECCE intervention.
- The established separate child and youth friendly spaces are very welcomed and utilized by the children/youth in the refugee camps. This enhanced the children's/youth psychological adjustment to life in the refugee camps. However, playing materials or games available in the CFS centers were not adequate and girls' corners need to be equipped with the playing materials like that of the boy's corners.
- Establishing and equipping ECCE at the refugee setting is an excellent initiative that could help refugee preschool children to develop their emergent numeracy, literacy, social. Emotional and motor skills using student centered approach both ECCE centers and at home and which is commendable and needs to be replicated.
- Using the incentive teachers selected from the refugees themselves for the ECCE made the teaching learning easy and reduced the local government's burden of the human resource (teachers).

4.2 Recommendations

The following recommendations are drawn from the Evaluation findings:

- According to the child survey the experience of child abuse, violence and exploitation increased at the final evaluation compared to the baseline result. This needs concerted efforts from ARRA, UNHCR, and other partners. That is, ARRA should work the coordination part; and UNHCR should play the inter-sectoral collaboration and networking and soliciting additional funds to avail more classrooms to reduce student-classroom ratio, and establishing and strengthening youth friendly centers. Save the Children should implement multi-sectoral program that address the child protection and education program by involving key community leaders and government offices as well as their partners.
- Significant proportion of the children participated on the CP assessment still have positive attitude towards negative disciplining measures applied by parents, teachers and other community members. Many caregivers/parents especially in Gambella also confirmed that they apply negative disciplining approach on their pre-school children. So, SCI and other partners need to design more proven SBCC strategy that will bring change these prevailing attitudes and practices.
- The resources from SCI are not enough compared to the existing need on the ground. Thus, more resources need to be mobilized by ARRA, UNHCR, and other partners specifically on gaps related to playing materials, number of classes, incentives for teachers and so on.
- The Regional Education Bureau together with other partners should work on provision of long-term training for ECCE teachers thereby to provide quality services and increase satisfaction.
- The ratio of teaching rooms to number of children was found 1:100 in most of the ECCE centers in Gambella refugee camps. Therefore, the government and other implementing organizations should streamline and construct additional rooms to provide standard preschool education services to refugee and host community children.
- According to ARRA's assessment still 50% of the refugee children are not going to school. Thus, the government and other partners should envision in constructing and equipping additional ECCE centers in and around the refugee camps of Gambella and Dollo Ado to create better access to preschool education.
- As per the partners' observation, the CFSs across all the refugee camps were not equally equipped with indoor and outdoor game materials. Therefore, SCI, ARRA and other partners should ensure the availability of adequate playing materials in all CFSs and ensure fairness in allocation of these materials for the girls and boys. The refugee community is continuous in both refugee camps. Hence, there should be resource mobilization designed for multiyear program as one year specific project activities are not enough. So, the regional government should look for continuous support on increasing access to pre-education and CP services to all children around refugee camps.

- The government of Ethiopia including ARRA, UNHCR and other partners need to provide additional teaching aids and equipment for ECCE centers to cater quality services to the children/students.
- There is a need to improve provision of appropriate appliances, especially learning aids for children with complicated cases of disability that impede their ability to function and access opportunities for survival and development.
- SCI should re-orient teachers' training in a bid to embark on a more appropriate approach to teacher training that addresses the intermediate and long-term training needs of teachers. For example, SCI could support in-service training of teachers who lack the requisite teaching qualifications. This will not only reduce the teacher-pupil ratio but also serve as a motivation strategy.
- Follow up and monitoring of reintegrated children is instrumental to protect them from abandonment, neglect and abuse. So, the project and other partners including SCI, ARRA, UNHCR and others need to strengthen the capacity of field office project staff and grassroots community based structures including CP committee, PTSA, RCC in monitoring, coaching and supportive supervision.
- The project needs to review its staff benefit packages as per the current markets to maintain their motivation and commitment in their work as well as reduce staff turnover.
- From various key informants' interviews, it was acknowledged that short term (less than two years) projects can hardly cause a major impact or influence the resilience and self-reliance of the refugees. In such a situation, it will be very difficult to measure the impacts caused by the project. Thus, donors should encourage the implementation of long-term projects so that its impact can easily be traced.
- The overall IDELA result shows that there is improvement in child development compared to the baseline. Regarding the IDELA tool, it is vast and requires much time (45 minutes) to finalize all the questions. Hence, the tool needs further refinement and contextualization. The IDELA assessment tool should be also be further redesigned specifically by age category.
- The overall IDELA Scores indicates improvement compared to the baseline value. However, it still needs further continued effort to improve the early education much better in all IDELA domains and sub domain activities.
- There is a need to increase the capacity of facilitators on how to coaching and support Socio Emotional Learning skills, Motor skills, Numeracy and Literacy skills of ECCE children and explore new adapting structured PSS intervention such as Healing through Education and Arts.
- There is a significant positive relationship between total IDELA and availability of toys and different games at home which needs concerted effort by the project in educating parents to avail different games and toys to their children at the home which is helpful for children early learning development.
- The evaluation found that only a few households in Dollo Ado possessed books that are relevant and age appropriate for children. Thus, the next phase of the programme should to consider the provision of or the lending of books to the children to read at home. Moreover, raising caregivers' awareness about the importance of having reading material at home for preschool children. The ECCE children in Dollo Ado had lower attendance rate compared to children in Gambella. Hence, additional effort should be exerted by NGOs, Woreda education offices and PTSAs to actively involve them in promoting the importance of regular attendance to community members and families/caregivers. Other incentive approaches should also be considered to encourage caregivers to regularly send children to the o ECCE centers.
- Fear of repercussion is found as the most common perceived problem of children and the community members to report CP issues. Normalizing child right violation is also another dangerous issue that jeopardizes CP activities. Hence, the project and its partners including government sectors offices should envision mechanisms to empower the community so as to report child protection cases.

5. REFERENCE

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6. ANNEX

6.1. ECCE Attendance Information



Children ECCE
Monthly Attendance

6.2. Project Log frame



Logical
Framework.docx

6.3. Evaluation TOR



TOR.docx

6.4. Evaluation Schedule



Evaluation
Schedule.docx

6.5. Evaluation tools



Evaluation
Tools.docx



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