

Canada



**FINAL EVALUATION OF WOMEN AND GIRLS  
EMPOWERMENT THROUGH EDUCATION AND SKILLS IN  
THE CHITTAGONG  
HILL TRACTS PROJECT (WGETES)**

**FINAL REPORT**



Submitted By  
**Participatory Management  
Initiative for Development (PMID)**

**JUNE 2023**

## Prepared For: United Nations Development Programme

### Primary Authors

Dr. Zia-Us-Sabur, Team Leader  
Dr. Reza Mahmud Al Huda, Deputy Team Leader cum Education Expert  
Dr. Mohaimen Mansur, Data Scientist  
S.M. Raju Jobed, Study Coordinator

### Other Contributors

Uchimong Chowdhury, PMID  
Md. Rahadujjaman, PMID  
Moriom Binte Alam, PMID  
M. Fahim Siddique, PMID

### Layout and Design Adopted By

Rakibuzzaman Shafi Siam, PMID

### Published By

#### Participatory Management Initiative for Development (PMID)

9/3, Flat#3A, 2nd Floor, Block-A, Iqbal Road, Mohammadpur,  
Dhaka-1207, Bangladesh.  
Tel: +880 1711 731216, +880 2 223310064-65,  
Email: info@pmidbd.com, pmidbd@yahoo.com  
Website: www.pmidbd.com

### Copyright

#### United Nations Development Programme

You may copy, distribute, display, download, and otherwise freely deal with any purpose provided you attribute the United Nations Development Programme as the owner.

### Disclaimer

The publication does not necessarily reflect the policy position of the United Nations Development Programme or any of the United Nations Development Programme Member organizations. The information in this publication was based on available information at the time of preparation. No responsibility is accepted by the United Nations Development Programme or any United Nations Development Programme Member organization for any errors or omissions contained within this publication.

## ACKNOWLEDGEMENT

Many people volunteered their time, knowledge, experiences, and views to support this assessment and provided valuable comments to the final evaluation team. Several contributors from different levels contributed in-depth inputs to the evaluation. Specifically, the team wishes to express their heartfelt gratitude to the concerned personnel of the Women and Girls Empowerment Through Education and Skills in the Chittagong Hill Tracts Project (WGETES), representatives of SID-CHT, and the United Nations Development Programme (UNDP).

The final evaluation process was very smooth and productive; thanks very much to all representatives of implementing partners of WGETES - Bandarban Hill District Council (BHDC), Khagrachari Hill District Council (KHDC), Rangamati Hill District Council (RHDC), Young Power in Social Action (YPSA), TAHZINGDONG and ASHIKA Development Associates for contributing to generating ideas and suggestions about local perspective.

The study team mainly thanks Ms. Nguyen Thi Ngoc Van, Deputy Resident Representative of UNDP Bangladesh, A. Z. M. Saleh, Monitoring and Evaluation Analyst of UNDP Bangladesh, Mr. Supradip Chakma, National Project Director of SID-CHT, UNDP, Mr. Shareful Hassan, Team Leader, PMR of SID-CHT Office, Ms. Jhuma Dewan, Chief, Gender and Community Cohesion of UNDP, and Mr. Supriya Tripura, Programme Officer-Livelihoods, Strengthening Inclusive Development in CHT, SID-CHT of UNDP for their valuable feedback and guidance.

Our field team was committed and trained enough to overcome all the odds in the field realities and complete their tasks successfully. We are grateful to them for the commendable work done with utmost sincerity ensuring the quality. Most importantly, the final evaluation consultants of PMID extend their heartfelt gratitude to all of the respondents who contributed their valuable time to ensure the evaluation's success.

The in-house staff members of PMID worked untiringly at all stages. We thank all for their untiring work and support in successfully completing this task.

On Behalf of the Final Evaluation Study Team

Dr. Zia-Us-Sabur  
*Team Leader*

Dhaka: June 2023

## PROJECT AND EVALUATION INFORMATION DETAILS

### A. Project Information

<b>Project Title</b>	Women and Girls Empowerment Through Education and Skills in the Chittagong Hill Tracts project	
<b>Atlas ID</b>	00117186	
<b>Corporate Outcome and Output</b>	<p>CPD Output 2.1: More people in Bangladesh, especially the most vulnerable and marginalized, have increased capacities, knowledge, and skills to adopt sustainable consumption behaviors and lead in climate action.</p> <p>SP: Output 6.2 Women’s leadership and participation advanced through implementing affirmative measures, strengthening institutions and civil society, and addressing structural barriers, in order to advance gender equality, including in crisis contexts</p> <p>UNSDCF: Output 2.2 – Women, men, gender, and ability-diverse people, in particular, the most vulnerable and marginalized, and especially children, adolescents, and youth, are empowered to utilize social and protection services so that they enjoy lives of respect and dignity.</p>	
<b>Country</b>	Bangladesh	
<b>Region</b>	Rangamati, Bandarban, and Khagrachari Hill Districts of Bangladesh	
<b>Date Project Document Signed</b>	August 8, 2019	
<b>Project Dates</b>	<b>Start</b>	<b>Planned End</b>
	August 8, 2019	30 March 2023
<b>Project Budget</b>	CDN \$ 9.9	
<b>Project Expenditure</b>	CDN \$ 6.3	
<b>Funding Source</b>	Global Affair Canada (GAC)	
<b>Implementing Party</b>	Bandarban Hill District Council (BHDC), Khagrachari Hill District Council (KHDC), Rangamati Hill District Council (RHDC), Young Power in Social Action (YPSA), TAHZINGDONG and ASHIKA Development Associates	

### B. Final Evaluation Information

<b>Evaluation Type (project/ outcome/thematic/country programme, etc.)</b>	<b>Project</b>	
<b>Final/midterm review/other</b>	Final Evaluation	
<b>Period under Evaluation</b>	60 days under 2 months period	
<b>Evaluators</b>	Participatory Management Initiatives for Development (PMID)	
<b>Evaluator's Email Address</b>	info@pmidbd.com	
<b>Evaluation Dates</b>	<b>Start</b>	<b>Completion</b>
	13 April 2023	25 June 2023

## TABLE OF CONTENTS

<b>ACKNOWLEDGEMENT .....</b>	<b>3</b>
<b>PROJECT AND EVALUATION INFORMATION DETAILS.....</b>	<b>4</b>
<b>A. Project Information.....</b>	<b>4</b>
<b>B. Final Evaluation Information .....</b>	<b>4</b>
<b>LIST OF TABLES .....</b>	<b>8</b>
<b>LIST OF FIGURES .....</b>	<b>8</b>
<b>LIST OF ACRONYMS AND ABBREVIATIONS .....</b>	<b>9</b>
<b>EXECUTIVE SUMMARY .....</b>	<b>10</b>
<b>CHAPTER 1 : INTRODUCTION.....</b>	<b>15</b>
<b>1.1 Understanding of the Project.....</b>	<b>15</b>
1.1.1 Background and Rationale .....	15
1.1.2 Brief on Project Profile .....	15
<b>1.2 Project Information.....</b>	<b>16</b>
<b>1.3. Project Location .....</b>	<b>16</b>
<b>1.4 The Structure of Report.....</b>	<b>16</b>
<b>CHAPTER 2 : DESCRIPTION OF THE INTERVENTION .....</b>	<b>17</b>
<b>2.1 Description of The Intervention.....</b>	<b>17</b>
<b>2.2 Theory of Change.....</b>	<b>17</b>
<b>CHAPTER 3 : EVALUATION SCOPE AND OBJECTIVES .....</b>	<b>18</b>
<b>3.1 Introduction.....</b>	<b>18</b>
<b>3.2 Evaluation Scope .....</b>	<b>18</b>
3.2.1 Scope of Work of the Assignment.....	18
<b>3.3 Evaluation Objectives .....</b>	<b>18</b>
<b>3.4 Evaluation Criteria.....</b>	<b>19</b>
<b>3.5 Evaluation Questions.....</b>	<b>19</b>
<b>CHAPTER 4 : EVALUATION APPROACH AND METHODOLOGY .....</b>	<b>20</b>
<b>4.1 Evaluation Approach .....</b>	<b>20</b>
<b>4.2 Data Source.....</b>	<b>20</b>
<b>4.3 Sample and Sampling Frame.....</b>	<b>20</b>
4.3.1 Quantitative Data Sources and Sampling Frame .....	20
4.3.2 Quantitative Data Sources and Sampling Frame .....	21
<b>4.4 Data Collection Procedures and Instruments .....</b>	<b>22</b>
4.4.1 Data Collection Procedures for Three (3) Surveys (Quantitative): .....	22
4.4.2 Data Collection Plan for Qualitative Methods: .....	22
<b>4.5 Performance Standards .....</b>	<b>22</b>
<b>4.6 Stakeholder Participation .....</b>	<b>22</b>
<b>4.7 Safety Measures Declaration on COVID-19.....</b>	<b>23</b>
<b>4.8 Ethical Considerations .....</b>	<b>23</b>

<b>4.9 Background Information on Evaluators .....</b>	<b>24</b>
<b>4.10 Major Limitations on Methodology.....</b>	<b>24</b>
<b>CHAPTER 5 :DATA ANALYSIS .....</b>	<b>25</b>
<b>5.1 Data processing and analysis plan .....</b>	<b>25</b>
<b>5.2 Quality Control.....</b>	<b>25</b>
<b>5.3 Triangulation.....</b>	<b>25</b>
<b>5.4 Data Storage and Management.....</b>	<b>26</b>
<b>CHAPTER 6 : FINDINGS.....</b>	<b>27</b>
<b>6.1 Relevance, Effectiveness, Efficiency, Coherence, Impact, Sustainability .....</b>	<b>27</b>
6.1.1 Relevance .....	27
6.1.2 Effectiveness.....	28
6.1.3 Efficiency .....	44
6.1.4 Coherence.....	47
6.1.5 Impact.....	48
6.1.6 Sustainability .....	48
<b>6.2 Gender, Human Rights and Leave No One Behind (LNOB).....</b>	<b>48</b>
6.2.1 Gender Equality and Human Rights .....	48
6.2.2 Leave No One Behind.....	50
<b>6.3 Findings from Multi Stakeholders Responses with Implications to Girls and Women Empowerment .....</b>	<b>50</b>
<b>6.4 Risk Analysis .....</b>	<b>54</b>
<b>CHAPTER 7 : LESSON LEARNED.....</b>	<b>55</b>
<b>7.1 Introduction.....</b>	<b>55</b>
<b>7.2 Lesson Learned.....</b>	<b>55</b>
<b>CHAPTER 8 : CONCLUSION &amp; RECOMMENDATIONS .....</b>	<b>56</b>
<b>8.1 Conclusion .....</b>	<b>56</b>
<b>8.2 Recommendations .....</b>	<b>56</b>
<b>ANNEXES .....</b>	<b>58</b>
<b>Annex 1: Terms of References (ToR) .....</b>	<b>58</b>
<b>Annex 2: Evaluation Matrix .....</b>	<b>83</b>
<b>Annex 3: Performance Management Framework (PMF).....</b>	<b>103</b>
<b>Annex 4: List of Documents Reviewed .....</b>	<b>107</b>
<b>Annex 5: List of Respondents .....</b>	<b>108</b>
5A. IDIs Respondents List: .....	108
5B. List of KII Respondents .....	109
5C. FGD at the Field Level.....	110
<b>Annex 6: Data Collection Tools, Interview Guides .....</b>	<b>111</b>
Tool 1: Household Evaluation Survey Questionnaire for Girls .....	111
Tool 2: Household Evaluation Survey Questionnaire for Parents .....	114
Tool 3: Institutional Evaluation Survey Questionnaire for Schools.....	121

Tool 4: Institutional Evaluation Survey Questionnaire for TVET Institutes .....	129
Tool 5: Evaluation Survey Questionnaire for TVET Graduates .....	136
Tool 6: In Depth Interviews Guidelines and Questions.....	139
Tool 7: Key Informant Interviews (KIIs) Guidelines and Questions .....	155
Tool 8: Focus Group Discussions (FGDs) Guidelines and Questions .....	175
Tool 9: Case Studies/Success Stories Guidelines .....	177
<b>Annex 7: Case Studies.....</b>	<b>178</b>
Case Study 1: Mamase Marma: A Role Model and Self- dependent Ethnic Women in Thanchi Upazila, Bandarban District .....	178
Case Study 2:Tamanna Akhter Bithi: A Portrait of Successful Women Entrepreneur in Khagrachari Town .....	180
Case Study 3: Ms. Sonia, a Symbol of Successful Struggle of a Single Mother .....	183
<b>Annex 8: Pledge of Ethical Conduct in Evaluation.....</b>	<b>184</b>

## LIST OF TABLES

TABLE 4.1: QUALITATIVE DATA SAMPLING .....	20
TABLE 4.2: IN-DEPTH INTERVIEWS AT FIELD LEVEL .....	21
TABLE 4.3: KEY INFORMANT INTERVIEWS AT FIELD LEVEL .....	21
TABLE 4.4: FGDs AT FIELD LEVEL .....	22
TABLE 6.1: PRIMARY SCHOOLS' ATTENDANCE RATE .....	29
TABLE 6.2: PRIMARY SCHOOLS' COMPLETION RATE .....	29
TABLE 6.3: REASON OF GIRLS DROP OUT (%) .....	30
TABLE 6.4: AVAILABILITY OF STIPEND FOR THE POOR GIRLS .....	33
TABLE 6.5: GENDER SENSITIVE TEACHING MATERIALS (%) .....	34
TABLE 6.6: HH FEMALE ENGAGEMENT IN IGA .....	35
TABLE 6.7: NUMBER OF EXISTING SAFE SPACES .....	38
TABLE 6.8: SCHOOL'S TOILET AND WATER FACILITIES (%) (TREATMENT) .....	40
TABLE 6.9: SCHOOL PROVIDED SANITARY MATERIALS FOR GIRLS (TREATMENT) .....	40
TABLE 6.10: HOW MANY GIRLS CAN LIVE AT SCHOOL ACCOMMODATION .....	41
TABLE 6.11: AVAILABILITY OF TRAINED TEACHERS IN A SCHOOL FOR THE USE OF FIRST AID .....	41
TABLE 6.12: AVERAGE TVET COMPLETION RATE OF BOYS AND GIRLS .....	42
TABLE 6.13: REASON OF UNEMPLOYMENT OF GIRLS WHO COMPLETED TVET .....	43
TABLE 5.14: SYSTEM FOR CASE IDENTIFYING, MONITORING AND REPORTING .....	44
TABLE 6.15: SUMMARY OF BUDGET ALLOCATION AND EXPENDITURE WITH BALANCE .....	46
TABLE 6.16: EXPERIENCE OF SEXUAL VIOLENCE IN THE LAST TWO YEARS .....	49
TABLE 6.17: CASE OF ABUSE .....	49

## LIST OF FIGURES

FIGURE 3.1: APPROACH OF THE ASSIGNMENT .....	20
FIGURE 5.1: TRIANGULATION .....	26
FIGURE 6.1: SCHOOL SAFETY .....	32
FIGURE 6.2: GENDER BIAS-FREE CURRICULUM AND MATERIALS .....	35
FIGURE 6.3: SUPPORT TO REDUCE EDUCATION BARRIER .....	37
FIGURE 6.4: AVAILABILITY OF FIRST AID FACILITIES IN THE SCHOOLS .....	39



## LIST OF ACRONYMS AND ABBREVIATIONS

BCCP	Bangladesh Center for Communication Programs
BHDC	Bandarban Hill District Council
CHT	Chittagong Hill Tracts
CHTDF	Chittagong Hill Tract Development Facility
CHTRC	Chittagong Hill Tracts Regional Council
CSO	Civil Society Organization
DC	Deputy Commissioner
FGD	Focus Group Discussion
GAC	Global Affair Canada
GoB	Government of Bangladesh
GBV	Gender-Based Violence
HDCs	Hill District Councils
HDRC	Human Development Research Centre
HH	Household
ICS	Improve Cook Stove
IDI	In-Depth Interview
KHDC	Khagrachari Hill District Council
KII	Key Informants Interview
LFA	Logical Framework Analysis
MMC	Multimedia Communications
MoCHTA	Ministry of Chittagong Hill Tracts Affairs
MoWCA	Ministry of Women and Child Affairs
MTs	Master Trainers
MIT	Moanoghar Institute of Technology
NGOs	Non-Government Organizations SCP Social Cohesion Project
OECD	Organization for Economic Cooperation and Development
PMF	Performance Management Framework
PMID	Participatory Management Initiative for Development
RHDC	Rangamati Hill District Council
RHCW	Reproductive Health Care Worker
SMC	School Management Committee
SID-CHT	Strengthening Inclusive Development in Chittagong Hill Tracts
SRH	Sexual and Reproductive Health
SRHR	Sexual and Reproductive Health and Rights
TEVET	Technical and Vocational Education and Training
UNO	Upazila Nirbahi Officer
UNDP	United Nations Development Programme
UP	Union Parishad
VSC	Victim Support Center
WGETES	Women and Girls Empowerment through Education and Skills
YAPSA	Young Power in Social Action
WWD	Women with Disability

## EXECUTIVE SUMMARY

The project titled ‘The Women and Girls Empowerment through Education and Skills in the Chittagong Hill Tracts (WGETES)’ project, funded by Global Affairs Canada is a sub-component of Strengthening Inclusive Development in Chittagong Hill Tracts (SID-CHT) project of the Ministry of Chittagong Hill Tracts Affairs (MoCHTA) and United Nations Development Programme (UNDP). It was a four years duration project that was implemented between 2019 and 2023. The project covered the three hill districts (Rangamati, Khagrachari, and Bandarban) within 26 upazilas. The purpose of the project was to improve the quality of education and enhance girls' and women's social advancement and economic opportunities in the CHT region. The project has also formed partnerships with Technical and Vocational Education and Training (TVET) institutes namely Technical Training Center-Khagrachari and Bandarban, ANANDA, CARITAS and Moanoghar Institute of Technology (MIT) to provide skills training to girls in Bandarban and Rangamati districts respectively.

The purpose of the final evaluation was to assess the process and progress of the WGETES project under the SID-CHT project so far compared to its baseline and targets defined in the PMF. The final evaluation also evaluated the project activities' relevance, efficiencies, effectiveness, impact, coherence, and sustainability to understand and undertake necessary adjustments to the project for the remaining period so that the project can achieve its planned goal and objectives as committed. This was based an OECD model of evaluation. The other three UNDP's criteria which was used for the evaluation include human rights, leave no one behind and gender equality.

The evaluation was carried out in a mixed method in which both quantitative and qualitative methods were employed. Information was collected through the survey method as well as KII, FGDs, and in-depth interviews. The evaluation was carried out on the basis of a combined OECD and UNDP framework, a brief account of which has been provided as follows.

### Key Findings from the Evaluation

#### Relevance

UNDP follows strategies based on human rights, with the principle of inclusivity that dictates no one should be left behind. It acknowledges the multidimensionality of inequalities and exclusion, which largely victimizes girls and women. The UNDP approach to development is in keeping with the Country Programme Document (CPD), United Nations Sustainable Development Cooperation Framework (UNSDCF/ “Cooperation Framework”), Bangladesh National Education Policy 2010, National Skills Development Policy 2011, 8th Five Year Plan and National Women Development Policy 2011 are all aligned with the notion of empowering girls and women by linking education with TVET.

#### Effectiveness

Regarding ultimate Outcome 1 which is improved gender-empowering learning outcomes among CHT women and girls; in terms of Indicator 1 (% of enrolment rate increased for girls in primary and secondary education against the baseline), the progress of Girls enrolment in primary 85.52% and secondary 86.75%, where the target of both primary and secondary was 80%.

Similarly, Indicator 2 (% of retention rate increased for girls in primary and secondary education against the baseline), the progress of Girls retention in primary 99.5% and secondary 93.9%, where target was 80%.

Likewise, Indicator 3(% of girls and women in skilled-based education against the baseline), the progress of Girls and women in skilled-based education is 87%, where at baseline it was 19% and target was 90%.

Moreover, the intermediate Outcome 1 which is increased access and retention of girls, particularly those from ethnic minorities and including those with disabilities, in primary and secondary education

in case of Indicator 1 (% of girls have access to safe learning environment), the progress of girls accessed to safe learning environment is 100%, where the target was 90%.

Similarly, Indicator 2 (% of retention rate of girls in education), the progress of Girls retention in primary 99.68% and secondary 97.13%, where the target was 90%.

For Intermediate Outcome 2 which is improved quality of education in primary and secondary schools for girls, adolescent girls, and women, in terms of Indicator 1 (# of schools with gender-responsive teaching materials), the progress of gender-responsive teaching materials school is 99.17% of targeted 300 schools.

Correspondingly, Intermediate Outcome 3 which is increased employability and business opportunities for adolescent girls and women, particularly those from ethnic minorities and with disabilities, in terms of Indicator 1 # of employment/ business opportunities created for adolescent girls and women and WWD, the progress of employability and business opportunities for adolescent girls and women numbers is 467.

Since the project targeted girls and women beginning from the primary and secondary to TVET, the project covered the entire range of education and skills development cycles which could potentially prepare girls and women for gainful employment and self-employment in the job market. The underlying premise is that economic self-reliance will empower girls and women to make life choices that they have reasons to pursue. In the absence of education and market-oriented skills, they would not have been able to make life choices on their own.

### **Efficiency**

Project management was somewhat challenging due to the multiethnic complex environment. This was further made difficult due to the covid pandemic that put the entire project into crises management mode. Having stated that it appears UNDP's institutional capacity to manage projects as well as its ability to design M&E system enabled the project to compensate for some of the shortfalls created by the complex processes of governance in a multi-ethnic setting.

The rules and regulations that govern the budget disbursement and spending were not smooth at the initial stage. As a result, the implementation of the project suffered somewhat. Due to delays in fund disbursement, the partner NGOs had to spend money from their own budget, which was a difficult proposition since the NGOs have stated that virtually all forms of budget allocation they have from different sources are for specific purposes. Therefore, transferring the budget for different purposes creates administrative and audit issues. The covid pandemic also was responsible for the slow pace of implementation and, therefore, spending.

### **Coherence**

The Hill Tract Region is the most marginalized area among the marginalized places in Bangladesh. CHT has gone through two decades of armed conflict before signing the CHT accord in 1997. Being a post conflict zone there are number of emerging challenges around the issues of politics, natural resources management, peace and security that affect men and women in different ways. However, the Chittagong Hill Tracts Accord popularly known as Peace Accord in 1997 has created the momentum for development in the region. The government as a matter of policy and strategy committed its resources to address poverty and through other measures for enhancing the dignity and recognition of the indigenous people of the the region. As a result, the region enjoys autonomy in planning and implementing all forms of development initiatives. The major education and development related policies and strategies which has been mentioned within the relevance section are supportive to the idea of development. The contextualization of the socio-economic status of the Hill Tracts population led to the conclusion that women and girls are way behind in terms education and skills than the female population living in the mainland. The project followed the strategy based on integrated approach that

strives to make education a mean towards social and economic emancipation. How to do government policies and priorities in relation to enhancing the education of girls support or undermine the WGETES project, and vice versa.

In addition, there were no similar project undertaken in the project under WGETES project. Therefore, there was no reason for duplication. However, since this project is part of a larger SID-CHT integrated intervention, it could be fairly assumed that other development inputs have facilitated towards the strengthen the project.

### **Impact**

The impact of the WGETES intervention will become apparent as and when the trained women are able to apply their acquired skills to sustainable income. The entire process will take time. However, the way education and its link with TVET are being progressively designed and implemented, it could be predicted that it could contribute towards the empowerment of women and girls in a significant manner.

### **Sustainability**

The project has withstood the challenge of covid, and the services of the project personnel have been discontinued in line with the project requirement. Given the overall objectives of WGETES, a reasonable time of four/five years is needed for the project to be able to complete the education and skills delivery cycle and for the skills recipients to apply their skills resulting in sustainable income. Despite the fact the project was originally intended to be of five years duration, two years were lost to covid. It should also be noted in order to ensure that the gainful income of the TVET graduates is sustained, there should also be a provision for post-training support. Therefore, in order to rationalize the support provided and to make the provision of skills sustainable, it is imperative that the project should be extended, considering nearly two years of covid related disruption and a break in the normal pace and momentum of the project.

### **Gender, Human Rights and Leave No One Behind (LNOB)**

The project has correctly diagnosed that the backwardness of women in terms of education achievement and economic empowerment cannot be mitigated through providing more resources only; rather, support towards gender equality needs to be transformational in that it should be able to bring sustainable structural changes in terms of gender relations within the society and its institutions. Women's rights can hardly be separated from human rights. The project tends to support poor indigenous girls and women. Bangladesh's constitution makes it mandatory for the state to provide basic education for all its citizens. This human rights-based focus has led the project to consider all the factors and take necessary measures to take preventive and supportive measures against all forms of violence against women inside and outside the educational institutions as well as within their respective communities.

The project, in principle, seeks to ensure no one is left behind. Having stated that the project has limited resources, therefore the project cannot reach everyone for practical reasons. However, the project has attempted to ensure that no girls and women from the marginalized population be excluded from the treatment schools and institutions.

### **Lessons Learned**

- While the decision makers at the policy and strategic level acknowledge the significance of linking education with skills development there are very rare instances where primary education, secondary education and TVET have been implemented in an integrated approach under one project in order to provide TVET related skills to women as a means of empowerment.
- The project has decided to intervene through a combination of existing state and non-state providers which represent the education system of the country. Therefore, if

successfully implemented the project could be replicated with necessary modifications in order to adjust with the local needs nationwide.

- Making reproductive health awareness related interventions combined with provision of necessary facilities in the school is supportive to the cause of the newly introduced curriculum at the primary and secondary levels which is currently in operations.
- Organizing community-based organizations like the mothers' club and women volunteers have created a community-based mobilization to create reproductive health related awareness and mobilize collective action against violence against girls and women.
- Integration of primary and secondary education with TVET have created the potential for replicability to empower women by linking education with skills at a national scale.
- The project has created potentials for effective public-private community partnership.
- Taking the support of the law enforcing agency to take legal action against the perpetrators is yet another dimension which could be considered as relatively unique within Bangladesh education sector experience.
- Social transformation needs female role models, and their presence should be felt and promoted by the relevant institutions.
- The introduction of multimedia has generated interest among students and has improved their attendance.
- Education needs to be linked with TVET in order to achieve social and economic empowerment.
- The trade ought to be selected based on market demand.
- Non-traditional trades are facilitative to the cause of empowerment of girls and women since they make women visible, challenge existing structures and help them to gain higher income.
- The construction of toilets and washing facilities has improved attendance among girls.
- Interventions for the empowerment of women through education and skills development cannot be a one-off intervention. It requires multi-stakeholder collaboration and multi-dimensional intervention to create the necessary environment for girls and women towards empowerment through education and skills.

### **Recommendations**

- 1) In order to increase the efficacy of the project it is recommended that completion rate, employment rate and income increase to be included as ultimate outcomes in the PMF;
- 2) Further strengthen community-based extension networks like mother's club and women volunteer;
- 3) Further strengthen the women-led collective community initiative to prevent gender-based violence;
- 4) Increase and sustain availability of female hygiene kit's particularity for the poor students;
- 5) Recruit significant numbers of competent female TVET instructors to teach in male-dominated disciplines;
- 6) Increase ICT based teaching learning processes in primary and secondary schools;
- 7) Create and promote role models for encouraging young women to take up challenging high return male dominated professions particularly in the field of entrepreneurship;

- 8) Use mobile training mechanism for increasing outreach deeper into inaccessible rural areas;
- 9) TVET institutions to be encouraged to carryout market assessment and provide job placement;
- 10) Provision for safe environment transportation, accommodation for skill delivery;
- 11) Apprenticeship model of TVET delivery is yet to emerge in the WGETES project discourse, therefore this aspect should be seriously explored.

## CHAPTER 1 : INTRODUCTION

### 1.1 Understanding of the Project

#### 1.1.1 Background and Rationale

CHTs is located in the south-eastern part of Bangladesh and a home to about 1 million ethnic people with 11 major ethnic groups. They are distinct from the majority Bengali people in terms of ethnicity, language, culture, heritage, religion, political history, and economy. Until 1997, decades of political unrest had left the region isolated from the rest of the country and from development initiatives. Around half of the region's population belong to various ethnic communities, while the rest are Bengali. Access to education of ethnic children of this area is much harder than the people of the plainland. The lack of educational facilities and insufficient opportunities for learning in mother language as well as marketable skills have been resulting a significant backwardness of these ethnic communities, which in other way posing a challenge for achieving some of the targets of SDG-4 of the country. It is consisted of three districts named Rangamati, Khagrachhari and Bandarban covering 13,189 square km (5093 Sq. Miles) of the southeast part of Bangladesh (Chowdhury, 2008). This hill region covers approximately one-tenth of the country's total area and borders with India and Myanmar. Education is the key to improving the situation of indigenous peoples in Bangladesh, both in terms of securing greater equality of access to the existing educational system and facilities, and in terms of adapting these as necessary to their cultural, social and economic needs and aspirations (ADB, 2011). Keeping these realities in view the WGETES was conceived, planned and implemented.

#### 1.1.2 Brief on Project Profile

A gender-responsive educational project called Women and Girls Empowerment Through Education and Skills (**WGETES**) in the Chittagong Hill Tracts (CHT) promotes eliminating the major challenges to education for women and girls in the CHT. The purpose of the final evaluation is to assess the process and progress of the WGETES project under the SID-CHT project so far compared to its baseline and targets defined in the PMF. The final evaluation also evaluated and documented the project activities' relevance, efficiencies, effectiveness, impact, coherence, and sustainability to understand and undertake necessary adjustments.

The project provided assistance to 2,100 teenage girls in the CHT zone, 1,200 of whom have improved access to a safe, high-quality, and inclusive education, especially those from ethnic minorities and those with impairments. Another 900 females received training in a variety of occupational fields. The initiative also improved the capability of 900 instructors from those 300 schools and provided assistance to improve the infrastructure. This project was one of the components of SID (Strengthening Inclusive Development) in the CHT (Chittagong Hill Tracts) which takes an integrated approach to development. The strategies adopted are in line with UNDP as well as relevant national education and development related policies.

The Chittagong Hill Tracts (CHT) area of Bangladesh's Rangamati, Bandarban, and Khagrachari hill districts encompass all 121 Unions of 26 Upazilas where the project was carried out. The District, Upazila, Union Development Coordination Committees, and traditional authorities were involved in choosing the working areas, villages, and schools. The following intermediate outcomes are what the project hopes to accomplish by carrying out these key activities:

**Intermediate Outcome 1:** Improved provision of accessible, safe, and inclusive education and learning for girls and adolescent girls, particularly those from ethnic minorities and including those with disabilities, in primary and secondary levels

**Intermediate Outcome 2:** Improved provision of quality gender- and environmentally sensitive education and teaching by education actors in the CHT

**Intermediate Outcome 3:** Increased provision of gender-sensitive, demand-driven technical and vocational education and training (TVET) and recognized labor skills certification for adolescent girls and women, particularly those from ethnic minorities and those with disabilities.

### 1.2 Project Information

<b>Project Title</b>	<i>Women and Girls Empowerment Through Education and Skills in the Chittagong Hill Tracts project</i>		
<b>Region</b>	<i>Rangamati, Bandarban, and Khagrachari hill Districts of Bangladesh</i>		
<b>Date of Project Document Signed</b>	<i>August 8, 2019</i>		
<b>Project Dates</b>	<i>Start</i>	<i>Planned End</i>	
	<i>August 8, 2019</i>	<i>March 30, 2023</i>	
<b>Funding Source</b>	<i>Global Affair Canada (GAC)</i>		
<b>Implementing Party</b>	<i>Bandarban Hill District Council (BHDC), Khagrachari Hill District Council (KHDC), Rangamati Hill District Council (RHDC), Young Power in Social Action (YPSA), TAHZINGDONG and ASHIKA Development Associates</i>		

### 1.3. Project Location

The geographical coverage of the evaluation is 121 UPs of 26 Upazilas under 03 CHT districts.

<b>Requirement</b>	<b>District</b>	<b>Upazila</b>	<b>Union</b>	<b>Mauja</b>	<b>Village</b>
Final Evaluation of the WGETES Project	Rangamati	26	121	377	4098
	Bandarban				
	Khagrachari				

### 1.4 The Structure of Report

The report consists of introductory chapter, description of the intervention, evaluation scope and objectives, evaluation approach and methodology, findings, theory of change and lessons learned, conclusions and recommendations.



## CHAPTER 2 : DESCRIPTION OF THE INTERVENTION

### 2.1 Description of The Intervention

Project Dimensions	Explanation
<b>What was evaluated</b>	Degree to which the WGETES has been able to address the extreme marginalization of ethnic girls and women who remain isolated from mainstream socio-economic activities. The project was designed to empower girls and women by linking education with marketable skills.
<b>Expected Result</b>	To verify to what extent the project has been able to achieve the expected outcome by fulfilling the outputs and outcomes with specific indicators specified in the PMF Performance (Management Framework).
<b>National Priorities</b>	The WGETES is linked to Strategies 2 and 5 of the UNSDCF which deals with gender equality, gender-based violence and human development. Furthermore, it is aligned with the national education policy and national skills development policy among other relevant national and international policy document.
<b>Change</b>	The project through its multisectoral intervention in the primary, secondary and TVET and through multi stakeholder engagement has taken an integrated approach. As a result, has managed to create favorable conditions for empowering girls and women through appropriate provisioning of education and skills.
<b>Key Partners</b>	The project was implemented through multistakeholder engagement. They have provided with supporting and facilitating role both at the district level planning and implementation and at community level as well. Key partners included Hill District Council, PNGOs and stakeholders at the community like mothers, women volunteers, teachers, instructors etc.
<b>Specific Social Group</b>	Girls and women belonging to ethnic marginalized group.
<b>Scale of the intervention</b>	300 schools spread over three hill districts within 26 districts (Upazilas). Total 2100 adolescent girls and 900 women,
<b>The total resources</b>	7704846 USD
<b>The context</b>	Chittagong Hill Tracts has been historically mired with sociopolitical unrest and identity politics based on ethnicity. The hilly nature of the terrain makes the area rather inhospitable and difficult for any development intervention.
<b>Design weakness</b>	While the project takes an integrated approach it lacks provision for post training support and job placement.

### 2.2 Theory of Change

Theory of changed have been designed on some assumptions. Which are follows:

**If** educational stakeholders ensure girls’ access to inclusive education, girls and women are able to claim their rights of education, school facilities are gender responsive and safe, teachers are able to provide gender-sensitive education, women have vocational skills and employment opportunities are available for women;

**Then girls and women** will have increased access to and retention of quality education as well as better employment opportunities.

This will in turn contribute to improvement of gender-empowering learning outcomes among CHT women and girls for social advancement and economic empowerment.

## CHAPTER 3 : EVALUATION SCOPE AND OBJECTIVES

### 3.1 Introduction

The Participatory Management Initiatives for Development (PMID) conducted the final evaluation of Women and Girls Empowerment Through Education and Skills (WGETES) in the Chittagong Hill Tracts (CHT) project. The evaluation period spanned 60 days, under two (2) months period. The evaluation commenced on April 13, 2023, and reached its completion on June 25, 2023. Over this period, the evaluators dedicated their time and effort to thoroughly assess the project's progress and achievements.

### 3.2 Evaluation Scope

This final evaluation covered the project implementation of the project from August 2019 to March 2023. The final project evaluation was conducted from 13<sup>th</sup> April 2023 to 12<sup>th</sup> June 2023. The primary audience for this evaluation is Government officials from MoCHTA, National Programme Director, Project Manager, Technical specialists, Donors, other relevant government agencies, civil society representatives, and development partners, as well as UNDP Country Office, Resilience & Inclusive Growth (RIG) cluster, and SID-CHT project.

#### 3.2.1 Scope of Work of the Assignment

The assignment was completed in 4 stages. The details scope of work for this assignment is given below.

##### Planning Stage

- Planning meeting with UNDP;
- Collect and review relevant project documents, policies, circulars, ordinances, rules, etc.;
- Preparation of study design and Questionnaire;
- Design and develop a work plan for evaluation study;
- Submission and presentation of Inception report;
- Presentation of the inception report
- Finalization of the inception report
- Orientation of field-level data collection team;
- Finalization of different Questionnaire and checklists through the pre-test

##### Data Collection Stage

- Collection of data for evaluation study through Questionnaires and checklists
- Supervision of data collection activities

##### Analysis Stage

- Database development
- Qualitative & Quantitative Data entry
- Undertake data management for processing and analysis of data;
- Data analysis through generating output tables and graphs;
- Problem identification and recommendations formulation

##### Reporting Stage

- Draft Report preparation and submission;
- Draft Final report preparation, submission, and presentation;
- Submission of the final report.

### 3.3 Evaluation Objectives

The specific objectives of the evaluation are:

- To assess the performance of WGETES since its inception in 2019 to date against the outcome and output indicators as set out in the Performance Management Framework (PMF);
- To assess how far the WGETES has come in achieving the development engagement

objective measured through the impact indicators identified in the PMF;

- To draw the positive and negative, and foreseen and unforeseen, changes and effects driven by project-supported interventions;
- To examine the assumptions embedded in the Theory of Change of WGETES and assess the relevance, effectiveness, efficiency, coherence, and sustainability of the project drawn from its design and implementation;
- To draw lessons learned and good practices for the GoB and UNDP replication and/or up-scaling and provide forward-looking recommendations for the next programming phase.

### **3.4 Evaluation Criteria**

The evaluation uses OECD evaluation criteria (Relevance, Efficiency, Effectiveness, Impact, Sustainability, and Coherence) and UNDP's evaluation criteria which include Human rights, gender equality and leave no one behind. The project's final assessment aims to analyze and determine what aspects have been performed successfully objectively, what difficulties have been encountered, and what lessons may be drawn to enhance execution in the coming months. The review will also produce information with broader applications, evaluate the potential for expanding the existing project, and act as a tool for quality control for both upward and downward responsibility.

### **3.5 Evaluation Questions**

Evaluation matrix is given in *Annex-2* and questionnaires are in given in *Annex-6 (Tools 1-9)*

## CHAPTER 4 : EVALUATION APPROACH AND METHODOLOGY

### 4.1 Evaluation Approach

The following OCED DAC criteria and evaluation framework were adopted for the evaluation process.



*Figure 4.1: Approach of the Assignment*

### 4.2 Data Source

Both qualitative and quantitative assessments were conducted, depending on the nature of the project activities and corresponding performance indicators. The quantitative survey included a Household Evaluation Survey using Questionnaires, a Survey of TVET graduates using questionnaires, School Evaluation Survey using Questionnaires, while the qualitative survey included In-depth Interviews (IDIs), Key Informant Interviews (KIIs), Focus Group Discussions (FGDs).

### 4.3 Sample and Sampling Frame

#### 4.3.1 Quantitative Data Sources and Sampling Frame

*Table 4.1: Qualitative Data Sampling*

SL	Name of District	Survey with	Survey Area		Total
			Treatment	Control	
01	Bandarban	Girls	89	40	129
02	Khagrachari		90	15	105
03	Rangamati		74	43	117
<b>Total Girls Survey</b>			<b>253</b>	<b>98</b>	<b>351</b>
01	Bandarban	Parents	70	37	107
02	Khagrachari		91	15	106
03	Rangamati		75	40	115
<b>Total Parents Survey</b>			<b>236</b>	<b>92</b>	<b>328</b>
01	Bandarban	School Institutions	57	39	96
02	Khagrachari		105	40	145

SL	Name of District	Survey with	Survey Area		Total
			Treatment	Control	
03	Rangamati		79	56	135
<b>Total School Survey</b>			<b>241</b>	<b>135</b>	<b>376</b>
01	Bandarban	TVET Institutions	3	3	6
02	Khagrachari		3	1	4
03	Rangamati		1	1	2
<b>Total TVET Institutions Survey</b>			<b>7</b>	<b>5</b>	<b>12</b>
01	Bandarban	TVET Graduates	25	5	30
02	Khagrachari		37	5	42
03	Rangamati		41	8	49
<b>Total TVET Graduates Survey</b>			<b>103</b>	<b>18</b>	<b>121</b>
<b>Grand Total of Survey data collected</b>			<b>840</b>	<b>348</b>	<b>1188</b>

**N.B:** At Rangamati Upazila, 7 out of 10 completed, Khagrachari 9 Upazila out of 9 for, and Bandarban 7 out of 7 Upazila, a total of 23 Upazilas completed. Barocal, Jurachari & Belaichari Upazila did not work due to bad communication and internal conflict. Those 3 Upazilas data have been covered other 7 Upazilas of Rangamati.

#### 4.3.2 Quantitative Data Sources and Sampling Frame

*Table 4.2: In-Depth Interviews at Field Level*

SL	IDI Respondents	Total
01	GBV victim support receivers from NGOs	18
02	Dropout children support receivers from NGOs	13
03	Victim Support Centers (VSC) service recipients	03
05	CHT Women Volunteers	20
06	Girls	13
<b>Total</b>		<b>76</b>

*Table 4.3: Key Informant Interviews at Field Level*

SL	KII Respondents	Total
01	SID-CHT-Director	01
02	SID-CHT/WGETES-Program staff	03
03	Police	03
05	Zila Parishad Chairmen/CEO	03
06	Edu. Officer	04
07	Upazila Parishad Chairmen	02
08	Upazila Female Vice-Chairmen	02
09	UP Chairmen	03
10	UP Members	03
11	Journalist	03
12	Reproductive health care worker	03
13	Service recipients of RH care worker	03
14	Youth & adult learning center in charge	03
15	Journalist	03
16	PNGOs	03
17	Reproductive health care worker	03
18	Service recipients of RH care worker	03
19	Youth & adult learning center in charge	03
<b>Grand Total</b>		<b>51</b>

**Table 4.4: FGDs at Field Level**

SL	FGD Respondents	Total	Remarks
01	School Teachers	03	
02	School Management Committee Members	03	
03	UP Education Committees Members	03	
04	Mothers Club Members	03	
<b>Grand Total</b>		<b>12</b>	

#### 4.4 Data Collection Procedures and Instruments

The data collection tools were in Bengali for field level and English language for the client and reporting. The tools that were used for data and information collection consisted of –

Document review checklist, Structured Questionnaire for Household (Girls & parents) Survey, Structured Questionnaire for TVET graduates Survey, Structured Questionnaire for School headteachers and teachers (School Evaluation) Survey, Semi -Structure Questionnaire for IDIs, Semi -Structure Questionnaire KIIs, Guideline for FGD ,Case study checklist

##### 4.4.1 Data Collection Procedures for Three (3) Surveys (Quantitative):

A total of three (3) field teams were formed for three (3) CHT districts. Three (3) teams, namely Team 1, Team 2, and Team 3, consisted of three Field Supervisors/Field coordinators and sixteen (16) Enumerators who stayed in the field for 12 days. They conducted household surveys, observed project components, and prepared village-level case studies/success stories. The enumerator team consisted of eight (8) female and eight (8) male members. The key consultants properly oriented these teams on qualitative data collection procedures, questionnaires, and guidelines. 12 days were required for data collection from the fields. Each enumerator conducted six (6) household interviews per day.

##### 4.4.2 Data Collection Plan for Qualitative Methods:

Another Team, i.e., Team 4, was formed consisting of six (6) Enumerators (two (2) in each district). They conducted KIIs, IDIs, and FGDs at the Field Level. They conducted five (5) KIIs, FGDs, or IDIs per day for 12 days. The key consultants conducted KIIs at the District level and National levels, and they also conducted some FGDs and IDIs on a sample basis for their in-depth understanding and ensuring quality.

#### 4.5 Performance Standards

Evaluation matrix is given in **Annex-2** and questionnaires are in given in Annex-6 (Tools 1-9)

#### 4.6 Stakeholder Participation

The following stakeholder participated during the evaluation-

National Project Director (SID-CHT), Deputy National Project Director (SID-CHT), Project staff, Donors, and other relevant government, Hill District Council, District and Upazila Administration including Deputy Commissioner (DC), UNO, Education officer, Upazila Parishads (UZP) Representatives of Upazila Parishads and Union Parishads (UPs), local Government Line 10 Department officials, Ward Committee Members, implementing partners, schoolteachers, TVET partners, community members,

**Project Beneficiaries:** A total of 2,100 adolescent girls in the CHT region of which 1,200 girls and adolescent girls, particularly from the ethnic minorities and persons with disabilities. Another 900 girls were trained in different market-demanded vocational skills. In addition, the project also provided infrastructural support to 300 Schools and enhanced the capacity of 900 teachers from those 300 schools.

#### 4.7 Safety Measures Declaration on COVID-19

The field staff assigned for data collection at the field level, both quantitative and qualitative, were oriented on personal safety measures and safety measures of beneficiaries (How to wear and dispose of Mask and Gloves, Wash or sanitize hands, maintain physical distance during data collection and conduct session). They filled up a declaration form before engaging in the field-level data collection works.

#### 4.8 Ethical Considerations

PMID followed several ethical guidelines throughout the study-

**Participatory Approach:** Participatory approach was followed to involve allowing the respondents to express their views without any fear of consequences or interference.

**Inclusiveness:** Given the nature of women and girl centeredness of the project, it was selectively inclusive for all categories of marginalized girls and women deprived from the benefits of education and skills.

**Other considerations:** The evaluation was guided by the principals outlined in the UNEG “Ethical Guidelines for Evaluation” (UNEG, 2020). They include, but are not limited to:

- Sensitive— Women and girls’ empowerment, human rights, security against violence, and inclusion
- Integrity— honest and truthful in communication and actions. Emphasis on objective reporting of facts without the use of any coercive measures, or attempting to extract desired responses through influencing.
- Accountability— The entire process of the evaluation was carried through close collaboration and interaction with the concerned UNDP staff at both central and field level through regular uninterrupted two-way communication.
- Respect— All the stakeholders who participated in the evaluation did so on a voluntary basis and were treated with all the social norms and values of showing respect to others.
- Beneficence— Considerations were given to risks and benefits to be derived from the evaluation processes, in order to ensure that the evaluation outcomes are able to add better value to the project’s objective of empowering girls and women.
- Confidentiality and data protection – Necessary measures were taken to ensure the confidentiality of respondents in order to avoid putting any of the respondents at risk.

#### 4.9 Background Information on Evaluators

Name & Position	Professional Experience in the required areas
<p><b>Dr. Zia-Us-Sabur</b> (Team Leader)</p>	<p>Dr. Zia-Us-Sabur has an extensive educational background that spans over several decades. He received his Doctorate of Education from the University of Sussex in the UK in 2016. His area of specialization are - Formal and non-formal primary education policy and management, assessment, curriculum development, pedagogy, primary education M &amp; E systems, social mobilization, awareness campaign, TVET and NFE project preparation, primary education governance, basic education and skills development for hard to reach working children, Education and skills development for youth and adult, Governance, decentralization, state and non-state providers, gender analysis, TVET, Technical support to Education &amp; Vocational Organizations, HRD, community development, institutional collaboration and capacity development, monitoring, evaluation and reporting. Carrying out education research. Developing M&amp;E systems for NFE and environmental sanitation systems with government and NGOs.</p>
<p><b>Reza Mahmud Al Huda</b> (Deputy Team Leader cum Education Expert)</p>	<p>Reza Mahmud Al Huda has a well-rounded educational background that spans across different disciplines. He completed his Master of Education (M.Ed) degree from Ahsanullah Teachers Training College in Dhaka in 2009. Research and Management is his key competency. Especially Planning, Designing, Implementation, Monitoring and Evaluation of the program, Budgeting and Tracking Expenses. Work experience in conflict situation.</p>
<p><b>Dr. Mohaimen Mansur</b> (Data Scientist)</p>	<p>Dr. Mohaimen Mansur successfully completed PhD in Economics, Queen Mary, University of London 2014 and his first post-graduation degree in MSc Economics (Distinction, 1st position), Queen Mary, University of London 2009. He possesses adequate experience and expertise in conducting research/mapping/survey, which included several assignments, focusing public health and economics. He has more than 7 years of experience in collaborative and individual research works. Dr. Mohaimen Mansur has more than 7 years of experience in preparing and maintaining survey-based large datasets in MS Excel, Stata and R. More than 10 years of experience in using R, Stata and SPSS for computing and research purposes.</p>

#### 4.10 Major Limitations on Methodology

Due to local conflict and difficulties regarding transportations, it was not possible to collect information comprehensively. It was not possible to engage with all of them with equal footings because large number of ethnic minorities with different language and culture. Time and resource were not sufficient to undertake a comprehensive in-depth enquiry.



## CHAPTER 5 :DATA ANALYSIS

### 5.1 Data processing and analysis plan

Proper care was taken at every stage of data management. Categorization of responses and allocation of codes were done under the supervision of the Data Manager. A data entry package in accordance with the questionnaire with self-edit facilities for response code range and skip instruction (as mentioned in the questionnaire) was developed. Data was transformed into SPSS, and all analyses were done using the SPSS program. Inconsistencies and out-of-range errors were checked before the analysis of data. The qualitative data was also quantified during analysis. The purpose of the data analysis was to answer the research objectives.

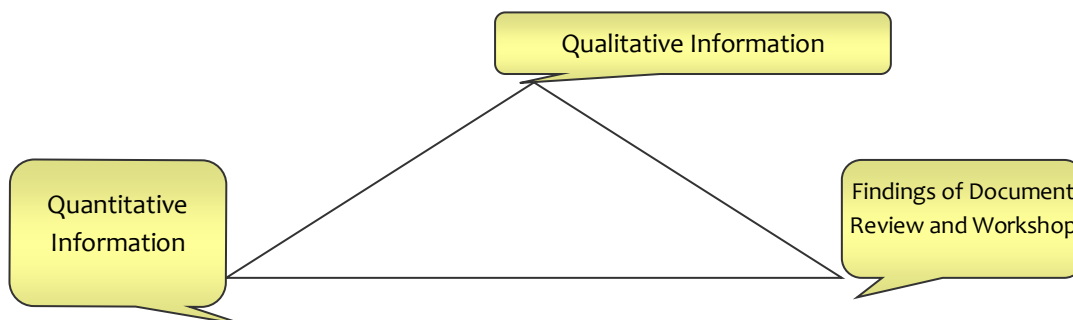
The analysis plan for the proposed study was planned to clearly address the objectives set in the RFP. Mostly univariate and bivariate analysis was performed using descriptive statistics. Statistical analysis was used, such as descriptive analysis, regression analysis, etc., which sufficiently met the objectives of this assignment. The findings were presented in tables and graphs, as appropriate. Household Data of treatment and control groups & all qualitative data (FGD, KII, IDI & Observation) were processed through a triangulation process. The current study emphasized triangulations of key findings gathered from document reviews and qualitative and quantitative surveys, which were triangulated for report preparation.

### 5.2 Quality Control

Since the quality of the survey data is of utmost importance, sufficient care have been taken to ensure the quality of data collection at different stages of the survey, such as the development of questionnaire/tools, recruitment, and training of interviewers, field management, supervision, and monitoring and data processing. After developing the instruments, the research team shared with UNDP, field-tested, and finalize them. Field staff were mobilized from qualified and experienced staff. They were provided extensive training before engaging them in data collection. Besides these, quality control in data collection was ensured through efficient field management, supervision, and monitoring. Necessary precautions were taken in the data management activities.

### 5.3 Triangulation

All qualitative data collection tools (Household Interview, FGD, KII & Observation) processed through triangulation. The current study emphasized triangulations of key findings gathered from document review and qualitative and quantitative survey which was triangulated for report preparation as indicated in Figure 5.1.



**Figure 5.1: Triangulation**

#### **5.4 Data Storage and Management**

Household survey data, KII & FGD (quantitative) were collected through mobile devices using ODK technology. All devices used for mobile data collection was password protected. ODK data is instantly uploaded to a secure Google Cloud Platform in an encrypted format. The Server was password-protected with access administered by firm. When exporting data for analysis, the consultant firm assessment team and UNDP will ensure that data was stored on a secure server and follow appropriate data storage and use guidelines. Additional data gathered as well as through qualitative data collection (e.g., transcripts, field notes) also followed guidelines for appropriate data storage and use.

## CHAPTER 6 : FINDINGS

### 6.1 Relevance, Effectiveness, Efficiency, Coherence, Impact, Sustainability

This is the core chapter of the final evaluation. The criteria are a combination of evaluation criteria used by OECD and UNDP. In the following evaluation has been done on the basis of data collected from the field with subsequent analysis, interpretation, lessons learned, conclusion and recommendations along with a brief reflection on theory of change.

#### 6.1.1 Relevance

UNDP follows strategies based on human rights, with the principle of inclusivity that dictates no one should be left behind. It acknowledges the multidimensionality of inequalities and exclusion, which largely victimizes girls and women. The Bangladesh country programme of UNDP was designed to help implement Bangladesh's 8th Five-Year Plan (2021-2025) inclusively and sustainably. The Country Programme Document (CPD) supports the country as it recovers from the economic and social impacts of COVID-19 and continues its transition from the current economic status, with particular emphasis on supporting inclusive growth and reducing inequalities.

On the other hand, the United Nations Sustainable Development Cooperation Framework (UNSDCF/ "Cooperation Framework") represents the UN development system's collective response to support Bangladesh in overcoming the impact of the COVID-19 pandemic and addressing key development priorities and challenges to the achievement of the objectives of the 8th Five Year Plan leading to the achievement of the 2030 Agenda, its SDGs, and the Perspective Plan for 2041. Five interrelated, mutually reinforcing and multisectoral Strategic Priorities (SP) were identified for the 2022-2026 Cooperation Framework. The objectives of WGETES are generally aligned with the broad objective of UNSDCF and particularly with Strategic Priority 2: Equitable Human Development and Well Being

Therefore, the net impact these policy and strategic direction is that it adopts multipronged strategies that are structurally transformational from a gender perspective. In this connection, it strives to remove institutional, political, and legal barriers women and girls face. To this end, the WGETES was the project in which education was considered as a means towards social and economic empowerment of girls and women. In keeping with its global and national development strategies for Bangladesh, the WGETES was couched within a larger UNDP-initiated integrated development intervention titled Strengthening Inclusive Development (SID). The UNDP strategic plan is in keeping with the Bangladesh National Education Policy 2010, National Skills Development Policy 2011, and National Women Development Policy 2011 are all aligned with the notion of empowering girls and women by

#### ***A Role Model and Self-dependent Ethnic Women in Thanchi Upazila, Bandarban District***

*Ms. Mamase Marma (22 years) belongs to Marma indigenous community from a very remote village namely Dakchi Para under Thanchi Upazila, Bandarban Hill District. Among the seven Upazilas of Bandarban district, Thanchi is the remotest upazila with poor communication facilities and other civic amenities. In her own word "It was a great opportunity for me to get chance to learn this (mobile servicing) course which is really a life changing turn and scope for me. It is also a new idea and I think, there are no woman mobile technician in my area. Although there are 1 or 2 male mobile technicians in our Upazila, I will compete with them. I am sure, customers will come to me if I provide better service to them. I am very grateful to BHDC and UNDP for giving me such opportunity."*

#### ***Detailed in Case Study 1***

linking education with TVET. In the same manner, the objectives and the contents of the WGETES are also consistent with the broader overarching policies and strategies like the National SDG4 Strategic Framework, 8th Five Year Plan and National Perspective Plan 2041. All these policies identify women's and girl's empowerment through education and skills as a cross-cutting theme.

The objectives of the WGETES and the outcome indicators it has generated create space for changing the mindset, help create appropriate learning environment for girls and women that includes appropriate interventions outside the schools and finally creates potential for empowerment of girls and women by linking health with education.

### 6.1.2 Effectiveness

The effectiveness of a project has to do with the extent to which a project has been able to achieve its objectives and, consequently, its outcomes and impact. The PMF of the WGETES provides the basis for measuring the effectiveness of the project. The main objective of the project was to empower girls and women through education and skills development. Since the project targeted girls and women beginning from the primary and secondary to TVET, the project covered the entire range of education and skills development cycles which could potentially prepare girls and women for gainful employment and self-employment in the job market. The underlying premise is that economic self-reliance will empower girls and women to make life choices that they have reasons to pursue. In the absence of education and market-oriented skills, they would not have been able to make life choices on their own. Therefore, by design, the project appears to be well structured for achieving its objectives. However, the covid pandemic, which could not be foreseen, led to the closure of all educational institutions by order of the government. During this period, classes were organized through distant mode. It was, however, difficult to reach all the students since the majority of children did not have access to the internet and android mobiles. As a result, the effectiveness of the project was somewhat compromised. However, once schools were opened after following elaborate guidelines for covid prevention, the project was systematically and progressively implemented.

The project has given due importance to the equity and inclusivity aspects in addition to gender sensitivity focused on girls and women. The project covered all the major ethnic groups to the extent it was possible and, at the same time, tried to cover diverse categories of schools and institutions from primary, secondary, and TVET institutions. In terms of districts, the project also ensured that all three districts received equitable coverage. Finally, in order to ensure effective implementation of the project, the project has managed to evolve into multiparty collaboration. In the following the effectiveness of the project has been provided under various categories of outcomes with analysis.

### Ultimate Outcome

<b>Ultimate Outcome: Improved gender- empowering learning outcomes among CHT women and girls</b>			
<b>Expected Result: Increased enrolment and retention rate for girls in primary, secondary, and skilled-based education in CHT</b>			
<b>Indicators</b>	<b>Baseline Data</b>	<b>Targets</b>	<b>Final Progress</b>
<ul style="list-style-type: none"> <li>% of enrolment rate increased for girls in primary and secondary education against the baseline</li> </ul>	<ul style="list-style-type: none"> <li>67% in primary</li> <li>51% in secondary</li> </ul>	<ul style="list-style-type: none"> <li>80% increased both in primary and secondary education</li> </ul>	<ul style="list-style-type: none"> <li>Girls in primary enrolment 85.52%</li> <li>Girls in secondary enrolment 86.75%</li> </ul>
<ul style="list-style-type: none"> <li>% of retention rate increased for girls in primary and secondary</li> </ul>	<ul style="list-style-type: none"> <li>89.5% in primary</li> <li>72.7% in secondary</li> </ul>	<ul style="list-style-type: none"> <li>80% in primary and secondary education</li> </ul>	<ul style="list-style-type: none"> <li>Girls' retention in primary 99.5%</li> <li>Girls' retention in secondary 93.9%</li> </ul>

<b>Ultimate Outcome: Improved gender- empowering learning outcomes among CHT women and girls</b>			
<b>Expected Result: Increased enrolment and retention rate for girls in primary, secondary, and skilled-based education in CHT</b>			
<b>Indicators</b>	<b>Baseline Data</b>	<b>Targets</b>	<b>Final Progress</b>
education against the baseline			
• % of girls and women in skilled-based education against the baseline	• 19% of girls and women in skilled-based education	• 90%	• 94%

Regarding enrolment, there have been significant improvements in enrolment and retention for girls in both primary and secondary education – in the treatment group. In both cases, actual achievement in the treatment group has exceeded the end-line target. The same thing has occurred in the case of retention. For primary education, the enrolment has increased from 67% to 85%, whereas the target was 80%-Similar trend is observed in the case of secondary education. A similar trend could be observed for retention and skills-based education. The above table testifies with evidence that the ultimate outcomes of the WGETES were achieved.

In the following, a complementary analysis has been attempted on three equally critical issues, which include dropout, completion, and attendance. All of these factors mentioned have important implications for achieving the ultimate purpose of enrollment, retention, and ensuring women’s participation in skills-based education.

**Table 6.1: Primary schools’ attendance rate**

<b>Issues</b>	<b>Bandarban</b>	<b>Khagrachari</b>	<b>Rangamati</b>
<b>Control</b>			
Average of Attendance boys	58.50	80.05	82.10
Average of Attendance girls	78.33	86.18	88.32
<b>Treatment</b>			
Average of Attendance boys	82.03	79.59	81.22
Average of Attendance girls	87.58	86.97	86.93
<b>Average of Attendance boys</b>	<b>80.85</b>	<b>79.79</b>	<b>81.46</b>
<b>Average of Attendance girls</b>	<b>86.98</b>	<b>86.63</b>	<b>87.32</b>

A natural consequence of the treatment group was that a treatment group was better managed and also better monitored. It appears that the effect of more organized and intense monitoring has substantially improved the boys’ attendance, while it did not have a significant effect on girls’ attendance; since their attendance is consistently higher for both boys and girls for both treatment and control groups.

**Table 6.2: Primary schools’ completion rate**

<b>Issues</b>	<b>Bandarban</b>	<b>Khagrachari</b>	<b>Rangamati</b>	<b>Grand Total</b>
<b>Control</b>				
Average of Completion rates boys	60.00	83.37	82.00	81.56
Average of Completion rates girls	79.33	87.90	87.86	87.31
<b>Treatment</b>				
Average of Completion rates boys	53.49	75.43	86.00	73.08
Average of Completion rates girls	51.68	82.48	89.24	75.46
<b>Average of Completion boys</b>	<b>53.82</b>	<b>78.64</b>	<b>84.87</b>	<b>75.29</b>
<b>Average of Completion girls</b>	<b>53.57</b>	<b>84.67</b>	<b>88.86</b>	<b>78.56</b>

The average completion rate for boys is 75.29%, and for girls is 78.56%. According to the table, the completion rate of boys and girls is slightly higher in the control group than in the treatment group. In the control group, the average completion rate for boys is 81.56%, and for the girls is 87.36%. Perhaps the children belonging to the treatment group belong to the poorer segment of society.

Therefore, based on the above information, it could be suggested that particularly the enrolment in primary and secondary education is getting translated into completion, which is yet an important positive outcome for girls at another level.

Regarding safe rooms, the existence of safe rooms was found to be much higher in the case of the treatment group. The reason behind this is that in the treatment group, a number of safe rooms were constructed to improve the safety and wellbeing of the girls. For the control group, the average rate of safe rooms is 20.74%, and for the treatment group, the average rate of the existence of safe rooms is 51.45%. Therefore, the difference is indicative that the interventions made in the treatment group made a difference.

**Table 6.3: Reason of girls drop out (%)**

Issues	Bandarban		Khagrachari		Rangamati	
	Control (%)	Treatment (%)	Control (%)	Treatment (%)	Control (%)	Treatment (%)
Early marriages	15.79	22.97	42.11	54.05	42.11	22.97
Political instability	0.00	100.00	0.00	0.00	100.00	0.00
School distance	40.63	31.34	37.5	53.73	21.88	14.93
Lack of awareness	20.51	24.32	53.85	59.46	25.64	16.22
Risk of sexual violence	0.00	100.00	0.00	0.00	0.0	0.00
Lack of security	0.00%	81.82	0.00	18.18	0.00	0.00
Poverty	35.09	24.07	31.58	61.11	33.33	14.81
Poor Sanitation	40.00	0.00	20.00	0.00	40.00	0.00
The rate is not poor	0.00	0.00	61.54	85.71	38.46	14.29
Other	0.00	0.00	100.00	100.00	0.00	0.00
	<b>48</b>	<b>104</b>	<b>70</b>	<b>207</b>	<b>53</b>	<b>57</b>

The above table shows the different reasons for girls getting dropped out of school. The highest percentage of girls getting dropped out due to early marriage has taken place in Khagrachari, within the treatment group, which is 54.05%. Poor Sanitation, on the other hand, was one of the major reasons for girls not attending school or getting dropped out. It is quite clear from the table that girls getting dropped out due to poor sanitation were virtually absent from the treatment group. This is because hygienic sanitation facilities are provided in all the schools under the project intervention. Poverty was found to be an important reason for girls getting dropped out. This was irrespective of girls in the control or treatment group.

#### What Can be Done to Prevent Girls Drop-out (%)

Districts->	Bandarban		Khagrachari		Rangamati	
	Control (%)	Treatment (%)	Control (%)	Treatment (%)	Control (%)	Treatment (%)
Provide stipend	34.38	27.69	31.25	53.85	34.38	18.46
Provide transport facilities	41.46	37.84	39.02	47.30	19.51	14.86
Provide food	28.00	21.28	50.00	72.34	22.00	6.38

Districts->	Bandarban		Khagrachari		Rangamati	
	Control (%)	Treatment (%)	Control (%)	Treatment (%)	Control (%)	Treatment (%)
Separate classroom	58.33	32.26	33.33	51.61	8.33	16.13
Separate washroom	0.00	52.63	0.00	31.58	0.00	15.79
Other	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>	<b>35.91</b>	<b>29.46</b>	<b>39.23</b>	<b>56.66</b>	<b>24.86</b>	<b>13.88</b>
	<b>68</b>	<b>104</b>	<b>71</b>	<b>200</b>	<b>45</b>	<b>49</b>

According to the respondents measures that can effectively prevent drop out includes stipend, transport, food, separate classrooms, separate washrooms among others.

### Existence of Average Male and Female Teachers

Districts->	Bandarban		Khagrachari		Rangamati		Average Total	
	Male	Female	Male	Female	Male	Female	Male	Female
Control	2.95	4.05	6.35	3.33	5.36	3.52	4.96	3.61
Treatment	8.16	3.42	5.90	3.70	6.86	2.37	6.75	3.20
<b>Average Total</b>	<b>6.04</b>	<b>3.68</b>	<b>6.02</b>	<b>3.59</b>	<b>6.24</b>	<b>2.84</b>	<b>6.10</b>	<b>3.35</b>

The number of male teachers continue to be more than female teachers. Considering the gender sensitive issues particularly faced by the adolescent girls during post primary stage, it is always preferred that they receive advice and psychological support from their female teachers.

### Intermediate Outcomes

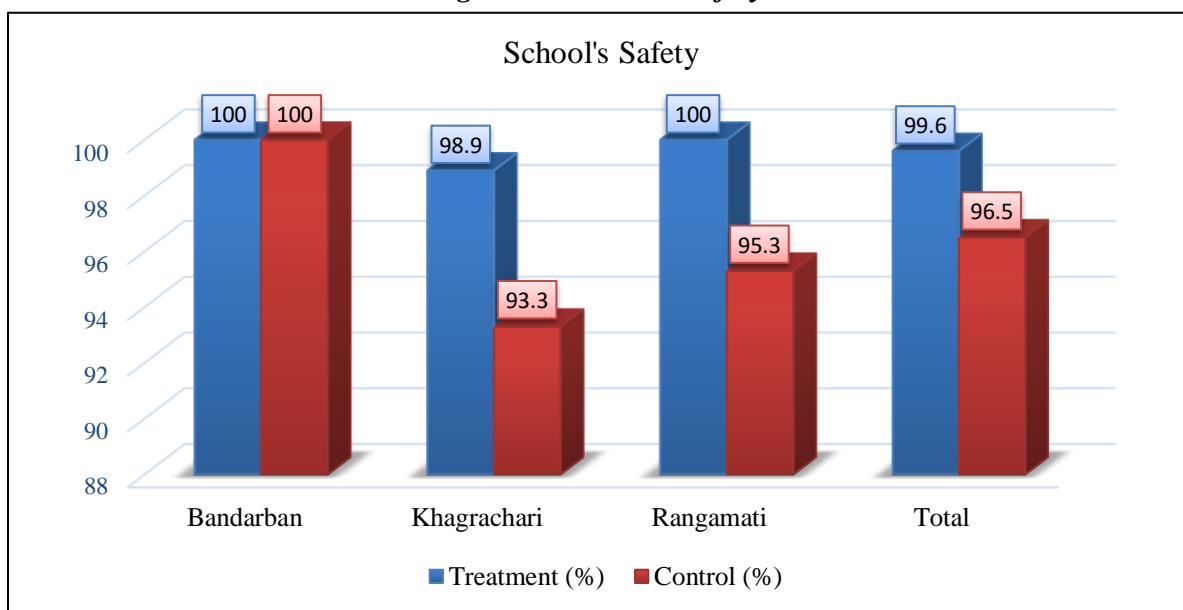
Intermediate Outcome 1			
1. Increased access and retention of girls, particularly those from ethnic minorities and including those with disables, in primary and secondary education			
Indicator 1	Baseline Data	Targets	Final Progress
• % of girls have access to safe learning environment	• 52.1%	• 90% of girls have access to safe learning environments by 2021	• Treatment 97.62%

A safe environment is essential for girls and women to acquire in educational institutions, working places, and places from where they commute. The overwhelming percentage of girls and women from control and treatment groups are confident and positive about having access to safe learning environment.

### School's Safety/Security

Regarding school safety, a very high percentage of respondents from both treatment and control groups were confident that their respective schools were safe. They felt the school environment promoted safety so that children feel encouraged to attend schools and can participate in the teaching-learning process without any fear of bodily and psychological harm. The overwhelming majority from both the control and treatment groups strongly felt positive about the safety of their respective schools (between 99.6% and 96.5%). This should be considered as a positive aspect of schooling for girls.

**Figure 6.1: School Safety**



Hilly areas are not very conducive for transportation by boat. On the other hand, since road networks are not well developed, road transportation like busses are not sufficiently available. However, it appears that the lack of the stated transport is not a hindrance for girls since it takes only half an hour on average of walking to and from schools. More often than not, the girls travel to schools in small groups. This increases their socialization time, and half an hour's walk is also good for their health.

Most of the schools are located in the underserved rural areas. As a result, any form of transport is rarely available. However, the absence of transport does not hamper most of the children from attending school since, in most cases, they are within walking distance from home.

Sexual violence in public places, both in the treatment and control areas was found to be virtually non-existent. This information might have some credibility since sexual violence in public spaces can hardly be kept outside the public eye. Therefore, based on the various categories of information on sexual violence, it appears that the rate of sexual violence in the three hill tract districts is rather low. One of the reasons behind this is that the tribal cultures show signs of a matrilineal society, where the place of girls and women is more secure than the patriarchal societies. Perhaps only the Bengali speaking people from the plainland are the representatives of the patriarchal society.

<b>Intermediate Outcome 1</b>			
<b>1. Increased access and retention of girls, particularly those from ethnic minorities and including those with disabilities, in primary and secondary education</b>			
<b>Indicator 2</b>	<b>Baseline Data</b>	<b>Targets</b>	<b>Final Progress</b>
<ul style="list-style-type: none"> <li>% of retention rate of girls in education</li> </ul>	<ul style="list-style-type: none"> <li>89.5% Primary School</li> <li>72.7% Secondary School</li> </ul>	<ul style="list-style-type: none"> <li>90% retention rate for girls to school by 2021</li> </ul>	<ul style="list-style-type: none"> <li>99.68% Primary School</li> <li>97.13% Secondary School</li> </ul>

The access situation was quite high but was relatively lower than the national average at the baseline situation. However, at the final progress stage, access and- retention have substantially increased to 99.68% and 97.13% for primary and secondary education girls, respectively.



**Table 6.4: Availability of stipend for the poor girls**

District	Bandarban		Khagrachari		Rangamati		Grand Total	
Total Control	40	%	15	%	43	%	98	%
Don't Know	5	12.50	4	26.67	2	4.65	11	11.22
No	7	17.50	4	26.67	13	30.23	24	24.49%
Yes	28	70.00	7	46.67	28	65.12	63	64.29%
<b>Total Treatment</b>	<b>89</b>	<b>100.0</b>	<b>90</b>	<b>100.0</b>	<b>74</b>	<b>100.0</b>	<b>253</b>	<b>100.0</b>
Don't Know	3	3.37	2	2.22	5	6.76	10	3.95%
No	24	26.97	18	20.00	16	21.62	58	22.92%
Yes	62	69.66	70	77.78	53	71.62	185	73.12%

With the exception of Khagrachari, where the stipend for children in the treatment group is significantly higher than the children in the control group; for the rest of the districts, the difference between the treatment and control groups is not significant. At the same time, there is a general awareness among the respondents from both treatments (Bandarban 69.66%, Khagrachari 77.78%, and Rangamati 71.62%).

Intermediate Outcome 2			
2. Improved quality of education in primary and secondary schools for girls, adolescent girls, and women			
Indicator 1	Baseline Data	Targets	Final Progress
• # of schools with gender-responsive teaching materials	• 0	• 300 schools by 2021 (100 in 2019, 300 in 2020, and 300 by 2021)	• 298 of schools with gender-responsive teaching materials.

The teaching materials are standard materials provided by the government, and therefore, it is not subject to modifications through local initiative. The overwhelming majority of respondents (99.17%) feel that the teaching materials are gender sensitive since they tend to portray girls as equal to boys in all forms of social and economic roles; and in all forms of entitlements and privileges.

Intermediate Outcome 2			
2. Improved quality of education in primary and secondary schools for girls, adolescent girls, and women			
Indicator 2	Baseline Data	Targets	Final Progress
• # of teachers applying gender-responsive teaching methods	• Not available	• 900 teachers by 2021 (200 in 2019, 700 in 2020, and 900 by 2021)	• 985 teachers applying gender-responsive teaching methods.

The application of a gender-responsive teaching method is dependent on the teacher's individual attitude. This varies from teacher to teacher. However, the majority of girls feel that their teachers are quite positive about gender-sensitive teaching methods.

Intermediate Outcome 2			
2. Improved quality of education in primary and secondary schools for girls, adolescent girls, and women			
Indicator 3	Baseline Data	Targets	Final Progress
• % of girls, adolescent girls/women with access to gender-responsive teaching materials	• 62.7%	• 95% of girls/women by 2021	• 91.30 % of girls, adolescent girls/women with access to gender-

<b>Intermediate Outcome 2</b>			
<b>2. Improved quality of education in primary and secondary schools for girls, adolescent girls, and women</b>			
<b>Indicator 3</b>	<b>Baseline Data</b>	<b>Targets</b>	<b>Final Progress</b>
			responsive teaching materials

Textbooks are free and provided to both primary and secondary education students. This has created a substantial ease of access for primary and secondary-level students. The supplementary materials are also easily accessible to primary and secondary school children. However, in the case of TVET, this is not the case yet.

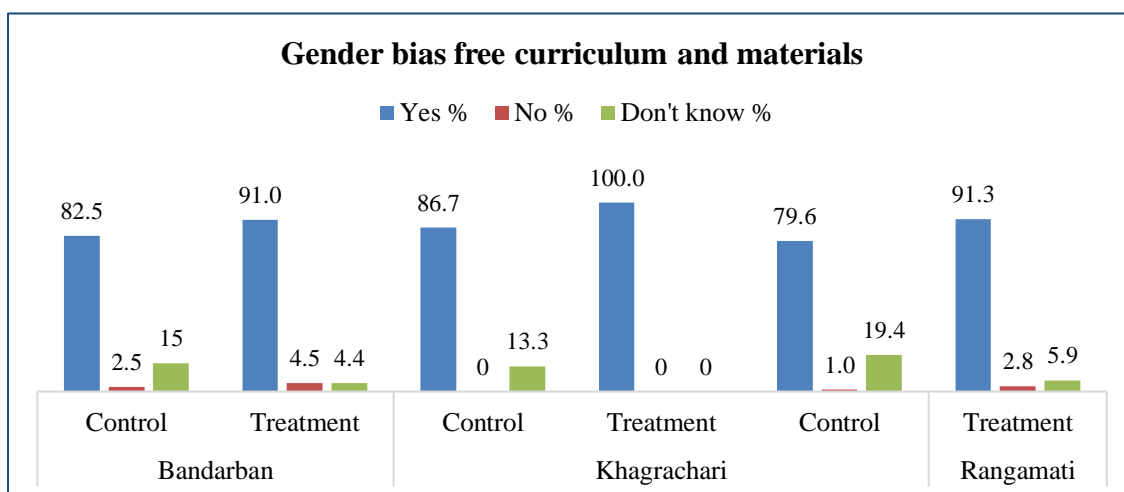
**Table 6.5: Gender sensitive teaching materials (%)**

<b>Issues</b>	<b>Area</b>	<b>Assessment</b>		
		<b>Yes</b>	<b>No</b>	<b>Don't know</b>
		<b>%</b>	<b>%</b>	<b>%</b>
The curricula and materials free of gender biasness?	Control	92.59	5.93	1.48
	Treatment	99.17	0.83	0.00
Curricula and materials promote positive roles for both boys and girls.	Control	96.30	2.22	1.48
	Treatment	99.59	0.41	0.00
Inclusive language and images/graphics used in teaching materials?	Control	92.59	5.93	1.48
	Treatment	96.27	3.32	0.41
Information included on contributions to society made by both females and males.	Control	91.11	7.41	1.48
	Treatment	97.93	1.66	0.41
Mechanisms to challenge gender biases in the curricula and materials used in the learning institution	Control	65.19	28.15	6.67
	Treatment	67.63	28.63	3.73
Curriculum and materials on gender bias and equality?	Control	81.48	15.56	2.96
	Treatment	90.87	8.71	0.41
Teaching materials for gender quality, conflict resolutions, etc.	Control	84.44	11.85	3.70
	Treatment	92.12	7.05	0.83
Boys and girls have equal access to all subject	Control	97.78	2.22	0.00
	Treatment	99.17	0.83	0.00
Equitable distribution of materials to boys and girls	Control	97.78	2.22	0.00
	Treatment	99.59	0.41	0.00

The above table shows nine aspects of gender sensitivity that enable us to assess to what extent gender aspects have been included in the curricula and actions are being taken to promote the cause of gender equality. The above table shows the convergence of perception between the control and treatment groups. This indicates that the current curricula have rather comprehensively considered the gender aspects, which include excluding contents from the curriculum which promote gender bias and promoting positive aspects of gender roles, among others. In addition, curriculum distribution also needs to be equitable for both boys and girls.

While the overwhelming majority of respondents from both the treatment and control groups feel that their curriculum is free from gender bias, the rate is much higher in the case of the treatment group. This is because, through the WGETES project, both girls and boys were sensitized about various aspects of gender and girl's empowerment. For the treatment group, it varied from 91.0% to 100% (Bandarban 91.0%, Khagrachari 100%, and Rangamati 91.3%).

**Figure 6.2: Gender bias-free curriculum and materials**



Intermediate Outcome 3			
3. Increased employability and business opportunities for adolescent girls and women, particularly those from ethnic minorities and with disabilities			
Indicator 1	Baseline Data	Targets	Final Progress
<ul style="list-style-type: none"> <li># of employment/business opportunities created for adolescent girls and women and WWD</li> </ul>	<ul style="list-style-type: none"> <li>Not available</li> </ul>	<ul style="list-style-type: none"> <li>1000 by 2021 (200 in 2019, 700 in 2020, and 1000 by 2021)</li> </ul>	<ul style="list-style-type: none"> <li>678 employment/business opportunities created for adolescent girls and women</li> </ul>

Given the loss of time by the Covid, the target could not be fulfilled related to employment and business opportunity creation. However, not much information could be collected on the physically disabled people. During the survey, very few disabled girls and women were reported. It is possible more trained and experienced personnel are needed who are better able to identify the physically and mentally disabled.

**Table 6.6: HH female engagement in IGA**

Area	Bandarban (%)	Khagrachari (%)	Rangamati (%)	n
Treatment	21.43	47.25	14.67	92
Control	35.14	26.67	27.50	167

Apparently, most of the household members in both the control and treatment groups are mostly not engaged in IGA. Therefore, particularly for girls this creates the opportunity to acquire vocational skills and thereby economically empower themselves in making life choices. Through household-based approach in addition to school-based approach it would be possible to better target both girls and women for providing them with demand driven market oriented vocational skills.

**Immediate Outcomes**

<b>Immediate Outcomes 1</b>			
<b>1. Increased skills and competencies among education stakeholders (teachers, parents, local communities, CSOs etc.) to ensure equitable access to safe and inclusive education by girls from ethnic minorities and with disabilities.</b>			
<b>Indicator 1</b>	<b>Baseline Data</b>	<b>Targets</b>	<b>Final Progress</b>
<ul style="list-style-type: none"> <li>• % of targeted education stakeholders that have increased understanding on reducing barriers for girls and women in access to education</li> </ul>	<ul style="list-style-type: none"> <li>• 58% of teachers</li> <li>• 37.7% of parents</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of increased understanding of targeted education stakeholders by 2021</li> </ul>	<p>Understanding on reducing barriers for girls and women in access to education.</p> <ul style="list-style-type: none"> <li>• Teachers 90.87%</li> <li>• Parents 87.29%</li> </ul>

Series of awareness raising measures undertaken by the project shows that major stakeholders i.e. parents, teachers, and girls have a better understating of the major barriers to girls' education than earlier. A few of the barriers identified by the stakeholders include child marriage, poverty, lack of awareness among parents on completion of education, absence of sanitation and accommodation facilities for girls, distance of schools, non-availability of female teachers and lack of security. Among the stakeholders, over 90% of the teachers, parents, and girls identified poverty as the major barrier followed by child marriage by over 50%. Around 32% of teachers, 25% of the parents, and 30.7% of the girls identified lack of awareness of parents on the importance of girls' education as one of the major barriers to girls' education in their region.

Regarding the understanding of reducing barriers for girls and women in access to education all the educational stakeholders i.e teachers, parents and girls have acknowledged that their understanding about the issue have further broadened. About 82% of teachers, 70% of parents, and 67% of girls have increased their understanding of reducing barriers to girls' education. A large portion of them have stated that they have acted from their individual levels to remove barriers to girls' education.

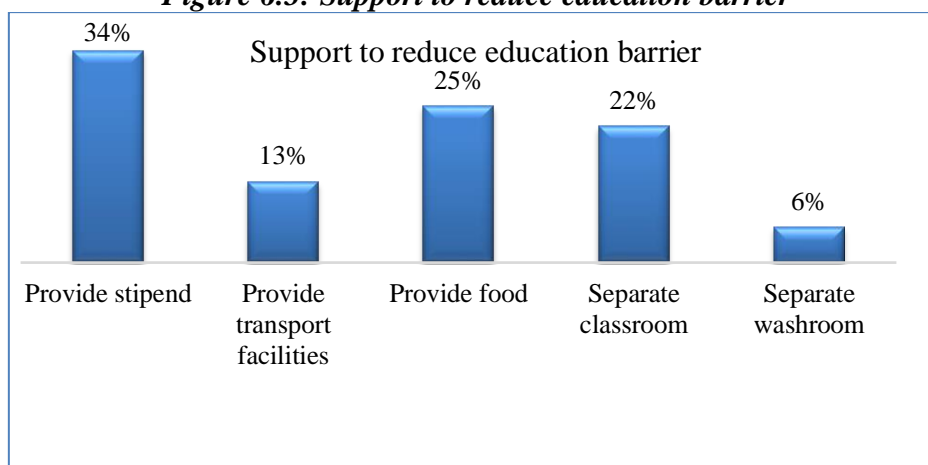
A large number of activities were conducted to achieve the outcome 1, which include training of project staff, community mobilization, ToTs, community based and school based awareness raising, organizing mothers' club etc.

### **Major Barriers to Girls' Education**

Bar diagram shows that a maximum of 77% of parents thought that poverty is a barrier to girls' education whereas teachers thought it is 34%. Hence, distance from school, early marriage and lack of housing facilities (18%, 15% & 15%) are also barriers thought by teachers. On the other hand, fewer parents think in comparison to teachers that early marriage, distance from school and lack of safety as barriers to girls' education (7%, 7% & 6%).

### **Support to Initiative to Reduce Barrier**

Data shows that maximum 34 and 25 percent teachers thought that their sufficient provision for stipend and food for girls are responsible for increasing and sustaining enrolment and completion rate; while the lowest 6 and 13 percentage thinks separate washroom and provide transportation will increase girls' education in the CHT region.

**Figure 6.3: Support to reduce education barrier**

<b>Immediate Outcomes 2</b>			
<b>2. Increased capacity of girls and women to claim their rights of education and make their voices heard in decision- making processes.</b>			
<b>Indicator 1</b>	<b>Baseline Data</b>	<b>Targets</b>	<b>Final Progress</b>
<ul style="list-style-type: none"> <li>% of girls and women that have increased capacity to claim their rights to education</li> </ul>	<ul style="list-style-type: none"> <li>37.7% of girls claim their rights to education</li> </ul>	<ul style="list-style-type: none"> <li>60% of targeted girls and women claim their rights to education</li> </ul>	<ul style="list-style-type: none"> <li>60 % of girls and women that have increased capacity to claim their rights to education</li> </ul>

The baseline situation suggests that a relatively low percentage of girls (37.7%) had the capacity to claim their rights to education. Subsequent orientations and social mobilization have made it possible to increase the percentage to 60%.

The following table is indicative about the level of awareness of the girls about their ability to claim their rights.

	<b>Agree (%)</b>	
	<b>Control</b>	<b>Treatment</b>
Full control over education related decision	75.51	84.98
Full control over future decisions	48.98	84.98
Full control over continuation of education or not	57.14	78.26

Survey data shows that the girls now have a better capacity and agency to claim their rights to education. About 75.51% of the girls strongly agreed that they can influence the decision regarding their studies. 84.98% of girls think they have full control over education related decisions, 84.98% girls think they have full control over future decisions, and 78.26% girls think they can decide whether to continue or not to continue education. The level of confidence in claiming their rights is significantly higher in the treatment group. This signifies that the information and motivational inputs from the project had a positive influence on girls generally. Regarding choosing the subject of study, about 47% of the girls are confident that they can choose their preferred subject and 24% strongly agreed that they can choose their field of study. In reply to the question, how they have gained such confidence, about 72% said

they regularly visit youth and adult learning centers where they got to know about the importance of girls' education. They have also said that their mothers are more aware of their education, as a result of they feel more inspired to undergo further education. Understanding about their rights included their right for not to be abused in any form by anyone and also the right to avail basic health related services including taking care of reproductive health.

<b>Immediate Outcomes 3</b>			
<b>3. Upgraded gender- responsive infrastructures and facilities in schools to create safe and inclusive learning spaces for girls.</b>			
<b>Indicator 1</b>	<b>Baseline Data</b>	<b>Targets</b>	<b>Final Progress</b>
• # of girls benefited through upgraded gender responsive facilities in school	• N/A	• 1200 girls by 2021 (250 (400) in 2019, 750 (800) in 2020 and 1200 by 2021)	• 1195 girls benefited through upgraded gender responsive facilities in school.

Toilets and washing facilities have benefitted 99.60% of girls. It has been subsequently reported by the girls and school management as a result of that the participation and attendance of girls have improved. Many parents and community members have expressed their satisfaction on this issue.

In addition, in order to overcome the physical barriers to access for the girls, eco-friendly and safe school boats provided in Rangamati district. Moreover, The VSC in Bandarban is activated and has provided support to 18 gender-based violence victims. The construction of the VSC in Khagrachari is almost completed.

**Table 6.7: Number of existing safe spaces**

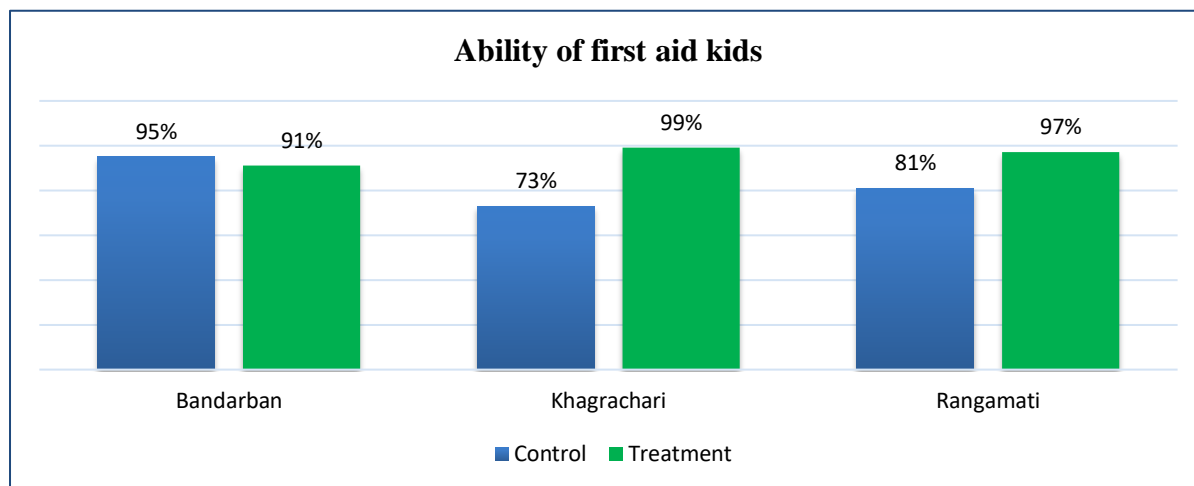
<b>District-&gt;</b>	<b>Bandarban</b>		<b>Khagrachari</b>		<b>Rangamati</b>		<b>Grand Total</b>	
<b>Total Control</b>	<b>11</b>	<b>%</b>	<b>4</b>	<b>%</b>	<b>13</b>	<b>%</b>	<b>28</b>	<b>%</b>
1 Safe Spaces	4	0.00	4	100.00	11	84.62	19	67.86
2 Safe Spaces	7	0.00	0	0.00	1	7.69	8	28.57
3 Safe Spaces	0	0.00	0	0.00	1	7.69	1	3.57
<b>Total Treatment</b>	<b>57</b>	<b>0.00</b>	<b>56</b>	<b>100.00</b>	<b>40</b>	<b>100.00</b>	<b>153</b>	<b>100.00</b>
1 Common Room	44	77.19	55	98.21	37	92.50	136	88.89
2 Common Room	9	15.79	1	1.79	3	7.50	13	8.50
3 Common Room	4	7.02	0	0.00	0	0.00	4	2.61
<b>Grand Total</b>	<b>68</b>	<b>100.00</b>	<b>60</b>	<b>100.00</b>	<b>53</b>	<b>100.00</b>	<b>181</b>	<b>100.00</b>

Apart from Bandarban where no safe spaces were found in the control group, which is somewhat unexpected; the rest of the districts have a comparable number of safe spaces. It is not clear about the difference between the safe spaces of the control and treatment groups in terms of their design and functionality. It needs to be mentioned that most of the schools investigated had largely one safe spaces (treatment group 88.89%, contributions 67.86%). However, it needs to be stated that there was no project intervention on safe spaces facility in project schools. The project supported creating safe spaces in project schools.

The graph below shows that the first aid facilities are available in the treatment and control areas at a very high rate.

However, the comparative availability of first aid is much higher in the case of Khagrachari and Rangamati. It could be inferred that it was mainly due to the motivational inputs from the WGETES project, which has enabled the treatment schools to ensure first aid facilities in higher numbers.

**Figure 6.4: Availability of first aid facilities in the schools**



Document review and field investigation shows that both teachers and girls think that the up-gradation of gender-responsive infrastructures at schools will facilitate a more inclusive learning environment for the girls and more girls will be interested to complete their education cycle. Regarding the single-sex toilets, girls have stated that absence of separate toilet facilities in schools discourages girls to attend schools on a regular basis. They often feel uncomfortable to use the same toilet with boys and most do not come to schools during their menstruation period. Teachers also believe that all forms of gender-responsive facilities like accommodations and single-sex toilets will certainly help to reduce the dropout rate of girls particularly from the secondary level.

Regarding residential facilities, ThegaKhubang Junior Secondary school and Bhushonchara Union under Barkal upazila for the residential boarding facilities improved by the WGETES component of RHDC and provided 342793 takas for girls hostel.

Immediate Outcomes 3			
3. Upgraded gender-responsive infrastructures and facilities in schools to create safe and inclusive learning spaces for girls.			
Indicator 2	Baseline Data	Targets	Final Progress
• # of women seeking services from improved victim support services centers.	• Not available	• 300 women 50 in 2019, 250 in 2020 and 300 by 2021	• 135 women

The Victim Support Centers are yet to become operational, therefore the issue of women seeking support is yet to become valid.

<b>Immediate Outcomes 3</b>			
<b>3. Upgraded gender- responsive infrastructures and facilities in schools to create safe and inclusive learning spaces for girls.</b>			
<b>Indicator 3</b>	<b>Baseline Data</b>	<b>Targets</b>	<b>Final Progress</b>
• # of gender- responsive infrastructure upgraded	• Not available	• 722 gender- responsive infrastructures upgraded by 2021 (200 CR, 300 toilet, 200 SB, 20 RBF, 2 VSC)	• 674 gender- responsive infrastructure upgraded.

Construction of upgraded latrines, water facilities and common rooms for girls were gender responsive which ensured their access and ease of use- The outcome of constructing these infrastructures has been apprehend by all the relevant stakeholders. This also included upgraded accommodation facilities constructed in schools.

**Table 6.8: School's Toilet and Water Facilities (%) (treatment)**

<b>Issues: Toilet</b>	<b>Area</b>	<b>Bandarban</b>		<b>Khagrachari</b>		<b>Rangamati</b>	
		<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>
Girls and boy's Separate toilet	Cont.	48.7	51.2	35.0	65.0	41.0	58.9
	Treat.	14.0	85.9	5.7	94.2	10.1	89.8
Separate for teachers & students	Cont.	30.7	69.2	27.5	72.5	23.2	76.7
	Treat.	12.2	87.7	1.9	98.1	5.0	94.9
Female & male teachers Separate	Cont.	64.1	35.9	52.5	47.5	62.5	37.5
	Treat.	49.1	50.8	37.1	62.8	39.2	60.7
Separate toilet for disability	Cont.	82.0	17.9	70.0	30.0	89.2	10.7
	Treat.	84.2	15.7	70.4	29.5	92.4	7.5
Hand washing at or near the toilet	Cont.	46.1	53.8	27.5	72.5	19.6	80.3
	Treat.	10.5	89.4	4.7	95.2	12.6	87.3
Access to safe water in school	Cont.	28.2	71.7	15.0	85.0	10.7	89.2
	Treat.	22.8	77.1	3.8	96.1	11.3	88.6
		<b>24</b>	<b>72</b>	<b>10</b>	<b>135</b>	<b>15</b>	<b>120</b>

The above table reflects on the availability of a very basic essential services at schools which are availability of safe water, washing facilities and sanitation. As expected the overall situation in the three stated domains the overall situation in the treatment area is much better in the treatment group in comparison to the control group.

**Table 6.9: School Provided Sanitary Materials for Girls (treatment)**

<b>Districts</b>	<b>Bandarban</b>		<b>Khagrachari</b>		<b>Rangamati</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>Control</b>	<b>39</b>	<b>100.00</b>	<b>40</b>	<b>100.00</b>	<b>56</b>	<b>100.00</b>
No	32	82.05	34	85.00	49	87.50
Yes	7	17.95	6	15.00	7	12.50
<b>Treatment</b>	<b>57.00</b>	<b>100.00</b>	<b>105.00</b>	<b>100.00</b>	<b>79.00</b>	<b>100.00</b>
No	16.00	28.07	21.00	20.00	41.00	51.90
Yes	41.00	71.93	84.00	80.00	38.00	48.10

As expected, the distribution of sanitary materials were significantly higher in the case of treatment group. The school management and the society at large are still not very much aware about the women's



reproductive health and the need for making sanitary materials available for menstruating adolescents who usually have to deal with this problem at the beginning of the secondary level of education.

**Table 6.10: How many girls can live at School Accommodation**

District	Control		Treatment		Grand Total	
	N	%	n	%	N	%
Bandarban	180	11.88	1335	88.12	1515	100.00
Khagrachari	450	76.92	135	23.08	585	100.00
Rangamati	495	66.27	252	33.73	747	100.00
Grand Total	1125	39.52	1722	60.48	2847	100.00

From the response it is revealed that in case of Bandarban the accommodation at the Bandarban treatment group is many times higher than the control group. In the rest of the districts, however, the number of accommodations in the control group is much higher than the accommodation in the treatment group.

Immediate Outcomes 3			
3. Upgraded gender- responsive infrastructures and facilities in schools to create safe and inclusive learning spaces for girls.			
Indicator 4	Baseline Data	Targets	Final Progress
• # of environmental assessment carried out before any construction work	• N/A	• 1 assessment completed	• 1 assessment completed

An assessment was carried out to determine the feasibility of the learning environment in terms of the infrastructures and facilities in schools in order to create safe and inclusive learning spaces. This was particularly required for the CHT due to ethnic tensions and the socio-political disturbances created from these events.

Immediate Outcomes 4			
4. Increased teaching skills of teachers to provide gender- sensitive and environmentally responsive education to girls, adolescent girls and women.			
Indicator 1	Baseline Data	Targets	Final Progress
• # of teachers increased technical knowledge to provide inclusive and gender sensitive education.	• Not available	• 900 teachers by 2021 (200 in 2019, 700 in 2020 and 900 by 2021)	• 985 of teachers increased technical knowledge to provide inclusive and gender sensitive education.

During the baseline year provision of knowledge to provide inclusive and gender sensitive education were virtually absent. However, after intervention this has been raised to 84.65%. This could be considered as substantial contribution. Measures taken to achieve the above outcome included social mobilization related activities that included street drama and local ethnic cultural program and rallies. Language barrier often created problems in communication particularly in the Bandarban areas due to the presence of diverse ethnic communities.

**Table 6.11: Availability of trained teachers in a school for the use of first aid**

District	Bandarban		Khagrachari		Rangamati		Grand Total	
Total Control	40	%	15	%	43	%	98	%

Don't Know	10	25.00	4	26.67	19	44.19	33	33.67
No	12	30.00	5	33.33	8	18.60	25	25.51
Yes	18	45.00	6	40.00	16	37.2	40	40.82
<b>Total Treatment</b>	<b>89</b>	<b>100.00</b>	<b>90</b>	<b>100.00</b>	<b>74</b>	<b>100.00</b>	<b>253</b>	<b>100.00</b>
Don't Know	8	8.99	7	7.78	27	36.49	42	16.60
No	10	11.24	22	24.44	7	9.46	39	15.42
Yes	71	79.78	61	67.78	40	54.05	172	67.98

Regarding the availability of trained teachers regarding the use first aid box, it was found that schools with trained teachers in the first aid facilities were much higher in treatment schools (Bandarban 79.78%, Khagrachari 67.78%, Rangamati 54.05%) rather than schools in the control group. This is understandable since schools in the treatment groups had separate arrangements.

<b>Immediate Outcomes 5</b>			
<b>5. Increased vocational skills and job-related knowledge, including financial and digital literacy, of adolescent girls and women.</b>			
<b>Indicator 1</b>	<b>Baseline Data</b>	<b>Targets</b>	<b>Final Progress</b>
• # of girls and women completed vocational skill enhancement course	• Not available	• 1000 of targeted girls/women by 2021	• 947 girls and women completed vocational skill enhancement course

During the baseline year- the project identified girls and women who are willing and able to receive vocational skills enhancement training. In the final progress stage 94% of the girls and women completed vocational skills enhancement training which is an achievement.

According to the project personnel due to COVID-19, TVET institutes were closed, and it was a challenge to sign MoU with the TVET institutes to start the training. During the trainee selection process, most of the parents did not want to engage their daughters in skills training because of safety concerns and lack of familiarity with the non-traditional occupations. Therefore, it was challenging to overcome this psychosocial barrier.

The cost per person for skills training in government TVET institutes are higher than the private TVET institutes and they also have many bindings for organizing courses especially in non-traditional fields.

**Table 6.12: Average TVET completion rate of boys and girls**

<b>District</b>	<b>Bandarban</b>	<b>Khagrachari</b>	<b>Rangamati</b>	<b>Total</b>
<b>Control</b>				
Employment rate of girls	16.67	60.00	60.00	34.00
Employment rate of boys	10.00	70.00	50.00	30.00
<b>Treatment</b>				
Employment rate of girls	62.33	45.00	75.00	58.67
Employment rate of boys	42.33	48.67	80.00	50.43
<b>Average employment rate of girls</b>	<b>39.50</b>	<b>50.00</b>	<b>67.50</b>	<b>47.45</b>
<b>Average employment rate of boys</b>	<b>26.17</b>	<b>54.00</b>	<b>65.00</b>	<b>41.92</b>

Bandarban is continuing to demonstrate that it is somewhat more problematic than the other two districts. It is interesting to note that there is no significant difference between boys and girls taking both treatment and control group together and express them in average (boys 41.92% and girls 47.45%)

with the exception of Bandarban treatment group where the rate of women employment was significantly higher than men.

**Table 6.13: Reason of unemployment of girls who completed TVET**

District	Bandarban		Khagrachari		Rangamati		Grand Total	
	n	%	n	%	n	%	n	%
<b>Control</b>	<b>3</b>	<b>100</b>	<b>1</b>	<b>100</b>	<b>1</b>	<b>100</b>	<b>5</b>	<b>100</b>
Lack of local security	2	66.7	0	0.0	0	0.0	2	40
Lack of employment opportunity	1	33.3	1	100	1	100	3	60
<b>Treatment</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>1</b>	<b>100</b>	<b>7</b>	<b>100</b>
Family problem	0	0.0	2	66.7	0	0.0	2	28.6
Lack of local security	2	66.7	0	0.0	0	0.0	2	28.6
Unwilling to work in other areas	1	33.3	0	0.0	0	0.0	1	14.3
Lack of employment opportunity	0	0.0	1	33.3	1	100	2	28.6
<b>Grand Total</b>	<b>6</b>	<b>50</b>	<b>4</b>	<b>33.3</b>	<b>2</b>	<b>16.7</b>	<b>12</b>	<b>100</b>

Lack of security has been identified as one of the most important reasons for girls not being able to get employed despite completing their TVET course. This provides an insight into girls not being part of market oriented economic activities. Unlike boys whose employment gets restricted due to the lack of market-oriented skills and capital to start business; girls have security and other social issues that have its roots in the patriarchal power structure in addition to the same problems faced by boys. Therefore, they need secure environment with accommodation and transport support.

<b>Immediate Outcomes 5</b>			
<b>5. Increased vocational skills and job-related knowledge, including financial and digital literacy, of adolescent girls and women.</b>			
<b>Indicator 2</b>	<b>Baseline Data</b>	<b>Targets</b>	<b>Final Progress</b>
• % of girls and women increased in vocational / non- traditional field of employability	• Not available	• 50% of trained people by 2021	• 66.71% girls and women increased in vocational / non- traditional field of employability

A series of activities have been conducted to achieve the outcomes that include high level of consultation for policy advocacy with government and private sectors. Partnerships were also established with private sector for apprenticeships and job placement opportunities for women. Partnership with TVET institutes were established for increased job creation for girls and women (Detailed Market for modern energy technology (i.e., Improved Cook Stoves) developed for women entrepreneurs. Scholarships for post- secondary and skill training in non-traditional fields provided to women, including those with disabilities especially in areas of study where women are under-represented.

Vocational training in the non-traditional field is an innovative path towards empowerment. These non-traditional trades are useful instruments for dismantling barriers created by the society. For instance, by becoming women entrepreneurs enable women employ people and provide them with leadership. In addition, non-traditional trades enable women to become visible and thereby can potentially encourage girls to view them as their role models. Non-traditional trades offered by the project included food processing, mobile repairing, beautification, producing low-cost sanitary pads. Innovative business ideas funded for adolescent girls and women.

<b>Immediate Outcomes 6</b>			
<b>6. Enabled business environment for adolescent girls and women, for employment and business opportunities.</b>			
<b>Indicator 1</b>	<b>Baseline Data</b>	<b>Targets</b>	<b>Final Progress</b>
• # of public private partnership on employment and business opportunities for adolescent girls and women	• Not available	• 3 TVET partnership by 2021	• 3 TVET partnership

MoU were signed between both state and non-state TVET providers in order to provide vocational training to the girls and women. Since this arrangement is in its formative process more time and efforts are needed to assess its outcomes and impact.

### 6.1.3 Efficiency

#### Project Management

Project management was somewhat challenging due to the multiethnic complex environment. This was further made difficult due to the covid pandemic that put the entire project into crises management mode. Having stated that it appears UNDP's institutional capacity to manage projects as well as its ability to design M&E system enabled the project to compensate for some of the shortfalls created by the complex processes of governance in a multi-ethnic setting. Apart from slowing down of the pace of implementation due to covid, delays also happened due to time and effort that had to be invested by the HDCs for hiring 300 reproductive health care workers, 90 centers in charge for youth and adult learning centers and 100 CHT volunteers. It has been reported that in order to carry out the recruitment process in an impartial manner resulted into unintended delays in the recruitment process. Layers of decision-making process also contributed to delays. It has been reported that the five years extension of SID-CHT also caused technical difficulties in executing the project. The remoteness and poor accessibility also contributed to the inhospitable environment of the project implementation.

Right from the outset engaging the key stakeholders particularly at the grassroots level was a problem. Engaging with the SMCs during covid situation was a challenge since all educational institutions were completely shut down. The combination of all these factors were responsible. For a much longer preparatory phase which hindered somewhat the effectiveness and efficiency of project implementation. Despite the challenges the project managed to develop its various forms of information and decision support systems which included development of Management Information System, activity tracker, Mapping of 300 schools along with a number of databased that includes GBV case management, youth club, dropout children database, IEC materials database and training participants database. These are important management tools and not only the project but rather all forms of similar projects nationwide could benefit from these databases by customizing the various information system according to their local needs. In addition, the project also undertook an outcome survey which has provided the implementers a good understanding about progress made regarding implementation of the project.

**Table 5.14: System for case identifying, monitoring and reporting**

<b>District-&gt;</b>	<b>Bandarban</b>		<b>Khagrachari</b>		<b>Rangamati</b>		<b>Grand Total</b>	
Total Control	40	%	15	%	43	%	98	%
Don't Know	8	20.00	4	26.67	15	34.88	27	27.55
No	12	30.00	0	0.00	5	11.63	17	17.35
Yes	20	50.00	11	73.33	23	53.49	54	55.10
Total Treatment	89	100.00	90	100.00	74	100.00	253	100.00

Don't Know	7	7.87	5	5.56	12	16.22	24	9.49
No	12	13.48	30	33.33	8	10.81	50	19.76
Yes	70	78.65	55	61.11	54	72.97	179	70.75
Grant Total	129	100.00	105	100.00	117	100.00	351	100.00

Other than Khagrachari the rate of case of identifying, monitoring and reporting were found to be much higher in case of treatment group (treatment group 70.75%, control group 55.10%). The logical reason behind this is that in the intervention area the stakeholders were better oriented and trained; as a result, their case of identifying, monitoring and reporting are better managed than the stakeholders in the control group. Percentage of people who do not know about identifying, monitoring and reporting about school activities are much higher in case of control group (27.55%) than for the treatment group (9.49%). This is because in the treatment areas systematic efforts were made to sensitize students, teachers and other relevant stakeholders about the various aspects of the project.

### Monitoring Mechanism of the Project

The project's monitoring system was designed by aligning the system with the UNDP's existing policies, procedures and standards. There is a Planning, Monitoring and Reporting Unit located in Dhaka which oversees the progress of the implementation of the project on a regular basis. For activity progress monitoring, a quarterly project monitoring tracking sheet was developed and applied by the PMR. Yet another important contribution of the PMR was in the form of risk management through which the project identified specific risks which could potentially threaten the achievement of the expected results. To this end the project maintained a risk log which facilitated timely decision making for risk minimization. UNDP's social and environmental standards played an important role in defining risks and in finding modalities of managing them.

Ensuring compliance was also part of monitoring which addressed financial management issues that included conducting internal audits, in line with UNDP's audit policy. Regular project progress updates were reported to the key stakeholders for decision-making that consisted of predefined and reports were presented to the key stakeholders consisting of progress data showing the results achieved against predefined annual targets at the output level, the annual project quality rating summary, an updated risk log with mitigation measures over the period. Internal review of data and evidence from all monitoring actions also played an important role in the decision-making process.

According to the WGETES project staff, there were two streams of monitoring at the district level, one led by the HDCs and the other by the partner NGOs. The data flow mechanism of these two forms of monitoring system have been provided below.

Partners	Data flow mechanism
HDCs	<ul style="list-style-type: none"> <li>School and community level to Upazila level project staffs</li> <li>Upazila level project staffs to District level project staffs/ project Component of HDCs</li> <li>Project Component/ District level project staffs of HDC-to-HDC higher management</li> <li>Project Component/ district level project staffs of HDC to district focal person of UNDP (With approval from HDC)</li> </ul>
NGOs	<ul style="list-style-type: none"> <li>Community Mobilizers to project focal person/ management staffs of partner NGOs</li> <li>Project focal person to senior management of partner NGOs</li> <li>Partner NGOs to district focal person of UNDP</li> </ul>

The project was monitored by the two streams of monitoring mechanisms by generally following a number of processes, which included regular project monitoring in comparison with the targeted indicators and achievement; Sharing information with the project personnel and others by conducting a learning sharing meeting to assist them to make further decisions. The project field learning was also shared with the donors through meetings and reporting. Through its current monitoring mechanisms

and through the support of the PMR the WGETES M&E system has generated 150 school interviews, 150 parents and girls interview in the form of annual survey, conducted 93 institutional interviews, 339 parents and girls interview as part of baseline survey; created 7 databases and conducted regular training on M&E and MIS.

Management and monitoring are processing oriented intense multi-layered system which requires systematic observations and analysis leading to appropriate timely decision-making. Therefore, the evaluation team was limited in terms of availability of time and resources. Therefore, this calls for a separate in-depth analytical assessment process in order to derive meaningful insights from the experiences and lessons learned in the stated domains.

The project implementation experiences have clearly shown the challenges arising from the socio-political and cultural complexities arising from the multi-ethnic setting, which had natural consequence in the pace of implementation and therefore, efficiency of the project. While multi-stakeholders setting has strengthened the effectiveness of the project, yet in many cases it delayed the decision-making process. For instance, recruitment of volunteers was delayed in order to maintain impartiality and transparency. As a result the efficiency of the project got somewhat affected for optimizing effectiveness. The multilayered nature of the governance also created hindrance to the pace of implementation. Furthermore, covid created major challenge to the implementation of the project since all forms of schools were closed for an indefinite period. As a result, these challenges the effectiveness and efficiency got affected in the activities that involved community interventions both at the community and school levels. For instance, in relation to immediate outcome1, 4607 USD remained unspent from low actors' awareness intervention, from outcome 2, USD 7437 remained unspent from the budget head on increased capacity of girls and women to claim their rights, and from outcome3, 7301 USD from the budget on upgraded gender responsive infrastructure in schools. Likewise, budget. Remained unspent in a minimum 19 budget heads with most of them related to community engagement. However, the unspent amount was later adjusted with administrative expenditure as shown in the table.

### 6.1.3.1 Financial Efficiency

In addition, the rules and regulations that govern the budget disbursement and spending was not smooth at the initial stage. As a result, the implementation of the project suffered somewhat. Due to delays in fund disbursement the partner NGOs had to spend money from its own budget which was a difficult proposition since the NGOs have stated that virtually all the budget allocation they have are for specific purposes. Therefore, transferring the budget for different purpose creates administrative and audit issues. The covid pandemic also was responsible for the slow pace of implementation and therefore, spending. The project team had to work on a crisis's management mode.

The summary of budget allocation and expenditure with balance have been provided as follows:

**Table 6.15: Summary of budget allocation and expenditure with balance**

<b>Interim Report - GAC Project</b>				
<b>Outputs &amp; Activities Matrix</b>	<b>Budget</b>	<b>Expenditure upto 2022</b>	<b>Expenditure (01.01.23 to 30.05.23)</b>	<b>Balance</b>
Programme Activities Budget	5,478,185	4,758,896	685,038	33,712
Total HR Budget	1,272,028	993,029	275,000	3,999

Management and Administrative Costs (Including: Vehicle, Country Office Staff Cost, UNDP Premises, UNDP Security, Communications and Audio-Visual (internet, mobile, etc), Supplies, Information Technology/ Equipment, Travel (Including Travel Dhaka to CXB), Postal & Courier)	383,904	304,920	116,696	-37,712
Management and Administrative Costs	<b>383,904</b>	<b>304,920</b>	<b>116,696</b>	<b>-37,712</b>
Global Management Service (GMS)(8% of programme and Operations Cost)	<b>570,729</b>	<b>481,666</b>	<b>89,063</b>	<b>0</b>
<b>Total Budget</b>	<b>7,704,846</b>	<b>6,538,510</b>	<b>1,165,797</b>	<b>0</b>

#### 6.1.4 Coherence

The Hill Tract Region is the most marginalized area among the marginalized places in Bangladesh. Historically normal pace of development was hampered by the conflict arising from identity politics. However, the Hill Tract Accord of 1997 created the space for development. The female literacy rate in Bandarban, Rangamati and Khagrachari is 30.9%, 34.21% and 33.62% respectively which is lower than the national average female literacy rate of 72.82% (BBS 2022). While the intensity of economic engagement of women in the CHT is slightly higher than the main land due to the matrilineal nature of society yet they are far away from acquiring the capacity of earning gainful income. The government as a matter of policy and strategy committed its resources to address poverty and through other measures for enhancing the dignity and identity of the indigenous people of the Hill Tracts. As a result, the hill tract region enjoys autonomy in planning and implementing all forms of development initiatives. The major education and development related policies and strategies which has been mentioned within the relevance section are supportive to the idea of development. The contextualization of the socio-economic status of the Hill Tracts population led to the conclusion that women and girls are way behind in terms education and skills than the female population living in the mainland. The project follows UNDP's strategy based on Integrated approach that strives to make education a means towards social and economic emancipation. This entails creating safe and facilitative environment for learning. For instance, providing facilities for reproductive health, constructing separate toilets for girls, constructing safe rooms and orienting school operators and communities to become aware of and take action for creating safe environment for women and girls to study and work.

In addition, there were no similar project undertaken in the project under WGETES project. Therefore, there was no reason for duplication. However, since this project is part of a larger SID-CHT integrated intervention, it could be fairly assumed that other development inputs have facilitated towards the strengthen the project.

### 6.1.5 Impact

Based on the findings it could be stated that it is too early to reflect on the impact. Measurement of impact will become relevant as and when the girls and women will be able to successfully complete their primary and secondary education and acquire marketable skills through women friendly TVET system and finally will be able to apply their acquired skills into sustainable income. The entire process will take time. However, the way the education and its link with TVET are being progressively designed and implemented it could be predicted that it could contribute towards the empowerment of women and girls in a significant manner. For instance the project assigns high importance to provide skills on non-traditional skills, like food processing, low-cost sanitary pad production, mobile repairing, beauty parlor among others. Apart from employment skills the project is also helping women to develop entrepreneurship skills which adds substantial value to empowerment.

#### ***A Portrait of Successful Women Entrepreneur in Khagrachari Town***

*Ms. Tamanna Akhter Bithi (26 years), a successful and promising women entrepreneur in Khagrachari district, who lives in Master Para, Khagrachari town, Khagrachari district with her husband and two and half year's son. She said "I have a plan in near future for to start the outsourcing/ freelancing and I am preparing myself for this. I want to work for underprivileged women in this district and want to create more jobs for women. I am very grateful for KHDC and UNDP for proving me such a life changing scope and opportunity."*

***Detailed in Case Study 2***

### 6.1.6 Sustainability

The project has withstood the challenge of COVID and the services of the project personnel has been discontinued in line with the project requirement. Given the overall objectives of WGETES a reasonable time of four/five years is needed for the project to be able to complete the education and skills delivery cycle and for the skills recipients to apply their skills resulting into sustainable income. It should also be noted in order to ensure that the gainful income of the TVET graduates is sustained there should also be a provision for post training support. Therefore, in order to rationalize the support provided and to make the provision of skills sustainable it is imperative that the project should be extended considering two years of disruption and break in the normal pace and momentum of the project due to COVID. Furthermore, in order to strengthen the potentials for sustainability and to ensure the effectiveness and efficiency of implementation is retained the project personnel who were involved in the implementation of the project right from inception be retained to the extent possible. Yet on another count UNDP can start negotiating with the local government to integrate the project in their development budget on a long-term basis. In this regard it could be concluded that the sustainability of the project is at the greatest risk since it is not clear whether the project will be continued in order to fully achieve its remaining outcomes. On the other hand, it is not clear to what extent the communities which has been by this time sensitized will be able to continue their work without any further financial and technical support.

## 6.2 Gender, Human Rights and Leave No One Behind (LNOB)

### 6.2.1 Gender Equality and Human Rights

Given the fact that the indigenous women are the most marginalized population among the population who are generally even more marginalized in comparison to the marginalized population; the project in question has in fact addressed basic human right issue in the form of gender equality. Even though the indigenous cultures have some propensity towards matrilineal society, but in reality women's basic rights have been violated through assigning them with the disproportionate burden both inside and outside the household. Therefore, as the project has correctly diagnosed that the backwardness of women in terms of education achievement and economic empowerment cannot be mitigated through providing more resources; rather support towards gender equality needs to be transformational in that



it should be able to bring sustainable structural changes in terms of gender relationship within the society and its institutions. The project interventions undertaken that support the cause of gender equalities and human rights include non-traditional vocational skills, accommodation, transportation, sensitization on gender issues among others.

Gender rights can hardly be separated from human rights. The project tends to support poor indigenous girls and women. Bangladesh constitution makes it mandatory for the state to provide basic education for all its citizen. This human rights-based focus has led the project to consider all the factors and take necessary measures to take preventive and supportive measures against all forms of violence against women inside and outside the educational institutions as well as within their respective communities. In order to further strengthen the promotion of human rights for the girls and women multi-stakeholder's orientations have been organized. Furthermore, girls and women have been oriented about their rights and have been encouraged to raise their voice. They have also been provided with information on how to seek support while in distress and how to seek legal measures against the offenders. However, according to the findings the occurrences of human rights violations in the forms of physical and mental abuse appear to be quite low as suggested in the following report.

***A Symbol of Successful Struggle of a Single Mother***

*Ms. Sanzeeda Khanom is only 26 years old, she is a symbol of a courage and successful struggle of a single mother in Rangamati town. Sanzeeda states confidently. "The training has given me a lot of courage, confidence and new opportunity to live a healthy life with dignity. Now, I started a home-based online business and doing home delivery services for my customers across the town. Though I am earning only Tk.8000/- to Tk.10,000/- per month, I am thinking of expanding my business and hopefully will be able to increase my monthly income"*

***Detailed Case Study 3***

***Table 6.16: Experience of sexual violence in the last two years***

District->	Bandarban		Khagrachari		Rangamati		Grand Total	
Total Control	40	%	15	%	43	%	98	%
No	40	100.0	15	100.0	43	100.0	98	100.0
Yes	0	0.00	0	0.0	0	0.0	0	0.0
Treatment	89	100.0	90	100.0	74	100.0	253	100.0
No	87	97.7	88	97.7	74	100.0	249	98.4
Yes	2	2.2	2	2.2	0	0.0	4	1.5

Apparently, in the case of both treatment and control groups, the reported rate of sexual violence is virtually non-existent. However, this kind of information should not be accepted on its face value. Women take the back seat in all forms of socioeconomic activities for all ethnic cultures including the residents from the main land. It is possible that girls and women do not want to reveal their experiences of sexual violence for the fear that such revelations might put her and her family to disrepute. Therefore, in order to find out the exact facts more sensitive approaches to communication with the potential victims of violence should be sought.

***Table 6.17: Case of abuse***

District->	Bandarban		Khagrachari		Rangamati		Grand Total	
Total Control	40	%	15	%	43	%	98	%
Don't Know	9	22.50	3	20.00	15	34.88	27	27.55
No	10	25.00	4	26.67	10	23.26	24	24.49

Yes	21	52.50	8	53.33	18	41.86	47	47.96
Total Treatment	89	100.00	90	100.00	74	100.00	253	100.00
Don't Know	4	4.49	11	12.22	13	17.57	28	11.07
No	22	24.72	23	25.56	3	4.05	48	18.97
Yes	63	70.79	56	62.22	58	78.38	177	69.96

Cases of abuse are more frequent both in the control and treatment groups. Apparently, the rate of reported abuse was found to be much higher in the case of the treatment group (Bandarban 70.79%, Khagrachari 62.22%, Rangamati 78.38%). One of the reasons behind this might be due to the awareness interventions the girls and women are better informed about what constitutes an abuse (existence of abuse for all districts control groups 47.96% and for treatment group 69.96%). It is also possible there is a general lack of awareness that abuse can take verbal form. The relative high percentage of respondents acknowledging the existence of abuse suggests that this might be a longstanding problem and therefore requires an in-depth probe in order to be able to take appropriate measures by having a fuller understanding about the nature and extent of abuses.

### 6.2.2 Leave No One Behind

The project in principle seeks to ensure no one is left behind. Having stated that the project has limited resources, therefore the project cannot reach everyone for practical reasons. However, the project has attempted to ensure that no girls and women from the marginalized population be excluded from the treatment schools and institutions. For instance, the project attempted to identify mentally and physically challenged. However, no significant disability among the target beneficiaries were detected.

Even though, necessary steps were taken to ensure that construction and facilities available in the school are disability friendly (i.e., ramps, handles to use washroom for disability person, separate toilet for the disabled etc.,) but no instances of serious disability among the students and teachers were reported.

### 6.3 Findings from Multi Stakeholders Responses with Implications to Girls and Women Empowerment

The following sections consist of the summary of responses by the various stakeholders of the project. This exercise has enabled the evaluation team to triangulate its findings as well as to draw insights from experiences and lessons learned.

#### Teachers

Multiple positive changes have been noticed due to the initiatives of WGETS project. Nowadays, students don't discriminate among themselves. A spirit of mutual cooperation and respect has been developed among the students.

The girls are more conscious about their hygiene after getting the dignity kits. They have also received booklets on changes in puberty and health-related information. A health-related session is always taken by health workers to increase consciousness.

A lot of members of the SMC committee are reluctant to attend the meeting on a daily basis. But they always help out the school no matter what is needed of them. If any kind of allowance was available for the SMC meeting it would have been beneficial. At least for their transportation cost. Because here most of the SMC members have a low income.

The teachers always had contact with other NGOs. They always had discussions on how to include people from the mother's club, other guardians, and NGOs. They would have regular meetings. The teachers also participated in a lot of training and orientations.

#### UP Education Committee

Due to the WGETES project, numerous improvements have been noticed. Attendance for students has increased significantly because they don't face any risk in their personal emergency time. The students are provided with many facilities which is bound to increase the education quality.

There are multiple positive outcomes due to the project like because of female toilets, it's easier for them to solve their personal emergency issues. Back then due to the lack of toilets, this was an issue. They used to skip from attending school due to their problems which hampered their education.

The education committee has constant communication with the NGOs and many NGO members come to the UP and let the committee members know about their initiatives in the hilly areas. They discuss matters such as how to make people participate in programs to increase their consciousness, in which sector to focus more, and how to increase the education quality for the students.

### **Mothers Club Members**

One of the positive outcomes achieved through the mothers' club has been that children and school staff have been able to overcome the social stigma surrounding menstruation.

Girl-friendly infrastructural support in the form of a separate toilet for girls has indeed made it a lot easier for girls. This has increased their sense of well-being.

Yet another positive thing that has happened is that boys have been generally motivated to develop respect for girls as schoolmates. That has led to a substantial reduction in eve teasing thereby making the school environment much friendlier for the girls.

### **School Management Committees**

Regarding any changes between girls and boys, they told that the relations with girls are more cordial; now girls don't face harassment by boys. The boys are showing better understanding and empathy towards the girls. School administrations are also conscious of girls and gender issues.

Now both guardians and girls are more aware of reproductive health care, girls' attendance is not affected during the menstruation period, and the use of sanitary napkins has increased.

The acceptance of the project's intervention is quite high and there is a demand in the community that the project should continue for a longer duration.

Teachers, mothers, and SMC members felt that the introduction of supplementary learning materials for creating awareness on gender-related issues could potentially further strengthen the cause.

### **Reproductive Health Care Workers**

They got some hygiene materials from the project at educational institution premises as well as they got counselling and orientation from project personal time to time.

Through the project parents are more pro-active and aware regarding reproductive health care, gender and girls' educations. Once our parents not more care on girls' education, now they are more positive.

Regarding the weak point of the WGETES project they said that the project's support requires for a longer duration. Respondents thought awareness on health care, education and behavior changed will continue even after project completion.

### **Reproductive Health Care Recipients**

They shared that now adolescent girls are more aware about reproductive health care and through the WGETES Project's now separate toilet facilities, safe spaces and hygiene kits are available in all project schools.

They ensured the support to the girls and also provided counselling and orientation from project support.

Through the project communities are more pro-active and aware regarding reproductive health care, gender and women educations.

### **CHT Women Volunteers**

For most of them, this was the first time in their lives that they got firsthand experience as an intern so in the beginning they were quite afraid which later they were able to overcome. During this time as an intern, they were able to learn a lot from the experienced workers. To join as an intern, they applied after seeing the district parishad circular. Afterward, they had to go through exams to become an intern.

It is very important that women are included in community development projects. It helps them to improve their talent and in the long term, it makes sure that they are able to work side by side with men.

A lot of girls used to face harassment issues back then and they would not share this with anyone due to other complications. They are more likely to share this experience if a woman is present in these situations.

### **GBV Victim Support Receivers from NGOs**

There are multiple cases of GBV or gender-based violence prevalent in that area i.e., cases of physical and mental abuse by the husband. Some of these are related to dowry.

Due to the financial help from the NGOs, everyone is mentally stronger and now is able to open small businesses and are able to stand on their own two feet. Most of these respondents received help from their family which made their life better in every possible way.

Due to all of the mentioned initiatives by the NGOs, nowadays people are more aware when it comes to GBV-related issues.

Due to the support from multiple NGOs, police, and victim support center, people became more confident and this has impacted their life in a big way.

### **Girls**

Most of the interviews never faced any kind of harassment or violence while going to their school. One of them did face harassment and afterwards she shared the information with her parents and then with the help of the school authority the problem was solved.

They are quite happy because guardians mainly mothers are involved with education through the mother's club. They expressed the main reason that they are able to continue their education is because most of their parents are supportive of this matter. With this, the young girls all want to continue their education.

They all have the freedom to choose their own future in terms of what kind of career they want to pursue.

### **TVET Graduates**

"As a TVET graduate, due to the training I have been able to know the unknown." Due to the TVET training, they are finally able to start their own businesses and earn money for their family.

Keeping a business alive with just some training is not an easy task. A lot of times they require materials that are hard to get by so this is a problem for everyone. If they had more money to invest, it would have been better for everyone.

### **Victim Support Centers Service Recipients**

The victim support center helped them register their complaint and helped them to solve the problem and provided them the emergency service. This was the first time that they had support like this and they didn't face any challenges during the whole procedure.

Now a day, children and women who face violence can easily reach victim support center and use their services. Back then, it was hard to offer these services in the community level. Now people who faced violence won't back down due to shame or fear.

### **Support with NGOs**

As a result of interventions, the school environments have positively changed, attendance of students have increased at the schools, teachers have become more skilled in using multimedia and guardians have become more interested in the children's education.

The SMCs have become more proactive as a result of orientation from the project. They meet regularly with the guardians and their coordination meeting has become more frequent and effective.

They also reiterated the need for developing a follow-up mechanism for schools. They also highlighted the importance of communicating with guardian.

A few positive outcomes of the WGETES include girls' attendance is not affected during the menstruation period and the availability of sanitary napkins.

Girls' awareness is mandatory regarding reproductive health care and requires separate toilets at schools it has been realized by the school administration. Teaching curricula various materials should address gender issues and gender bias-free.

### **Women Volunteers**

Application for the job of women volunteer could be made after the release of the volunteer recruitment circular from Bandarban Hill District Parishad. Afterward, the chosen ones had to go through a competitive exam and according to their result, they are given posting in different NGOs. For providing job orientation, the women volunteers are provided two separate training one for 7 days and the other one is for 3 days by Caritas. Topics covered during training include advocacy, disaster preparedness, and networking.

Previously the girls could not discuss their puberty-related issues including menstruation management due to social stigma. However, due to awareness-related programs, the mindset about girls' puberty issues have been effectively countered. This has relieved adolescent girls from the psychological stress of hiding puberty-related issues within the family and society.

### **Dropout Children Support Receivers from NGOs**

Most students cannot attend school due to financial reasons. They have to work as day laborers with their parents to meet the day's end. They cannot buy their school uniform let alone afford to eat 3 times a day.

The help that they received was very important but not nearly enough. Even after the financial help, they were living in hardship. If they could get that financial help every month, it would have been easier for them to continue their education.

A lot of students have dropped out due to the poor condition of their school. This is a private school so not much help comes from the government side. If they could be helped with books and stuff, it would have been really beneficial for them.

If the students could get continuous financial support, they could continue their education. If not, they had to do the work of day laborers.

### **Education Officer**

Parents or family is the biggest factor that matters for the enrollment rate for girls in primary school. The government can also increase the enrollment rate by increasing the amount for the stipend. Moreover, if there are skilled teachers in the school, the enrollment rate can also increase.

There are a lot of cases of young girls leaving school before their education is completed. The reasons behind this are mainly financial instability, gender discrimination, unsafe environment, and lack of

skilled teachers. We try to visit the parents of these young girls and make them conscious of these matters.

The young girls have a low enrollment rate in skills-based education but as time goes on, due to many projects this is getting popular among the people.

To properly complete the workload, the respondents were provided with motorcycles. But the women are unable to drive them so scooters are necessary. More laptops are also necessary to increase efficiency.

#### **Partner NGOs (Focal Person)**

Although the project's short-term nature limited its potential, it remained highly effective and responsive in the targeted communities. However, an extended duration of five years could have yielded even greater achievements, highlighting the untapped potential for further impact.

The project successfully established washrooms in every school and created safe spaces for female students. Dignity Kits were distributed among the students, and amenities like multimedia classes were made available. Initially, many female students felt nervous about participating, but they were later motivated to raise awareness and become conscious of important matters. Health regulations were diligently followed throughout the pandemic.

#### **6.4 Risk Analysis**

Since the WGETES project has been implemented and it has been able to largely achieved its target, the project itself is not at risk. The central risk therefore has to do with whether the project will be continued or not. If it is continued, the next question has to do with what would be the modalities of such a continuation. No definitive decision has been made either on the part of UNDP or the government to continue the financing of the project. This has put the achievement of the ultimate impact of the project into jeopardy. The impact of the project will be made apparent as and when the women and girls after having completed their education for acquiring marketable skills through vocational training are able to earn a gainful income that transforms into socio-economic empowerment. As of now the project has been able to train a number of women with traditional and non-traditional vocational skills. This gives them employability which has the potentials for transforming into employment. The discontinuation of the project has put the future of these women into jeopardy. In addition, these women once employed will require further support in order to successfully adapt with their often male dominated working conditions. This is true particularly for women who are being trained and groomed to become entrepreneurs. Therefore, the achievement of the project will be at risk if the project is discontinued and the women are left on their own.

The other risks are associated with the socio-economic conditions that has made hill tracts potentially a rather unstable place. Therefore, any sort of conflict will make all forms of development uncertain including the one in question. Again, owing to the environment of political uncertainty the kind of governance system that has evolved with competing vested interest groups centered around identity politics has made the process of effective and efficient decision making rather difficult. This was experienced during the implementation of WGETES.

## CHAPTER 7 : LESSON LEARNED

### 7.1 Introduction

In this chapter, an attempt has been made to piece together the various lessons learned by the stakeholders during course of implementation. The sum total of the lesson learned provide important useful insights which might add value to WGETES if it is continued or any form of similar undertakings in the future.

### 7.2 Lesson Learned

- While the decision makers at the policy and strategic level acknowledge the significance of linking education with skills development there are very rare instances where primary education, secondary education and TVET have been implemented in an integrated approach under one project in order to provide TVET related skills to women as a means of empowerment.
- The project has decided to intervene through a combination of existing state and non-state providers which represent the education system of the country. Therefore, if successfully implemented the project could be replicated with necessary modifications in order to adjust with the local needs nationwide.
- Making reproductive health awareness related interventions combined with provision of necessary facilities in the school is supportive to the cause of the newly introduced curriculum at the primary and secondary levels which is currently in operations.
- Organizing community-based organizations like the mothers' club and women volunteers have created a community-based mobilization to create reproductive health related awareness and mobilize collective action against violence against girls and women.
- Integration of primary and secondary education with TVET have created the potential for replicability to empower women by linking education with skills at a national scale.
- The project has created potentials for effective public-private community partnership.
- Taking the support of the law enforcing agency to take legal action against the perpetrators is yet another dimension which could be considered as relatively unique within Bangladesh education sector experience.
- Social transformation needs female role models, and their presence should be felt and promoted by the relevant institutions.
- The introduction of multimedia has generated interest among students and has improved their attendance.
- Education needs to be linked with TVET in order to achieve social and economic empowerment.
- The trade ought to be selected based on market demand.
- Non-traditional trades are facilitative to the cause of empowerment of girls and women since they make women visible, challenge existing structures and help them to gain higher income.
- The construction of toilets and washing facilities has improved attendance among girls.
- Interventions for the empowerment of women through education and skills development cannot be a one-off intervention. It requires multi-stakeholder collaboration and multi-dimensional intervention to create the necessary environment for girls and women towards empowerment through education and skills.

## CHAPTER 8 : CONCLUSION & RECOMMENDATIONS

### 8.1 Conclusion

The project attempts at cross-sector collaboration and has meticulously developed the ranges of outcomes, outputs and achievement indicators; established their interrelationships; developed an elaborate PMF by classifying it into immediate, intermediate and ultimate outcomes. The holistic approach for the empowerment of girls and women through education and skills is showing early positive signs of success. It appears that it has coped reasonably well to the unprecedented covid pandemic and the challenges in the multilayered governance and the dysfunctionality it often generates. It has already made a few positive impressions among the stakeholders regarding creating a safe and hygienic learning environment, particularly for adolescent girls. This is an important outcome that would potentially enable the project to encourage girls and women to acquire TVET skills for gainful employment. In this connection, it has become evident that much more time and effort are needed to make the TVET experience empowering for women. The emerging reality coming out of this TVET discourse is that greater participation of women will require more support in the form of creating a safe and decent learning environment coupled with the provision of transportation and safe accommodation. However, what is yet to become apparent is the need for the TVET delivery institutions themselves to reorganize their limited traditional role and engage themselves in multidimensional activities like market assessment, job placement, and creating linkages with apprenticeship models.

The project, therefore, has created the potential for contributing to these domains in a manner that is meaningful and sustainable.

### 8.2 Recommendations

Findings	Recommendation
<b>The ultimate outcomes of the project do not have a number of important indicators for longer term outcome</b>	In order to increase the efficacy of the project it is recommended that completion rate, employment rate and income increase to be included as ultimate outcomes in the PMF.
<b>As a response to motivation there has been increase in demand for female hygiene kits, particularly for the poor students</b>	Increase and sustain the availability of female hygiene kits, particularly for the poor students. In most of the cases the girls from poor households do not have access to standard hygienic kits in the market. On the other hand, where the hygienic kits are available majority of these girls can hardly afford it.
<b>While the various community entities are playing an important role in creating awareness and preventing GBV within their respective communities, they can make their initiative more effective by engaging male population.</b>	Further strengthen the women-led collective community initiative to prevent gender-based violence. This could be done in a number of ways. Firstly, by increasing the number of current mothers' club and women volunteer. This will enable to strongly motivate the society. Secondly, through forming mixed male and female community groups it would be easier to motivate and sensitize male members of the community.
<b>One multimedia was provided to each school. But children of all classes are interested in multimedia-based teaching learning process</b>	Increase ICT-based teaching-learning processes in primary and secondary schools. This is because the vast majority of children are eager to use multimedia.
<b>During baseline survey it was found that provision of gender-based infrastructure is</b>	Provide gender-sensitive learning infrastructure in TVET institutions, as well as in Primary and secondary schools. Such a



<b>critical to the attendance and participation</b>	provision should include all the schools. Therefore, it is necessary to increase the coverage of the stated infrastructure.
<b>There are insufficient number of female instructors in TVET as well in primary and secondary education</b>	The number of female instructors as well as primary and secondary needs to be substantially increased in order to create women friendly environment.
<b>In a few schools' water supply is not combined with construction</b>	Provision for water supply should be combined with toilet construction
<b>No instances of promoting role models have been found</b>	The project should promote role model to encourage women and girls to take spontaneous initiative to acquire skills and start business.
<b>No instances of market assessment carried out by TVET</b>	The TVET providers need to develop their capacity to assess market in order to able to provide demand-oriented market driven vocational skills.
<b>Lack of transportation and accommodation are barriers for the marginalized girls to acquire vocational skills</b>	As an innovative measure to overcome the challenge, it is recommended to introduce mobile training particularly in the rural areas with a difficult outreach in order to achieve effective outreach.
<b>For primary, secondary and TVET the number of female teachers and instructors are lower than male teachers</b>	The recruitment of teachers and instructors ought to be increased in all the three sub-sectors. Presence of female teachers will not only encourage girls but it will also enable to create female family environment.