



RESULTS FROM OUR GIRLS' EDUCATION
(CHALLENGE PROJECT IN ETHIOPIA)



IMPROVED GIRLS'
LEARNING IN
RURAL WOLAITA

IMPROVED GIRLS' LEARNING IN RURAL WOLAITA, ETHIOPIA

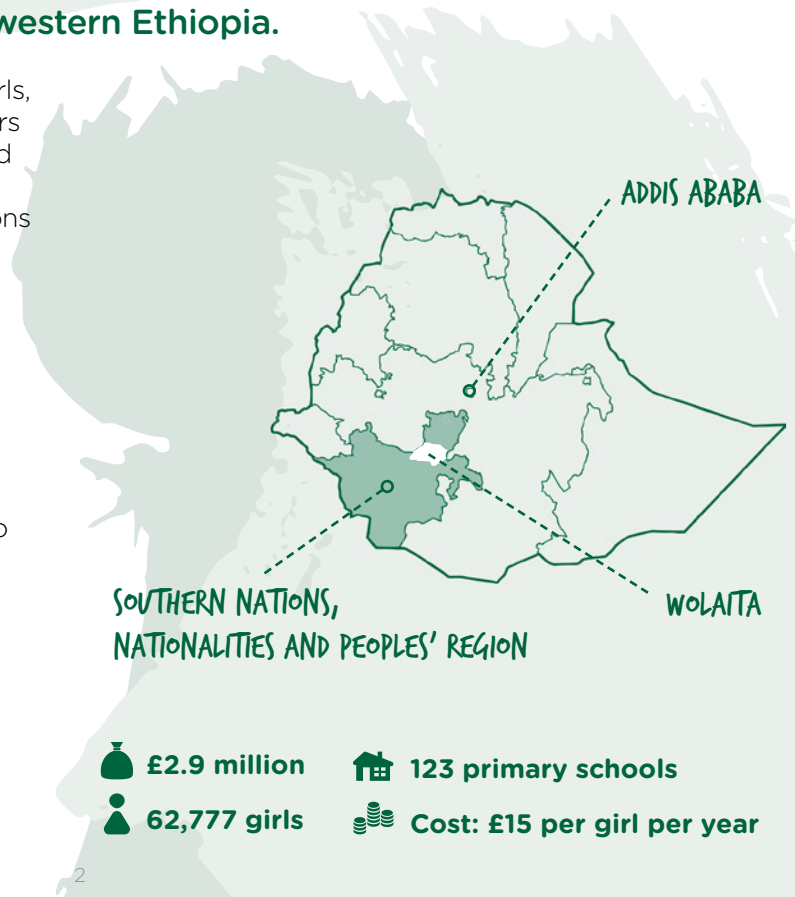


GOAL: To improve girls' enrolment, retention and performance in four rural districts of Wolaita Zone, south-western Ethiopia.

Our holistic, low-cost, low-tech project targeted girls, teachers, headteachers, parents, community leaders and government education officials. They identified barriers preventing girls from attending and succeeding in school. A combination of interventions addressed these challenges and supported systemic change to construct an environment that transformed girls' education.

The project created an enabling climate for girls to attend school more regularly, stay in school for longer and increase their learning opportunities. A scalable model was developed that is replicable across Ethiopia and in other contexts, as the key obstacles addressed by the project are common to many other regions and countries.

This is a DFID-funded Girls' Education Challenge project. The interventions undertaken are aligned to Ethiopian Ministry of Education policy and are being implemented in partnership with Ethiopian government offices. This embeds ownership, strengthens existing systems and supports sustainability.



SOUTHERN NATIONS,
NATIONALITIES AND PEOPLES' REGION

ADDIS ABABA

WOLAITA



£2.9 million



123 primary schools



62,777 girls



Cost: £15 per girl per year

FOCUS AREAS

"I have realised that our girls can be big leaders of the country and for this they need to be well educated."

(JUNIOR GIRL'S PARENT)

Woreda Education Offices empowered to support girls and share learning with Ministry of Education



Increased capacity of schools to support girls' education



Mechanisms for data monitoring and gender action planning in place



Mobilised communities and parental support for girls' education



Better academic opportunities for girls



Support during transition to adolescence

MOST EFFECTIVE INTERVENTIONS



Girls' Clubs



Awards



Encouraging community attitudinal and behavioural change



Mothers' Groups



Tutorial classes



Gender responsive pedagogy



Upgraded latrines



Guidance and counselling for improved self-esteem



Social accountability via integrated Gender Action Planning



Embedding delivery to drive government ownership and capacity

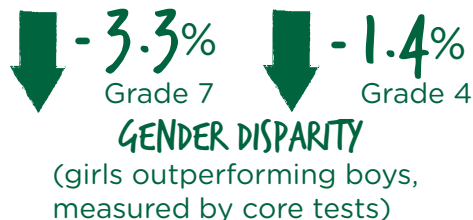
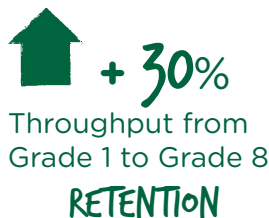


Reusable sanitary pads, underwear and soap

“Link’s holistic approach supports sustainability and improves social accountability. Link, which is one of the most successful projects in terms of improving learning outcomes for girls, simultaneously decreased gender disparity, developed an increased interest in science amongst girls and improved attendance.” (GIRLS’ EDUCATION CHALLENGE THEMATIC PAPERS, SEPTEMBER 2016, P.18)

RESULTS

“They say if you give a man a fish, you feed him for one day. If you teach a man to fish you give him food for life, just like the project changed our lives forever. It brings change for a lifetime. They have given what cannot be lost, no one can take it away from us.” (FEMALE TEACHER)



Reduced chores, provided
school materials including
lamp oil to aid evening study

PARENTS MORE SUPPORTIVE
OF GIRLS' EDUCATION

TEACHERS USING MORE
GIRL-FRIENDLY METHODS



report changes that
contribute to increases in
attendance and performance

COMMUNITY SUPPORT IMPROVED



report that now parents
support girls to complete
primary school (grade 8)



report that sending girls to
secondary school is now
the norm in their village

GIRLS' SELF-ESTEEM IMPROVED

"Our lives have changed. We are participating and competing with boys in class and elsewhere." (SENIOR GIRL)



27%

Control girls

felt that their education improved because of programmes to improve their self-esteem



55%

Control girls

answered yes to 'I feel happy with who I am'



40%

Control girls

felt they can do things as well as other girls in their school



31%

Control girls

felt proud of their achievements



16%

Control girls

felt they are just as good as the boys in their class



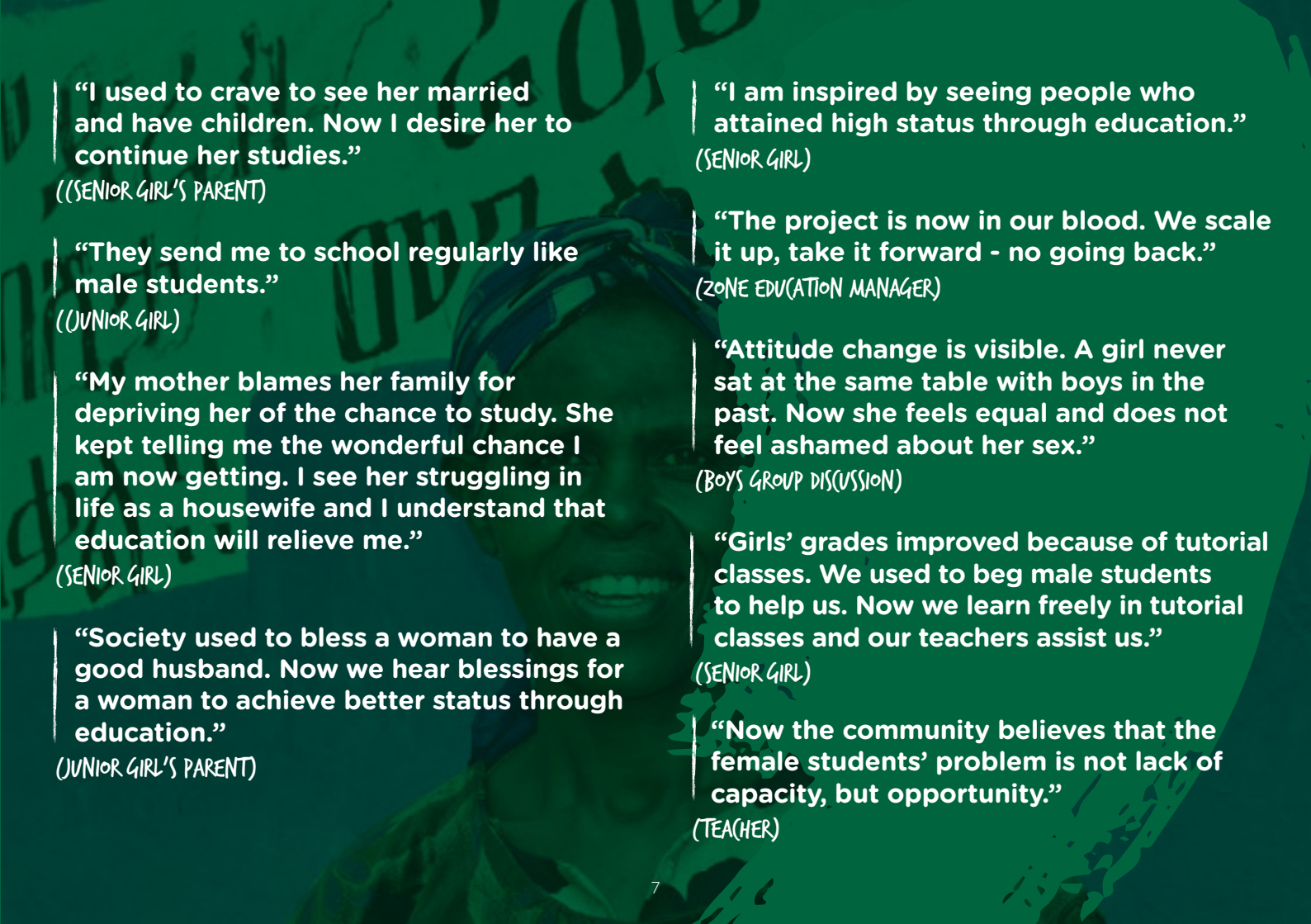
39%

Control girls

felt they have some good qualities

Girls' Clubs helped girls find solutions to their problems and encouraged peer support to succeed in school. Now more girls think 'marriage can wait' until studies are complete.

Girls received **counselling from female teachers** trained to support girls, build their self-esteem and to give advice on HIV/AIDS, early marriage, menstruation, study methods, violence and harmful traditional practices. The teachers relate to girls, understand their problems and can deliver the most effective support.



"I used to crave to see her married and have children. Now I desire her to continue her studies."

((SENIOR GIRL'S PARENT))

"They send me to school regularly like male students."

((JUNIOR GIRL))

"My mother blames her family for depriving her of the chance to study. She kept telling me the wonderful chance I am now getting. I see her struggling in life as a housewife and I understand that education will relieve me."

((SENIOR GIRL))

"Society used to bless a woman to have a good husband. Now we hear blessings for a woman to achieve better status through education."

((JUNIOR GIRL'S PARENT))

"I am inspired by seeing people who attained high status through education."

((SENIOR GIRL))

"The project is now in our blood. We scale it up, take it forward - no going back."

((ZONE EDUCATION MANAGER))

"Attitude change is visible. A girl never sat at the same table with boys in the past. Now she feels equal and does not feel ashamed about her sex."

((BOYS GROUP DISCUSSION))

"Girls' grades improved because of tutorial classes. We used to beg male students to help us. Now we learn freely in tutorial classes and our teachers assist us."

((SENIOR GIRL))

"Now the community believes that the female students' problem is not lack of capacity, but opportunity."

((TEACHER))

CONTACT US

Link Community Development is a family of organisations working to transform education for children and communities across impoverished rural areas of Ethiopia, Ghana, Malawi and Uganda through innovative, low-cost and replicable models.



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