

“Through education you can empower a girl, develop her self-esteem, you can help her in a positive way; that is the impact.”

Dr Wossen Argaw,
Deputy Director CHADET.

Impact Report

Girls' Education Challenge

Excelling Against
The Odds

Foreword

Welcome to ChildHope’s review of our Girls’ Education Challenge - Transition (GEC-T) activities with CHADET in Ethiopia.

GEC-T: 2017-2021

In 2017, ChildHope and our Ethiopian partner, CHADET, were given the opportunity to extend our UK Aid funded Girls’ Education Challenge (GEC) programme for four more years, having successfully completed our GEC-1 project from 2013-2017 (www.girlseducationchallenge.org).

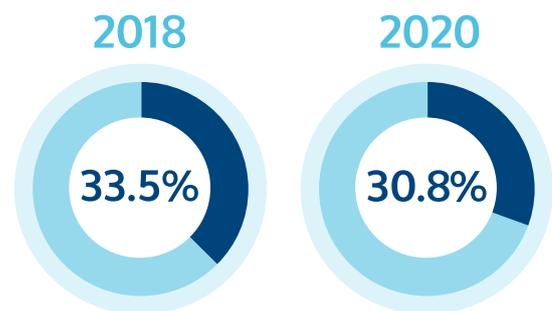
In GEC-1, we were mostly focusing on primary school girls, helping those who were at highest risk of losing out on their education to go back to school, stay in school, and enjoy their lessons. We had made some great progress and were delighted to be working with the same girls for a further four years as they made the transition from primary to secondary school in GEC-T. We watched them grow from small girls to young women and it has been a privilege to work with them.

Moving into secondary school can be extremely hard for a girl in Ethiopia. They are under so many pressures to stay and support domestic work in the home or farm, or to get married and start a family. Many parents think ‘enough is enough’ when primary school is finished, and girls have to be pretty determined to convince their parents to let them stay in school.

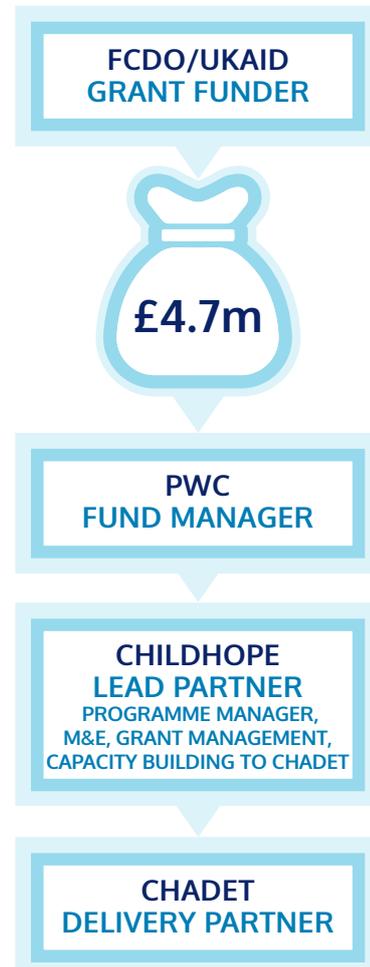
Fortunately, the confidence the girls had built during the first four years of GEC meant that many of them were willing to stand up for their right to education. And their parents were more willing to listen because they had spoken to and been influenced by the enthusiasm of the CHADET team, all great advocates for education.

Having built the girls’ passion for education, we had a responsibility to make their learning experience

Poverty in Ethiopia



Relation between organisations





Having built the girls' passion for education, we had a responsibility to make their learning experience worthwhile.

worthwhile. In GEC-T we really focused on supporting the teachers to improve their lessons, for example including *all* girls more in classroom activities and adapting lessons to their individual abilities. The project's final evaluation has shown excellent progress in preparation, assessment and teaching approaches, all reflected in improved grades.

Even during the COVID-19 lockdown, project teachers created tailored worksheets to enable the girls to keep learning. Since schools re-opened, they have been working long, hard hours to welcome their pupils back into school and help them catch up on lost lessons.

Working with the same group of girls for eight years has been so rewarding. Building on the confidence, self-esteem and love of learning the girls gained in GEC-1, and adding to this in GEC-T, has enabled us to grow together and get to know one another. The GEC girls and young women are rightly proud of what they have done, summarised in this impact report and our short film, which you can watch here:

www.childhope.org.uk/our-work/projects/gec.

We hope you are as excited about their achievements as we are.

Jill Healey,
Executive Director
at ChildHope

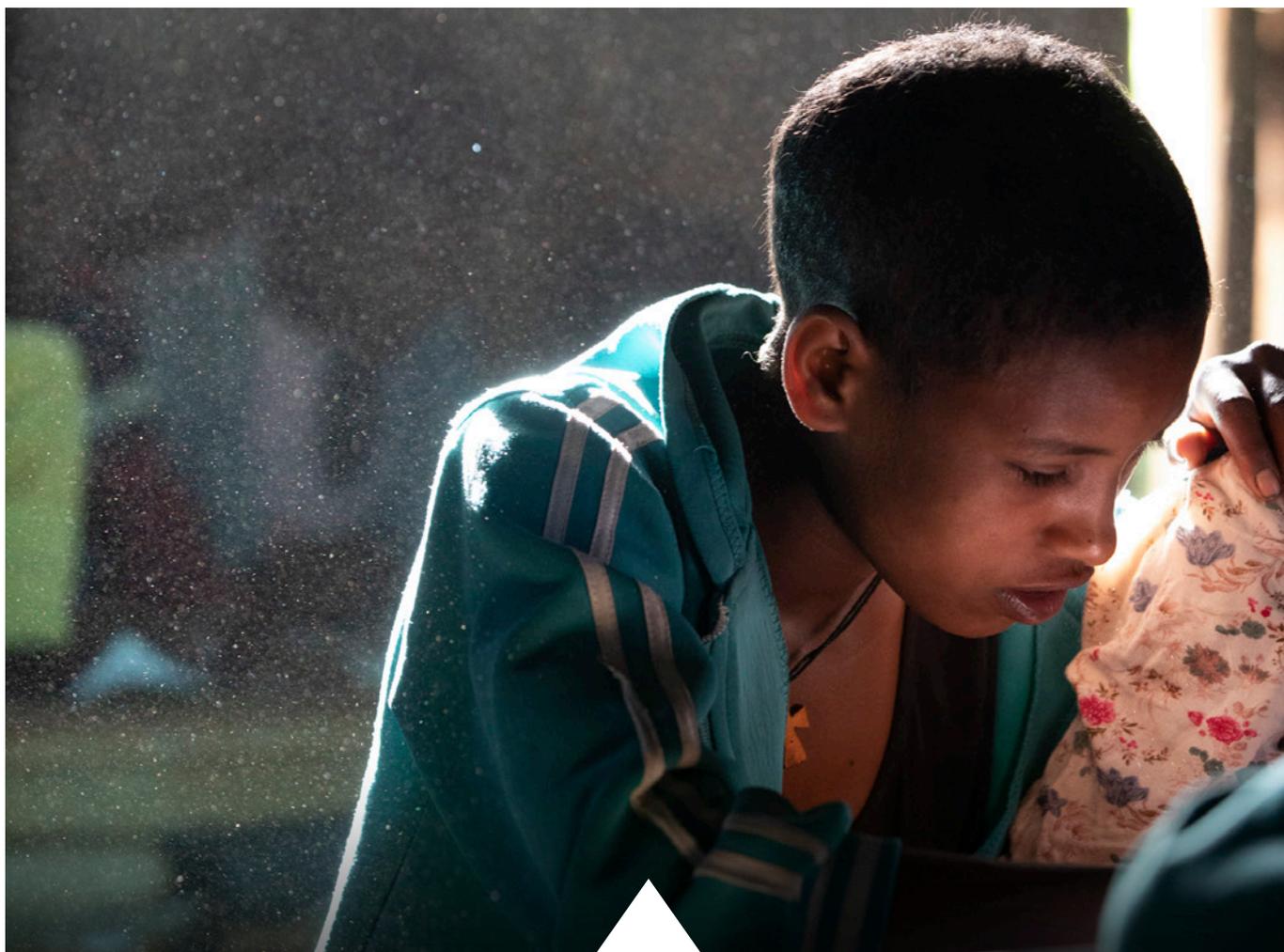


From 2017-2020

- **16,481** marginalised girls supported.
- Attendance rates rose to over **90%**.
- **484** teachers were trained in gender sensitive literacy and numeracy pedagogy.
- **133** School Principals and Vice-Principals received leadership training.
- **109** Communities of Practice set up for teachers to work collaboratively.
- **7,400** girls attended Homework Tutorial Clubs in **74** schools.
- **6,875** girls participated in Girls' Clubs in which they received life skills training.
- **3,803** boys participated in Good Brothers' Clubs in which they learned about ways to support girls' education.
- **669** girls graduated school and entered university, college or vocational training.
- **492** teachers trained in effective revision practices, supporting girls with disabilities and psycho-social support.

In response to COVID-19:

- **12,455** girls received a local language literacy, mathematics, and English worksheet, specific to their grade (2 sets each).
- **13,000** information leaflets on effective handwashing and keeping safe.
- **37,000** bars of soap were distributed.



In their words

“I want to study Law, because I want to solve the problems of females and people with disabilities.”

Eighteen-year-old Behati is ambitious. She describes education as her “*first, second and third goal*” and plans to go to university to study law.

Behati was born in Dessie, in South Wollo in the Amhara Region. She describes growing up as an “ordinary Ethiopian child” and started school at standard primary age. However, school was not always the experience it is now, due to both the standards of the school and because she has a visual impairment which adds further challenges.

“There is no primary or secondary school for students with disabilities near to our village so the first challenges were transport and cost. The schools didn’t have safe toilets and there were no sanitation supplies. Teachers didn’t focus on students with disabilities and there were no books written in Braille in class. We didn’t take notes because there was limited knowledge about Braille.”

These conditions resulted in frequent absenteeism and poor academic results. Since then, however, the support of the Girls’ Education Challenge has changed things significantly.



My academic results improved and I have developed self-confidence.

CHADET have provided Braille kits and audio resources and reading corners designed for students with disabilities that make it easier for them to learn. Changes to the school environment and facilities are helping to ensure regular attendance and teachers have received guidance on teaching children with disabilities.

Behati describes how the attitude of teachers towards disabled students has improved: “We are now going to school without fear and I talk to school principals without fear if there is a problem, and teachers give attention to students with disabilities. My academic results improved and I have developed self-confidence.”

Behati’s results have not just improved. She is consistently one of the top two performers in her class. Having successfully transitioned to secondary education she is well on her way to reaching her goal of going to university.

She does admit that Covid-19 resulted in a loss of confidence and hope at being away from her education but she received Braille work sheets from CHADET, which she completed and was given a pass on Year 11 and allowed to progress to Year 12. The pandemic has done nothing to quell her ambition. In fact, she says isolating at home has given her more time to reflect on how she can “turn the steering wheel of my future”.

305 girls with disabilities received learning aids, including Braille kits and audio devices.





In their words

“My vision of my future has changed. I now have a slogan for myself: I can be great, with great success in many aspects of my life.”

Seventeen-year-old Genet is from a small rural village in the South Gondar region. She is a Grade 12 student at Fert Secondary School and has ambitions to go to university to study to be a doctor. Since primary school, she has been supported by CHADET through the Girls' Education Challenge and she has been supported to transition to secondary school.

However, attending primary school was not easy for Genet. “The remoteness of my home from the school meant I lost much of my study time while I travelled

to and from school every day. The journey was long and we feared abduction around the forest. The only solution was walking in a group but waiting for my friends to finish their classes also killed my study time.”

For girls who do not have time to study at home, either because of long journeys like Genet's or other commitments such as household chores, CHADET provide extra tutorials during the school day. Genet improved her grades year on year as a result of these tutorials, saying “I feel happy in my day-to-day improvements.”



It took time to adapt from a rural environment to the new urban rural one.

These extra classes can make all the difference to whether girls achieve the grades they need to progress to secondary education.

Other things that contribute to performance include support with school materials and various clubs that focus on non-academic skills. “Before the support of CHADET, I used to make exercise books from sheets taken out of my sister’s exercise books from the previous years. Taking part in life skill trainings and other school clubs helped me to develop my decision-making skills and gave me confidence to stand up to peer pressure.”

Transition to high school was not always easy. “It took time to adapt from a rural environment to the new urban rural one”. However, support from CHADET continued with the provision of financial assistance, school books, uniforms and moral support. Now Genet is entering the final grade she is capitalising on the confidence her life skills classes gave her.

“I have a good relationship with my teachers and my parents. I support my little sisters in their education and have become a role model for them. I have become popular in the school compound and even in my community, and I have the opportunity to lead different clubs and to exercise leadership. I use my new self-confidence to tackle negative attitudes and challenges based on my gender. My vision of my future has changed. I now have a slogan for myself: I can be great with great success in many aspects of my life.”

16,400 girls received scholastic materials and 7,500 girls received a school uniform





In their words

“A tremendous change” - How we are supporting girls’ education at Gafat Primary School in Amhara Region, Ethiopia

Fetfte Mengesha and Emebet Muche are a girls’ education dream team: two women who are passionate about supporting girls not just to get to school, but to thrive in school.

Sports, art and music teacher Fetfte has been teaching for 17 years and she has worked at Gafat Primary School for eight. She is known by CHADET as a ‘focal teacher’, which means that she has been trained to offer emotional and practical support to girls who are struggling in school.

As a CHADET community volunteer, Emebet plays a crucial role in the safeguarding of the 210 girls attending Gafat Primary School. She loves her job. “I’m supposed to come in three times a week but I come nearly every day,” she says. “I’m a woman, and I want to stop violence against women.”

Emebet believes that the CHADET project has created ‘tremendous change’ for girls’ education. “If a girl missed class no one would bother [about this] before the project. Now there is a close follow up of girls missing classes.



Now there is a close follow up of girls missing classes.

We go home to home and discuss it with parents and get the girls back to school."

All schools supported by CHADET have a Letter Link Box where students can discreetly report cases of harm, abuse or risk. Twice a week, Emebet and Fetfte open the box together, recording and discussing the problems and deciding how to tackle them. Some cases can be dealt with within the school, while others require them to go out and talk to people in the community.

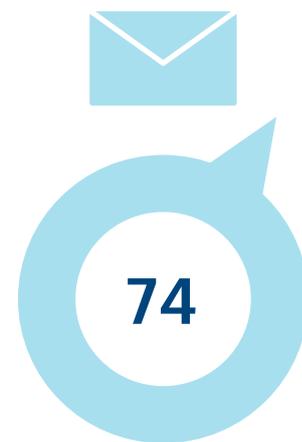
Emebet remembers one particularly serious case: a girl reported that her parents had arranged a marriage without her knowledge and the ceremony was a week away. "First I went to counsel the family," says Emebet. "The parents were annoyed and angry and pushed me out of the house."

So Emebet went back to Fetfte and they decided to take the case further, alerting women and child's rights representative working at government level. "These people stopped the early marriage," says Emebet. "Now the girl is in Grade 9 and she is attending school regularly. This is a good motivation to be a volunteer for this project. Now that we have a system to prevent it, there is no more early marriage in this school."

But attitudes to girls' education don't change overnight. Emebet and Fetfte work hard to build relationships with parents and carers. "We have very private, family-focused interventions," says Fetfte. "We do individual negotiations."

CHADET aims to scale up the number of Letter Link Boxes in local communities to make them safer for girls.

Letter Link Boxes were set up in 74 schools and 30 local communities.





In their words

“I am helping my children to get an education because I want them to be advanced – to be in a better position than I am in.”

Before joining the GEC programme, Selam was struggling in school. Her mother has a hearing impairment and Selam spent a lot of her time helping at home rather than studying. CHADET offered Selam a scholarship, which includes 300 Birr (£6) each month to cover education costs. The family also received some sheep, which have now bred and are bringing in extra income. Selam is now in Grade 11 and loves going to school. Here, she and her father, Alamraw, describe what the support from CHADET has meant to them.

“Before CHADET I was not very good at education. I spent much time supporting my family around the house. But now I spend my time on my education and I have improved. I like school. In school I have friends to talk with and do work with – we do exercises together. English is my favourite subject. I like the reading corner; the library is attractive with good books and a seat.”

In addition to the reading corners, CHADET established sanitary corners in each school where girls could access



I want all my children to be advanced – to be in a better position than I am in.

sanitary pads, clean water and soap. Selam highlights that “Previously we were ashamed of ourselves because of our periods. Now we are getting sanitary towels, we are more confident and happy to go to school.”

Through Family Hubs and drama performances in the project communities, CHADET has raised awareness amongst parents and caregivers about the benefits of girls completing their education. Parents like Alamraw are now supporting their daughters to attend school.

“Before she joined CHADET, my daughter would cry if I asked her to show me her exercise books because she was not confident. But now, she is confident to show me her books.”

“I am a victim of not having a good education because my parents did not have a good attitude. I used to sell eggs to support my education as there was no support for me.”

“So, I am helping my daughter to get an education. Now, I never ask her to stay at home and look after the cattle if I have to go out. I want all my children to be advanced – to be in a better position than I am in.”

1,251 girls received a scholarship to cover education costs.





In their words

“Students are happier and I am happier. I am enjoying teaching.”

The GEC-T project is not just about keeping girls in the classroom, it is about giving them a good education when they get there. CHADET and ChildHope are training teachers so that they can provide the girls with extra lessons, using methods that make learning fun and engaging. These teachers meet in ‘Communities of Practice’ to share ideas, solve problems and support each other. Here, teachers from Wubamba primary school and Taytu high school in Amhara Region tell us more.

Alemu Getachew, a teacher for 14 years, teaches English at Wubamba Primary school. “The training is

very good. When I was told to begin teaching students from identifying the sounds (phonetics) I was not happy in the beginning because I felt students already knew this. But I realised this was not the case and I found it really helpful to start teaching from the sound system.

“The new method has enabled us to shift from a lecture dominated method to a student-centred method. The teacher first models, then he does that with the students together and finally, he asks the students to do it by themselves. So that gives him an assessment of their understanding and if they do not understand, I reteach. In general it has made the situation better.”



Students are happier and I am happier. I am enjoying teaching.

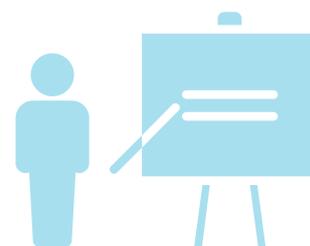
Alemu acknowledges that the training in literacy and numeracy, gender-sensitive pedagogy “has helped me to improve my teaching approach in other classes as well. Students are happier and I am happier. I am enjoying teaching.” Alemu has also supported awareness raising activities with parents about the benefits of girls’ education and notices a more positive attitude from parents.

Abere Worku has been teaching mathematics for 14 years and is currently teaching at Taytu High School. “The training has added to my knowledge and skills in teaching. The active learning model has been very instrumental in getting students to take an active role in their learning and have an increased motivation. This has helped me.”

“In Communities of Practise, there is one literacy teacher and one maths teacher. The subjects are different but we still observe each other. We meet every two weeks and we look at general methods of teaching like student participation, student arrangements, group work, good intros and conclusions. Observing each other is helpful because we can agree on the basics of teaching. We can tell each other our gaps, so it is supportive.”

“This project has motivated girls. We see them advancing to universities and colleges.”

Over 500 teachers have received training in subject specific, gender sensitive pedagogy and inclusive education.





In their words

“In this school, girls are top scorers.”

When we visited Wubamba Primary School to meet families supported by the project, we were lucky enough to talk to sisters - and top students - Tizezew and Selamawit and their proud father Asmare. When you meet the Asmare sisters, you get the impression that both of them are destined for great things.

Tizezew is 14 and in Grade 7, which means she is nearing the end of her primary education (Grade 8 is the last year of primary school in Ethiopia). Her big sister Selamawit is 17 and, significantly in this part of Ethiopia, she has made the transition to secondary school. She is in Grade 11, which is the equivalent of Year 12 (sixth form) in the UK.

Both girls are top of their class. Their hard work and dedication to their education is underpinned by crucial support from CHADET, for example extra tutorials and a club where the girls learn life skills. CHADET has also played an important part in changing attitudes towards girls' education in the community, because what use are books and pens if parents want their daughters to focus on housework over homework?

“Household chores used to affect girls in attending school,” says Tizezew. “We started chores before 6am and needed to look after the children and cook. Now we are no more doing that. Parents are supporting us to be on time [for school] now.”

Tizezew's father Asmare, a priest, agrees with his daughter. "Even if we have a lot of work around the field, we would never ask the children to miss classes and help us," he says. "My wife and I will be working in the field and sending the children into school."

He describes how attitudes towards education have changed in his community: "It is the community now that is promoting the education of children. No one would really hold back a child in the house, because they now realise the benefit of education."

Tizezew says she does not want to marry. Instead, she has set her sights on becoming a doctor, and the life skills she is developing at Girls' Club will help her achieve her ambitions.

"I used to be afraid of speaking, but the Girls' Club has helped me to be self-confident," says Tizezew. "I am no longer afraid of speaking in front of people. I like to be around people now."

CHADET supports girls like Selamawit who are making the transition to secondary school by inviting them to a summer camp, where they revise what they have learnt in primary school and learn about some of the barriers to flourishing in secondary school.

"We had a short induction that really helped us anticipate [the barriers]," says Selamawit. "For example, don't be deceived by gifts from men. That has been really supportive for us."

Selamawit is proud of what she and other girls in her school are achieving. She is determined that nothing will get in the way of their education. "In this school, girls are top scorers and I advise them to keep to it so that they proceed to the higher levels," she says. "They must not be deceived by external factors. They have to keep their academic status."

Her father Asmare is proud too. They are so devoted to their studies that "they will cry if they are asked to miss class! But I will not ask them to miss class and I will make sure I provide everything for them to come to class. I have a great dream for them: I hope they will advance higher in their education."

Selamawit may be dreaming of university too, but for now she is focused on helping her little sister make the leap from primary to secondary school. "I support Tizezew in her homework - she asks me questions and I clarify difficult areas for her," says Selamawit. "It is in my focus that my sister scores top."



Parents are supporting us to be on time [for school] now.

—Over 4,600 girls are more confident after receiving life skills training and have cascaded their learning to over 5,800 Girls Clubs members.





What's next?

Thank you for reading our GEC-T Impact Report. We hope you are as excited and inspired by these stories of change as we are.

Girls, communities, schools and government departments involved in the GEC project are working together to continue the work wherever possible.

To take our work in Ethiopia forward, we are actively seeking funding to:

- Support 14,000 project girls who are still in school, aiming to complete their education.
- Explore creative ways to increase the employment and entrepreneurship opportunities for the 3,000 girls who have graduated already.

- Work with local education authorities and Principals in 77 schools, to strengthen education systems and improve safety.

We also want to extend our learning and our success to more regions of Ethiopia and more countries in Africa and Asia, so that equity and access to education becomes a reality for more children and young people.

We welcome new partnerships to enable us to fund and carry out this vital work. If you share our passion, do get in touch.

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About ChildHope

ChildHope believes that children should enjoy a safe and secure childhood, but for those growing up in the toughest circumstances, these rights are denied. Born into extreme poverty and violence, they have no protection. We work with local partners to ensure these children's voices are heard, their rights are upheld, and they are able to access essential services.

You can read more stories from ChildHope [here](#).



May 2021

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