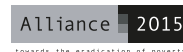




CHANGE

**Improving Access to Education
to Most Marginalised Girls in Ethiopia,
People In Need (PIN) Ethiopia**

**Girls'
Education
Challenge**



CHANGE –

Improving Access to Education to Most Marginalised Girls in Ethiopia,
People In Need (PIN) Ethiopia

Final reflections – Impact

What did the project do?

Between 2018 and 2023 the CHANGE project was implemented under the Girls' Education Challenge in four regions across Ethiopia (Amhara, Oromia, SNNPR and Afar) to improve the life chances of 24,968 out-of-school girls. The consortium led by People in Need (PIN) Ethiopia implemented the project with partners including Concern Worldwide, Welthungerhilfe, Helvetas Swiss Intercooperation and Amref Health Africa. The project focused on improving learning outcomes and life skills for highly marginalised girls, increasing transition rates at key points in their pathway, and improving community and government support, acceptance, and commitment to sustain girls' education. The project implemented the following activities:

- enrolled 24,968 out-of-school and highly marginalised girls in alternative basic education (10,646) and integrated functional adult literacy (14,322) programmes
- Provided short-term technical and vocational education and training (TVET) to facilitate the transition to employment opportunities and income-generating activities for 1,800 girls.
- Trained 577 teachers and facilitators in gender-responsive pedagogy, multi-level/grade, child-centred and inclusive teaching methods.
- Established 565 self-help groups (SHGs) to provide 10,098 girls with life skills, psychosocial care, training on how to develop entrepreneurship and business plans and connecting with credit institutions and cooperatives.
- Provided safe and inclusive infrastructure facilities for accelerated learning programmes including construction of latrines for girls, water system for clean and drinking water, learning supplies and sanitary pads.
- Working with communities (parents/ caregivers) through 223 structured community action groups (CAGs) to drive positive attitudinal change towards girls' education and their progression in life.
- Provided direct cash support to 4,776 girls and provided seed funding for SHGs.
- Provided sanitary kits and school feeding, particularly during emergencies, such as drought and floods.
- Provided targeted support to 430 girls with disabilities through provision of education, medical support and assistive devices

Girls'
Education
Challenge



24,968 out-of school highly marginalised girls rolled in

14,322 integrated functional adult literacy IFAL (15–18 years)

10,646 alternative basic education ABE (9–14 years)

10,098 girls transitioned to SHG

1,800 girls transitioned to TVET

8,343 girls transitioned to primary school

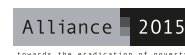
Ethiopia has made significant progress in girls' education, with a rapid expansion in primary school enrolment. During 2021/22, female primary school students had an enrolment rate of 85% for girls and 92.3% for boys. Educational inequity, particularly in remote rural areas, remains a pressing concern due to cultural, social, and economic barriers, and high dropout rates even after enrolment.

Rural regions in Ethiopia, particularly Afar and Somali, have the highest proportion of out-of-school children, posing a significant challenge to the country's education system. Rural girls do not have the support from home to pursue education and are prioritised for household chores. There is lack of school facilities in reasonable walking distance, lack of latrines, and water are not available in most schools. In pastoral regions, a high proportion of girls need to walk for over an hour to nearby primary schools due to their pastoralist community. There are heightened safeguarding concerns on the way to and back from school, such as kidnappings and forced marriages due to long school commutes as well. Unsatisfactory hygiene conditions constitute a major barrier in regular school attendance. In addition, adolescent girls face several challenges relating to menstruation and its proper management. Families living in severe poverty are unable to afford both direct and indirect costs of schooling.

I personally believe what we have learned is very nice. We learned how to subtract and add numbers. We were not aware of this when we were staying at home. So, we learned a lot after enrolling in ABE.

Girl

Girls' Education Challenge



What did the project achieve?

Improved learning outcomes and attendance. The ASER numeracy tests applied to all four cohorts show that 87% of all enrolled girls (86% ABE girls, 82% IFAL girls, 100% joint program girls) improved by at least one level in each academic year in the ABE/IFAL programmes. The ASER literacy tests applied to all four cohorts show that 86% of all enrolled girls (79% ABE girls, 83% IFAL girls, 99% joint program girls) improved by at least one level in each academic year in the ABE/IFAL programmes. The number of girls who attended at least 70% of the class time reached 87% while the target was 60%.

Improved transition. Transition of girls was to further education in formal school and to self-help groups, technical and vocational education and training, and possibly starting income generating activities (IGAs). The project indicator target for marginalised girls and girls with disabilities in the age of 10-14 years who transitioned into formal education was 53% and, based on the on-going monitoring data, the project reached 78.4% (8,343 girls out of which 138 GwD) transition at its end. Regarding the girls of 15 years of age and older, 7% (1,800) transitioned to TVETs, while 71% (10,098) joined self-help groups. Moreover, 55% (7,916) of girls who joined TVETs and SHGs started their own IGAs. Around 4% of ABE and IFAL girls dropped out from the program but re-joined formal education.

Improved teaching. According to project data, collected with regular classroom observations, 99.5% of trained facilitators in alternative basic education programme and integrated functional adult literacy programme were found using gender-sensitive, child-centred and inclusive teaching methods, surpassing the 90% target. Moreover, 259 facilitators trained under the project transitioned to the formal education before the end of the project.



The courses, housekeeping and hygiene management, the benefits of saving, home gardening, bee keeping and poultry production are among major skill we developed.

Girl

Improved parents' attitudes towards girls' education.

At endline 83.6% of the parents expressed a positive perception of community action groups' work on girls' education and the target was 75%. On the work of community action groups, 54% of the parents attended community conversations and 54% received a home visit to discuss on girls' education. Also, 84.1% of the girls' parents who participated in the project demonstrated a positive attitude towards girls' education and target was 75%. Parents agreeing to education for girls with disabilities increased from 70.1% to 89.7%.

Improved self-confidence – Girls, who through education and by securing their own income managed to gain status in their homes and communities, gained self-confidence and became more active agents of society. They are also the role models for other girls in communities. Based on data in Unique Tool, 84% of SHG members (90% for members doing IGA, 77% for members who have not yet started IGA) demonstrate self-confidence in their economic decision-making, which is a significant increase from 30% in baseline.

Developed and deployed the Unique Tool. The Unique Tool was created using Microsoft Power BI in response to the project's need for a centralised user-friendly tool for data collection to keep track of indicators with unified methodology across the consortium. During the project's lifetime, 4,404 monitoring visits were conducted with the support of the Unique Tool. The tool offers analyses of

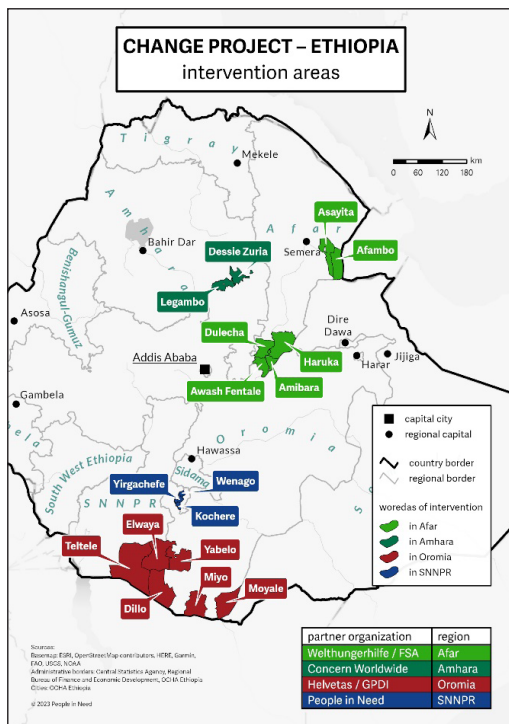
major project data and helps easily identify gaps and strength. The up-to-date insight from field visits as well as the ability to see both the bigger picture and the smallest details contributed to the decision-making capacity and project management.

The tool comprises of eight different sections that are aligned with the key components of the project. The eight sections can be completed either all or selectively during a single monitoring visit, depending on the number of activities that are being monitored by the user. Each of the eight sections requires the users to record their GPS location and take photographs of specific activities. This set up has a triple advantage: remote monitoring mechanism, generation of means of verification as well as transfer of detailed information on the ground (e.g. photos of SHG or CAG meeting minutes) all the way to the project and programme management staff across the consortium.

Adapted well to regional contexts and external crisis: Despite the original design of project as educational development project, the implementation

In the past girls did not have access to education, girls worked only in the kitchen but now girls can learn and get employed and have their own salary. Therefore, now we are learning and able to know a lot of things. Girls used to get married early in previous times but now we are allowed to get an education and gain knowledge. When we were staying at home, we were not able to write our names, or list the day of the week, or months of the year. But after entering the school we know everything, and I am also trying to learn to sign my own signature.

Girl



took place in environment of constant humanitarian crises: Covid-19, droughts, floods or conflicts which occurred in different times and different areas, de-synchronising the implementation among four consortium partners. The readiness to adjust, re-design and continue providing classes to girls despite emergencies, were a major factor which minimized drop out of girls which would had been otherwise significant. The project worked on ensuring that each region would develop a tailored approach to address contextual challenges. Key project adaptations include reaching girls through home-based learning during Covid 19, introduction of mobile schools for girls displaced by conflicts or natural disasters, provision of school feeding, scholastic materials or humanitarian cash support assistance to girls and families who's economic situation deteriorated due to the conflict and disasters.

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