

**Girls'
Education
Challenge**



GEC-T Project Presentation

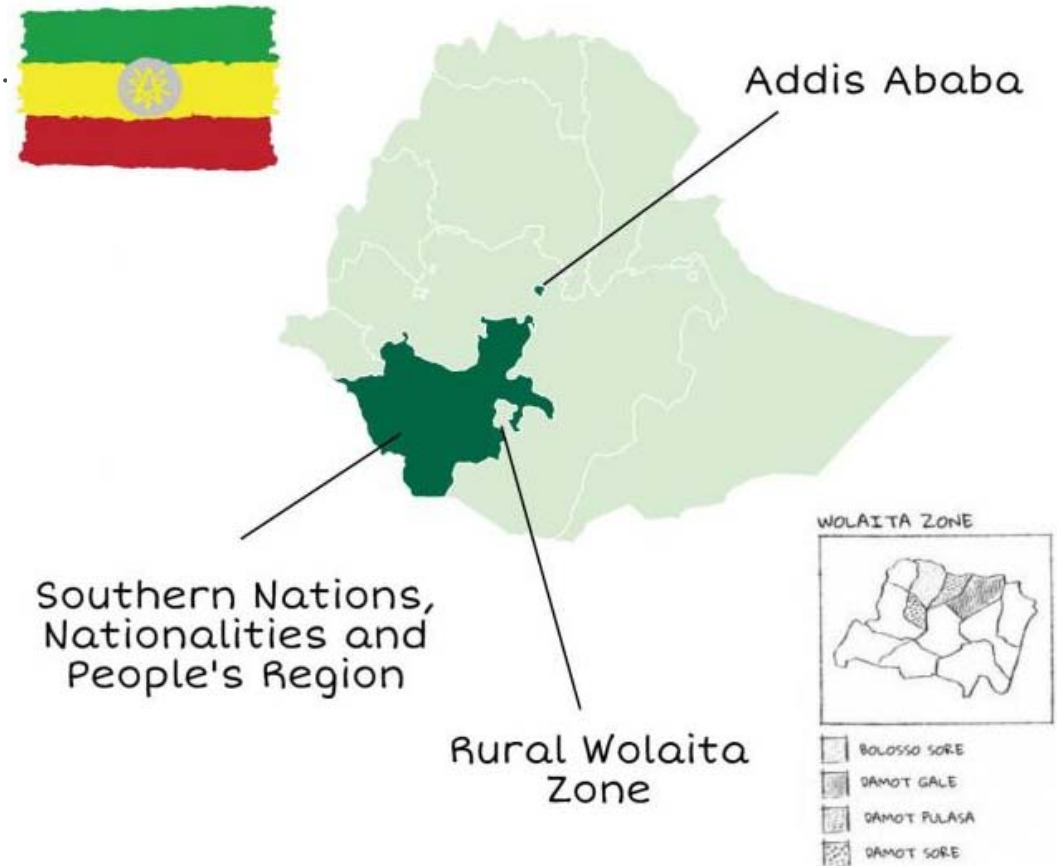
**Supporting Transition of Adolescent Girls through Enhanced Systems
(STAGES)**

Presented by:

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Introduction: STAGES

- **Implemented by:** Link Community Development (LCD)
- **Location:** 4 woredas in Wolaita Zone, SNNPR, Ethiopia
- **Beneficiaries:**
 - Direct: 43,978 marginalized girls in 123 primary schools and up to 17 secondary school (13 existing, 4 to be constructed)
 - Indirect: Boys via school-based interventions
- **Key partners**
 - SNNPR Regional Education Bureau (REB) and finance office
 - Wolaita Zone and woreda-level education officials and finance office



Sustainability Embedded in STAGES Approach

Education Sector Development Program V (ESDP V)

2008 - 2012 E.C.
2015/16 - 2019/20 G.C



Aligned with MoE Education Sector Plan (EDSP) 2015



Delivery of all inputs through MoE strategies and mechanisms

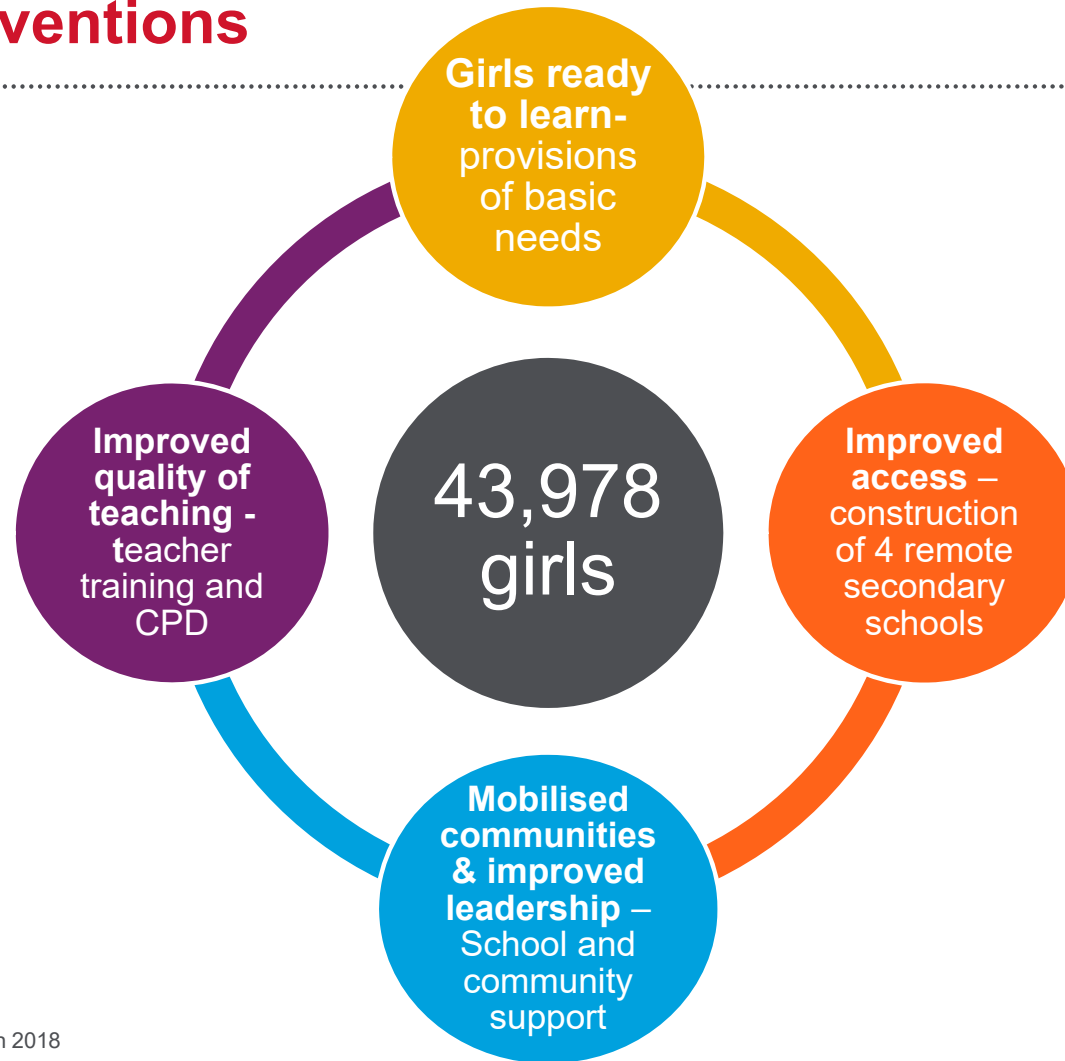


Collaboration with regional, zonal, and woreda-level education officials

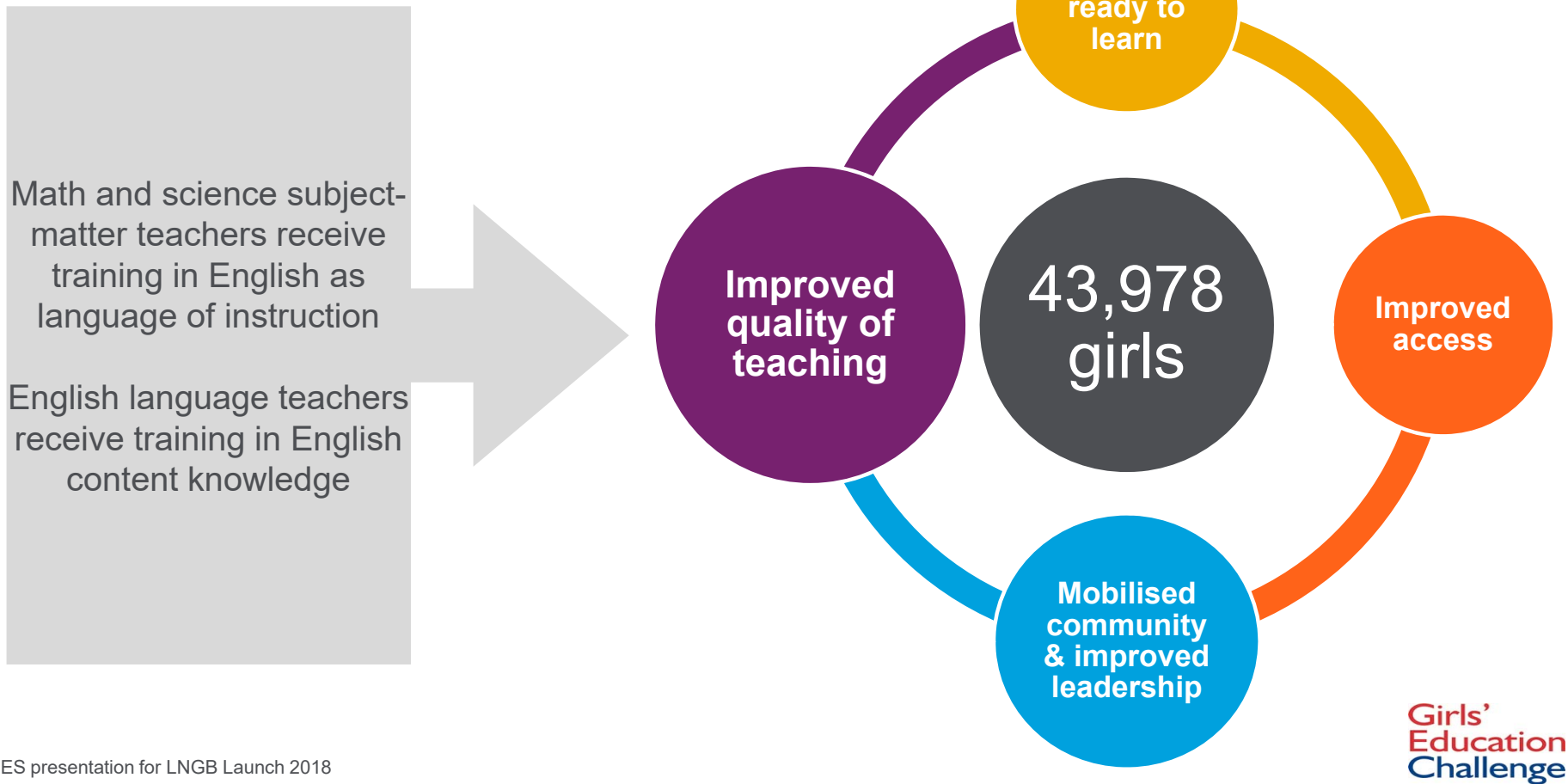


Leverage government structures at school level (SIC, PTSA, GEACs)

STAGES Interventions



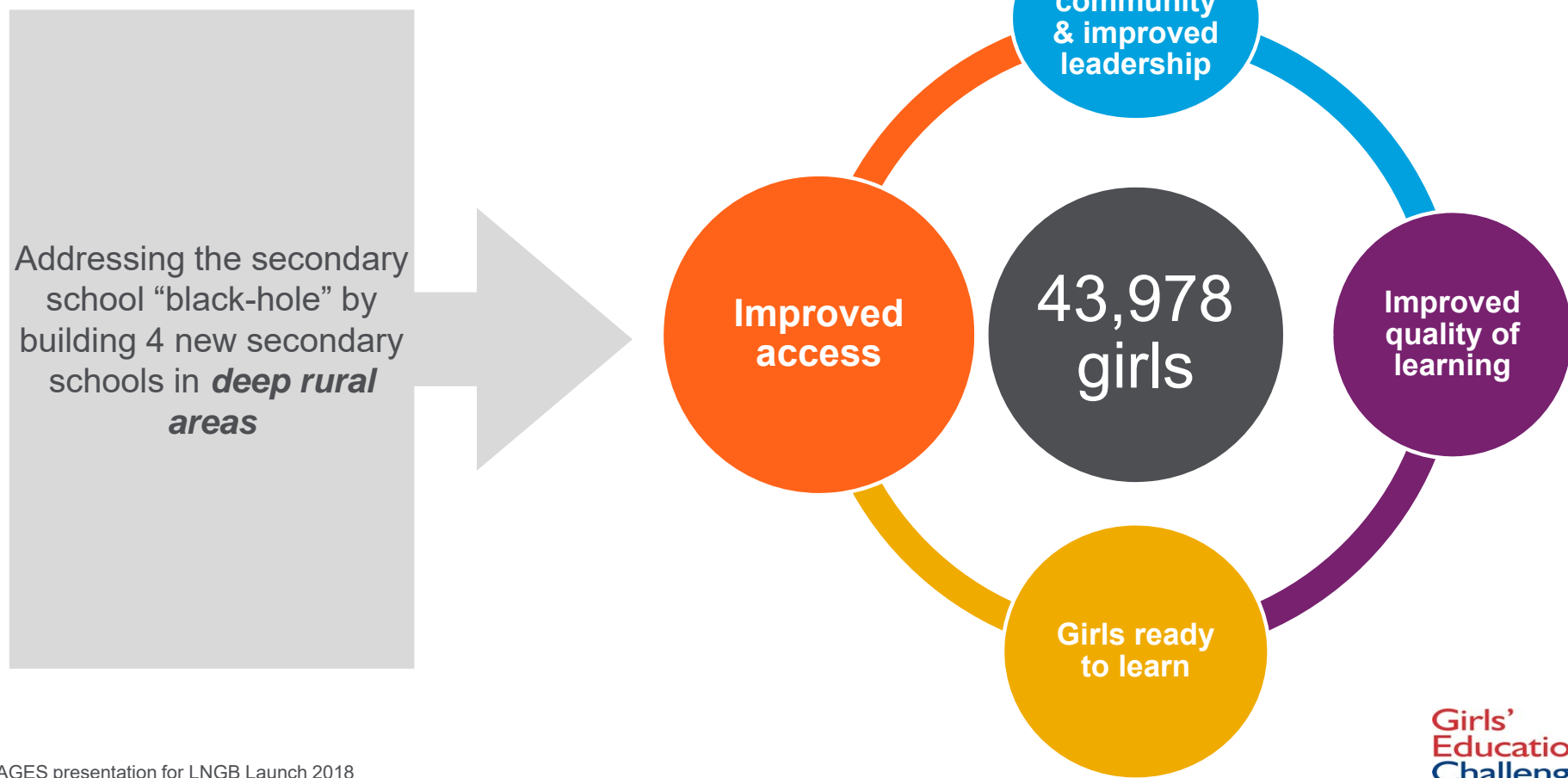
Example: Improved quality of teaching



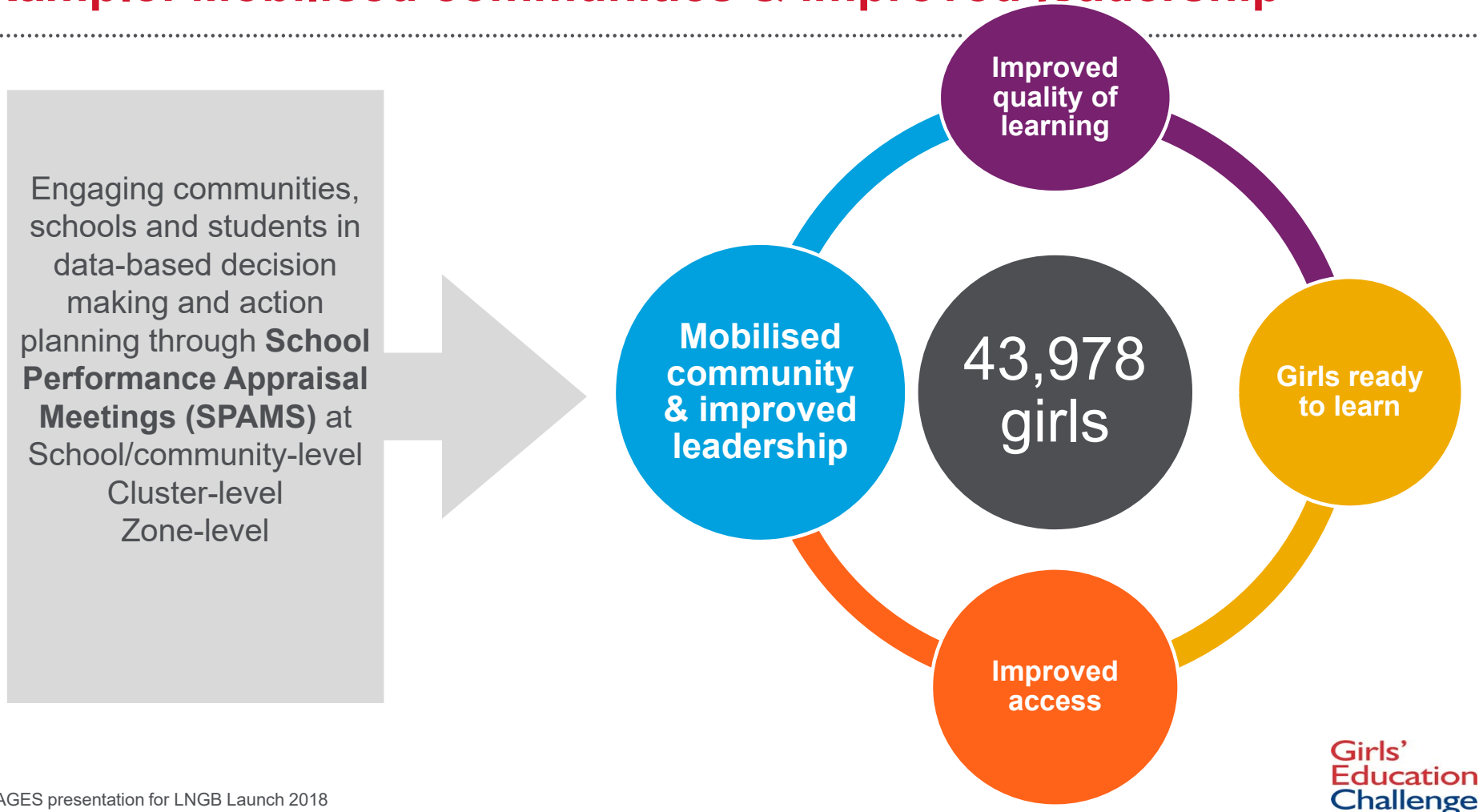
Example: Girls ready to learn



Example: Improved access



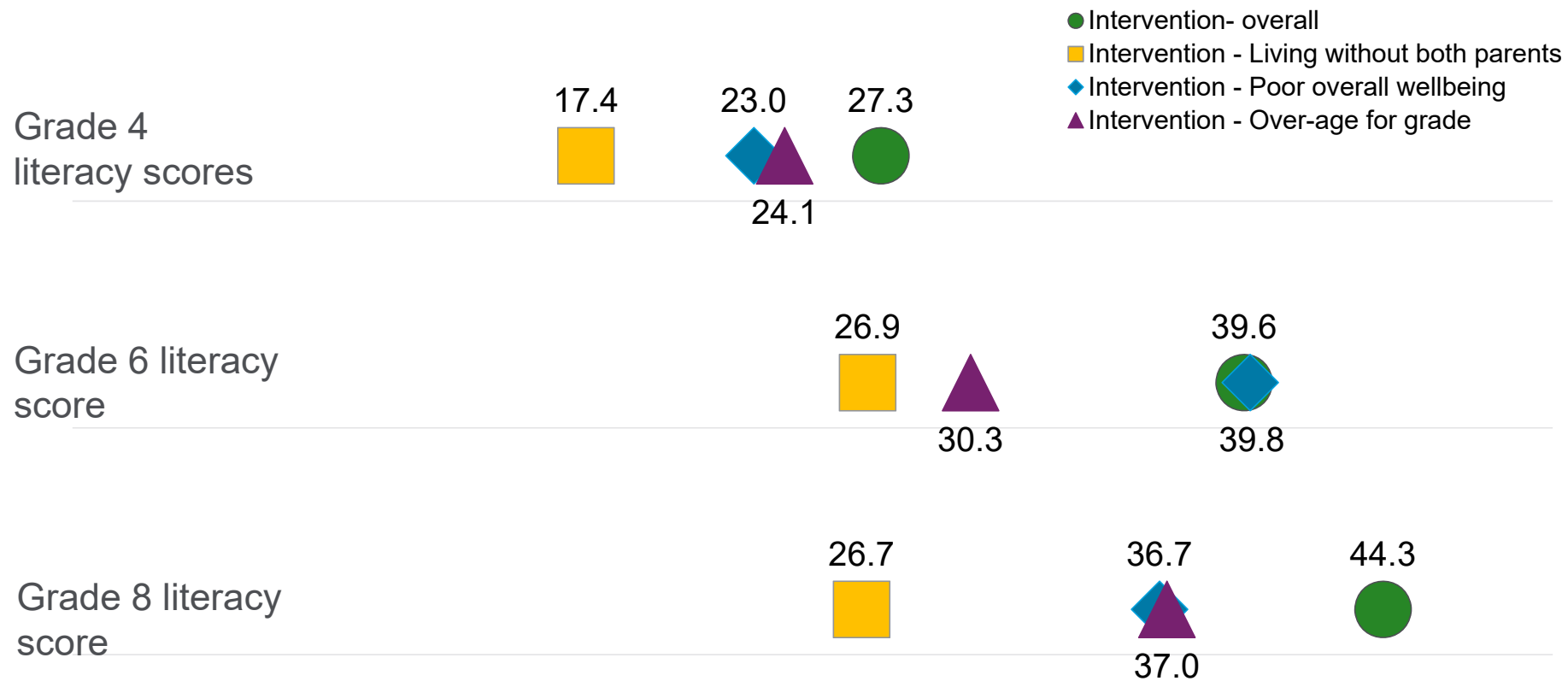
Example: Mobilised communities & improved leadership



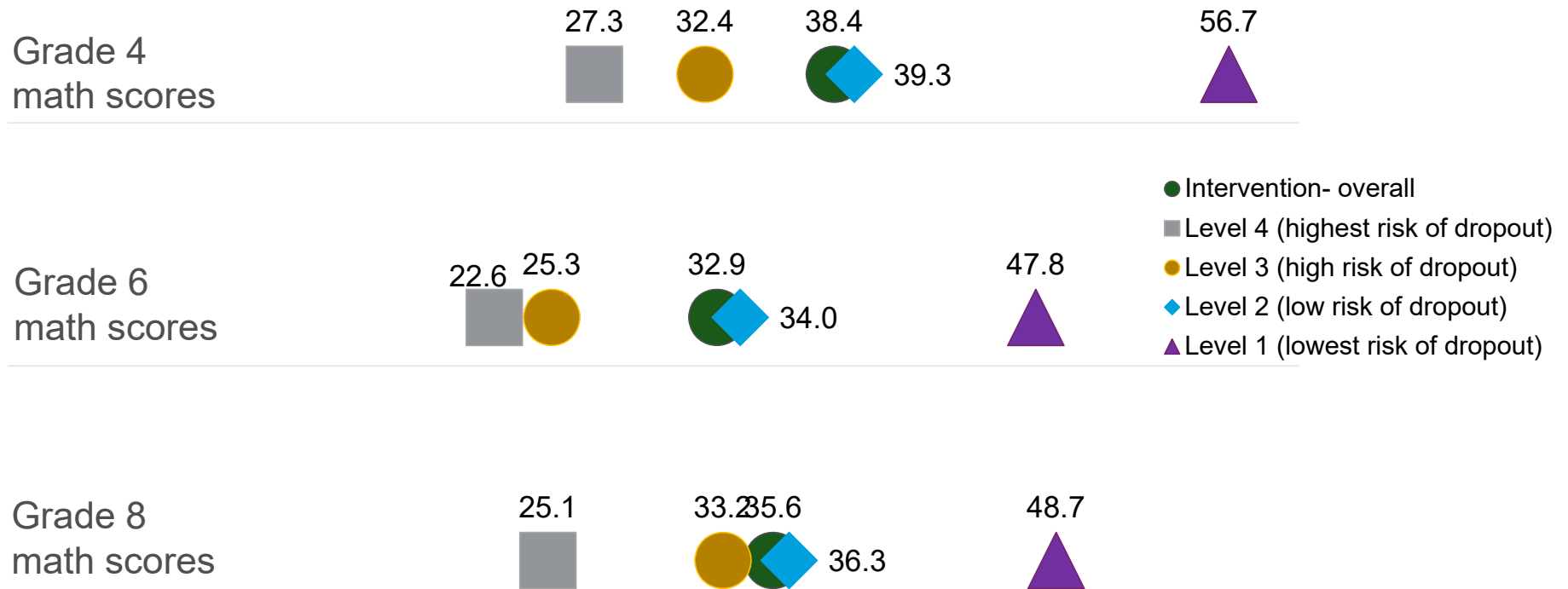


GEC-T Baseline Findings

Girls living without both parents, have overall poor wellbeing or are over-age have lower average literacy scores than their peers who do not face these barriers

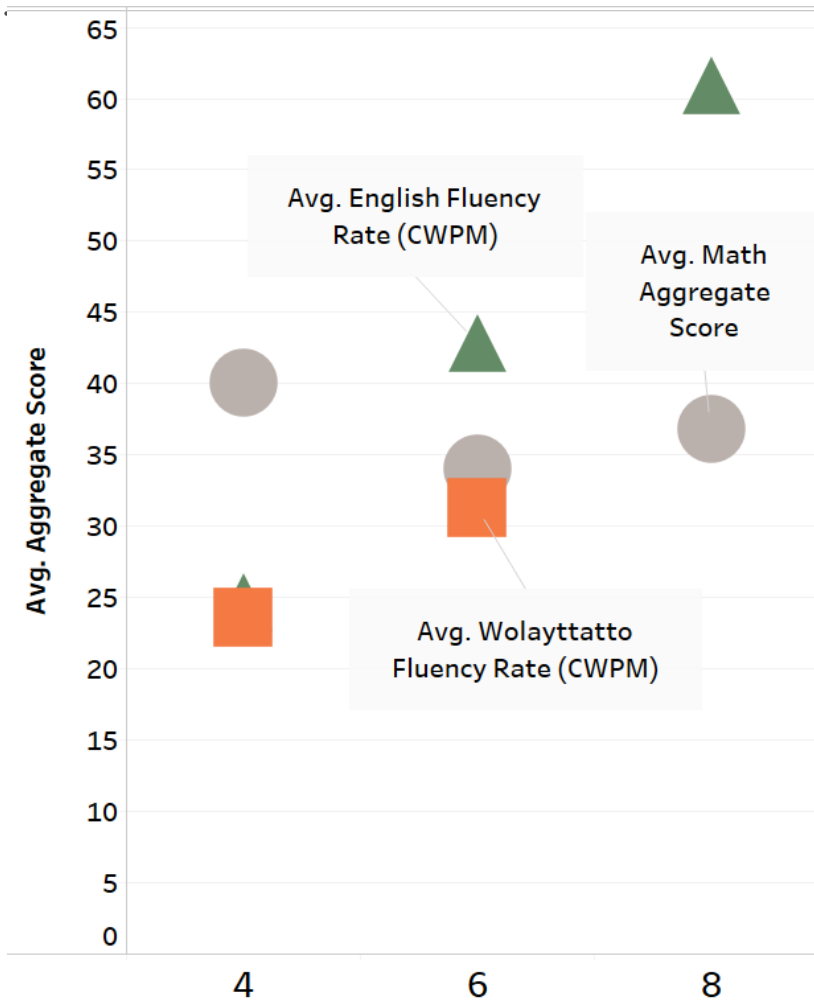


However, girls who face multiple barriers are associated with extremely low literacy and numeracy scores and in turn, high risk of dropout



Index of dropout based on girls chore burden, orphan status, wellbeing, Wolayttatto fluency, proficiency in addition

In the transition from Wolayttatto to English in grade 5, fluency in Wolayttatto may be associated with lower math performance in grade 6





Key Learnings to Date

Key learnings to date

ISSUE: *Compounding effect of barriers - challenge in capturing the extent, variability, and severity of **disabilities** due to:*

- Ensuring questions asked, and the way they are asked, do not further stigmatize and discriminate against girls*
- Disability is captured differently by MoE than by Washington Group Questions*
- Disability is a new focus area for GEC-T versus GEC-1, and requires deeper engagement with MoE and stakeholders to understand local context, approaches and beliefs first*

ISSUE: *Lack of resources, accommodation or special training to support girls with disabilities*

- Targeted inputs such as bursaries for girls with disabilities at the secondary level*
- Newly constructed secondary schools compliant with MOE standards on accessibility*
- Aim to integrate inclusion into existing community sensitization and training*
- Shift from GEC1 focus on gender responsive to broader inclusive education*

Key learnings to date

Responses to issues identified in the baseline

- *Will need to pay closer attention to the impact of **transition to English** as an added barrier in upper primary grades into secondary*
- *Recognition of **low well-being** as a barrier for adolescent girls and importance of continued engagement and support for socio-emotional learning*
- *As girls' age increases and transition from upper primary and into secondary school, many of the challenges adolescent girls face increase, such as **early marriage, menstruation, and migration, and high-chore burdens**. Therefore, Link will*
 - *Work with gender clubs and GEACS at the school level, as well as SRGBV trainings, to address these issues*
 - *Support the work the Regional Education Bureau is already engaged in around combating issues like trafficking, child labor, and early marriage*

