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

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

- Girls ready to learn-provisions of basic needs
- Improved quality of teaching - teacher training and CPD
- Improved access – construction of 4 remote secondary schools
- Mobilised communities & improved leadership – School and community support

43,978 girls
Example: Improved quality of teaching

Math and science subject-matter teachers receive training in English as language of instruction

English language teachers receive training in English content knowledge

43,978 girls

Girls ready to learn

Improved access

Mobilised community & improved leadership

Improved quality of teaching
Example: Girls ready to learn

- Trained para-counselors at primary schools provide **social-emotional** support to girls
- Embedding abuse reporting mechanisms in schools and conducting **SRGBV and Child Protection Training** with teachers

**Girls ready to learn**

- **43,978 girls**
- **Improved access**
- **Mobilised community & improved leadership**
- **Improved quality of learning**
Example: Improved access

Addressing the secondary school “black-hole” by building 4 new secondary schools in *deep rural areas*

- **Mobilised community & improved leadership**
- **43,978 girls**
- **Improved quality of learning**
- **Girls ready to learn**

Improved access
Example: Mobilised communities & improved leadership

Engaging communities, schools and students in data-based decision making and action planning through School Performance Appraisal Meetings (SPAMS) at School/community-level Cluster-level Zone-level

43,978 girls

Improved quality of learning

Mobilised community & improved leadership

Girls ready to learn

Improved access
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.

<table>
<thead>
<tr>
<th></th>
<th>Grade 4 literacy scores</th>
<th>Grade 6 literacy score</th>
<th>Grade 8 literacy score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention- overall</td>
<td>24.1</td>
<td>30.3</td>
<td>37.0</td>
</tr>
<tr>
<td>Intervention - Living without both parents</td>
<td>17.4</td>
<td>26.9</td>
<td>26.7</td>
</tr>
<tr>
<td>Intervention - Poor overall wellbeing</td>
<td>23.0</td>
<td></td>
<td>36.7</td>
</tr>
<tr>
<td>Intervention - Over-age for grade</td>
<td>27.3</td>
<td></td>
<td>44.3</td>
</tr>
</tbody>
</table>
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