

Back to School

GIRLS EDUCATION CHALLENGE
FEATURE EDITION



Impact Snapshot

Our Girls Education Challenge activities with partner CHADET are helping Ethiopia's poorest girls get an education. In Phase I of the project which ran from 2013-2017, we achieved the following positive changes:

17,034
girls accessed education



800 teachers
trained in literacy and numeracy pedagogy

21 classrooms built
so girls can focus on their learning and future



44 libraries set up
to get more girls reading

102 family savings
groups set up to support their children's education



46 Girls' Clubs
set up to boost confidence and self-esteem

You can read six inspiring stories about the girls, their families, their teachers and communities in our GEC Impact Report here: <http://bit.ly/childhopeimpact>

Take on a Challenge



Santa Run 2019

📍 Victoria Park, London

📅 8 December 2019

Fundraising Target: £100

Cost for sign up: £25



Swim Serpentine 2020

📍 London

📅 September 2020

Fundraising Target: £250

Cost for sign up: £75 (limited free charity places available)



Colour Obstacle Rush

📍 Liverpool

📅 27 June 2020

Fundraising Target: £150

Early bird cost for sign up: £24.50

Fundraising Update

2019 Swim Serpentine Event
The Children with Cancer UK Swim Serpentine event took place on Saturday 21 September. Now in its fourth year, this one-day open water swimming festival staged in the heart of London is already a must-do event in the open water swimming calendar. This year is the first time ChildHope has participated, so a BIG thank you to our two swimmers - Claire Stiling and Laura Spita, who took the plunge with us! Claire and Laura were amongst 5,000

swimmers on the day taking part in various swim distances to raise funds for charities. Both successfully completed one full lap around the Serpentine making up the one-mile swim to raise £1,000. From everyone at ChildHope, thank you for choosing to support us.

To register your interest for Swim Serpentine 2020, please contact Anamari at abishopp@childhope.org.uk. Free places are subject to availability.



Fundraising Ideas



Introducing our Corporate Membership Scheme

Less than 1% of our income comes from companies so we've launched a plan to help grow this.

Since our last Newsletter, ChildHope has developed different ways to partner with companies so that we can continue to transform children's lives. One of the most significant changes is we have launched a corporate membership scheme. Our *Impact Collective* helps companies address some of the most challenging issues facing children and families around the world today, including modern-day slavery, gender inequality, and child labour. We are offering two annual membership opportunities that include staff fundraising resources and free places in our challenge events. You can find out more including membership benefits and how to apply through our website.

<http://bit.ly/chimpactcollective>

As an incentive, ChildHope will waive first-year membership fees for those companies we sign-up before July 2020.



Donate Through Text Giving

Short on time? Make a quick donation to help a child get an education by donating through your phone.

Text CHILD to 70460 to donate £20. This cost a std rate msg.



Charity of the Year

We are looking for staff nominations for Charity of The Year! If the company you work for is looking for staff votes and ChildHope fits the theme, please consider putting us forward. We can help engage and motivate staff through real stories of children affected by poverty and show the difference we make to their lives. Find out more by sending an email to Anamari Bishopp at abishopp@childhope.org.uk



Context

Ethiopia is the second-most populous nation in Africa, after Nigeria, and has the fastest growing economy in east Africa. This economic development has seen falling rates of poverty. According to the World Bank, in 2010 55.3% of Ethiopians lived in extreme poverty. Today, that figure has fallen to 33.5%. Primary school enrolment in Ethiopia has quadrupled since 2010. However, while access to education has increased, learning outcomes and the quality of education have not kept pace with it. There are significant regional and gender disparities in basic educational proficiency and disabled children are less likely to attend primary school.

The Problem

Although Ethiopia has made much progress in ensuring all children get an education, girls and disabled children still face huge barriers, particularly those in the very remote areas. Girls in particular face considerable barriers to achieving their potential. Many still have very poor attendance at primary school, so they perform badly in their exams and are unable to progress to secondary school. At secondary school, the language of teaching switches to English which is problematic as many children do not speak the language and the teachers themselves have poor English.

Teachers in these remote schools often lack adequate practical experience or subject knowledge. Their teaching skills are below the level needed to apply the active teaching methods required by Ethiopia's new curriculum or to truly engage the students. Schools are under-resourced, both in the equipment and books needed to teach effectively but also in basic facilities such as toilets. The lack of hygiene facilities means girls lack privacy on a day-to-day basis but particularly suffer during their

periods. Bullying and harassment from teachers and boys can also be a problem, so girls choose to stay away.

Parents also keep their girls out of school for a number of reasons. Girls are needed to help with domestic chores or work so they can contribute to household expenses. Parents prioritise the education of their sons over their daughters. Early marriage is still a huge problem in parts of the country, particularly with the poorest families, and organising an early marriage is often done to ease the burden on household expenses as the girl then becomes the husband's responsibility. In 2017 UNICEF reported 14% of girls were married by age 15 and 40% married before aged 18. Human trafficking is a problem in Ethiopia and parents worry about the safety of their daughters when they're travelling long distances to get to school or when living away to attend school.

Project Objectives

Launched in 2012 by UKAID, the Girls Education Challenge (GEC) aims to help one million of the most marginalised girls in the world to improve their lives through quality education. ChildHope is proud to be supporting GEC in Ethiopia's two largest regions, Oromia and Amhara.

We work with partner CHADET (Organisation for Child Development and Transformation), which has over 20 years' experience of supporting vulnerable children. As a result, CHADET has established itself as a well-respected organisation among communities, partners, donors, and the government. Phase I of our project is now complete and we are in the second phase of the project. From now until March 2021 we will be focusing on preparing 16,481 girls in 77 schools to transition through the education system, increasing their number of years in school.

Impacts and Results

The second phase of our project in Ethiopia will:

- Reach **16,481** girls in **77** schools, including **30** secondary and **47** primary schools.
- Train **900** teachers.
- Set up **47** sanitary corners and distribute **56,400** packs of sanitary pads so girls can continue to attend school during their period.
- Set up **60** Letter Link boxes, two in each secondary school, so girls and boys can report safeguarding issues.
- Support **1,241** girls to enrol in vocational training.

Read more about this project here: bit.ly/ChildHopeEthiopia

Back to School

DONATE THIS CHRISTMAS TO SUPPORT A CHILD INTO SCHOOL

Every child has the potential to create their future but for those living in the toughest circumstances, a combination of extreme poverty, lack of opportunities and basic skills, keeps them out of school with little hope of change and the chance of a decent education.

We share a common vision with all our partners to give children a childhood and realise their full potential. That means, focusing on their protection, health and education.

Our early years programmes boost children's literacy and numeracy to enable them to transition from preschool to primary school. Day-centres and mobile schools provide inclusive, accessible and free primary and catch-up education to prepare children for mainstream school.

We work with schools to improve their teaching standards and ensure they provide safe learning environments and we train parents in child rights and stress the importance of education.

Watch Meron's story to find out how your money can make a difference for children like her here:
<http://bit.ly/b2sappeal>

£10 Can provide a girl in Ethiopia with a games kit for school.

£25 Can support a child in Kenya into primary school with a uniform, shoes and exercise books.

£50 Can provide 20 children in India with textbooks, notebooks and pens.

£100 Can provide lunch for a week for a class of 35 children in Bangladesh who are now in school instead of working on a dumpsite.

£250 Can buy new school bags for 50 street children in Nepal.

£500 Can provide nine street children in Kenya with educational and life skills support needed to return to school.

Donate

ONLINE: www.childhope.org.uk

PHONE: 0800 254 5656

TEXT: Text GIRL to 70085 to donate £20.
This costs a std rate msg.

In their words

Maritu's story

"The Girls' Club has helped me to express myself and I'm helping others do that too."

When her parents separated, Maritu went to live with her grandparents – and discovered that their vision for her life did not involve her getting an education. "When I started at school, I couldn't really concentrate and I couldn't study at home," says Maritu. "I really had to work. I had to fetch water, I had to cook, I had to do everything. There was no room for study." The GEC committee saw that Maritu was struggling and referred her to CHADET. Maritu received textbooks, pens, and a uniform and started attending tutorials in maths, English and Amharic. Maritu is now one of her school's brightest stars. "In the first semester last year I came second in the class, then in the second semester, I came first. That has meant my family sees the worth of my schooling." As well as coming top of her class, Maritu is a leading light in CHADET's fortnightly Girls' Club and twice-a-week Life Skills classes. "The Girls' Club has really helped me participate and speak up. We talk about lots of things that affect girls in this area, like child marriage and domestic labour," says Maritu. "I'm a peer educator so I



work with the teacher to share the messages. It helped me to express myself and I'm helping others do that too." When she's not spreading Girls' Club messages, Maritu is busy reading her way through as many physics books as she can get her hands on. Her ambition? To be an engineer.

Learn more about our work in Ethiopia here:
bit.ly/ChildHopeEthiopia

PARTNER FOCUS

Interview with Sindu Ayele – Focal Teacher, Girls Education Challenge, Ethiopia

We met Sindu Ayele, a teacher from Kadida primary school in Amhara who is helping the girls in her community to build brighter futures for themselves. Sindu Ayele is passionate about girls' education. She has been teaching for 14 years and for the last five years, she's been a focal teacher at Kadida primary school in South Wollo, Kombolcha district. Recognising the strength of cultural beliefs around early marriage for both parents and girls, she tries to change attitudes through teaching and negotiation with families.

Each GEC school has a Letter Link box in which girls can report safeguarding issues like abuse, neglect or threats of early marriage. Sindu empties the box twice a week, records the safeguarding issues and initiates a response. For example, if a girl is at risk of an early marriage arranged by her family, Sindu approaches CHADET's Community workers, who start negotiations with the family to stop the marriage so that the girl can remain in school. This approach is generally successful. But if the family insists on the marriage Sindu and CHADET can involve the Community Care Coalition (CCC), which includes officials from the local Child Services office. They can step in and enforce the law that forbids early marriage.

Sindu has seen a reduction in the number of early marriages. In 2016, eight cases were reported and Sindu and CHADET were able to stop six. In one case, the family moved away from the area and in the other, the parents refused to stop the marriage. In 2017, there were just five cases of early marriages, four of which were stopped. The one that wasn't involved the girl being married away from home. If Sindu receives a report about physical, sexual or psychological abuse, she immediately involves the CCC, which makes an assessment taking into consideration the best interests of the child. The police are also involved.

Sindu describes how the GEC has had a big impact on girls' safety and security, which in turn has boosted their confidence so that they attend school more regularly and participate more in class. For example, the sanitary corners provide a safe, clean space where girls can find sanitary pads and a bed to rest on. In the past month, 52 girls have used the sanitary corner. Previously, many of those girls would have stayed at home during their periods to avoid being teased by the boys.

Sindu says that thanks to the GEC programme, "The girls now have their own vision for the future. They are making their own decisions."

MEET OUR TEAM:

Angela Keenan, Monitoring and Evaluation Advisor (GEC)



My job is to monitor the progress of UKAID's Girls Education Challenge programme, which aims to help one million of the world's poorest girls improve their lives through education.

The most rewarding part of my job is adding value to the lives and futures of the girls. By creating safe spaces for them and helping them build trusted relationships, they can progress their learning and grow their power to act, confidence, motivation, and most of all resilience which will serve them for a long time after the programme finishes. Knowing that I'm contributing to this level of change is a huge driver for me.

In some ways, my role is similar to previous roles, as I'm

identifying patterns and trends and providing solutions or explanations for those trends. However, this is the first time I've worked in the global south and in changing mind-sets toward gender and social norms. So far, I've observed that while in the developed world we depend strongly on email, the communication style our partners use is different, as the heart of a conversation is often removed when we email. In Ethiopia, talking over coffee carries much more value than emails!

ChildHope has a unique way of working with its partners. Through its flexibility, interventions grow and stretch through the cracks that larger charities often miss. ChildHope promotes trust, listening, experimentation and cross-team communication as part of its leadership style which contributes to good results.

I'd like to see the international development sector creating a culture of 'fairness' over 'charity' because every human born has the same rights as the next. I think global citizenship programmes should be integrated into the national curriculum so that in the 21st century, thinking globally becomes the norm.

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www.childhope.org.uk

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Names of children have been changed and photographs are not of those written about.

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