

**Bahir-Dar Mekane Yesus Girls to Girls project**

**School year 2020-2021**

**Annual Narrative report**

**July 2021**



## Project Profile

<b>Project title:</b>	Bahir Dar Mekane Yesus Girls to Girls Support Project
<b>Budget Year:</b>	School year 2020/2021
<b>Project location:</b>	Amhara National Regional State, Western Gojam, Bahir Dar City Administration, Ethiopia
<b>Goal(s):</b>	The overall goal of the project is to contribute towards improvement of the participation and performance of school going girls in Amhara National Regional Bahir Dar town (city)
<b>Specific objective one:</b>	To decrease school absenteeism and drop-out of school going girls in Bahir Dar City Administration
<b>Specific objective two:</b>	To enhance school going girls' self-esteem and assertiveness
<b>Implementing Organization:</b>	Ethiopian Evangelical Church Mekane Yesus Development and Social Service Commission North Central Ethiopia Synod Branch Office (EECMY–DASSC-NCES-BO)
<b>Funding agency:</b>	Amare ODV Onlus (Italy) & Netsanet e.V. (Germany)
<b>Reporting Period:</b>	August, 2020 – July, 2021
<b>Date of Report:</b>	July 31-2021

## Introduction

Girls face major problems in the Ethiopian education system due to their family, social and cultural backgrounds. It is also about ensuring that girls learn and feel safe while in school and complete all levels of education with the skills to effectively complete their secondary school, learn the socio-emotional and life skills necessary to navigate and adapt to a changing world and make decisions about their own lives and contribute to their communities and to the world.

Like most girls in Ethiopia, Bahir Dar City school girls face the problems of menstrual Hygiene management (MHM). MHM is one of the critical challenges that adolescent girls from poor families are facing. Poor MHM in most of urban and rural primary and secondary schools has been shown to cause adolescent girls: – Worry and humiliation, Monthly absenteeism hence, Poor performance in schools. Furthermore menstruation is seen as taboo by many community members.

Added to this absence of appropriate sanitary materials to absorb menstrual flow does not only affect girl's reproductive health but their acquisition of education. In spite of this, for poor girls in Bahir Dar schools, it is too hard to buy sanitary pads and underwear.

Retaining girls in schools and empowering them have effect on the national wellbeing and prosperity of the country. By giving attention to girl's hygiene and sanitary pads we can bring rapid girls performance in their school activities. The project understands that poverty is the most central factor for determining whether a girl can access an education in her life. To contribute to efforts of reversing this problem the project planned to support 75 girls in three schools in Bahir Dar Amhara region of Ethiopia. It invests in girl's education to change their difficulties, to help them to complete and achieve their education, to minimize drop out, to allow them to achieve their dreams. Finally they can build better lives for themselves and contribute to the health, safety and prosperity of their present and future families and communities.

*Table 1: - Participant of targeted Schools and number of girls in Bahir Dar GG project in 2020-2021 school year*

S/N	School	Number of girls	Number of boys
1	Shumabo	25	7
2	Ethio-Japan	25	7
3	Diaspora	25	7
	Total	75	21

## Bahir-Dar Mekane Yesus Girls to Girls Project

## Plan Vs achievement

S/N	Description of Major activities	Unit	Qua.	%	Time of implementation
1.1	<b>Sanitary Material</b>	-			
1.1.2	Provision of sanitary pads (75 girls / 10 pads for each girl)	#	75	100	Sep- August 2021
1.1.3	Provision of girls' underwear (75 girls /10 Pcs for each girl)	#	75	100	Sep- June 2021
1.2	<b>Provision of sanitation material kits per year</b>				
1.2.1	School Bag (75 girls/one for each girl)	#	75	100	January
1.2.2	Hair oil (75 girls/ 1 bottle/month for 10 month)	bottle	75	100	Sep- June 2021
1.2.3	Body soap (75 girls/ 15 soap for each girl)	#	75	100	Sep- June 2021
1.2.4	Laundry soap ( 75 girls / 3 soap / each three month )	#	75	100	Sep- June 2021
1.2.5	Detergent (powdered soap) 180 gram (75 girls / nine powder soap for each girl)	#	75	100	Sep- June 2021
1.3	<b>Teaching Support</b>				
1.3.1	Conducting tutorial class for 75 girls / ( 28 class for each subject and totally 84 class in three school for each subject ) ( for five subject 420 class planned)	school	3	85	The plan was up to July but the school is closed in June
1.3.2	Transportation cost to attend the tutorial class ( 24 birr /week )	Person	75	100	January to July (training in July)
1.3.3	Provision of basic reference books	#	75	100	January
1.3.4	Provision of oxford dictionary	#	75	100	January
1.3.5	Provision of school uniform	Person	75	100	March
1.3.6	Provision of Exercise book ( nine exercise books for each girl)	Person	75	100	March
1.3.7	Provision of pen ( 12 pen for each girl)	Person	75	100	March
1.3.8	Provision of hand out notes of all subjects	LS	1	0	No school close
1.3.9	Provision of face mask washable ( 12 face mask for each girl)	Person	75	100	March
1.3.10	Provision of hand sanitizer of 500 ml (1 bottles 500 ML for 75 girls )	Person	75	100	March
1.4	<b>Training</b>				
1.4.1.	<b>Organize training on human trafficking &amp; illegal migration &amp; peer education</b>	Person	96	100	July
1.4.2.	<b>Organize training on Early marriage and HTP</b>	Person	75	100	July
1.4.3.	<b>Organize life skill/ assertiveness training</b>	Person	75	100	July
1.5	<b>Establishment/strengthen Girls club in three schools</b>	Each	3	100	January

## **Project aim and Objectives**

### **General Objective:**

- The general objective of this project is to contribute to the improvement of the participation and performance of school going girls in Amhara National Regional State.

### **Objective 1: To decrease school absenteeism and dropout of school going girls and establishment of girls club in two Bahir Dar City Administration**

Many Girls skip school during Menstruations or drop out of school entirely. This increase early marriage and teenage pregnancy. Many girls use contaminated and unclean material during menstruation. This expose them to uncomfortable and unhygienic environment leading to health complications (genital irritation). Unable to afford or access proper menstrual products, many girls and women rely on crude, improvised materials like scraps of old clothing, pieces of foam mattress, toilet paper, leaves of banana & fibers to manage their menstruation – all are unhygienic, soil their outer garments, and uncomfortable. Faced with frequent, embarrassing leaks and a susceptibility to recurrent infections, the impact is that girls experience their monthly period as something that prevents them from being in public places. Girls described sitting with their legs pressed together in class, and not playing games or skipping school to avoid embarrassment. Unreliable absorbents keep girls from school, particularly where girls are using ragged cloths. Girls with no absorbents were absent.

Therefore the aim of this project is to improve access to safe, hygienic and affordable menstrual pads through provision of Dignity Kits that contain sanitary pad, multipurpose soap, powdered detergents, underwear, hair oil and school bags for both their books and their sanitary materials.

### **Activities performed to address objective one**

**1.1 Provision of disposable dignity pads and underwear:** - Menstruation and menstrual practices still face many social, cultural, and religious restrictions which are a big barrier in the path of menstrual hygiene management. Especially those girls coming from rural areas are not prepared and aware about menstruation so they face many difficulties and challenges at school and home. In this project period, as per the plan, the purchase & distribution of 858 sanitary pads for 75 girls for 11 months starting from September was achieved (one pad packet contain ten single pieces of pads). The project provided them 750 girls' underwear for 75 girls for 10 months and 10 pieces of underwear for each girl was distributed.





*Photo: - distribution of pad and other sanitary material at Ethio-japan school*

### **Outcome/Result on provision of disposable pad**

- 1/ it build their confidence and self-esteem
- 2/ they learn without embarrassment
- 3/ it help them to attend their class without class absenteeism

### **1.2 Purchase of sanitation material kits per quarter**

**1.2.1 School Bag:** -The project designs the provision of Bag for a purpose of keeping their sanitary material in safe place and also put it in a usual School Bag. The annual plan was to procure 75 girls bag and has distributed one for each girl.



*Photo: - distribution of sanitary kit bag to Diaspora school girl*

### **Outcome/Result of bag**

- 1/ it help them to put their exercise book, reference books and sanitary material in a dirt free environment
- 2/ it reduce parent burden in psychological and economical
- 3/ it give them to reflect they are equal (remove sense of inferiority) with the other school girls or friends

### **Sanitary Material**

**1.2.2. Hair Oil:** - Hair oil is to motivate the girls to keep themselves clean and make their hair stylish so that they will be looking nice and fell clean and confident. The project planned to purchase 600 bottles of hair oil for 75 girls for 8 months and it was successful and distributed for each girl.

**1.2.3 Body Soap:** - As we know these girls are coming from poor family and not able to get body soap to take bath regularly. Therefore, the project planned to purchase 1,200 Body soaps for 75 girls for 8 month and 15 body soaps were distributed monthly for each girl.

**1.2.4 Laundry Soap:** - For the same reason as body soap the project planned to provide Laundry soaps of 250 gms. for 75 girls for 8 months and fifteen laundry soap was distributed for each girl.

**1.2.5 Detergent powder:** - 710 Detergents (powdered soap) of 180 gms for 75 girls 9 months was purchased, one detergent was distributed on monthly based.

**Result on provision of sanitary Material:** - (this outcomes is collected from girls during intervention time)

- 1/ It helps them to keep their sanitation
- 2/ It gives relief to their parent from psychological stress in relation to economy by sharing their burden.
- 3/ It helps them to go to school in freedom

### **Objective 2- To increase the class Performance of the girls by giving tutorial support and scholastic materials**

#### **Activities performed to address objective two**

**2.1 Starting tutorial class in three schools:** -Girls need extra effort in order to improve their academic performance as compared to boys. This is because on many sociocultural, physiological and economic constraints. In addition to the physiology of menstruation, they take more assignments at home than boys. Therefore the project set a tutorial class as a means of

helping girls to increase their school performance and to help them to get promoted to the next class with a good grade.

Due to the COVID-19 pandemic school year started late, especially for students coming from grade 8 because of taking the exam late in 2020. From January 2021 up to June 2021 in all three schools (Ethio-Japan, Shumabo, Diaspora) on five tough but important subjects which are identified by girls and school teachers (English, physics, chemistry, biology, Math's) was given to the girls by their school teachers. Until June, 2021 fourth week 75 girls are attending 360 tutorial classes in five subjects.

The new thing in this year was that 17 non project girls were attending in three schools continuously without being absent of single class of tutorials. This shows that investing on tutorial class is very important for our girls especially those girls coming from poor family to help them to be promoted to the next class and to support them for good result. This uptake of tutorial classes was increased by project girls and it also attracted non-project girls. Teachers were also played an excellent role in allowing the non-targeted girls to attend these extra classes and by making the tutorial class more attractive and palatable.



*Photo: - Tutor class at Shumabo School*

**2.2 Purchase basic reference books and dictionary for secondary school girl: -** Based on school directors direction the project purchased five subject (English, physics, chemistry, biology, Math's) reference books and dictionary was purchased and distributed to the girls.





*Photo: - Handover of reference books, dictionary to the girls by the Diaspora school vice director*

**2.3. Purchase school uniform:-** A school uniform is mandatory in government schools in Ethiopian. Without uniform girls cannot attend their class. To solve this problem the project provided 500.00-birr for purchasing of uniform for each girl.

### **Result on tutor, reference books, dictionary and uniform**

- 1/ It solve the economical burden of their family and guardian and bring them to support the project (i.e. Orthodox priests is showing his agreement to his daughter to join the project).
- 2/ Other, not the project girls but friends share the material with project girls and it gives energy to them to attend their class.
- 3/ It increase academic performance and help them to get a pass mark to the next class of the girls.
- 4/ Create a center of attention on other non project girls to involve in tutorial class, this show that project bring impact in the life of other girls.
- 5/ Initiate the project girls to support other children in their village.
- 6/ Exert a pull on professional like the volunteer that is providing his private school generously for our girls to attend their tutorial class every week.

**Objective 3-To contribute in prevention of illegal migration, human trafficking and early marriage, plus menstruation, and skill training was given by the GG project to girls and boys**

### **Activities carry out to address objective three**

- 3.1 Training on human trafficking and illegal migration and menstruation
- 3.2 Training on Early Marriage & HTP

### 3.3 Life skill/ assertiveness training

The training was given from June 10, 2021 up to June 15, 2021 for six days in three training topics for 75 girls given by nine school teachers and professional from Bahir-Dar city administration women office in three schools. 21 Boys are participated in the training on human trafficking, illegal migration and to have knowledge about Menstruation, this can help to have understanding and equip them to solve wrong thought of the male community on Menstruation.



**Photo: - training session at Diaspora school**

**4. Girls club:** -Establishment/strengthen Girls club in three schools: Establishment of girls club was completed in three schools, clubs selected their three representatives and chairs and table purchased for the girls club and the material was handover to the schools.

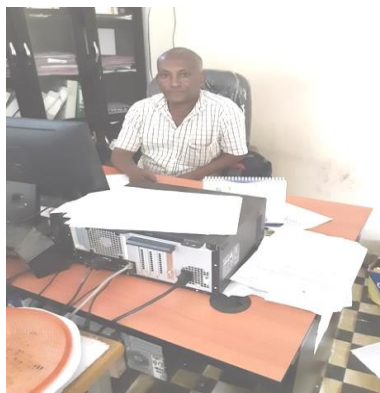
### 5. Girls class performance:-

NO	School	English		Math's		Biology		chemistry		Physics	
		1 <sup>st</sup> semester	2 <sup>nd</sup> semester	1 <sup>st</sup> semester	2 <sup>nd</sup> semester	1 <sup>st</sup> semester	2 <sup>nd</sup> semester	1 <sup>st</sup> semester	2 <sup>nd</sup> semester	1 <sup>st</sup> semester	2 <sup>nd</sup> semester
1	Three school or 75 girls Average result	62	62.08	59	60	63	71	55	64	61	64

Table 2: NB:-From the above statistical analysis , it indicate the 75 girl's average point on each subject and it shows that there is a difference and change on their result even though there is a change of school calendar due to the pandemic which is comparing their result from first semester with second semester.

School	Promoted to grade 10	Not promoted to grade 10	Drop out
Diaspora	22	3	0
Shumabo	24	1	0
Ethio-Japoan	25		0
Total	71	4	-

**Table 3: NB: - from the table we can observe that except four the rest are promoted to grade 10**



**Photo: - Ato Mesafenet Tefera, Director of Shumabo School**

### **His main points concerning the project**

The Bahir-Dar Girls to Girls project bring a significant change in our school environment, it initiate the school community to see, stand together to help and support other school students which are not supported by GG project and the other is, in different time different organization came to our school to support our students but their problem is they came for one time support but the Bahir-Dar GG project is different than others because its support is without interruption during the school year and in every year for new girls.

In spite of this, the project took the burden, the gap of the school challenge and it stands to solve the school problem by distributing sanitary material, teaching material, training, transportation fee and school uniform to the girls and support them by others additional activity solve a psychological problem of our girls. For example, the material like reference books given to the students has a great role to increase the image of the school in the community because other project girls family members, friends used this material, this means, it help them to improve their academic performance. In addition to all this the project brings significant and

tangible changes in decreasing student class absent on those girls participate in the project and change their behavior to attend their class regularly. But I have two suggestion for the project one is if possible, Focus should be given to train the girls how to make pad and underwear than the direct provision of material increase sustainability of the project, secondly again if possible, it is fine to keep gender balance to participate boys in tutor for future project period.

Finally, I appreciate what the project is done in our school and thank the project, donors for their support and selected our school for their profound activity.

### **Tutorial school teachers suggestion about the project**

- 1/ The project distinguish the school problem, what others NGOs are not examining
- 2/ No doubt that the support for the girls is important to change their class performance
- 3/ Fast respond action taken by the project in time of announcement of Ethiopian Ministry health on prevention of the transmission on COVID-19 among school community and family by distributing protection material to prevent the pandemic, it is very perfect, timely activity.
- 4/ To include boys in tutorial class to keep gender balance

### **Challenges**

- work load on girls in their homes
- weak preparation in one school director to give us girls room on time

## Family Testimony



Bancheamlake Belay, 45, married, has one daughter name Tigist Kuma, she is living in Bahir-Dar, working as cleaner. Her Husband is a Guard. Her home is far 200 meter from the main road near to lake Tana , the village is slum, homes are old, no better road to walk , different types of waste are see here and there, no drainage system for rain, as she said she came to this place to reduce the house rent. The staff arrived in her home at 11 am, the home is very narrow might be 2 meter width by 3.5 meter long, three person are living in this room, it serves as kitchen, bed room, guest room.., also the house material was have a language to tell to somebody who give his attention to them, there is economical problem in the house.

In all this situation the mother of Tigist Kuma is very happy when she see us and she invited us to enter in to the house, she is well communicator to expresses herself and after we introduce our self we invited her to say something about the project support, but at this moment her face is changed and her tears coming down in her cheeks in few minute she start to talk about her life , how much she got, her expense for food, house rent , her husband salary and work and after she describe her situation, if the project was not supporting her daughter this year, to send her daughter to school ,to buy all this scholastic material , sanitary material , school uniform that are given by the project to her daughter is impossible and unaffordable to her due to economic situation and she thank the GG project on its irreplaceable contribution to take away her home burden. Finally she thanks the donor, project for all support that is given to her daughter.

## Girls Testimony



Haymanot Tsegaw, grade 9, age 18, from Diaspora school. She testify that before the project her life was very hard for her, to have school uniform, sanitary kits, education materials and attending tutorial classes was impossible. She used old cloth as pad before, and it was very heavy, have burning sensation and not comfortable, it leaks fluid. Her village is very far from the school, totally she travel more than 40KM per day so that to use a house made pad is very uncomfortable for her especially for high school student. After she joined the project she keep her sanitation, she became active in the class, the pads, underwear and other supports are very comfortable to her. After she have transport fee from the project she came to school on time and got relief, this time no shame at all. She thanks to Mekane Yesus project for its support without she couldn't learn her education because her mom doesn't have a capacity to send her to school , to buy all this scholastic material to attend grade nine, again she give thank to Mekane Yesus and the donors.