

Proposal

Project proposal on supporting poor girls in education

Wolaitta Soddo

Wolaitta Development Association Wolaitta Soddo, Wolaita, Woreda – Damot Woyde, Ethiopia. E-mail: wda@ethionet.et. Tel: (251) (6) 51-21-88 (251) (06) 512474. Fax - 251 –06 – 510037.

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The overall objective of this project is to improve the educational status of poor girls to meet the millennium development goals. The specific objectives of the project are to initiate the community to advocate for support and education of poor girls, to increase the enrollment of students in the school, to increase the access of girls to education, to change the life condition of poor girls through education and to empower the households of poor girls economically. Major activities to be carried out are selecting poor girls, support to poor them, conducting community meeting, conducting student meeting, empowering the families of poor girls economically, formation and strengthening of girls club and employment of coordinator. The total budget of this project is 1,358,400 Eth Birr. Duration of project is from January 2006 December 2010. The direct beneficiaries of this project are 500 poor girls in Wolaitta where as the indirect beneficiaries are their families. The expected outputs are 500 girls supported in education and their families supported economically.

Profile of WODA

Wolaitta Development Association (WODA) is one of the indigenous organizations in Ethiopia. The association has legal license and agreement documents. The association was established in organized form in 2001. Improving the standard of living of Wolaitta people is the major goal it stood for. Since its establishment Wolaitta Development Association (WODA) has carried out several activities in agriculture, education, health, capacity building and other sectors. The following are major past achievements.

Agriculture: The activities executed / done are:

- Assessment of 13,725ha of land for resettlement.
- 878 settlers are provided with oxen.
- 1 veterinary post was constructed.
- 60 youngsters in fishery cooperatives in Lake Abaya were given start up capital.
- 32,125 seedlings were planted in Mt. Damota.
- 260 cattle were distributed for disabled persons.
- 5000 vegetable seedlings distributed for farmers.

Education

- 1) 4 primary schools were constructed in Doge Laroso, Bakulo Sagno, Ome Bolola and shola Kodo.
- 2) 1 modern public library was constructed in Sodo Town.
- 3) 8 primary schools and 2 secondary school expansions were carried out in Boditi, Humbo Tabala, Kindo Halale,

Edo Duguna, Kuto Sorpela, Obe Jage, Gurumo Asse, Soddo, Yukara and Suke bakala.

- 4) 2 primary schools in Harto Burkito and Areka were maintained.
- 5) 3 teachers residences were constructed in Harto Burkito, Anka Wocha and Abela Gafata areas.
- 6) 2 schools were provided with furniture.
- 7) 535 orphans and poor children are supported in schooling.
- 8) 151 students were awarded for their good results in national and college exams.
- 9) 84 students are being taught in colleges who were sponsored by WODA.
- 10) 8 secondary schools were provided with reference books.
- 11) 22 street children were trained in different technical and vocational skills and given seed money.

Health

- 5 health posts were constructed in Mundena, Afama Mino, Fango Boloso, Zarada and Bilate Eta.
- 1 health post was maintained in Abaya Chokare.
- 40 home-based care givers were trained to prevent and control HIV/AIDS.
- 12 anti-AIDS clubs were established.
- 68 radio programs were transmitted on HIV/AIDS prevention and HTP education.

- 20 community based education programs on HIV/AIDS launched at market places and schools
- 90 peoples living with HIV/AIDS were supported
- 80 HIV/AIDS orphans and vulnerable children were supported
- 2 community sensitization workshops on HIV/AIDS prevention and control were launched
- 153 peer educators were trained to handle the activities of HIV/AIDS prevention and control in 153 kebeles
- 38 commercial sex workers were trained in peer education
- 50 community conversation facilitators on HIV/AIDS were trained
- Community conversation launched in 13 kebeles
- 5 target health personnel were trained in health service
- Medical equipment and furniture were provided for five health posts.

Capacity building

- 1 recreation center near Lake Abaya is being established
- 1 youth empowerment project is launched that has youth recreation center, provides revolving fund on petty trading, sport materials and so on.
- 1 woodwork and metal work workshop is maintained.
- 15 poor households are provided with housing.
- 294 grass root level associations were formed.
- 15 branch offices of WODA were organized.
- More than 200,000 WODA members were organized.
- One bazaar was launched.
- 7 community mobilization workshops were conducted.

Water

- 1 borehole drilled in Bilate Eta.
- 1 water supply project completed in Mundena.

Background and justifications

Wolaitta zone is located in southern regional state. This zone has a total population of more than 2.2 million with land area of 438,370 hectares. The zone is composed of seven districts such as Boloso Sore, Offa, Damot Woyde, Damot Gale, Kindo Koysha, Humbo and Soddo Zuriya and three town administrations. According to regional office of population and MEDAC this zone is one of the poorest zones in Ethiopia with per capita income of 729.7 Birr or 85 USD. Out of total population of the zone 46% is child while 52 and 2% are adult and old respectively. From the whole population of the zone 92% live in rural areas engaged in agricultural activities, which is the dominant activity. This area is recurrently hit by food deficit mainly because of population pressure, erratic nature of rainfall, land shortage, backward agricultural technology (lack of modern agricultural implements and input) and so on.

Educational development in wolaitta is not satisfactory. The gross primary enrollment rate is 78% while this is only 15.6% in the secondary schools. The net primary enrollment rate for the zone is 48.4%, which means that half of the school age children are out of school. Another problem in the sector is lack of schools. Although there are enormous child populations that are in need of more schools, there are no enough schools. Even the existing schools have lack of capacity (lack of classroom) to host the students. The schools have also no furniture, libraries, laboratories and pedagogic centers. Absence of qualified teachers and high drop out rate are commonly existent in the zone. These all have been impediments to education sector performance.

Women make up 51% of the population of Wolaitta. However, the Socio-economic status of women is very bad. Women have very low-income even though they labor more than other household members. They have low access to education. Education is central to all and especially to women in the fight against poverty and discrimination against woman. However, their access to education in Wolaitta is low. This is because of several reasons. The first cause is poverty itself. There is horrible poverty in Wolaitta especially in rural area and due to this the parents want their daughter to be engaged in household routines and activities such as petty trading that induce income for them. Besides, they want their daughters to be married because during their marriage gifts, money and grants can be obtained which can upgrade the families' income. Because of these reasons they don't want girls to be sent to school. The other cause for girls low enrollment in schools is social problem that prevails in the community. The community at large believes that educating girls is of no use. It is also believed that girls are born to serve the household, support mothers at home and be good wife. Besides, girls have no decision making power in the society as they are regarded as inferior to men. All these have affected girls not to freely go to school.

Reversing this situation is of paramount importance for empowerment of girls. The problem of girls is the problem of the society as a whole. Their challenges should be counteracted to create better world for women. Poverty reduction programs and other policies should consider the gender issue especially education. To this end, Wolaitta Development Association has planned to empower girls through education. However, financial constraints have become bottleneck for the realization of this objective. Therefore, the community, the government and NGOs as well as all concerned are expected to support the project financially.

Objectives

Overall objectives

To improve the educational status of girls to meet the millennium development goals.

Table 1. Activity breakdown

Activities	Unit	Quantity	Remark
Selecting poor children	no of warders	10	They will be selected from 7 woredas and 3 town administrations
Support to poor students			
2.1 Stationary materials	No of children	500	
2.2 Clothing	"	500	
2.3 Medical support	"	500	
Community meeting (conducting meeting on support and advocacy)	No of people	300	
Student meeting on annual basis	No of students	500	
Girls club formation	No of clubs	250	
Supporting the families of poor			
Purchasing small ruminants	No of animals	1000	2 animals per families
Employment of coordinator	No	1	

Specific objectives

- To increase enrollment of students in the school.
- To initiate the community to advocate for poor girls to have access to education.
- To increase the access of poor girls to education.
- To change the life condition of poor girls through education.
- To empower their families economically.

Activities

This project includes different activities. These are selecting poor girls, community meeting on advocacy to poor girls, provision of support to educate them, conducting students meeting, formation and strengthening of girls club and empowering the poor girl's families economically.

Selecting poor girls

The first activity of the project is selection of beneficiaries. They will be selected from seven woredas and three town administrations of Wolaitta zone. A team shall do recruitment from community, Kebele administrations and WODA representatives. There shall be criteria to identify the poor from each of the woredas. Beneficiaries will be poorest of poor children.

Support to poor girls

The selected poor girls will be supported through education. During their education there are some provisions that need to be fulfilled. These are stationary materials, clothing and medical expense.

Community meeting on gender issue

The community is the nearest body to girls and girls are

parts of the society. They have the responsibility to support and advocate for the girls. To this end there is a plan to conduct community representative meeting on how to support and care for the poor girls at community level.

Girls forum

Here the beneficiaries of these project /poor students/ shall meet once annually to discuss on their issues.

Empowering the families of poor girls

Only supporting the girls through provisions is not a sustainable activity. To sustainably support them they have to be empowered economically. To this end, there is plan to provide them with small ruminants. Then their families shall breed the animals to support themselves and their children in the future.

Establishing and strengthening girls clubs in different schools

The activity breakdown of this project is shown in the following section (Table 1).

Input of the project

The total financial input of this project is 1,358,400 Eth. Birr. The following is the financial breakdown (Table 2).

Organization and management

WDA has its own structure of organization through which the association carries out different activities. WDA has the responsibility of implementing, monitoring, supervising

Table 2. Financial breakdown

S.No.	Activities	Unit	Quantity for 1 year	Total
1	Selecting children who are poor	Birr	10,000	10,000
2	Support to poor students -Stationary materials -Clothing -Medical expense		27,500 60,000 100,000	137,500 300,000 500,000
3	Community meeting -Facilitators expense -Participants expense -Entertainment cost -Stationary		200 17,500 1500 1800	400 35,000 3000 3600
4	Students meeting -Facilitators expense -Participants expense -Entertainment cost -Stationary		200 18,500 2500 2500	400 37,000 5,000 5,000
5	Formation and strengthening of girls club		12,500	62,500
6	Supporting poor students families economically -Purchase of small ruminants		95,000	95,000
7	Employment of coordinator		19,800	99,000
8	Monitoring and evaluation		13,000	65,000
	Total		382,500	1,358,400

Table 3 Manpower information of WODA is listed as follows.

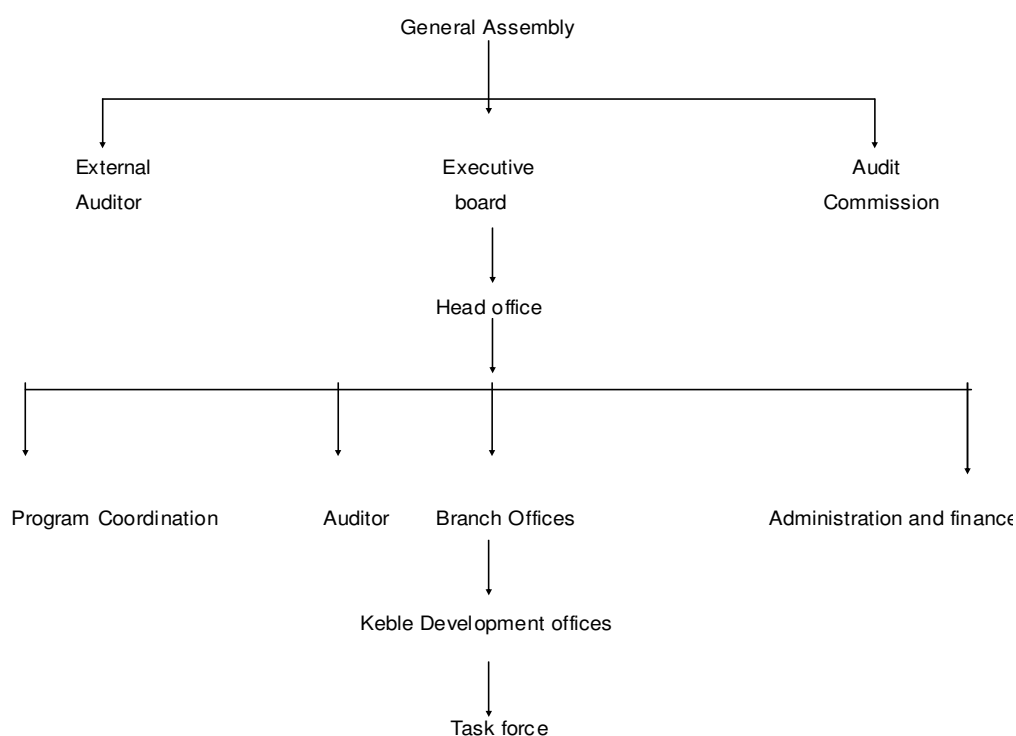
R.no	Position	Level of education	Quantity	Remark
1	General manager	MA	1	One is certificate holder
2	Project officer	B ED	1	
3	Health expert	Diploma	1	
4	Agriculture expert	Diploma	1	
5	Community mobilization and promotion expert	BA	1	
6	Administration and finance Officer	BA	1	
7	Engineer	Advanced Diploma	1	
8	Auditor	Diploma	1	
9	Accountant	Diploma	1	
10	Cashier	Diploma	1	
11	Secretary	Certificate	1	
12	Income Collectors	Certificate	13	
13	Driver	3rd driving license	1	
14	Guards	12 complete	3	
15	Janitor	12 complete	1	
16	Archivist	11 grade	1	
17	Store man	11 grade	1	

and evaluating the project. Monitoring will be carried out on regular basis through project officer and coordinator to be employed. Education desk has the responsibility of providing technical support, monitoring and evaluation. The community shall involve from planning to hand over

of the project. They shall involve in selection of poor students, monitoring and evaluation of the project. The funding agency shall monitor, evaluate and receive the financial and physical accomplishment report.

Table 4. Plan of operations for 2006

R.No	Activities	Plan by Quarter			
		Q1	Q2	Q3	Q4
1	Selecting children	-	X	-	-
2	Supporting poor students	-	-	x	x
3	Community meeting	-	-	x	-
4	Students meeting	-	-	-	X
5	Formation and strengthening of girls club	-	-	X	-
6	Supporting poor children families economically	-	-	-	X
7	Employing the coordinator	-	-	x	-
8	Monitoring and evaluation	-	-	x	x

**Figure 1.** The simple organogram.

Sustainability and phasing out

The sustainability of this project will be guaranteed because the project involves the participation and collaboration of all concerned line offices and community. These will involve from planning to evaluation of the project. The families of the poor students will be provided with small ruminants and they will breed these assets. Then they will have their own income from the animals, can support themselves and educate their children in their own when the project phases out. The phasing out shall take place when the awareness of community to advocate for the poor raises and when the poor families are capable of educating their children.

Expected output

The long-term output

The educational status of poor girls improved

Short term inputs

- 500 poor children supported in education
- The awareness of the community to support poor girls increased.
- 1000 small ruminants provided to the families of poor girls.
- 250 girls club formed Table 4.