



**LEARNING FROM CHILDREN, FAMILIES, AND COMMUNITIES  
TO INCREASE  
GIRLS' PARTICIPATION IN PRIMARY SCHOOL**



**Community Feedback at Gota**

**BASIC EDUCATION STRATEGIC OVERHAUL II/  
STRENGTHENING COMMITTEES THROUGH PARTNERSHIPS FOR  
EDUCATION  
(BESO II/SCOPE)**

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The main idea behind this study came from Ashley Aakesson. As a Behavioral Change Specialist Ashley brought lessons learned from the Health and Food Security Sectors to Education. The Positive Deviance Inquiry (PDI) model is common in the health sector, but in education, it brought a new way of looking at barriers to girls in accessing education.

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The BESO II/SCOPE team as a whole has provided input into the report and more importantly are taking the findings and creating new strategies to tackle access to girls' education. This study is also a lesson on the importance of looking at working models in other sectors and seeing where they may apply to education.

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## TABLE OF CONTENTS

I. EXECUTIVE SUMMARY .....	1
II. INTRODUCTION.....	2
III. FORMATIVE RESEARCH: THE POSITIVE DEVIANCE INQUIRY .....	2
A. BEHAVIOR CHANGE APPROACH.....	2
B. POSITIVE DEVIANCE INQUIRY METHODOLOGY .....	3
IV. FINDINGS OF THE POSITIVE DEVIANCE INQUIRY .....	4
A. CHARACTERISTICS OF PD FAMILIES.....	4
B. BARRIERS TO ATTENDING AND SUCCEEDING IN SCHOOL.....	4
1. Challenges Faced by PD Families .....	4
2. Challenges Faced by PD Students .....	4
3. Challenges Faced by Female PD Students.....	5
C. STRATEGIES TO OVERCOME THE BARRIERS.....	5
1. Strategies Families and Children Use to Overcome Challenges .....	5
D. PERCEIVED BENEFITS OF EDUCATION.....	5
1. A Brighter Future.....	5
2. A Better Life Now .....	6
E. DIFFERENCES ACROSS COMMUNITIES.....	6
F. COMMUNITY AND PD FAMILY IDEAS FOR IMPROVING PTAS AND GEACS AND SUPPORTING POOR FAMILIES MORE EFFECTIVELY .....	7
G. CASE STUDIES.....	7
Case Study #1: “Roba” from Afar .....	7
Case Study #2: “Dermi” from Oromiya.....	8
Case Study #3: “Hanan” from Somali .....	8
Good quotes from all areas: .....	9
H. LESSONS LEARNED FOR FUTURE PDI’S .....	9
V. BEHAVIOR CHANGE STRATEGY FOR INCREASING THE PARTICIPATION OF GIRLS AND OTHER MARGINALIZED STUDENTS IN SCHOOLS .....	10
A. STRATEGY DEVELOPMENT WORKSHOP.....	10
B. STRATEGIES TO REDUCE BARRIERS AND BUILD ON POSITIVES .....	10
C. COMMUNICATION STRATEGY .....	11
1. Developing Action Kits .....	11
2. Developing Messages and Materials .....	11
3. Field Testing and Revising Materials .....	11
4. Materials Production and Dissemination.....	12
D. TRAINING PLAN: BUILDING THE CAPACITY TO IMPLEMENT THE STRATEGY.....	12
E. RECOMMENDATIONS FOR MONITORING, SUPERVISION, AND SUPPORT....	12
ANNEX 1. INSTRUMENTS USED FOR THE PDI.....	13
ANNEX 2. SUMMARY TABLE OF GIRLS’ EDUCATION BEHAVIOR CHANGE STRATEGY.....	21

## Acronyms

ABE	Alternative Basic Education
BC	Behavioral Change
BESO II/SCOPE	Basic Education Strategic Overhaul II/Strengthening Committees through Partnerships for Education
EFO	Ethiopia Field Office
GEAC	Girls Education Advisory Committee
GC	Girls Club
PD	Positive Deviance
PDF	Positive Deviant Family
PDI	Positive Deviance Inquiry
PDS	Positive Deviant Student
PTA	Parents Teacher Association
SDC	School Development Coordinator
ZC	Zonal Coordinator

## I. EXECUTIVE SUMMARY

Save the Children US is working through Basic Education Strategic Overhaul II/ Strengthening Communities through Partnerships for Education (BESO II/SCOPE) to increase the quality of education and the participation of girls in primary education. One strategy for achieving this objective is training a variety of stakeholders about gender issues in education, thus building their capacity to mobilize communities to serve the needs of girls more effectively through the formal and non-formal educational systems.

Program activities to increase the participation of girls' in primary schools include:

### 1. Establishing and Building the Capacity of Girls' Education Advisory Committees (GEACs)

- Prevention activities: to redefine gender relations and norms of girls/women and boys/men through sensitization campaigns
- Response networks: facilitating partnerships between GEACs, Parent Teacher's Associations (PTAs), teachers, parents, students, woreda police and woreda women affairs desk to take concerted effort against traditional and cultural gender based violence practices such as abduction, early marriage, circumcision, etc.

### 2. Establishing and Supporting the Activities of Girls Clubs (GCs)

### 3. Creating Child/Girl Friendly School Environment

BESO II/SCOPE has been implementing activities since February 2002. Recent assessments<sup>1</sup> have indicated challenges to BESO II/SCOPE achieving program objectives. These challenges include:

- School Action Plans that do not adequately address girls' education specifically
- Lack of effective collaboration among different bodies including Parent Teachers Associations (PTA), GEAC, and GCs at school/community level to effectively address the issue of girls in and out of school
- Poor understanding within GEAC and GCs and among school employees, students, and communities of the function, roles, and responsibilities of GEAC and GC
- Lack of capacity among SDCs to support PTAs and GEACs to develop and accomplish concrete action plans regarding girls' education

These factors prevent communities and schools from effectively mobilizing to improve the quality and equity of primary education in Ethiopia, for girls and other marginalized students.

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<sup>1</sup> KAP Survey, Capacity Building Assessment, and "Taking Stock of Girls' Education in Ethiopia: Preparing for ESDP III" (unpublished study by the UN and SC).

## II. INTRODUCTION

In Ethiopia, as in most developing countries, fewer girls go to, stay in and graduate from school. Currently, the national gross enrolment ratio for grades 1-8 basic education is 68%, with 59% for girls and 77% for boys. The 18% gender gap persists despite various efforts by the government and non-government organizations to promote equitable education for all.

The reasons for this gender disparity are complex and multifaceted: traditional beliefs, cultural practices and attitudes to gender roles, such as whether education improves or reduces a girl's chance of marriage, undoubtedly hold girls back from school. Parents may also object to educating their girls' on grounds of fears of rape going to and coming from school and also direct and opportunity costs of sending a girl to school.

The problem is two sided in reality. If families are reluctant about sending their daughters to school, the schools also reflect gender biases and are not necessarily girl friendly. Schools are part of the broader social fabric and lack sufficient awareness of and interest in girls' education. Therefore, communities – broadly understood as parents, teachers, head teachers and children – need to be convinced on the benefits of education in order to ensure more girls go to, stay in and graduate from school, at rates equal to those of boys.

Recognizing the persisting barrier in bringing behavior change in stakeholders to effectively mobilize community's teachers and administrators to serve the need of girls effectively, BESOI/SCOPE girls' education unit has conducted a formative research. This formative research outlines a behavior strategy to improve the persistent behavior change gap: low enrolment and persistence of girls' in schools.

## III. FORMATIVE RESEARCH: THE POSITIVE DEVIANCE INQUIRY

### A. BEHAVIOR CHANGE APPROACH

Save the Children US has decided to take a Behavior Change Approach to address the challenges that have been identified. Behavior Change Approaches have been widely used to increase the impact of Health and Nutrition programs for decades, and sectors such as Food Security and Education are beginning to adopt them. The principle behind Behavior Change Approaches is that in order to successfully change behaviors (such as parents sending girls to school, or teachers supporting girls to succeed in school), programs must reduce **barriers** to change as well as convince stakeholders of the **benefits** of change.

One barrier to change already identified is that stakeholders such as Zonal Coordinators, School Development Coordinators, Teachers, PTA, GEAC, and GC members may not be fully convinced of the benefits of girls education themselves, or may not be acting on that (i.e. may not have their own girls in school). These stakeholders may also lack the communication skills and concrete behavior change strategies and tools to mobilize communities.

In order to develop a Behavior Change Strategy, it is important to understand the barriers to change, whether they are internal, such as attitudes and beliefs, or external, such as lack of resources, access to services, or infrastructure. Formative research in project communities can help projects learn more about barriers to change and resources existing in communities. Strategies to overcome these barriers are often already being practiced by some members of communities, and sometimes the role of change agents is to discover those strategies and

disseminate them to the larger community. One approach to discover positive beliefs and practices already in the community is Positive Deviance.

## **B. POSITIVE DEVIANCE INQUIRY METHODOLOGY**

Positive deviance is an asset based approach that “seeks to identify and optimize existing resources and solutions within the community to solve community problems.”<sup>2</sup> The PD Approach has been used successfully to design nutrition programs since the 1980s. In the context of education, positive deviant families are families in areas of low enrollment whose children are in school. The BESO II/SCOPE project was particularly interested in families who are keeping their girls in school.

**A Positive Deviance Inquiry (PDI)** is a method to enable “program staff and their community partners identify the unique practices of some community members that set them apart from others within the same community, and allow them to cope more successfully within the same environment.”<sup>3</sup> Save the Children US decided that a PDI would be an appropriate method to learn from families who are successfully keeping their children, especially girls, in school.

The goals of the PDI were:

1. To learn more about the barriers to girls’ education, and to identify successful strategies for change currently being employed by Positive Deviant families.
2. To incorporate the PDI findings, through a Behavior Change Strategy, into ongoing program activities to more effectively minimize barriers to and maximize the benefits of girls’ participation.

The PDI method consists of several key steps. The first is to orient community groups and key stakeholders to the methodology. Ideally, research teams include members from the community. Focus group discussions are held with representative groups in the community to get a context for the focus behaviors and to start gathering information about positive practices and barriers to change. The community helps to identify positive deviant families based on pre set criteria, often using Participatory Rural Appraisal (PRA) techniques such as mapping and wealth ranking. The team conducts home visits and guided interviews with volunteer positive deviant families to learn from and observe their home life. The team conducts a preliminary results analysis while still in the community, and these results are discussed with the community.

The key step in terms of a Behavior Change Approach is using the results from the PDI to strengthen program activities, targeting them to the barriers and positive practices identified. For the study communities, it is also desirable to recruit members of positive deviant families to teach others how to practice their successful strategies.

PDI is a qualitative methodology, so care must be taken to ensure quality of data. In this study, Save the Children US selected two communities each in Afar, Oromiya, and Somali region. They were selected to be representative of stronger and weaker SDC, PTA, GEAC, and GCs in each of three regions (Afar, Oromiya, and Somali). Thirty-six PD families were interviewed (six per community).

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<sup>2</sup> Sternin, Sternin, and Marsh, “Designing a Community-Based Nutrition Program Using the Hearth Model and the Positive Deviance Approach-A Field Guide”, 1998. [www.positivedeviance.org](http://www.positivedeviance.org)

<sup>3</sup> Ibid.

Population level surveys and existing reports were used to guide the development of research instruments. Positive Deviant Families (poor families whose girls had good attendance in school) were identified with the help of community members and school officials. Data was triangulated from existing data, focus group discussions with woreda officials and community members, and the household visits/interviews with PD families and children.

#### **IV. FINDINGS OF THE POSITIVE DEVIANCE INQUIRY**

The findings of the PDI correspond with those of the BESO II/ SCOPE Knowledge, Attitude, Perception (KAP) survey as well as the BESOII/SCOPE Capacity Building Assessment, and the joint United Nations and Save the Children report. The barriers that girls and other students face that prevent them from attending and succeeding in primary school can be categorized as Physical, Economic, Health, and Social.

Positive findings include that the awareness of and belief in the benefits of education, for girls as well as boys, are increasing. This is particularly true for families whose previous livelihood is no longer able to keep food on the table. The PDI also uncovered strategies that students, families, and communities are using to overcome the many barriers to education that we can learn from and use in our program.

##### **A. CHARACTERISTICS OF PD FAMILIES**

- Many are female headed, or the mother is the primary breadwinner
- Most have sent some of their other children to school as well
- All are convinced of the benefits of education. Most believe that the benefits of educating girls are equal to or greater than for boys

##### **B. BARRIERS TO ATTENDING AND SUCCEEDING IN SCHOOL**

###### **1. Challenges Faced by PD Families**

- Reduced availability of children's labor for:
- Household work (especially for girls)
- Caring for livestock
- Daily wage labor or petty trading
- Increased work burden on mothers, and reduced income for family
- Expenses for clothing, books, materials, and school charges
- Worry about exposure to illness, harassment (boys and girls), abduction, rape, or elopement
- Wealthier families may need child labor more and have less incentive to send children to school as their current livelihood is working well

Though every family said they want the PD child to go to school as far as possible, even to university, the farthest any of the older siblings has gone is Grade 9. This indicates the lack of access to second cycle primary and higher grades, as well as the growing need for children to contribute economically to the family as they get older.

###### **2. Challenges Faced by PD Students**

- Distance to school: makes them late and tired
- Hunger
- Uncomfortable/unclean school environment
- Poverty: lack of clothes, materials, fees, teasing from other students

- Illness, especially malaria, makes them miss school
- Physical intimidation from students and adults
- Secondary schools are far away and expenses to live there are great-they feel hopeless about continuing education to get a good job

### 3. Challenges Faced by Female PD Students

- Workload at home
- Various types of physical and sexual harassment and assault
- Early or forced marriage by abduction or elopement (Absuma in Afar)
- In Somali region female circumcision causes girls to miss at least one month
- Attitudes that girls are weaker than boys, can't compete with boys, shouldn't speak or eat in front of boys, will leave parents after marriage so investment in girls' education will be wasted
- Girls need better clothes and cosmetics to attend school. Boys do not care about such things. (This could be a real or perceived Barrier.)

## C. STRATEGIES TO OVERCOME THE BARRIERS

### 1. Strategies Families and Children Use to Overcome Challenges

- Students do housework or labor for cash during out of school times (after school hours, weekends and breaks)
- Other family members (often mothers) take on additional work (including petty trading) to provide money for expenses, and to reduce load on student(s)
- Older siblings support students financially as well as helping with studies
- Taking loans-often at 100% interest
- Encouraging students and disciplining them if they miss class
- An attitude of "Make sacrifices now to laugh later."

### 2. Strategies PTA/GEAC and Communities currently using

- Sensitization, with the support of religious, clan, and community leaders
- House to house campaigns, especially to bring back girls who have dropped out of school
- Exempting poor families from some school charges
- Providing additional tutoring for students outside of class
- Providing Adult literacy classes
- Facilitating Alternative Basic Education with paraprofessionals in rural communities
- Facilitating community agreements discouraging female circumcision, early or forced marriage, harassment and sexual assault

## D. PERCEIVED BENEFITS OF EDUCATION

A key finding about the perceived benefits of education in terms of a behavior change strategy is that families can see positive changes very soon after a child starts going to school. Messages about the benefits of education should focus on these shorter-term benefits as well as those that may come in the future.

### 1. A Brighter Future

"Being Somebody", with a plan for life, a good job, being able to stand up for one's rights, being a better member of the community and better able to serve God.

## 2. A Better Life Now

Becoming more responsible, more helpful around the house, able to help parents read and write, having better hygiene, better problem solving ability

### **E. DIFFERENCES ACROSS COMMUNITIES**

Many of the challenges families and students face, as well as the strategies they use to overcome them are similar across the three regions. There is no strategy for positive change that can apply in the same way to different communities. The key is to give schools and community groups tools that they can adapt to their local circumstances. Some of the differences across communities are below.

Communities reported different health risks as priority. In Oromiya, students are affected by seasonal upswings in malaria. In Somali, severe forms of female genital cutting mean that girls miss a month when the operation is done, and miss school later because of complications with menstruation.

Different safety issues affect students in different areas. In one community in Oromiya, there is a seasonal influx of pastoral men who bring their livestock to graze on crop remnants. These strangers harass and bully girls and boys on the way to and from school. Other communities are more concerned with rape or abduction of girls for forced marriage.

The issue of early marriage as a barrier to continuing education for girls (and boys) in all of the study communities. However, the forms that early marriage can take differ from region to region. For example, in Afar *absuma* marriage is a huge issue. This is a system where a girl child may be promised to a male cousin for marriage at birth. This male cousin and his family have the right to make decisions about her education, and about when they will marry. In one of the Somali communities, children are increasingly deciding to elope, feeling that early marriage and child bearing strengthens their clan. In Oromiya, abduction for early marriage still takes place, though PTAs and GEACs are engaging community elders to stop mediating such cases.

Another clear difference among communities is that, while families all have needs for child labor at home and to earn income, the specific requirements differ. Pastoralists need children to look after the different types of animals in their herds. Families near towns or factory farms may need the wages earned from daily or seasonal labor opportunities.

These differences highlight the need for empowering communities to have a dialogue about specific practices and develop solutions that work for them.

## **F. COMMUNITY AND PD FAMILY IDEAS FOR IMPROVING PTAS AND GEACS AND SUPPORTING POOR FAMILIES MORE EFFECTIVELY**

During the home interviews, the focus group discussions, and again when the research teams shared preliminary results of the PDI with communities, the teams asked for suggestions about how PTAs and GEACs could be strengthened, and how poor families could be supported to enable their children to attend school.

The ideas coming from community members and PD individuals included:

- Capacity building and increasing decision making authority (thus feeling of ownership)
- Recognize strong groups/Foster competition between communities
- Provide school related benefits for children of members
- Provide ABE for adults, allowing flexibility of place and time
- Mobilize community/clan support for poor families
- Exempt poor families from charges, provide support for clothes and materials
- Build hostels, provide support near secondary schools for students from far communities

## **G. CASE STUDIES**

These families are illustrative of the community members who generously participated in the Positive Deviance Inquiry in Afar, Oromiya, and Somali regions. The names of family members and students have been changed.

### **Case Study #1: “Roba” from Afar**

Roba is a 15-year-old girl, who is now in Grade 3. Roba has one younger sister and one younger brother, both of whom participate in a local alternative basic education program. When her parents are asked who made the decision for Roba to go to school, her father says, “First Allah, then Roba decided that she should go to school. We agreed with her.”

Roba’s absuma, her cousin who has traditional marriage rights to her, did not want Roba to go to scho. . Though he is a child himself, his wishes would traditionally have been followed regarding his future wife. Roba’s parents talked with his parents, and they finally agreed that both children should go to school.

Roba’s family moves seasonally with their herds. Roba’s father says that “Even during migration, we facilitate our movement considering Roba’s schooling. We leave her enough food if we move without her.”

Roba’s father is passionate about education. He says that “Education benefits the person and his/her family in terms of economy. She is protected from domination because of her education. An educated person protects not only him/herself but also others. Instead of having 1000 livestock, it is better to have education. People say, ‘We are wealthy’, but wealth is of Allah, and the right wealth is education and knowledge”.

He is convinced that education is especially important for girls: “According to our culture boys have many options, if they encounter problems they can go to their clan and share from their clan and so that solves their problems. If I do not exist, no one will support Roba, even

if I die, she isn't entitled to inherit my livestock with her brothers. In this regard, she has to get educated to protect herself. That is why I prefer to send girls, but I suggest that both sexes should be educated."

The research team asked Roba's father how he would advise families who want to send their children but have difficulty. He would tell them, "The challenges you are telling me exist everywhere and live with everybody. Your livestock has been killed by drought while you are alive. The only chance you have is educating your children. If not, it is like leaving your children in strong sunlight in plain land. The sunlight is burning them as you have already been burned. If you educate your children while you are alive, it is like they are under shade even after your death."

### **Case Study #2: "Dermi" from Oromiya**

Dermi is 14 years old. She has three younger sisters and three younger brothers. All five of school age children, including Dermi, are in school. When her parents are asked why they decided to send Dermi to school, her mother says, "Because an educated person is always gaining while an uneducated one is always losing."

Dermi's parents are worried that Dermi may elope with a boy from school. They have trouble meeting school expenses and costs for clothing and soap. They worry about how they will support all of their children to finish school. They face these challenges by encouraging Dermi to stay in school, by selling grain and borrowing money.

Dermi also faces challenges. She has to do house work before and after school, in addition to her schoolwork. She feels bad about not having good clothes and the right school supplies. She has received a letter from a classmate requesting a "sexual friendship". Dermi overcomes these challenges by keeping her morale up, sharing one pen with her sisters, and working for daily wages during school breaks.

Dermi's mother says that she has tried advising other parents to send their children to school, but "Since education is a long process, I can't convince them because people are focused on immediate results."

### **Case Study #3: "Hanan" from Somali**

Hanan is a 12 year old who is in Grade 2. Two of Hannan's older brothers have also attended a couple of years of schooling, but they both had to drop out to work. Hanan has one younger sister, and the three young children of her deceased aunt also live with her family.

Hanan's younger sister, age 10, went to school for a while, but she stopped going because she had a hard time concentrating and keeping still. Her parents say it is because "when she (the younger sister) is hungry she is hard to contain." Hanan's parents would like to send her sister again, but are not sure how to resolve the hunger/concentration issue.

When Hanan's parents are asked why they sent Hanan, they say, "We understand that it is only by education, not by labor, that real change comes to life. We have seen people with education, where they have reached. We want Hanan to reach wherever Ethiopia reaches."

A big challenge that Hanan's family faces is that her father is too ill to work. Her mother supports the family economically, including her deceased sister's children. Hanan helps her mother as much as she can. Her mother says, "Without telling her, Hanan when she comes back from school, she just picks up with whatever house work is left, so that helps me a lot. Whatever hardship me or her father goes through we will handle it. We just want her to go to school and be somebody later in life."

When asked what they would advise parents of girls regarding education, Hanan's mother says, "Both boys and girls need to be educated. Because even our religion tells us that male and female are equal. And I gave birth to both my boys and girls in the same way."

### **Good quotes from all areas:**

#### **Parents:**

"I want to send both my boys and my girls because they are equally my children."

"Flying an airplane or driving an automobile is not through inheritance, but through education."

"An educated person is always gaining, but an uneducated person is always losing."

"Girls are more costly than boys. Girls do not just wake up in the morning and go to school like boys, they want to wash their face, put some lotion, and wear some decent clothes which is most of the time difficult."

#### **Students:**

"I deal with the challenge [feeling shame for being poor] by not seeing those students of wealthy families and living according to the standard of my family"

"I will tell the child to be strong and bear all the problems that he or she faces and finish schooling to get a job."

"I want to be a teacher. My teacher used to be a student just like me and now that he is grown he can support himself by being a teacher and I want to do just like that."

"I will advise parents to go to Erre town and see all the doctors and teachers, etc, and ask them if you want your children to be just like these people they need to be educated and for that they need to sacrifice."

### **H. LESSONS LEARNED FOR FUTURE PDI'S**

If this study were to be replicated in other communities, the following changes to the designs and training of research teams could improve the quality and relevance of the data collected.

1. Select PD families from different economic strata or livelihoods in the community. When PD is used for nutritional programming, the idea is to find poor or very poor families with well fed, healthy children to learn from. With education, the barriers to girls attending school may be just as great among middle income or wealthy families. In addition, as mentioned earlier, different livelihood groups have different needs for child labor.

2. During the training of research teams, make sure to include practice focus group discussions and interviews, with a trainer observing and giving feedback. This will strengthen the active listening and probing skills of the research team so that they are able to delve deeper than surface answers with communities, families, and children.

## **V. BEHAVIOR CHANGE STRATEGY FOR INCREASING THE PARTICIPATION OF GIRLS AND OTHER MARGINALIZED STUDENTS IN SCHOOLS**

### **A. STRATEGY DEVELOPMENT WORKSHOP**

The data from the PDI was analyzed and disseminated to BESO II/SCOPE staff and partners. A strategy development workshop was held on June 14-15 to discuss the results and brainstorm about ways that program activities could incorporate the findings about barriers to girls' education and the strategies that PD families and children are already using to overcome the barriers. Save the Children US staff, as well as World Learning and Academy for Educational Development, participated in the workshop.

### **B. STRATEGIES TO REDUCE BARRIERS AND BUILD ON POSITIVES**

The overall behaviors that this strategy promotes are:

- Children Attend First Cycle Primary School
- Girls Attend First Cycle Primary School
- Children, Especially Girls, Succeed in 1<sup>st</sup> Cycle Primary School
- Children, Especially Girls, Attend Cycle Primary School
- Children, Especially Girls, Succeed in 2<sup>nd</sup> Cycle Primary School
- PTA and GEAC members remain active and engaged for at least 3 years
- PTAs and GEACs effectively mobilize communities for girls' education

The Summary Table in Annex II discusses specific behaviors that relate to one or more of the above categories of behavior.

The Girls' Education Behavior Change Strategy consists of the following activities:

1. **Improving the training** of different stakeholders by developing modules focusing on:

- Skills (planning, communication/negotiation, supportive Monitoring and Evaluation);
- Reducing barriers to change in their communities; and
- Identifying and building on positives in their communities.

2. **Strengthening Program Monitoring of Girls' Education Activities** by tying SDC work plans and performance evaluations to Girls' Education indicators.

3. **Implementing a strategic Communications Plan**, through different stakeholders, focusing on concrete actions to overcome barriers and specific benefits of key behaviors.

4. **Structural changes in schools and communities through:**

- Recruiting parents who are sending their girls to school to participate on PTA and GEACs, and requiring current members to send their children to school at least one girl and one boy, both of them who are of appropriate age.
- Improving the support and incentive systems for outstanding groups and individuals (whether parents, students, teachers, woreda officials, or SDCs)
- Setting up school canteens that provide school supplies and sanitary napkins at fair (reduced if possible) prices
- Facilitating the upgrading of rural schools
- Strengthening ABE for older siblings and parents
- Facilitating links between schools and income generation or labor saving projects where possible

These activities have been integrated into the FY 06 work plan for BESO II/SCOPE staff.

## **C. COMMUNICATION STRATEGY**

### **1. Developing Action Kits**

- a. Parents' Day Kit**
- b. Safe School/Child Friendly School Policy Kit**
- c. Regional/Sub regional Dialogue on Cultural Practices Kit**

The research and strategy development teams noticed that many elements of the Behavior Change Strategy could be addressed by facilitating two events-the Parents' Day and the Sub-regional Dialogue on Cultural Practices such as early marriage or FGM. In addition supporting schools and communities to develop and enforce Safe School/Child Friendly Policies covers a wide range of the barriers to girls' education that were identified. The "Action Kits" for each of these would include organizational checklists for how to do the activity/event, discussion guides for sensitive themes, and examples of how other schools have done similar things successfully.

### **2. Developing Messages and Materials**

This includes translating messages to the area languages, and designing the visual layout.

#### **a. Posters and radio messages**

This would be the smallest category of messages, encompassing our great new slogan, "**Give her a pen and she will change the world**" as well as four or five other simple, top priority messages. For example, messages about the role of GEACs, getting help for harassment, fairly dividing household chores, the short and long-term benefits of education.

#### **b. Negotiation/Counseling booklet**

We have seen that house-to-house visits have been an effective tool for bringing back girls who have dropped out of school. This booklet would be a tool for PTA or GEAC members to use when doing one on one discussion with parents. It would include messages on all the major barriers and concrete strategies identified in the PDI.

#### **c. Set of role play ideas (to be incorporated into training modules)**

This will be ideas for turning more sensitive or complex messages into role-plays. During trainings, SDCs, PTA, and GEAC members will be practice developing these core ideas into role-plays that are interesting and specific to their local context.

### **3. Field Testing and Revising Materials**

Three different versions of the posters and radio spots will be developed, in Somali, Oromiffa, and Amharic. These will be tested with target audiences in three communities from Somali and Oromiya. For some materials, the target audience is parents, for others it is students. Men and women, boys and girls will be consulted separately.

The Action Kits and Negotiation Booklets are tools for PTA and GEAC members to mobilize communities and support individual families to send their girls to school. They will be asked for feedback at the first test trainings for SDCs, PTA, and GEAC members after the drafts are ready.

#### **4. Materials Production and Dissemination**

After the testing and revising is complete, the finalized posters, radio spots, Kits, and Counseling Booklets will be produced. The finished communication materials will be disseminated during trainings for ZCs, SDCs, PTA, and GEAC members. Emphasis will be placed on how to use these materials with positive communication skills, and to adapt their use to meet specific community needs.

### **D. TRAINING PLAN: BUILDING THE CAPACITY TO IMPLEMENT THE STRATEGY**

#### **Modifying Training Materials and Monitoring and Evaluation Formats**

- a. For SDCs**
- b. For PTA and GEACs**
- c. For GC Advisors**

This step involves taking existing training manuals and focusing them on specific barriers to change and positive practices identified through the PDI. Additional modules might focus on skills to use the Action Kits and Communication Materials, alternative/traditional media skills, and using PDIs to identify and recruit PTA and GEAC members.

### **E. RECOMMENDATIONS FOR MONITORING, SUPERVISION, AND SUPPORT**

Key staff should develop indicators to track whether the BC Strategy is being implemented correctly, and whether it is actually reducing barriers, building on motivators, and promoting feasible practices. Ultimately, an effective Behavior Change Strategy will change practices on the ground, which will translate into reaching existing program targets for result indicators.

As some stakeholders will be trained using the current manuals, and some according to the new BC Strategy, with new manuals, there is an opportunity to compare both groups through ongoing monitoring. Such a monitoring design would allow staff to attribute differences to the BC Strategy, as well as other differing factors.

## **ANNEX 1. INSTRUMENTS USED FOR THE PDI**

### **BESO II/SCOPE Formative Research Orientation and Focus Group Discussion Guide Community Members**

#### **1. Thanks and Introduction of the Team**

Good afternoon. Thank you for taking the time to meet with us, and for your assistance with our research this week. In this meeting, we would like to tell you what we hope to achieve this week, and to have a discussion about education in this community. Why don't we all introduce ourselves?

#### **2. Goals of the Research and Description of the Positive Deviance Method**

We have been working together in the BESO program for a couple of years now. We know that for some families it is more difficult to send children to school. It is also more difficult for girls to attend school, and to get a quality education, than for boys. This week, with your help, we would like to conduct a "Positive Deviance Inquiry" in your community.

We have found that in every community, there are poor families who still manage to send their children to school. There are also families who send their girls to school, even when most of their neighbors do not. These families are "Positive Deviant" families, because they manage to do positive actions that their neighbors do not. By doing a "Positive Deviance Inquiry", we will identify some of these families in your community, visit their home, and talk with them.

The goal of doing the "Positive Deviance Inquiry" is to learn from these families so we can, through the BESO program, teach other families how to do the same things. From the Positive Deviant families we can learn the strategies they use to overcome challenges involved in sending their children, especially girls, to school. We can learn what they see as the benefits of education for their children. Then we can teach other families these strategies, and we can use these perceived benefits to motivate other families.

We will only meet and talk with the families. It is completely voluntary for a family to talk with us or not. No one will receive any direct benefit from this research. The benefits will be indirect, by helping us to improve the program. What do you think of this idea?

#### **3. Review of Schedule, Setting time for Final Session on Last Day**

Yesterday we met with the principal of the school to find out which third and 4<sup>th</sup> grade students have excellent attendance. The next step in the "Positive Deviance Inquiry" is today's discussion with you to discuss the issue. After the general discussion today, we will ask some of you to stay and help us decide which of these students come from rich families, medium families, and poor families. The poor families, whose children have good attendance, are the "Positive Deviant" families in this community. We will select six of these families, and visit them at home.

Today we will discuss with you, and will identify the “Positive Deviant” families. Tomorrow we will set up appointments to visit the six “Positive Deviant” families at home. If we can, we will also meet the six children from “Positive Deviant” families to talk with them as well.

The day after tomorrow and the next day, we will travel to the homes of the “Positive Deviant” families to meet and talk with them. On our sixth day here, in the afternoon, we will meet with you and the School and Woreda Officials again to share what we have found, and to plan how to use the information to increase the attendance of children from poor families and girls.

What do you think of this plan? Do you have any ideas or suggestions? We have agreed with the School and Woreda Officials to meet at this place \_\_\_\_\_ and at this time \_\_\_\_\_ on the sixth day (say the correct date) to meet again. Will this date and time be okay for you?

#### **4. Discussion**

Now we would like to have a general discussion about education in this community. There are no right or wrong answers. Please share your true opinions and feelings with us. This discussion is confidential, so please feel free to be honest.

- a. How do people in this community see formal education? What do they think about it?
  - i. Do people in this community think that girls should have exactly the same education as boys? Why or why not?
- b. What are the benefits of Education for children in this community?
  - i. How are the benefits different for girls and boys? Why?
- c. What challenges do families in this community face when they send their children to school?
  - i. What types of families face the most challenges? What challenges do they face? Why do they face more challenges?
  - ii. Do parents of girls face different challenges than parents of boys when they send them to school? What challenges do they face? Why?
- d. What challenges do children in this community face when they go to school?
  - i. What challenges do girls face that are different from boys? Why?

Having an active PTA and GEAC is important to ensure a successful educational system in any community. It is especially important for improving access to education for girls. However, one difficulty is that PTA and GEAC’s depend on volunteers to keep going. Volunteers are busy with other things, and sometimes they lose interest in PTA and GEAC activities. We would like your ideas about this issue.

- a. How can the School and Woreda Administration keep PTA and GEAC members, especially women, interested and engaged in the long term?
- b. How can we make sure that the PTA and GEAC include members from poor or marginalized families?
- c. Would it be desirable to have Adult Literacy/Numeracy classes for PTA and GEAC members? Would it be possible? How would it work (class times, places, who would teach, etc.)?

- d. It is not possible to give monetary or other material incentives, but are there other incentives that you can think of?

Thank you again for your time and participation!

## **BESO II/SCOPE Formative Research Identifying Positive Deviant Families**

After the Community Focus Group Discussion is finished, ask a small group of people to stay. The group should be between four and eight people. At least half should be women. It may be good to select which people before the Focus Group Discussion-for example community leaders, wise women, etc.

Note to Facilitator: It is important for this exercise that all decisions are reached by consensus, through discussion. Everyone's ideas are important.

### **1. Wealth Ranking**

We would like you to think about families in this community. Some families are well off, some are in the middle, and some are poor, or marginalized in some way. Is this true?

- a. In this community, what makes a family well off? (Make a list on flip chart paper)
- b. In this community, how would you describe families that are in the middle group? (Make a list on a separate sheet of flip chart paper)
- c. In this community, what makes a family poor or marginalized from the rest of the community? (Make a list on a separate sheet of flip chart paper)

After community members have listed all their ideas for each of the three categories, the facilitator should probe for other characteristics, especially for poor or marginalized families. Is distance from the center of town a characteristic of poor/marginalized families? Distance from other services like the health facility or school? Are families of a certain religion or ethnic group marginalized? What about women headed households? Others?

### **2. Identify PD households from list of students with good attendance (4 girls and 2 boys)**

We have a list of students from the 3<sup>rd</sup> and 4<sup>th</sup> grade who have very good attendance. For each of these children, we would like you to tell us which category their family belongs to. **The group should decide this by consensus, as well.** As we decide for each student, we will list his or her name on the appropriate flip chart paper. If the group changes their mind, no problem, just cross the name off and write it on the appropriate sheet as they decide.

The list of names on the poor/marginalized sheet will be the **“Positive Deviant”** families. If there are more than six names, the team will need to decide which ones to visit.

**BESO II/SCOPE Formative Research  
Focus Group Discussion Guide for PD Students**

1. How will education help you in the future?
2. What challenges do you face attending school?
  - a. Are the challenges different for girls and boys? How are they different?
3. How do you handle these challenges?
4. Does your family support you to attend school? How do they support you? Why or why not?
5. If a child wants to attend school, but their family does not support them, what would you advise that child to do? Why?

**BESO II/SCOPE Formative Research  
Format for Sharing Findings with Community**

1. Shared characteristics of PD families
2. Challenges PD families face
3. Challenges PD students face
  - a. Girls
  - b. Boys
4. Strategies used to overcome challenges
5. Perceived benefits from education
6. How to use this information to support marginalized families and students? (ie girls)
7. How to keep volunteers in PTA and GEAC engaged?

**BESO II/SCOPE Formative Research  
Household Visit and Interview Guide**

1. Thanks and introduction of the team

(Introduce each member of the team.) Thank you very much for taking the time to talk with us today. As (name of community member) may have explained to you, we are trying to learn more about education in this community. We wanted to talk to you because your child, \_\_\_\_\_, has very good attendance. We appreciate that you send her/him to school when many of your neighbors do not send their children. We would like to learn about the challenges you and \_\_\_\_\_ have faced regarding her/his education. We would also like to discuss general issues about education in this community.

Your participation is completely voluntary, and if, at any time, you would like to stop, please tell us. There will be no problem. We are unable to pay you anything for your participation, but we hope the information you give us can help more children in your community to attend school. Feel free to express your honest opinions. We will not share what you specifically say with anyone else. We would like to talk to both of you (the mother and father) as well as anyone else in the household who helps to care for the children (an older sibling, a mother-in-law).

2. Basic Family Information

- a. Mother's Name \_\_\_\_\_
- b. Father's Name \_\_\_\_\_
- c. Place of residence \_\_\_\_\_

d. Name of the 3<sup>rd</sup> or 4<sup>th</sup> grade child:

\_\_\_\_\_

(Please use this child's name in every question that refers to the child.)

e. How many other children do you have?

Girls (Name and Age)	Boys (Name and Age)

f. Who else lives with you in this household?

\_\_\_\_\_  
\_\_\_\_\_

- 3. How many of your children go to school, or have gone to school at all (formal)?
- 4. When did \_\_\_\_\_ start going to school?
- 5. How far do you plan to send \_\_\_\_\_ in school (age or grade level)? Why?
- 6. Who made the decision for \_\_\_\_\_ to go to school?

7. Was there any disagreement or discussion about whether \_\_\_\_\_ would go to school? Why?
8. Why did you decide that \_\_\_\_\_ should go to school?
9. What are the benefits of an education?
  - a. Are they different for boys and girls?
10. Have you seen any changes in \_\_\_\_\_ since s/he started school? What are they?
11. What challenges have you faced sending \_\_\_\_\_ to school?
12. How have you handled these challenges?
13. What challenges does \_\_\_\_\_ face going to school?
14. How does s/he handle these challenges?
15. Probe for issues around distance, safety, expenses, and workload.
16. Are the challenges different for boys and girls? How so?
17. How many of your children would you like to go to school? Why?
18. How many of your children do you plan to send to school? Why?
19. What would you advise other families who want to send children to school but face challenges?
  - a. Is your advice different for parents of boys and girls?
20. How can the school support families who have difficulty sending their children to school?
  - a. Different for boys and girls?
21. How can the community support families who have difficulty sending their children to school?
  - a. Different for boys and girls?

Thank you very much for your time. It is obvious that you care very much about your children, and we appreciate what a good job you are doing taking care of them. In \_\_\_ days, we will have a community meeting to discuss what we have learned about education in the community, and you are welcome to attend.

### **PDI Household Observations**

The person taking the notes during the interview should also observe the following things and make some notes about them quietly.

1. Relationships among family members
  - a. Mother and Father with each other
  
  - b. Mother with children
  
  - c. Father with children
  
  - d. Other adults or older siblings with children
  
  - e. Others?
  
2. Household characteristics: is the compound clean? What type of house? Latrine? Can you see any food stored? Other characteristics?

## ANNEX 2. SUMMARY TABLE OF GIRLS' EDUCATION BEHAVIOR CHANGE STRATEGY

Priority Group	Behavior	Key factors	Activities
In order to help:	To:	We will focus on:	Through:
Parents  <b>Barrier</b> <b>Economic, physical, social</b>	Send all of their boys and girls to school	Stop children from becoming burden in the future  Short term benefits of education (stronger character, ability to read & write)  Educated girls get better husbands, make better mothers	-Develop Safe school policy kit -Implement a communication plan focusing on short and long term benefits of education -Incentives/Rewards for parents with all their school age kids in school? -Parents Day celebrations at school where best parents and students are awarded (Develop parents day kits)
Parents, Older Siblings  <b>Barrier</b> <b>Workload</b> <b>Reduced Income</b>	Share workload equitably among all children, boys and girls  Support students to do work at alternative times	Building student and family capacity to manage labor and time  Education improves all children's' ability to work efficiently	-Mobilization through PTA, GEAC, and GC -Communication plan -Linking schools with income generation or labor saving projects (water points, grinding mills, etc) (partnership with field level projects) -Alternative child care arrangements (especially in ABE) sharing Dollo's ABE center experience
Parents  <b>Barrier</b> <b>Wealthier families may need labor more</b>	Practice labor sharing with neighbors or relatives so that all their children can go to school	Children will be in a better position to manage HH income  In the future children will be self reliant (independent)	-Social support system: community getting organized to look after the cattle - Woreda and PTA collaboration to avail ABE for older siblings - Communication plan
Parents  <b>Barrier</b> <b>Expenditure for school supplies</b>	Secure adequate school supplies, including clothes and personal hygiene (soap, lotion, sanitary pads)	Subsidizing poor students to get textbooks, pens and personal hygiene materials.	-Exempting very poor families from school expenses - GEAC & PTA mobilizing community to help very poor children - launching income generation schemes -using girls club canteen to reduce the direct cost for poor students -Tap resources from social institutions such as Iddir to cover the cost

Priority Group	Behavior	Key factors	Activities
In order to help:	To:	We will focus on:	Through:
			- school level -diversify funding sources of each school
Project Staff  <b>Barrier Social</b>	Incorporating girls' education activities into their work plans	Giving concrete skills to reduce barriers to girls' education  Supportive supervision incorporating indicators related to girls' education  Involving school communities in the evaluation of SDCs  Seeing changes=job satisfaction	-Revise training manual to focus the approach on skills and BC strategy -Recognition/rewards to the best performed SDC, PTA, GEAC & teacher) -Increase field based mentoring of GEAC & PTA activities at school -Identify mechanism to follow- up school level activities (Checking Monitoring format) -Modify job description/responsibilities of SDCs to incorporate girls' ed. activities
Parents/Older siblings  <b>Barrier Lack of support from home</b>	Supporting the student(s) to study at home  Encouraging student(s) to discuss school related problems at home and helping find solutions	-Get the best return on the resources already spent on school (time, money) -Experience the satisfaction of having her child to do well	-Community mobilization through PTA, GEAC, and GCs -Communication plan -Using PDF as role models
Teachers  <b>Barrier Lack of support from teachers</b>	-Promote positive gender dynamics and active learning in classroom -Sensitivity to girls' issues (coming late, health issues) -Enforce "safe school policies" related to harassment -Encourage classroom presentations by GEAC/GCs	-Reduced wastage in terms of drop outs/repeaters -Satisfaction in having active students	-PTA working with woreda to take deliberate action to promote female teachers -Workshops to develop "Safe school policies" with all stakeholders -Support teachers (training) to encourage girls' to focus on their study -Forming study group with tutors (students) -Safe school policy -linking and sharing with AED
Peers/Boy students  <b>Barrier Lack of support from other students</b>	Seek help against abuse of other students and selves  Take responsibility for getting siblings in school, especially	Building a sense of partnership and shared responsibility for other students  Strategies for what to do if you know	-"Safe School Policies" -In class presentations by GC or others -Communications plan -Establish monthly "Safety Forum" for girls and boys to discuss issues with teachers, PTAs, GEACs

<b>Priority Group</b>	<b>Behavior</b>	<b>Key factors</b>	<b>Activities</b>
In order to help:	To:	We will focus on:	Through:
	sisters/Question the absence of girls in school  Increase sharing of books and supplies (?)	of a harassment situation  Better school environment for everyone-everyone succeeds	-Rewards for active students in GC or other school clubs
Girls  <b>Barrier Social status</b>	Assert their rights to an education and to a child/girl friendly school environment by actively getting engaged in classrooms activities - Being classroom monitors	Building knowledge of rights, negotiation skills, and time management skills	-“Safe School Policies” -Strengthening Girls Clubs curricula -Encouraging in class presentations by GCs on these issues -Mentorship program where older girls mentor younger ones (will be included in GC activities) -Presentation at parents day -Linking with AED
PTA, GEAC  <b>Barrier Harassment</b>	Actively work with parents, woreda officials, and police to prosecute cases of abduction, assault (sexual or not) and bullying (safe school policy)  Consensus with school community to post adult “guards” at harassment trouble spots if necessary	Building skills to plan and implement these activities	-“Safe School Policies” -Building these activities into work plans -Focus trainings on communication and mobilization skills around these issues -Classroom training on avoiding/dealing with harassment

<b>Priority Group</b>	<b>Behavior</b>	<b>Key factors</b>	<b>Activities</b>
In order to help:	To:	We will focus on:	Through:
All stakeholders, Communities  <b>Barrier Social Status of Girls Harmful Traditional Practices</b>	Delay marriage Reduce abduction/sexual harassment and assault Support young married girls to stay in school as long as possible Stop female circumcision or at least reduce it to clitoridectomy	Economic and social costs to families and community  Involving professional  Concrete strategies to modify traditional practices “safe traditional practices”  Field level collaboration with other successful NGOs with FGM	- Mobilization through PTA, GEAC, GCs -Sub regional dialogue workshop on cultural practices (focusing on local leaders taking the initiative to sensitize community and follow up) -Developing kit for organizing and facilitating workshops on cultural practices -link these agreements with “Safe School Policies”. Make sure all community leaders and woreda officials are aware of the agreements -Communications plan
Woreda officials, PTA, Teachers <b>Barrier Dirty or uncomfortable environment</b>	-Create child friendly school environment	-Making the environment more clean and comfortable	-Part of “Safe School Policies”? -Construction of separate latrines for boys & girls -School water point development -implement child/girl friendly school environment
Child  <b>Barrier Hunger</b>	-Attend and actively participate in school	-Alleviating hunger (in communities that are food insecure)	-Create linkage with organizations working on school feeding programs (WFP) -institute school breakfast programs as well as lunch
Families, Students, School and Community  <b>Barrier Physical, Economic, Social, Health</b>	Support children to attend and succeed in higher primary grades	-Bring higher grades closer to households	-Woreda & PTA working together to upgrade the 1 <sup>st</sup> cycle schools to 2 <sup>nd</sup> cycle

<b>Priority Group</b>	<b>Behavior</b>	<b>Key factors</b>	<b>Activities</b>
In order to help:	To:	We will focus on:	Through:
PTA & GEAC  <b>Barrier</b> <b>-Unclear about roles and responsibilities</b> <b>-Lack of communication with woreda officials</b> <b>-Lack of knowledge and skills</b>	Plan and carry out activities to mobilize communities and support girls education in their school  To efficiently get support from related woreda offices, including police and legal systems	Building skills to reduce barriers and build on resources in the community  Satisfaction experienced from successful initiatives at school level	-Focus training on mobilization and communication skills, on concrete strategies to bring about change -Clear communication of roles and responsibilities, including how they relate to government bodies (including KETB) -Strengthen SDCs follow-up activities -Experience sharing visits to successful communities -Awards for most successful schools -Informing schools about the award - Developing a booklet for house to house visit for PTAs and GEACs
PTA & GEAC  <b>Barrier</b> <b>-Volunteers, many other commitments</b> <b>-Not fully committed to girls education</b>	Remain active for at least three years  Be role models for their communities	Recruiting community members who share program values and are already acting on them  Modify the criteria to identify active PTA & GEAC through PD	-Strong follow-up by SDCs -Revise the training manual (skill) -Advocacy of girls issue by GEAC & PTA to tap more resources -Strengthening community support for PTA and GEAC members (incentives, labor sharing, exempting children from school expenses, providing adult literacy/numeracy?) -Recognition by awarding experience sharing trip