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TRANSFORMING ACCESS TO QUALITY EDUCATION FOR 2,000 CHILDREN IN ETHIOPIA

The Changemakers Club: final project report, January 2018
Project timeline: July 2014 – October 2017



Completed school blocks in Anaso Sege Primary School, Ethiopia

PHOTO: ActionAid

Project background

There has been significant progress within the field of education in Ethiopia in recent years, but despite this, millions of children are still not receiving high quality education, keeping them trapped in the cycle of poverty.

Building on our experience and knowledge of the local context, the Changemakers project aimed to improve access to education in two districts within the Oromia region of Ethiopia by enhancing the learning environment and providing access to clean water and toilet facilities. It also aimed to empower girls to demand their right to education and raise awareness among communities of the importance of sending girls to school. Following extensive discussion with local communities and other stakeholders, the districts of Girar Jarso and Seru were chosen due to limited education opportunities for children, as well as challenges including overcrowding, poor infrastructure and dilapidated classrooms, and a lack of educational resources. Both districts are also in extremely rural locations meaning that children have to travel long distances to school, often through difficult terrain, and many who are enrolled in school do not attend due to the poor quality of teaching, leading to high dropout rates and low retention rates. There is also limited community awareness of the importance and value of education within these districts, particularly for girls, many of whom get married before they are adults.



Bertukan (13) describes his school before the project: “It was small, the floor was covered in dust because it was not cemented, and the walls were made from wood and mud. It had small windows so there wasn’t enough light to see the board, the doors and windows were broken, and the classrooms were narrow and had no seats. There was no library and no books. Because of this, we did not want to go to school regularly and girls did not attend class because they faced lots of problems.”

Pictured: Anaso Sego Primary School before the project.

PHOTO: ActionAid

“The rooms were shabby and uncomfortable, the doors and windows were broken, the floor was dusty, there were no seats, and classes were overcrowded. There were no separate toilets, no water, and there was a severe shortage of educational resources. The classrooms were dusty, unclean, dark and unsafe for children to learn in. Because of these problems there was high absenteeism and dropout rates and consequently students’ academic performance was low.” *Beyene Asfaw, Parent Teacher Association member, Anaso Sego Primary School*

At ActionAid, we believe that education is not only a fundamental right but also an enabling right or multiplier – one which, if secured, enables children to secure their other rights. We have over 40 years’ experience leading in the field of education in the world’s poorest countries and have been working in Ethiopia since 1989, reaching an estimated three million people through our development programmes. Education is a key area of focus for ActionAid in Ethiopia and we will continue to work to increase enrolment rates, minimise dropouts, improve school environments and increase girls’ participation in our future education programmes.

Key achievements

- **Seven high quality primary schools were constructed** and equipped with a library, learning centre and education resources. Students are now attending six of these schools and classes will begin at the final primary school at the beginning of February, in time for the second semester. There are currently 5,593 students enrolled in the project schools.
- **Students now come to school regularly** because of the safe and comfortable learning environment and the construction of separate toilets and access to clean water mean that students, especially girls, can remain in school.
- **The quality of teaching in the district has improved** and the new schools are attracting some of the best teachers in the area. The project schools now have greater capacity and Anaso Sego primary school, for example, is now taking on grade seven and eight students for the first time; the first batch of grade eight students sat the grade eight national certification exam in 2017. Before the project, the school was only capable of teaching up to the grade six level due to a lack of capacity and resources.
- Community involvement in the project has dramatically **increased local commitment to education**. The local communities have taken ownership of the project and will oversee its operation long into the future.
- **There has been a substantial shift in the attitudes and perceptions of community members**, particularly boys and men, towards girls' education. Some of the female students at Dirie Doyu Primary School told us there is now a greater sense of equality both at home and at school and one said: 'Now our brothers are made to share household chores which were the sole responsibility of females. We now have adequate time for studying at home as well.'
- As a result of the project, girls now support each other, play an important role in running girls' clubs, actively **demand their rights and challenge harmful traditional practices** such as forced early marriage. Girls also told us that their ability to hold their schools to account and explain the importance of education to their parents has improved.
- The project has had a **significant impact on enrolment rates, dropout rates, attendance and academic performance**. Positive results have been achieved in each of the project schools.

- In Jida Halila Primary School: the total average grade point (GPA) of the school improved from 68 in 2016 to 74 in 2017. Girls' enrolment rates are also now higher than boys' – in 2017 there was a total of 315 girls and 308 boys, and in 2016 these figures were 209 and 315 respectively.
- In Ayimero Bale Primary School: the enrolment rate increased from 1,384 in 2016 to 1,660 in 2017.
- In Anaso Sego Primary School: all 28 students who sat their regional certification exam in 2016/17 passed – the lowest score was 75% and the highest was 86%.
- In Gino Primary School: the number of students who can read and write in grades one to four is increasing.



Musa (16) is a grade seven student at Ayimero Bale Primary School. He told us how happy he was that his school had been equipped with new educational facilities.

“Last year I came first in grade six. The new school facilities contributed to my success, especially the library. The new school gave us the opportunity to learn in a clean and spacious classroom, sit on comfortable desks and use a modern library. I really appreciate all of the facilities provided by this project – I like the library the most!”

PHOTO: ActionAid

“My community is very happy for getting this chance and we will continue to support the school and keep the facilities in good condition. I would like to say a ‘BIG THANK YOU’ to the Changemakers club.”

Mrs Wardi Mohammed, mother of 12, member of the (PTA) in Waltai Primary School

“This project is the pride of the community. The wave of change that has happened as a result of community awareness raising is high. Before, parents forced their children to be absent from school, especially during market days, but currently, no family prevents a child from going to school unless in case of death of a family member.”

Gudeta Habtamu, director of Dirie Doyu Primary School

“The new school is one of the model schools in our district; it is really unique.”

Beyene Asfaw, PTA member at Anaso Segu Primary School

“The Changemakers project became one of the most successful projects ever initiated by ActionAid Ethiopia.” Tademe Mesele, Project Manager at ActionAid Ethiopia

Progress against objectives

Objective 1: Seven primary schools will benefit from transformed facilities through the construction of new classrooms, libraries and learning centres, and the provision of furniture, teaching and learning materials

Construct seven new school buildings

New classroom blocks have been constructed in the seven project schools – three in Girar Jarso and four in Seru. We also constructed an additional two-room block at Anaso Segu Primary School for administration and staff use. The infrastructure in each of the schools has been completely transformed and this has - and will continue to have - a significant impact in reducing dropout rates, increasing retention in schools, and encouraging active participation from students in schools.



Children in Gino Primary School during a lesson in their new classroom.

PHOTO: ActionAid



Fetiha (13), is a grade six student and girls’ club member at Waltai Primary School in the Seru district. She is just one of the thousands of students in Ethiopia who have benefitted from the Changemakers project.

“Our old classrooms were narrow, dusty and dim. There were not enough desks and it was not comfortable to learn there. Our new classrooms are wide, clean, well-lit, furnished with good student desks, and are now much more comfortable and attractive.

I like the library more than any of the other facilities because I go there to read books to help me understand my lessons. I also have the chance to borrow books to read at home!

In grade five I was fifth in my class out of 42 students and I will hopefully improve on this ranking next year. In the future, I would like to be a teacher because I want to help children.”

PHOTO: ActionAid



Pictured: old and new classroom blocks at Waltai Primary School.



PHOTO: ActionAid



Pictured: old and new classroom blocks at Dirie Doyu Primary School.



PHOTO: ActionAid



Pictured: old and new classroom blocks at Gino Primary School.



PHOTO: ActionAid



Alem Birie (28) has one daughter and lives in the Dirie Doyu district. She is a construction worker who was employed to plaster the new school buildings in Dirie Doyu Primary School as part of the project.

“I am very happy to be a part of this project. It’s a great opportunity for me to do construction activities and develop my knowledge and skills – this will be passed on to future generations.

I now know the importance of education and am working on the schools with great care.”

PHOTO: ActionAid

Construct seven learning centres and four libraries

A total of seven learning centres and four libraries were constructed at the project schools. In six of these schools, the facilities are fully functional and are currently being used by children in both districts. The facilities at Dirie Doyu Primary School will be available for children to use at the beginning of the second semester in February. Providing students with access to a well-equipped library is hugely important in order to improve their education; the libraries are already having a significant impact within the project schools and many students told us that it was their favourite part of the project. Books and resources were purchased following consultation and recommendations from teachers and students and the learning centres allow children to learn in a more practical way as teachers are able to demonstrate the material covered in class in an accessible way, for example by using globes and maps.



Gabissa (14) is a member of the science club at Ayimero Bale Primary School.

“As a member of the science and technology club, I try to develop my technical skills and so the learning centre is very important for me. Last year I was fourth in my class out of 62 students in grade six and I plan to improve my rank again this year.

The project gave us the opportunity to practice our skills in the learning centre, to read in the fully furnished library and learn in the beautiful new and safe classrooms.

Amharic and English are my favourite subjects and I would like to be an engineer.”

PHOTO: ActionAid

Equip 28 classrooms, seven learning centres and four libraries with furniture and teaching and learning materials

As a result of this project, there are now 28 classrooms equipped with student desks and blackboards, and seven learning centres and four libraries complete with furniture, books and other educational materials. The seven project schools now have some of the best educational facilities in their districts - not only empowering children to develop their education but also contributing to an improved quality of teaching by motivating teachers in the district to work at the project schools and improve their own education and teaching practices.

Mengistu Adugna is a teacher at Anaso Sego Primary School and is pictured beside the new library at his school.

“When we first heard the news about the Changemakers project, no one could really believe it! The project is unique for the community and it inspired students to attend class regularly. When the new school was completed, children who had dropped out for a long time came back to school. Thanks to the Changemakers, our school is now one of the best places for children to learn in the district.

We now have a fully furnished library where students can read books to support their education. Our students are using the library well and their performance is improving considerably.”

PHOTO: ActionAid



“Before the project, teachers were fed up of teaching here and were applying to be transferred to another school because of inadequate resources and the many challenges they faced. Now our school is one of the best places for a teacher to be assigned to and teachers use the library during the summer to improve their education.”

Getu Beyene, director of Gino Primary School

Objective 2: Children attending seven schools will have access to clean drinking water and separate toilet facilities

Construct hand dug wells in three schools in Girar Jarso

The three project schools in Girar Jarso now have access to clean water. A pipeline extension from the community source was put in place at Gino Primary School as this was more reliable and cost effective than a hand dug well. At Anaso Sego Primary School, a spring development and pipeline extension was put in place as this was deemed to be more efficient. At Dirie Doyu, a new hand dug well was not necessary as there was sufficient water in the existing well.

“The difference is immense. Formerly, students spent every Friday cleaning their classroom and plastering the floor with animal dung thinned by water which they brought from their homes. Now, thanks to the Changemakers project, they use brooms and water to clean their classrooms.” *Ejigayehu Geleta, science teacher in Anaso Sego Primary School*

Construct rainwater catchments in four schools in Seru

A rainwater catchment scheme was constructed at all four project schools in Seru. These catchment schemes provide schools with clean drinking water and have significantly improved the students' personal hygiene and sanitation. Female students in particular are benefitting, and the provision of water is enabling them to manage their periods with greater dignity.



One of the students accessing clean water at Gino Primary School.

PHOTO: ActionAid



Best friends Workinesh and Etenesh at the new toilet block at Anaso Sego Primary School.

PHOTO: ActionAid

Construct separate toilet facilities in seven schools

A separate toilet block for boys and girls has been constructed in each of the seven project schools. A lack of separate toilets is one of the major educational challenges in Ethiopia as can lead to violence against girls, low attendance and high drop-out rates as girls are unable to manage their periods effectively at school. The difference made by this project in improving girls' education will be enormously high and teachers have already told us that girls' attendance has improved.



Hayat, 15, grade 8 student at Seru Primary School. Hayat likes biology and wants to be a doctor.

“There is a big change in our school in relation to girls’ education. In our school, once a girl was absent for a week because boys laughed at her uniform which was soaked with blood. The construction of separate toilets will give girls full freedom to manage their period without fear.”

Hayat’s teacher, Hareguwa Yimenu, says: “Separate toilets solved physical and psychological health issues. Before the construction of a separate toilet, girls didn’t go to the toilet until they got home - this had been harming their health. Now they use the toilet any time they need without any fear.”

PHOTO: ActionAid

Mrs Wardi Mohammed lives in Waltai in Seru. She has 12 children and is a long-standing member of the PTA at Waltai Primary School.

“Before the project, children had to travel five to six kilometres into Seru town to attend school. There were bad accidents on the way to school, for example severe flooding led to some children being drowned.

Now our children are safe since the new school has been built here. I have no words to express my feelings. It’s astonishing that our children are learning in such a high quality and fully furnished school. As a woman and a mother, I know that separate toilets are the most important facility to improve girls’ education.”

Mrs Wardi Mohammed pictured with the Project Manager at ActionAid Ethiopia, Tademe Mesele.



PHOTO: ActionAid

Objective 3: There will be increased awareness of the importance of education for children, particularly girls, amongst parents, religious and community leaders. This change in attitudes will help to improve enrolment and retention rates.

Set up 21 activity clubs to engage children and provide them with mini-media equipment

We set up a total of 21 activity clubs as part of the project – 9 clubs in Girar Jarso and 12 in Seru. 525 children now attend these clubs on a regular basis. Each of the seven schools were provided with mini media equipment including tape recorders, DVD players, flash drives, microphones and television sets. This equipment enables schools to increase the impact of activity clubs and reach a larger number of students by providing education in an accessible way. Mini media equipment also has important benefits for students, enabling them to improve their social skills, interact with their peers, and express themselves via creative media.

“In the mini media club, the programmes focus on girls’ education, culture and entertainment. I write poems and dramas and do role play with the other club members. Last year I worked hard and was first in my class because I read the books in the new library to improve my knowledge. My father is very supportive of my education and I always tell my friends to work hard.”

Emebet 10, is a member of the mini media club at Jida Halila Primary School.

PHOTO: ActionAid



“The trainings provided to girls’ clubs helped them to improve their participation and heightened their self-esteem. The mini media clubs are actively working on the importance of education, girls’ rights, dropout rates, and other issues.” **Zewude Legese, director of Seru Primary School**



Wondu (15) is a grade eight and mini media club member in Seru Primary School. He recently completed training on the right to education.

“At the mini media club, we prepare programmes that focus on the importance of education - especially for girls, culture and entertainment and then present these during rest time. We also prepare programmes for various occasions such as the Red Ribbon Day and International Women’s Day. The club members also contribute small amounts of money to support students who can’t afford to purchase educational materials.

I will work hard and use the new facilities, and would like to become a medical doctor.

PHOTO: ActionAid

Set up children’s clubs and train the 500+ members and teachers on the challenges of children, particularly girls, attending school

We trained a total of 531 children’s club members as part of the project. In Girar Jarso, 225 children received training from experts from the District Education Office on topics including the importance of education, how to increase girls’ enrolment and retention rates in school, the role that boys can play to improve girls’ education and how mini media equipment in schools can support education and challenge harmful traditional practices. In Seru, we trained 300 children’s club members and six female teachers on girls’ education, the importance and value of female leadership and gender-based violence. ActionAid believes it is crucially important that children, particularly girls, hear messages about female empowerment. The clubs provide a space for this, as well as an opportunity for girls to discuss issues that concern them. The clubs also organised activities to align with events such as the International Day of the Girl Child in October including community walks, panel discussions on women’s rights and gender-based violence and plays performed by school club members highlighting different forms of abuse.

“The girls’ club was established in our school in 2015 by the Changemakers project. It supported our club by providing training and education materials. I received training on girls’ rights, gender equality, and how to manage my period. After the training, the relationship between girls and boys improved considerably. Now we sit together, study together and discuss issues with them confidently. This was not the case before.”

Wosene (14), student at Dirie Doyu Primary School



Chaltu (13), is a grade six student and girls’ club member at Waltai Primary School.

“There has been great improvements in our school in regard to girls’ education. The project enhanced girls’ motivation and self-esteem. Before, girls did not sit on the same desks as boys, but now this is not the case at our school. We even study together now! My favourite subject is civic and ethical education and I would like to be a teacher.”

PHOTO: ActionAid

Lidet's story

The project empowered girls like Lidet (below) to demand their rights and challenge harmful traditional practices such as forced early marriage. It also raised community awareness about these practices and the impact which they can have on girls' education. Dibaba Motuma, chairperson of the PTA in Gino Primary School, told us that as a result of the project, "the community has realised that early marriage and poverty are interlinked and has decided that their daughters have to go and attend school."

Lidet is a 17-year-old student at Anaso Sego Primary School. She has five brothers and sisters. Her parents are farmers – they did not go to school and cannot read or write. When Lidet was 14, her parents agreed for her to marry a man she had never met before to improve the family's social position. She shared her story with us.

"I was young and very shy at the time and it was a distant relative who told me what was going on. The news travelled far – the girls' club members got the information and told the teacher leading the club. The teacher and some other girls' club leaders immediately went to my family home and met with my parents. She told them about the health, economic and psychological impact the marriage would have on my future. My parents changed their mind and sent a message to the elders to cancel the marriage. They told me to study hard and promised to support me in whatever I chose to do.

Thanks to the girls' club in my school, I am now in grade eight. I am so excited to sit the national exam this year and go to secondary school next year. I have a dream to complete my education and become a teacher. I want to help other girls to realise their dreams through education."

PHOTO: ActionAid



Present awards to 180 best performing students attending 7 schools

Throughout the project, a total of 1,032 awards were presented to the best performing female students in the seven project schools – some girls who achieved excellent results won this award more than once. The awards ceremony took place with parents, students, members of the School Management Committee (SMC) and PTA, as well as a representative from the District Education Office present. These events are extremely important in recognising the achievements of girls within education and it reinforces the importance of sending girls to school amongst the community. The awards were designed to motivate girls to continue their educational journey and included radios, solar lights, books and pens. The project schools, district offices and PTAs will continue to present awards to the best performing girls despite the project coming to an end.



"The awards motivate girls to work hard and it creates a sense of competition among us. I was an average student before the award program began, but when I saw that strong girls were awarded, I was interested and convinced myself that I could receive an award. I told myself that 'if I work hard, I'll certainly get it.' I paid attention in class, actively participated and studied hard. I became second in my class and received the award! I love my new school and I want to be an engineer."

Wosene Bekele, 14, student and girls' club member at Dirie Doyu Primary School.

PHOTO: ActionAid

Provide training for 500 influential adults within the community such as religious and clan leaders and parents to change traditional beliefs and practices such as early marriage

Raising awareness on the importance of children's education within the community is hugely important in order to encourage parents to send their children to school and therefore increase student enrolment and reduce dropout rates. We delivered two rounds of training each year of the project to a total of 650 adults. The training focused on topics including harmful traditional practices, early marriage and girls' education, as well as the role which community members could play in improving girls' education. Throughout the project, we have seen a significant shift in community attitudes and the importance of girls' education is now much more widely understood in the districts of Girar Jarso and Seru.

Tadelech's story



Tadelech is 35 years old and lives in the Girar Jarso district. She is married and has six daughters and a son. Two of her daughters go to Anaso Sego Primary School.

"We are very happy with the new school. Formerly our children used to learn in shabby small rooms, but now they learn in beautiful classrooms. This school is our property and we will take care of it. I will do everything in my capacity to serve this school.

I have received training which helped me to support my children. Even though I am not educated myself, now I monitor my children's learning every day. Before, I used to think that education finished at the end of the school day and that children should help their parents when they come home. After the training, I now understand that children should study and do their assignments at home, and I now give them time for this. I support my daughter and son equally, but I understand the need for my daughter to be educated more because I know the life I am leading because I am not educated.

Tadelech pictured with one of her daughters.

PHOTO: ActionAid

Objective 4: Improve the management of schools through School Management Committees (SMCs) and Parent Teacher Associations (PTAs) ensuring the sustainability of each school.

Form SMC and PTA groups in each school and train members on roles and responsibilities in school management, focusing on education for girls

We trained 105 members of SMCs and PTAs in the seven project schools with the skills and knowledge required to manage the schools long into the future. In Girar Jarso, 45 members received five rounds of training on their role in promoting access to quality education, enhancing girls' participation, school management and strengthening relationships between local schools and the wider community to ensure its ongoing sustainability. In Seru, we trained 60 SMC and PTA members on their roles and responsibilities, the Promoting Rights in Schools framework¹, construction, finance and procurement management. These groups will ensure that the project schools remain transparent and accountable.

¹ PRS Framework: this rights-based approach aims to actively engage parents, children, teachers, unions, communities and Civil Society Organisations (CSOs) and empower them to collectively monitor and improve the quality of public education.



“The training changed my attitude to education and now I know my role and responsibilities. I know how to maintain a good relationship between the school and the community and how to take ownership of the school.

My contribution to the school increased after the trainings I received. Before, the PTA did not prepare a plan but after the training, we began preparing annual plans. We now have regular meetings and have improved our budget management.

The project has been participatory, and the community and PTA have been immensely involved in the process. On behalf of our community and our children, I'm thankful to the donors for their great support. I'm also grateful to ActionAid for the transparent and accountable project implementation.

Beyene Asfaw, PTA member and cashier at Anaso Segu Primary School

PHOTO: ActionAid

“The PTA is currently working to stop child dropout rates within my community. We are encouraging community members to send their children to school as no child should miss out on education. I send all my children (six sons and one daughter) to school.

I'm grateful to those who invest in education as it is the key to early development – schools are places where people learn to open their eyes. This is a special opportunity for our school.”

Jemal Hussen (42), is a father of seven who lives in Jida, Jiru community. He is a member of Jida, Halila Primary School PTA.

PHOTO: ActionAid



Challenges and learning

The Changemakers project is one of the most successful projects implemented by ActionAid in Ethiopia to date. It generated important learning and its holistic and participatory approach will continue to be replicated across our future programme delivery. We faced a number of challenges during the project, but the impact of these challenges was successfully mitigated by the joint action of ActionAid, our local partner organisation, ANPPCAN, and the local communities in Girar Jarso and Seru.

- We experienced some construction delays, particularly in relation to work to be carried out by a local contractor in Dirie Doyu. To minimise the impact of this, we worked directly with the local contractor and put a revised action plan in place. The scarcity of construction materials such as gravel and cement also led to a slight delay in construction, but the team planned purchasing visits carefully to finish completion as soon as possible.
- The political protests and violence in August 2016 in Oromia and Amhara regional states between security forces and protestors had an impact on the project. Both project districts were affected by these protests and it was difficult for the team to mobilise the community at times due to the emotional effect of the disturbances.
- There was quite a high turnover of technical and managerial staff in Seru as a result of the rural and remote working environment. The lack of infrastructure in Seru also proved to be challenging and internet and telephone connectivity is poor, which made communication between the Project Manager based in the capital Addis Ababa and the local team in Seru quite difficult. As a result, the Project Manager travelled more frequently to meet with the team in Seru and spent more time supporting them in person.

Sustainability and ongoing impact

A key achievement of this project is its sustainability and the ongoing impact which it will have on communities in the Oromia region. Local communities in both project districts were directly involved in the project from the very beginning, contributing to its design and implementation throughout the project period. They took ownership of the project right from the beginning and four communities in Seru also contributed 700,000 Birr (£18,900) in cash, local materials and labour.

As a result of the participatory nature of the project, local communities, children, PTA and SMC members, teachers and district education offices are all committed to ensuring the ongoing success of the project schools. The project is also accepted and appreciated by the local government; Mekonnen Doyo works in one of the District Education Offices in the Oromia Region and said: "There has been clarity in financial management, wise use of resources and value for money. I appreciate ActionAid for being transparent and accountable to the community. I know that they have skilled development practitioners who are highly committed and able to handle their jobs to the highest professional standards."

"You can't imagine how much the communities care for this project. They are determined to keep it safe from any harm." *Bertukan Hunde, teacher at Gino Primary School*

"It is my office's responsibility to ensure that these facilities are used properly for a long time. We will conduct necessary maintenance every summer, we have two experts that will oversee this school and we will assign a librarian and skilled teachers to work in the learning centre." *Mekonnen Doyo, Bale Gasgar District Education Officer*

"As the principal of this school, I will try my best to make this school one of the best schools in the district and fulfil the community's ambition to transform it into a secondary school." *Getu Beyene, principal of Gino Primary School*

"As the principal of this school, in collaboration with the PTA, I will do my best to transform this school into a regional model school. I hope it is not only used to equip our students with the required knowledge, attitudes and skills, but that it will also serve as a centre of excellence." *Gudeta Habtamu, principal of Dirie Doyu Primary School*



"The Changemakers project has built my awareness on harmful traditional practices, early child marriage, inheritance and dowry and other issues relating to girls' rights. I am very happy that the Changemakers project has supported my school."

Zara (right) is 15 years old and goes to Ayimero Bale Primary School. She is an active member of the girls' club, the anti-HIV/AIDS club and the peer-teaching club.

PHOTO: ActionAid

Thank you so much for supporting this project. Together we have changed the lives of thousands of children in Ethiopia, for good.