

CASE STUDY TEMPLATE

What is a case study?

A case study is an individual's story. It tells the reader how Save the Children's work has made a difference in the life of a child or his or her family.

1. Background: Please provide basic information about the interviewee(s).

Name(s), gender, age:	Ello Leli, Female, 13
Location – village/town, district/province and country:	Dimeka , Hamer Woreda, South Omo Zone, SNNPRS
Keywords – themes:	Basic Education

2. Summary: Please describe the interviewee's day-to-day life and environment.

Ello is a 15 years old girl attending in the 7th grade of Dimeka Primary School in Hamer Woreda. She is one of the girls who have got the opportunity to attend primary school in the area.. She. Before she came to Dimeka she used to live in Lala village with her parents and she has attended her school up to third grade.

When she was living in Lala village she used to herd goats and sheep; she was also responsible to look after millet and maize farms from arboreal animals and birds during the harvest season.

After Ello completed her third grade education, her parents decided to give her away for for a traditionally arranged marriage. . However, her uncle, who influenced her parents to send her to school in the first place, opposed the decision and tried to reverse it.

However, Ello parents refused and resisted in their decision. Therefore, her uncle brought her to Dimeka in order to protect her from the arranged early marriage and to help her continue her education. Accordingly, Ello continued her 4th grade education in Dimeka primary school, established by Save the Children through the project entitled "Improving Quality of Education' for Pastoral Children in Ethiopia".

In Dimeka primary school, Ello engaged herself actively in Girl Students S Program which is supported by Save the Children. As part of the program she engaged in study and support programs, and reading practice competition.

Due to the support she gained from the program, Ello become among the top students academically in her class room. She became a champion in reading competition held between all school students in the Woreda. Furthermore, she became the overall winner of a reading competition held among three Woredas in Omorate, representing the Woreda.

3. The story: Interviewee's story in his or her own words. Please use exact words with direct quotes.

My name is Ello Leli. I am 15 years old and I am a 7th grade student. I am from Lala kebele. Currently, I live with my uncle in Dimeka town. My uncle is the one who influenced my parents to send me to formal school six years ago. As a result I went to Lala primary school and attended my education up to third grade there.

One day, my uncle, who influenced my parents to send me to school, came from Dimeka and took me with him. Therefore, I was transferred from Lala to Dimeka primary school, and I continued my 4th grade education in Dimeka.

I lately realized that, my uncle came to Lala and brought me to Dimeka by hearing my parent's decision to wed me for a traditionally arranged marriage, which compromise my education and dreams. As I learned now, he first tried to negotiate and convince my parents to change their decision and help me to continue my education. However, they refused to accept him and he finally decided to take me with him to Dimeka.

In Dimeka primary school I become member of a program that supports girls which was initiated by Save the Children. With the help of my uncle and my teachers, I become an active attendant for this program. The program provides me tutorial and study support three days a week. There are also many books in the library; language teachers encourage and guide me to read different books and practice reading competition with my classmates.

After my participation in the program for about one year, I became among the top students in the classroom. At the end of 2014 I won the school reading competition and then became a champion in the Woreda reading competition held among students at Woreda level representing my school.

This has qualified me to represent the Woreda with five other students on reading skill competition with other students representing other Woredas held in Omorate. There I face fierce competition with students who came from other two woredas. It was very difficult. The hall was full with attendants who come to observe this new event. There were a number of school children, local government officials and parents at the final competition. I specially faced a fierce fight from a girl who came from Dasenech Woreda. For a bit difference in terms of points I again manage to win and became champion of the competition. Finally, I was awarded a beautiful student bag. I will never forget that day. It was my first time to stand up and read in the presence of such number of people: I cried with happiness.

Finally I would like to thank my uncle, my teachers and the program supporters, hadn't been their support, I would have married and wouldn't have seen my potentials, and my dreams would have been shattered.

4. Wider context

4.1 Program summary and background information.

Location and background:

The district is located in the south western part of the country, as well, at the southern tip of the South Nations, Nationalities and Peoples Region (SNNPR). Geographically, South Omo zone is located between 40 43' North to 60 46' North latitude & 350 75' East to 370 07' East longitude and Hamer Woreda is 40.50'-- 50.47' N & 360.15' E 360.90' E.

It has a diverse agro-ecological zones ranging from hot arid to moderate humid. Each agro-ecological zone constitutes the following percentage of the total area of the district: Weyna Dega/Moderate highland 4.6 %, Semi-Kola 88 % and Kola 17.4 %. The highest point in the district is Buska Mountain, 2,022m above sea level.

Hamar, Woreda is one of the 8 Woredas in South Omo Zone of Southern Nations, Nationalities and Peoples Regional State. The Woreda's capital town is Dimeka , 100 km far from the South Omo Zone capital, Jinka; 535 Km far from the regional capital Hawassa and 831 km South West of Addis Ababa. The Woreda has 38 Kebele administrations.

There are 32 ABESC, 22 primary, 19 ECCD centers and one high school in the Woreda. A total of 5,912 (G= 2,125) students are attending basic primary education in Alternative Basic Education School for Children (ABESC) and formal primary schools. In case of health coverage there are three

health centers and 20 health posts in the Woreda.

The Woreda has an estimated population of 74,362, of which 37,032 are females and 15,415 are school age children (CSA, 2007). The district has an estimated area of 5,989.8 square kilometres; Hamar Woreda has an estimated population density of 12.19 persons per square km. The livelihood base of Hamar Community is predominantly pastoralism, herding cattle and goats in mobile and semi-mobile mode of livestock production. Relatively, the communities who live on higher altitude practices rain feed sorghum and maize cultivation and those living in the river bases of Omo and Woito commenced the use of irrigation for farming. According to livelihood baseline survey conducted by PCDP I in 2005, traditional honey collection also has its own contribution as one of the food source for the Hamar community accounting around 17% of their food sources..

Save the Children Basic interventions in Hammer Woreda

Save the Children as a main actor to promote child rights, survival and development, it is delivering education(basic and ECCD), child protection and maternal and new-borns health programs in Hammar Woreda in partnership with the regional Bureau of Education, Bureau of Women, Children and Youth Affairs, Bureau of Health and line offices at zone, and Woreda level.



Ello is now 15. She first got the chance to go to school while she was at her family home at Lala primary school, first established as ABE and later constructed by Save the Children. Due to marital case her father refuses to send her to school while she was a third grade student in 2013 and she forced to come in to Dimeka to continue her learning. Now she learns in grade 7 in Dimeka primary school.



4.2 Follow-up: Is the individual in the beginning, middle or end of an activity/program with Save the Children?

If she is still taking part in an activity/program in the future please explain when a follow-up story could be planned i.e.: six months, one year later etc.

Is this a follow-up from an earlier case study? If so, please add a link to the earlier case study.

No it is not a follow up story.

4.3 Family, community leader, health worker, teacher, partner etc. quotes. Please ensure that you have the correct names, (job) title and organisation for each person quoted.

“After this reading competition held in 2014, I make sure I go to her school monthly. This is because she is a female and who came from a traditional pastoral community which is affected by backward traditions and practices. Others have some sort of support either from their parent or have other relatives that checks up on them.”

4.4 Expert quotes. Please ensure that you have the correct names, (job) title and organisation for each person quoted. This is optional as experts may not always be available.

N/A

5. Theory of Change: How we work to create impact for children (not mandatory for humanitarian)

The Save the Children Theory of Change shows how we achieve change for children: striving to create impact for children by being innovative, by acting as the voice for and of children, and by achieving results at scale.

5.1 Overall impact: Please explain how Save the Children addressed the challenges/problem and describe the results.

5.2 Innovation: Does this story include a new solution to address an unmet need of children? Please explain the new processes, products, services, methods of delivery. Only write something if there is a specific example of innovation.

5.3 Voice: Please describe if you have been able to advocate for better practices and policies or ensure children's voices are heard.

5.4 Partnerships: Please describe if you have been able to cooperate with or build partnerships through this program.

5.5 Results at scale: Please describe if program achievements are occurring beyond a local level at a larger scale. Only write something if there is a specific example of results at scale.

Save the Children has contributed to the increase of child enrollment in South Omo Zone of SNNPRS region specifically in the Hamar woreda. There were only 976 children 261 of them female who enrolled in schools before Save the Children took the initiative to intervene in the district. At present, we contribute to boost the number of children in primary schools above 5000 from which the number of females has risen above 2000. The number of schools has also grown from 7 to 54 (22 formal primary and 32 ABE and ECCDs). The number of Kindergartens has also increased from only two to 19 in the woreda.

6. Child protection and consent issues

6.1 Please confirm that you have followed Save the Children child protection policies and have completed full consent forms for the child and/or family, and every individual you have quoted and photographed.

Tick box to confirm:

6.2 Protection notes: If you have changed the name of an interviewee or have changed information that could lead to their identification for protection reasons, please outline the reasons.

N/A

7. Case study reference information

Interviewer: Hussein Indris

Photographer: Hussein Indris

Humanitarian response code (if applicable) N/A

Approved for use by:

Approval for use is given by the Country Office.	
Date:	Dec 21 st 2014
Instructions for further use/further permissions required: When using this case study, please do not change any of what is written here.	