

INVENTORY OF INNOVATIVE EXPERIENCES IN GIRLS' AND WOMEN'S EDUCATION IN EASTERN AND SOUTHERN AFRICA

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LIST OF ACRONYMS

ASALs	Arid and Semi-Arid lands
BTC	Break Through Literacy
CBO(s)	Community Based Organisations
CCF	Christian Children's Fund
CDPA	Centre for the Development and Planning of Activities
CEDPA	Centre for Development and Planning Activities
CFS	Child Friendly Schools
COPE	Complementary Opportunity to Primary Education
CSOs	Civil Society Organisations
ECD	Early Childhood Development
ECE	Early Childhood Education
EDDI	Education for Democracy in Development Initiative
EDDI/AGSP	Education for Democracy in Development Initiative/The Ambassador Girls' Scholarship Programme (AGSP)
EFA	Education for All
ESAR	East and South Africa Region
FAME	FAWE Award for Media Excellence
FAWE	Forum for African Women Educationists
FAWE U	Forum for African Women Educationists, Uganda
FAWEZA	Forum for African Women Educationists, Zambia
FELAZ	Female Lawyers Association Zambia
FGM	Female Genital Mutilation
FPE	Free Primary Education
GEM	The Girls Education Movement
GPA	Grade Point Average
IDP	Internally Displaced Peoples
KIE	Kenya Institute for Education
LAZ	Law Association of Zambia
MDGs	Millennium Development Goals
MFI	Micro-Finance Institutions
MOE	Ministry of Education
MYWO	Maendeleo Ya Wanawake Organisation (<i>Women's Development organisation</i>)
NFE	Non-Formal Education
PHAST	Participatory Hygiene and Sanitation Transformation
PTAs	Parent –Teacher Associations
PCSC	Parent Community School Committee
SAFE Clubs	Students Alliance for Female Education Clubs
SARDEP	Semi Arid Region Development project
SGBV	Sexual and Gender Based Violence
NGOs	Non- Governmental Organisations
SIDA	SIDA Sweden
SMT	Science Mathematics and Technology
SM	Sexual Maturation
SPARK	Skills Participation Process and Relevant Knowledge
TOT	Training of Trainers
Tuseme	Speak Out
UNICEF	United Nations International Children's Fund
URDT	Uganda Rural Development and Training

WERK Women Educational Researchers of Kenya
WFP World Food Programme
WLSA Women and Law in Southern Africa
ZOC Zambia Open Community Schools

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EXECUTIVE SUMMARY

This study focuses on various innovative practices that empower girls and women in Eastern and Southern Africa. The study identifies various practices found in both the formal and the non-formal education sector. Some of the innovative practices are also found in some very marginalized areas where social and cultural factors blend with harsh environment to make it difficult for girls and women to be empowered.

This study has the following Terms of Reference to respond to:

- (a) Draw out the innovative experiences in girls' and women's education in Eastern and Southern Africa.
- (b) Draw out the contribution of innovative experiences in the resolution of the problem of girls' and women's Education in Eastern and Southern Africa.
- (c) Describe the impact of the experiences on:
 - (1) The quality of human resources involved in girls' and women's education
 - (2) The contents of teaching and training
 - (3) Community participation
 - (4) The contribution of the media in promoting girls' and women's education.
- (d) Make a list of addresses of the places where the innovative practices are found
- (e) Provide relevant photographs to illustrate some of the innovative experiences of which an inventory has been made.

The study used different techniques to gather information starting with a desktop study which served as a pointer in to where the innovative practices lay. Thus various literatures have been reviewed in line with the outlined terms of reference. A desk review of literature provided the secondary data while informal interviews, observations, and photography provided crucial and insightful primary data.

The study identified a wide range of practices; from those that enable girls to attend and remain in school, to those that promote girls' education and give them opportunities to speak out their problems. Other innovative practices include those that deal with sexual maturation of girls, but are approached from a gender

perspective thus enabling the girls to have the boys as their allies while tapping from the wisdom of the community members.

The study also identified practices that rescue girls from harmful cultural practices such as early marriage and Female Genital Mutilation (FGM). There were also practices that create an enabling environment for girls, through the FAWE centres of excellence. Various clubs are also found in these centres such as the TUSEME clubs in Tanzania, Zambia and Rwanda. There were also the sexual maturation clubs and the re-entry policy for girls who fall pregnant. This policy was well entrenched in Zambia.

There are other practices that support poor women so that they are in a position to send girls to school. Such practices include lending to women to facilitate them start small and micro-enterprises. It is expected, then, that they, in turn, are cooperative in sending their girls to school.

This study has also established practices that assist in awarding best practices such as the Agathe Uwilingiyimana award. It has been established that the winners of this award are largely institutions that innovatively empower girls through education.

Uganda in particular has moved further and developed other awards, which recognise exemplary individual actions in promoting girls' and women's empowerment.

Photographs are used present these findings for each of the activities discussed. The study is presented in eight sections. Each of the sections discusses various aspects raised in the Terms of reference.

1.0 INTRODUCTION

In 1990, the Education for All (EFA) commitment was launched to ensure that by 2015 all children, particularly girls, those in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality. There is much work to do before the goal of Education for All is achieved. 75 million children are not in school according to UNESCO and by 2005-2006;

“Every day spent outside a school is a tremendous loss not only for the girl but for the future of her country” (Carol Bellamy, 21-05-2003)

as many as 90 million children were without access to education. In line with this commitment as well that of the MDGs, the sixth ordinary summit of heads of State and Government of the African Union (AU) declared the years 2006 to 2015 as the second decade of Education for Africa. This sent a strong signal that underscores the importance accorded to education by the African leaders, as a critical tool for the socio-economic development of the continent, and the attainment of Africa’s vision of peace, integration, prosperity and peerge in the global arena.

In an attempt to fully conceptualise how these commitments at the global and regional levels were being translated into lived experiences in the East and southern African Region, AU/CIEFFA set out to carry out a study to enable documentation of lived experiences for girls and women in five countries in the ESAR region, namely Kenya, Uganda, Tanzania, Zambia and Rwanda. The study aimed at analysing, contextualising and documenting various innovative practices that empower girls and women in Eastern and Southern Africa. The choice to include these countries was based on financial resources available for the study as well as the need to have a representative sample. At the time of the study Rwanda was not an East African

Community Country and was therefore considered to be representative of the French speaking Southern African Countries. The three East African countries were covered then because it was cost effective to cover all of them.

The study identifies various practices found in both the formal and the non-formal education sector. The practices range from those which rescue girls from harmful cultural practices such as early marriage and Female Genital Mutilation (FGM) to those which create an enabling environment for girls to study and perform well, as well as realising cultural factors which impede their success and speaking about that too, as was established in the TUSEME clubs in Tanzania, Zambia and Rwanda. There were also the sexual maturation clubs and the re-entry policy for girls who fall pregnant. This policy was well entrenched in Zambia. There are other practices that support poor women so that they are in a position to send girls to school. Such practices include lending to women to facilitate their starting small and micro-enterprises. It is expected, then, that they, in turn, are cooperative in sending their girls to school.

This work is organised thematically in nine sections. The first section is the introduction and comprises a brief overview contextualising the education of the girl child within the sub- region, in general, and that of the Eastern and Southern Africa Region (ESAR), in particular. The authors have underscored the relevance of girls' education within the framework of Education for All (EFA) goals and the Millennium Development Goals (MDGs) that focus on education. Also included in the introduction is an outline of methodological procedures used to solicit relevant data.

Section two consists of an exposé of exemplary service towards girls' education that leads to the third section, focusing on the promotion of girls' education through FAWE initiatives, projects on the Women Achievers Project, the Girls' Education Movement and the project on Mathematics, Science and Technology for girls. In the fourth section, the authors highlight various educational interventions aimed at rescuing girls from the threat of forced marriage and initiation rituals that encourage girls to discontinue schooling. The fifth section foregrounds some key strategies used within countries to enhance girl's access, retention and performance in schools in marginalized districts and among adolescent mothers. The sixth, seventh and eighth

sections present the FAWE Centres of Excellence, the empowerment of girls through sponsorship to higher education and interventions for supporting girls and women who are displaced during conflict situations. In all the experiences discussed the government input both in partnership or efforts to mainstream are also highlighted. In other instances the government initiatives are also outlined and discussed. The ninth section is the conclusion of the study.

1.1 Brief overview and context

In compiling this publication, the authors took cognisance of the fact that, while the nations continued to focus on the achievement of education for all (EFA), the Millennium Declaration goals that seek to attain universal primary education (UPE) and gender equality in education by 2015, it is imperative to note that girls have continued to constitute more than half of the over one hundred million children in the world who are out of school. The EFA Global Monitoring Report of 2003/2004 projected that by 2015, Sub Saharan Africa would have the world's largest population of illiterate people, the majority of them women. Indeed, many countries of the Eastern and Southern Africa Region (ESAR) are unlikely to meet the time-bound targets identified in the Millennium Development Goals (MDGs) 2 and 3 and the EFA goals 2, 3 and 5.

This situation is grim not just because many of the out-of-school girls are found in sub-Saharan Africa but also because girls in this region are faced with multifarious challenges that hamper their rights to equal education with the boys. These include family poverty; insecurity within and outside schools; child labour; distance from school; early marriage; pregnancy; general violence and sexual abuse; as well as the impact of HIV/AIDS and cultural practices that disfavour formal schooling for girls. In the ESAR, for example, county reports indicate that girl's school enrolment varies from approximately 10% in Somalia to close to 100% in Botswana. In all the ESAR countries, except Lesotho, the gross enrolment rate is higher for boys compared with that of girls. In Namibia, Kenya, and Tanzania, however, the gender parity index is closing gradually. In the last few years, many countries in the region have implemented the policy on 'free primary education'. This may be seen as an attempt to respond to the second goal of EFA, but again many of the countries are silent on enforcing the 'compulsory' aspect of the same goal. Notably, the silence on the aspect

of ‘compulsory’ leaves room for many children –mainly girls- to remain outside the formal education system without a means for recourse. The authors are aware that, for many girls, there are a myriad of reasons identified herein, why girls do not attend, remain and complete schooling. Issues surrounding the relevance of curricula, quality of pedagogic relations, sanitary facilities among others, compound the reasons why girls face relatively greater challenges in pursuing education.

Further, research continues to show that compared with boys, girls’ underachievement in education yields more devastating outcomes both for the individual and society, making it imperative for national governments, civil society organisations (CSOs) as well as non-governmental organisations (NGOs) to give special attention to the improvement of girls’ and women’s education in the region. While the underachievement of boys is yet to yield a clear link with their poor performance in their future socio-political and economic spheres, improvement in girls’ and women’s education is reflected in improvement in other sectors of social and economic development including family health, environment and agriculture, among others. It is in this context that international organisations such as UNICEF and UNESCO have stressed the need to embrace the three-dimension rights agenda that stresses not just the *rights to education*, but also *rights within education* and *rights through education* (EFA Global Monitoring Report, 2003/2004). This ‘rights-based’ perspective advocates for a holistic approach to the education of girls and women by strengthening the capacities of families to enable them to be psychologically, intellectually and materially supportive of girls’ education. In addition, improved educational systems would support the appropriate and effective responses to girls’ special circumstances within and outside the school through gender-responsive practices, curricular, teaching/learning materials and pedagogy. In this perspective, the rights within and through education would be secured in ways that could ensure that girls enjoy equal educational opportunities and outcomes in the socio-economic and political spheres after they graduate from the education system.

1.2 Methodological procedures

This work is the result of a combination of techniques used to collect data and other forms of information focusing on innovative practices in the area of girls' and women's education. A desk review of literature provided the secondary data while informal interviews, observations and photography provided crucial and insightful primary data. The desk review provided a rich environment on which the researchers identified the relevant educational settings for innovative practices in girls' education in Eastern and Southern Africa. The desk review also provided a platform on which a checklist was developed for key innovative interventions that guided the field visits for purposes of verification and gathering more in-depth data. The final activity in this undertaking involved actual visits to the selected educational sites located in selected ESAR countries, where observations were made and informal interviews conducted and clarifications of issues sought.

The study covered five countries from the ESAR region. These included Kenya, Uganda, Tanzania and Rwanda in the East African region and Zambia and Zimbabwe from the Southern African countries.

In the ensuing sections, a presentation of the authors' impressions and understandings of the existing innovative educational strategies, interventions and initiatives in the region is made. All the included projects yielded convincing evidence that they were committed to the improvement of girls' and women's education and that they had taken on board the special circumstances that continued to affect the rights of girls and women to education. Many of the projects demonstrated their capability to offer gender-responsive, girl-friendly and sensitive learning environment that empowered the girls and women, boosted their self-esteem and encouraged them to pursue their potentials in supportive environments.

2.0 AWARDS FOR EXEMPLARY SERVICE TOWARDS THE EDUCATION FOR THE GIRL CHILD

2.1 The Agathe Uwilingiyimana Award in Kenya, Uganda and Zambia

Introduction

The Agathe Uwilingiyimana Award has been launched in East and West Africa, In East Africa where this study was based, the Award covers Kenya and Malawi, and in West Africa, Guinea and Ghana. This award is in honour of Agathe Uwilingiyimana, the Rwandan prime minister, brutally assassinated in Kigali on 07/04/94 at the height of the Rwandese genocide. She was a founding member of FAWE and a dynamic leader who campaigned courageously in her country for pluralism and for equal access of girls to education.

Objectives of the award

The Agathe Uwilingiyimana Award is guided by the following objectives;

- Encourage and enable innovators in education to document their proven programmes and to share their experience with others committed to EFA
- Highlight the innovative strategies that have been successful at increasing girls' access to education and to educational achievement
- Link the experience of those successful practices in education and the way they are delivered successfully at the community level, how they are linked with national education, research and policy reform efforts as well as those making investments in female education including the donor community
- Inspire educators, policy makers and communities to support girls and women to acquire education for development
- Identify role models in the field of education committed to Education for Girls (EFA) goals

Description

This initiative is, indeed the recognition of achievement in female education in Africa that enhances sustainability of the efforts, by providing a motivational element. It provides a motivational aspect in girl child education in countries where it has been established.

The Role of the media

The print media publicises this initiative through newsletters and FAWE publications (magazines) as well as it highlights the occasions celebrating the event, through the television and radio. This publicity advocates that the school curricula and syllabuses be made more gender-responsive and urges teachers to be aware of the differences that girls and boys bring to the school environment, particularly to the learning of mathematics and science subjects. Further, girls need more opportunities to observe female role models in science, mathematics and technology careers. This award project has a great potential for replication and motivating educators and advocates of girls' education to excel in their missions.

Several institutions and organisations in the region have, over the years, won the coveted Agathe Uwilingiyimana Award. For example in Uganda, the Uganda Rural Development and Training project as well as the St. Elisa Pre-nursing School have won this award. In Zambia, the award has been won twice by the Zambian Open Community Schools (ZOCs). In Kenya, Materi Girls' Centre was the first to win this prestigious girls' education award of recognition. The following sections present descriptions of some of the qualities that characterise the winning institutions/organisations.

2.1.1 The Agathe Uwilingiyimana Award in Uganda

Uganda Rural Development and Training (URDT) Programme,

The Uganda Rural Development and Training (URDT) Programme, won the Agathe Uwilingiyimana Award in 2002. URDT is located at Kagadi in Kibaale district in the western part of the capital, 256 km from Kampala. Uganda Rural Development and Training (URDT) Programme is an NGO which was started in 1987, at a time of political turmoil which caused various community emergencies. At that time, other NGOs in the community had relaxed after distributing AID and waited for the next emergency, without addressing the underlying issues. URDT made a difference by continuing to work in the community, helping people to establish where they were and helping them to institute change together as a community.

Kibaale had in the past been ranked at the bottom of other districts in terms of infrastructure, infant mortality, and literacy rate. The URDT project sought to

motivate community members to recognize and embody a common vision, values and work ethics. With strong community participation, the URDT endeavoured to:

- Alleviate poverty in the community
- Inculcate the spirit of self- reliance with an emphasis on women
- Focus on an approach that centred on community membership and guidance
- Establish training in agro-business, appropriate technology and sustainable resource development
- Incorporate support for skills development in the primary schools that supported education
- Start a girls' school in 2000

The Mission of URDT

- To provide disadvantaged girls with transformational value-based skills education that shapes character, personality and impart knowledge and skills for excellence and personal fulfilment.
- To target girls from poor economic backgrounds and facilitate their personal growth and development

The URDT schools used unique approaches through its focus on the present and future generations. In 2002, the school had enrolled 150 girls.

URDT also targets the following

- Environmental conservation
- Income generation and personal development skills
- Use of a community radio for enhancing community awareness on key issues of community life; governance; environment; gender and economics.

Specific Factors Characterising the Award-winning URDT

(1) Impact

1. Placing girls at the centre of community development due to the clear role played by women in development and especially their key role in food security, health care, and family life budgeting.
2. Picking one girl from each poor family and offering her free education that shapes character and personality
3. Providing knowledge and skills that address personal and community needs

4. Girls are used as agents of change
5. Parents have a curriculum, which URDT has prepared for them to enhance the girls learning and community outreach.
6. Raising the value of girls /woman by addressing issues in gender inequality
7. Increasing demand for education for girls
8. Increasing the bargaining power for women in the community

(2) Novelty

- Placing girls at the centre of community development
- Turning girls into models to be emulated, due to their skills and knowledge and personal development, the modified education gives them
- Providing for talent development through a wide variety of skills development
- Preventing girl dropouts
- Having community-based learning which is practical thus providing education which is valuable

(3) Significance to the community

The community has benefited through various ways:

- At the end of each term parents attend a workshop led by the girls. The workshop loops the parents to what the girls have learnt and from which they generate ideas on projects they could implement at home.
- URDT has a community radio and the girls use this medium to dialogue with the community every Saturday afternoon.
- The radio station has a major focus on issues of community development
- URDT is a village resource centre where community members come to learn new and tested methods that have been proven to work
- The girls have been useful in disseminating the GEM agenda in their schools emphasising the rights of children and local organisations. They have done this by encouraging local authorities to remove obstacles to education of girls.
- URDT complements girls' efforts in the community through the community outreach programme. It emphasizes raising the standards of living by eradicating poverty.
- Field staff provide on-site technical support to households to adopt proven agricultural and technology methods

(4) Replicability

- Components of URDT have been replicated in Kabaale district through the community outreach programme of URDT.
- NGOs and CBOs in other communities replicated the innovative practices in URDT
- Visits were paid to URDT by FAWE Uganda to incorporate their philosophy in FAWE Uganda
- Resource persons from Kalangala visited URDT to incorporate their philosophy of putting girls' education at the centre of development

(5) SUSTAINABILITY BY THE LOCAL COMMUNITY

- URDT is Kigali's resource centre, which provides skills and knowledge that is useful to community development
- Such components include:
 - Solar and biogas energy
 - Agriculture
 - Appropriate technology
 - Animal husbandry
 - Community radio
- Links community members' agricultural products to markets.

St. Eliza Pre- Nursing School

Elizabeth Lutwama initiated the project in 1994 as a pre-nursing school. It is located in Malindi Trading Center on Njinja-Kayunga Road, Buikwe County, Mukono. Elizabeth started the school under a tree because she did not have any money to put up a building. She started it as a CBO and later it became an NGO. She applied for Agathe Uwilingiyima award advertised in 1998 by FAWE Uganda, which she won in the year 2000. It brought the greatest achievement in her life.

She started the St. Eliza Pre-nursing schools with 17 girls in 1995. Her students were orphans and school dropouts. All the girls qualified as nursing assistants and three of them were taken for a full nursing course. They were all employed in local private and public health centres.

Mode of advertisement: Announcements were made in public vehicles and by word of mouth where Elizabeth talked to the people that she met. Thus students were very few. Although she started with a two-semester course she is currently running a three-semester course.

The Special features, which made the institution, win the Agathe Uwilingiyimana Award

(1) Uniqueness of the project

- Dedicated to promoting social and economic advancement of girls and women
- Availability of well trained nurses at a short notice from those requiring trained nurses
- Serving the nursing and maternity needs in the government and private local community health centres
- Enabling drop outs who could not join government institutions to get a chance for career
- To get more trained nurses in the local health centres, since there was a shortage

By 1998, the school had 170 graduates of whom 150 were employed by the government.

(2) Impact

- Improving health in Njeru town through mobilization, immunization, and participating in community development activities
- Providing HIV/AIDS care givers
- Giving orphans and school drop outs a carrier
- Supplying assistants nurses in Nyenga hospital

2.1.2 The Agathe Uwilingiyimana Award in Zambia

The Agathe Uwilingiyimana Award has been won twice in Zambia by a group of community schools which form on non-governmental organization known as Zambia Open Community Schools (ZOCS). They first won this prestigious award in 1999.

Special features of ZOCS

- i) Deliberately for girls only
- ii) Originally, ZOCS aimed at teaching orphaned and poor girls how to read and write and perhaps numeracy but have later been urged to give a package that would enable them to sit for grade 7 government examinations. In addition, there is an integrated syllabus that has been developed and which is now intended for all community schools and not just for ZOCS alone.
- iii) The curriculum is called SPARK which stands for Skills, Participation, Access and Relevant Knowledge. SPARK is meant to impart skills and relevant knowledge to the learners, encourage participation of the community, and offer access for all children.
- iv) The SPARK syllabus covers the following subjects:
 - Zambian Languages
 - Mathematics
 - English
 - Health and Science
 - Social Studies
 - Religious studies and other subjects not on the timetable e.g. Art, Music, Sport and Physical Education.
 - Life skills
 - Getting ready for life after school (the SPARK class)

- v) The syllabus compresses the 7 years government primary course into 4 years; thus the syllabus is simplified so that the children can grasp much of the important points within the four years laid down for the programme.

Outcomes

- In 1998 the first group of 60 pupils sat for Grade 7 examinations. 40 of them qualified for secondary School and out of these 40 the office was able to secure bursaries for 16 through the European Union financed Zambia education Capacity building.
- Teachers to these children attend specially organized life skills training to help them meet the children's emotional and psycho-social needs.

Although the original objective for ZOC schools was to enrol girls only, 14 of the schools are now co-educational, two are for boys only, and five are for girls only. The enrolment is shown in table 2.1

Table 2.1 List of some ZOC schools in Zambia

School	Year Started	No of classes	Status	Number of pupils	Teachers	
					Female	Male
Chawana	1996	4	Boys	178	3	1
Chibolya	1997	2	Co-ed	74	2	0
Chilenge	1994	4	Co-ed	115	3	1
Chipata	1994	17	Co-ed	627	9	8
John Laing	1997	2	Co-ed	97	1	1
Makangwe	1996	3	Co-ed	119	2	1
Mary Aikenhead	1992	8	Girls	302	7	0
Ng'ombe	1994	7	Co-ed	229	2	3
St. Francis	1993	7	Girls	213	6	1
Totals		54		1954	35	16

NB ZOCS targets children who are most likely to be denied education because of:

- Gender (girls are less likely to be sent to school than their brothers).
- Financial hardships in the family
- Being orphaned

General Impact

The emphasis on education for the girl child is changing societal attitudes. Many parents now feel that it is as important to educate a girl as it is to educate a boy since most community schools now cater for boys and girls while ZOCS are specifically for the girl-child, even though they have two all-boys schools now. The prize won by ZOCS consisted of a sculpture /textile and cash prize of \$6,000. The sculpture, which was made by Chandia, one of Zambia's best-known sculptors, depicted a schoolgirl.

In 2003, the prize was won by an individual journalist whose columns and reports had most frequently addressed gender issues in education. As such, the main special feature the assessors paid attention to was gender sensitivity in reporting and more so, in educational issues.

2.1.3 Agathe Uwilingiyimana Award, Kenya

Materi Girls Centre in Tharaka-Nithi division of Meru District was the first recipient of the Agathe Uwilingiyimana Award in Kenya. The school impressed the assessors for its vision and dedication to girls' education and promotion of their living standards. According to the assessors, Materi Girls had excellent records in girls' enrolment in school, retention and performance. Even though the school was judged using standard criteria that applies to this award, the Materi Girls' Centre was commended for its unrivalled community participation in the country.

2.2 Media Awards to Gender Responsive Work (CAMFED) in Zambia, Uganda and Mozambique -

Introduction

CAMFed (Campaign for Female Education), an innovative education and women's empowerment organization in sub-Saharan Africa, shares 10x10's belief that education can change everything.

Location

CAMFED supports girls through schools in Tanzania, Uganda, Mozambique Zimbabwe, Zambia and Malawi.

Description

CAMFED has support systems for school going children at primary and secondary as well as higher education. CAMFED provides an emergency Safety Net Fund to each of the elementary schools in their network. The network partners with parents and teachers to identify children's' needs and address them quickly. Funds can be used for books, a uniform shirt or whatever might stop a child from dropping out of school due to poverty. Teaching materials can also be purchased to improve the classroom experience.

At the secondary level CAMFED guarantees girls support throughout their high school years, funding school fees, clothing, paper and books. When girls live too far away to walk to school, they cover all boarding needs, including soap, towels, pocket money and trunks to store their possessions.

Social support is also provided through a network of trained mentors, usually a female teacher at a school. If a girl experiences problems, a mentor provides counselling and involves CAMfed staff when necessary.

CAMFED also supports girls to Access College or professional schools by providing full support to girls interested in attending college or professional training programs.

Impact

This comprehensive approach has achieved results: More than 90 percent of the girls in the program stay in school. The programme provides opportunities for girls' retention in school. Camfed's unique, community-based program operates in 3,139 schools in Ghana, Tanzania, Zimbabwe, Zambia and Malawi. About 1,027 young women have been assisted through higher education programs with the application process and providing financial support through school. Some of the graduates are now doctors, lawyers, teachers, businesswomen and members of the government. In Tanzania, schools supported by Camfed through the Safety Net Fund showed a 37 percent reduction in drop-out rates between 2005 and 2007. While in Camfed partner

high schools in Zambia, pregnancy rates fell by 9 percent between 2006 and 2008, compared to an increase of 38 percent in a control sample of schools.

Community participation

The project does not remove the girls from their local community where they live. This means they are still able to interact with those from the community where they live. Further CAMfed with parents and teachers to identify children's' needs and address them quickly.

Summary statement

The programme provides different opportunities for girls to access education and to remain within the system so that they can complete. The holistic approach taken by the programme in education is

3.0 PROMOTING GIRLS' EDUCATION

3.1 The FAWE Award for Media Excellence (FAME) –The FAWE Initiative

Introduction

FAWE Award for Media Excellence (FAME) was launched in 1997 to honour the work of journalists who consistently and effectively highlight issues of women's development in general and girls' and women's Education in particular. The primary objective of the FAME is to reward female journalists who demonstrate outstanding standards of excellence in their reporting on specified subjects that promote girls' and women's education.

Description

The idea for a media award was mooted at the 3rd FAWE General Assembly held in Nanyuki, Kenya in 1996 as one of the recommendations of the Media Workshop, which preceded the Assembly. The Workshop brought together 29 media practitioners from 18 African countries under the theme "*The Role of the Media in Supporting the Education of Girls and Women for Development*". The Award would seek to highlight and reward the efforts of journalists who support development causes, especially in Female Education.

Community participation

Parents and communities become custodians of children's education by being involved. FAWE is campaigning against illicit parental attitudes and practices that keep children away from schooling. They also provide community support of girls' education by nominating particular programmes and media articles that highlight issues of girls' and women's education. Such actions are deemed as important in creating community and media partnerships in strengthening girls' education and raising chances of success of planned interventions for girls' education.

The Role of the media

The media fraternity itself highlights the FAME as a way of publicising the efforts of journalists who support development causes, especially female education. It is meant to encourage journalists to expose ills perpetrated on girls and which often lead to their dropping out of school. Various media prints, electronic and digital information

technology are used to increase community consciousness of the importance of girls' education.

Summary statement

This project is innovative in the manner in which it handles the concrete problems faced by girls in their pursuit of education. This initiative is easily replicable in that it is cost effective in terms of resources because journalists are usually identified in the course of their work while communities participate from their usual work locations at home or workplace.

3.2 Women Role Models in Kenya Project –the WERK initiative

The Women Educational Researchers of Kenya (WERK) was started in 1994, initially as an ad hoc group of women academics and researchers in the area of girls' education. Within one year, WERK was registered as an education NGO whose main undertaking was research in girls' education. WERK had also intention to develop the capacity of young women and men researchers, who expressed commitment in gender equality within and through education.

The WERK initiative is based on the realisation that gender biases in Kenyan textbooks still exist. WERK noted that despite women's achievements in various fields, women were still excluded from history books and from science and technology textbooks. When women were mentioned, they were rarely portrayed as leaders in any way, thus denying girls the much-needed female role models.

Objectives

- To profile and publish booklets on women role models from Kenya
- To develop comprehensive posters featuring role models profiled
- To develop an interactive play portraying the achievement of those profiled.
- To develop training manual booklets, posters and play for use by education practices to promote gender equity in society.
- To hold capacity building and critiquing workshops

Description

Under the broad project titled, ‘Profiles of Women Role Models in Kenya’, WERK undertook to research and produce profiles of Kenyan women in history and those of Kenyan women achievers as sub-projects. Some of the products of such profiles include, *Kenyan Women Achievers* and *Women in Kenyan History* which focus on selected women role models from historical and contemporary perspectives respectively. The profiles, which have been published, present women of substance that have significantly contributed to the political, socio-cultural, economic and political development in Kenya. This ensures that Kenyan female heroic leaders and their contributions to the development of the society, both past and present, are remembered for all times to come.

Content of Learning

The learning material is in two thematic areas and in the form of women’s profiles and posters as follows:

A) Kenyan Women in History Series

1. Case study of Chief Mang’ana of Kedem in Western Kenya
2. Wangu wa Makeri: a Pioneering Kenyan Feminist
3. Moraa Moka Ngiti: Defender of Freedom among the Abagusi of Western Kenya
4. The Women’s Campaign: Mekatilili and the Giriama Resistance of 1913 and 1914
5. Ciokalaine-O-Mbarungu: the Woman sub-Chief of Igembe Division, Nyambene District
6. A Study of Kobilu Kawondoab Kimosop: A Tugen Medicine Woman in Baringo District

B) Kenyan Women Achievers Series

1. Dr. Murugi Kahangi: A Researcher Scientist in Bio-Technology
2. Elizabeth Semo Masiga: The First Woman Chief Inspector of Schools in Kenya
3. Kimoi Kobot Kipkering: The Herbal Medicine Researcher and Practitioner of Keiyo District
4. Josephine Sinyo: The Unsighted Lawyer with a Vision

Learning Resources

Learning resources include not just the publication but also role-plays and posters produced through the project.

Community participation

Community members participated as informants regarding communal and traditional knowledge about the women that were being profiled. Such people would belong to categories of ordinary Kenyans, researchers, academics, administrators in various fields, lawyers, activists, technicians, politicians, freedom fighters etc.

Summary statement

Providing girls with female role models through profiles of people they can easily identify with is a truly innovative strategy in motivating the girls to aim higher in life and compete equally with the boys. The project is easily replicable at a modest cost in terms of publications.

3.3 Promoting Girls Education in Science, Mathematics and Technology (SMT)

Introduction

The Science, Mathematics and Technology project is based on the understanding that what stops girls from performing as well as boys in this area is not innate but has more to do with poor school environments, insensitive teaching that disregards their needs. In addition, the biased upbringing that portrays boys as superior to girls in all aspects of maturation and development has played a great role in sidelining girls in the area of SMT. Further, the fact that many girls lack exposure to women and girls excelling in science-based careers that they can emulate for inspiration is an added disadvantage.

Objectives

- To document and compile an information based on the status of Science, Mathematics and Technology education with special reference to the access and performance of girls

- To sensitise relevant ministries of education and other key persons in education about the status of female participation in Science, Mathematics and Technology and the importance of these subjects to meet the needs of girls
- To provide information on innovative interventions in these areas by both formal information on innovative interventions in these areas by both formal government departments, agencies, NGOS, donors and the informal sector
- To document past and on-going research in Science, Mathematics, Technology and gender issues and indicate areas where research is needed.
- To disseminate and share information and experiences on girls' education at the national and regional levels.
- To draw out differences, similarities and lessons to be learned from the experiences in the 2 countries from East Africa, namely, Tanzania and Uganda in which the project is set.
- To facilitate, through national seminars and follow-up activities and the initiation of concrete and appropriate national strategies, the programmes and interventions based on the compiled data and shared expenses.

Areas covered by the project

The project countries include, Tanzania, Uganda, and Kenya .

Description

The programme centres on school and school communities reaching out directly to girl Science, Mathematics and Technology learners and focusing directly on girls and Science, Mathematics and Technology, with careful attention to how Science, Mathematics and Technology classes work for girls by analysing teacher – learner behaviour. The project does not ignore boys in the same school. It analyses performance data and gives feedback as girls move through the system. The project also undertakes to build the capacity of teachers so that they can supplement instructional materials with home-made versions and offer remedial classes.

Human Resource

This project involves a variety of human resources ranging from FAWE staff to researchers, teachers, (***both primary and secondary schools***) and Head teachers, curriculum developers and planners, and Ministry of Education personnel.

Content of learning/teaching

The initiative emphasises on the learning of Science, Mathematics and Technology subjects.

Learning / teaching resources

The learning materials include, among other things, laboratory equipment and computers.

Community participation

The community members participate in gender awareness and sensitisation forums based on local contexts of each participating country. Also the community is made to participate by basing Science, Mathematics and Technology learning activities on locally available materials. In this way, the community is called upon to help in supplying these materials. There is also the inspiration of learning by deriving examples from the lives of children. Generally, communities around the schools with these programmes show their participation by helping with the building of science and computer laboratories and acquiring computers and books for the children.

Summary statement

This project sensitises ministries of education and key persons in education about the status of girls' education particularly in science, mathematics and technology, at both the primary and secondary school levels. The project also builds in each country a budding partnership of students, teachers and parents, policy and decision makers, gender activists, NGOs and funding agencies to improve on the participation and performances of girls in Science, Mathematics and Technology subjects.

Through compilation and documentation of profiles of young upcoming scientists the initiative provides insight and motivation for young girls in the area of Science Mathematics and Technology. It also stimulates girls into increased awareness of the importance of Science, Mathematics and Technology subjects and career opportunities, consequently leading to their participation and improved performance in these subjects. This is indeed a very creative and cost-effective way of going about the promotion of the girl child education.

The project offers a number of lessons for players in education, especially girl child education. Science and mathematics syllabi have to be made relevant to the needs of students. Science and mathematics syllabus have to be made more gender responsive.

Teachers should be made aware of the differences girls and boys bring to the learning of mathematics and science subjects. Further, girls need more opportunities to observe female role models in Science, Mathematics and Technology careers. The potential to replicate this project in other countries is high because it is cost-effective.

3.4 Free Primary and Secondary Education

Introduction

The introduction of free in primary education in 2003 in Kenya, 2002 in Zambia and other East African countries such as Rwanda, Uganda and Tanzania has resulted in increased enrolment in primary schools in Kenya it has contributed to gender parity in enrolment especially at the primary school. The government has further removed tuition fees at secondary school level hence making education for affordable, a move which is expected to benefit girls more.

Objectives

To increase access to primary education especially for girls and poor children

Impact

In Zambia the gender gap is increasingly being closed with 49.8 percent in 2008, while Kenya achieved gender parity in 2010.

3.5 The Girls Education Movement (GEM)

Introduction

The Girls Education Movement (GEM) is a UNICEF and WERK initiative, which puts girls at the centre of education. It was launched in Africa in August 2001.

Objectives

- To protect and promote the rights of all girls to quality education
- To create spaces for African girls to participate in decision – making about their education, by identifying critical issues, evaluating the best practices, proposing solutions and taking action on issues that affect their education and their lives in general.

- To provide girls with opportunities to develop and exercise their leadership and technical skills.
- To tap the potential of boys, men and women to work in partnership with girls and promote equitable, accessible, high quality education in Africa and, through education to create equitable, just societies.
- To protect the rights of girls with special needs, and any children at risks of exploitation or abuse in or outside school.
- To sensitise key actors on the importance of girls' education and mobilise them to support policies and programmes that will ensure quality education for all girls.

Location

This initiative is implemented in the countries of Eastern and Southern Africa Region (ESAR) in Kenya, Uganda, Mozambique, Burundi, Zimbabwe and Tanzania.

Description

GEM exists through a network of children's and young people's organisations in schools and communities and it is up to these organisations to decide how to interact and help one another at community, district, national, regional, continental or intercontinental levels, with appropriate government, civil society and donor organisations.

Human resources

In this way, the project would be seen to involve teachers, community leaders and peer-educators. Seminars and conferences are occasionally organised to provide training opportunities.

Content of learning

The content of learning is exactly the same one offered in other school systems. However it is deliberately integrated with other issues, and a special emphasis on Science, Mathematics and Technology (SMT) including Information and Communication Technology (ICT). The curriculum also has a component of engendering the learning processes by focusing on the biases reflected in textbooks as

well as verbal and non-verbal interactions of learning environments. The programme also puts more emphasis on values and attitudes that promote gender parity.

Teaching resources

The programme encourages the use of any gender sensitive resources such as promotion and use of positive role models for girls in science, mathematics and technology. The teachers training component is a major resource as it empowers teachers on how to be gender responsive in their teaching methods. . Community participation is another indispensable resource especially in addressing cultural factors, which militate against girl child educational achievement. The peers (boys and girls) are another resource since GEM operates through a network of children's and young people's organisations in schools.

The GEM Project Experiences in Uganda

The President of Uganda launched GEM in Uganda in 2001. FAWE Uganda has been at the centre of implementing the concept, which led to the development of a programme.

The initiative challenges girls, supported by boys with wisdom from adults to examine obstacles to girls' education and propose action to reduce them. GEM addresses the following issues:

- Safety and security of girls in and out of school
- Gender issues in the curriculum
- Girls participation in science, math and technical education
- Sexual management and HIV/AIDS
- Education for girls with special needs
- Transition and transformation of girls and women (including IT and democratisation)

Launching GEM in Uganda

At the 2001 launch, GEM trained a pool of about 60 facilitators (mainly girls and boys) who have assumed leadership of the programme. GEM has, since 2004, enrolled over 40 facilitators who were trained to replace those who have moved into employment. Two thirds of the facilitators trained are usually girls/women. The training involves facilitation skills, analysis of obstacles to girls' education, and search for solutions. Plate 3.1 shows girls and women at a Training of Trainers (TOT) workshop for GEM



Plate 3.1 Women/Girls at a TOT Workshop- Uganda

Plate 3.2 is a continuation of 3.1 showing girls who are likely to be trained in the GEM project sleeping. These girls ran away for fear of abduction. . These children are later trained under GEM or COPE in IDP camps Uganda.



Plate 3.2 Potential GEM Beneficiaries

The Training of Trainers (TOT) process in GEM

These Trainers of trainers (TOT) are the facilitators who go to the field to train the children in the IDP camps and other areas. Each school, which has a GEM club, therefore develops an action plan, which is girl-led. The movement provokes girls to spearhead mobilisation for increased investment in girls' education with boys as

“allies” and elders as wisdom of age. Plate 3.3 shows girls being trained at a GEM workshop.



Plate 3.3 Girls participate in a GEM training workshop in their School in Kisoro

The GEM has several activities, which include:

- Community mapping to identify girls who are out of school. In Plate 3.4 for instance children in Mbarara participate in mapping to trace girls who are out of school and to indicate distances from home to school as a barrier to school participation.
- Establish the reasons for their absence
- People and circumstances responsible for their absence
- The courses of action to be taken
- Training teachers on being child friendly



Plate 3.4 Boys and Girls participating in a GEM Workshop in Mbarara School

Locating and returning girls to school

The mapping shows distances to school, which hinder girls from participating. Menstruation is among the main reasons why many adolescent girls skip school several days each month, which cumulatively adds up to irrecoverable loss of time for school learning. Plate 3.5 is one sample of such maps. It is drawn by children from Kalangala school. The red dots show where girls who have dropped out of school for one reason or the other are found. The pupils go to homes of the dropouts to establish the reasons of their non-participation in school and encourage them to come back. Once the dropouts return to school the teachers encourage them to be in school by making use of child friendly strategies. The GEM clubs then undertakes to enrol/retain girls and boys in school.

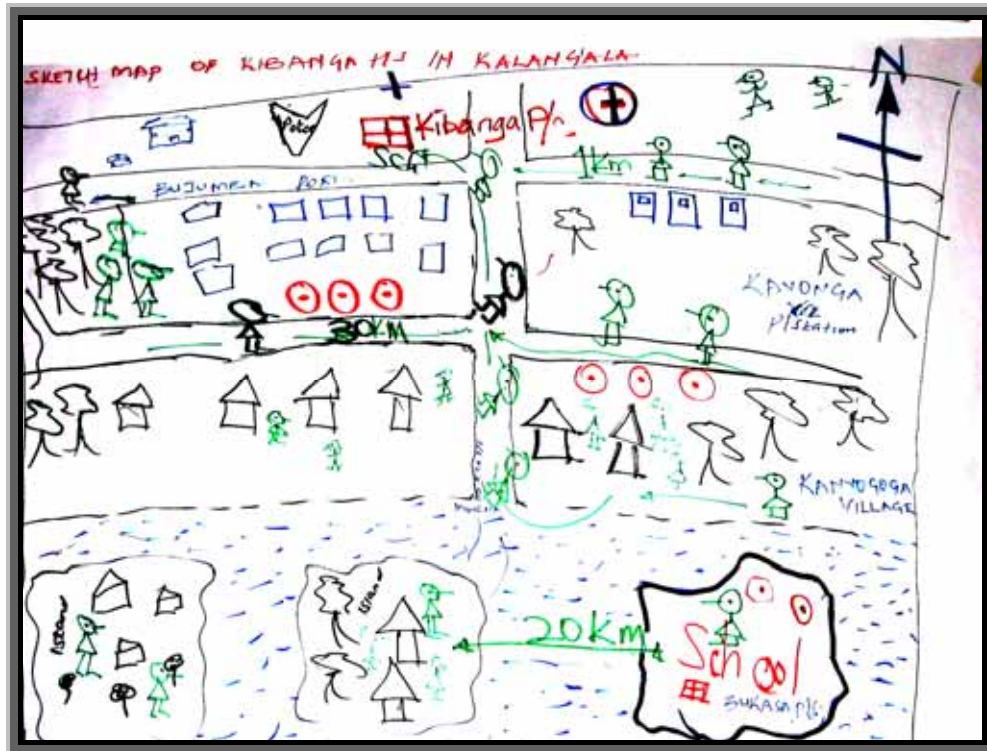


Plate 3.5 A sample of the mapping done by children in Kalangala School to locate girls not attending school. The red dots emphasised by an arrow indicate where the girls are located

Results of GEM

Thousands of children in Uganda have returned to school due to efforts of GEM. Further children are also engaged in various games, especially in the conflict torn zone to help them handle the trauma of war and abduction (see plate 3.6)



Plate 3.6 Children participating in games to help them handle the stigma of War / abduction

- Pupils have negotiated for their peers to be retained in school
- Pupils have saved girls from early marriages
- Pupils helped parents to appreciate girls education
- Pupils challenged teachers to stop discouraging girls from excelling in Mathematics and science.
- Boys have learnt to protect girls on their way to and from school from men who may want to rape them

Summary statement

The GEM initiative would be considered an innovative initiative, especially through its network and structure, which departs from the conventional bureaucracy that characterises most initiatives. As such, it easily enables the participants to take ownership of the initiative, to fully participate in the project and thus benefit from it maximally.

The main lesson that can be learnt from this initiative is that a project can be successful if participants are let to own the process. The project also appears both cost-effective and sustainable, following from its ability to train participants who can also share the information with others and so on. In this light, the project can easily be scaled and be replicated in other areas.

4.0 BUILDING SELF ESTEEM FOR GIRLS

4.1 Self Esteem through Comics and Cartoon Video- The SARA Initiative

Introduction

UNICEF sponsors and authors the SARA initiative that comes in the form of comic booklets and cartoon videos popular in schools in most ESAR countries. The project targets the building of girls' self-esteem, through the use of comic books portraying the role model character, SARA, who goes against the odds and becomes a successful member of community as a girl child. The main content has to do with the struggles and barriers through which the female character, SARA, goes through successfully. The female students can therefore, easily identify with this character

Objectives

- Provide young girls with information on how they can avoid the push-outs from school and reduce the heavy workloads that girls endure at home
- To acquire problem-solving skills to stay in school, when the odds are very much against girls.
- To make girls aware of the real the problems faced by female children in Africa and to point out solutions in a culturally sensitive way.

Teaching / learning Resources

The project makes use of animated film /videos, posters and users guide. Some of the titles used in the Sara books and videos include: The Special Gift; Who is the Thief; Sara Saves Her Friend; The Trap, among others.

Community participation

The participation of the community is motivated through watching and discussing issues emerging from the Sara videos. The community is encouraged to send their daughters to school.

Role of the media in the Sara Initiative

Metro Television is a television channel that has accepted to channel the Sara video through as a television programme. At the same time MINA video productions also air the Sara Video for learning purposes through the media.

Summary statement

This initiative is both innovative and creative in the use of a visual mode of educative entertainment. This is a cost-effective project, which can easily be scaled up and replicated in other countries.

4.2 Building self-confidence through Voice -TUSEME (speak out) – A girls’ empowerment project

Introduction

This project is located at Bagamoyo College of Arts and the University of Dar- Es-salaam, in Tanzania. The Ministry of education also supports it. The project was started in 1989/90 by the Department of Fine and Performing Arts (then Department of Art, Music, and Theatre) of the University of Dar-Es-Salaam, initiated the Children’s Theatre Project in primary schools.

In 1996, another project known as Education for Democracy for Secondary Schools, TUSEME (Lets’ Speak Out), was introduced as a pilot study. Its main objective was to empower secondary school girls in Tanzania to overcome problems that impede their development academically and as human beings. From 1990 to 2004, 61 primary schools in Dar es Salaam and 10 schools in other areas (5 each in Bagamoyo and Morogoro) became part of the Children Theatre Project. After very encouraging results, the TUSEME programme expanded from the initial 7 secondary schools to 23 secondary schools scattered in all the 21 Tanzania Mainland regions.

In the year 2000, the two projects were incorporated into the education support in the Ministry of Education and Culture funded by SIDA -Sweden. In the year 2002 the two projects turned into a program that is in the process of being institutionalised within the Ministry of Education and Culture. As the process of mainstreaming was being discussed and ways of implementing laid out, SIDA, the main donor of the two projects, supported the department of Fine and Performing Arts by providing a bridging support to enable the department to carry out its TUSEME projects activities. The bridging support was from September 2003 to December 2004.

Objectives

Broad objective

To empower girls to understand and overcome problems that hinder their social and academic development, give girls a voice to speak and express their identified problems, find solutions and take initiatives to solve their problems.

Specific objectives

- To enable the girls to say what they see as factors leading to the following problems:
 - (a) School dropouts
 - (b) Poor academic achievement
 - (c) School girl pregnancy
 - (d) Sexual harassment
 - (e) Any other gender-related problem as identified by the girls themselves
- To find ways through which the girls themselves can actively participate in the process of solving the above problems.

Location

The initiatives are located in selected countries that have FAWE Chapters. These include Tanzania, Ethiopia, Rwanda in East and Southern Africa, but also in Senegal, and the Gambia, in West Africa. In Tanzania, the project covers seven selected schools. Five out of these seven secondary schools are for girls only and are boarding schools.

Description

The TUSEME Project is one in which the facilitators proceeded systematically by approaching school authorities to introduce to them the whole idea behind the TUSEME project. The facilitators establish a rapport with the school authorities, familiarise themselves with the school set-up, including academic performance, then divide participants into small research teams, collect data and, in groups, discuss what to include in which performance. They also organise performance with appropriately designed costumes; they plan with the school for a particular day when the performance can be staged, with community members invited, stakeholders involved in the discussion and the audience is involved in answering the questions. This

exercise is done on a chart which indicates the problem, root causes, solution, activities, time frame, responsible person / part, resource, budget and indicators.

Finally, in each of the involved schools, a TUSEME club is formed to encourage students to speak out, as a way of empowering them. In other words, TUSEME clubs provide a forum for students to discuss their academic and social problems critically.

The Experiences of TUSEME Project in Tanzania

The Tuseme project in Tanzania is based at the Departments of Fine and Performing Arts and the Bagamoyo College of Arts. The staff in the college, among other things, trains teachers and other facilitators for TUSEME. Among the approximately fifty facilitators countrywide, are experts in both theatres for development and gender. Creative dramatics were carried out from 15th October 2004 to 20th November 2004. A total of 70 primary schools participated. Sixty of these were from Dar es Salaam, five from Morogoro and five from Bagamoyo.

The participating pupils were those enrolled from Standard 3 to 6. A total of 40 pupils participated from each school, bringing the total to 2800 pupils. A total of 35 facilitators were involved in the exercise (Dar –Es-Salaam 27; Morogoro 3 and Bagamoyo 5). In Dar-Es-Salaam each facilitator was assigned two schools, while in Morogoro and Bagamoyo, each facilitator was assigned one school. Each facilitator was assigned to work with the children twice a week for four weeks. Each working session was between one and two hours.

The responsibility of the facilitators was to facilitate enhancement of the creative processes and help children to improve them. Techniques of how to create a play were introduced to the children. Areas of emphasis included acting skills: voice use and projection, body movements and gestures, characterization, pantomime, stage use and how to create participation of the audience in the performance.

Skills on how to effectively make use of actions more than words in the artistic productions formed an important part of the workshop contents. To achieve this, incorporation and use of various artistic forms such as music, dance, heroic recitation, story telling and poetry were stressed.



Plate 4.1 Children participating in Creative Dramatics on some daily experiences -Tanzania

The facilitators of the creative dramatic are also encouraged to allow the children to decide whether or not to come up with a small artistic production based on what was experienced during the process. This situation was arrived at after it was realized that in most schools children were much more interested to come up with a theatre performance created out of the process as a way of showing to others what they have learnt.

Also, notable situation amongst children in most schools was that their committed participation in the exercise could be guaranteed, if a meaningful production came up and would eventually be rehearsed, ready to be performed during the annual Children's Theatre Festival. In most schools, arrangements were made by the school administrators to perform the end product of the workshops before the entire schools, as it was realised that issues raised by the children during the process touched upon the real situation of the schools.

Such issues are, for example, HIV/AIDS-related issues, drug abuse by children, poverty, malaria-related issues, theft among pupils in schools, childhood sexual intercourse, indiscipline, truancy, sanitation, rape, cultural decay, child labour, discrimination of disabled people, problems of step-parents, single-parenthood, adult individuals luring children into sexual relations, including acts of incest, problems facing orphans, peer pressure, abortion and transport problems for school children.

Content of learning and teaching

The TUSEME project is an empowerment project rather than a teaching and learning project. It does this through survey, identification of problems and issues and finding solutions.

Teaching and learning resources

This not being a strictly teaching and learning initiative, in the strict sense of the classroom teaching and learning, the teaching and learning function is realised through forums such as the theatrical performances often held in selected schools. Exhibitions are also often organised during which clubs bring materials on gender and participants are given time to discuss the various gender issues reflected in the exhibitions addressing them through creative modes such as theatre.

Workshops for TUSEME Heads of Schools

The learning process also includes the head teachers learning and participation in workshops, in order to assess their activities, learn from each other and improve their skills. Two workshops have been held for the heads of schools. In the first workshop, 12 school heads participated while in the second workshop school heads from the 11 schools, which had not participated in the first workshop, attended. Plate 4.3 and 4.4

Voices from the Girls involved in Tuseme Project

- Tuseme Project: Tuseme has really helped us to say what previously we were afraid to say to the school authority.
- It has also given us skills to identify and understand our problems and find better solutions to them.
- At this particular moment the programme has helped us improve our academics, identify and understand our problems and find better solutions to them.
- At this particular moment the programme has helped us improve our academics.



Plate 4.2: Head teachers in action in the TUSEME Process during a workshop



Plate 4.3 Reporting back session during the Head teachers' workshop on TUSEME Project
Source: FAWE Tanzania

TUSEME Guide Kit

This is a guide kit developed by TUSEME stakeholders such as teachers, headmistresses, masters and students. The kit describes how to run TUSEME clubs effectively so as to enhance the performance of the study groups; how to strengthen TUSEME club leadership; and how to set up a monitoring system at school level. It also illustrates how to ensure a systematic and continuous practice of life skills and

creative dramatics. After the finalisation of the kit, it was taken back to the stakeholders for approval.

Government Efforts in the Tuseme partnership

The government of the Republic of Tanzania through the Education and Vocational Training has mainstreamed TUSEME (LET'S SPEAK OUT) Project in the MoEVT.

TUSEME Project- The experiences of Rwanda

FAWE-Rwanda has been very keen on development and achieving goals in TUSEME Clubs. The main objectives of TUSEME are:

- To reinforce the girls' ability to detect their problems and search for solutions themselves.
- To identify and talk about problems girls face in their education
- To sensitise all stakeholders on the importance of girls' education
- To demonstrate those problems which girls face to boys, girls and the community as a whole.
- To build confidence in girls that they can do what men can do, even in a better way.

A participatory approach is adopted and the students are divided into small discussion groups. Each concentrates on a particular social problem and presents its findings through art, during the conference. Each girl in the conference is given time to articulate her experiences. After the discussion, pupils prepared themselves for the inauguration ceremony of the EDDI/AGSP in Rwanda. In Plate 4.8 both girls and boys participate in TUSEME projects so that boys can also learn and appreciate the issues raised by girls.

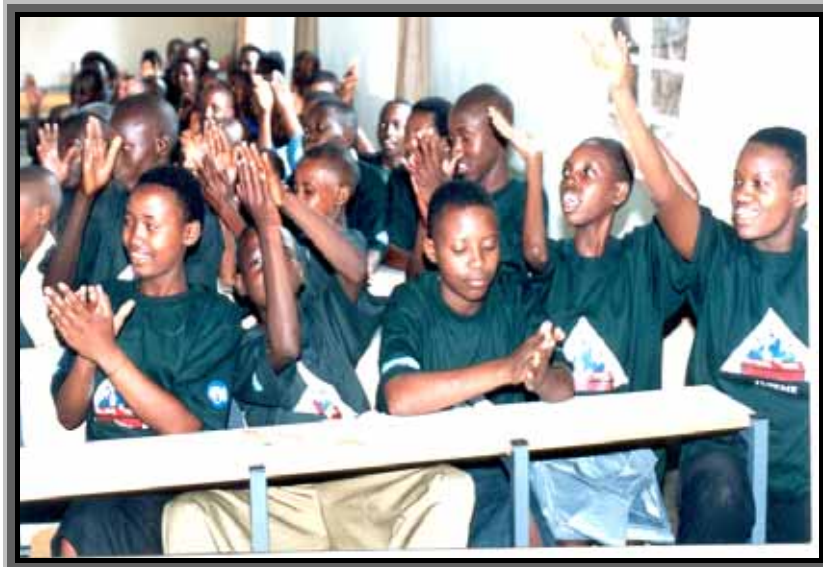


Plate 4.4 Girls and Boys participating in TUSEME Project, Rwanda

Emphasising voices of the Children

The issues spoken out are also demonstrated through drama as seen in plate 4.8, where a girl recites a poem.



Plate 4.5 A Girl recites a poem in TUSEME workshop:

There is also heavy emphasis on the use of participatory techniques and Plate 4.6 shows the launching of TUSEME workshop where the community is involved.



Plate4. 6 Stakeholders Participate in the TUSEME Project

Voice from a Girl Child in Rwanda

TUSEME club supports the welfare of girls and gives them courage to speak out about every problem we have in any kind of situation.....

Gisele Wibabara.
FAWE Girls' school

Voice of a Girl Child in Rwanda

TUSEME club encourages us not to be shy and makes us active....now I know that boys and girls can compete equally....

Community participation

TUSEME project brings on board a range of stakeholders and partners such as students, teachers, heads of schools, communities surrounding the schools, ministry of education, the University of Dar-es-salaam and the media. In both Rwanda and Tanzania, the surrounding communities participate as the audience thus bringing new knowledge and interpretations into the staged performances, which is to the benefit of community members who also turn up for sensitisation process.

The Role of the media

During TUSEME festivals, there is video coverage and photography of all the events for educational and archival purposes and after editing, the cassettes are distributed free of charge to TUSEME and non-TUSEME schools.

Achievements of TUSEME project in both Tanzania and Rwanda

- Female students are empowered to develop and create theatre arts
- The project builds confidence amongst female students
- There is improved academic performance amongst the students
- Female students are encouraged to speak out
- Female students are trained to identify and solve their problems
- Encouragement in academic performance is enhanced through tours, role models during the festival and study groups.
- Tuseme is embraced by government for mainstreaming

Summary statement

The TUSEME project is innovative in the manner in which it approaches the issue of girls' empowerment. This is achieved by using methods that are friendly to the female students and which encourage them to speak out their experiences, which could be problematic, and which are later addressed in theatrical performances. Such an approach can be very sustainable since in most cases the girls themselves create a lot of innovativeness in what they do. Several lessons can be learnt from this initiative:

- Positive policy environment that supports girls' education is very important for the process to work in schools.
- The acceptance by the Ministry of Education and Culture to support and adopt TUSEME as one of the ministry's projects was very important in two ways; first, the TUSEME acquired a new status within the Ministry and schools, in particular. Secondly, this adoption provided the assurance for sustainability of the process in the absence of the traditional donor.
- Involving both international and local donors and partners from the beginning is very important for them to see and experience what it entails when it comes to student (girls) empowerment through TUSEME process.
- Teachers who are well sensitised in gender and democracy support the process and the empowered students immensely
- The unit cost of the TUSEME process is very low compared to the benefits of empowered students to the nation.
- The support of the school administration, the community and all other stakeholders is vital in sustaining the gains made towards empowering students. For, students always need to be encouraged and supported by all stakeholders to uphold and nurture the spirit of speaking out and aspiring for better social and academic performances.

The existing policy environment is very positive for scaling up. The Tanzanian and Rwanda's case, clearly illustrate that Ministries of Education in other countries which wish to scale up TUSEME project should make sure that the project has the following in place:

- A conducive policy environment required
- Ownership of the process by the Ministry of Education and the school level is essential.
- TUSEME clubs should be formed in schools
- Teachers trained into the TUSEME process required at school level
- There is also a need for involvement of all stakeholders, including organisations that deal with gender issues at the country level.

The TUSEME festivals have also been a strong pull to other schools, encouraging them to start similar clubs.

5.0 INITIATIVES THAT RESCUE GIRLS FROM EARLY MARRIAGE AND FGM IN MARGINALISED COMMUNITIES

5.1 Centres which rescue girls from early marriage and FGM

5.1.1 Africa Inland Church (AIC) Girls' Primary school (FAWE Funded)

Introduction

The study established two centres in Kenya, which deal with rescuing girls who are forced into early marriage, or who are forced to undergo female genital mutilation in the Maasai community. The community is largely pastoral and still strongly embedded in cultural practices. The first and oldest is the AIC Girls' Primary school, which is funded by FAWE. The second is Baraka Oontoyie secondary, which has no donors and is owned by the community and managed by the Catholic church through the Assumption Sisters of Nairobi and the Ministry of Education. Both schools are located in Kajiado District in Kenya.

Description

AIC Girls primary school is an initiative that sprouted out of the emerging conviction among the communities in Kajiado district (Kenya) to send their girls to school. Under the personal intervention of the headmistress, Mrs. Priscilla Nangurai, girls who were targeted for early marriage found refuge at the school through the 'girls' rescue programme'. Indeed to pursue their studies, they valiantly defied family and community norms and refused to abandon their education. The school has a boarding facility which girls are allowed to use even during school holidays, if they feared returning to their homes.

Human Resource

The human resource involved, here, is mainly the teachers and government administrators. These teachers are those who teach in the school but receive additional training in teaching science, mathematics and technology, Computer use, gender-responsive teaching methodologies, guidance and counselling, child-centred teaching and self-evaluation.

Content of Learning

The content of learning and teaching given to the rescued girls, alongside other school peers, includes the general curriculum, with an additional emphasis in science,

mathematics and technology, information technology (mainly computer use). The learning is specifically tailored to cater for gender responsiveness in the teaching methodologies, as well as in child-centred and girl-friendly approaches.

Teaching / Learning resources

In terms of resources for teaching and learning, the school has a computer laboratory with several computers. There is also a well-stocked library and a well-equipped science laboratory. The books were purchased with the help of the Semi- Arid Region Development project (SARDEP). In addition to such resources, there are such forums as TUSEME workshops, Girls' clubs, guidance and counselling, life-skills training workshops, science, mathematics and technology workshops, remedial learning and interaction with other schools.

Community participation

The AIC centre has been very effective in developing partnerships with different target- groups from the community and equipping them to support the development of the centre. For instance, the chiefs actively participate, sensitising communities and also acting as effective intermediaries in communicating and enforcing that girls attend and remain in school. Further, a voluntary lobby women's' group in the community help in identifying girls in Kajiado district who are not attending school, and persuade their families to enrol the girls in schools. They also visit girls in schools to counsel and encourage them to complete their education. They are also involved in rescuing girls forced into or threatened with early marriage and arrange for the schooling. A major strength in this initiative is that the membership of this group is drawn from all parts of the district, thus leaping over barriers of poor road infrastructure.

Summary statement

The project exhibits innovativeness mainly at the level of making use of the already existing facilities such as the school itself, which is community owned to integrate aspects of girl -child education, such as the one seen in this project (Rescue program). It has also utilised the collaboration strategy in executing its activities. In the final analysis, a total of Kshs. 970, 421 (US\$ 12,130) has been paid for rescued girls for the year 2001. To date, 45 girls are in primary school, 25 in secondary school, 2 in polytechnic and 3 at some of the local public Universities having received bursaries. It is very clear from the outset that the sustainability of this programme is heavily

dependent on outside funding. However, it has a potential for replication as long as involvement and commitment of the social partners is enhanced to ensure the sustenance and replication of identified good practices for improving girls' education.

5.1.2 Baraka Oontoyie Girls Secondary School

Description

The school is an initiative of the community and the Catholic church through the Assumption Sisters of Nairobi. The idea for this school sprouted after the community felt it was important to send their girls to boarding secondary schools but since they have cultural constraints on sending girls to far away boarding schools, it was important to have a boarding school for girls within the community. Through the intervention of the Catholic Church, Assumption Sisters who run schools for the poor in Kenya began this initiative with the community.

The school has an 80% bias in admitting girls from the community but also prevents girls from the possibility of early marriage and even female genital mutilation. At the same time, parents can come and see their children from a close proximity because the school is within easy reach.

Human Resource

The human resource involved here is mainly the teachers. The Ministry of Education provides these teachers, but they have an emphasis on teaching of Science, Mathematics and technology, gender-responsive teaching methodologies, guidance and counselling, child centred teaching and self-evaluation.

Teaching / Learning resources

The school has 40 girls and the first class was in Form Three in 2005. The school has boarding facilities and laboratories for science subjects. However because the community owns the school they are still constructing some of the boarding and laboratories facilities.

Community participation

The community owns the land on which the school is built. In the year 2004 they held a luncheon to raise money to continue with the construction of the school facilities.

They were able to raise Kshs. 1.4 Million and they are still constructing some of the school facilities

Challenges

A major challenge in the school is that the rescued girls have support problems because many parents refuse to support the education of daughters who refuse to undergo female genital mutilation and consequent forced marriage. There are also very poor girls whose parents cannot afford fees but who want to have their daughters in school. If such girls are sent away from school, they are likely to get married early. Consequently the Assumption Sisters keep them in school. Since the school is in support of girl's education, they are let to continue studying and this has heavy implications on the Assumption Sisters' financial situation.

The Role of Media

This initiative has not received any media publicity. In fact, this is the first time that activities of this school are being highlighted in a document of this nature.

5.2 Role of the Kenya Government in Rescuing Girls from Early Marriage and FGM

Introduction

The Government of Kenya has supported the initiatives of civil society through providing enabling laws and policies. Through the Ministry of education instituted a policy that girls who get pregnant do get a re-admission to schools once they give birth. Further, through the Ministry for Gender, children and social development the government engages community elders in dialogue with intent to stop Female Genital Mutilation. The Kenyan Parliament further enacted a law which outlaws FGM in communities for both girls and women through the children's Act 2001 which outlaws FGM among children and in 2011 through an Act which outlaws FGM among women. Further the constitution of Kenya promulgated on 27th. August 2010 outlaws harmful traditional practices among women.

Human Resource

Employees from the ministry for gender work in partnership with communities which practice FGM/C so that men are engaged in the process of eradicating the practice

Community participation

The community elders' work with community officers employed by government negotiating with communities on the whether they want to end female genital mutilation/cut. Once the community elders decide that it is a practice that needs to be abandoned, then a public declaration is made.

Role of the media

The media highlights the events of the declaration

Objectives

To provide legislation that protects women and girls from harmful practices

To work with communities towards a systematic eradication of female genital mutilation(FGM)

Summary statement

This secondary school provides opportunities for girls to continue with their secondary education in communities where cultural demands continuously challenge their ability to access education. The above illustrations show that there is need to combine programmes which assist girls with legal provisions within the laws of a county.

6.0 PROMOTING GIRL'S EDUCATION THROUGH IMPROVED ACCESS TO QUALITY EDUCATION, RETENTION AND ACHIEVEMENT: A STRATEGY FOR CLOSING GENDER GAPS IN KENYA.

6.1 Girls' Access to Quality Education, Retention and Achievement in Arid and Semi- Arid Areas in Kenya

Introduction

This is a Ministry of Education and UNICEF initiative. It is located in arid and semi arid districts of Kenya such as Garrissa, Kwale, Wajir, Mandera, Moyale, Marsabit, West Pokot and Turkana in which both stimulating classrooms for lower primary pupils (grade 1-3) were created. Communities in these regions are pastoralists in nature and cultural practices are not conducive to allow girls to attend school.

Objectives

To improve the quality, management and integrated delivery of primary education, through Non-Formal Education, (NFE) and early childhood development (ECD) through school clusters.

Description

This particular strategy is innovative in the manner in which it takes into account the challenges that girls in the Arid and Semi-Arid Lands (ASAL) encounter as they pursue their education. Girls are particularly vulnerable when walking long distances to school or to other venues, so bringing schools nearer to the community eases the educational problems for girls. For instance, the project has established teacher support systems aimed at keeping girls in school. Documenting good practices for policy improvement, pedagogy, dialogue and advocacy are also strong components of the project.



Plate 6.1 Boys and girls in Garrissa in a stimulating classroom

Human resources

The human resource involved here includes teachers, community members and parents. For teachers, the programme has established teacher-support system and opportunities for their professional development such as teacher in-service training for the newly established HIV/AIDS syllabus. Plate 6.2, for instance, shows teachers in a workshop being trained on how to hold a stimulating and gender-sensitive atmosphere.



Plate 6.2 Teachers from Garrissa Primary school cluster being trained by colleagues on how to develop friendly and stimulating atmosphere

Content of teaching

The curriculum in this project is the Kenyan ordinary one developed by the Kenya Institute of Education (KIE). However, in addition to the project, schools receive more packages of information on areas of reproductive health, HIV-related topics and life skills and gender issues. Further, participatory methods are used to create a learning environment on issues related to hygiene, sanitation transformation. These are offered through Participatory Hygiene and Sanitation Transformation (PHAST) training opportunities for teachers and students. The classroom atmosphere allows for stimulation through participation and creating a culturally familiar learning environment where they sit on the floor as this is a culturally familiar practice even at home (plate 6.3).



Plate 6.3 Children in Garrissa Primary school in a stimulating classroom environment commensurate with cultural ties, North Eastern Kenya

Learning resources

Learning and teaching resources involved in this initiative include a unique classroom arrangement that enhances pupils' interaction. It also enables distance learning models (for mobile schools), clubs (for discussions in reproductive health and HIV-related topics) and other related facilities such as provision of water in the schools and hygienic environment including latrines for girls. Plate 6.4 presents a sample of a cluster type in Garrissa District. In this cluster there is a primary school, and in that compound there is an early childhood centre. The primary school is also linked to feeder schools in areas further off. The more remote areas are also linked to the same school through the mobile school where the classroom is taken to the communities that have moved further in search of grazing pastures (plate 6.4).

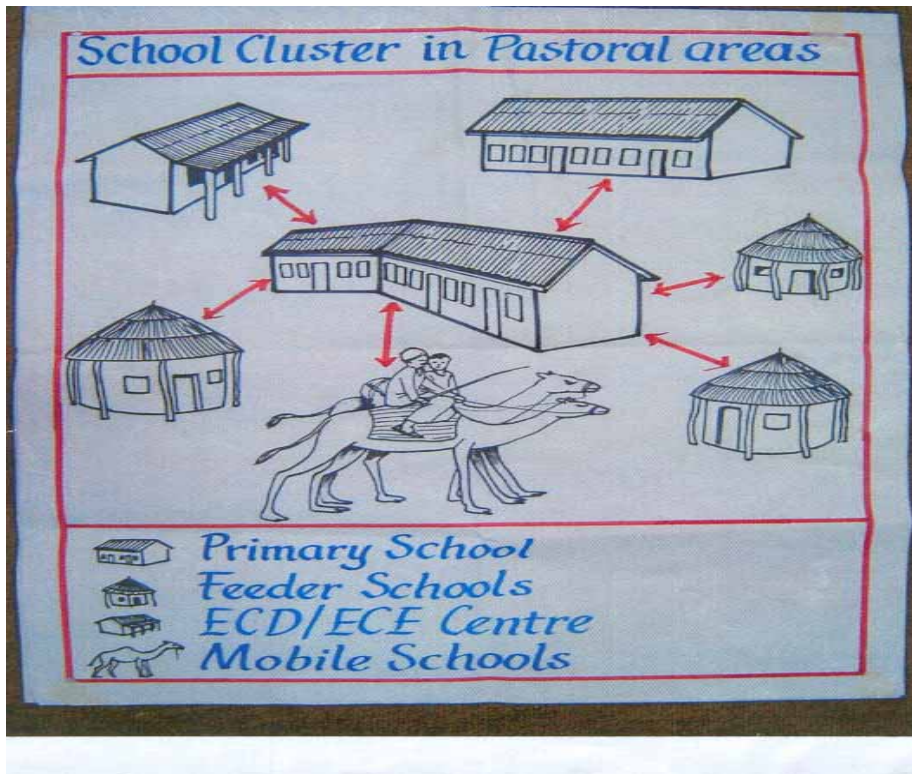


Plate 6.4 A sample of a School cluster type that is user friendly to the Community in Garrissa District

The second type of cluster is one where the main school feeds into the non-formal learning centres and the early childhood education centres. The model is presented in Plate 6.5.



Plate 6.5 A sample of a School cluster type that is user friendly to the Community in Garrissa District

Community Support

The community participated fully, first by providing some materials for development of low-cost instructional materials and teaching aids and also by ensuring that girls go to these schools. The members of community also provided support in the establishment and strengthening of girls' boarding wings and community feeder schools. In the second school cluster type, the primary school feeds into the non-formal and the early childhood education centres.

Summary statement

This initiative is innovative, especially, from the approach point of view, in that it tries to address a variety of factors that interplay and militate against girl-child education. There are, however, a number of lessons that can be learnt from this project.

Social mobilisation and advocacy create a sense of ownership among community members. However, it is always important to include men and boys as critical allies in the effective implementation of interventions, for closing all aspects of gender gaps. The project is cost-effective and sustainable, especially on the process of the training component, which empowers the people to own the process and perpetuate its activities. This project can be replicated successfully in other districts in Kenya.

6.2 Child Friendly Schools (CFS) Initiative for Girls in Marginalised Communities in Kenya –Ministry of Education -UNICEF Initiative

Introduction

This is a UNICEF funded initiative with support from the Ministry of Education, Science and Technology. It is located in selected schools in Garissa Kwale and Nairobi.

Objectives

- To improve the quality, management and integrated delivery of primary education, non-formal education, (NFE) and Early Childhood Development (ECD) through school clusters.



Plate 6. 6 Girls and Boys in Garrissa School participate in a friendly and stimulating classroom

Description

A stimulating classroom is prepared by a trained teacher and consists of a pocket-board with word cards, picture cards, and numeral cards, a wall blackboard painted with indigenous ink, alphabets, numerals and mathematics signs, cut-outs and story outlines on the walls and lots of relevant low/no-cost teaching aids displayed at the learning corner for use by the learners.

Human resource

The human resources involved in this initiative include trained classroom teachers who are also retrained to be gender-sensitive and child-friendly while in the school and classrooms. They are also provided with materials to set up these classrooms.

In many instances, the materials are locally available so that these are cost effective and also familiar with the children. Plate 6.7 shows a sample of locally available materials in Garrissa Primary.



Plate 6.7 Locally available materials are used in stimulating classes in Garrissa Primary School, North Eastern Kenya

Content of learning

This being a school-based programme the content of learning and teaching consists in the regular curriculum. However, a gender-integrated curriculum is emphasised in this project. In this way, the content would be gender-sensitive and even friendly to the female learner. Plate 6.8 shows a different socio-cultural setting in a stimulating class in Nairobi urban slums.



Plate 6.8 Girls participate in a friendly and Stimulating classroom

Plate 6.8 shows girls in Anyany Primary School Nairobi, which is one of the project schools. Girls participate in a stimulating class, which is gender-sensitive, too.

Non-formal education

The project also covers non-formal education in Nairobi city slums for street children. One of these centres is based in Shauri Moyo, a low-income area in Nairobi.

Street children are given skills in this centre. Plate 6.9 shows girls in a non-formal school.



This project also covers non-formal education for street children in the City of Nairobi. Plate 6.9 shows street children in one of the centres in Shauri Moyo in a low income area.

Plate 6.9 Girls in a non -formal class for street children in Nairobi

Community Participation

There is a particular way in which the community participated in this project. The community members were mobilised to send their children, especially girls to school. As such, they ensure that the girls have been taken to school.

Government support: UNICEF seeks political will and collaborating with the Ministry of Education

The stimulating child-friendly school and classroom environment receive support from the Ministry of Education through UNICEF, through a bilateral understanding and expression of political will. Plate 6.10 below shows the UNICEF Executive Director, Carol Bellamy and the Minister for Education Professor George Saitoti on a visit to Anyany Primary School in Nairobi where stimulating classroom approach is being used.

The collaborative efforts are not just hinged at the policy level. They move down to the school level. In plate 6.11 the Vice- President and the Assistant Minister for Education visit a stand at the National Conference on Science and Technology. UNICEF and the Government of Kenya (GOK) display some of the tools used to improvise for using locally available materials in stimulating classrooms jointly developed

Summary statement

This particular initiative is considered innovative, especially in the way in which it encourages maximum use of locally available resources. Also, it is innovative in the manner in which it approaches the issue of achievement within the context of classroom / learning activities and environment.

The basic cost of converting an average Kenyan classroom into a stimulating classroom is approximated at Kshs. 2,000 (US\$25), which is affordable. As such, this project is viewed as cost-effective. At the same time, the project is considered sustainable since the cost involved is not all that recurrent but is incurred once.

In view of all these, it is clear that this project can easily be replicated to other districts of the country (can be scaled up) as long as UNICEF in conjunction with the Ministry of Education continues training teachers, as done in the project districts (Garrissa, Kwale, Nairobi).

6.3 Healthy Futures project by Academy for Education Development (AED)

Project

Objectives

- To encourage participatory approach and to mobilize communities around the issue of primary school dropouts among girls in Kenya, by way of creation of school-based girls' clubs that provide information and guidance.
- To increase the value that girls place on their own education and motivate them to stay in school.
- To promote the benefits of girls' education among parents and community
- To reach young girls and their parents with information about the importance of educating girls and the relationship between education and reproductive health behaviours.

Location

The project is situated in selected primary schools in Kenya. It was implemented in thirty-one (31) communities. The selected schools are in the districts of Bungoma, Kilifi, Koibatek, Kuria and Nairobi slums.

Description

Teachers were trained in a curriculum called ‘Choose A Future’ developed by the Centre for Development and Planning Activities (CEDPA) “Washington DC. The curriculum provided twelve modules, each lasting five or six lessons. The topics included Goal setting, Career choices, Relationships, and Reproductive health and Child Rights. The curriculum began in the middle of year 2001, with the goal of implementing one session during each of the club meetings. Each community chose one respected adult, usually female to sensitise parents about the value of girls’ education and the importance of communicating with their children about education and reproductive health behaviours.

Teaching/learning Resource

This project produced a comic book focusing on girls’ education and representing health issues. The main theme of the story is that girls should protect their future by staying in school and postponing their sexual activity. At the end of the book, teachers and pupils used questions for discussion. There were also national festivals organized to dramatize educational needs of the girl child. Maendeleo ya Wanawake organisation (MYWO) sponsored a new theme entitled: *Educating the girl child* and incorporated it into two annual nationwide events i.e. the national music festival and the national music and cultural festival. The festivals involved community, church and workplace choirs involved. National and district advisory committees were also established to provide guidelines for healthy_future activities from various ministry and international agencies

Community Participation

The administrative board of this project has one selected community member who provides a link to the community.

Summary statement

The project utilizes creative and innovative methods in addressing girl child education. Soliciting for community support is also a paramount feature of the project. In addition, selecting school head teachers who are supportive of girls’ education and employment of enthusiastic female teachers help to effectively implement project activities. Provision of adequate support to field workers is

necessary for the success of the project. The project is, however, not cheap and greatly relies on funding. It is only replicable with availability of funding.

6.4 Sexual Maturation and Education for Girls. An Initiative that keeps Girls in School

Overall objective

To improve the management of sexual maturation among primary schools girls in five districts in Uganda.

Specific objectives,

- To raise awareness of sexual maturation among stakeholders
- To improve water and sanitation in rural primary schools
- To advocate for affordable sanitary towels

Location

The project has been implemented in five FAWE pilot districts: Kisoro in the South West, Kalangala and Kiboga in the central, Katakwi in the east and Nebbi in the North of Uganda. In each of these districts 12 primary schools were selected to enable a wider reach because of the existing wide gender gaps at primary and secondary school levels to include higher numbers of out of school children, especially girls, and to address very low achievement in national examinations.

Description:

The project is innovative in that it approaches and addresses the underlying systematic traditional disadvantages inherent in the Ugandan society that limit girls' achievements. This approach in education is very girl-child friendly and responsive to their sensitive needs, such as setting up teenage clubs in which girls are involved in activities, such as distributions of pads among themselves. Girls also explain to each other about sexual maturation issues and help create awareness in the community and among parents during school open days, through drama, music and poems. Girls also run some income generating activities at school such as gardening and weaving, to raise money for items for themselves such as sanitary pads, underwear and stationery in cases where parents cannot provide.

Quality of human resources involved

The project involved pupils, teachers, school administrators, parents, local leaders at parish, sub-country, district and central government officials in the Ministry of

Education and Sports, Ministry of Gender, Labour and Social Development and the parliament of Uganda. It is evident from the foregoing that the human resource is definitely adequately informed. Further, there is evidence that there exists a system of ensuring consultative meetings with district and local leaders, and school administrators, as well as teachers, in the five districts involved in the initiative. It is also clear that sensitisation of the community leaders about sexual maturation of the girl-child was discussed and explained.

Content of learning and teaching programmes

The project infuses aspects of sexual maturation management such as the use of sanitary pads as well as life skills, communication skills and gender roles. The teachers, too, are trained on how to handle the girls during project implementation in a friendly manner.

Type and quality of learning and teaching resources

Participatory approaches are used. These include discussions and talks (as guided by straight talk foundation) in distributing messages on sex education to primary schools, on a monthly basis. Written materials are also supplied, which include copies of straight talk magazine sent to schools, emergency sanitary pads (provided to schools) as well as those locally made by the senior female teachers, calendars and T-shirts with messages on sexual maturation, which were printed and distributed to schools.

Community participation / contribution to community

This project has been implemented in schools which already exist in given communities and the project committees that run the affairs of the schools draw members from the communities surrounding these schools. The Parent-Teacher Associations (PTAs) and School Management Committees are required to take part in sensitising other parents about sexual maturation in girls and the related process.

Sexual Maturation Management Project in Uganda

This project is implemented by FAWE Uganda in the following pilot districts: Kalangala, Nebbi, Katakwi, Kisoro, and Kiboga. These are very remote areas where

even community sanitation and hygiene is low. Plate 6.10 shows one of the settings where the project is located. The community is impoverished and marginalised.



Plate 6.10 One of the centres in Northern Uganda (GULU) where GEM Initiatives are taking place

This project aims at improving the management of sexual maturation among primary school pupils, particularly girls, so that absenteeism and dropout rates can be reduced and girl child performance enhanced. The main goals were to address the low-literacy levels and poor sexual maturation levels, (the latter mostly because of mismanagement of menstruation).

Two studies conducted in Uganda, *“teenage pregnancy and primary schooling and the strategic resource planning for girls education in 1999*, indicated that deteriorating performance and dropout rates of girls were linked to poor management of sexual maturation, among other factors.

The Sexual Maturation (SM) initiative was, therefore, meant to enhance efforts to achieve gender parity by the year 2005. It was noted that most girls especially in rural areas used the traditional methods padding during menstruation e.g. Banana fibres, sitting on sand heaps, and using old pieces of clothes. This made most girls to absent themselves from school because they are not confident of the available materials. FAWE Uganda recognized that poor menstruation management had negative impacts on the girl child and thus supported the implementation of the Sexual Maturation project.

The goal, in sexual maturation project, is to improve the management of sexual maturation among primary school girls.

Main objectives in Sexual Maturation Project:

- To improve literacy in English in rural primary schools
- To improve water and sanitation in rural primary schools
- To raise awareness on sexual maturation issues among stakeholders
- To advocate for affordable sanitary towels

Strategies used by FAWE Uganda to achieve the objectives

- Accelerating literacy through training
- Developing briefing packages for policy makers and implementers
- Developing water, sanitation, and hygiene management through sensitization and working with CBOs and NGOs.
- Setting up teenage clubs to enable girls to take an active role in managing their sexual maturation and menstruation process
- Requesting that local manufactures design and market low cost sanitary towels

Sexual Maturation (SM) is a component of Girls Education Movement (GEM) project, which has been implemented in the armed conflict areas in Uganda. The Sexual Maturation project deals with Training of Trainers (TOTs) who raise awareness towards menstruation management. The awareness projects enable young girls to be aware of body changes and to understand the changes that come with maturation. It, also, enables the girls to deal with myths that are attached to menstruation in different societies in Uganda. Some of these myths are illustrated below.

Some myths

- A girl in menstruation will not be allowed to pick plants like vegetables and fruits from the fields because they would dry up and wither.
- They are not allowed to touch newly born babies because they could develop a rash all over their bodies.
- They are not allowed to pass through gardens for they would dry up the plants
- They would not be allowed to brew local beer for it would go bad
- They would not go for holy communion
- She would not sleep with her husband while on her periods because it would bring misfortunes

Apart from the myths, the girls are also able to identify and list names given to menstruation in different communities in Uganda. Some of these are listed below:

- Mukwezi: In the month
- Emicwe/Imico: Manners
- Emihango/ Imihango: Something common
- Okuboneia: Looking good
- Okukurira/gukurira: growing
- Kujwa"/kuva" : Bleeding
- Okushuma: Going down
- Kurwara: Getting sick

These connotations associated with menstruation indicate that people in the community see menstruation not just as a development process but as a women problem, as something bad or a sickness. This makes the young girls too conscious of it.

When the girls are menstruating, they fear going to school because boys disturb them. They say that they smell and they feel shy. They, therefore, prefer staying at home until they go through it. GEM encourages them to stay in school through the

provision of sanitary materials and in other cases enabling them to make sanitary pads using locally available materials.

The project is meant to encourage girls to stay in school during and after menstruation. Plate 6.11 shows a head teacher receiving locally designed sanitary pads from the GEM project for the Girls in her school.

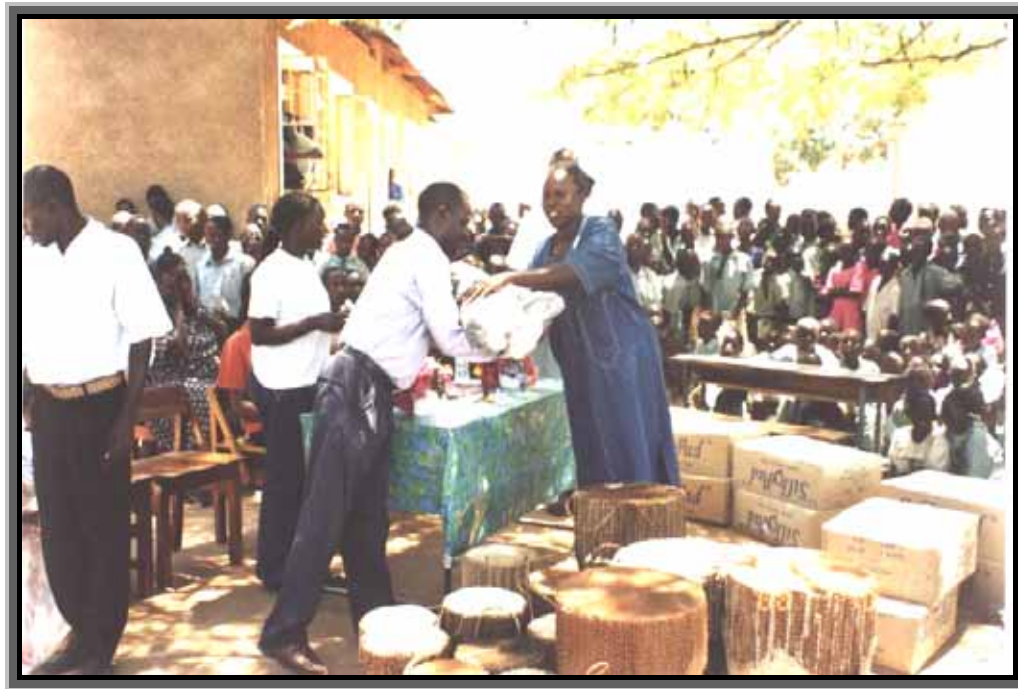


Plate 6.11 Head teacher receives locally designed sanitary towels for her girls from the Gem project- Gulu

In Uganda, Sexual Maturation has targeted the North, where there is an 18 year old conflict in the districts of Gulu, Lira, Soroti, Arua, Padel, Kitgum, Nebbi, and Pakwach. A lot of people have been displaced and children being the most vulnerable they have been displaced too, and rebels have abducted others. Most of the displaced have found refuge in Internally Displaced Peoples (IDP) camps where the Ministry of Education, with the help of UNICEF, has put up structures used as classrooms or Complementary Opportunity to Primary Education (COPE) centres, which provide informal education to girls who are grown-ups. These are some of the centres that have been targeted by the Sexual Maturation project. By creating an environment that enables the girls and boys to talk freely, as confidence is built among children of both genders. Plate 6.12 shows girls and boys in discussion. The GEM slogan can be seen

on the picture “Girls in the lead, boys as their allies while tapping on the knowledge of the elders” Plate 6.13 shows some issues discussed by the children.



Plate 6.12 Children discussing sexual maturation during the formation of a GEM club in Gulu, Northern Uganda.

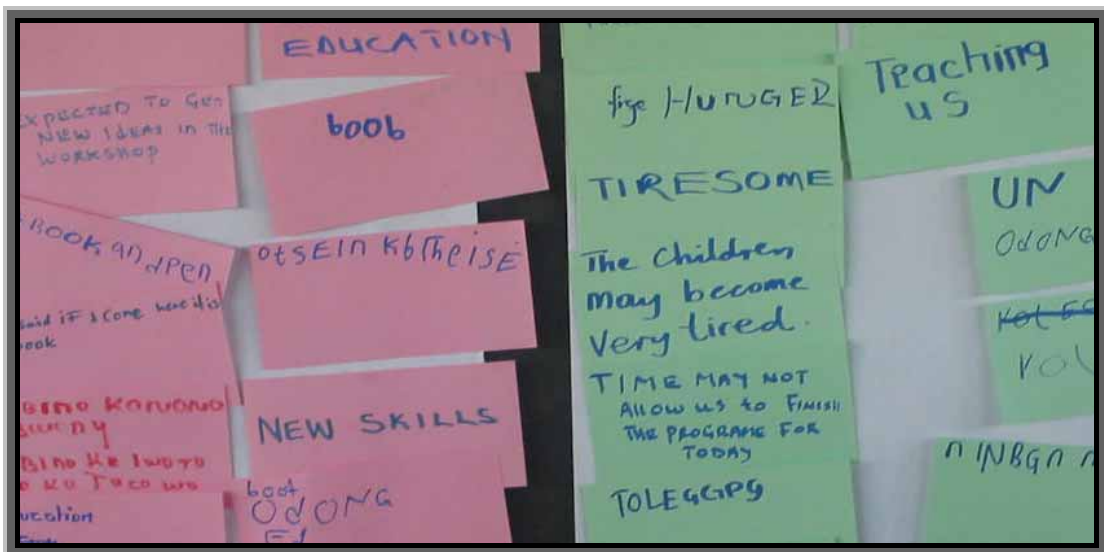


Plate 6.13 Children’s’ Experiential Voices in GEM Training in an IDP camp:

The IDP camps attempt to alleviate the problems, but their schools are under very difficult conditions. The GEM initiative by UNICEF implemented by FAWE Uganda addresses issues of access and effective participation through gender sensitive and child-friendly environment in the schools. It also incorporates sports and drama competitions, as a way of helping to minimise the psychological impact of the war.

Plate 6.14 shows children engaged in inter-school competitions within the sexual maturation project.

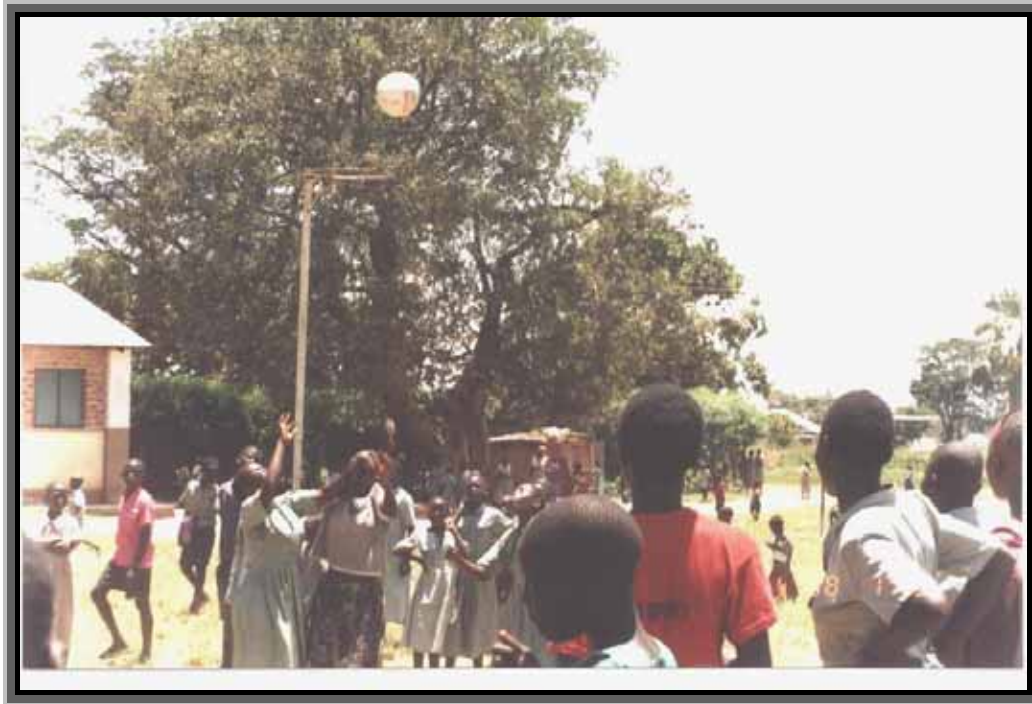


Plate 6.14 Inter-school competitions within the Sexual Maturation Project

The project further provides opportunities for both children and community members to participate in social activities together. This is done with the hope of providing opportunities for coexistence and peaceful conflict resolution. In this way, GEM has widened its scope from focusing only on girls' education to targeting girls in difficult circumstances and in conflict situation. Plate 6.15 shows children and adults in the community engaging in a social activity organised within the project.



Plate 6.15 School children and community members participate in social Activities

Since lack of sanitary facilities is known to keep girls from attending school, the project has provided mobile toilets for Centres in Northern Uganda. UNICEF distributes these in areas where GEM and SMT projects are located. They are part of sanitation strategies mainly in IDP camps. Plate 6.16 shows some samples of mobile toilets provided.



**Plate 6.16 Toilets supplied to COPE (Complementary Opportunities for Primary Education) Centres and IDP camps by UNICEF
(Photograph taken at the UNICEF site in Northern Uganda.)**

The community members are also trained in workshops on various issues related to sexual maturation, and reproductive health, HIV/AIDS, including hygiene and sanitation. In Plate 6.17 community members participate in such a workshop.



Plate 6.17 Community members being trained in a community workshop

Some innovative activities and the resultant achievements

The project has various innovative activities in the five districts. These activities and the results are summarised below:

- Meetings were held with District Officials and other stakeholders in the five districts, to introduce the Sexual Maturation discussion
- Training of senior women and senior men teacher in the schools to be consulted by both boys and girls
- Head teachers, other teachers and some literate parents were given training on the Break Through to Literacy (BTL) methodology
- FAWE Uganda provided sanitary pads for emergency purposes while at school, in several schools.
- Some schools developed locally invented sanitary towels which made girls more comfortable to attend school during menstruation
- Organizing interschool competitions in the five districts based on sanitation and hygiene improvement, menstruation management, reading and writing.

The winning school in each district was given an incinerator and all participants were given T-shirts.

- Involving members of parliament as partners in Sexual Maturation and management, among primary school girls:
 1. They are involved in soliciting for funds to improve sanitation in their local schools
 2. Visiting schools to encourage girls to have self-esteem as they grow and to talk about sexual maturation issues.
 3. Visiting IDP camps to address the vulnerable girls
 4. Advocating for girl-child improved sanitary-friendly sanitation and menstruation facilities such as separate toilets for boys and girls.

Summary statement

This initiative is innovative in that it involves such creative methods such as drama, poems and songs, in passing information regarding girls' sexual maturation. These methods pose a strong point of reference in terms of girl-child academic achievement. However, in the process of implementing this project, certain lessons were learnt:

- Myths and traditions about sexual maturation management are strongly adhered to by women and girls. There is silent suffering and, more importantly, there is need to break the silence.
- After a little sensitisation, there is a noticeable change among the girls on their perceptions about the myths and traditions surrounding sexual maturation.
- Men who are regarded as allies in enhancing girls' education are not aware of the burdens and effects of poor sexual maturation management on girls' education. They need to be sensitised first, making it easy to get a break through, because they control the resources.
- Behaviour change needs time and concerted efforts to yield significant impact. The tangible results of improved management of sexual maturation cannot be visible in a short time
- Effects of poor maturation management are prevalent in more than 90% of the households in Uganda. This is a national problem that needs concerted efforts.

- The government needs to be brought on board to understand these issues so that policies are put in place to address them.
- Institutionalising approaches to address poor sexual maturation management in government structures are the sustainable way forward. Government should set aside resources and structures to address this.
- It is necessary to invest resources in “sensitisation” processes and programmes, so as to reach a wider coverage given that even senior women teachers are not aware of the effects until they get revelations from the pupils.
- When pupils have access to sexual maturation information materials, they are able to read and understand issues of sexuality and growth. Girls are also encouraged to become more open to senior women teachers on menstruation issues.
- Sensitising parents, Parent teacher associations, education representatives and school management committees and other education stakeholders about issues of sexual maturation gives an assurance that at least sanitary pads will be considered in the school budget during school finance committee meetings.
- Community meetings and sensitisation workshops play a great role in breaking the myths surrounding menstruation. When male teachers participate in these workshops they are encouraged to take up roles and responsibility where there is no female teacher.
- The project is cost-effective and sustainable since it accommodates income-generating activities that would enable the project to be sustainable. However, it can be scaled up by building a strong case based on researched information and statistics on trends in education especially for the girl – child, factors that effect girl’s achievement, a review of government education policies and myths and cultural practices on sexual maturation management which are all necessary
- Sensitisation of governments to appreciate this as a national problem affecting every household and hindering national literacy, production and hence development.

In the long run, the sustainable approach to institutionalise / mainstream approaches addressing sexual maturation management in education system should be considered.

6.5 Mbeere Girl Child Education Project and End of the Term Evaluation

Objectives

To improve the access, retention and advancement of the girl- child, in particular and pupils of both gender, in general through:-

- Training of those responsible for the project implementation such as (PTA), teachers and school committees
- Micro income-generating activities in the project schools
- Facilitation in acquiring some essential school supplies
- Cultural dramatization of the project goals

Location

This initiative is located in Mbeere district – Kenya (Eastern Province) Siakago and Kiirie of Siakago Division, Mbeere District of Kenya’s Eastern province.

Human Resource

Senior FAWE officials and PTA members, officials at provincial and district levels, school heads, project teachers (quality improvement in schools by offering short but focused training seminars to the key stakeholders in primary Schools

Content of learning

Use of drama, poetry, song and dance, Inter-school cultural festival, cultural dramatization of the projects goals, which the children proved during interviews that they have internalised and even gone beyond what the project seeks to communicate. This involves both girls and boys. The girls (learners) on interview admitted that learning had become friendlier.

Teaching / Learning resources

The learners are exposed to the same content alongside with gender issues content, which is mainly dramatized, sang or recited.

Community participation

The community participates in this project by running an income-generating activity for children to raise their own money, for a purpose that is additional to book learning. For example, parents and members of the community come to school to learn how to farm the rangeland, which in turn widens the role of the primary school and increases collaboration.

Summary statement

This programme is innovative in various respects. For instance in working towards its goal, it employs various strategies such as running some micro income activities which provide a base for sustainability of the project as well as dramatising the goals of the project. In this way, the project becomes cost-effective and even sustainable. The project can, therefore, be possibly replicated in other parts of the country.

7.0 CAMPAIGNS that Enable Readmission Policy for ADOLESCENT MOTHERS

7.1 Initiatives by Governments and FAWE on policy and practice to Re-admission in Zambia, Kenya Uganda and Tanzania

This programme was driven by the existing environment of gender imbalances in access to education in all countries of study. Although the campaign was originally driven by FAWE the respective governments in all study countries had a re-admission policy through the Ministry for education.

Using the example of Zambia for instance in the event of pregnancy, the girl being expelled and the boy being retained in school. There was therefore need to put in place a number of strategies to increase girls' and boys' access to education. FAWEZA identified this gap and in line with the International and National policy declarations, lobbied the ministry of education to put in place policy strategies to increase girls' opportunities to access and be retained in the education system. Thus, finally in September 1997 at a conference on girls' education held in Lusaka, the minister of education announced that school girls who became pregnant would no longer be expelled and that those who had been expelled in 1997 should be allowed to return to school. This immediately shifted the policy position on re-entry for girls who left school due to pregnancy. Tuseme has also been mainstreamed in the education system.

The ministry took this move because of a number of reasons:

- Education is a right regardless of a girls' situation.
- Gender disparities persist in favour of males, in literacy rates and education attainment, most of which are in part attributable to teenage pregnancy.
- Among other issues, teenage pregnancy is a major factor contributing to high dropout rates for girls in Zambia. For example, in 2003, about 2,230 girls dropped out of school in Zambia because they were pregnant.

In relation to this, FAWEZA, through the help of the then Permanent Secretary of Education, who was at the same time the FAWEZA national chairperson, the

lobbying for mainstreaming of this policy was stepped-up to success. FAWEZA team also went round sensitising communities over the same issue

Objectives

- To help the society recognise the importance of giving adolescent mothers a second chance to continue with their education and pave a future for themselves and their families
- To develop clear implementation guidelines on the process of re-admitting adolescent mothers back to school, disseminate them and assess their effectiveness in improving girl's education.
- To sensitise the people about the policy of girls who get pregnant and leave school.

Location

The project was implemented in nine provinces in Zambia namely Central, Copper-Belt, Eastern, Luapula, Lusaka, North Western, Northern, Southern, Western Zambia. The same policy was applied in Kenya, Uganda, Tanzania and Rwanda.

Description

This project has basically set out to identify the people's views and attitudes towards the re-admission policy, for adolescent mothers, before moving a step ahead to advocate for its integration into the educational policy. The people whose views were sought included both male and female teachers, and even parents. The innovativeness in this kind of approach borders on the fact that almost all the stakeholders were to demonstrate positive attitudes in a manner that was both informal and very friendly and not such official or bureaucratic.

Emerging trends

- Large numbers turned up in positive response to this policy. In some instances, this included one 50 year old married woman but without education and had always wanted education. She took advantage of this opportunity to go back to school. She passed her fourth form and is expected to join the university.
- The other girls who had dropped out of school and have come back are now being used as role models to testify to the others by firsthand experience of how hard it is to get a child while still in school. They also act as role models

even to those who fell pregnant, and as a result, are out there so that they do not feel shy to come back to school.

However, in such situations where a young mother has to go back to school, they are bound to face some difficulties in getting to secure a place. When it comes to such a time, the school, in which the girl was, assists her to get another school for re-entry (mainly Government schools). The girls who have gone back after delivery are encouraged to join the Students' Alliance for Female Education (SAFE) clubs. These clubs are in every school where FAWEZA has an intervention, especially where there are girls who have gone back after delivery. In these SAFE clubs, they are taught a number of things including:

- Life skills (self- awareness, self-esteem, etc)
- Training to become peer educators.
- Testifying to their colleagues (e.g. that they are better off not pregnant than pregnant), through their first hand experiences
- Their rights such as children rights, the rights to education, security, protection and so on.
- Open-mindedness so as to be able to speak out the ills done against them, e.g. physical abuse by parents.

Plate 6.20 shows some performance of a song and dance sensitising both students and the community on re-entry policy.

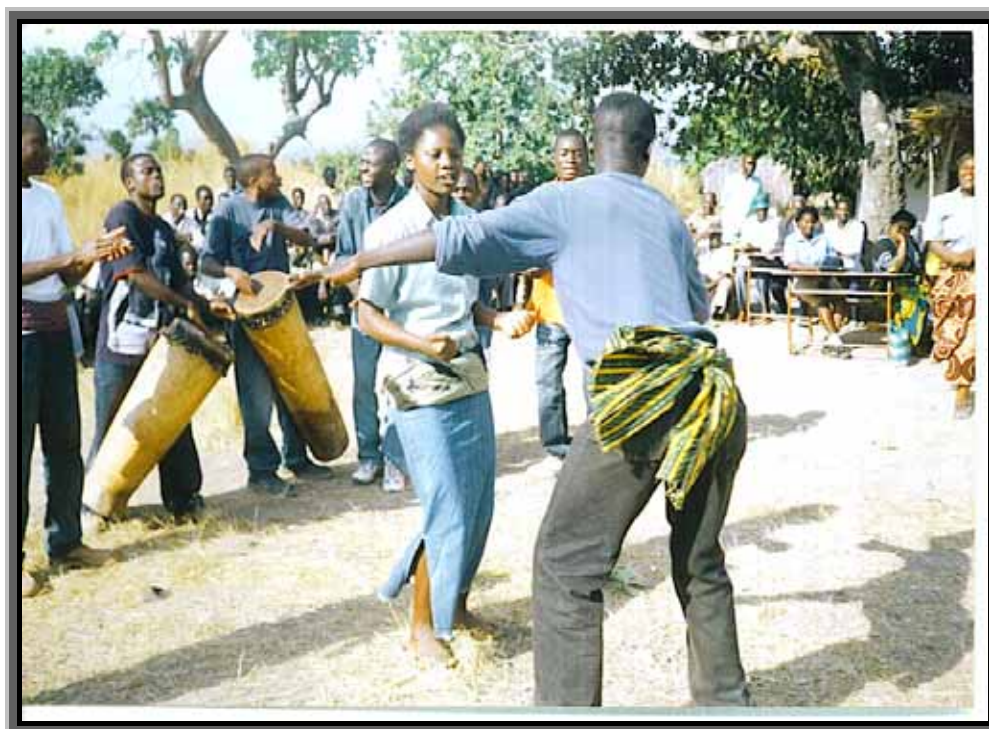


Plate 7.1 Performance during sensitisation session on re-entry policy

To reinforce this further, FAWEZA has also integrated TUSEME methodology in these SAFE clubs and is currently operational in up to 10 schools, each drawn from each of the nine provinces (Zambia has 9 provinces) and one Centre of Excellence. Table 6.1 shows a list of FAWEZA schools and their location.

Table 7.1 List of FAWEZA TUSEME Schools

SN	Name of school	Type of School	Location of School	
			Province	District
1.	Ibolelo	Co-Ed	Central	Serenje
2.	Kaoma High School	Co-ed	Western	Kaoma
3.	Kamulanga	Co-Ed	Lusaka	Lusaka
4.	Luanshya Central	Co-Ed	Copper-belt	Luanshya
5.	Lumimba	Co-Ed	Eastern	Petauke
6.	Mvavi	Co-Ed	Lusaka	Luangwa
7.	Nakonde High School	Co-Ed	Nakonde	Northern
8.	Nchelenge	Co-Ed	Lapaula	Nchelenge
9.	Solwezi Technical High School	Co-Ed	North Western	Solwezi
10.	Zimba High	Co-Ed	Southern	Zimba

FAWEZA also organises an annual convention for all schools, with SAFE clubs and even re-entry students. This is a festival of sorts marked with performance, discussions on issues that border on girls' education, HIV/AIDS, teenage pregnancies

and other reproductive health education messages. Plate 6.21 shows a student on stage performing in 2004 annual convention.



Plate 7.2 A student on stage in a Session during the 2004 annual convention

The members of the SAFE Club also engage in discussions on HIV/AIDS among themselves. Plate 7.3 shows members of the safe club engaged in a discussion on HIV/AIDS.

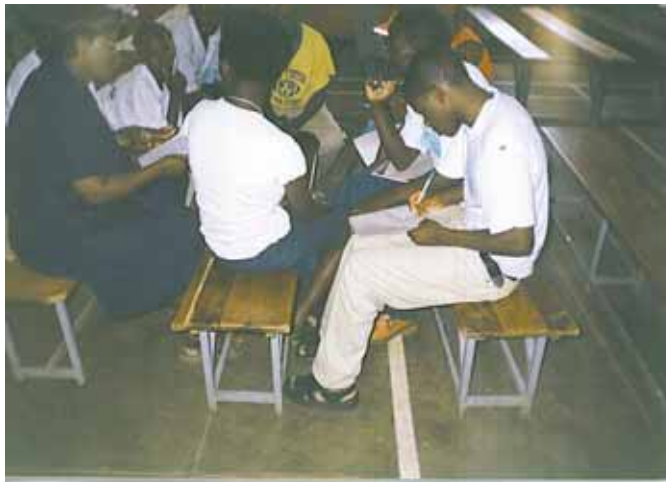


Plate 7.3 SAFE club members Discuss HIV/AIDS

The activities include discussions on SAFE sessions on the same issues of reproductive health. The clubs comprise both girls and boys.

Community Involvement

The project further sensitises the wider community on HIV/AIDS through safe clubs. Both men and women in the community are involved in these sensitisation workshops. Plate 7.4 shows a group of women being sensitised. These trained trainers then move on to sensitise others.



Plate 7.4 community members (women) being sensitised. on HIV/AIDS by SAFE club members

The community members who are trained are expected to train other members of the community. In plate 6.24 village women are seen demonstrating to the community, through drama, about HIV/AIDS.



Plate 7.5 village women demonstrating some issues in HIV/AIDS during community awareness campaign

Sample Guidelines for the re-entry policy in Zambia

Although the re-entry guidelines were drawn by FAWEZA, the government Ministries for education in Zambia and the other countries involved, further took upon themselves to review the re-entry guidelines largely because there were major gaps that needed to be filled. In Zambia for instance, the review was necessitated by the loopholes inherent in the earlier one drawn because re-entry guidelines had failed to adequately address some issues. Some of these include for instance what happens to the boy or teacher who impregnated the girl?, what is the right time for a girl to be out of school, and how do the guidelines address the religious sponsored schools which

close their gates in decline to have young mothers go back to their schools etc? The guidelines below are structured in a kind of question answer format for simplification purposes.

1. How can our school detect pregnancies?

- Schools should not demand a written confession or conduct an interrogation. All communication should be done through a trained school counsellor.
- Schools should introduce communication boxes to facilitate communication on pregnant girls in order to lessen rumour mongering.

2. What steps do we need to take after a pregnancy is detected?

- Inform the parents/guardians of the girl as soon as possible if they are not already aware.
- Once a girl is confirmed pregnant, she should be put on a counselling programme. The school should ensure she has access to antenatal care.
- Schools should send a letter explaining the Re-Entry Policy to concerned parents/guardians. Given the high level of adult illiteracy, it is recommended that parents/guardians should see the school Counsellor who will explain the re-entry procedures to them. The committal document or agreement to be signed by parents/guardians should be attached to the letter.
- The school and the parents/guardians should enter into an agreement by signing a committal document for the girl to re-enter school not later than one year after giving birth.
- The girl should go on mandatory leave at the end of the seventh month of her pregnancy, or earlier if advised by her doctor. However, schools should be flexible in case the girl wishes to go on leave earlier or later than the seventh month. Appropriate documents should be given when the girl goes on leave.

2. What documents should be given to a pregnant girl when she goes on Leave?

All schools should provide pregnant girls with the following documents before sending them on leave:

- Medical report confirming the pregnancy and health status, including physical and emotional condition.
- Document granting maternity leave. The period should be the same for both borders and day scholars, i.e. to resume school as soon as possible.
- Letter of re-admission to school, which states the date for resuming classes.

4. What documents should be maintained by schools on pregnant girls?

The following documents should be maintained on pregnant girls by all schools:

- Detailed school record.
- Commitment by person responsible for the pregnancy, and his family in the case of a schoolboy.
- Data collection sheet for monitoring early pregnancy.

5. What steps can we take if a fellow pupil is responsible for the pregnancy?

If a schoolboy is responsible for the pregnancy, both he and his parents should sign a committal document to support the girl and the unborn child.

Gender and equity considerations entail that both girls and boys should be given equal opportunities. Therefore, the following should be done:

- Schoolboys who are responsible for the pregnancies should also go on mandatory leave as a deterrent and lesson to other boys. And should only come back when the girl resumes school. This will also partly ensure that girls return to school.
- If a schoolboy is responsible for the pregnancy, both he and his parents should sign a committal document to support the baby; failure to do so will result in dismissal of the schoolboy.
- Detailed records on the man/boy responsible for the pregnancy should be maintained in the school. This will help to track him. The records are transferable in case he changes schools. The records should give information on the duration of leave, contact address/telephone, as well as the date of re-admission to school.

6 What steps should we take if an outsider or a teacher is responsible for a Pregnancy?

Adult men/teachers who impregnate schoolgirls should be punished and exposed.

The following actions should be taken:

- Put their details on record at the school.
- Inform the girl's parents/guardians of the name of the unborn child's father.
- Connect the family to organizations like Women and Law in Southern Africa (WLSA), Law Association of Zambia (LAZ), Female Lawyers Association Zambia (FELAZ), National Legal Aid Clinic for Women and Support Unit for information on legal action and maintenance for the girl and the child.
- Punish the perpetrators who defile girls under the age of 16, under the current law that deals with defilement cases.
- In the case of an outsider, the Parent Teacher Association (PTA), Parent Community School Committee (PCSC), and Guidance and Counselling Department should play an active role in tracking the culprit.
- In the case of a teacher impregnating a schoolgirl, a stiff punishment should be given. The teacher should be expelled and the case handed over for criminal investigation.

7. What is the length of time for re-entry after delivery?

- The girl should be allowed to re-enter school at least six months and no later than a year after delivery.
- However, depending on the support from her family, she may re-enter earlier.

8. What step should we follow in case of school transfers?

- Transfers should not be mandatory, though a girl may choose to transfer to another school.
- The School Guidance Department should help to find a school place for the teenage mother, if possible, on an exchange basis in the case of a transfer to another school.

9. How many times should a girl be allowed to re-entry school?

- In the rare event that a girl applies for re-entry more than once, the school should be flexible and re-admit the pupil, and the girls should be provided with the necessary counselling.

10. How can we track girls that have fallen pregnant?

- All schools should monitor teenage pregnancy trends by completing the Data Collection Sheet on Early Pregnancy, every term.
- Detailed records on the pregnant schoolgirl and the man/boy responsible for the pregnancy should be maintained in the school. This will enable the school to track all cases. The records, which should be transferred to the next school in case of a change of school, should give the following information: duration of the leave; contact address/telephone and the date of re-entering school.
- Boys who are involved in pregnant cases should not be allowed to transfer to other schools.

11. What can we do to improve the school environment and prevent pregnancies?

- Each school should have a trained female counsellor for girls and a male counsellor for boys. All schools must have a Counselling Committee headed by trained counsellors, and should include in the timetable counselling on sexual and gender relations and reproductive health education to reduce incidences of teenage pregnancies.
- The school administration should ensure that the re-entry policy is disseminated at assembly on a regular basis. Sensitisation should particularly be done at the beginning of the school year, when the pupils report to school.
- The counselling committee should also sensitise the schools' PTA/PCSC to the re-entry policy.
- Schools should sensitise pupils on the consequences of pregnancy, for both girls and boys, i.e. both will be sent on maternity/paternity leave; the school guidance and Counselling Department should contact organizations like Women and Law in Southern Africa (WLSA), Law association of Zambia (LAZ), Female Lawyers Association Zambia (FELAZ), National Legal Aid

clinic for women, and victim support unit for information on legal action and maintenance for the girl and the child.

- Schools should create networks with relevant organizations, which can give support on issues of child maintenance and help access bursaries, if a change of school requires extra finances.
- Existing Student Alliance for Female Education (SAFE) clubs and child rights clubs should be strengthened and new ones established in all other schools.

12. What about girls who drop out due to reasons other than pregnancies?

- Girls who drop out of school for reasons other than pregnancy should be re-admitted without bias.
- All schools should develop measures that will facilitate the re-admission of females who drop out for reasons other than pregnancy.

13. What about children who are not in school for other reasons?

- All children who have had no access to education and who seek admission into a government school should be admitted without reservation and without bias.

Demonstrative Interventions

The impact of FAWEZA interventions has been established as being substantial.

- 3,891 girls have received bursaries
- 5,021 girls and boys are participating in girls' empowerment in 133 clubs (SAFE) and reading circles.
- 25 peer educators have been trained in adolescent Reproductive Health education.
- 207 Teacher overseers trained to oversee FAWEZA activities
- Back to school teenage Mother groups launched
- 2 mobile Schools for 70 street children running
- 1 mobile Library truck running a program for Lusaka high Schools-providing reading and teaching and research materials to over 3,300 pupils and teachers.
- 2700 girls in examination classes benefiting from remedial learning holiday programs.

- Hosted SMT girls' camps for 150 girls.
- Hosted a Science teacher Exposition for 135 teachers.
- Centre of Excellence-school identified and authorization from MOE and FAWE obtained.

Mainstreaming

1. SAFE clubs: MOE launched 90 SAFE clubs countrywide.
2. Reading Circles: Schools timetabling these as part of the school timetable.
3. Girls Camps: Through JETS clubs.

Lessons Learned

The success of FAWEZA's work can be attributed to broadly based membership, decentralized administrative structure and focused pursuit of policy changes:

- Broadly based membership comprising educational officers, heads of schools and standards officers.
- Decentralized administrative structure that allows for increased participation of the general membership, at provincial and district levels.
- Focused pursuit of policy changes relevant to the field of education (e.g. re-entry policy and advancement of women in management positions).

Way forward and conclusion

- Each Provincial office to have a secretariat to coordinate administrative processes. At the moment, there are 6 provinces with focal point persons.
- One recommendation made by Prof. Dickson Mwansa in his documentation of FAWEZA was that the strategic resource planning should start from provinces and be incorporated into a pool funding.
- Sensitisation of the larger society should be scaled up.
- Pursuit of harmonization of customary and statutory laws should continue in order to seal up loopholes of reproductive rights erosion by society.

Quality of human resource:

This initiative mainly involved teachers, both male and female, parents and some education officers and heads of schools.

Content of learning

This initiative is more of an advocacy of the policy of readmission than the real teaching and learning. It is more focused on the number of adolescent mothers being readmitted than what they are being taught. The content remains the general one (what is learnt by the rest of the students). However, there is the student Alliance for Female Education (SAFE) clubs, which are students' network for the promotion of female education.

Community participation

The ownership of the programme was basically a participatory one, an approach that was seen as essential for sustainability. As such, the stakeholders in this project included the school, households, community members and education officers at district and ministerial levels. Community participation was crucial especially in the dimension of myths, beliefs and cultural practices of the communities regarding adolescent pregnancy. The community therefore participated especially as informants in the cultural dimensions of adolescent pregnancy.

Summary statement:

The project is innovative given the manner in which it networks to make people respond to the policy of readmission. It is the most cost effective project so far and can be surely sustainable. The programme can easily be replicated in other countries. In the document, the problems that schools have had in implementing the policy in Zambia have been discussed so that other countries may prepare more thoroughly than Zambia did. However, there are several lessons that can be learnt from this initiative.

The re-entry programme in Zambia, though embedded in a strongly supportive environment with policies such as Free primary Education (FPE) EFA programmes, policy on gender sensitive school environment, gender training for teachers, HIV/AIDS and life skills education, etc., still has many gaps particularly in its implementation strategies.

- It is important to counsel both boys and girls
- A bursary scheme should be introduced for teen mothers

- The men/boys responsible should be made to pay for child maintenance
- It is important to get close to the girls so that teachers know when a girl's attention is wandering because her child is sick or she has no one to leave her child with.
- There is need to develop guidelines for head teachers to assist them in the re-admission process as well as on the ages of girls to be readmitted.
- The school guidance department should help find school places for girls who wish to transfer to other schools.
- Guidance on collecting data on pregnant schoolgirls and on re-entrants should be developed, as well as an instrument for monitoring re-entry.
- There should be a tracer system in place so that the girls who do not return after their leave are followed up, and that girls who drop out a second time should be taken again
- Stern action should be taken against teachers who make schoolgirls pregnant.
- Countries should ensure that they have an enabling policy environment that is committed to removing all barriers that stand in the way of girls' access, performance and completion, of their education.
- Ownership of such programmes is essential for effective implementation and sustainability
- There is need to build a strong case based on research information and statistics on trends in drop-out owing to pregnancy and re-entry, such data will support advocacy strategies and efforts to influence policy, such as public debates and media activities
- Re-entry should be incorporated into the Ministry of Education budget by the Directorate of planning and hence appear at all levels of the ministry down to the community.

8.0 MODEL ENVIRONMENT FOR LEARNING - FAWE CENTRES OF EXCELLENCE INITIATIVE

8.1 The Concept of a Centre of Excellence

The FAWE centres of excellence reflect ideal educational settings for girls. As such, a centre of excellence is an institution that clearly and effectively demonstrates a holistic integrated approach towards addressing the problems in girls' education, by creating an enabling learning and teaching environment in the school and ensuring sustained community involvement in female education. Setting up a FAWE centre of excellence involves transforming an ordinary school into a gender-responsive environment. Here, the goal is to demonstrate how concerns in girls' education can be addressed holistically through the application of a package of effective strategies that boost the quality of girls' education, while at the same time, making significant progress in terms of access and retention of the girls with a special focus given to the unique circumstances facing girls in a particular country or region.

This programme enhances identified stakeholders' involvement through such strategies as:

- Building a strong partnership with these players by equipping them for effective sustenance program.

A very important feature of the COE is the recognition that specific inputs, ranging from physical and material infrastructure to programmes for enhancing the social, physical, psychological and emotional development of girls are important in providing a safe and secure learning environment that is conducive to achieving academic excellence.

Special features

The special features in the centres of excellence are physical, academic and social

These include:

- Location of classrooms away from facilities, such as toilets, to avoid girls being seen and heard while using the facilities.
- Furniture – the desks are specially designed in such a way that the girls can sit comfortably with their feet together and not spread apart before their teachers (especially male teachers) and their male counterparts. Also the desks should have lockers where girls can put their personal effects.

- The classrooms accommodate the pupils and there are no situations of overcrowding.
- Dormitories are designed in such a way that they meet girls' need, such as sanitary towels and water.
- Latrines with doors to ensure adequate privacy while using this facility.
- Teacher-pupil ratios, though not yet the best, give girls an excellent opportunity to study comfortably. The teacher ratios in the three schools in Tanzania rate as follows:
 - Mgugu 1:20
 - Mafinga 1:20
 - Lufilyo 1:30
- Other provisions include sanitary towels, as part of the government bursary, which also covers pocket money, books, in-service training facility and incinerators for burning the used matter.
- In these schools, the TUSEME project is also incorporated and is therefore, used as a methodology to empower teachers and learners, by providing them with life skills as a step towards breaking the culture of silence, especially on the girl child.

In Tanzania, there are three (3) centres of excellence. These are:

1. Mgugu Centre of Excellence (in Kilosa)
2. Lufilyo Centre of excellence (in Tukuyu)
3. Mafinga Centre of Excellence (in Mafinga)

The government is, however, working on modalities to scale them up to about 50 centres of excellence.

8.2 Mgugu Secondary School, Kilosa District, Tanzania – A Case Study

Objectives

To demonstrate that given equal opportunities and appropriate environment, girls can proceed to higher levels and grow into well-educated leaders in their communities in Tanzania.

Location

Mgugu Centre of Excellence in Kilosa region is situated in a remote part of Berega Village, Tanzania about 300 kilometres from the capital, Dar-Es-Salaam in Kilosa

district, Tanzania. The community where the school is located is marginalised and poor. It is an ordinary public school and has 100 girls, 60 boys and 7 teachers. Plate 8.1 shows the Centre.



Plate 8.1 Mgugu Centre of Excellence, Tanzania

The area within which the centre is situated had few secondary schools; the community around is marginalised, and has a history of non-enrolment of girls beyond primary school. Some of the factors contributing to non-retention are distance, and parents lose hope because they do not get returns and success when they invest in the education of their children. In response to this, FAWE set up a secondary co-educational boarding for girls and day, for boys.

Description

The initiative addresses the gender gap in education innovatively, by also setting up a model school with the ‘conducive’ environment for study but which is also easily accessible by all children. The school has manageable teacher student ratios, sufficient supplies of learning resources such as textbooks, also guidance and counselling services and even bursaries for needy students

Human Resource

The human resource involved, here, include teachers, most of whom have also received the specialised Centre of Excellence training, the clergy of the Anglican

diocese of Morogoro. The teachers have also undergone training to enable them to handle improved curriculum effectively using child-centred and gender-sensitive methodologies. Several members of the community are actively involved in this project. There are 240 parents, 42 Ministry of Education staff, 48 councillors and 501 religious and other community members in this project.

Content of teaching and learning

The content of teaching and learning is, in the first, place gender-responsive. It includes science, mathematics and technology (SMT) in adequately equipped laboratories. Tendency to embrace the value of peace and co-existence which has resulted in improved teacher / student interaction and reduced incidents of sexual harassment is exemplary.

Teaching and learning resources

The teaching and learning resources, here, include well-equipped laboratories, enough textbooks for students at a ratio of 1:1 and computers for IT lessons. There is also a TUSEME (in Kiswahili 'let us speak out') club to empower the girls, by building self-esteem in them so that they can understand their problems, solve them, and go on with their own studies.

Community participation and impact

Community members have been involved in sensitisation workshops, where they have been able to review progress in attaining the goals of the Centre. In one of the workshops, members of the community acknowledged the progress made by the Centre. They also decided to try door-door campaigns to keep up the pressure for keeping girls and boys in School, to organise small group income-generating activities, and to help people pay their children's school fees and enlist community members, in an effort to ensure that environment was conducive for teaching and learning. The community has also involved itself in mobilising resources for labour, in putting up infrastructure as well as monitoring and following up dropouts and absentee students.

Development of the Open-Air Theatre

The development of the open-air theatre was not originally part of the project proposal activity submitted to SIDA for funding but rather an idea developed within the university. The main objectives of the theatre were to service the two projects, offer teaching space to the department, and provide an ideal performance venue to the cultural sector in Tanzania, including the TUSEME drama activities. Plate 7.2 shows the Open Air Theatre design from different aerial views.

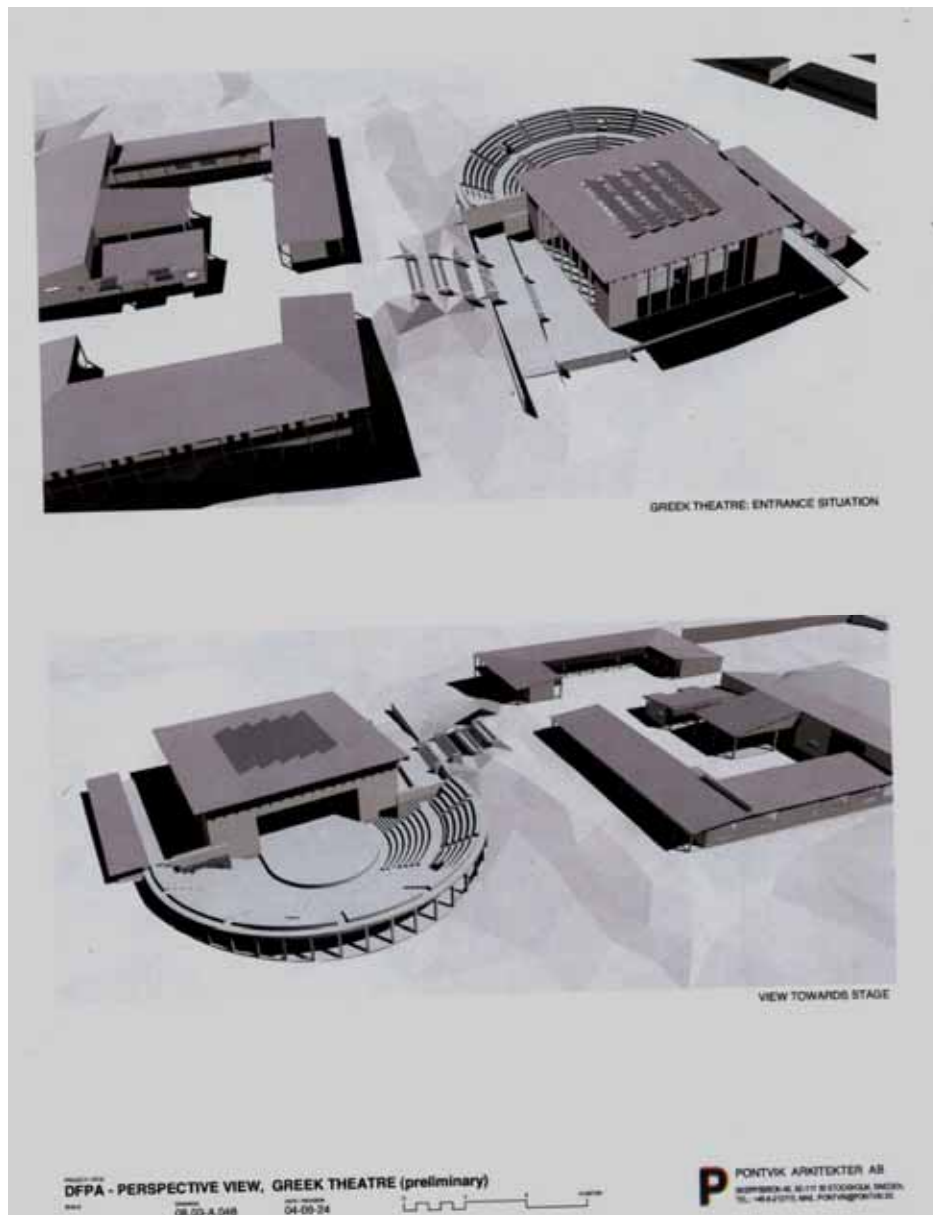


Plate 8.2 Open Air Theatre Design

The Role of the Media

The media has not quite taken part in this initiative. However, it needs to be involved at the level of publicising this initiative nationally.

Summary statement

As already mentioned, this initiative is an innovative one seen from the point of view of the approach it takes in addressing the problem of girls' education. However, it should be noted that the total package involved in putting up this initiative is not cheap. Nevertheless it requires the full commitment of the policy and school communities. One of the main lessons that can be learnt here would include the fact that high commitment and collaboration with stakeholders is a strong determinant of the success of such an initiative. All in all, this particular centre, in view of the support it has continued to receive from the church and government, exhibits a potential for replication and mainstreaming of the concept of the Centre of Excellence in Tanzania's education system. From the FAWE office, replication of guidance and counselling desks has continued in 26 secondary schools in different parts of the country

The inclusion of the TUSEME projects by the Ministry of Education and Culture into its educational system is a major institutional achievement. The projects are no longer projects, but are rather institutionalised into the Ministry of Education. This is a positive move toward giving all children and youth the opportunity to express themselves artistically with confidence.

8.3 The FAWE Girls School Gisozi, Rwanda

This is a girls' school that has been empowering girls in Rwanda. The school runs a speak out club (TUSEME), which is basically a forum to say, discuss and find out solutions to problems girls may face academically and socially. The club builds confidence and self esteem in students and teachers and gives them analytical skills that can help them academically and in other spheres of life. Every year, a festival is held at school and the girls get a chance to meet other girls from other schools to discuss the problems they face academically and socially. This festival acts as a

mentoring programme for the girls, who get a chance to get advice from older women on how to solve their problems.

Objectives

To demonstrate that given equal opportunity and conducive environment, girls can proceed to higher education and grow into well-educated leaders in their communities in Rwanda.

Location

FAWE Girls Secondary School is situated in Kacyiru, a suburb of Kigali, Rwanda.



Plate 8.3 FAWE Centre for Excellence Rwanda showing some girls and teachers.

Description

This initiative approaches the problem of gender-gap in school performance from an innovative angle, where it sets up a model school with the conducive environment for girls to learn. This includes manageable teacher student ratios, sufficient supplies of textbooks and other teaching and learning resources, guidance and counselling services, bursaries for needy students, etc.

The empowerment of girls manifests itself in the increased participation of girls in class. Girls are no longer afraid to pose questions to the teachers, and actively participate, by asking questions in areas where they do not understand because they are not shy to show their ignorance, for the benefit of getting help from teachers.

The girls are also given confidence to speak out about social problems that affect them, such as harassment by their male teachers, stepfathers and even male friends. The Tuseme project exposes them to various avenues that enable them speak out those problems. The teachers and fellow students are then able to provide moral support to the girls and give them encouragement.

Quality of human resources

The human resource includes teachers, who are also trained in computer uses, gender-responsive teaching methods, guidance and counselling, child-centred teaching, School and self-evaluation. Other human resource in this initiative includes the Ministry of Education officers, Ministry of gender, and parents on the school board.

Content of learning and teaching

The content of teaching, here, is generally contained in the gender responsive books (curriculum) and visual aids and co-curriculum activities. In terms of learning subjects, the girls in this school are taught sciences in well-equipped science laboratories with a hired lab assistant. Also, a computer centre with Internet connection was opened in the school to encourage access to new information. Students are constantly sensitised and educated on the value of peace and co-existence.

Learning and teaching materials

The type of learning / teaching materials or equipment used in this initiative include textbooks for students at a 1:1 ratio, adequate laboratory equipment and enough computers for the girls IT lessons (with some that have internet connection both for communication and for academic purposes).

Community participation and impact

Pertaining to this initiative the most important community outside the school consists of the parents of the students. These have been involved in school activities at various levels:

- As members on the Board of Governors
- As members of the different community
- As participants in monitoring the learning of their children by making scheduled visits to the school to meet teachers. They are free to come to the school at any time
- Assistance with the construction of dormitories
- Provision of medical supplies to the school

Also, in the immediate community, the Centre has useful interaction with local authorities at the district and sector levels. The Centres' teachers also get involved in various activities and act as consultants. The head teacher sits on a number of committees at both local authorities at the district and sector levels and participates in the school activities. Generally, strong partnerships have been forged and assistance to the Centre has grown, e.g. the Kigali city council, graded the school compound for girls' physical education while an insurance company, SONARWA, donated 60 double bunks. Civil councillors in the region also donated cash to the Centre and pledged to regularly give financial support.

The Role of the media

The media has not quite publicised this project. It however needs to be brought on board as a stakeholder.

Summary statement

While many challenges still exist in Rwanda, relating to girl-child education, a project like this particular one would go far in addressing most of these challenges. However, it is true that this initiative is not cheap and requires the full commitment of the policy and school communities; perhaps, some of the lessons include:

- (a) Meeting girls demand for classrooms and dormitories and acquiring more books.
- (b) Expansion of other facilities in order to keep pace with the needs.
- (c) The need to balance the social mission of the school and the drive to academic excellence.

All in all, strong partnership with the Ministry for Education is indicative of the potential that exists and must be actualised, for sustainability and future replication and mainstreaming of the Centres of Excellences' vision of quality education for girls.

8.4 Centres of Excellence by the Kenya Government in Kenya

Objectives

To promote education access for boys and girls at the community level and demonstrate that given equal opportunity and a favourable environment, girls and boys can proceed to higher education and grow into well-educated leaders

Location

The model schools will be located in each of the 220 constituencies in Kenya

Community participation and impact

The community participates in selecting the model school of their choice within the community so it can be upgraded to a model school in line with the newly promulgated constitution.

Description

Each of the constituencies will have both a boys and a girl's model school. This move will enable children to access good high school education and create higher opportunities to access university education

9.0 EMPOWERING GIRLS THROUGH AFFIRMATIVE ACTION

9.1 Promoting Female Access to University Science Education through Affirmative Action

Introduction

This initiative focuses on girls' education at the university level. It is a FAWE initiative, working in Tanzania through a grant programme.

Objectives

- To provide remedial courses to a cohort of females who had qualified for undergraduate admission, but were inadmissible under normal circumstances because they had a lower grade point average (GPA) than acceptable cut off points.
- To break the cycle of male dominance in the science and engineering fields through increasing the number of women in these fields.

Location of project

The project is located at the University of Dar-Es- Salaam in Tanzania.

Description

The actual innovativeness of this programme lies in the fact that its activities have been institutionalised into mainstream programmes. In other words, it takes advantage of whatever policies in place are in favour of minority groups. The programme is, indeed, a form of bridging course for girls known as pre-entry programme.

Human resources

The human resource involved here, consists mainly of lecturers from the University of Dar -Es Salaam most of whom were female lecturers who, at the same time, served as role models to strengthen the perceptions of the students.

Content of teaching / learning:

The content of the learning and teaching programmes included one science subject, basic mathematics or advanced mathematics. The content has a sound practical base that included laboratory work for science subjects. In addition, all students followed a programme of English language and study skills. A practical and student-centred

approach was used and, where necessary, handouts were given to supplement library readings assigned to the students.

Learning and teaching resources

The resources used here were related to the subjects learnt. An example of this is the laboratories for science subjects and library materials and handouts for languages.

The Role of Media

This programme received publicity in the local newspaper such as 'Uhuru'. It was also broadcast through the radio, to reach as wide an audience as possible.

Lessons learnt from the project

Various lessons have been learnt from this initiative

- The programme requires more time to achieve its objectives. The six-week timetable was too tight, thus leaving little or no time for revision. A period of ten weeks would be more ideal i.e. an equivalent of one academic term, for the course unit system in the Faculty of science.
- Since the pre-entry programme has to fit into the University programmes, it is helpful for all participants, sponsors included, to adhere to the time schedules set, to minimise constraints that may affect students' selection and lecturers' availability during the long vacation. The lecturers need to plan, well in advance, all their activities, including research, fourth term duties and holidays, which compete seriously with the pre-entry programme at that time of the year.
- On the budgetary requirements, there is a need to ensure rational use of the resources, such as time and manpower, by optimising class sizes to minimise the unit cost of the programme.
- Although some courses lacked materials for practical work, thus limiting the student's active participation, the course was successful in raising the knowledge level of the students in helping them gain admission.
- One of the contributing factors, in the poor conceptualisation of science subjects by undergraduate students in the Faculty of science, is the inadequacy in laboratory infrastructure. Since a good number of the females admitted through

the pre-entry programme join the biological sciences and chemistry, they face a shortage of laboratory equipment like microscopes, glassware, and water baths. It is, therefore, necessary to include such costs in the budget for the pre-entry programme.

- To help first year students develop a solid base in their studies, most experienced lecturers should teach them. Likewise, difficult courses or topics should be taught cautiously and by experienced staff. Otherwise, fear is instilled in the students early in their study, leading to high failure.
- A significant feature of the overall final examination result is the bias towards Biology and Chemistry for female students. This reflects international trends today. Out of the females seeking to join the pre-entry programme, only a handful opt to join Mathematics and Physics as compared to the significantly large number of them joining Biology and Chemistry. To increase female participation in Physics and Mathematics, other methods may have to be introduced, in addition to the pre-entry programme.
- The students' opinion on what is required to assist weak science students indicate that improving the learning conditions at O' and A' levels of education is the most effective measure, in addition to efforts to encourage weak learners. Most A' level school girls have no science teachers and if there are, they may not be attending classes regularly. Textbooks are seldom available. In such conditions the curriculum is not covered and results in poor exam performance.
- Many students felt that the best advantage of joining the programme was that it oriented them to the university environment. This made it easier for them to know their way around the lecturer's expectations. This experience can be useful for the normal First Year Orientation Week Programme, in showing which aspects are most useful for newcomers.

9.2 Initiatives by Governments that Promote Female Access to University Education through Affirmative Action

Introduction

This is largely a government initiative towards ensuring that girls access higher education. Governments provided directives to lower one or two marks to enable girls enter university system.

Objectives

- To provide opportunities for girls to access University education.
- To break the cycle of male dominance in the science and engineering fields through increasing the number of women in these fields.

Description

In Zambia the government enforced the university bursary scheme guideline that demands that 25 per cent of the scholarships are reserved for females while the other 75 per cent is competed for by both males and females. Similarly on higher education the government introduced a special scholarship programme for female students pursuing studies in Natural Sciences at post graduate level. In Malawi the Government has a policy that balances the gender gap in the college/university intake to 40% of more female teachers on 50-50 basis. In Kenya the government policy has a lower 2 point cut off for girls entering university. Further different universities proceed to provide different further lowered points for girls in an attempt to ensure that girls access the science subjects in the university.

Human resources

The university human resource available to other students is the one used, which means the cut point is mainstreamed.

Lessons learnt from the project

As a result of this initiative by government, there has been an increase in girls entering the university and also studying science and mathematics oriented courses. This kind of empowerment has great potential to build a strong resource for girls in sciences. However, it must be supported with scholarships especially for the poor girls.

9.3 FAWE Uganda Girls Scholarship Program

FAWE Uganda began the scholarship program for the bright but needy girls at secondary school because poverty forces households to choose which children to retain at school and which to withdraw. The traditional practices prioritise boys, making secondary access a serious bottleneck to girls' education. With the declaration of Universal Primary Education in 1997, enrolment more than doubled a clear indication that the cost of education is a major constraint. High cost of education at secondary level contributes to high dropout rates. Girls especially suffer because of cultural son-preference syndrome and their roles.

The scholarship program started in 1999. FAWE members committed themselves to pooling money together to support bright but needy girls; the first year saw 19 girls through high school and 1 girl at University. FAWE Regional (Nairobi) and a few foresighted private sector companies supported the scholarship.

Mentoring Program in Uganda worth US \$ 380,000 under the US Government's Education for Democracy and Development Initiative

Thank you for bringing me up to F6. If it were not for FAWE I would be a hopeless mother at home...

Ruth Kazabare, Nabisunsa Girls School, Kampala

Voice of a Beneficiary

Since FAWE offered me a scholarship in 2004, I have had peace of mind, were it not for the scholarship I would not have finished my A levels.

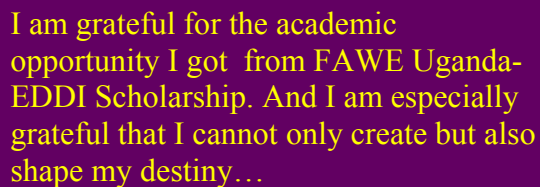
Hellen R. Akello, Ngora High School

(EDDI) for Africa. This enabled 65 girls to access secondary education from 2000-2003. FAWE Uganda's excellent performance within the EDDI grant has led to an Appreciation

Due to its track record, FAWE Uganda was recommended to implement the Ambassador's Girls' Scholarship and Award of US \$ 600,000(2003- Sept 2004) to increase opportunities for bright but needy girls, with a focus on Northern and Eastern Uganda. The latter benefited 713 girls. A special scholarship for girls with disability supported 9 girls access to

secondary education in 2004. Because of the effect of war on education, FAWE Uganda solicited a special grant for Northern Uganda, to address the issue of child-mothers and former abductees.

By 2002, the award had benefited 142 girls, who had finished secondary school. The girls are usually brought together in mentoring workshops whereby they encourage each other.



I am grateful for the academic opportunity I got from FAWE Uganda-EDDI Scholarship. And I am especially grateful that I cannot only create but also shape my destiny...

Proscovia Aketch

Summary statement

As stated earlier, this initiative is considered innovative in the way in which it attempts to close the gender gap in higher education and University admissions into science courses, i.e. the provision of a bridging course to those female students who narrowly missed the cut-off points. This demonstrates immovability, in terms of responding to the impediments to female student prowess. As noted earlier, the innovativeness also lies in the fact that the programme has approached the issue from an institutionalisation point of view. The activities of the project are, therefore, institutionalised, making the whole project more sustainable. The initial evaluations of the pilot programme indicated a strong likelihood of success in achieving its dual aims of increasing female enrolment in Bachelor of Science, with education and subsequently increasing the number of female A' level teachers.

9.4 The Ambassador Girls' Scholarship Programme (AGSP)

This programme was launched on 16th June 2000, to provide scholarships to 67 needy girls in the academic year 1999-2000. The project was expanded to provide support for another 188 girls in 2002, bringing the total to 255 beneficiaries who are in schools in all the 12 provinces. All these schools are coupled with mentoring activities.

The programme is an initiative of FAWE Rwanda and WINROCK International, to run a scholarship programme sponsored by the US Government. It targets girls who have excelled academically but face the risk of dropping out. These include:

- Orphans of the 1994 Genocide
- Orphans of HIV/AIDS pandemic
- Children whose parents are in prison
- Children from very poor backgrounds
- Children from parents who have separated or divorced

The mission of EDDI/AGSP

- Provide financial support to very needy and disadvantaged girls to enable them to continue with their education
- Support girls, thereby, increasing their opportunities to participate actively in the development of the community, as a whole.
- Mentor and enable girls to excel academically and socially.

The girls benefiting cut across high school through to university. The beneficiaries of this scholarship are also members of the TUSEME clubs. Below are some voices of some of these girls:

My Chance of a Lifetime

From the day I could even begin to think, my parents had already died and I grew up with an old lady who is my guardian, who later took me to school. I was among the lucky students in our class to complete my primary education and passed the national exams. Unfortunately the old lady could not afford putting me in secondary school. Fate befell me! I had to stop going to school and sit at home. She was disappointed seeing me out of school. She tried her best and bought for me a few scholastic materials and took me to school. I was always worried at school, which affected my academic performance, but all in all, I knew that GOD loves me through that I was among the lucky girls to be known and sponsored by FAWE and EDDI. Today, I study very well without any problem. That's why I stand firm and SPEAK OUT the good deeds of FAWE and EDDI and always say a blessing prayer for them.

The experiences of these girls are published and read by other girls to whom they offer inspiration and motivation in education.

10.0 EMPOWERING WOMEN ECONOMICALLY

10.1 Christian Children’s Fund (CCF) Empowerment Strategies for Women and Girls in conflict situation

Introduction

Christian Children’s Fund (CCF) Uganda is a leading child-focused development organization that has been working in Uganda for over 25 years. It operates where poverty, conflict, and disaster threaten the wellbeing of children, through comprehensive programmes. CCFU has built an emergency-response team to serve displaced persons in Lira and Soroti districts. It works in partnership with UNICEF and WFP, among others.

Christian Children’s Fund (CCF) mainly deals with displaced persons. Most of the people living in such camps face starvation, following the World Food Programme (WFP) decision to stop the supply of relief food.

CCF Intervention to save young women

The intervention aims at reducing the vulnerability of young women in IDP camps to sexual and gender-based violence. It is being implemented in 5 IDP camps in Lira municipality. The CCF has been taking care of people in Soroti who were displaced from Katakwi, Kaberamaido and parts of Soroti, in fear of armed conflicts. The people who have been most affected are young women.

It operates under the following key areas:

- Prevention of sexual and gender based violence
- Income-generating activities
- Civic works to improve hygiene and sanitation in IDP camps

Prevention of Sexual and Gender Based Violence (SGBV)

This is done through sensitisation dialogues and drama competitions that are carried out in IDP camps. The drama attracts large numbers of people including children, women, community leaders, soldiers and local militia. This is meant to create

audience for GBV information dissemination, education and communication. Below are some photos showing the activities of CCF in IDP camps.



Plate 10.1 Training on forms of sexual violence in an IDP camp in conflict areas.



Plate 10.2 A woman in Lira IDP camp articulates Sexual Gender Violence issues.

In the 13 camps within Lira municipality, a total of 160 camp security committees, consisting of 60 women and 100 men, were trained on sexual gender based violence and how to deal with it.

Income Generating Activities

CCF also encourages women to engage in small businesses that generate family income. This process is achieved through encouraging women to form support groups. In the first phase CCF encouraged the formation of such groups. Consequently, there were 400 business groups formed, provided with capital and monitored.

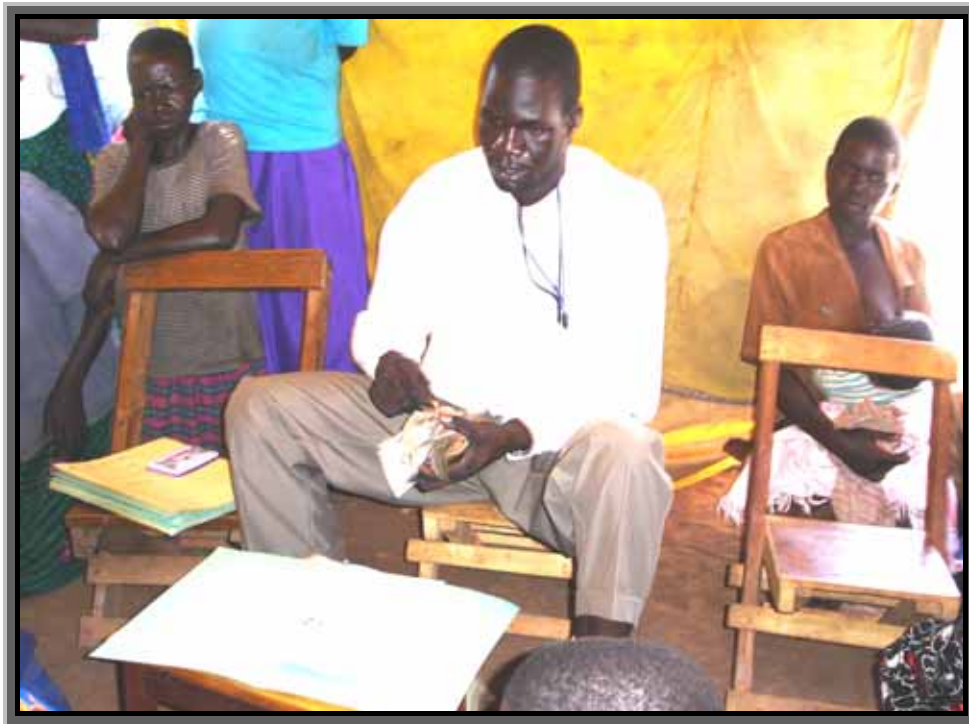


Plate 10.3 Women are given capital to start Income Generating Activities

The second phase of funding was based on performance in the first phase of the business. Plate 10.4 shows women in a market selling some of their products while plate and 10.5 shows some locally made pots for sale.

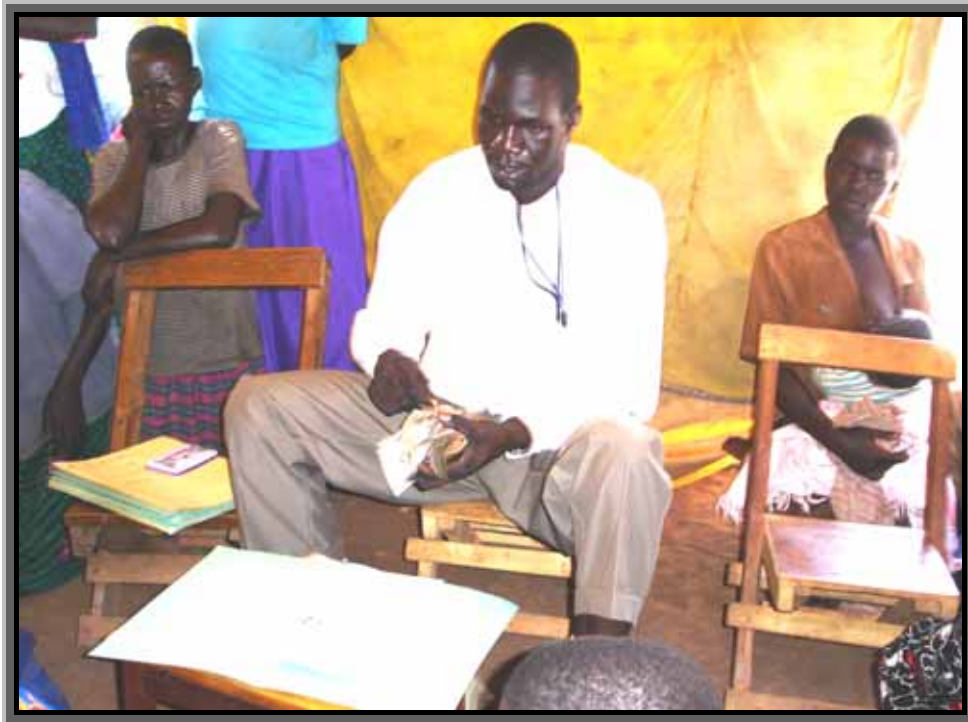


Plate 10.4 Women doing business-using capital provided by CCF



Plate 10.5 Income generating activities initiated by CCF

The reason for empowering women is because research has shown that women who are financially capable tend to support their children's education, particularly girls, who are the most vulnerable.

10.2 Kenya Women Finance Trust

Objective

The broad objective of KWFT is to access financial and non-financial services to women with small and micro enterprises to enable them to develop their businesses, increase income and generate employment. The services include:

- Working capital loans.
- Consumer loans provided to the existing clients to cater for school fees and emergencies such as hospital bills and fire at business premises.
- KWFT encourages women to organize themselves into groups and to organize their own self help activities so as to support one another in all ways. They are also encouraged to save for future needs.

Characteristics of Beneficiaries

KWFT serves low-income women. A low-income client is defined as one who borrows less than Kshs. 20,000 (US\$250) and pays within a period of nine to twelve months (9-12 months). This kind of woman survives on less than US\$ 1 a day, and supports a large family of six or more. Such women usually start their income generating activity in small shopping centres nearest to their home or on their doorstep to enable them to balance domestic and business responsibilities. They spend their income on family food, school fees, clothes, and medical expenses.

10.3 Women enterprise Fund in Kenya (WEF)

Introduction

The WEF was established under Section 25 and 32 of the Government Financial Management Act, 2005, Legal Notice No. 147 dated 3rd August 2007. As a result the Government earmarked a total of Kshs. 1.315 billion for the WEF between 2007 and 2009. The funds are channelled through financial intermediaries (FIs) and Divisional Women Enterprise Fund Committees (DWEFCs) at constituency level.

Objective of the WEF

The aim and objective of the WEF is to provide financial services to individual Kenyan Women aged 18 years and above and women groups who own and run micro-enterprises that are excluded from the formal and informal financial sectors.

- Facilitate women's equal access to resources, employment, markets and trade
- Provide business services, training and access to markets, information and technology, particularly to low-income women
- Strengthen women's economic capacity and commercial networks

Description

The Fund provides accessible and affordable credit to support women start or expand businesses for wealth and employment creation. In addition to the Fund being a flagship project in the Vision 2030, it is also a demonstration of the Kenya Government's commitment to the realization of the Millennium Development Goals (MDG) No 3, on gender equality and women's empowerment.

Impact

The Fund has a number of economic areas that include capacity building, enterprise development and expansion, employment creation, women mobilization and transforming of rural women to borrow from the Government and commercial banks. Since its inception the Fund has benefited over **166,610** individual women, who have invested in wholesale and retail trade, poultry, dairy farming, hair salons and basket weaving, transport, communications among others. The women borrowers have created sustainable and decent jobs for themselves as owner-managers and thousands of other Kenyans. It is notable that the Fund has made good progress so far, laying a strong foundation for a sustainable institution.

Summary statement

The availability of funds to women entrepreneurs focuses on core strategic areas where poor women and youthful women and men meet the greatest challenge to the growth of their small and medium enterprises. Further, the lending strategy enables the building of synergies between private and public sector and strengthening public private sector partnerships: using Micro-Finance Institutions (MFIs) and direct lending to the women entrepreneurs has developed synergies and enhanced partnership between private and public sector.

10.4 The Youth Enterprise Fund in Kenya (YEF)

The Youth Enterprise Fund in Kenya is another initiative taken by the government to ensure access to credit facilities by young women and men in Kenya, to enable them to establish businesses and earn income to improve their lives. The Fund, which is

administered by the Ministry of Youth and Sports, has so far been advanced to more young women than men. The Fund was gazetted on 8th December 2006 to provide the necessary legal framework to govern its use and operations. The Fund facilitates youth employment through enterprise development and structured labour export.

Objectives

- Provide funding and business development services to youth owned or youth focused enterprises;
- Provide incentives to commercial banks through appropriate risk mitigation instruments to enable them increase lending and financial services to youth enterprises;
- Provide loans to existing micro-finance institutions, registered non-governmental organizations involved in micro financing, and savings and credit co-operative organizations for on-lending to youth enterprises;
- Attract and facilitate investment in micro, small and medium enterprises oriented commercial infrastructure such as business or industrial parks, stalls, markets or business incubators that will be beneficial to youth enterprises;
- Support youth oriented micro, small and medium enterprises to develop linkages with large enterprises;
- Facilitate marketing of products and services of youth owned enterprises in both domestic and international markets;
- Facilitate employment of youth in the international labour market; and
- Carry out any other activities relevant to its principal mandate.

Community Participation

The business plans are usually drawn through youth groups and funds are guaranteed through the membership. Youth Fund can be accessed as a group or as an individual. The loans that go through financial intermediaries can be accessed by individuals, groups and other registered youth entities such as companies and cooperatives through intermediaries listed in the website and accessible through the District Business officers. However for the component that goes through the constituency one must be in a group.

Summary statement

The youth enterprise fund is an empowerment programme for the youth, both men and women and has great potential to enable them generated wealth both at national level and international level especially on the market linkages programme.



Plate 10.6: Kiosk at the home of one of Majaliwa women groups with a bicycle for transportation of scones on the background

10.5 CAMfed Business training and micro-finance in Zambia

Introduction

When rural girls and young women graduate from high school, they enter an adult world of massive unemployment. Their limited options include marrying young or searching for work far from home. Because men manage the family's financial affairs, they have no experience with money. Camfed offers graduates ways to overcome these problems.

Description

CAMFed Provides Seed Money Program offers training, peer support, grants and microloans to help young women learn economic skills and launch small businesses. This program is uniquely run by young women in Cama, the Camfed Association, creating a bond of female solidarity that is integral to its success.

Location

The programme is based in Zambia and Malawi

Impact

In Zambia, in partnership with the University of Cambridge and Goldman Sachs, CAMFED launched the 10,000 Women Program in Young Women's Leadership and Enterprise in 2008. This innovative hands-on program has taught 450 women business planning, marketing, financial record-keeping and banking skills. It also helps them

start businesses: Women in the program have launched a successful preschool, a farming business and a retail venture, among others.

Community Participation

Following the graduation of the first batch of students supported by CAMFed in 1998, CAMFed wanted to help them provide for themselves in communities full of unemployment and give them a support network of other women. After discussing solutions with the girls, Cama, the Camfed Association was created. Today, Cama is a rapidly growing pan-African women's network. It's the gateway CAMFed works through to provide social, economic, and technological and higher education opportunities to young women.

Cama members also focus on health education—girls ages 15 to 24 have the highest rate of HIV/AIDS infection in sub-Saharan Africa. As part of the Community Health Program, interested Cama members receive training to become health activists. As Community Health Activists, they share vital information with community members about disease prevention and treatment. In 2010, 143 Community Health Activists reached 142,302 children and young people simple ways to improve their health and avoid contracting HIV/AIDS. Cama members have demonstrated a tremendous commitment to leading change in their communities and beyond. They helped launch Camfed's newest program in Malawi and participate as trainers in the ongoing Leadership and Enterprise program in Zambia.

Summary

The programme is extremely unique and holistic in that it moves with girls from childhood to adulthood. The opportunities created through education as well as the rich network of small and micro enterprise which in turn has wide coverage on key issues relating to poverty, HIV and AIDS and maternal health.

11.0 CONCLUSION

This research went out to identify innovative practices for girls' and women's education and training in Eastern and Southern Africa. The experiences are outlined and analysed using examples from Eastern and Southern Africa. Further, exact data and pictures are presented for five countries, namely Kenya, Uganda, Tanzania, Rwanda and Zambia which were visited for verification and in-depth study, as well as for taking pictures of what the innovative practices are.

[From the foregoing, it can be concluded that there are various innovative practices in the region that target empowerment of girls and women in the region. The projects are in urban low-income areas, as well as, rural remote areas, and conflict torn zones.

The innovativeness of the practices tends to be very much shaped by the existing challenge, whether conflict, socio-cultural practices, poverty and lack of knowledge among others. The conclusion is that whatever the innovative practice is, the life of girls and women was improved.

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LIST OF APPENDIXES

Appendix A

FAWE Centres of Excellence in Tanzania

Name of Centre	Location
1. Mgugu Centre of Excellence	Kilosa
2. Mafiga Center of Excellence-	Twinga
3. Lufiyo Centre of Excellence-	Mbeya

Appendix |B

List of Tuseme schools in Tanzania

SN	NAME OF SCHOOL	LOCATION
1.	Arusha Secondary school-	Arusha
2.	Bagamoyo Secondary school	Bagamoyo
3.	Bwiru Girls Secondary School	Mwanza
4.	Iringa Girls Secondary school-	Iringa
5.	Kibondo Girls Secondary School	Kibondo
6.	Kilakala Girls Secondary School-	Morogoro
7.	Kondoa Girls Secondary school-	Kondoa
8.	Korogwe Girls	Korogwe
9.	Lindi Secondary School	Lindi
10	Loleza Girls secondary school-	Mbeya
11.	Lufilyo Secondary School	Tukuyu
12.	Machame Girls Secondary School	Maswa
13.	Mara Secondary School	Musoma
14.	Masasi Girls Secondary School	Masasi
15.	Mpanda Girls secondary school-	Mpanda
16.	Msalato Girls Secondary School	Dodoma
17.	Mwenge Secondary School	Singinda
18.	Rugambwa Girls Secondary School	Bukoba
19.	Ruvu Secondary School-	Mladizi
20.	Songea Girls Secondary School-	Songea
21.	Tabora Girls Secondary school-	Tabora
22.	Zanaki Girls Secondary School	Dar-Es-Salaam

Appendix C
AREAS IDENTIFIED WITH INNOVATIVE PRACTICES FOR GIRLS

Title of Project	Country	Contact Institution	Funding Agency
Tuseme Project	Tanzania	Bagamoyo College of Arts	FAWE
		University of Dar- Es-Salaam, and Ministry of Education (MOE)	FAWE
Perfect Setting for Girl child	Tanzania	Mgugu Secondary School in Berenga Village 300 Km from Dar-Es-Salaam	FAWE
Promoting Female Access to University education through Affirmative Action	Tanzania	University of Dar- Es-Salaam,	FAWE
GEM in ESAR	Tanzania	UNICEF ESARO P.O. Box 625001 Gigiri, Nairobi	UNICEF ESARO
	Kenya	UNICEF ESARO P.O. Box 625001 Gigiri, Nairobi	UNICEF ESARO
	Uganda	UNICEF ESARO P.O. Box 625001 Gigiri, Nairobi	UNICEF ESARO
	Mozambique	UNICEF ESARO P.O. Box 625001 Gigiri, Nairobi	UNICEF ESARO
	Burundi	UNICEF ESARO P.O. Box 625001 Gigiri, Nairobi	UNICEF ESARO
Increasing Access Retention and Achievement of Girls in ASALS	Kenya Moyale Mandera Turkana West Pokot Garrisa Kwale	Ministry of Education Jogoo House, P.O. Box 30040 Nairobi, Kenya	
Child and learning Friendly Primary Schools Initiatives	Kenya Garrissa Kwale Nairobi	Ministry of Education Jogoo House, P.O. Box 30040 Nairobi, Kenya	
Keeping Girls in School Sexual Maturation	Uganda 5 districts	FAWE	
Rescue Programme-collaboration strategy	Kenya	AIC Girls Primary School Namanga road Kajiado 0301-21-72 421	FAWE
Rescue Programme-collaboration strategy	Kenya	Baraka Oontonyie Sec. School	Assumption Sisters of Nairobi Tel 066 33424 Karuri
Agathe Uwilingiyimana Award for recognizing achievements in female education	Kenya through FAWE	FAWE	
Promoting girls education in Maths and Science	Kenya		FAWE
	Uganda	FAWE	
	Tanzania	FAWE	
SARA	Kenya	UNICEF	UNICEF ESARO