

# ANNUAL REPORT FOR THE GRIEG GENDER CHALLENGE PROGRAMME 2015



SOS  
BARNEBYER

Gender sensitive communities  
make stronger families for children



# Annual Report for the Grieg Gender Challenge Programme 2015

**Gender sensitive communities make stronger families for children**  
**The overall aim of The Grieg Gender Challenge Programme is to ensure equal education for girls and boys in six African countries.**

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## 1 Main outputs of The Grieg Gender Challenge Programme 2015

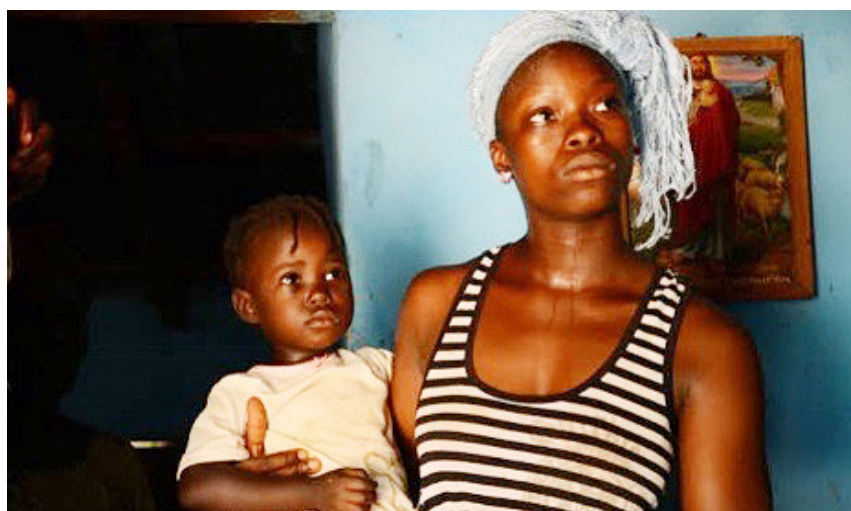
**The Grieg Gender Challenge Programme contributes to raise the level of marriage to 18 years in Malawi and Zimbabwe.**

Every year, over 7 million girls below the age of 18, including 2 million girls under the age of 14, give birth in developing countries. 90% of these births occur within marriage. For example in Zimbabwe, almost one in three girls are married before their 18th birthday. Early marriage and pregnancy has a clear link to poverty and low education, and teenage pregnancies are one of the main reasons why young girls drop out of school in the programme areas. SOS Children's Villages in all the six countries cooperated with other child rights organizations to advocate for a change of law. SOS Zimbabwe contributed by reporting the situation of child marriage to the African Union and the United Nations Committee on the Rights of the Child. Both of these institutions recommended Zimbabwe to outlaw child marriage. In addition, two young girls filed a legal case at the constitutional court of Zimbabwe. They claimed the law discriminated girls by setting the minimum age to marry at 16 for them but 18 for men. Zimbabwe raised the minimum age for marriage to 18 years for all in early 2016, while Malawi did the same in 2015. This is a very positive development.

### **Norad highlights a strong component on gender in SOS Norway's application 2016-19**

In their feedback to SOS Norway's application 2016-19, Norad is very positive to how SOS work with and contributes to gender equality in the family strengthening programme. Norad specifically mentions that there is a clear gender focus in SOS Norway's programme strategy, and that SOS Norway has gained considerable knowledge on gender equality in their development programmes – specifically as a result of the «The Grieg Gender Challenge Programme». Norad further highlights that the programme deals with equal opportunities to education for girls and boys, and that caregivers are given information about the importance of sending girls to school, in addition to reproductive health information.

SOS carries out information and advocacy work to prevent child marriage and reducing early pregnancy - and to make it easier for young mothers to go back to school and complete their education. As the application is fundamentally based on plans developed by the SOS partners, this is a very positive feedback to all the countries involved in The Grieg Gender Challenge Programme. It shows that the management and staff understand and plan for gender concerns in a systematic way. This was not the case before the Grieg gender programme started up.



**A young mother  
and her child in  
Zimbabwe.**

### **Change of attitudes towards girls education**

SOS Children's Villages in all the six countries see changes in their communities, as a result of The Grieg Gender Challenge Programme. For example, involving Mother's Groups has been an effective way to address gender inequalities and the education of girls. Mother's Groups are volunteers who have been trained by SOS CV locally. Then they started to challenge stereotypic perceptions of gender in their communities.

Despite its name, Mother's Groups strategically involves men from the parents and teachers associations (elected by parents), school management committees and community leaders. Through this set-up, teachers and mother's groups were bringing drop-out children back to school, and counseled girls who were at risk of dropping out of school. They also provided sexual and reproductive health education to girls and boys to prevent teenage pregnancies, and addressed gender-based violence in their communities. The Mother's Groups reported that traditional leaders now go to people's houses and ask why girls do not go to school. This was not the case before the programme started up. As a result, people's attitudes are more positive towards girls' education than before.



### **Income generation to support girls education**

Among households with poor economy, the caregivers have a tendency to prioritize boys' education before sending girls to school. SOS CV addressed this issue. Poor households learned how to start income generating activities to provide school fees and materials to educate girls. As a result, more families are able to cover the school fees and materials for girls' education. The programme also raised awareness in terms of gender equality, encouraging women to attend vocational trainings and jobs that are culturally done by men. For example in Mozambique, girls were trained in a plumbing course in Pemba under the Grieg programme.



**2 girls trained in  
plumber course in  
Mozambique.**

### **Working with the police, teachers and community based organizations**

SOS Children's Villages strengthened child protection systems for children, parents and teachers to report and respond to any case of exploitation, abuse, violence and neglect. They also worked with a variety of partners and local government to prevent such acts against girls. SOS CV has trained Community Based Organizations (CBOs) and have established a partnership with the Police in Malawi, Zambia and Tanzania. For example as part of a partnership agreement in Zambia, the Police has committed to respond rapidly to cases of sexual assault against children, the majority who are girls.

## 2 Improvement of quality of education



The programme focus on quality education in Mwanza, Tanzania, entails both renovation of governmental schools and quality of teaching and learning processes. In 2015, a new administration block for teachers and 3 ablution blocks, 2 for students, 1 for teachers, was constructed along with the renovation of 7 classrooms at a local primary school. A Memorandum of Understanding is being negotiated with the department of education. SOS Tanzania plans to build 7

additional classrooms for the primary school and renovate 14 classrooms and ablution blocks, at the adjacent secondary school. There is also a need to recruit a coordinator to strengthen the quality of education for the vulnerable boys and girls among several schools in the area.

## 3 Pilot project spearheading SOS international's gender equality policy

SOS International enacted a Gender Equality Policy, approved by the senate in October 2014. The Policy demonstrates the organization's commitment, and willingness to the advancement of gender equality. In order to establish practical knowledge on how SOS should implement the policy at a global level, a two-year pilot project was launched in 2015. The Grieg Foundation has co-funded this pilot project with SOS Norway and SOS KDev (Germany). Four countries (Malawi, Kenya, Uruguay, and Vietnam) and one regional office (ESAF), are participating in the pilot phase. The project started implementation in August 2015, with a kick-off meeting in Addis Ababa, and has made a steady progress since then.



**Team of SOS gender experts at the kick-off meeting of the Gender Equality Pilot Project in Addis Ababa 2015.**

All four countries have carried out a gender audit. These audits showed that there is positive political will in the organization to integrate gender, but that the capacity to do so is rather low, there is a lack of accountability to track gender results, and men dominate the management positions throughout the organization. SOS Norway also plans to do a gender audit as part of the gender equality policy project in 2017. Recently stakeholders have met to validate results,

and to endorse the set of actions recommended by the project core teams. There is a strong need to go from a pilot stage towards full implementation of the SOS gender equality policy. SOS Norway recommends that the gender policy project continue in 2017-19. Further support from the Grieg Foundation will be essential to make further progress in the practical use of the SOS Gender Equality Policy among its 134 member countries.

## 4

## Financial status 2015

The annual report for 2015 confirms an implementation rate in line with the budget, with 89% of the annual budget spent for The Grieg Gender Challenge Programme.

SOS Zambia lost its Gender officer to Oxfam in the beginning of April and the position was first reinstated after the summer. This has contributed to lower activity in 2nd Q and some activities are postponed.

SOS Malawi was severely affected by floods in January 2015 and Malawi President Peter Mutharika declared an emergency in the country. Activities in The Grieg Gender Challenge Programme were delayed due to the emergency response and postponed to 2016.

For SOS Norway the changes in exchange rates compared to budget had the following effect. The strengthening of the USD meant that SOS Norway got less USD per NOK for the transfers to the six program countries. This was to some extent balanced by the strengthening of the USD against the local currency. Meaning that we got more local currency per USD. There is however a significant variation between the countries. SOS Norway is taking the currency risk in all our programs. After budgets are set, we have committed ourselves to a given amount in EUR or USD.



Photo: SOS-archives

A young boy picks up what's left of his school books after floods destroyed his house.  
Blantyre, Malawi

Country	Bud. USD 2014	% Bud.	% ExpLCY	Bud. USD 2015	% Bud	% ExpLCY
Malawi	210	17%	91%	189	17%	56%
Zambia	195	15%	70%	135	12%	97%
Tanzania/Zanzibar	179	14%	87%	161	15%	81%
Zimbabwe	287	23%	108%	258	24%	98%
Uganda	174	14%	96%	157	14%	95%
Mozambique	217	17%	139%	191	18%	105%
<b>Total</b>	<b>1263</b>		<b>99%</b>	<b>1091</b>		<b>89%</b>





Students without proper classroom – Tanzania.

In the annual report 2014, SOS Norway recommended a new four year period for the Grieg Gender Programme - in line with the Norad supported Family Strengthening Programme (2016-2019). The total budget for the programme is kept at the same level for the four year period and in line with the 2014 budget.

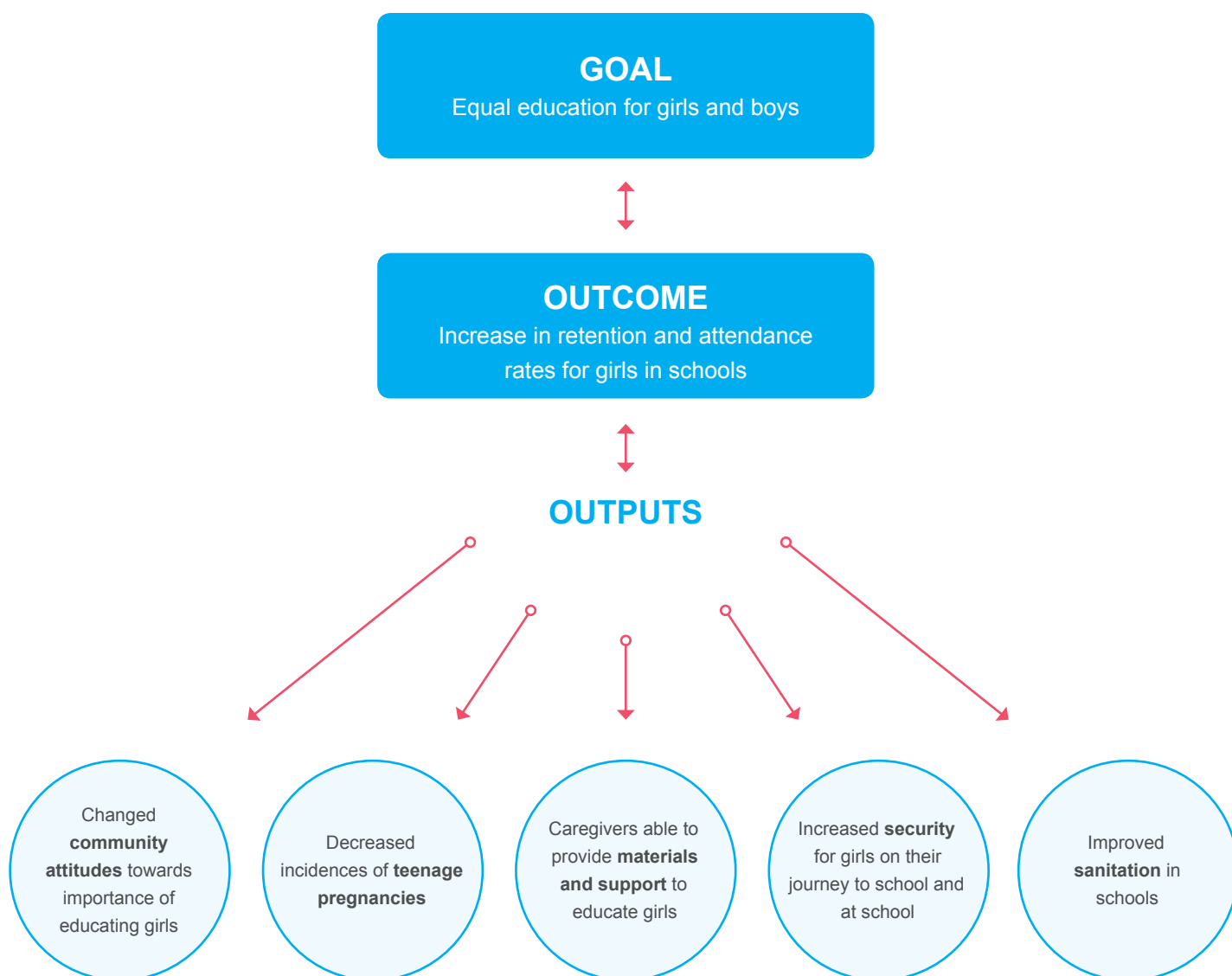
In addition, lessons learned from the Grieg Gender Programme have benefitted the organization in its pursuit to develop the Gender Equality Policy. A pilot project is being conducted in 2015 and 2016 in the four countries (Kenya, Malawi, Vietnam and Uruguay). SOS Norway requests Grieg Foundation to contribute to the roll out of the policy from 2017 to 2019.

SOS Norway requests Grieg Foundation to contribute to improve the quality of education for vulnerable children in Pemba, Arusha and Mwanza. (Tanzania). SOS will facilitate trainings for teachers on early childhood education, teaching methodologies and adapt learning to children with disabilities. There will be a strong focus on gender equality and child protection included in the early childhood education.

Project	2016	2017	2018	2019
The Grieg Gender Challenge Programme	5.000.000	5.000.000	5.000.000	5.000.000
Gender Equality Policy implementation	1.000.000	1.000.000	1.000.000	1.000.000
Quality education	1.000.000	1.000.000	1.000.000	1.000.000
<b>Total</b>	<b>7.000.000</b>	<b>7.000.000</b>	<b>7.000.000</b>	<b>7.000.000</b>

## 5 The way forward – meeting in Johannesburg March 2016

The management and gender officers of all the five countries met with SOS Norway and representatives of SOS International and regional offices, in Johannesburg March 2016. During this meeting, it was decided to continue the work according to a goal hierarchy that was agreed on at a strategy meeting in Harare in 2015:



All of these outputs will contribute to the overall goal: Equal education for girls and boys. The stakeholders involved in The Grieg Gender Challenge Programme are already working according to this model. They see that their daily work makes a difference in the lives of their beneficiaries, most importantly girls who are supported with education through the programme. Girls who have not been able to study in the past report that they have improved their self-esteem when going back to school, as they now have hopes for a better future. Further support is very important to continue the work to change structures and mindsets regarding the equal right to education for girls and boys.



## 6 Appendix

### Investing in girls is the right and the smart thing to do

All children, boys and girls, are entitled to decent livelihoods, but still girls face disproportionate risks. At the same time, they play a crucial role in breaking the cycle of poverty and driving development forward.



#### Higher Incomes:

When girls learn to read, write and do math, they're more likely to enter the workforce and earn up to 25 percent more.



#### Delayed Marriage and Fewer Children:

When girls attend school, they marry later and have fewer children.



#### Healthier Families:

Educated girls grow up to be mothers with fewer and healthier children.



#### Less Poverty:

An educated girl, on average, spends 90 percent of her income on her family.

### Gender challenges

*In Eastern and Southern African countries, girls are likely to:*



Drop-out from school



Marry at an early age



Face early childbearing



Encounter violence

### The Grieg Gender Challenge Strategy

*The Grieg Gender Challenge Programme makes investments to achieve four main outcomes:*

1

Strengthen girls' access to and benefits from education.

2

Increase capability of women and girls to realize their rights, determine their life outcomes and influence decision-making in households, communities, and societies.

3

Limit the reproduction of gender inequality across generations.

4

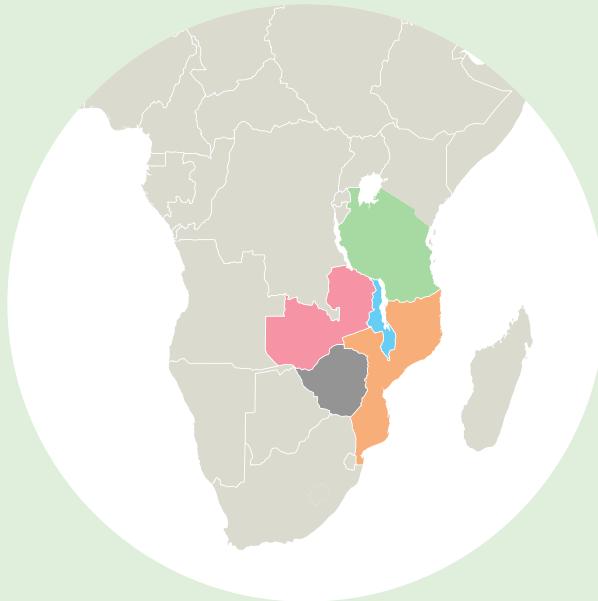
Equip and support the board and co-workers in the national associations to implement programmes in a gender sensitive way.

### Programme Facts

- First programme period: 2012 – 2015.
- Second programme period: 2016 – 2019.

### Programme countries

- Tanzania
- Malawi
- Mozambique
- Zambia
- Zimbabwe



The programme contributes to reaching the following Sustainable Development Goals (SDG):

