

GENDER SENSITIVE COMMUNITIES MAKE STRONGER FAMILIES FOR CHILDREN

Bi-annual Progress Report 2012
The Grieg Gender Challenge



**SOS
BARNEBYER**
Et trygt hjem for alle barn



Why gender?

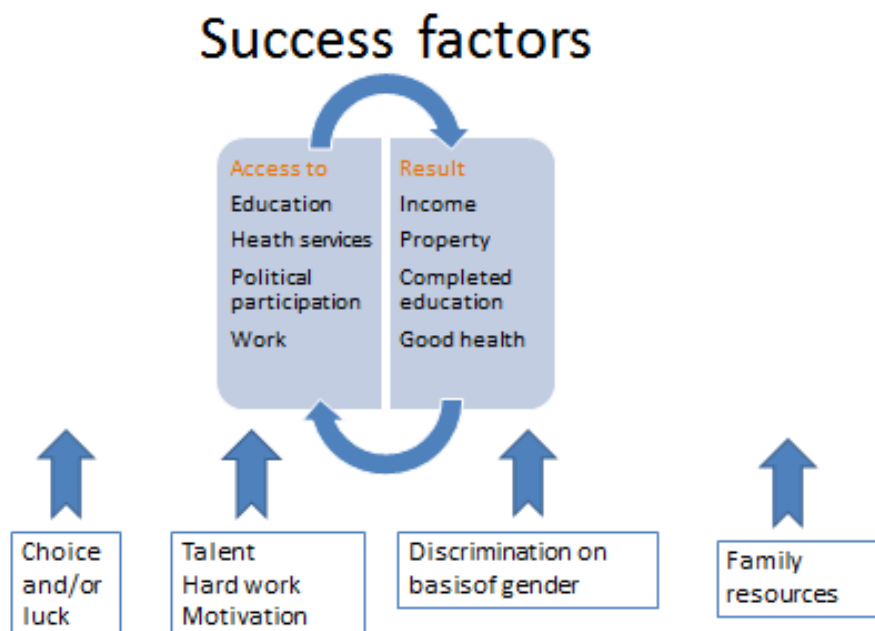
Reaching girls and boys early is critical as decisions made and behaviours established affect their horizons later in life. Growing up boys typically enjoy increased mobility and autonomy, but girls often get fewer opportunities and less freedom to exercise choice.

The Grieg Gender Challenge will provide girls and boys with tools to:

- Close education gaps and improve reproductive health.
- Improve access to economic opportunities for women and men.
- Increasing girls` and women`s voice and agency in the household and in society
- Limit the reproduction of gender inequality across generations.

The Gender Challenges:

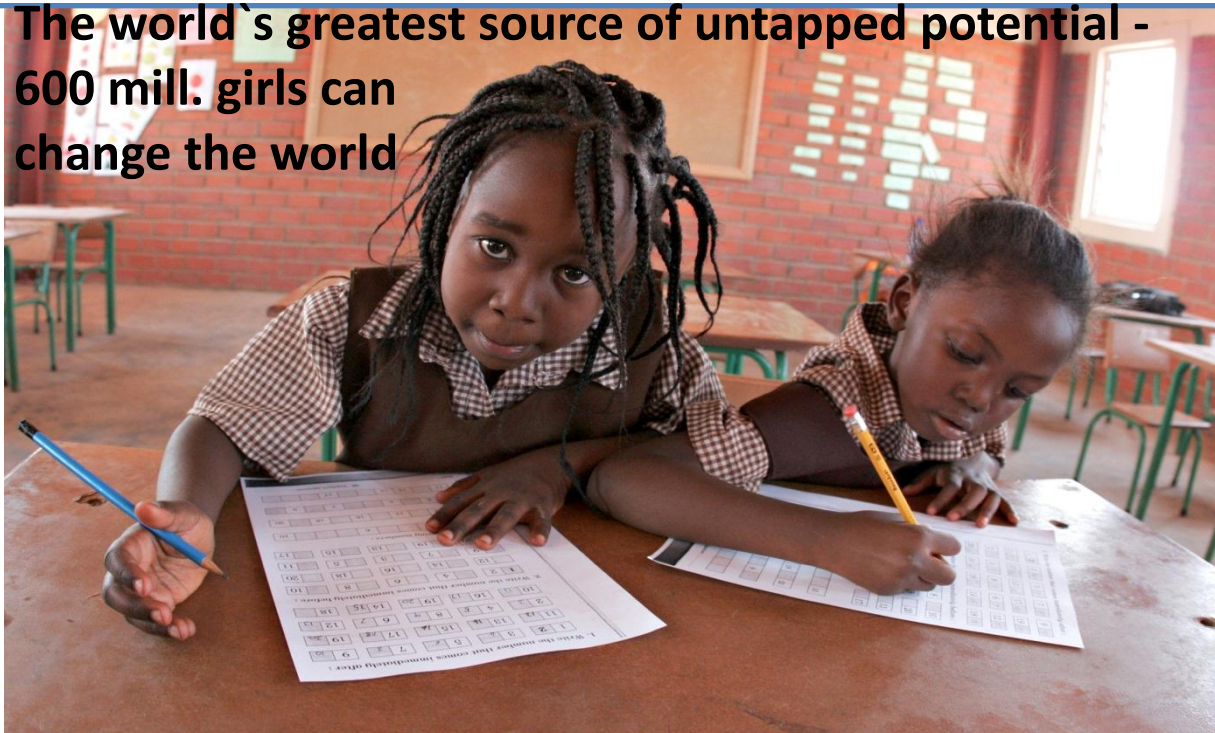
- 96 million girls in developing countries are illiterate.
- Out of the world`s 130 million out-of-school youth, 70 percent are girls.
- One girl in seven in developing countries get married before age 15.
- One-quarter to one-half of girls in developing countries become mothers before age 18.
- Medical complications from pregnancy are the leading cause of death among girls aged 15 to 19 worldwide.
- 75 percent of 15- to 24-year-olds living with HIV in Africa is female.



Summary

- The implementation of the Grieg Challenge started as planned April 1st 2012.
- The programme period is from 2012 – 2014.
- This report is based on reports from the six implementing countries; Uganda, Tanzania, Zambia, Zimbabwe, Malawi, and Mozambique, for the period April 1 – June 31st 2012.
- Activities in second quarter have caused minor delays in programme implementation.
- Financially there is a significant under spending in second quarter due to delay in recruitment and low cost activities. This is expected to be largely obtained during the third and fourth quarter.
- All six National Associations started recruitment of a Gender Officer to ensure specialized competence on gender and resources to ensure progress of the overall programme. In third quarter 2012 all Gender Officers are appointed.
- In addition the focus in second quarter has been on composing plans for coming activities, trainings of staff and key resource people, identifying beneficiaries and partner organisations, as well as developing a baseline in order to track effect of the Gender Programme.
- Results have been made in the following areas:
 - Challenging the barriers to girls' education.
 - Improving the employment and income generating strategies for parents.
 - Challenging gender stereotyping through gender awareness training etc.,
 - Networking with partners to challenge cultural beliefs in the community.
 - Gender issues influencing the design of the Family Programmes and staff

The world's greatest source of untapped potential - 600 mill. girls can change the world



Introduction

The following report highlights how the Grieg Gender Challenge has **identified and reduced gender barriers in families and communities** across six countries on the African continent in second quarter of 2012. Gender equality is among the most important priority of the Grieg Gender Challenge as equality is not just a right in itself, but is instrumental in achieving economic growth and poverty reduction. Through preparation and execution of activities designed to provide **equal opportunities for girls, boys, women and men**, the gender challenge has since its initiation, April 2012, made noticeable progress in each locality of implementation. This report is based on narrative report from the six implementing countries for the period April 1st – June 31st. The annex provides a narrative description of the activities listed in the report.

Programme status

Each program is tailored to the country context, with a common goal of discovering what works best in programming to empower girls and boys and their caretakers. The focus in second quarter has been on recruitments of competent staff, compose plans for activities and trainings, identify beneficiaries and partner organisations and develop a baseline in order to track effect of the Gender Challenge. All six countries have by the end of the third quarter recruited a Gender officer. The recruitments have taken time and focus has been on preparatory activities which have led to a slight delay in programme implementation. This causes no challenge to the programme, as several of the countries will be able to implement according to plan.

Programme goal:

Equal opportunities for girls, boys, women and men, by reducing gender barriers in the communities and families.

Gender goal 1:

Boys and girls are equally protected, educated, empowered and healthy.

Gender goal 2:

Male and female caregivers have equal access to socio economic opportunities, to care for and protect their children.

Gender goal 3:

Communities are gender sensitive in responding to the situation in the target group.

Gender goal 4:

Network of partners that support programmes addressing gender inequalities.

Gender goal 5:

The board and co-workers in the national associations are equipped and supported to implement programmes in a gender sensitive way.

Bi-annual activities 2012

The overall programme goal for the programme is: “Equal opportunities for girls, boys, women and men, by reducing gender barriers in the communities and families.” Supporting the different goals set for the Grieg Gender Challenge, the following priority areas with supporting activities have been performed.

Gender goal 1: Boys and girls are equally protected, educated, empowered and healthy.

Priority area: Improving infrastructure as incentives to enrol and keep girls in school.

Country	Activities
Zimbabwe	<ul style="list-style-type: none">Identified schools for renovation and improved facilities for sanitation and safe drinking water.Community kindergartens for teenage mothers.
Malawi	<ul style="list-style-type: none">MoU developed for community resource centre.Identified 5 public primary schools and 2 secondary schools for improved pit latrines.
Uganda	<ul style="list-style-type: none">Schools were identified to benefit from sanitation improvement intervention.One school got a water tank to address the sanitation needs in the school.A pit latrine is being constructed at Lakeview high school.
Mozambique	<ul style="list-style-type: none">Three schools have been identified for improving sanitation facilities.

Priority area: Formal and non-formal educational programmes, including vocational training.

Country	Activities
Zimbabwe	<ul style="list-style-type: none">Career guidance for 436 girls and 294 boys.Vocation training for 17 female school leavers.Established two study groups.Scholarships for 5 girls identified.Reproductive health workshops.
Zambia	<ul style="list-style-type: none">91 boys and 170 girls reintegrated back in school477 boys and girls received health services
Malawi	<ul style="list-style-type: none">Identified 370 pupils to get career guidance.Identified clubs and sports activities.20 girls and 5 boys identified for scholarships.Identified the service provider of vocational training.
Tanzania	<ul style="list-style-type: none">Identify girls and boys (age 12-17) in all 5 FSP locations with education challenges.Identify challenges that hinder education development.Youth training conducted in Dar es Salaam.Initiation of competition award in schools.Reproductive health and family planning training on Pemba Island, Zanzibar.
Uganda	<ul style="list-style-type: none">80 (50 girls and 30 boys) peer educators from 8 schools were sensitised in behavioural change and communication.4 out of school peer clubs formed.40 (25 boys and 15 girls) out of school peer educators aware of their roles and ways help and pass the required support to their fellow peers.

Mozambique	<ul style="list-style-type: none"> • 83 youths school drop outs, 53 girls and 30 boys, are being supported to acquire vocational skills and at the end will be supported with start-up tool kit to stand on their own. • An assessment of the children who have completed high school and are looking forward for a scholarship for University, identified 13 girls and 12 boys. • 33 girls and 30 boys were trained in Child Rights, Protection, Reporting and Responding System to be able to effectively respond to sexual exploitation and family issues in our programs and community catchments areas.
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Gender goal 2: Male and female caregivers have equal access to socio economic opportunities, to care for and protect their children.

Priority area: Employment-creation and income-generation strategies for parents.

Country	Activities
Zimbabwe	<ul style="list-style-type: none"> • 117 women identified for Savings and Loan Scheme • 41 females trained in soil conservation • 4 female headed household identified for registration of properties.
Zambia	<ul style="list-style-type: none"> • 4 tailoring groups for generating income comprising of both female and male caregivers. • Caregivers received information on legal issues (property rights).
Malawi	<ul style="list-style-type: none"> • Identified the service provider of vocational training. • Review of the Savings and Loan scheme.
Tanzania	<ul style="list-style-type: none"> • 25 female caregivers on Pemba Island attended entrepreneurship training. • Training on property inheritance for 26 male and 12 female religious leaders, FBO leaders, local leaders, elders and teachers.
Uganda	<ul style="list-style-type: none"> • Conduct gender resource assessment in four locations, 733 households. • 24 women were trained in the formation in one VSLA group. • 18 caregivers i.e. 17 women and 1 man have been provided with start-up capital for saving in their VSLA groups.
Mozambique	<ul style="list-style-type: none"> • Female caregivers assessed for property registration. • Preparations made for starting Internal Savings and Loan schemes for women

Gender goal 3: Communities are gender sensitive in responding to the situation in the target group.

Priority area: Correcting gender stereotyping and development of new images of gender roles.

Country	Activities
Zimbabwe	<ul style="list-style-type: none"> 48 female and 22 male received gender awareness training 3 parenting workshops conducted
Zambia	<ul style="list-style-type: none"> 25 female and 15 male underwent parental training.
Malawi	<ul style="list-style-type: none"> Planning of campaigns on issues related to teenage pregnancy and teachers abuse.
Uganda	<ul style="list-style-type: none"> 140 people (25 M & 115 men) attended 4 health talks on immunisation and its benefits, HIV/AIDS and behaviour change. 204 caregivers (21 male & 183 female) were sensitized on gender issues prevailing in the community. Discussion topics included <i>Gender role</i>, <i>Gender and development</i> and <i>Women in decision making</i>. 136 (15 male & 121 female) caregivers sensitized and are now aware of the causes, forms and solutions to domestic violence.
Mozambique	<ul style="list-style-type: none"> Campaigns run by trained youth on teenage pregnancy, education for all, abusive authority including teachers abusing girls and boys in schools. Advocacy conducted in gender related issues through training of local leaders, councils, head teachers, and CBO partners. 13 girls and 12 boys who have completed high school are supported to attend University.

Gender goal 4: Network of partners that support programmes addressing gender inequalities.

Priority area: Addressing gender stereotyping in education; curriculum etc.

Country	Activities
Zimbabwe	<ul style="list-style-type: none"> Plan for Reproductive health workshops
Malawi	<ul style="list-style-type: none"> Planning of campaigns on issues related to teenage pregnancy and teachers abuse. 2 meetings with community leaders developing implementation plan.
Tanzania	<ul style="list-style-type: none"> 13 male and 7 female teachers attended SOS CV programme awareness training.
Mozambique	<ul style="list-style-type: none"> Partnered with one organization to promote economic empowerment for women.

Priority area: Sharing good practices in relevant networks.

Country	Activities
Zimbabwe	<ul style="list-style-type: none"> 30 stakeholders sensitized on understanding gender issues.
Malawi	<ul style="list-style-type: none"> Planning meeting with partners identified interventions to reduce teenage pregnancies and early marriages.
Tanzania	<ul style="list-style-type: none"> Consultant performed gender resource and stakeholder analysis.

Gender goal 5: The board and co-workers in the national associations are equipped and supported to implement programmes in a gender sensitive way.

Priority area: Gender issues in the design of FSP projects.

Country	Activities
Zimbabwe	<ul style="list-style-type: none">• 8 women and 4 men of core team and co-workers in Bulawayo trained in gender mainstreaming of programmes.• Recruitment of gender officer (male)
Zambia	<ul style="list-style-type: none">• In the process of recruitment of gender officer.
Malawi	<ul style="list-style-type: none">• External consultant identified to carry out baseline studies.• Recruitment of Gender Officer
Tanzania	<ul style="list-style-type: none">• National Gender Office recruited.• 3 programme staff trained in Gender and Human Rights.• Gender self-assessment of all FSP locations, the national office staff and board of trustees.
Uganda	<ul style="list-style-type: none">• An orientation meeting about the Grieg Gender Challenge Project conducted with 30 management team members.• Follow up planning sessions conducted in 4 locations to ensure that the Grieg GCP is well integrated into the existing annual plans.
Mozambique	<ul style="list-style-type: none">• Four field officers have been trained in Community Savings and Loans to facilitate Internal Savings and Loans trainings for women.• Program Coordinators were trained in domestic violence, community leadership, first aid, environmental dimensions.

Annex: Narrative description from the six countries

Zimbabwe

SOS Zimbabwe has recruited a Gender Officer, who has started to implement the activities whilst he works on the capacity building of staff and key stakeholders. These sessions have stimulated lots of discussions and debates among the participants and increased understanding and demystification of “gender”. Furthermore, both male and female caregivers and parents have received gender awareness training.

Being the first phase of the programme, identification and registration of participants has been the main activity for the legal registration project, Savings and Loans scheme, study groups, scholarships, early childhood educators training and schools for renovation.

Consultative meetings have been held with the government and municipal clinics and the National Family Planning Council to come up with a plan for reproductive health workshops. In addition, workshops in reproductive health and career guidance have been conducted and girls have been enrolled in vocational training.

Zimbabwe - Reproductive health

workshop: Teacher promoting healthy living and how to avoid diseases and infections. During the workshop the youngsters learn about the male and female reproductive system, basic facts about HIV/AIDS, issues on counselling, both pre- and post-marriage, awareness about safer sexual behaviour, gender balance in relations, family planning issues etc.



Zambia

Recruitment of the Gender Officer took more time than planned. With a qualified person now in place, Grieg programme implementation is well under way. SOS Zambia has forged a partnership and networking with the National Legal Aid Clinic for Women giving caregivers information on a number of legal issues and empowering the participants on issues of property rights.

Caregivers are also given parental training to improve communication between children and caregivers in matters relating to sex, reproduction and life issues. These issues are sometimes

Zambia - Property and inheritance rights:

Community-based initiative provides legal advice and skills-training to protect women's property and inheritance rights. In Zambia, women may lose their homes, inheritance, possessions, livelihoods and even their children when their husbands die.

seen as taboos to be discussed with children. Furthermore, provision of start-up capital for buying uniform materials was provided for tailoring groups comprising of both female and male caregivers, who will make school uniforms to generate income to support their families.

Girls and boys, predominantly girls, that had stopped school due to various truancy, early pregnancies and other family problems, have been enrolled and reintegrated back in school. Health services on various ailments have been given to girls and boys making them able to attend school regularly.

Malawi

Despite short implementation period and delayed recruitment, SOS Malawi has identified partners and targeted groups; school management committee, mother clubs, parent-teachers associations and programme participating families. The effort will be to reduce incidences of teenage pregnancies and early marriages, the main contributors to school dropouts. The intervention is being planned in collaboration with Ministry of Education and Department of Social Welfare Services.



Malawi – Savings and Loans: The loans allow the members to meet their small, short-term financial needs for income generating activities, social obligations and emergencies without having to borrow from a money lender, take an expensive supplier advance, or rely on their relatives. This offers a tremendous boost to social security.

SOS Malawi has identified girls and boys for career guidance and scholarships, schools for improved pit latrines, and the provider of vocational training. There are plans for campaigns which will focus on teenage pregnancy, education for all and positive discipline, in order to end teachers' abuse of girls and boys in school. The campaigns will target teachers, girls, traditional leaders, religious leaders and members of community based structures on child protection, in order to keep or enrol girls in school, since educating girls is one of the most effective ways of fighting poverty. In addition, a review of the Savings and Loans scheme has been conducted.

Tanzania

During the first eight months of programme operation, SOS-Tanzania has created a firm foundation for implementation of the Gender challenge. Following the recruitment of a gender officer, an assessment was conducted in all SOS locations throughout the country, as well as at the national office and Board of Trustees. The assessment revealed the status of gender equality and equity at both the organisational and programme-level of SOS-Tanzania. It thus provided a clear foundation for strategic planning and initial implementation of activities designed to strengthen the capacities of staff and communities in designing and implementing gender sensitive programmes and projects. Initial training of staff has focused on gender and human rights. From its initiation, partnerships have been formed with other NGOs, the government and religious communities.

Linking the Grieg gender challenge to the SOS Family Strengthening Programme, equal participation of girls and boys in skill-building workshops and education clubs are ensured. The same applies to workshops on entrepreneurship. Local leaders and teachers have received initial training on children's and women's rights.

Tanzania - Gender assessment: In order to meet the Grieg Gender Challenge, significant reform at both the structural and practical levels is required. Providing a sober foundation for the identification of appropriate interventions to meet this challenge, a gender-sensitive analysis of issues such as assignment of responsibility, access to- and control over resources and decision-making processes was conducted.

Uganda

Among the greatest obstacles to gender equality in Uganda is the high school drop-out rates by girls due to poor sanitary conditions in schools. Accordingly, as an initial step in the implementation of the Grieg Gender Challenge, schools have been identified for sanitation improvements. Among the schools targeted for this intervention is St. Noah Secondary School in Entebbe. St. Noah has been supported with a 10,000 litres water-tank to address the sanitation need in the school community.

Linking the challenge of poor sanitary conditions to the development of income generating activities, a strategy was developed to train girls to make local sanitary articles to promote feminine hygiene. However, due to the advanced technology involved and the time required to produce quality products, this programme was postponed indefinitely. As an alternative, low-cost sanitary articles will be procured from a local supplier and distributed among girls in the community.

Peer clubs have been formed and peer

Uganda - Improvement of sanitation:

Teachers and students of St Noah Senior Secondary School in Entebbe posing for a group photo after receiving a crest tank from SOS to improve the water and sanitation needs of the school.



educators have been sensitized on their roles and responsibilities with regard to gender inclusion and equality. To increase income among women and families, women have been identified for the establishment of Savings and Loans groups. Several groups have been established and supported with training and with start-up capital.

Mozambique

Due to unforeseen absence National FSP coordinator, SOS Mozambique has just recently recruited the Gender Officer. After the first attempt of advertising, none of the applicants turned out to be qualified. A second recruitment round has been initiated. However, implementation of the Grieg gender programme is under way. Staff has been trained on gender issue, and meetings have been held with community leaders, religious groups, community based organizations, and teachers to sensitize and mobilize them on women's and children's rights, access to education and early marriages.

Field officers have also been trained as trainers for Savings and Loans groups in the communities. Furthermore, strategies have been developed to include male caregivers in the programme, and female caregivers have been assessed for property registration. In addition, girls and boys were trained in child rights, protection, reporting and responding systems to be able to effectively respond to sexual exploitation and family issues. Campaigns have been organised about teenage pregnancy, education for all, and abusive authority by teachers and caregivers. Schools have been identified to improve sanitation facilities, and girls and boys have been selected for scholarship for the university.



Mozambique – Vocational training: 53 girls and 30 boys who had dropped out of school have acquired vocational skills. After ended training they will be supported with start-up tool kits in order to stand on their own.