

# ANNUAL REPORT FOR THE GRIEG GENDER CHALLENGE PROGRAMME 2013



SOS  
BARNEBYER  
Et trygt hjem for alle barn



Gender sensitive communities  
make stronger families for children



May 2014

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

All girls are entitled to a decent livelihood. They also play a crucial role in breaking the cycle of poverty and driving development forward.

1. **Higher Incomes:** When girls learn to read, write and do math, they are more likely to enter the formal labor market and earn up to 25 percent more.
2. **Delayed Marriage and Fewer Children:** When girls attend school, they delay marriage and having children by several years.
3. **Healthier Families:** Educated girls grow up to have healthier children and fewer children.
4. **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 more likely than their male peers to:

- drop-out of school
- marry at an early age
- face early childbearing
- encounter violence

## The Grieg Gender Challenge Strategy and Programme Focus

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

1. Strengthen girls' access to and benefits from education.
2. Increase women and girls capability 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.

## Gender Goals

**Gender goal 1:** Equal opportunities for girls and boys to access and benefit from education.

**Gender goal 2:** The board and co-workers in the national associations are equipped and supported to implement programmes in a gender sensitive way.

In order to measure the impact after a relatively short period, a more constrict programme focus was decided upon in a strategy meeting in 2013. Therefore, the programme is emphasising girls' access to and benefits from education as education is at the heart of SOS Children's Villages long-term investment for a successful life for both girls and boys, and sustainable development for communities.

## Programme Facts

- Implementation started April 1<sup>st</sup> 2012.
- Programme countries: Uganda, Tanzania, Zambia, Zimbabwe, Malawi, and Mozambique
- Three-year programme period.

## ANNUAL RESULTS 2013

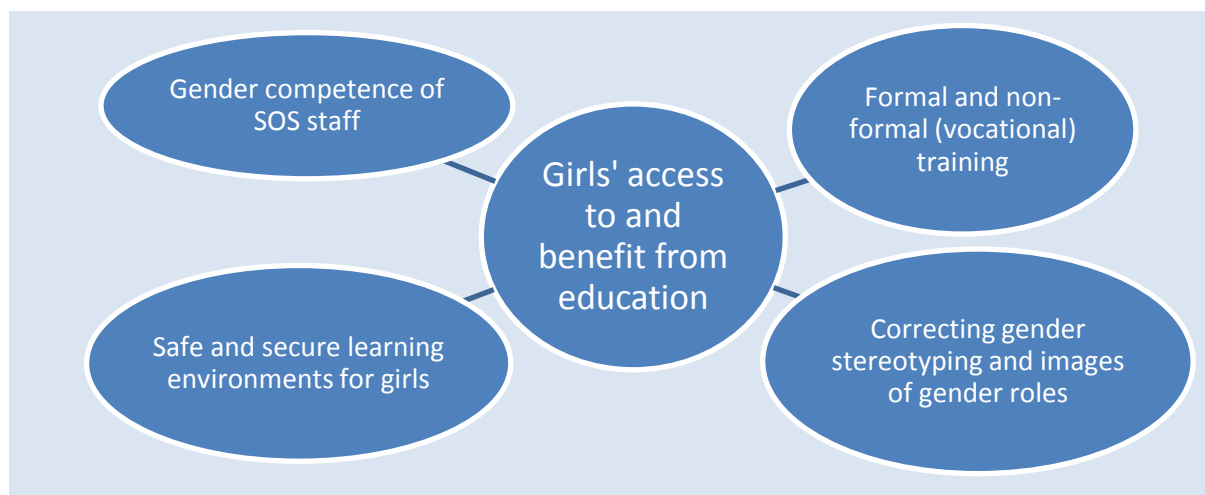
### Summary – Making progress for girls' education

- Only 40 % of the budget was spent in 2012, but by end of 2013 as much as 65,4% of the two year budget has been used.
- The annual reports show that the implementation processes are speeded up in all six countries, which will further increase expenditures for 2014. Mozambique being a good example rising from only 4,6% in 2012 to 52,4% in 2013.
- The attendance rate for girls has gone up by 5-20% on an average.
- The drop-out rate for girls has gone down by 1-5 % on an average. In Tanzania the re-admittance rate is increased from 8% to 17%.
- 655 teachers have been trained
- 172 staff have been trained
- 8396 girls benefiting from provision of sanitary pads
- 143 schools have improved water and sanitation
- Providing safe and supportive learning environments, access to information about education rights to girls and communities, connecting girls to skills training and job opportunities, all limits the risks of girls dropping out of school.
- The Grieg Gender Challenge Programme has been noted by the international organization and Norad as an important example for improving the organization's ability to address key gender issues and track progress in doing so. The capacity building of staff, training materials, frameworks and tools developed, and lessons learned will be of significant value in the rollout of the Gender Equality Policy 2015.
- SOS CV aim to launch lessons learned from the Grieg Gender Challenge Programme together with the Gender Equality Policy, during the annual United Nation's Commission on the Status of Women in New York, March 2015. Participation from the Grieg Foundation will be valued.

The Grieg Gender Challenge Programme promotes and sustains girls' educational needs by using a rights agenda as framework for the different interventions:

- **Rights to education:** Access and participation.
- **Rights within education:** Gender-aware educational environments
- **Rights through education:** Supports gender equality leading to wider social justice.

The following priority areas support this framework:



## **ANNUAL REPORT PER COUNTRY**

### **Malawi**

#### **Main achievements - successes and important lessons learned**

The dropout rates among girls within schools in the catchment areas have decreased from 20% to 14% on average, which is a significant achievement after such a short period. After gender-aware training of staff, gender-disaggregated data are now available. Together with gender-disaggregated indicators, this has increased the potential for monitoring gender issues. Moreover, staff used their newly required knowledge to champion and perform a gender assessment. This analysis of the current situation within SOS CV Malawi raised awareness of practices that are based on incorrect assumptions and stereotypes of gender. The Action Plan developed based on the assessment underlined the need to continue building capacity on gender issues, especially when engendering planning, budgeting, monitoring and evaluation plans.

#### **Main activities supporting the achievements**

Girls have higher attendance rate due to activities such as scholarships to girls who dropped out, sensitization campaigns and home visits by Mother Groups. The purpose of the Mother Groups is to encourage parents to send their daughters back to school after pregnancy and early marriages, and support girls in finding childcare for their babies while at school. In addition, school environments have also become more girl friendly and secure due to construction of improved pit latrines, gender training for teachers and provision of desks.

### **Mozambique**

#### **Main achievements – successes and important lessons learned**

Key lesson is the importance of having data and impact evidence on how communities can play an important role when up-scaling girls' admission in schools. Girls' dropping out of school are deeply engrained in socio-cultural barriers, such as early marriage and discriminatory gender roles may prevent them from continuing education. The training of staff to see this connecting and to become more gender sensitive, have changed programme budgets and plans into being more gender sensitive. Activities that involve communities are clearly related to improved access, and there is growing evidence that community involvement also improves the quality of the education offered. Therefore, participation in awareness-raising workshops for caregivers and community leaders, who formerly did not value girl's education, have changed their attitudes. They now realize that educating girls is equally important as educating boys. As a result 960 boys and girls have been re-enrol into school and completed their education. 95 teenage mothers have graduated from vocational training courses and managed to start their own small businesses.

#### **Main activities supporting the achievements**

67 staff members were trained on how to include gender issues in their work. 263 men and 1318 women attended 12 sessions in order to raise awareness on gender. These efforts are especially aimed to motivating men to participate, and see themselves as a natural participant, in gender activities. Partnerships were established with six schools to promote child friendly and gender sensitive learning environments, through improved learning environment with access to potable water, energy, security and sanitation. Vocational training courses were conducted for more than 300 teenage mothers.

## **Tanzania**

### **Main achievements - successes and important lessons learned**

In some of the catchment areas harmful traditions end a girl's education in order to maintain 'family honour' and the high value on her virginity by marrying her off at an early age. Here illiteracy rate among caregiver has been the major threat of the programme goals achievement as over 80% of caregiver cannot read nor write and therefore may not value education. SOS Tanzania experienced that two to three days trainings have not been suitable, instead continuous facilitation in short hours has proven to be the best way in inducing knowledge and skills to caregivers. In addition, girls disliked the situation at the schools and remained home where they were more comfortable especially during menstruation periods. Conducive, friendly and hygienic environment in schools in 47 schools have encouraged girls and boys to attend school regularly, which in turn influence academic performance. Schoolteachers also benefit from the water systems at the schools, as they can now get their lunches at school. The times saved from not having to go out for lunch, gives more time to teach. Drop-out rates have gone down in primary schools with 6%, and 12% in secondary schools.

### **Main activities supporting the achievements**

The key results stem from advocacy campaigns and training sessions focusing on the connection between gender-based violence like female genital mutilation (FGM), early marriage and girls' education. Girls, many of whom would otherwise have been circumcised and/or married off at an early age, have been identified and given full scholarship and board to ensure they complete a minimum level of education. Also better quality in areas of school water, sanitation and hygiene education in schools, have improved girls' attendance. The activities include measures to improve schools' ability to sustain improvements by involving children in the maintenance of the water tanks and water system and cleanliness of school facilities.

## **Uganda**

### **Main achievements - successes and important lessons learned**

The programme is specifically designed to eliminate stereotypes and attitudes which are discriminating girls and violating their rights to an in education. Indeed, girls are specifically targeted and found to perform well in training in skills such as business management, credit sourcing, self-protection and management. This training helps them to appreciate their strengths, opportunities, exploring their career opportunities/options and building their skills. Girls' average attendance rate has increased in primary school with 13%, and in secondary school with 4%. 40% (19 girls and 14 boys) of the trained youth have so far been employed and can now fend for themselves and contribute to their family's needs. A vocational and apprenticeship approach for vulnerable girls and boys has proven effective because it enables them to acquire marketable skills that could be applied in their local community. Supporting these youth through acquisition of practical skills as opposed to academic education, have been cost effective in terms of the duration of training and the costs involved.

### **Main activities supporting the achievements**

82 youth (42 boys and 40 girls) who have enrolled in vocational and apprenticeship training have acquired technical skills. Girls, who are largely neglected, have been specifically targeted to attain training in vocational/apprenticeship skills and life skills, and psychosocial counselling. On completion of their studies and apprenticeships, they are provided with tools, i.e. hairdryers, carpentry tools, to get started. The tool kits works as catalyst and have boosted their individual initiative. So far, the programme have reached only a small fraction of the estimated number of girls and boys in the catchment area. This has brought about

misunderstandings and conflict between families who are supported and those not benefiting. To avoid this, several key players have been involved, such as the local community leaders, Community Health Workers and programme staff. Home visits are carried out to all the identified girls and boys to determine whether they meet the selection criteria.

## **Zambia**

### **Main achievements - successes and important lessons learned**

One of the main results in Zambia has been increased access to education for 133 girls and 118 boys. 60% of the sponsored children improved performance, and school attendance increased from 50% to an average of 80%. In addition, 15 female youth and 5 males have been supported for vocational training in Lusaka, which has led to an increase in 30% in both school attendance and school performance, compared to the average in 2012. Because of the scholarships, vulnerable youths are able to acquire life skills to improve their future prospects, and girls are encouraged to participate in programmes, which has previously been male dominated. Among the girls in Zambia, the most common reasons for dropping out of school are pregnancies and early marriages. Therefore, the programme aims to educate both girls and their guardians on the risk of teenage pregnancies and early marriages, and to bring girls who have become mothers back to school.

### **Main activities supporting the achievements**

Scholarships and school fees have been provided for 251 vulnerable children. Renovation of sanitation facilities in the children's homes, improves dangerous living conditions and security for children, and particularly bettering the health and hygienic conditions for girls. To improve school attendance distribution of sanitary pads, as well as workshops and trainings on reproductive health, gender equality in the family, and prevention and treatment of HIV and AIDS. Trainings are an ongoing activity in order to strengthen the gender awareness in families and local communities, and the fulfilment of the rights of girls.

## **Zimbabwe**

### **Main achievements – successes and important lessons learned**

If parents do not think that education is relevant to their children's opportunities and life choices, they will not prioritize education. And girls are more likely to be pulled out of school than boys. SOS Zimbabwe found that the more relevant and valuable parents perceive their daughter's education to be, the more likely they are to help her stay in school and support her to learn. In order to succeed, the education needs to be relevant, and provide practical, market-relevant, technical and vocational skills that adequately prepares adolescent girls for a productive and economically active adulthood. Therefore, the programme has contributed to a change of curriculum in eleven schools with practical subjects. This has benefited 717 girls and 237 boys in primary schools, and 1194 girls and 574 boys at secondary school levels. After completing their exams, they have acquired skills that will enable them to make a living after completing school.

### **Main activities supporting the achievements**

Eleven schools were supported with tools for practical subjects like sewing machines and other materials. Now there is one machine per student. Vocational training was offered to 122 girls who had dropped out of school due to early pregnancy. The study groups for drop outs provide "second chance education" to enable them to catch up. Girl's toilets have been renovated in six schools, career guidance sessions for boys and girls have equipped them with relevant information on possible career pathways.



## FINANCIAL STAUTS 2013

Due to a short implementation period (April – December) and late recruitment of Gender Officers which slowed down implementation, only 40 % of the budget was spent in 2012. By end of 2013 as much as 65,4% of the two year budget has been spent. As the annual reports show, the implementation processes have speeded up in all six countries, which further increases expenditures for 2014.

Country	Budget 2012	Expenditure 2012		Budget 2013	Expenditure 2013		Budget 2012-2013:	Expenditure 2012-2013:	
	USD	USD	%	USD	USD	%	USD	USD	%
Tanz/Zanz	198	100	<b>50,7 %</b>	191	121	<b>63,3 %</b>	388	221	<b>56,9 %</b>
Zimbabwe	262	105	<b>40,1 %</b>	184	161	<b>87,5 %</b>	446	266	<b>59,6 %</b>
Uganda	198	190	<b>96,0 %</b>	233	234	<b>100,6 %</b>	431	425	<b>98,5 %</b>
Zambia	191	5	<b>2,8 %</b>	203	137	<b>67,7 %</b>	394	143	<b>36,3 %</b>
Malawi	208	114	<b>54,9 %</b>	217	257	<b>118,3 %</b>	425	371	<b>87,3 %</b>
Mozambique	250	11	<b>4,6 %</b>	231	241	<b>104,3 %</b>	481	252	<b>52,4 %</b>
<b>Total:</b>	<b>1 306</b>	<b>526</b>	<b>40,3 %</b>	<b>1 258</b>	<b>1 150</b>	<b>91,5 %</b>	<b>2 564</b>	<b>1 677</b>	<b>65,4 %</b>

*Amounts in 1000*

All amounts in NOK mill	2012	2013	2014	2015 (estimated	TOTAL
			(estimated)	jan-okt)	
Transferred from Grieg	8,0	8,0			16,0
Programme budget	8,0	8,0	8,0		24,0
Expenditure excl. admin	3,1	6,6	6,8	5,1	21,6
Administration costs	0,3	0,7	0,7	0,6	2,4
Expenditures incl. admin	3,4	7,3	7,5	5,7	24,0

### Recommendation for extension of the programme in 2015

The allocation of appropriate financial resources is critical for continued success. SOS CV Norway recommends that the estimated remaining funds of NOK 5.700.000 should be used in 2015, as financing is needed to ensure available resources to fund activities and components deemed vital for sustained achievements. Financial resources are also needed to ensure that the required gender expertise is available. As the programme's results are displayed, the demand for gender specialists can be expected to grow, not diminish.

To secure a three-year programme period (2012 – 2015) SOS CV Norway apply the Grieg Foundation to use the estimated remaining funds of NOK 5.700.000 in 2015. The estimated remaining funds will secure resources to fund activities and components for the programme from January until October 2015.

### A new programme period

Changing standards and attitudes is a lengthy process, and still there is some resistance. Each individual is responsible for her/his choices in life. However, empowering individuals and groups will enable them to make the best possible decisions in order to fulfill their potential and live a self-sufficient life. The Grieg Gender Challenge Programme has given leadership and essential financial support to uncover the hidden biases that limit girls' and boys' ability to enjoy equal rights and opportunities, with the most effective and culturally appropriate methods to support girls' and boys' capacities to drive social change. This

includes strategies on how to discontinue activities that might be less successful, and how to transition successful interventions for longer term sustainability. The success and growing experience has generated interest, learning and enthusiasm both within the organization and among caregivers and local communities. The programme has gathered momentum, not only in the six countries, but also for the 133 SOS CV member countries embarking on implementing the new Gender Policy in 2015.

Achieving gender equality is a complex and continuous process, but it can be done. Moving the programme forward will require a sense of urgency, renewed commitment and, most importantly, financial resources. It will require focusing on care, poverty reduction and economic development, issues that is at the heart of SOS CV work. SOS CV Norway recommends that the programme continue to develop in a new programme period. Now is the time to model success that can be replicated and build momentum.

An external review of the effects of the programme will be performed by the end of 2014. The review will document results, effectiveness and strategy. This type of documentation is vital for filling the gap in knowledge of “how to” work on gender issues in the organization. The measuring of outcome and documenting of lessons learned, will be crucial for continued implementation of the programme.

Based on the external review SOS CV Norway will make a recommendation on the issue of developing of a new programme periode for the Grieg Gender Challenge Programme end 2014.