

# ANNUAL REPORT FOR THE GRIEG GENDER CHALLENGE PROGRAMME 2015



SOS  
BARNEBYER

Et trygt hjem for alle barn

Gender sensitive communities  
make stronger families for children



## Main output by May 2015

### Making progress for girls' education

- Lessons learned - end of programme evaluation, results and gender audit tool
- Meeting with the Norwegian Prime Minister
- Financial status 2014
- The way forward - strategy meeting, Zimbabwe and new programme period
- Programme overview

## 1. Lessons learned

### 1.1 Evaluation

The objectives of the Grieg Gender Challenge were originally broad, but following the strategy meeting in Arusha, Tanzania in 2013, these objectives were narrowed and more focused in order to facilitate progress. Currently the main focus of the Grieg Gender Challenge is education.

All evidence collected during the evaluation<sup>1</sup> suggested that the support to girls has been both welcome and relevant. However it is important to understand that by and large, staff at SOS country offices were not that knowledgeable about gender issues, had not previously considered gender questions and were not trained on how to apply gender questions to their work. In short the starting point was zero or close to zero. Therefore, while it may appear as if the Grieg Gender Challenge has failed to achieve its objectives in time, the progress made at the institutional level is both substantial and important. The fact that offices have started to examine how gender is understood in the areas where they work and how they can -and should, influence the local understanding are solid points of progress.

The activities also include the development of a capacity building toolkit -which aims to facilitate the incorporation of gender elements into SOS programming, and a contribution to the SOS International Gender Policy based on the Grieg Gender Challenge experience.

### Impressive success in addressing gender inequalities through individual activities:

- National level advocacy campaigns
- Working with teachers
- Educating caregivers on the importance of sending girls to school
- Sensitising communities around educating girls
- Mother support groups
- Provision of sanitation in schools
- Provision of equipment for practical subjects
- Addressing gender discrimination within SOS

<sup>1</sup> Keeping Children in the Family: An evaluation of the Family Strengthening Programme (2009-2013) and the Grieg Gender Challenge by Ananda S. Millard, PhD; Steven Msowoya; Musaiwale Mwewa Nordic Consulting Group (2015).

## 1.2 Results per country 2011-2014

The results of the Grieg Gender Challenge Programme consist of a number of key performance indicators (see table below). The specific actions that correspond to each indicator differ according to the country's particular circumstances and capacity. The indicators were agreed to after the strategy meeting in 2013, and required establishing baseline data from the public schools that have been benefitting from the Programme. Due to rapid change to the results framework the quality of the data collected might have been compromised.

The results below from the different public schools have taught us that it is important to know the gender inequality situation at the different schools targeted, and track indicators measuring skills in learning outcomes. While it is possible to see rapid changes in average enrollment rates from one school year to the next, it is harder to produce notable gains in learning outcomes. In order to select intervention areas with evident gender challenges, assessment of schools will be vital for the coming programme period. Thereafter, we will examine the root causes for gender inequality and design programme options which target these. School records and national education statistic will in the future be the principal source of information for performance with a monitoring process for each indicator to improve the quality of the Programme.

Country	Indicators measuring girls' education	Baseline 2011	2014
Malawi	Readmitted (primary)	60%	85%
	Dropout rate (primary)	19%	4%
	Progressing to the next grade	50%	58%
Uganda	Attendance rate (primary)	61%	82%
	Dropout rate (secondary)	3%	1%
	Progressing to the next grade	76%	81%
Zambia	Attendance rate (primary)	50%	70%
	Dropout rate (secondary)	2%	2%
	Progressing to the next grade	n/a	68%
Zimbabwe	Attendance rate (primary)	96%	98%
	Dropout rate (primary)	1%	0%
	Progressing to the next grade	98%	98%
Mozambique <sup>2</sup>	Attendance rate (primary)	80%	87%
	Dropout rate (primary)	1%	4%
	Progressing to the next grade	90%	83%
Tanzania	Attendance rate (primary)	73%	86%
	Dropout rate (primary)	19%	3%
	Progressing to the next grade	40%	48%

### 1.3 Gender audit tool - getting our own house in order

Effective gender-sensitive programming must be supported by gender-sensitive practices within the organisation. Thus, framework and tools for a **gender audit** have been designed. The audit has three objectives:

- (i) to **assess** how SOS addresses gender equality in programming and within the organisation
- (ii) to provide **capacity building** for SOS staff and stakeholders in addressing gender equality objectives
- (iii) to provide **baseline data** for future gender audits

The assessment component of the gender audit focuses heavily on organisational issues, looking at the sensitive areas of:

- Recruitment criteria for SOS mothers
- Employment conditions for all SOS staff
- Extent of violence and abuse against SOS staff

<sup>2</sup> Flood affected families have migrated to safe areas far away from their children's schools. This increased the school dropout and affected children's progress to the next grade, but these children will be re-integrated in the nearest schools in 2015.

- Stereotypical perceptions regarding the gender of caregivers
- Level of resistance within the organisation in addressing gender equality
- Level of understanding amongst staff regarding gender equality issues

## 2. Meeting with the Norwegian Prime Minister

Internationally, Norway is known as a leading country on gender equality, having had gender equality high on the political agenda and in political statements for years. Norway holds a reputation for being one of the drivers for gender equality in global and multilateral meetings. However, reviews of the Norwegian Action Plan for gender equality<sup>3</sup> shows a lack of understanding of local and national barriers to gender equality at the embassies in order to improve the quality of Norway's development work.

Therefore, SOS Norway together with 13 Norwegian development organizations invited the Norwegian Prime Minister and the Minister of Children, Equality and Social Inclusion to a seminar celebrating the International Women's Day at Litteraturhuset in Oslo, March 2015. Lessons learned were presented and SOS Norway's visitors from the Grieg Gender Challenge Programme, Malawi and Zimbabwe, and Elisabeth Grieg took part. The girls talked about common barriers to education in their countries, such as early pregnancy and high cost of education. They recommend that Norway should make use of the valuable knowledge and experience of girls, which after all are the experts on their own lives and situations. Both Ministers commented after the meeting that girls like these are best positioned to speak about their aspirations and the barriers they face, and they offered inspiring solutions<sup>4</sup>.

**Picture:** Trial Makotore from Zimbabwe talks with the Norwegian Prime Minister, Erna Solberg, of the importance of higher education for girls.



<sup>3</sup> <http://www.norad.no/aktuelt/nyheter/2015/evaluering-av-likestilling-og-kvinneres-rettigheter/>

<sup>4</sup> <https://www.regjeringen.no/nb/aktuelt/feiring-av-den-internasjonale-kvinnedagen/id2398585/>

Et sterkt møte m Elisabeth og Trial i dag @SOS\_barnebyer Utdanning er viktig for #likestilling #8mars @bufdir @bldep <https://twitter.com/SolveigHorne/media>

### 3. Financial Status 2014

Due to a short implementation period (April – December 2012) and late recruitment of Gender Officers, the implementations of activities were delayed. Only 40% of the budget was spent in 2012. By end of 2013 as much as 65% of the two year budget was spent. The annual report for 2014 confirms an implementation rate in line with the budget for 2014, with 90% of the annual budget for Grieg Gender Challenge Programme spent.

Remaining funds from the three-year period (2012 – 2014) were approved by Grieg Foundation in May 2014 to be allocated for 2015. An additional donation of NOK 1.800.000 was bestowed to keep the implementation rate of the programme in 2015.

Country	Budget 2012	Exp. 2012		Budget 2013	Exp. 2013		Budget 2014	Exp. 2014		Budget 2012-2014	Exp. 2012-2014	
	USD	USD	%	USD	USD	%	USD	USD	%	USD	USD	%
Tanz/Zanz	198	100	51 %	191	121	63 %	179	150	84 %	568	371	65 %
Zimbabwe	262	105	40 %	184	161	87 %	287	310	108 %	732	576	79 %
Uganda	198	190	96 %	233	234	101 %	174	175	100 %	605	600	99 %
Zambia	191	5	3 %	203	137	68 %	195	107	55 %	589	250	42 %
Malawi	208	114	55 %	217	257	118 %	210	128	61 %	635	498	79 %
Mozambique	250	11	5 %	231	241	104 %	217	268	124 %	698	520	75 %
<b>Total</b>	<b>1 306</b>	<b>526</b>	<b>40 %</b>	<b>1 258</b>	<b>1 150</b>	<b>91 %</b>	<b>1 263</b>	<b>1 138</b>	<b>90 %</b>	<b>3 827</b>	<b>2 815</b>	<b>74 %</b>

Amounts in 1000

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



## 4. The way forward

### 4.1 Strategy meeting

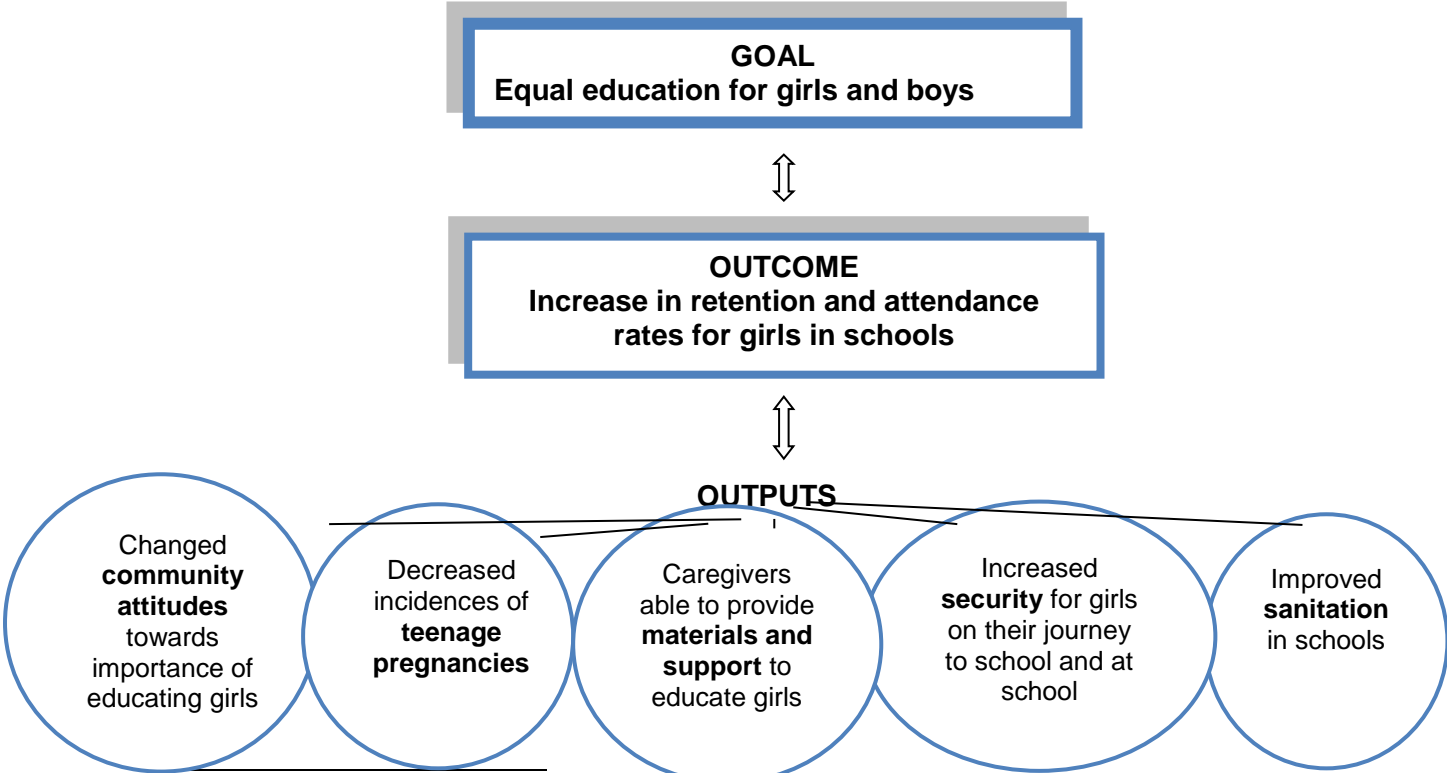
With the end of its first 3-year phase of the Grieg Gender Challenge Programme, a second strategy meeting was held in April 2015 in Harare, Zimbabwe, for Gender Officers, FSP Coordinators, Regional Office representatives, Elisabeth Grieg, the Vice President and SOS Norway<sup>5</sup>. The purpose of this meeting was twofold:

- (i) Offer staff a one-day training on application of gender equality concepts to their work
- (ii) Exchange lessons learnt and challenges of gender mainstreaming across the six countries, with the aim of formulating a second phase of programme design to start in 2016.



An important finding from the meeting is that, although individual activities have successfully addressed gender inequality in different ways, there is still a need to articulate a programme strategy that comprises these activities. An important recommendation suggests a thorough gender analysis of root causes around a problem (in this case access to education for girls) that will inform programme design, see *Figure* below.

**Figure: The Grieg Gender Challenge Programme**



<sup>5</sup> Six African countries were represented; however, Uganda will from 2016 not be part of SOS Norway's programme portfolio. The principles of gender equality and gender programming will continue under new funding procedures in Uganda.

#### 4.2 Investing in a new programme period, 2016-2019

Understanding the impact SOS has on a girl's life lies at the core of the Grieg Gender Challenge programme. However, key organisational lessons learnt tell us that the organization needs to improve the capacity of staff to address gender equality in programmes and gender discrimination in the fields of recruitment and employment conditions. Therefore, future gender programming must be preceded by an analysis of the root causes of gender inequality. This analysis should focus on the causes and effects of limited access to education for girls, since this is the focus of the Grieg Gender Challenge programme. These causes and effects need to be documented in a systematic manner in order to justify the objectives and outputs of the gender programme, and serve as a baseline against which SOS can measure the impact of its interventions for a new programme period, 2016-2019.

In order to benefitting from mainstreaming gender and efficient programme management, the Grieg Gender Challenge Programme will merge reporting framework and programme design with the Norad supported Family Strengthening Programme. Therefore, SOS Norway recommends a new four year period (2016 – 2019) in line with the Norad agreement. An action plan based on the previously mentioned recommendations with budget, will be developed and presented together with the Bi-annual report for 2015.

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

SOS CVI works to secure education for the most marginalized children and youth. However, it is crucial to continue to work with national and local authorities, as well as with communities, in order to ensure the provision of quality education, secure access to education for vulnerable children, prevent school drop-out and to create safe learning environments.

The following are some of the activities to improve the quality of education:

- Initiation of skill development of teachers
- Initiate/strengthen Early Childhood Education programs
- Initiation of safe and friendly learning and teaching environment
- Facilitate teachers' academic short courses programs, e.g. member of different forum such as mathematics, science, geography forums
- Learning and experience sharing among teachers and students

<b>Project</b>	<b>Budget<sup>6</sup> 2015 NOK</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
The Grieg Gender Challenge Programme	1.800.000	5.000.000	5.000.000	5.000.000	5.000.000
Gender Equality Policy Pilot Project	1.300.000	1.000.000	500.000		
Visit from Malawi and Zimbabwe	200.000				
Quality education (primary and secondary)	3.700.000	1.000.000	1.500.000	2.000.000	2.000.000
<b>Total:</b>	<b>7.000.000</b>	<b>7.000.000</b>	<b>7.000.000</b>	<b>7.000.000</b>	<b>7.000.000</b>

<sup>6</sup> Approved by the Grieg Foundation November 2014.





## 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.

1. **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.
2. **Delayed Marriage and Fewer Children:** When girls attend school, they marry later and have fewer children.
3. **Healthier Families:** Educated girls grow up to be mothers with fewer and healthier 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:

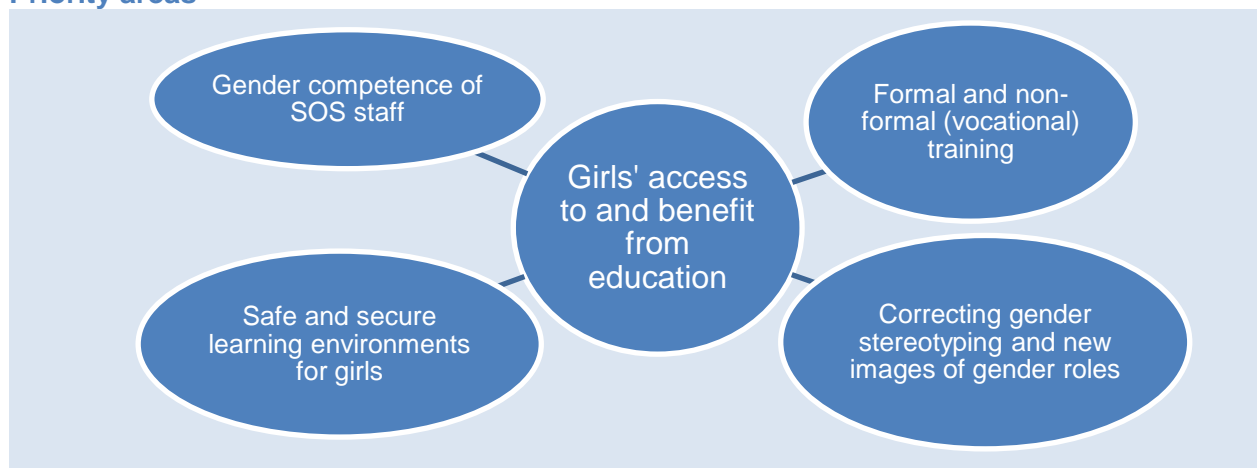
- Drop-out from school
- Marry at an early age
- Face early childbearing
- Encounter violence

### The Grieg Gender Challenge Strategy

The Grieg Gender Challenge Programme makes investments to achieve three 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.

### Priority areas



### 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.

### Programme Facts

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