



FAWE 2017 NEWS:

TOWARDS GENDER
EQUALITY IN
EDUCATION: Building
Accountability for
Education Quality
through Partnerships.

THE FAWE GIRLS' CONFERENCE: 23 – 24 AUGUST 2017 | LUSAKA, ZAMBIA

DAILY NEWSLETTER | DAY 01: 23 AUGUST

Education, Cornerstone of Development! – Prof. Agbor

by @VandVictors

Over 500 delegates from 33 countries gathered in Lusaka for the FAWE Conference on Girls' Education in Africa and FAWE's 10th General Assembly under the theme: TOWARDS GENDER EQUALITY IN EDUCATION: POSITIONING YOUTH TO CHAMPION AFRICA'S EDUCATION AGENDA. This is a social newsletter summarizing the key discussions during the 2-day Girls Conference

OPENING SESSION

The *Hon. Prof. Rosalie Kama Ni Amayoua*, FAWE Africa member welcomed all participants and emphasised that good quality education is the way to empower women and girls

towards building a prosperous and united Africa. Participation of women and girls in development will bring a better and brighter future. She urged all leaders present to demonstrate the political will in achieving inclusive education in all countries in Africa.

Dr. Dennis Wachinga, Zambia's Minister of Education Congratulated FAWE for the 25yrs in furthering the girl child education in Africa and paid tribute to the First Lady for making time to be part of the conference and for being at the forefront in promoting girl education and ending early child marriages and teenage pregnancies in Zambia. Girl child education is at the center of the Zambian Educational system in line with the four pillars aimed at development.

Issues such as menstrual hygiene, comprehensive sexual education, keeping girls in schools and nutrition are some of the areas to be addressed by school administrations across Zambia. He expressed the desire that this conference will recommend strategies to improve education quality and admit more girls into schools.

Ms. Hendrina Chalwe Doroba, FAWE Regional Executive Director, gave an overview of the Girls' Education Conference. She acknowledged the Government of Zambia and African Union for accepting to host the conference, and thanked the over 500 delegates from more than 33 sub-Saharan countries who took interest in attending to address challenges in education in working towards SDG 4. Pathways, skills and knowledge ought to be imparted to young people towards achieving Agenda 2063. To this end, FAWE has partnered with many stakeholders to advocate for quality education. This conference will explore various issues surrounding girl child education especially in marginalized



communities.

Young people are working at empowering each other with the help of all stakeholders in meeting agenda 2063, said **Ms. Hawa Ssemega**, *FAWE Alumni Chair*. Education is the engine for development. Quality education should thus be accessible to all to build the capacity of young people. The marginalized should also be involved and Governments must be at the centre stage in helping achieve this. A fund is needed in Africa to ensure that all girls are in school no matter their circumstances.

Solidarity Messages from Partner Representatives

Ms. Ivy Mwai, *Senior Program Manager for Education and Learning, Master Card Foundation* said many dreams can be achieved with help from various stakeholders. It starts with good quality education. All future dreams can be possible for the girl child through the programs and scholarships offered by FAWE and **Master Card Foundation** is happy to be a partner.

UNICEF believes in an idea of education parity for all. According to **Ms. Nola Skinner** from *UNICEF Zambia* highlighted that the work to support girls' education is far from over. Many girls are out of school in Africa. Supporting women is the way forward. Parity and supporting girls leads to educated women who are healthier and have healthy babies. Parity is not only about access but also good quality and ensuring girls go through the whole educational system. **UNICEF** continues to seek quality education for all and supports this conference.



Microsoft's vision is to empower every individual and or company where



technology is concerned. In partnership with FAWE, the company's female employees provide career guidance to girls in schools and give them confidence to achieve their big dreams. According to **Ms. Ghada Khalifa**, *Philanthropy Director at Microsoft Middle East and Africa*, the future of Africa and quality education is in technology – and it starts now.

Mr Samuel Musyoki, *Country Director of Plan International, Zambia*, said Girls can be anything they dream of, just like boys. Plan International strives for equality for girls and at this conference, together with FAWE and other stakeholders, "we can achieve the 100 million girls we want to empower". In Africa alone, there is a possibility to reach the 25 million mark. This meets with Plan's 1st pillar which is to learn. This will help girls reach their full potential and transform their lives and the lives of others. Investment in education is at the forefront in achieving Agenda 2030. It should also be in line with Human Rights standards. Programs such as 18+ in PLAN are in line with FAWE's dream of respecting the right of a girl child to access good quality education.

For over 15 years, FAWE has led a number of activities of the **Gender is My Agenda Campaign (GIMAC)**. *GIMAC Board Member and AU Special Envoy on Women, Peace and Security, Mme Bineta Diop*, said this conference is about action and advocating for girl education and quality education at all levels. Young people have should the capacity to lead on such matters that is why their voices must be louder at this conference. She called for support for children in conflict zones. They need a voice to address their plight and need for education to shape their future and development through education. While FAWE and

others have done a lot in these areas, a lot more is need by all stakeholders.

H.E. Prof. Sarah Anyang Agbor, *Commissioner for Human Resources Science and Technology (HRST), African Union Commission (AUC)* said "education of women and girls is the cornerstone of development". If at least 50% of women and girls receive good quality education, Agenda 2063 will be attainable. The **AUC**, in line with the Continental Strategy for Africa, believes in partnership with FAWE and other stakeholders in respect of women education. "If we equip girls and empower them, a future for Africa is possible. Young women and girls ought to be put in the forefront for they are the most disadvantaged", she said. In achieving this, boys must not be excluded. Teaching professionals should be equipped to support girls to take on subjects such as STEM. Stakeholders should thus stand up for the empowerment of women through education.

Ms. Ann-Therese Ndong-Jatta, *Director, UNESCO Regional Office for Eastern Africa*, delivered a key note address. She celebrated 25 years of FAWE's existence and congratulated all stakeholders for the support. FAWE influences local, regional and even global villages in making sure that the ideas on women and education are considered for the sake of the individuals and the community at large. She highlighted different women initiatives where the goal had been to fight for the rights of women and recognition. FAWE's existence has seen the untiring advocating for women empowerment with direct interventions in more than 30 African countries.

The struggle to give every girl quality education remains a challenge and should not be negotiated. It is a right that should be respected. When the girl child is advocated for, the boy is also benefited because women are mothers for both girls and boys.

Prof. Christine Dranzoa, FAWE Africa Chairperson gave an Overview of FAWE's 25 years of advancing girls' education in Africa. She

acknowledged the vision bearers of FAWE who were driven by the need for action. FAWE today has members in 33 countries who want to impact the continent. There is a common vision and clear hope to change the status quo of the girl child. More than 9 million girls lack hope/opportunity for any education in sub-Saharan Africa. These need to be given hope and through governments and partners, hope can be given and a better future created for them and their communities.

Her Excellency, Mrs Esther Lungu First lady of the Republic of Zambia, represented the Guest of Honor, H.E Edgar Chagwa Lungu. She said, "girl educational issues are paramount and need serious attention by governments and all stakeholders. Well done to FAWE for educating especially vulnerable children in Africa. Your programming should not tire now and really needs the support of everyone".

When you educate a girl, you empower a nation, regions, continents and the world. Significant progress has been made to educate everyone but sadly many children, especially girls are still out of schools. This is a period to look forward and not the failed approaches of the past while exploring other ways that are positive and lead to the achievement of the SDGs and transforming educational systems to benefit girls and boys, women and men to get quality education. In declaring the conference officially open, she said, with the above in place, it will be possible to achieve



Agenda 2063. In this conference, deliberations should focus more in giving women/girls a better opportunity, addressing GBV, support critical players that are resource constrained (for example, traditional leaders in ending early marriages, pregnancies, pay school fees, menstrual health etc.).

SUPPORTING GENDER EQUALITY IN EDUCATION IN AFRICA: EXPLORING FRAMEWORKS

The commitment of FAWE to meet its objectives has always been notable.

Hon. Simone De Cormamond, FAWE Africa Founder Member emphasised the need for all stakeholders to play their part to achieve the goal of educating women and girls in Africa. An educated woman results in an educated nation and it is important not to lose track in discussing the good quality education does for women.

Situating Women and Girls Education in Agenda 2063

H.E. Prof. Sarah Anyang Agbor, Commissioner for HRST, AUC said Education and Human resource development provide a very important tool to attaining the Africa we want. Millions of children especially girls are still denied education in Africa and the means to a better future. They are more likely to even drop out of school. Attaining Agenda 2063 requires the addressing of critical issues especially around women and girls education and ensure quality education at all levels.

Education is one of the 4 pillars in investing in youth to attain Africa's Demographic Dividends. A significant proportion of the population out of school, left out, or with no access to STEAM subjects are women and girls. This then calls for all stakeholders not just FAWE to take action.

The numbers of educated women should greatly increase to create an equal playing field with their male counterparts and create a better future. Access to higher and tertiary education should also be addressed especially for skills and technical training. Quality education means quality teachers and quality infrastructure. Teachers are supposed to be skilled and knowledgeable and infrastructure should be in place for good quality education. Barriers such as poverty and tradition should be faced head on to avoid the many limitations that they have on girl and women education. The AUC promotes national policies and incentives to encourage keeping women and girls in schools.

Gender Equality Strategy for CESA and its implications on SDG 4

To achieve the call to action of the Continental Education Strategy for Africa (CESA), Dr Sibeso Luswata a Consultant from Zambia said more strategies and actions beyond talk are needed as FAWE moves into the next 25 years. Quality education is a challenge in gender education itself. Ministers of Education are challenged to invest more in education and review curriculum in alignment with Agenda 2063. The AU

CESA framework talks of investing in people and educating children is one way of creating a firm foundation towards a brighter future.

PARALLEL SESSIONS

1: ENHANCING ACCOUNTABILITY FOR SAFE AND GENDER-FRIENDLY LEARNING ENVIRONMENTS

The session moderator, **Ms. Nora Fyles**, UN Girls' Education Initiative, said the session aimed at answering questions such as how do we engage communities in this initiative; the roles of men, teachers, and infrastructure; and how GBV be addressed.

Eliminating School Related Gender Based Violence

Ms. Remmy Shawa, UNESCO Regional Office, was concerned about school related gender based violence. School related GBV is any act of sexual, physical, mental violence in and around school and perpetrated by equal parties. Girls are more vulnerable to social bullying while boys experience more of corporal punishment. Children can only attain the so much desired education and its good quality if they feel safe to be in and around a school. A global guidance on school related gender violence has been introduced by UN Women and UNESCO to address SGBV and looks at; safe environment, responsiveness, partnerships, prevention, leaderships and evidence.



Addressing Barriers To Girls Education In Rural Zimbabwe

Mr. Obert Chigodora, Project Manager, CARE, Zimbabwe, highlighted many barriers affecting girl education and advocacy. These are centred on culture, tradition, economic power, distance, SRH, negative perceptions, etc. The

main areas to focus on to attain positive results are; need to dialogue and not confront, capacity building, policy formulation to embrace and support girls. Change of mind-set is paramount in seeing and realising the importance of girls even in budgeting for interventions. Three key stakeholders of girl education are the Ministry of Education, Gatekeepers and parents. These must work together to achieve positive results. There is need to continuously engage the community for continuity in programs that support girl child education.

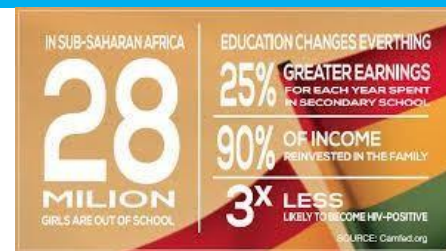
Case Study on Combatting the Obstacles to Gender Equality

Ms. Amarente Ranerason, FAWE Madagascar National Coordinator showcased a movie produced based on a case study to help transform people's minds in realising the need for educating women and girls. The main agenda was looking at parenting and sensitising on the importance of girl child education. Authorities ought to put in place a sustainable budget for good quality girl education.

Education Unions' Action to End SRGBV: A Case Study

Ms. Angela Chisanga of the Basic Education Teachers' Union of Zambia and **Ms. Leah Kasaji** of the Zambia National Union of Teachers said SRGBV is real and affects both teachers and learners. Teachers are at the heart of controversy too – both as victims and perpetrators. Teacher unions have a mandate to support teachers and learners as well against SRGBV. Some of the change experiments and activities to explore ways to encourage dialogue include union staff and teacher training; gender policy reform; radio programs and live phone ins. Ten schools and clubs were supported by the unions in Zambia to pilot these.

Few organisations engage teachers and teacher unions since teachers are viewed as perpetrators of GBV. The session emphasised that that teachers and unions are key actors in eliminating SGBV and implementing policies



because they are close to the schools and learners. There are 7 teacher unions found in 5 countries in Africa working to bring school related gender violence to an end. These unions represent over 1 million teachers in Africa and need support.

Ms. Tariro Bhebhe of Rosaria Trust Memorial School emphasised the kind of learning environments, teaching skills and requirements for a conducive learning. E-learning, free sanitary wear for girls monthly; policy formulation and implementation in line with the national gender policy; both boys and girls sharing sporting activities; national gender focal persons at every level in the country to address gender issues from the grassroots; teacher pupil ratio reduction; etc. are all necessary conducive education environments stakeholders should work towards. Other learning environment improvements such as toilets, enough learning materials and furniture are also cardinal.

Creating Safer and Better Learning Environments: Country Experiences

In 2011, Zambia's education act was amended and provided legal provision for corporal punishment. According to **Ms. Bridget Moya** of the Ministry of Education (MoE), a review of policy is underway to operationalize the act. In 2013, the MoE reviewed the curriculum and introduced CSE running from primary to secondary schools while introducing a 2 tier education system - academic and skills. A menstrual hygiene program that aims to provide ablution blocks with showers built to cater for girls was introduced. Provision of incentives to teachers in rural areas including housing, a no uniform policy, as well as a policy of not sending any child back home due to fees, etc. was

introduced. The keeping girls in schools programme, working with the Ministry of Community Development (MCD) identifies vulnerable girls, dropouts and those with cash constraints and provides assistance.

In **Benin**, the *Ministry of Education* is working towards separating toilets for girls and boys in schools. The Ministry provides incentives for girls to take up science subjects. The Ministry further recognises that educating a girl has positive impacts on the economy. FAWE assisted Benin to introduce the fight against corruption in schools. Sexual education has also been introduced in schools.

2: PROVIDING EDUCATION IN CONFLICT AND IN MARGINALISED COMMUNITIES

The moderator, **Ms Chikondi Mpokosa**, National Advocacy Manager of the *Malala Fund* indicated that the session is structured to appreciate innovations that promote quality learning in conflict/post conflict situations. Further discussions will also be held on quality learning in marginalised communities.

Ms. Amina Yusuf, with the *Center for Girls Education in Nigeria* and **Mr. Rotimi Olawale**, with *Youth Hub Africa* in Nigeria also, shared their work experiences. A notable achievement in Rotimi's work was the ratifying of the Child Rights Bill by 25 of 36 states targeted in Nigeria. **Ms. Regina Lialabi**, Head of Impact, *Camfed Zambia*

highlighted that *Camfed* had reached 30,512 girls in marginalised communities with bursaries since 2001. **Ms. Kaltuma Sheikh** from *CARE International* emphasised the need to challenge beliefs, practices and attitudes of society/community that are against girl education. It was recommended that, teachers in pre-service and in service should be targeted with Gender responsive pedagogy while creating enabling learning environments for girls. Advocacy must also be intensified for Gender friendly policies in countries. To better the welfare of girls, the 4 approaches and measures of interventions by *CARE Somalia* were recommended.

The need to bridge the gap between the pre-service and in-service teachers to work at same level in the field was suggested along with a recommendation to ensure mainstreaming of gender for sustainability especially at the end of the project. The importance of data and the need to validate research findings to ensure consistency in countries was also encouraged. Discussants wanted future clarity on coordination mechanisms for interventions from different stakeholder in the same country. How can girls traumatized by political conflict be supported; how can countries overcome democratic bottlenecks of trying to push progressive policies for girls; how were the models from *Camfed* and *CARE* used to engage governments; among others were key questions agreed for future discussions.

equity and equality in the process of educating and producing future leaders in Africa. The following experiences were shared:

Higher Education Readiness (HER) Program

Ms. Ethiopia Tilahun of the *Institute of International Education* shared that in 2013, only 32.4% of Ethiopian girls were enrolled into grade 9, of which only 3.5% continued to grade 11, with an even smaller percentage making it to the tertiary levels of education. The Institute of International Education aims to reduce the number of girls dropping out of schools drastically and to increase the percentage of those who make it into university. The HER program is aimed at girls between ages of 17-20 who are academically brilliant, financially needy and possess leadership capacity. Its unique holistic approach has had visible and measurable impact on the lives of its beneficiaries and their families and continues to make a difference in the lives of girls. The girls in turn make a positive difference in society in their own distinctive way.

Youth, Leadership and Engagement

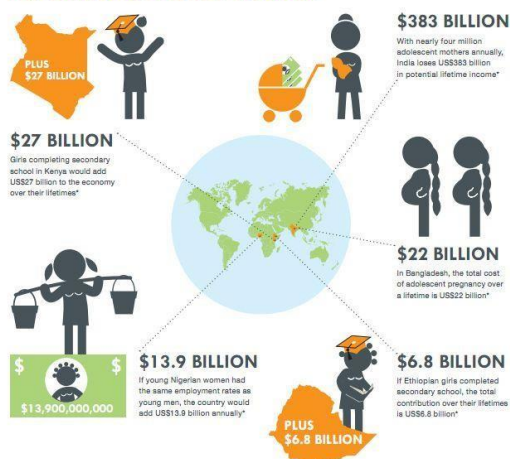
Success for Africa's Ms. Wanjala Sio of said "by 2050, one of Africa's greatest resources would be its abundant human resource". For Africa to be successful in adequately getting the most out of its human capital, the current school curriculum needs to be reformed. There is need for countries to tailor curriculum to specific national and community needs, incorporating the long term Agenda 2063. She appealed to Ministers of Education present, to aid *Success for Africa*, together with FAWE in reforming the educational system. The focus should not solely be on literacy and numeracy, but also on arts, sports, life skills and character building.

When African Girls Read, They Lead

Ms. Catherine Kiama highlighted that *Akili Dada* identifies itself firstly as a

THE GIRL EFFECT DIVIDEND

GIRLS ARE THE WORLD'S GREATEST UNTAPPED RESOURCE. INVESTMENTS IN GIRLS HAVE SIGNIFICANT ECONOMIC RETURNS. THESE RETURNS HAVE THE POTENTIAL TO UPLIFT ENTIRE ECONOMIES. RECENT WORK SHOWS JUST HOW POWERFUL THE GIRL EFFECT DIVIDEND IS.



3: BUILDING YOUTH LEADERSHIP AND EMPOWERING GIRLS TO TAKE CHARGE OF THEIR OWN LEARNING SPACE

The session moderator was **Hon. Aicha Bah Diallo**, Board Member, *FAWE Africa*. She highlighted the importance of youth in building the ideal Africa of the future. challenges the youth faced with lack of education prevented them from having knowledge and competencies to acquire skills needed to make them autonomous in all aspects of their lives. Hon. Aicha stressed the importance of gender

leadership incubator which provides scholarships and mentorship to various groups of young girls in Africa. Its end goal is to have African women leading in various spheres of their societies, making positive and impactful decisions that bring change to nations and Africa as a whole. Akili Dada's programmes help girls transition from primary to secondary education, providing them with basic commodities to enable them concentrate and excel in school. Residential leadership academies are held to equip young girls with skills necessary to develop their leadership qualities. Young girls also take part in community enablement projects to help improve lives of as many children in their communities as possible, boys and girls alike.

The Positive Impact of FAWE

Ms. Christine Nabor Peter, a FAWE Alumni with the *International Conference of Great Lakes Region, South Sudan*, gave a brief life history of the positive impact FAWE, and it's programmes had on her life as a young African girl. Expressing concern that Africa has so many agendas and charters, all with similar goals but very little happening in terms of implementation, she queried if Africa was ready to implement policies and agendas and resolve problems affecting the African youth.

Experience of The Gambia

From *The Gambia*, **Ms. Jariatou Bah** emphasised the need for a reformation of education in Africa to suit Africans. She stressed the importance of introduction of courses such as Ethics,

Leadership and Self-esteem while increasing the participation of youth in policy creation and decision making. She expressed her disappointment at how youth in Africa have been side-lined and only given platforms to speak in parallel or smaller breakout sessions at such fora. It was encouraged that Agenda 2063 should be implemented with the right financial support from all governments and partners to achieve results.

Gender Discrimination and Inequality, especially In Schools

The *Regional Director for Plan International for Eastern and Southern Africa, Mr. Ronald Angara*, appealed for men not be left out in resolutions from the conference. He explained that boys and men are also affected psychologically and are under pressure to behave in a culturally and socially defined way.

Young people face many challenges in participation in national decision making. Many organisations tend to talk about what to do for the youth and not what they do with them. Organisations also tend to hear the voices of young people but do not truly listen to and act on them. Citing a survey by Plan International in 50 countries, corporal punishment, sexual exploitation and bullying were some barriers to quality education found in schools. In partnership with youth, school administrations, student representatives and teachers, awareness-raising programs and peer-to-peer interventions were introduced, resulting in great reductions in bullying in the schools involved ●

GIRLS EDUCATION: WHY IT MATTERS

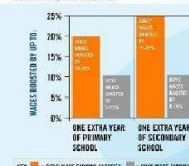
AROUND THE WORLD, GIRLS FACE BARRIERS TO EDUCATION THAT BOYS DON'T. BUT WHEN YOU EDUCATE A GIRL, IT CREATES A LASTING IMPACT ON FAMILIES, COMMUNITIES, COUNTRIES, AND THE WORLD.

OUT OF THE WORLD'S 130 MILLION OUT-OF-SCHOOL YOUTH, **70% ARE GIRLS.**

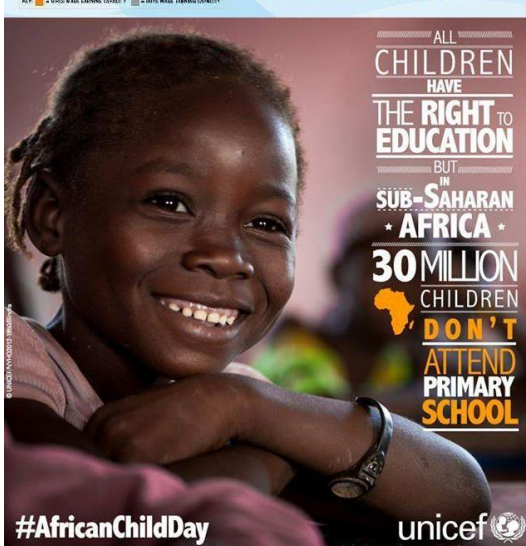


BUT IF WE ELIMINATE THE BARRIERS THAT KEEP GIRLS OUT OF THE CLASSROOM, SHE WILL:

EARN MORE MONEY



MARRY LATER AND HAVE FEWER CHILDREN



Rapporteurs @vandvictors

The Rapporteur Services for this meeting was provided by V&V Management Services Ltd. The on-ground team of Regina Champo Engaenga, Nana Boatemaa Agyeman, Apo Mwila, Lwanga K. Bota, and Arthur Mukota are happy to have been of service to you all. Thank you.



Any errors and omissions in this document are those of the rapporteurs and not necessarily of FAWE. SEND FEEDBACK TO RAPPORTEURS ON: rapps@vandvictors.com | +260955403155



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