

**ADEA'S PROSPECTIVE STOCK-TAKING REVIEW OF ÉDUCATION
IN AFRICA**

A CONSULTANCY REPORT

ON

**KENYA BURSARY SCHEME
TUSEME PROJECT –TANZANIA
PRE-ENTRY SCIENCE PROGRAM FOR GIRLS IN TANZANIA
ACFODE -UGANDA
ETHIOPIA STRATEGIC RESOURCE PLANNING**

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Abstract

This Consultancy report provides information on FAWE activities in 4 countries, namely Kenya (Bursary Scheme), Uganda (Action for Development), Tanzania (TUSEME and Pre - entry Program for University students) and Ethiopia (Strategic Resource Planning). The Kenya Bursary scheme has proved successful in that in 1998 there were 57 students who benefited from the scheme. Uganda's ACFODE is the role model in fundraising and resource mobilization. Uganda has a lot to offer in terms of women's rights, community involvement, and advocacy. The Ethiopian SRP has proved that strategic planning is paramount to any endeavor. The Tanzanian experience indicates that the enrollment of female students can be increased through pre entry programs and that popular theater can also increase girls access, performance, and retention in schools, increase the quality of education, raise students self esteem, and make them assertive and fight for their rights. Apart from the good lessons, it has been obvious that traditional beliefs, negative attitudes towards the female gender, as well as poverty are militating against girls' education. There is need to change the attitudes and make girl students more assertive and confident. Further, it is important to look for ways of alleviating poverty as well as for sponsoring female students from poor families. The aforementioned will only be realized through gender equity in all spheres, gender awareness, resource mobilization and strategic planning of resources.

1.0. Background Information

Forum for African Women Educationalists (FAWE) is a Pan African Membership organization which brings together African women Ministers in Education, women Vice Chancellors and other senior women Policy Makers in Education. The Forum was founded in 1992, with the main purpose of closing the gender gap in education and contributing towards the achievement of the goal of Education for All (EFA) in Africa. FAWE, being associated with ADEA working group of female participation in Education, was given the role of Prospective Stock Taking Review of Education in Africa so as to identify policies, approaches, practices and solutions that can be applied to the problems and constraints which adversely affect education for women in Africa. Consequently, FAWE appointed two consultants to carry out the Stock Taking Exercise in 8 countries namely, Tanzania, Kenya, Uganda and Ethiopia, in Eastern Africa and Burkina Faso, Ghana, Sierra Leone and Guinea (Representing both Anglophones and francophones) in West Africa. This report presents findings/ observations from the Stock Taking exercise in Tanzania, Kenya, Uganda, and Ethiopia. The report provides information on the Kenya Bursary scheme, Action for Development (ACFODE) of Uganda, the Pre - entry program for girls in science in the University of Dar es Salaam, as well as the TUSEME Project of Tanzania. It also provides information on the Strategic Resource Planning (SRP) of Ethiopia.

2.0. Background information on Kenya

Kenya became independent in 1963. The Republic of Kenya is located on the equator on the east coast of Africa. Only about 20% of the country is suitable for cultivation. However, the majority of Kenyans are farmers who produce products mainly for their own needs. Coffee, and tea are grown for export. The exports, together with tourism are the Kenya's most important sources of income. Its population is about 30 million people. It is estimated that the population increases at the rate of 3.6%. This growth rate increases the demand for land, and other social amenities such as education.

2.1. Education system

Education has been strongly supported by the Kenyan government and nearly all children in Kenya get free primary education. The adult literacy rate has increased from 20% to about 75%.. The education cycle is 4-4-4 i.e. Four years of primary education, four for secondary education and the last four for university education. After primary school the educational system becomes highly competitive and the few of those who go on to secondary school gain admittance to the University of Nairobi or any other county's Universities or colleges.

2.1.1. The Forum for African Women Educationalists Kenya Chapter (FAWEK)

The Forum for African women educationalists - Kenya Chapter (FAWEK) was started in Kenya in 1995 and registered as a non-governmental Organization in 1996. It is associated with and housed by the Ministry of Education. FAWEK was launched in 1997 in Nairobi through the joint efforts of the Ministry of Education and the FAWE Secretariat.

The Chapter aims at supporting girls and women to acquire education for development. It brings together a group of women stake holders in Education i. e. the Minister and Permanent Secretary in charge of education, Education Officers, Inspectors of schools, Head Teachers, and Principals, Social Workers, Youth Development Officers, and other prominent women educationalists and researchers.

FAWEK endeavors to initiate political debates, undertake advocacy activities aimed at promoting female education, mobilize resources in support of education for girls and women in Kenya, and create linkages with organizations and individuals committed to education. FAWEK has embarked on the Kenya Bursary scheme so as to mobilize resources in support of girls' education through linkages with organizations and individuals committed in education. The following section describes the Kenya Bursary Scheme, the methodology used in its implementation and possibilities of being replicated in other countries.

2.1.2 The Kenya bursary Scheme Policy

The Ministry of Education does not have any specific policy on bursary scheme. However, there is a policy statement of providing bursary to needy children. In 1999 the Kenya Bursary was Ks 500,000,000 which was an increase of 100,000,000. The Ks 100,000,000 will be spent for girls' education. This contribution will definitely increase access and retention of the needy girls as it is used in paying for the direct costs of education for the girls.

The Kenya Bursary Scheme is one of FAWEK activities which was started in the 1996/97 academic year with two golf tournaments for fundraising. The social, economic and cultural factors that prevent girls from access and retention in schools led to the formation of the Bursary Scheme. The scheme is meant to assist in direct costs of financially disadvantaged girls.

2.1.3. Methodology:

2.1.3.1 The selection process

The National Chapter is the entry point for girls wishing to send in applications to be considered for the bursary award. However, parents or whoever is responsible for a needy child may apply directly to FAWE and the latter channels the applications to the National Chapter. The Chapter has a Bursary Award Committee which receives the applications and channels them to the secretariat after ranking, interviewing, and selecting the qualified applicants for support

Criteria for Selection:

In order to qualify for the bursary a student must:

- Qualify at the top of qualifying criteria for entrance to secondary school
- Have admission in a national school
- Be a girl
- Be entering or already in secondary school but has become disadvantaged since joining Form I
- Demonstrate financial need
- Have evidence of outstanding performance
- Score 500 marks and above of the total 700 marks or 75% of the marks in Kenya Certificate Primary Exam (KCPE) (See Appendix I for the criteria). The selection criteria follow closely the FAWE Bursary Scheme (See Appendix 2).

2.1.3.2 Supporting documents:

The applications must be accompanied by the following:

- A copy of KCPE result Slip
- A copy of admission letter
- A letter from Government representative or relevant authority

- A letter from the Chief
- A letter from the Headteacher of former school or current school where the girl is studying, if already in secondary school.
- Performance record of the child i.e. report forms for the girls already in secondary school
- Proof of community involvement for sustainability
- The applications have to be very detailed, explaining the need for the bursary
- Parents or relatives in charge of the girls should go with them to the school
- A member of the school committee has to verify the information with FAWE.
- A letter from the school has to be authenticated.

Having fulfilled the aforementioned criteria, successful applicants are notified by the National Chapter and shall be required to complete contract forms in triplicate, two to be submitted to FAWE Secretariat.

Heads of schools, school committees, board of governors, FAWE Secretariat, parents and religious organizations are involved in the selection for the Kenya Bursary Scheme.

The number of applicants is high because of the large number of orphans left by parents dying from HIV/AIDS epidemic and increase in poverty. The situation calls for careful scrutiny of the applications so as to come up with the most needy students.

There have been about 547 applicants from all sectors- from primary to tertiary Levels. However, only 61 students have benefited from the programs (See Tables 1 and 2 in appendix). The number of applicants calls for thorough planning of funding by the Chapter. UNESCO has promised to give U\$ 10,000 to each Chapter. Chapters have to be informed of the funds so that they can utilize them fully.

2.1.3.3. Fundraising process

Fund raising events are advertised through the Radio/TV, and letters of invitation are sent to companies. Further, key people such as prominent politicians and business men are invited as guests speakers during fund raising.

2.2. Capacity Building

Attempts are being made to strengthen Guidance and Counseling services for girls. The services include skills for developing self confidence, self-assertiveness, and self esteem as well as personality development. There are also plans for providing Education and Career Guidance and Counseling services. The services assist in access and retention of girls in school in that they enable students to accept their situations or problems they face and find ways of solving them.

2.3. Increase in quality of education

Interviews with some members of FAWEK showed that students sponsored under the Kenya Bursary Scheme take education seriously, and that most of them become role models in their respective schools. There is one awardee of the scheme who has successfully completed her studies and shown interest in fund raising for other students.

2.4. Sustainability

The chapter must sustain itself. Discussions with some members of the chapter indicated the need for soliciting for more funds from donors other than FAWE. Members were of the opinion that:

- the chapter must come up with projects for fund raising. The money from the fund raising should be saved in fixed deposit so that the accrued profit can be used for school fees for needy children. Such savings are expected to increase the access, and retention of girls in school.
- parents and school personnel should think of income generation activities to generate more funds. In order to realize the goal of Education for All by the Year 2000, there is need to empower the local people with skills on income generation so that they can be able to generate funds to be used for the education of their daughters.

2.5. Problems

- Lack of the general public awareness of the Bursary Scheme: From the number and type of applicants, as well as the type of students benefiting from the scheme, it is obvious that the awareness is mainly in Nairobi and Central province, among the elite. However, more people are getting informed of the scheme.
- Some parents have very high expectations on the bursary scheme. They feel that the scheme will alleviate the problems of school fees. When the expectations are not met, they become disappointed.
- Some parents applying for the bursary demand letters of support from FAWEK to their respective schools even where it is uncalled for.
- The criteria of school outstanding school performance may not necessarily be a fair one. Students from poor families may not be able to get 700 points or more in the KCPE because they are already adversely affected by poverty which is detrimental to their performance. It would be logical for the selection committee to consider the issue of poverty more seriously

2.6 Possibilities of replicating the scheme

All chapters are responsible for creating bursary schemes for assisting the needy girls. I am of the opinion that the FAWEK approach of the bursary scheme can be replicated in other countries, especially the fund mobilization process and the use of media, politicians and high ranked people to popularize the scheme.

2.7 RECOMMENDATIONS

- There is need of making a follow up on the girls who have completed school under the bursary scheme and find out what they are doing and their general progress.
- There is need for a machinery to monitor girls from primary through secondary education
- Parents should be used in fund raising through the use of income generating activities and self reliance. There should be Harambees, alumni clubs and involvement of prominent people in fund raising so as to sustain the bursaries.
- Matching funds from the government may be used to assist in fundraising
- FAWEK, parents, and school committees should look for possibilities of tapping resources from the community and, as much as possible, channel them to parents through their district and community leaders.

- The Chapter should reach out and assess the situation of the needy children and the environment they live in to get the feel of the student/girl they are sponsoring
- The Government bursary should be used in assisting the needy children right from first grade.

All these points need to be taken care of when replicating the program

3.0. TUSEME PROJECT AND THE PERENETRY PROGRAMME FOR UNIVERSITY STUDENTS IN SCIENCE AT THE UNIVERSITY OF DAR ES SALAAM IN - TANZANIA

3.1. Introduction and Background Information

The United Republic of Tanzania is located on the east African coast of the Indian Ocean. It incorporates mainland, Zanzibar and Pemba as well as lakes Victoria and Tanganyika. The country gained its independence in 1961. The population is about 30 million. It is estimated that 68% of Tanzanians are illiterate and 93% of the children attend free primary schools. About 4 % attend secondary schools. Tanzania is among the poorest countries in the world. It depends on subsistence and export oriented agriculture. Tanzania industry supplies 13% of the GNP:

Two ministries manage education in Tanzania i.e. The Ministry of Education and Culture which is responsible for primary, secondary and teacher education and the Ministry of Technology and Higher Education responsible for higher education -at University and other higher institutions of learning. The country's education system comprises a structure and sequence of education through both formal and nonformal education. systems. The formal system is predominantly academic ranging from primary to university level. There are also pockets of preschool education. It has now been formerly announced that the formal education system shall be 2-7-4-2-to-5

While it is commendable that there is parity in enrollment of girls and boys at primary school level, and that there is a commendable increase of enrollment of girls at secondary school level from 30% in 1980s to 40% in 1990s, and almost 50% in 1999, the enrollment is still very low at high school level (19%) and in higher education (10%-15%). This situation lead the **FAWE** and the country chapter(**FAWETANZANIA**) to embark on the two programs being discussed in this section.

3.1.1 FAWE TANZANIA

FAWETANZANIA, the Tanzania **FAWE** Chapter, was launched on the 24th of September, 1996. Among its objectives (which are part and parcel of **FAWE** objectives) are ; to formulate interventions that will improve the quality of girls education in terms of experimental interventions; to explore, test and replicate innovative ways of expediting opportunities to increase access, retention, and achievement for girls. With these objectives in mind, the two **FAWE** funded programs/projects at the University of Dar es Salaam i.e. TUSEME project under the Faculty of Arts and Social Sciences and Pre entry programs for the University students in the Faculty of Sciences were initiated. The following section presents the aims, methodology, and outcomes of the two projects and highlights the possibilities for replication.

3.2. TUSEME Project

TUSEME is one of the FAWE supported projects in Tanzania. TUSEME literally means, '*Let Us Speak Out*'. The project started in the University of Dar es Salaam in the Department of

Fine and Performing Arts in the 1996/97 Academic year. This was a project on education and democracy. The project was implemented in seven secondary schools of Tanzania.

3.3. Objectives of TUSEME

The Objectives of TUSEME are: to empower girls to understand, and denitrify gender related problems facing them in schools; to give the girls a voice to speak out and express their identified problems; to enable the girls identify possible solutions or take actions to solve the problems that hinder their social and academic development. This project was responding to gender relations in schools and poor performance of girls in schools and colleges. The project is also a response to the Education and Training Policy of 1995 which aims at increasing access to education, by focusing on equity issue with respect to women, disadvantaged groups and areas in the country.

3.3.1 Specific objectives of the project include enabling the girls to say what they consider as factors leading to problems of:

- School drop out
- Poor academic achievement
- School girl pregnancy
- Sexual harassment
- Any other gender related problems as identified by the girls themselves.

Further; it aims at finding ways through which girls themselves can combat the aforementioned problems.

3.4. Project Methodology

3.4.1. Schools involved in the Project.

Seven secondary schools which took part in the project were: Korogwe Girls Secondary School, Kondoa Girls Secondary School, Iringa Girls Secondary School , Ruvu Secondary School, Bagamoyo Secondary School, Kilakala Secondary School, as well as Msalato Girls Secondary Schools (See table 3)

3.4.2. Rationale for the Selection of the Schools

The selection of the schools took into consideration the accessibility of the areas for the project. Consequently, sample schools from East, Central and Southern parts of Tanzania were selected. Strategic sampling was used to get 5 girls boarding secondary schools and two co-education schools with boarding facilities and which enroll day students. Two special schools for high achieving girls were also involved in the project.

3.4.3 Selection of Target Groups.

Form two students were strategically sampled to participate in the project. It was thought that their participation would allow time for evaluation (a minimum of two years before they graduate).

The evaluation was to look into issues of academic motivation and performance. The selection process was as follows:

- Schools were identified by Professor Lihamba, the Head of Department of Fine and Performing Arts with other members of her department taking into consideration the rationale for the selection indicated in 3.5.

- After the selection, some members of the department visited the 7 schools to discuss with students and teachers on the issues to be dealt with in the project through group discussions
- A summary of problems highlighted by the students were used to formulate themes for the TUSEME festival.

Seventy two students from 7 schools were selected through discussions with Heads of schools. See Table 3 for the schools

Table 3. TUSEME project schools

Name of School	Region	Co-edu./ Girls	Special/ Ordinary	Boarding/ Day
Ruvu	Coast	C	O	DB
Bagamoyo	Coast	C	O	B
Korogwe	Tanga	G	O	B
Kilakala	Morogoro	G	S	B.
Msalato	Dodoma	G	S	B
Kondoa	Dodoma	G	O	B
Iringa	Iringa	G	O	B

Key:**DB = Day and Boarding school****B = Boarding school****C = Co-education school****G = Girls school****S = Special school****O = Ordinary school****3.4.3. Project Techniques**

The *Theater for Development* or *Popular Theater/ Participation by all* was used in this project. The students came up with what they considered the problems facing them, analyzed their root causes, put their ideas in the theatrical performances and performed on the stage. They then discussed the problems and strategies that the community could use in alleviating them.

The techniques used in the workshop included small groups discussions. The groups collected information from the community. The collected information was discussed and shared amongst members of the bigger group of festival members who finally came up with a list of problems that needed attention.

Some of the identified problems included: lack of transparency among teachers and students, inadequate security, sexual harassment, love affairs between male teachers and female students, drug/substance abuse, lack of school fees, water shortage, lack of electricity, inadequate number of teachers, gender discrimination, unjustified punishments, poor and unsatisfactory teaching, pregnancy, truancy, lack of private study time, poor social relations among teachers and bad diet.

The students came up with the following as ways of solving some of the problems: Availability and use of a suggestion box where students could write their concerns. The students thought that there was need for a strong fence around the school compound. A suggestion was also made that teachers should refrain from using sexist language and should also stop sexually harassing students. It was further suggested that, teachers should be disciplined and that students should report of any sexual harassment act by their teachers or male students. It is no doubt that the suggestions are geared towards increasing access, retention, and the quality of education offered.

3.4.4 Preparations for the TUSEME Festival

Thorough preparations were made before the festival. Following are some of the preparatory activities.

- Holding workshops in schools to explain the objectives and methodology of the festival
- Identifying TUSEME resource persons
- Preparing outlines for plays they wanted to stage at the festival
- Collecting gender related materials to be exhibited and used in the festival
- Collecting and editing of articles written by students for TUSEME Newsletter
- Selecting TUSEME resource persons

3.4.5. Workshops in selected schools

Table 4 indicates the dates for the workshops held in the selected school.

Table 4 The Workshops dates

Name of School	Dates (1997)
Ruvu Secondary School	16 – 26 March
Msalato Girls Secondary School	16 – 26 March
Kondoa Girls Secondary School	27 – 5 th April
Kilakala girls Secondary School	7 – 17 th April
Iringa Girls Secondary School	15 – 25 April
Bagamoyo Girls Secondary School	5 – 15 May
Korogwe Girls Secondary School	24 July – 4 August

Source: Ghonche Materego (1998). An impact assessment of TUSEME Project . Unpublished Report, University of Dar es Salaam, Tanzania

3.4.6. Recruiting of resource persons

The project started by recruiting 8 resource persons selected out of their experience in working in theater for development process, social mobilization and theater practice. A sensitization workshop was conducted to familiarize the resource persons with gender issues and their impact on girl child. Two coordinators were also selected to monitor the project.

3.5. Roles of TUSEME Resource person

- to help clubs select plays for the festival
- to advise the clubs on materials for exhibition
- to collect articles for final editing and printing

3.6. Participation in the festival

The festival was officially opened by the 1st lady, Mrs. Anna Mkapa, on 23rd March 1998, and was closed by the Minister for Community Development, Women and children, Hon. Mary Nagu (MP) on 27th March 1998.

A total of over 3000 people attended the festival. These included Government Officials, Members of Diplomatic Corps, representatives from international and local Non Governmental Organizations, teachers and students from various schools, parents and children. The festival activities commenced at 9.00 a.m. and ended at 6.00 p.m. every day. Evening activities started at 8.00 p.m.

Festival activities included workshops, dance, drama, poetic drama (ngonjera), music, creative essay writing, and communication skills. Further, role models from the University of Dar es salaam as well as prominent women leaders shared their experiences with the students. Following are the names of the role models who participated in the festival

- Honorable Ambassador Getrude Mongella (Executive Secretary of the 1995 Beijing conference).
- Dr. V.G. Masanja (Mathematician and Head of Department of Mathematics, University of Dar es salaam).
- Prof. E. Kavaisi (Physics Department, University of Dar es Salaam)
- Judge Engera Kileo (Judge, High Court)
- Hon. G. Mziray (The then Deputy Minister for Health, MP and a former teacher).
- Dr. F. Urasa (Head, Zoology and Marine Biology, University of Dar es Salaam)..

There were **excursion tours** around the University of Dar es Salaam faculties (Engineering, Science and Arts and Social Sciences) as well as in Radio Tanzania.. There were **exhibitions of materials** where awards were given to best academic club, best disciplined club, best gender exhibition club, best performer, best academic student, and best pulled up academic student.

3.7. Project Financial and Human Resources Support and sustainability

The University of Dar es Salaam provided major human and material support. However, outstanding financial support was provided by Swedish International Development Authority (SIDA) and Forum for African Women Educationalists (FAWE), SIDA was the major donor who facilitated the writing, editing and printing of TUSEME Newsletter, dubbing and distributing the TUSEME Videos, and publicizing the project through the use of T-shirts and Caps. It is the concern of FAWE to look into ways of sustaining the project.

3.8. IMPACT OF TUSEME PROJECT

3.8.1. Implied effects on access and retention

- Girls have been empowered to overcome some of the problems affecting their academic performance.
- Girls can now come forward and report on teachers who do not deliver or teach well in classrooms which they did not dare to do before. At least one teacher was reported and reprimanded.
- There is transparency among girls and teachers regarding academic performance and social misconduct among teachers and students. The girls themselves expose truants and culprits.
- Girls are more confident than before and report their problems to teachers or colleagues and sometimes come up with solutions of their own.

3.8.2. Effects on quality and writing skills and creative arts

- TUSEME Newsletter has been produced. All TUSEME Club members were urged to contribute articles. The articles received from the 7 participating schools were presented to the Executive Editorial Board in Dar es Salaam. They were edited, and the best articles from the schools were forwarded to FAWE in Nairobi for printing. Some of the

students prepared cartoons, plays, poems and stories for the Newsletter which were also edited and sent to Nairobi. A total of 500 copies of the 1st edition of TUSEME Newsletter were printed.

- TUSEME Video tapes were produced and distributed to schools. A total number of 182 video tapes were distributed to schools; 100 tapes to participating and 82 tapes to non participating schools. The schools are using them to instill skills in assertiveness and creative arts among students. See Table 6 for the distribution of the tapes. Many schools are asking for more tapes, especially the non participating schools (Materego, 1998)

Table 6
Distribution of TUSEME Video Tapes

Region	Number of cassettes to participating schools	Number of cassettes to non participating members	Total
Dar es Salaam	-	11	11
Pwani (Coast)	14	5	19
Morogoro	7	8	15
Dodoma	14	3	17
Singida	-	2	2
Tabora	-	3	3
Shinyanga	-	3	3
Mwanza	-	5	5
Mara	16	3	19
Kilimanjaro	11	5	16
Arusha	-	5	5
Tanga	7	5	12
Kagera	1	2	3
Kigoma	1	2	3
Rukwa	7	2	9
Mbeya	11	7	18
Iringa	7	2	9
Mtwara	3	2	5
Ruvuma/Lindi	1	3	4
Total	100	82	182

- A total of 300 T-shirts and 200 TUSEME caps were produced and sold during the first TUSEME festival (1998). The caps and T/shirts had the word 'TUSEME' on them.
- **NOTE:** All the aforementioned have impact on access, retention, and quality of education offered to students. For example, through literary and performing arts, students writing skills, imagination, and artistic creation are nurtured. Students instilled with the aforementioned have higher chances of being enrolled, retained in school and even getting chances of being enrolled in Higher Institutions of Learning. Further, their quality of education remains superior.

3.8.3. Effects on quality: Improvement in student academic and social performance

- A total of 23 teachers (100%) were interviewed concerning the academic and social development of the students who participated in TUSEME. About eighty seven percent (86.9%) of the teachers have indicated that TUSEME has improved the academic and social performance of the girls who participated in the TUSEME festival.

Table 7 indicates teachers' responses on whether or not the TUSEME project had improved academic performance of the student who participated in it.

Table 7: Teachers Response on noticeable academic and social changes of students in TUSEME Project.

Total number of Teachers	Academic change noticed		No Responses	Social change noticed		
	Noticed Change	No Change		Noticed Change	Not Noticed	No observation done
23	10	7	6	20	-	3

Source: Materego, G. (1998). An impact assessment of TUSEME Project 1997/98

- It was also observed that 43.4% of teachers had admitted to have noticed academic improvement among students who participated in TUSEME, whereas 30.4% did not see any changes among the students.
- Some of the respondents however commented that change in behavior takes time, - *It was too early to judge* whether or not their students had changed
- The first term examination results for 1999 showed that most students in Kilakala TUSEME Club had pulled up and only 3 students had 'D' pass mark as the lowest. TUSEME club is also said to have improved the students performance skills. 'If there is anything our fellow sisters have gained from TUSEME is performing skills. We all like their performances. No one wants to miss them'. Commented one of the Msalato Secondary School girls on TUSEME members performance. It can be therefore concluded that the TUSEME Project had a great impact on girls social, academic and performing skills.

Assertiveness (Access, retention and capacity building)

- TUSEME Project has empowered girls to overcome their problems, speak out about them and identify solutions. When asked about how TUSEME had helped the students to speak and identify their problems, 91.3% of the teachers confirmed that TUSEME girls can speak out and express their identified problems. Also 60% of the teachers noticed some achievements in assertiveness among TUSEME girls. At least one case was reported where a teacher was given stern warning for not being punctual in class and for his bad teaching.
- Cases of sexual rape/harassment lead to dismissal of teachers or any employee or student involved
- The program has empowered the girls; they understand and overcome problems that hinder their social and academic development. It was reported that TUSEME Club members solved more than 50% of their problems.
- Apart from the impact on student academic performance, teachers were also motivated to teach and observed punctuality. There is improvement in their teaching procedures. The assertiveness instilled to the students is a great tool to access and retention. The students can analyze their problems and arrive at solutions of their own. They are provided with tools of analysis.

Generalization

- This project can be modified and generalized to other countries, at primary and college levels.

- This year (1999) representatives from Burkina Faso, Namibia, Senegal, Rwanda, Burundi, Gabon and Mali were invited to Tanzania to participate in TUSEME Festival. They attended the festival and prepared project which were to be implemented in their respective countries. Members of TUSEME assisted in preparing and critiquing the projects.

Sustainability

- For the project to be sustainable, financial support is mandatory. It is recommended that the University of Dar es Salaam and FAWETANZANIA look into various means of sustaining the program

Recommendations

- The program should be generalized to other schools (primary and secondary) as well as to teacher Training Colleges
- The program should also include children with special needs such as street children, as well as those with disabilities.
- More boys should be involved in the programs
- There should means of those who report cases of harassment to avoid embarrassment and physical abuse
- There is a need of following up on the TUSEME members' academic development so as to find out how they perform in their Ordinary and Advanced level examinations. This is to ensure access and retention of students and check on the quality of the education offered

4.0 THE UNIVERSITY OF DAR ES SALAAM PRE-ENTRY PROGRAMME FOR GIRLS (PEP) under

Teachers Education in Mathematics and Science (TEAMS) Project

4.1. Introduction and Background Information.

The University of Dar es Salaam has the lowest proportion of female student enrollment among the higher institutions of learning in East Africa (University of Dar es Salaam Institutional Transformation Program, 1996). The enrollment is portrayed in Table 8a.

Table 8a: Enrollment of undergraduate students in 1997/98

Faculty	Male (# and %)	Female (# and %)	Total
BA	769 (76%)	202 (20.88%)	971
BA Education	393 (69.6%)	171 (30.3%)	564
BA. Education (PESC)	81 (89%)	10 (10.9%)	91
B(Education)	31 (62%)	19 (38%)	50
B (Commerce)	427 (84%)	81 (16 %)	508
B.Sc. Engineering	771 (77.2%)	27 (3.4%)	793
LLB	277 (72.8%)	61 (18.0)	338
B.Sc. General	123 (75.4%)	40 (24.5%)	163
B.Sc. Computer	77 (93.9%)	5 (6.0%)	82
B.Sc.(Electrical Engineering)	55 (98.2%)	1 (1.78%)	56
B.Sc. Geology	79.....(95%)	4 (4.8%)	83
B.Sc. Education	282 (71.0%)	115 (28.96%)	397
Total	3365 (81.8%)	736 (17.9%)	4101 (100%)

Source: Possi, M. K. & Mhina, E. H. (1999)
 DARUSO Student Leaders Sensitization Workshop pp. 23
 University of Dar es Salaam (PMU)

It can be observed from Table 8a that the Faculty of Engineering has the lowest girl enrollment, followed by the Faculty of Science and Faculty of Commerce, all of which require knowledge in science and mathematics.

Pre-entry program for female science students was introduced at the University of Dar es Salaam during the 1996 – 97 academic year by TEAMS to address the problem. The program was aimed at taking female students who had qualified for undergraduate admission but could not be admitted under normal circumstances because of lower Grade Point Average (GPA) than the accepted cut off.

The pre-entry course program for girls is stipulated under the overall objectives of the University of Dar es Salaam and objective number 8 of the Faculty of Science. The objective aims at addressing and redressing the existing gender imbalance amongst students and academic members of staff. The aim of the project was to find out ways of increasing the enrollment of women into the science and mathematics programs of the University of Dar es Salaam.

The Pre-entry Program is a pilot project initially assisted by the Dutch government in 1997. Fifty four (54 students) participated in the program and took Geography, Chemistry, Biology, Physics, Mathematics (pure & applied) as well as Communication Skills.

The program was officially opened in the 1998/99 academic year under the sponsorship of FAWE. For the initial two years, it was difficult to get many students. For example only a total of 26 (one girl was discontinued after failing the pre-entry examination) were admitted in the 1998/99 academic year in various faculties as shown in Table 8

Table 8b
Enrollment of Pre entry students in the 1998/99 academic year

Faculty **Number of students**

Faculty of Science	16
Faculty of Engineering	4
UCLASS (University College of Lands Architecture & Survey)	4
Faculty of Nursing	<u>1</u>
Total	<u>25</u>

4.2. Objectives of the Project

The main objective of the project is to improve access for women students into undergraduate programs, increase the number of female students in science and encourage them to be science teachers, role models and also fill the gap of female science teachers in the country. The project is also designed to improve access and performance of female students in science subjects.

4.3. Rationale

- Most girls are unable to secure tertiary science education. With the increase in the use of science and technology in homes and work places, it is feared that women will be left behind and will be incapacitated in this era of technology.
- Girls lack sufficient time to study due to extra family responsibilities and some cultural problems, which place girls in marginalized position. The pre –entry program provides them with time and good environment which allows them to make up for what they had missed out.
- Low enrollment of female students at the University of Dar es Salaam, especially in the faculties of Science and Engineering is very low as indicated in Table 9a.

Table 9a: Enrollment of female students in the Faculties of Science and Engineering at the University of Dar es Salaam in 1996 - 1999.

	1996-7			1997-98			1998/99		
	PE	N	T	PE	N	T	PE	N	T
Biology	-	21	21	35	20	55	13	31	44
Chemistry	-	20	20	36	18	54	18	27	45
Physics	-	24	24	7	13	20	12	1	13
Math	-	14	14	8	7	15	09	05	14
Geography	-	-	14	6	2	8	-	-	-

Source: O-Saki, K. M. & Clegg, A. S. (1998). Pre –entry Program for girls into the Undergraduate course (A Mimeo

KEY

PE	=	Pre-entry Cohort
N	=	Normal Cohort
T	=	Total

Table 9b**Number of students enrolled in B Sc., B Sc. Ed., B Sc. Engineering and BA ed.**

	1992		1993		1994		1995		1996	
Deg. Prog.	F	M	F	M	F	M	F	M	F	M
B.Sc. Gen.	22	78	17	83	19	81	15	85	24	76
B.Sc. Geol.	04	96	03	97	07	93	06	94	07	93
B.Sc. Edu.	21	79	23	77	28	72	22	78	15	85
BA Edu.	28	72	28	72	34	66	24	76	28	72
B.Sc. Eng.	05	92	03	97	03	97	03	97	06	94

Source: O-Saki et.al

It can be observed from Tables 9a and 9b that the enrollment of female students is very low . It is 20% in all Science programs, and that in Engineering and geology, the percentage has never exceeded 10% of total intake.

4.4. Methodology

The program was managed by the Faculty of Science. The science departments were responsible for teaching, setting ,and marking the Pre-and Post-tests. The courses were team taught by members of the faculty of Science from Biology, Chemistry, Physics and Mathematics departments. Communication Skills was taught by members from the department of foreign language and Linguistics. Each student took at least two science subjects during the six weeks. A third subject, communication skills, was compulsory.

4.5. Role models

There were sessions of prominent female scientists who attended the opening sessions and participated in the teaching. Some provided counseling services for girls who faced problems during the program. To motivate the students, the Chief Academic Officer, who is also a female professor, opened the program.

Funds were obtained from FAWE. Each student got \$155.00 for pocket money in the 6 weeks program. Teaching and learning materials, boarding facilities, and laboratory equipment were all paid for by FAWE.

4.6. Successes

- Generally, the program has improved the quality of learners, access, and retention of female students. It has also improved the quality of education offered to the students as indicated below
- PEP facilitated the students academic life by providing them the opportunity to interact with the University lecturers and role models who gave them hope, academic and moral support
- The students were provided with study techniques which prepared them for undergraduate classes
- Increase in the enrollment of girls in science and mathematics. Twenty four out of 25 girls enrolled in science passed the entrance qualification examination and were enrolled in the sciences. Only one student could not qualify.

4.7. Problems

- Future funding of the program is unpredictable since the program depends on donors.
- The program may not be able to realize the gender parity because the number of students qualifying for it keeps on dropping.
- The Pre-entry program is conducted at the time of teaching practice hence problems in getting lecturers who will be fully occupied with the teaching of pre entry students. Some of the lecturers in the Faculty of Science are also involved in teaching practice.
- Most pre-entry students are teased by their female and male colleagues. The students are teased and laughed at due to the belief that they were enrolled on 'favoritism' This has adversely affected the Students (see attached written information of some of the students) See appendices 3,4, and 5.
- Lecture rooms and laboratories were often overcrowded.
- There was lack of teaching-learning materials for practical. As a result, lecturers resorted to lecturing.

4.8. Recommendations

- Taking into consideration the aforementioned problems and observations, there is need for looking for ways of improving the teaching and learning styles used in the pre entry program
- The pre entry program is a short term/temporary measure to improve access and retention of girls in science. A long term measure should be sought. For example it is necessary to improve the conditions of Teacher Training Colleges and schools i.e. improve the quality of teachers through inservice training, purchasing sufficient and appropriate teaching aids and making sure they are used in teaching.
- Sensitizing primary and secondary school girls in particular, and the community at large on the importance of science for girls. The step may curb the problems right at lower grades hence a large number of students entering the University.
- There is need of conducting a tracer study to find out how the students are performing academically and socially and possibly looking at the classroom interaction

For sustainability:

- The use of alumni associations, owners of factories/industries, and non-governmental organizations in the science field may assist in fundraising.
- The government could institute education levy through tax deduction

4.9. Generalization

- This Program can be generalized to other universities in the region which may have similar problems.
- There is need of generalizing the program to other faculties and departments low enrollment of girls

5.0 ACTION FOR DEVELOPMENT(ACFODE) OF UGANDA

5.1 Introduction and Background information

Uganda is a republic of East Africa and a member of Commonwealth since 1962. It is located on both sides of the equator and receives a lot of rainfall. Uganda is largely rural. The population is estimated to be 18.7 million. There have been a large number of refugees from Uganda to neighboring countries. It is therefore difficult to get the exact population. The literacy rate is more than 57%. The Education system is 7-4-2-3 to 5.

5.1.1. FAWEU is the FAWE National chapter in Uganda. It was launched on the 27th February 1997, through the joint efforts of the Ministry of Education, Non Governmental Organizations. Makerere University and Uganda men and women committed to Gender Parity in Education. One of the **FAWEU** objectives is to promote women's leadership policy making skills with institutions through targeted capacity building. The objective fits in very well with those of **ACFODE** (Action for Development) of Uganda.

This section highlights the activities carried out by **ACFODE** and discusses the methodology used as well as possibilities of replicating its activities to other countries.

5.2. OBJECTIVES OF ACFODE

Action for Development (**ACFODE**) is a non profiting organization working on gender parity. The organization works very closely with **FAWEU** in trying to improve the educational status of women in the country. **ACFODE**, as stated in its act, is an organization for Ugandan women of vision commitment, talent and energy. The organization was formed in November 19th, 1985. Its main objective is to seek and stimulate awareness among the Ugandan society so as to look into to the needs, problems and rights of women. It advocates for the elimination of discrimination of girls in the areas of education and health, training and in institutions of higher learning.

ACFODE works in close collaboration with other organizations in the spirit of improving the status and lives of women in Uganda, enabling them to realize their full potential talents and enhancing their contribution to national development. It seeks to meet the needs and demands of the Ugandan society with significant differences. **ACFODE** was formed to ensure action on pressing needs in education.

5.2.1. The main objectives of ACFODE are to:

- facilitate communication and sensitize society about women's needs, potential and problems; and campaign for a positive portrayal of women.
- increase women's representation and participation at all levels of decision-making.
- lobby and advocate for law reform for improvement and enforcement of women's rights.
- generate information through research and disseminate it to relevant sectors, policy makers, and implementers.
- provide opportunity for capacity building for members and staff.
- introduce gender issues at all levels of education and training curricular.
- network with local and international women's organizations and other relevant bodies.
- empower women economically.
- sensitize society to take women's health issues more seriously and educate women to take active responsibility for their own health.

5.3. Membership

ACFODE accepts membership from people of every age, religion, race, political persuasion, professional type and standing, and Socio-economic background.

5.3.1.0 Categories of membership

5.3.1.1. Full or ordinary Membership

Full or ordinary members are women of 18 years and above who support and identify with the aims and objectives of **ACFODE** and who have completed a probation period of six months.

5.3.1.2. Associate Members

Membership under this category include men of 18 years and above. Also Women who, due to certain factors, do not qualify for full membership also fall under this category. The factors may be lack of funds for registration and for paying membership and subscription fees and lack of time to participate actively in programs.

5.3.1.3. Honorary Members

These are persons sympathizing with women and they may be temporary members.

5.3.1.4. Temporary Members are people who have not yet completed the probation period.

5.3.1.5. Founder Members are members who joined **ACFODE** within exactly one year of its formation; between 19th November 1995 and 18th November 1986. They may be full or ordinary members.

5.4. ACFODE STRUCTURE

5.4.1. Departments

There are 2 main departments.

- a. Advocacy department has 4 units which include research, awareness, legal and human rights, and information and documentation.
- b. Capacity building department has 2 units i. e. training and economic empowerment units

5.4.2. Committees

There are 2 main committees i.e. the Executive Committee and Program committee.

5.4.2.1 The Executive Committee

Like in any other organization, the **ACFODE** executive committee is the decision making body in the organization. It formulates policies and approves programs made by the Program Committee. However all matters initiated by the Executive Committee are subject to approval by the general meeting of the entire membership.

5.4.2.2. Program Committee

This committee is responsible for planning, implementation and monitoring of the organization's programs.

5.4.2.3. Unit Committees

Following are unit committees within **ACFODE**

- Information and Documentation Committee
- Education Committee
- Projects Committee
- Legal Committee
- Research Committee
- Health Committee

NB: Ad-hoc Committees may be formed as need arises.

5.5. ACFODE Departments

1. **Legal and Human rights departments**

This department has the role of creating awareness among women and men about their human rights and advocating for law reforms. It also encourages women to participate actively in politics.

The department is also addressing issues on land and property ownership by women, inheritance, child marriages, domestic violence, rape and defilement. Further, it provides information about current and outmoded laws, customs, and religious practices that need to be changed.

2. **Information and Documentation**

This is the unit which handles organization's publications. The organization's major publication is the *Arise magazine*. The unit was formed in order to build confidence and good image of women. It is also aimed at changing societal negative attitudes which adversely affect women's advancement/emancipation.

3 **Information and Publication Unit**

The unit publicizes **ACFODE** activities through the radio and television (TV). It also organizes seminars and workshops for journalists and writers on writing skills and gender coverage.

4. **Research**

The unit generates and disseminates information on women's issues. The emphasis is on action oriented research on gender issues.

5 **Health**

The objective of this unit is to empower women so that they take active responsibility in matters pertaining to their own health. It organizes workshops, seminars and talks on health issues for women.

6 **Education and Training**

The main purpose of this unit is to advocate for gender balance in the education system. It is responsible for Family Life Education (FLE) in schools. So far, the unit has conducted seminars and workshops around Kampala and in other areas of **ACFODE** concentration.

The unit is also responsible for capacity building of members of staff by way of providing education and training opportunities for skill development.

7 **Projects**

This unit empowers rural women by providing them with skills in project identification, planning, management and marketing of their produce.

8 **Funding**

ACFODE is not a funding organization. Its programs are funded through charity and goodwill. However, the organization is actively involved in fundraising activities.

5.6. ACFODE's contribution in the improvement of access and retention for girls in school

The organization advocates for access and retention of girls in schools. It is against the elimination and discrimination of girls in the areas of education and health, as well as in training in institutions of higher learning. Among the actions taken by ACFODE to improve access and retention of girls in school is the use of Bursary scheme

- **Bursary Scheme**

ACFODE has a Bursary Scheme for increasing girls access to and enrollment in schools. It ensures that girls are retained in school for the duration of their schooling. Currently, the scheme caters for 90 girls in primary schools and 4 girls in secondary schools. Further, through the scheme, **ACFODE** has embarked on a construction of a school building for girls since December 1996. The ground and first floors of the building are in final touches. To complete the construction, the organization requires extra US \$ 238,794.00

- **Rationale for the Bursary Scheme.**

The scheme was initiated as a solution to several problems facing education for girls in Uganda. Some of the problems are

- Uganda strife - the country has not been enjoying peace ever since the Idd Amin war. The *war situation* militates against girls education.
- Negative societal attitudes on education for girls. Some parents do not realize the importance of educating girls on the belief that girls will become pregnant before completing school hence make parents *waste their money for nothing*
- Cultural preference for early marriage
- Strict enforcement of traditional roles – *that since the woman's place is in the kitchen, girls do not have to go to school*
- Teachers stereotypes and discriminative attitudes towards girls.

- **How the Bursary scheme has improved access and retention.**

Funds from the bursary scheme are used for the following:

- Gender awareness seminars, and sensitization workshops for teachers
- Training of female teachers and peer tutors on Guidance and Counseling .
- Guidance and counseling services for girls
- Bursary awards for tuition, school fees, teaching-learning materials like books, and uniforms for high performing but economically disadvantaged girls.
- Provision of facilities to meet particular needs of girls e.g. sanitary facilities,
- Construction of dormitories in boarding schools to accommodate girls who live far away from school

5.7. ACFODE Publications

- *Arise Magazine* which covers several women issues including; Girls education

Women and decision making,
Women in political decision making,
Gender issues
Women and health
Women and work
Women and media
Women and technology
Women events

All the aforementioned ensure capacity building for women

- Booklets

After Death -A booklet on legal education –provides information on how to make a will

Family Life Education for Counseling Youths in sexuality issues- The booklet is written in question and answer form.

The Adolescent Girl & Boy

This is a question and answer booklet for responsible living. It contains questions collected from pupils and students in primary and secondary schools from different parts of Uganda during **ACFODE** educational Networking program. The questions and answers are on growth and development, personal hygiene, girl/boy relationship, AIDS and 'you and the law'. A very good booklet for guidance and counseling. The book is intended for young people, teachers and parents. In it are also chapters on personal hygiene, relationship with opposite sex, protection against AIDS etc.

Visible at last documents the work of women NGO's in Uganda and their contribution to the development of Society.

- Bulletins

Link bulletin provides information on the principles of democracy and key issues in the Ugandan draft constitution. It also summarizes information generated during the National Assembly debate

- Brochures

ACFODE has produced the following brochures:

Family life Education

Women's Legal Rights

- Documentary files

Women on the move

Breaking through Ugandan women's contribution to National Development

ACFODE's work with rural women.

- Reports on Conferences:

There are reports on violence, abuse, women citizenship, and conference reports.

5.8 Capacity Building

ACFODE has a capacity Building Department with a training and economic empowerment unit. It trains single mothers in their areas of interest. For example, there are credit programs for women. The organization generates information on gender related issues in education, health, politics, legal and socio – economic situation. There is also a training and awareness unit, which works on gender balance and building women's capacity. ACFODE members and staff are provided skills in awareness creation and sensitization. Further, issues on sexuality education for girls are dealt with.

5.9. ACFODE Vision

ACFODE aims at a just society with gender equality and equal opportunities in all spheres, including decision making and equal access to resources. It also works towards a secure and enabling environment. **ACFODE's** core purpose is advocacy for Gender equality

5.10 Interventions

An interview with Annetee Muwonge, the economic empowerment officer, showed that there are 5 programs for capacity building being implemented in 6 districts in Uganda

- **Legal and Human rights program:** carries out awareness seminars targeted at women, men, and children. Participants in the seminars are provided with information on their rights, domestic violence, rape, defilement, inheritance and divorce.
- **Long term civic education program**

The core program of ACFODE is training. There is a long-term civic education program preparing women for local elections. **ACFODE** was involved in preparing women for the local elections through Voters' education.

- **Economic empowerment.**

ACFODE is participating in capacity building for managing economic enterprises. The organization has trained women in business management skills which include:

- Record keeping
- Identification, planning and managing projects
- Leadership skills and group dynamics
- Rules and responsibilities of people and how to work in groups.

The training has been conducted through:

- outreach programs in the community where about 8 district contact persons have been trained on business management.

When women know their legal rights, and are economically empowered, it becomes very easy for them to fight for their rights, and be able to fight for their children's education, hence improving quality of education, access and retention of the children.

- **Microcredit Finance Program**

This program is being funded by Canadians. The funding is for 2 pilot projects in 4 districts. Initially there were problems of personnel to monitor the project. Currently the project has permanent people. There are credit supervisors who monitor the project. Further, the number of districts has been reduced to 2 (Chibaga and Palisa). So far There are 9 groups of 20 members in the project. Men are encouraged to be members but may not hold leadership positions. Eighty percent (80%) of the members have to be women.

Despite the economic activities of the program, there are no funds set aside to support girls education as priority is still given to boys. Obviously, this calls for programs aimed at making the Ugandan community recognize the importance of education for girls.

Research:

ACFODE members are currently involved in research on '*the attitudes of women on democratization process and good governance*', which is in the form of capacity building. The research looks into the following issues;

1. economic policies that hinder the development of women
2. policy change with regards to women development (education).

- **Training and awareness: Core program**

The Bursary scheme is sponsoring 89 primary school girls in private schools. The Universal Primary Education Policy (UPE) allows free primary education for 4 children per family. Because most Ugandans have more than 4 children, a bursary scheme had to be started for students in primary schools in 1997.

ACFODE assists in paying for their school fees, providing scholastic materials like books, pens, and school uniform. It has also started sponsoring secondary school girls since 1998. Currently the organization is sponsoring 4 students for secondary education.

- **Selection Criteria**

Basically ACFODE follows the FAWA Bursary Scheme criteria. Girls from needy families or orphans are given priority. The selection involves local village council leaders. The selection committee members visit their homes and hold discussions with members of the family. It is through the visits that they verify the home conditions of the applicants. Visits are also made to the schools of the children applying for the bursary.

- **Family Life Education**

ACFODE members go out in schools and communities where they interact with students, teachers and parents. They discuss problems of adolescence. Focus group discussions are used to solicit information from participants and pointing out pertinent issues on Family Life Education (FLE). There are trained teachers for FLE. A Trainer of Trainer(TOT) manual has been developed and peer educators and teachers have been identified for the task. Family life Education is expected to provide students with skills that will make them avoid decisions on early pregnancy. In so doing, more girls will be retained in school. Further, their academic performance may not be adversely affected.

ACFODE is considering possibilities of reaching the out of school youths. Consequently seminars have been held with drop outs to discuss with them about the importance of education. A good number of youths are willing to go back to school while a few want to work on income generating activities and vocational skills such as tailoring, mechanics, driving etc. Their emphasis is on vocational skills. A manual is being developed to cater for their needs.

Capacity Building for Members

- Members indicate areas of interest and the committee on capacity building determines what is most important for them.
- Public debates and lectures are held on issues considered relevant by the community

Publicity and Advocacy

- T/Shirts, Magazines, books and films on gender issues and education for girls have been produced and used in publicizing and advocating for girls education and equality.
- Video cassettes have also been used in advocacy, for example, *STOP BAMBI'S TEARS* was used in all programs in the 1997 Intervention. This is a gender play promoting the need for equal rights and opportunities for every individual in society despite their sex. The Play was written by Prof. Rose Mbowa of Makerere University, and acted by theater Afrique. In the play, a father stops his daughter from schooling and instead marries her off for him to enjoy the bride price despite the girl being at a tender age. The girl and her mother are against the early marriage. The girl later becomes pregnant and develops labor complications, and her uterus is damaged. The play shows how women are denied their rights and become victims of some of the harmful traditions. It also shows how traditional values can adversely affect girls access to education.

Operation departments

The department deals with

1. Information and skills for economic empowerment
2. Looking for ways and means of fund raising
3. Publication, training and awareness
4. Legal and human rights

This department is mainly for capacity building.

- **Policy responses to the intervention**

ACFODE advocates for more girls to gain access in schools. From the advocacy there has been an increase in girls enrollment. Some girls were enrolled with a GPA of 1.5 points. However, there were complaints from boys that the girls were being favored. **.5.11.**

Replication of the program: It would be a good idea for other countries in the region to learn from **ACFODE** in Uganda so that they can replicate the activities in their own countries. However, the implementation will depend on the problems of specific countries. For example, the bursary scheme for primary school education may not work in countries with successful UPE policy where primary education is free.

- **Recommendations**

In order for ACFODE to have strong impact the following are recommended:

- exchange of ideas through dialogue with members in countries within the region. This may lead to workable solutions
- the program be extended to other districts and primary schools
- The ACFODE bursary scheme should also target the needy boys
- The use of education levy is important

6.0. ETHIOPIA – STRATEGIC RESOURCE PLANNING (SRP) IN ETHIOPIA

6.1. Introduction and Background information

Ethiopia is one of the largest and most populous countries in Africa; it has the second largest population. The Ethiopian economy is one of poverty and Ethiopia is one of the poorest countries in Africa with the Gross Domestic Product per capita being US \$100.00, which is only a quarter of the average per capita income for the region. The country is faced with problems of malnutrition, and low enrollment. Little is produced that is needed in the country. Most people work as farmers and herders.

There is long history of church-based education in Ethiopia, but modern education dates back to 20th century. The Ethiopian enrollment is the lowest in the world. There is limited access to classrooms and education. About 15% children are admitted in primary and secondary schools.

Other problems militating against education include low quality of education, which has led many children (especially girls), to repeat classes, or dropping out of school altogether. There are also inadequate facilities due to long standing neglect and civil strife. It is for the aforementioned and some other reasons that Ethiopia embarked on the Strategic Resource Planning with the FAWE assistance from FAWE. Zewdie in FAWE News (1998, pg. 17) comments that with SRP in Ethiopia, at least 14% of the annual budget goes to Education and is the highest allocation after Transport, Communication, and health. The discussion on SRP is presented in the following section.

6.2. Strategic Resource Planning Defined

The FORUM for African Women Educationalists (**FAWE**) Ethiopian Chapter was founded in 1996. It consists of Departmental heads, researchers, female directors, and deputy directors, as well as female teachers with special talents and very few University researchers.

Strategic Resource Planning (SRP) is a Management tool with origins in the business world. It is a tool used by business managers to ensure that the objectives they set are achieved within a specified time through the efficient use of available resources. It is a process of deciding the best future for the institution/organization and searching for the best path to reach that goal and a way of thinking – It is an ongoing process. It is not a means to an end (Colclough , in FAWE News Vol. 6 Number 4 of 1998).

6.3. Objectives

Almost at all levels of education – girls are underrepresented, many are not enrolled. Further, at least 2/3 of unenrolled girls are non-starters. The purpose of SRP as Colclough (1998) puts it, is to find out why girls miss out, and why the levels of education in Africa remain the lowest in the world. Another purpose is to help key technicians in the Ministry of Education and other policy makers to move away from ad hoc approaches in planning to the use of resources, to a strategic planning approach that would target resources to support the education of children at the primary level in general, and girls education in particular (Colclough (1998) in FAWE news Vol. 6 No. 4 of 1998).

- **Specific Objectives of SRP:**

To decide on:

1. goals intended to be pursued
2. programs and services that need to be offered to accomplish the goals
3. Looking for techniques to be used by the country to acquire and use the resource it needs (money, people facilities, experts etc), to achieve the goals.

Specifically any country needs to have:

- its objectives to be achieved
- Country's critical issues focused on
- Strategies and policies to be implemented in order to solve the identified problems
- financial and human and physical resources
- plans on how to use the available resource and be cost effective
- plans for building the gap between the country's resources and needs
- Corrective action needed.

6.4. Why SRP?

SRP has been formed to help Ministries of Education improve system performance (access and retention), to build capacity , as well as influence stake holders to meet funding requirements.

Like most African countries, Ethiopia has low participant of girls in education especially in rural areas. Approximately only 3% of girls attend school. The reasons are due to poverty

and opportunity costs (girls are not sent to school because they can work in farms and do housework).

6.5. FAWE SRP Activities

FAWE Commissioned 3 studies in Ethiopia, Guinea and Tanzania, to make the Ministries of Education move from ad hoc to strategic planning. The countries needed approaches that would target resource to support the education of children at primary level in general, and girls education in particular.

6.6. FAWE supported interventions that have improved the status of Education for girls in Ethiopia.

SRP came after the main Education Policy was formulated . SRP is included in the Education Sector Development Program Action Plan. Under SRP, a development program with a gender perspective has been clearly defined.

6.7. Methodology: (Approach to SRP).

SRP activities in Ethiopia concentrated in two regions i.e. Amhara and the Oromia region where 2 districts from each zone participated. Eleven schools were involved in SRP activities. Sample zones included Eastern Gojjam (Amhara Region) Jim Zone (Oromia) Sample districts were Mechakil (Eastern Gojjam) and Gozamin in Eastern Gojjam.

A survey of literature was conducted on work that has been done regarding girls education problems and prospects. Survey questions were administered to parents, teachers, students, dropouts, community and religious leaders, as well as committee members. Focus group discussions were used with community leaders to obtain information on girls education and problems.

6.8. Findings:

The findings of SRP study showed that

- Mother's education is important as it influences girls enrollment and participation in education.
- Provision of stationery and teaching learning materials for schools is necessary for maintaining access and retaining children and girls in school, especially in rural areas
- Household chores increase workload (burden) for girls
- Distance from home to school affects both boys and girls but more so for girls. It is risky for girls to walk long distances to and from school as they may be kidnapped, raped or seduced to unwanted love affairs.
- Cultural/customary laws lead to seduction, and early marriages.
- There are arranged marriages which put the girl child in insecure positions and denies her education
- There are security/war problems in the north which hinder girls from going to school
- Girls prejudice in mathematics leads to poor performance in the subject

6.9. FAWE supported activities in SRP

- There have been workshops for Chapters by FAWE sub-regions – But not related to SRP.

- Another FAWE supported activity related to SRP was a study in 17 primary school which looked into female participation and performance in Cheha District. The objective of the study was to find out the extent of girls participation in school and the problems they face. The study looked into repetition, drop out and academic performance of girls. It also looked into school factors which led to disparity. The factors included negative attitudes of parents and teachers towards girls education
This research is important in that the findings can be used in looking for ways of increasing access, equity and retention of girls in schools

6.10. Impact

There was already a policy of education supporting education for girls before SRP Policy. However, SRP has unveiled constraints in education for girls . SRP may guide the policy makers, planners and administrators in policy making, planning , and educational administration issues with regards to education for women: access, equity, retention and the quality of education offered.

- The influence of SRP findings in improving access, quality and retention

The findings were disseminated to 3 ministries i. e. the Ministry of Women Affairs, planning, higher Education and curriculum.

- One of the findings from the study was that parents preferred double shifts so that the young children in lower grades could attend morning sessions while the older ones attend cattle or do other income generation activities. In a way it would increase enrollment and also help parents in income generating. (Double shifts would help in that the younger children could go to school in the morning while the elder ones do farm work and go to school in the afternoon).
- It was also found that some families needed economic support.
- Sexual harassment was found to be rampant and that long distances from school was causing some insecurity for girls who lived very far from school. They had greater chances of being raped. The findings have thrown light on how to prevent the situation and increase access of girls in school.
- SRP has brought in strategies and incentives which have indirectly helped enrollment.

6.11. Solutions to the problems emanating from SRP findings

In deciding the best future for education for girls, the following recommendations are provided:

- There is need of Focal person in FAWE chapter to facilitate the SRP findings.
- SRP should be coordinated by the Chapter and the Ministry.
- There should be a long term plan for bursary scheme for the most needy regions/zones so that the needy girls can be sponsored.
- It is necessary to have boarding schools for girls to improve access and retention of the girls.
- Scholarships for outstanding students can motivate high performing girls to remain in school
- Tutorial schools are suggested to improve girls performance
- High education for girls should be well planned and strategized.

- Although the idea has been accepted, there is need of assessing its impact on the older students who go to school in the afternoon.
- There are 60 ethnic groups, calling for preparation of text books in various languages at primary school level. it is important that the books are prepared early enough and distributed in schools
- Teacher training programs are geared towards the community. However the teacher student ratio is high in urban areas and low in rural areas. Consequently there is need for more schools and more teachers in rural areas.
- The study team for the survey should have made a follow up of their findings in the respective regions. SRP should have continued to implementation. Currently it looks like the findings have thrown into the Ministry of Education without implementation.
- Mothers education has been found to be very important in girls education. There is therefore a need to provide nonformal education to mothers who did not have a chance to have formal education
- The SRP findings indicate that despite the improved access to school there is need of the involvement of government and non governmental organizations in constructing more schools, training more teachers and contributing to the education budget.
- There is need to assess the impact of afternoon sessions for the older boys

6.12. .Replication

SRP findings can be used in studying problems of similar nature in other African countries so as to improve girls education. For example, the double session aspect could be used in Tanzania with the Masai people and those in the Sahelian countries where enrollment levels are very low.

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FORUM FOR AFRICAN WOMEN EDUCATIONALIST (FAWE)

CRITERIA FOR BURSARY CONSIDERATION

- 1 Must be a girl
- 2
 - [a] Must be entering Form 1
 - [b] Already in secondary school but has become disadvantaged since joining Form 1
- 3 Performance – above 500 marks in K.C.P.E out of 700 - above 75%
- 4 Admission to a National School

SUPPORTING DOCUMENTS

- [a] A copy of K.C.P.E. results
- [b] A copy of the admission letter
- [c] Letter from the Chief
- [d] Letter from the Head-teacher of former school or current school for girls already in secondary schools
- [e] Performance record of the child i.e. report forms for the girls already in secondary schools
- [f] Proof of community involvement for sustainability

Note: (1) For fund raising events, or Radio/TV shows, important people like company chairpersons are used to influence the community members
(2) Harambees * are very often used for fundraising in the country.

- Fund raising techniques used in Kenya

FAWE BURSARY SCHEME

1 PURPOSE

There are many social, economic and cultural factors that prevent girls from enrolling and staying in school. Poverty remains the single most important factor hindering girls' participation. One of the key barriers to girls' schooling is the cost of education. When school costs become too high for parents, daughters are the first to be taken out of school. It is for this reason that FAWE has initiated the establishment of a bursary scheme that can assist in paying direct costs of financially disadvantaged girls education by way of bursary.

2 WHO CAN BENEFIT

The criteria for consideration of applicants are that they:

- Must be girls
- Must be entering or already in secondary school
- Must demonstrate financial need
- Must have evidence of outstanding performance.

4 SELECTION PROCESS

FAWE National Chapters are the entry points for girls wishing to send in applications to be considered for the bursary award.

Each National Chapter sets up a bursary award committee, which receives the applications, ranks them, interview the candidates, and then selects the qualifying applicants for support. The jury uses various methods to confirm the accuracy of the information provided by the short listed applicants. In the selection process, priority is given to the rural girls.

5 SUPPORTING DOCUMENTS

It is expected that applications will have at least the following supporting documents:-

- Letter from a government representative or relevant authority
- Letter from Head-teacher of former or present school
- Performance record.

The National Chapter notifies successful applicants in writing. They are then asked to complete contract forms in triplicate, two of which are submitted to the FAWE Secretariat.

6 ADMINISTRATION AND SUPERVISION OF FUNDS

FAWE National Chapters will be required to open a specific bursary scheme account. FAWE Secretariat will advance to each Chapter a specified sum to start the bursary scheme at the national level.

The Chapter will account for the funds giving details of girls selected and specific amounts of funds paid for each applicant, including receipts from the school.

For supervision, National Chapters will require that the schools submit periodic academic reports as well as overall performance of the sponsored girls. This will be used as a basis for continues support.

Table 1
Bursary application analysis

Year	Primary level	Secondary level	Polytechnics/ University	Masters / Ph. D.
1997	20	108	52	6
1998	28	160	93	11
1999	5	48	16	0
TOTAL	53	316	161	17

Overall Total	547
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Table 2

Sponsored girls from 1997- 1999

NO.	Names Withheld	School	Class	Amount Paid Kshs.	Primary School Attended	K.C.P.E. Marks	Other Details
1		Alliance Girls	Form 1	10,000.00	St. George's Academy NAKURU	626	1 st term fee paid by KAACR
2		Alliance Girls	Form 1	19,700.00	Wager Primary NG'UYA	594	
3		Maryhill	Form 1	18,420.00 [KAACR]	Musoli Primary KAKAMEGA	584	1 st term fee paid by KAACR
4		State House Girls	Form 1	17,000.00	Forest View	583	1 st term fee paid by KAACR
5		Ngirambu Girls'	Form 3	15,000.00		580	Hon Marth Karua wrote to FAWE
6		Maryhill Girls'	Form 3	55,420.00	St. Mary's Primary School, MACHAKOS	578	Latter of appreciation from the Principal
7		Precious Blood Kilungu	Form 1	13,450.00	Kalamba Primary MACHAKOS	551	
8		Alliance Girls'	Form 1	19,700.00	Tinganga Primary KIAMBU	547	

NO.	NAMES WITHHELD	School	Class	Amount Paid Kshs.	Primary School Attended	K.C.P.E. Marks	Other Details
9		Alliance Girls'	Form 2	61,070.00	Kirere Primary School, MURANG'A	626	1 st term fee paid by KAACR
10		Kabare Girls'	Form 2	46,500.00	Kianwe Primary School KARATINA	594	
11		Makueni Girls'	Form 1	7,950.00	Kateei Primary MAKUENI	584	1 st term fee paid by KAACR
12		Limuru Girls'	Form 2	15,100.00	Karunga Primary School, KIAMBU	583	1 st term fee paid by KAACR
13		State House	Form 1	20,465.00	Utawala Academy	580	Hon Marth Karua wrote to FAWE
14		Menengai Girls'	Form 1	6,200.00	Lenana Primary NAKURU	578	Letter of appreciation from the Principal
15		Precious Blood – Kilungu	Form 2	32,800.00	Nzaikoni Primary School, MAKINDU	551	
16		Kangaru Girls'	Form 2	35,220.00	Kituneni Primary School, MASINGA	547	
17		Loreto Limuru	Form 3	18,900.00	Vipimo Primary School, Vipingo	531	Letter of appreciation from a well-wisher

No.	NAMES WITHHELD	School	Class	Amount Paid Kshs.	Primary School Attended	K.C.P.E. Marks	Other Details
18		Njojo Girls	Form 3	23,750.00	Kirima Primary School- Maai-Mahiu	530	1 st term fee paid by KAACR
19		Kenya High'	Form 3	10,000.00	Chamuka Primary NYANDARUA	529	
20		Ngandu Girls'	Form 2	19,150.00	Gaturiri Primary School, KARATINA	528	1 st term fee paid by KAACR
21		Lwak Girls'	Form 1	10,000.00	Mbaga Boarding	524	1 st term fee paid by KAACR
22		State House	Form 1	20,465.00 [KAACR]	Forest View Academy	518	Hon Martha Karua wrote to FAWE
23		Makueni Girls'	Form 2	12,300.00	Kibwezi Township Primary, KABWEZI	512	Latter of appreciation from the Principal
24		St. Anne's Lioki	Form 1	5,150.00	St. Veronica KIKUYU	511	
25		Machakos Girls'	Form 3	8,000.00		510	
26		Moi Girls' Kamangu	Form 1	11,400.00	St. Veronica KIKUYU	508	

NO.	NAMES WITHHELD	SCHOOL	Class	Amount Paid Kshs.	Primary School Attended	K.C.P.E. Marks	Other Details
27		Muthetheni Girls'	Form 1	9,250.000	Ngukemwe Primary MACHAKOS	530	1 st term fee paid by KAACR
28		Mary Leakey	Form 1	32,750.000	Igaciri Primary School GATUNDU	529	
29		Buru Buru Girls	Form 2	17,000.00 [KAACR]	Our Lady of Mercy, NAIROBI	528	1 st term fee paid by KAACR
30		Buru Girls	Form 1	17,000.00 [KAACR]	Ngong Forest Primary NAIROBI	524	1 st term fee paid by KAACR
31		Makueni Girls	Form 1	7,950.000	Kalii Primary School MAKINDU	518	Hon Martha Karua wrote to FAWE
32		Makueni Girls'	Form 1	7,950.000		512	Latter of appreciation from the Principal
33		Misyani Girls'	Form 2	8,000.00		511	
34		Vyulya Girls'	Form 1	9,400.00		510	
35		Alliance Girls'	Form 2	19,200.00		508	

NO.	NAMES WITHHELD	School	Class	Amount Paid Kshs.	Primary School Attended	K.C.P.E. Marks	Other Details
36		Mary Hills	Form 2	19,920.00			Letter of appreciation from her
37		Kenya High	Form 3	48,099.00	Makutano Primary School, MAKINDU		Letter of appreciation from the Principal
38		Loreto Kaimbu	Form 4	50,000.00			
39		Machakos Girls	Form 3	8,000.00			
40		Kipsigils Girls	Form 3	4,100.00			
41		Maasai Girls	Form 4	14,150.00			
42		Ngara Girls	Form 3	14,600.00			Letter of appreciation from the Principal
43		Tala Girls	Form 3	35,785.00	St. John Primary School, Nairobi		Letter of appreciation from her & 2 photographs.
44		Lwak Girls	Form 4	8,500.00			Letter of appreciation from the Principal

NO	NAMES WITHHELD	SCHOOL	Class	Amount Paid Kshs.	Primary School Attended	K.C.P.E. Marks	Other Details
45		Buruburu Secondary	Form 2	18,150.000			Letter of appreciation from FAWEK
46		Mary Hill	Form 3	10,000.00			
47		St. Christopher's School	Std. 6	14,500.00			A victim of land crashes, receive her photograph
48		Chief Koinange	Finished	5,650.00			
49		Limuru Girls'	Finished	10,000.00			
50		Street Children		25,000.00			
51		Kabare Girls	Form 2	15,280.00	Sagama Primary	502	Girl came to the office
52		Kibutha Girls	Form 4	10,000.00			Girl came to the office
53		Limuru Girls	Form 4	15,000.00			
54		Limuru Girls	Form 3	15,000.00			
55		Loreto Kiambu	Form 1	12,650.00	Nyathuna Primary	505	A member of her church came to the office
56		Lwak Girls	F1	10,000.00	Mahero Primary	539	
57		Machakos Girls	F 1	15,000.00	ABC Academy	527	Girl wrote to FAWEK

* Girls sponsored since Form 1

** Girls sponsored by TNT for 4 years

Source: FAWEK Files