Work in Ghana, Mozambique & Kenya

- ActionAid’s Stop Violence Against Girls in School (SVAGS) 2008-13, funded by UK’s Big Lottery Fund
- 4 outcomes: strengthened legal and policy frameworks, reduced violence, girl-friendly schools, girls confident to challenge violence.
- Advocacy; community intervention; research
TEGIN (Transforming education for girls in Nigeria & Tanzania)

A project partnership for:
- community-level initiatives, advocacy and campaigning informed by research
- funded by Comic Relief and the Tubney Charitable Trust

Partners:
- Project implementation: Maarifa (Tanzania), CAPP (Nigeria) and ActionAid
- Research: (IOE, national research organisations including BERE, UDU, NIPSS)

Coverage:
- Nigeria – 72 (36 primary; 36 JSS) across 8 states
- Tanzania – 57 (47 primary; 10 secondary) across 6 districts
Stop Violence Against Girls in Schools: Interventions

**Legal and policy frameworks**
- Advocacy with policymakers; Work with media; Popular campaigns; local child protection mechanisms

**Reducing violence**
- Boys’ clubs; Reflect circles; Community awareness raising; Links between formal and informal protection systems

**Girl-friendly schools**
- Gender sensitive school plans/policies; In-service training on violence against girls and gender sensitive pedagogy

**Empower girls to challenge violence**
- Girls’ clubs; Girls’ camps; Girls undertaking mobilisation and outreach to peers in school, girls out of school, others in communities
TEGINT objectives and interventions

1. To build the capacity of girls (and boys) in the project area to challenge gender discrimination

2. To promote participatory modules on gender and HIV/AIDS in national pre-service and in service teacher training in Tanzania and Nigeria

3. To facilitate capacity building and ongoing support to school management committees and wider community addressing girls’ rights in education and HIV/AIDS

4. To facilitate the development of legal and policy frameworks, and good practice, that will enhance and protect girls’ rights in school

5. To build the capacity of CAPP and Maarifa Ni Ufunguo as leading national organizations in education, gender and HIV/AIDS

- Girls ‘clubs
- Training teachers
- Work with SMCs and community circles
- Advocacy and campaigning at multiple levels
- Partnership approach and support
Education

Policy framework
- Reporting of abuse mechanisms
- Poor implementation of policy
- Hidden curriculum – no spaces for girls to speak out
- Recent/current war/conflict
- Low attainment

Economic
- High unemployment
- Low access to welfare/health/police services
- Unsafe journey to school
- Burden in household work for girls
- Gendered identities, e.g. tough masculinities, compliant femininities
- Religious and customary codes on gender, e.g. dowry, early marriage, decision making
- Control of girls’ sexuality and sexual and reproductive health, e.g. school exclusion due to pregnancy

Political
- Coercive school discipline system
- Sexual harassment
- Stereotyped media portrayals of girls/women

Socio-cultural and health
- Formal curriculum
- School management and duties
- Economic inequities
- Gendered identities, e.g. tough masculinities, compliant femininities
- Religious and customary codes on gender, e.g. dowry, early marriage, decision making
- Control of girls’ sexuality and sexual and reproductive health, e.g. school exclusion due to pregnancy

Low participation
Low access
Low attainment
SVAGS Research

- Baseline, longitudinal and endline studies
- Endline study examined changes in girls’ schooling; attitudes to, experiences of and responses to violence; legislative and policy frameworks
- Mixed methodology: 2,739 respondents: girls and boys, teachers, school records, headteachers, parents, SMC members, community and women’s group leaders, religious leaders, district education officer, police, district health official

Baseline
- July 2009

Wave 2
- Mar 2012

Endline
- Mar 2013

Wave 1
- Oct 2011

Wave 3
- Oct 2012
TEGINT : Baseline & Endline studies

- Mirroring baseline in relation to assessing girls’ views, schools’ success in enrolling, retaining and progressing girls, teacher qualifications, and community mobilisation in support of gender equality in education
- New data on intervention & its impact
- Surveys to girls in & out of clubs, teachers, head teachers, club matrons, members of school management committees, community circles, and Project officers
- Administrative data from schools and districts/LGEAs
TEGINT: Girls empowerment

Girls empowerment index
• the range of obstacles to reaching desired level of education and solutions to overcome obstacles girls identify (e.g. abolishing fees, ending early marriage, provision of facilities, sex education, sponsorship)
• knowledge of HIV, attitudes towards HIV (non-discrimination, negotiating safer sex)
• knowledge of and attitudes towards gender equity, violence and bodily integrity
• level of confidence in dealing with gender based violence.

<table>
<thead>
<tr>
<th></th>
<th>Tanzania</th>
<th>Nigeria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>0.695</td>
<td>0.482</td>
</tr>
<tr>
<td>Secondary</td>
<td>0.766</td>
<td>0.532**</td>
</tr>
<tr>
<td>Urban</td>
<td>0.668</td>
<td>0.561</td>
</tr>
<tr>
<td>Rural</td>
<td>0.624*</td>
<td>0.478**</td>
</tr>
</tbody>
</table>

Statistical significance: *** p<0.01; ** p<0.05, * p<0.1
Girls empowerment index

- the range of obstacles to reaching desired level of education and solutions to overcome obstacles girls identify (e.g. abolishing fees, ending early marriage, provision of facilities, sex education, sponsorship)
- knowledge of HIV, attitudes towards HIV (non-discrimination, negotiating safer sex)
- knowledge of and attitudes towards gender equity, violence and bodily integrity
- level of confidence in dealing with gender based violence.

<table>
<thead>
<tr>
<th></th>
<th>Girls in clubs</th>
<th>Girls out of clubs</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tanzania</td>
<td>0.644</td>
<td>0.574</td>
<td>Significant (1%)</td>
</tr>
<tr>
<td>Nigeria</td>
<td>0.564</td>
<td>0.555</td>
<td>Not significant</td>
</tr>
</tbody>
</table>
SVAGS: Physical violence
% girls experiencing physical violence in the past 12 months

Beating | Grabbing | Weapon | Whipping | Kneeling
------ | -------- | ------ | -------- | -------
Mozambique | Kenya | Ghana

2009 | 2013
Sexual violence
% girls experiencing sexual violence in the past 12 months

- Peeping
- Touching
- Comments
- Forced sex
- Sex for goods

Mozambique
Kenya
Ghana

2009
2013
Reporting violence
% girls experiencing violence who told someone

- Ghana
- Kenya
- Mozambique

Physical
Sexual
Psychological

2009
2013
Changing attitudes

% girls disagreeing that it is okay for teachers to ask girls to do personal errands e.g. cleaning teachers' houses or fetching water

% girls saying that housework should be shared equally between girls and boys

% Disagreeing that if a girl is sexually harassed by a teacher, older man or boy then it is her own fault
Shifting norms on gender, sex and violence in the home

• “For me, I have not been to school, so it is my duty to encourage my daughter to be serious about her education because I do not want her to became pregnant and end up like me.” (mother, Ghana).

• “I don’t go to farm anymore, I study at home and also in the night after the house chores, I study before I sleep. I have enough time for studies at home. The household chores are also now limited for me. My brothers use the bicycle to fetch water and I do the cooking, after which my junior sister washes the utensils. I don’t do much. This is as a result of our activities with Songtaba. They have made our people aware of the set-backs in girls’ education.” (16 year old girl, Ghana).

• Father 1: Over the past 4 to 5 years, these things (wife beating) have reduced because people listen to each other. The man listens to his wife and the women listen to their husbands. Things that would have resulted in fights are now resolved peacefully.

Father 2: We have been taught by people like you and government and a law has even been passed. If you should do something like that you would be caught.

Father 1: The beatings were as a result of the men being drunk so the least thing set them off.

Researcher: Who among you has ever beaten his wife?

Father 1: Which of us can say tears have never left our eyes?

(fathers FGD Ghana)
Conclusions

- No short term fixes to violence in its interlinked direct, structural and symbolic guises.....
- Multi-dimensional interventions on violence against girls can help to transform knowledge, attitudes and reporting practices, but change has been uneven.
- More girls accessing and staying in school; more girls, teachers and community members speaking out against extreme forms of violence; better coordination of informal and formal protection systems
- The areas that have been most difficult to change are those that threaten norms about gender, sexuality and childrearing.
- Processes of change are embedded within highly localised contexts. Peri-urban context in Mozambique brings sexual risks for girls, but also erodes taboos of silence, enabling girls’ clubs to work effectively to help girls speak out about violence
- Education interventions need to be sensitive to contexts, and time is needed for planning, debating, reflecting, building alliances and partnerships and institutionalising interventions across schools and communities.