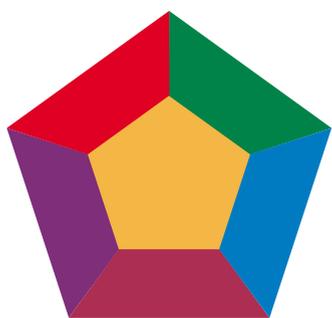


Draft framework
for a uniting
methodology toolkit:



A basket of tools for

Transforming the Education of Girls in Nigeria and Tanzania

**CONTENTS AND
INTRODUCTION**



ACKNOWLEDGEMENTS

This **Transforming Education for Girls in Nigeria and Tanzania (TEGINT)** toolkit was compiled by *Lucy Tweedie* and *Lavinia Thomas* of Advocacy Associates in collaboration with the staff and partners from *Maarifa ni Ugungo* in Tanzania and the *Community Action for Popular Participation (CAPP)* staff in Nigeria with support from *David Archer* at ActionAid.

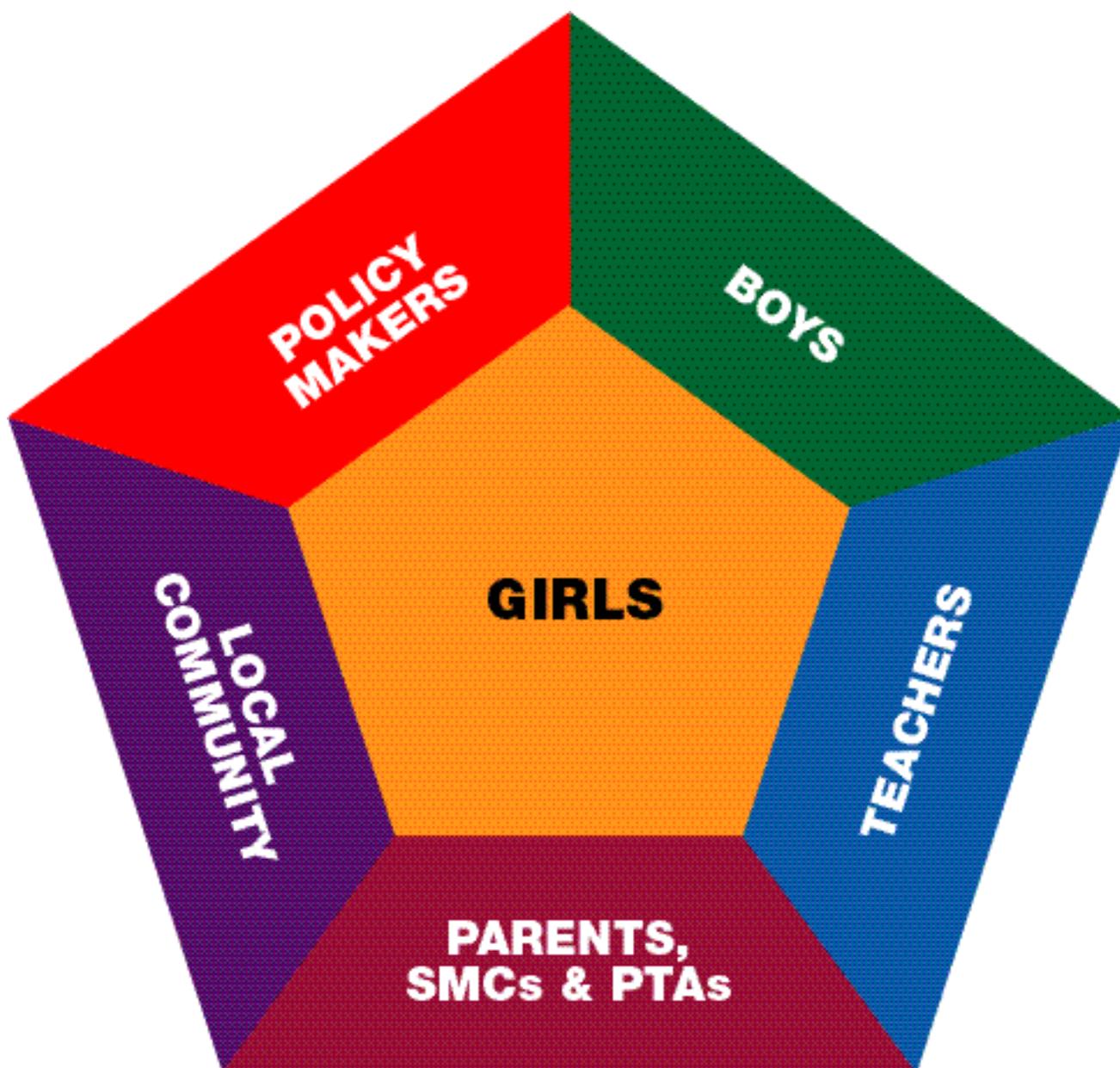
Special thanks go to the authors of the original sources as referenced throughout the document. Thank you also to *Sandra Clarke* for her brilliant design skills. Final thanks go to *Comic Relief* and *The Tubney Charitable Trust* for funding the Transforming Education for Girls in Nigeria and Tanzania project.

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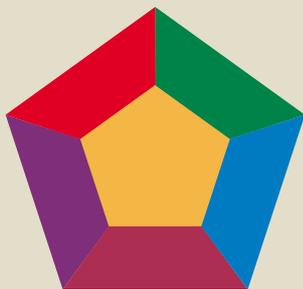
THE
tubney
CHARITABLE TRUST

MAP OF THE TOOLKIT



SMCs – SCHOOL MANAGEMENT COMMITTEES
PTAs – PARENT TEACHER ASSOCIATIONS

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**See the beginning of each booklet
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INTRODUCTION

Access to education

Girls make up about 55% of the 75 million children not in school today and women more than two thirds of the 776 million adults lacking basic literacy skills. The vast majority of those girls not in school are poor and girls from rural areas, slums and other disadvantaged groups face particular obstacles in accessing education. In sub-Saharan Africa half of countries have not achieved gender parity in primary education. Out-of-school girls are also more likely never to have been to school than boys (EFA Global Monitoring Report 2009).

Of the girls who do enter primary education, millions fail to complete it. Discrimination works on two levels:

- societal prejudice – preventing girls from accessing and enjoying education; and
- educational prejudice – when discrimination against girls is reinforced by what is taught in school.

Girls often have irregular attendance due to other demands on them as their responsibilities in the home are often put before their education. Once in school girls' progress is often hampered by teacher attitudes and textbooks that reinforce negative gender stereotypes. Girls may also be subject to physical and mental abuse, and there are numerous reports of teachers taking advantage of their position of power and sexually abusing girls. Girls are more likely to repeat years, to drop out early and to fail key subjects, and in most countries girls are less likely than boys to go on to secondary schooling.

Girls are not getting a fair deal. A multitude of issues mean that in many societies they suffer socially and economically. Even though, on paper, girls have the same rights as boys, in many parts of the world, they often cannot realise their rights, including the right of access a quality education.

Gender equality is an aspiration enshrined in many international conventions and national constitutions. For example, the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the United Nations Convention on the Rights of the Child (UNCRC) prohibit gender discrimination. In education, the Millennium Development Goals and the EFA goals call for universal primary education and gender parity for girls in both primary and secondary education by 2015. However, on current trends these goals will be missed and girls will continue to lose out.

HIV and AIDS

Girls' right to access education is all the more important in the light of research that shows that girls who complete secondary school are up to five times less likely to contract HIV than girls with no education (J Hargreaves and T Boler). Secondary education provides African girls with the power to make sexual choices that prevent HIV infection. Education enhances a young women's ability to make choices over her sexual and reproductive health; it delays her first sexual encounter and makes her more likely to insist on condom use. Yet girls whose parents are ill with AIDS are often forced to drop out of school to become the primary carer for their parents.

Beyond the financial and logistical difficulties that impact on all children's ability to access education there are also issues of stigma and discrimination that children affected by HIV and AIDS face on a daily basis. Many communities struggle to discuss HIV and AIDS openly and a range of myths surround the virus, meaning that its existence is often denied. This stigma makes it difficult for schools to respond to the issues relating to HIV and AIDS, as well as reinforcing the difficulty for children and their guardians to address the impact of the disease at home.

HIV and AIDS and women's rights

While HIV and AIDS affect whole families and communities, women and girls are disproportionately affected. The spread and effects of the AIDS virus has highlighted the fact that women's rights are systematically violated in many countries.

The following are examples of some of the dangers and difficulties women may have to face:

- Lack of control over their sexuality and sexual relationships;
- Lack of access to prevention education, media campaigns, condoms, and reproductive health services before and after they are sexually active;
- Harmful cultural practices including genital mutilation and practices such as 'dry' sex;
- Coerced sex from violent rape to cultural/economic obligations to have sex when it is not wanted, resulting in increased risk of micro-lesions and therefore of sexually transmitted infections;
- Sexual abuse, which is a significant mode of transmission of HIV infection in girls;
- Poor reproductive and sexual health;
- Clinical management of HIV and AIDS is largely based on research on men;
- Stronger stigma and discrimination in relation to HIV and AIDS for women than men, resulting in violence, abandonment, neglect, destitution and ostracism from family and community;
- Disclosure of status, partner notification, confidentiality is more difficult for women than for men, particularly as most women have been infected by their only partner/husband.

Power, Inclusion and Rights-based Approaches, p10.

“ It has become clear to those engaged in gender transformation that there cannot be meaningful gender transformation unless the efforts to eliminate gender inequalities include the empowerment of women from the time they are young girls.”

Prof Penina Mlama –
FAWE Executive Director,
Tuseme Co-Founder.

The TEGINT toolkit

As the problem of lack of access to education is a symptom of wider gender and power relations, it is unlikely to be overcome if tackled in isolation. This Transforming Education for Girls in Nigeria and Tanzania (TEGINT) Toolkit is designed to look at how girls are considered in society, in order to work out why girls are not in school. It is designed to help facilitators work with girls, their families and community members to design strategies and actions to make girls' education a reality. The community has an important role to play in engaging with the school to ensure that it is respecting girls' rights, and that teachers are acting responsibly and accountably.

It is important to recognise that many of the issues that keep girls out of school may be difficult to discuss. For example, while the threat of rape or violence might be a key reason for girls staying away from school, these may be difficult issues for community members to talk about openly. This toolkit will help participants to discuss such issues and to challenge behaviour and attitudes that prevent girls from accessing quality education.



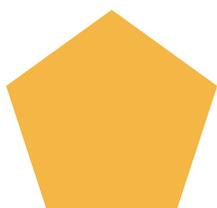
Notes to users

This toolkit is a work in progress for the duration of the TEGINT project. Practitioners are invited to adapt existing exercises if they feel there is room for improvement and also to add any other activities that they think would add value. The TEGINT partners request that if any additions or edits are made, the practitioners send details to the coordinator: Rebecca.Ingram@actionaid.org so that the whole TEGINT group can benefit, and so that a central, international version can be maintained.

This toolkit has been designed to be used in many different contexts, and it therefore contains exercises which some facilitators may consider inappropriate for the context in which they are working – they must use their judgment to select those which will be the most effective for their audience.

HOW TO USE THE TOOLKIT

The toolkit is split into six sections. Each section is designed to stand alone, so that facilitators can refer to whichever section is relevant for their audience and not have to carry the whole file to sessions. Facilitators may choose to adapt activities from other sections where appropriate. There are also blank exercise forms at the end of each section for facilitators to enter new or adapted exercises as required. The sections are all named and colour coded. Each section also has a border at the side of every page in its unique colour, and showing its unique symbol. This is so that if pages need to be removed and photocopied in back and white, it will be easy to tell which section they come from.



Working with GIRLS

This section is designed for work with Girls' Clubs, which TEGINT promotes as a safe space for girls to come together to discuss the issues that affect them and plan how they will address their concerns. Activities will include drama and role-play, analysis of their environment and learning materials and life skills education.



Working with BOYS

Activities with boys will mirror those of girls. Boys will be encouraged to undertake the same analysis, both in classroom sessions and within the community. Work with boys will deal with issues of masculinity, peer pressure, gender power relations, sexuality and sexual violence.



Working with TEACHERS

This section is for use in both pre-service and in-service training and draws on a combination of existing experiences such as Tuseme, Tiwoloke in Malawi and FAWE's *Gender Responsive Schools* methodology.



Working with PARENTS, SCHOOL MANAGEMENT COMMITTEES & PARENT TEACHER ASSOCIATIONS

This section mainly uses Reflect as a catalyst for mobilising parents in the community.



Working with THE LOCAL COMMUNITY

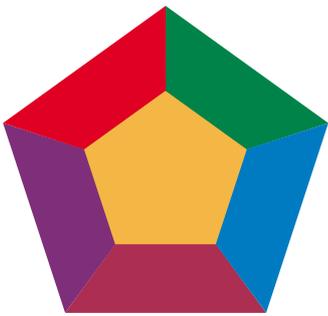
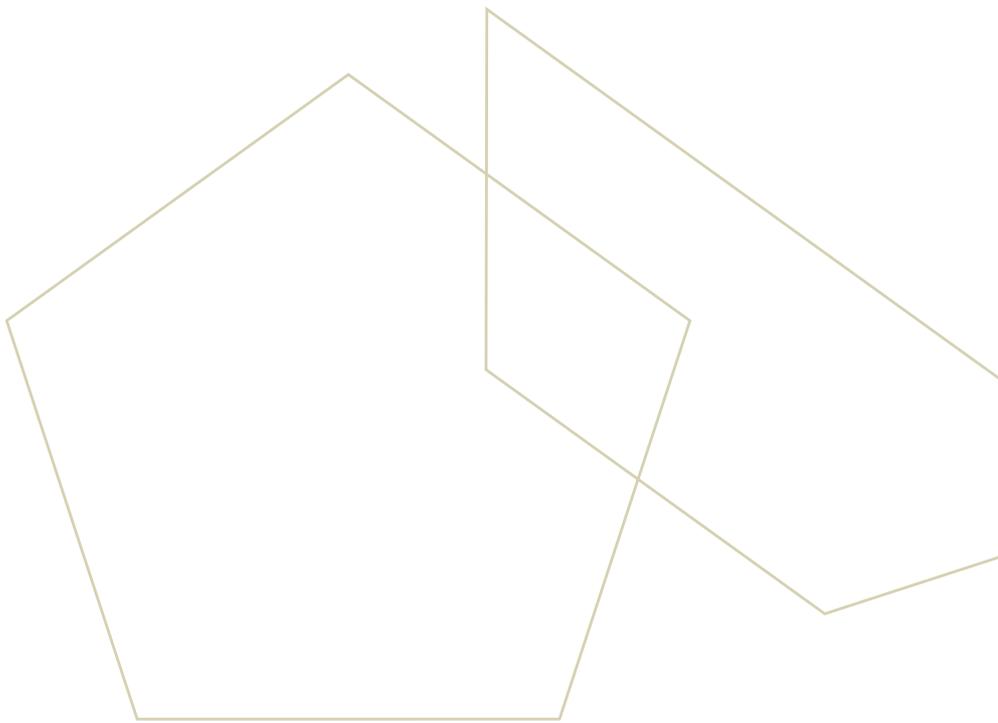
This section draws on activities to support local community members such as secular and religious leaders and local government officers to analyse what is happening in the schools using a gender perspective.



Working with POLICY MAKERS

This section and draws on activities aimed at monitoring, analysing and advocating around what is happening in the schools using a gender perspective.

Note: Whichever group you are working with do take a look at the activities in the other sections as you may find you can adapt them for your group.





TEGINT TOOLKIT

QUESTIONNAIRE

This is the first version of the TEGINT toolkit, and the TEGINT partners would be grateful if practitioners (facilitators and participants) and would take the time to complete the following questions and return to Rebecca.Ingram@actionaid.org This is a live resource which will be constantly updated and improved, and your feedback will be gratefully received.

Is the toolkit useful to your work in the TEGINT project?

.....
.....
.....

What was the most useful activity?

.....

What was the least useful activity?

.....

What was the least understood activity/thing?

.....

.....

What would you like more information on?

.....

.....

What additional tools do you have that may be useful? – please name or attach additional information

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TEGINT TOOLKIT

QUESTIONNAIRE (continued)

What is your assessment of the toolkit overall?

- Excellent
- Very good
- Good
- Fair
- Not good

Would you explain why?

.....

.....

.....

How can we improve on this manual?

.....

.....

.....

Please grade the following:

Layout

- Excellent
- Very good
- Good
- Fair
- Not good

Clarity

- Excellent
- Very good
- Good
- Fair
- Not good

Arrangement

- Excellent
- Very good
- Good
- Fair
- Not good

Illustrations

- Excellent
- Very good
- Good
- Fair
- Not good

Any other comments:

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