

UNICEF-THE GAMBIA

**EVALUATION OF THE GIRLS EDUCATION
PROJECT OF THE FORUM FOR AFRICAN
WOMEN EDUCATIONALISTS – THE GAMBIA
(FAWEGAM)**



Girls from the three Tuseme clubs in Basse

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LIST OF ACRONMYS AND ABBREVIATIONS

| | | |
|--------|---|--|
| ACDHRS | - | African Centre for Democracy and Human Rights Studies |
| AIDS | - | Acquired Immuno Deficiency Syndrome |
| APGWA | - | Association for the Promotion of Girls and women's Advancement |
| CCM | - | Coordinating Committee Meeting (CCM) |
| CIEFFA | - | International Centre for Girls and Women's Education in Africa |
| CFSI | - | Child Friendly School Initiative |
| CRR | - | Central River Region |
| CSO | - | Civil Society Organizations |
| CSR | - | Country Status Report |
| ECD | - | Early Childhood Development |
| EFA | - | Education for All |
| EFANet | - | Education for all Campaign Network |
| EMIS | - | Education Management Information System |
| FAO | - | Food and Agricultural Organization |
| FAWE | - | Forum for African Women Educationalist |
| FGD | - | Focus Group Discussions |
| FGM/C | - | Female Genital Mutilation/Cutting |
| FLAG | - | Female Lawyers Association |
| GBA | - | Greater Banjul Area |
| GBV | - | Gender Based Violence |
| GRTS | - | Gambia Radio and Television Services |
| KII | - | Key Informant Information |
| LEG | - | Local Education Group |
| LGA | - | Local Government Authority |
| LRR | - | Lower River Region |
| MDGs | - | Millennium Development Goals |
| MoBSE | - | Ministry of Basic and Secondary Education |
| NBR | - | North Bank Region |
| NGO | - | Non Governmental Organization |
| PLA | - | Participation, Learning/Planning and Action |
| PCA | - | Project Cooperation Agreement |
| PIQSS | - | Programme for Improved Quality Standards in Schools (PIQSS) |
| SMC | - | School Management Committee |
| SMT | - | Science Mathematics and Technical Subjects |
| TOT | - | Training of Trainers |
| UBC | - | Upper Basic Cycle |
| UNICEF | - | United Nations Children's' Fund |
| UNFPA | - | United Nations Population Fund |
| URR | - | Upper River Region |
| VAWGs | - | Violence against Women and Girls |
| VDC | - | Village Development Committee |
| WASSCE | - | West African Secondary School Certificate Examination |
| WCR | - | West Coast Region |

GLOSSARY OF TERMS

Ramadan – During the blessed month of Ramadan, Muslims all over the world abstain from food, drink, and other physical needs during the daylight hours.

Tuseme - Ki Swahili word meaning “Let us speak out.”

Bantaba – Mandinka word for meeting place in the village

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EXECUTIVE SUMMARY

Education is a basic human right which should be accessible to all Gambians irrespective of their gender, religion, disability, ethnicity, age, wealth, and location. The government of The Gambia is committed to fulfilling this right and to meeting the Education for All and the Millennium Development Goals by 2015. Efforts by the government to provide nine years of good basic quality education for all Gambians has resulted in a Gross Enrolment Rate (GER) of 88% in 2010¹ with a Net Enrolment Rate (NER) of 70% for girls. EMIS data shows that gender parity has been attained.

The Country Status Report (CSR) 2010 outlines the status of gender disparities in The Gambia education system. The report indicates that gender inequalities in enrolment does not exist at the Lower Basic level of education; a slight disparity exists at the upper basic level which is carried through to senior secondary school which is completed by only 25% of girls against 32% for boys. Disparities are more marked by area of residence and the gaps are even more pronounced in the rural areas. About 62% of the population lives in the rural areas yet this does not translate into the same proportion when it comes to school enrolment.

To support and complement Government's efforts to ensure that all children go to school and complete the basic education cycle, UNICEF supported the FAWEGAM, the national chapter of the continental Forum for African Women Educationalist (FAWE) to implement the Girl's Education Project (2010-2011). FAWE works to attain gender equity and equality in education. A Project Cooperation Agreement (PCA) was signed and the following targets set:

- Net enrolment rates in lower basic schools increased from 70% to 80%;
- Attendance rate for girls improved;
- 100 mothers clubs enabled to generate income to sustain advocacy for increased enrolment; retention and attendance for children in school;
- Promoting women's participation in social policy development through training of members of the mothers clubs and the executive of the network of mothers clubs;
- Promote gender equity and equality in education in The Gambia by fostering positive policies practices and attitudes towards girls' education.

As set out in the PCA an evaluation would be conducted at the end of the two years to provide information on the success or otherwise of the Project and to highlight challenges and constraints. A consultant was hired to carry out the evaluation.

The purpose of the evaluation is to enable FAWEGAM to build on its strengths, minimize its weaknesses and overcome any constraints that it may have encountered during implementation. Findings from the evaluation will also inform the MoBSE in its implementation of the

¹ Country Status Report 2010

Programme for Improved Quality Standards in Schools (PIQSS) as well as the planning and implementation of the UNICEF 2012-2016 Country Programme.

The following methods were used to carry out the Study: desk reviews of existing literature was undertaken to get the necessary background information that would inform the evaluation; a research plan was developed and submitted to UNICEF and FAWEGAM for their input and invaluable comments incorporated; purposive random/judgmental sampling was identified as the most appropriate method to conduct the research; data collection tools (quantitative and qualitative) were developed to collect data from primary sources and secondary sources; the tools were shared with UNICEF and FAWEGAM for their input; field visits were undertaken to 11 communities in the URR, CRR and Greater Banjul Areas (GBA); key informant interviews (KII) and participatory Focus Group Discussions (FGDs), held with Mother's and Tuseme clubs; data was collated and analyzed and a draft report written.

The main limitation of the study is the possible bias that could influence the findings as a result of the sampling methodology. This was mitigated by working with a team of independent data collectors and comparing notes and impressions with them and utilizing a variety of data sources to confirm and corroborate participant information. The second was the reluctance of some of the key informants to give information this gap was offset by the data acquired from communities. Ramadan is also not the best time to conduct studies of this nature as people are not readily available for interviews and FGDs.

FINDINGS

- Knowledge is critical to making informed decisions as it impacts on how people perceive and do things. Knowing about FAWEGAM, what it does and how and why it does it are critical ingredients to acceptability of its work and to the adoption of positive behaviours in support of this work.
- Respondents in the GBA and URR had very high knowledge about FAWEGAM, 95% and 92% respectively whereas only 42.3% of respondents in CRR knew about the organization.
- In comparison only 79% of respondents in the GBA, 75% in URR and 37.50% in CRR know about the Project.
- Knowledge is higher in the GBA and the URR as FAWEGAM has worked longer in these areas than in the CRR. In addition the institutions and experts that work with FAWEGAM such as the Gender Education Unit of the MoBSE and the Tuseme clubs are concentrated in the GBA and the URR.
- The majority of the respondents in the GBA and URR 88%, 83.33% respectively and 50% in the CRR regard the project as important; 72%, 83.33% and 43% of respondents in the GBA, URR and CRR respectively regard it as relevant and 76%, 83.33% and 43.75 of respondents respectively in the GBA, URR and CRR areas regard it as appropriate.
- The Project supports innovative strategies such Mothers' Clubs, Tuseme Clubs, take Our Daughters to Work, Science Mathematics and Technology Clinics which are regarded as effective by 68% of respondents and efficient by 52%.
- Gender as a vehicle for social change is acknowledged by 68% of respondents in the GBA, 54.16% in the URR and 23% in the CRR respectively.

Motivating, engaging, leading and supporting skills and knowledge transfer for sustainability has been a main feature of good practices that were employed in implementing the project. Examples of these good practices are found in the Mothers' and Tuseme Clubs, the SMT and take our daughters to work programme. The Mothers' Clubs are the best known strategy of FAWEGAM. They are well structured, have elected leaders; meet regularly; share information and with the exception of a few keep records of their meetings.

The Mothers' Clubs members are confronted with a myriad of advocacy challenges that serve as barriers to girls' education which include: poverty (Basse, Kaur, Nafugan); lack of support for the girl child (Basse, Njau); early marriage (Basse, Njau, Kaur, Boraba, Brikamaba, Kuntaur, Diabugu, Nyakoi, Nafugan); domestic chores (Basse, Njau, Kaur, Boraba, Brikamaba, Banjul, Nafugan); FGM/C (Kuntaur); inadequate communication between mother and daughter (Tallinding); teenage pregnancies and child labour (Banjul); distance of home from school (Basse).

They employ a variety of strategies – advocacy, community sensitization, social mobilization, mother-to-mother counselling, dialogue and negotiations – to persuade families to send their girl children to school and keep them in school. These activities have been successful as they are backed with concrete actions. Mothers' Clubs invest time, money and services into making a difference in their communities.

Resource mobilization and the management of these resources is the most difficult task for the Mothers' Clubs who are concerned not only with where they are going to get the funds from, but also how the funds are to be used when they get them and how to keep them safe. The seed money provided by UNICEF as start-up capital has been invested into income generating activities and the profits derived there from other sources such as member contributions, donations and grants as well as from fund raising activities are invested into supporting ECD, school feeding programmes and providing scholarships for girls.

The Mothers' Club Training Manual has been the main tool that FAWEGAM has used to build the capacity of the members in its training activities. The information generated has enabled the users to think and reflect on their life situations and to use this information to make informed decisions; to think global and act local; to challenge existing gender stereotypes; to be productive and to invest the income from their productive activities into the welfare of their homes and children; to participate, learn/plan and act and to develop life and communication skills. The tangible outcomes are their ability to dialogue and negotiate within and outside the household; to earn and own disposable income and to participate in decision making processes at the household and community level.

TUSEME has proved to be an effective strategy for building the confidence, assertiveness and self - esteem of the girls. It has enabled them to analyse situations, take correct decisions challenge the systems and decisions that impact negatively on their wellbeing. It has not yet been successful in breaking down the gender stereotypes in the household as all the girls still attribute household chores to women. Dependency characteristics are still displayed by the

majority as well as thinking with the head and not with the heart. The involvement of boys in the process has resulted in greater awareness of gender equality issues and the building of greater respect for the girls.

The low participation of girls in the Science, Mathematics and Technology (SMT) subjects in schools and poor learning outcomes has resulted in FAWEGAM organizing SMT Clinics to get the girls interested in these subjects. Overall the general assessment is that the clinics have contributed to changing in attitudes towards girls enrolling in courses that were traditionally the preserve of boys. Furthermore, there was increase confidence for girls in tackling their academic challenges and also improvement in the perceptions and attitudes of teachers towards girls' abilities and participation. Results from Nasir Ahmadiya School in the URR show that girls are now performing in the SMT subjects compared to previous years. Out of 27 girls who sat to the WASSCE in 2011, 5 passed in mathematics and 10 in science.

The Take Our Daughters to Work Programme is an innovative strategy that is designed to expose girls to different horizons by taking them away from their milieu and placing them with a professional woman who is working so that the girls can have a role model to emulate. Both the girls and the mentors agree that this is a good programme as it enables them to learn from each other; set standards for the girls; creates linkages between the mentor and the girl and is cost effective. It is observed that even though the girls are supposed to be the best among their peers they have poor communication skills in English.

One of the intended outcomes of the Project that did not materialize was the production of a newsletter. The utility of having a print version in this day and age is doubtful as most organizations are cutting down on production and distribution costs and environmental issues also need to be considered. If a newsletter has to be produced an electronic version is a better option as it eliminates the printing and production costs and expands outreach to a wider audience.

The strategies of FAWEGAM have focused on reaching the most disadvantaged girls and addressing constraints faced by multiple disadvantages: gender, poverty, rural/urban divides and ethno-linguistic background. The programmes that have been put in place are designed to empower girls and women socially economically and politically thereby accelerating the collective global response to the persistent challenges of women's equality and empowerment.

The investments in monetary terms totalled GMD 2,907,945 (GMD 1,791,840 and GMD 1,116,105 in 2010 and 2011 respectively)². These amounts as significant as they may seem are outweighed by the benefits of the investments. The seed money that was provided has enabled women to become economically empowered. They have invested the money into income generating activities which have yielded interest. Investments in farms and gardens have contributed to enhancing household food security and reducing short term hunger in school children. Out of the eleven Mothers' Clubs visited ten (91%) were fully engaged in their income generating activities. Only Kaur who had just reactivated their Club did not have one. The fact that they have reactivated the club is an indication of their interest and commitment.

² UNICEF Education Officer and FAWEGAM Reports

Late disbursements by UNICEF and in some instances budget cuts impacted negatively on project implementation as in some cases the number of participants for training activities and in others the numbers of days had to be reduced.

Conclusions and recommendations

The Girls Education Project (2010-2011) has been successful in attaining the targets indicated in the results framework of the project. The target of “strengthening Mothers’ Clubs advocacy skills for improved attendance and retention of children in 50 Child friendly schools in URR” has been attained. The capacity of the Mothers’ Clubs have been strengthened through training and other forms of support to advocate for girls education and to create awareness at the community level and mobilize additional resources for girls education. The CSR 2010 reports that in Wulli and Sandu districts in the URR the enrolments are higher than expected despite supply being low. This attests to the high level of advocacy that has taken place in these areas. The Mothers’ Clubs are a powerful ally for FAWEGAM in their campaign to attain gender equality. They are a good entry point at community level for the implementation of strategies for the attainment of the EFA goals in 2015 and beyond.

Even though gender parity in enrolment has been attained at the lower basic level of education at the national level it is important to look behind this data. From a policymaking perspective, further disaggregation is needed to better identify those children most at risk of educational exclusion. For example, the combination of sex and location of residence reveals that girls from rural areas are more likely to be out of school than boys from rural areas and children of either sex from urban areas. The biggest disparity exists between rural girls and urban boys. It is also important to consider the combination of sex and household wealth.

Poor learning outcomes influence parental and community perceptions on the value of girls’ education and on the part of the girls themselves limit their further education and chances of having decent job opportunities. Household chores have impacted on the ability of girls to carry out their home studies effectively. Gender stereotypes are still strong in the division of labour within the household and there is the need to eliminate these stereotypes or to provide labour saving devices in communities that will reduce the workload on the women and girls.

Girls should not be limited to certain subject areas in their training and education by any constraint other than their own choice. The SMT Clinics and the Take Our Daughters to Work Programme has attempted to break the psychological barriers that prevent girls from participating in these subjects and to reach out to higher heights. It tells the girls that it is okay to dream but that these dreams have to be backed by hard work, determination and success. The programmes are limited in nature however and need to be scaled up to increase participation.

Recommendations

UNICEF

- Provide the financial resources to scale up good practices- the Mothers' Clubs, Tuseme Clubs, Take Our Daughters to Work and SMT Clinics which are not only innovative but also cost effective. They contribute to positive behaviour change and support the transformation of society.
- Strengthen the Mothers' Clubs by providing them with resources such as labour saving devices that will reduce their workload and that of their daughters, earn them independent and disposable income and free the women to participate in other development activities particularly the decision making institutions.
- Support the conduct of tracer studies to (i) determine the number of children enrolled in Lower basic school in 2010 in the URR and CRR who complete the cycle; (ii) the girls who attend SMT clinics and actually continue their studies in these subjects and take up employment in related job areas (iii) the girls who participated in the Take our Daughters to Work and what type of work they are employed in.
- Provide institutional support to FAWEGAM to enable it carry out its duties effectively.

FAWEGAM

- Scale up good practices particularly the Tuseme Clubs, Take Our Daughters to Work and SMT Clinics.
- Strengthen the existing Mothers' Clubs instead of creating new ones. Providing them with the knowledge skills and resources will enable them to sustain their gains as they will have the voice and the power to participate in the decision making processes in the public and private domains.
- Promote learning and sharing between the Mothers' Clubs through study visits to strong clubs and to Child Friendly Schools. Such learning will inspire the emulation of best practices
- Involve the men and the boys. Expand the outreach to include religious, traditional and opinion leaders and male members of the community. They can be useful allies in breaking down the myths and conceptions related to girls' education.
- Provide scholarship schemes for girls that want to pursue their studies in the SMT subjects and mobilize resources from non-traditional partners to support the scholarship programme.
- Conduct tracer studies to (i) determine the number of children enrolled in primary school in 2010 in the URR and CRR who complete the cycle; (ii) the girls who attend SMT Clinics and actually continue their studies in these subjects and take up employment in related job areas (iii) the girls who participated in the Take our Daughters to Work and what type of work they are employed in.
- Train non-traditional partners such as the cluster monitors of the MoBSE and staff of Community Development Directorate so that they monitor programmes and conduct step down training for sustainability.
- Revise the Mothers' Club Training Manual and produce a second edition to take on board new and emerging trends in development. Translate the manual into national languages so that they can be used as a standard text in the Functional Literacy classes and collaborate with literacy service providers to use the Manual as a post literacy text.

- Enhance visibility of FAWEGAM in the other education regions to showcase the good work that is being done by the organization. Multimedia approaches should be used to inform and educate the public and other stakeholders about the work of the organization. An electronic newsletter should be one of the media options.

Introduction

1. Education is a basic human right which should be accessible to all Gambians irrespective of their gender, religion, disability, ethnicity, age, wealth, and location. The government of The Gambia is committed to fulfilling this right and to meeting the Education for All (EFA) and the Millennium Development Goals (MDGs) by 2015. Efforts by the government to provide nine years of good basic quality education for all Gambians has resulted in a Gross Enrolment Rate (GER) of 88% in 2010³ with a Net Enrolment Rate (NER) of 70% for girls.

2 The Girls Education Project 2010-2011 funded by UNICEF is being implemented by FAWEGAM to address gender inequities and inequalities in education in The Gambia. FAWEGAM is the Gambian chapter of the Forum for African Women Educationalist (FAWE), a pan-African Non-Governmental Organization established in 1992 to empower girls and women through gender-responsive education. FAWE believes that education is a human right and that all citizens, including girls and women, must enjoy that right and works towards building *“a world in which all African girls have access to education, perform well and complete their studies, and gender disparities in education are eliminated”*. FAWEGAM was established in 1997.

3 FAWEGAM’s vision and mission take cue from this and its work is based on the FAWE model which has a four pronged approach to girls education: (1) focusing on policy advocacy and on influencing governments to commit to gender equitable transformation of education policy and delivery; (2) building public awareness about girls' right to education and through community advocacy; (3) demonstrating best educational practice through models that are replicated throughout its 34-country network; and (4) working with African ministries of education and other stakeholders to scale up the models across Africa.

4 To this end FAWEGAM works strategically with communities, schools, civil society, NGO’s the Ministry of Basic and Secondary Education (MoBSE) and UNICEF to achieve gender equity and equality in education through targeted programmes. In recognition of this the Programme Cooperation Agreement (PCA) describes FAWEGAM as *“arguably, they possessed the most effective and comprehensive delivery mechanisms for bringing about improvements in girls education and gender equity.”*

³ Country Status Report 2010

Chapter 1: Background

5. The government of The Gambia is committed to meeting the Education for All (EFA) and the Millennium Development Goals (MDGs) by 2015. To this end the MoBSE which has direct responsibility for the attainment of these targets has endeavoured to provide quality basic education for all children in The Gambia as promised in the 1997 Constitution of The Gambia and the 2004-2015 Education Policy. The concept for basic education in The Gambia has been expanded to encompass 9 years of schooling (Grades 1 to 9), early childhood development (ECD) and Adult Non-Formal Education. These efforts have yielded results as the GER increased to 88% in 2010⁴ with a NER of 70% for girls. The MoBSE is supported in its efforts by UNICEF, FAWEGAM and other NGOs, government institutions, bilateral and multilateral institutions.

6. These achievements notwithstanding there are still pockets of low enrolment when this data is disaggregated by region and districts. The Gambia Country Status Report (CSR) 2010 outlines the status of gender disparities in enrolment at the Lower Basic level does not exist. A slight disparity exists at the upper basic level which is carried through to senior secondary school which is completed by only 25% of girls against 32% for boys. About 62% of the population lives in the rural areas yet this does not translate into the same proportion when it comes to school enrolment.

7. According to the CSR (2010), poverty is the most discriminatory factor and only 3% of children from the poorest quintile complete secondary school as against 38% of the wealthiest quintile. When combined only 1% of the poorest rural girls complete secondary school against 43% of the richest urban boys. Costs of schooling create a significant barrier to schooling as Gambian households spend almost 46% of their income on education and many cannot afford this. Most of the girls from these poor households drop out before completing the primary level as 60% access grade 1 but only 15% reach grade 6. There are marked regional disparities as the further East one goes up country, the lower the access and completion rates. The primary completion rates (PCR) in Regions 5 (CRR) and 6 (URR) are as low as 24% and 18% respectively. Region 6 is further characterized by under enrolment of just 14% at the Upper Basic level.

8. Addressing gender inequalities in education is a major challenge for the MoBSE. There are still pockets of resistance to formal education and many see it as alienating to traditions and culture especially for girls. Entrenched socio-cultural values and norms and gender stereo-types still place girls and women in the home. Marriage is de-facto and every girl is expected to get married and in some communities as early as puberty resulting in early marriage and early pregnancies which takes the girls out of school sometimes before completing an education cycle.

⁴ Country Status Report 2010

9. It is against this backdrop that the FAWEGAM in collaboration with UNICEF is supporting the MoBSE to improve the status of girl's education in The Gambia nationally and in specific regions such as URR where the enrolment rates for girls is lowest when compared with other Regions. For example the CSR (2010) reports regional disparities in enrolment at the very access to the lower basic level with an access probability of 92% in Region 1 against 51% in Region 6. Under this tripartite arrangement the following targets have been identified:

- NER in lower basic schools increased from 70% to 80%;
- Attendance rate for girls improved;
- 100 mothers clubs enabled to generate income to sustain advocacy for increased enrolment; retention and attendance for children in school;
- Promoting women's participation in social policy development through training of members of the mothers clubs and the executive of the network of mothers clubs;
- Promote gender equity and equality in education in The Gambia by fostering positive policies practices and attitudes towards girls' education.

Chapter 2: Evaluation Design and Methodology

2.1 Purpose of the Evaluation

10. As set out in the Programme Cooperation Agreement (PCA), an evaluation of the overall project was to be conducted at the end of the 2 (two) years to provide information on the success of the project and or constraints and challenges that remain. The findings of the evaluation will (i) assist FAWEGAM in building on successful strategies undertaken as part of the project and to fill any gaps or overcome any constraints that they may have encountered during implementation; (ii) the MoBSE will be able to use these findings in strengthening its policy on girls' education and the implementation of the Programme for Improved Quality Standards in Schools (PIQSS) and (iii) will inform UNICEF in the planning and implementation for the forthcoming Country Programme 2012-2016. (See TOR Annexe 1)

2.2 Objectives of the Evaluation

11. The evaluation aimed at establishing the effectiveness of the project in terms of achievements against the objectives. These are:

- To what degree has the TUSEME method enabled girls to speak out on the problems confronting them in their education (e.g. early marriage)
- To establish the benefits of the Take Our Daughters to Work activity, Girl Camps and Science, Mathematics and Technology Clubs (SMT).
- To gather information on how knowledge, attitudes and practices of Mothers' Clubs Members related to Girls Education have changed positively as a result of the training received.
- To establish whether the provision of seed money and skills training facilitated the fundraising and sustainability of the clubs and whether this has resulted in any positive changes in girls' attendance and retention in schools.
- To assess the functional value of the Mothers' Club Training Manual, FAWEGAM Newsletter, the AGM, and the IEC materials on retention and attendance of girls in school.
- To determine the efficiency of the Project in terms of the use of the total financial resources of **D2, 907, 945.00** (Two Million, Nine Hundred and Seven Thousand, Nine Hundred and Forty Five Dalasis), and assess its sustainability in the absence of external funding.

2.3 Scope of Work

12. The evaluation was conducted in some of the regions where FAWEGAM has conducted its activities and provided support to them for girls' education. The six (6) key questions outlined in the objectives were the main focus of the evaluation. Specifically the research sought to ascertain the following:

- How effective have the interventions been in bringing about the desired behaviour changes which have translated into increased enrolment and retention for girls in school and improved their performance?

- How relevant are the interventions for communities whose perceptions of education and gender may be different from the objectives of the Project and from national and global perspectives?
- How efficient is the Project in terms of costs and benefits?
- How sustainable are the interventions and how have the communities, especially the women and girls, taken ownership of them?
- What are the intended and the unintended outcomes of the Project and significant successes or failures if any?
- How empowered are the girls and women, speak up and take action. Are they participating in decision making on matters that affect their lives in both the public and private spheres?
- What linkages have been developed with other partners at the community, LGA, national and international levels and how have these contributed to the successful implementation of the Project?

2.4 Methodology

2.4.1 Desk reviews:

13. A desk review of existing literature was undertaken to get the necessary background information that would inform the evaluation. The main documents referred to included: The FAWEGAM Strategic Plan 2008 – 2012; the PCA between UNICEF and FAWEGAM 2010-2011; Progress and Monitoring Reports submitted to UNICEF by FAWEGAM; the Mothers' Club Training Manual; "Let us Speak Out, Empowering Youth Through TUSEME", A Teacher's Handbook; FAWEGAM Newsletters; The 2011 FAWEGAM Annual General Meeting Report; Data from the EMIS and other relevant documents including Internet sources.

2.4.1 Research Plan and Inception Report:

14. A research plan and inception report were written and submitted to UNICEF for their input (see annexe 2). A meeting was held with the UNICEF Education Specialist and Education Officer and questions on the sampling method were discussed. Operational matters regarding the contract were raised and the operations manager of UNICEF provided useful feedback.

2.4.3 Sampling:

15. Purposive random/judgmental sampling was used to identify the communities and schools that participated in the quantitative and qualitative data exercises. This method was preferred over the others as it enabled the consultant to select a representative sample that would bring more accurate results than using other probability sampling techniques. The individuals, schools and communities were purposely handpicked from the population as they satisfied the characteristic of being connected to the FAWEGAM brand by being/having a Mothers' Club and/or a Tuseme Club; participation in one of the FAWEGAM programmes-Take our Daughters to School or Science, Mathematics and Technology (SMT) Clinics. Demographic factors were also taken into consideration such as location (urban/rural) and ethnicity to ascertain how these factors influenced behaviours and attitudes to girls' education. The method also facilitated quick access to the target as time was a critical factor in reaching the schools before the close of school and the start of the Muslim month of fasting- Ramadan

2.4.4 Data collection Tools:

16. A combination of quantitative and qualitative tools (annexes 3-5) were developed to collect data from primary sources - UNICEF, Gender Unit of the MoBSE and FAWEGAM governance body and staff; local communities, Mothers' Clubs Members, head teachers, teachers, TUSEME club members and professional women and girls who participated in the Take our Daughters to School programme. Questionnaires were developed for the Key Informant Interviews (KIIs) and Focus Group Discussion Guides for the participatory evaluations. The tool was shared with UNICEF and FAWEGAM for their input. Visualization in Participatory Programming (VIPP) was used to ascertain how far Tuseme has empowered girls to have self-confidence, self-respect and self-esteem. Observations were made of their activities and products.

2.4.5 Field Visits:

17. Field visits were undertaken from the 9th-25th July 2010 to schools (6) and communities (11) in the URR, CRR and Greater Banjul Areas (GBA). KIIs were conducted with key stakeholders in the administrative regions and the communities including - officials of the MoBSE, service providers, community leaders and representatives of NGOs and CBOs and FGDs were undertaken with the Mothers' and Tuseme Clubs. The consultant was supported by a team of data collectors as participatory evaluations require team work to ensure that views and opinions are captured. A total of 75 people participated in the KII against a target of 100 (75%) and 225 participated in the FGD against a target of 220 (102%).

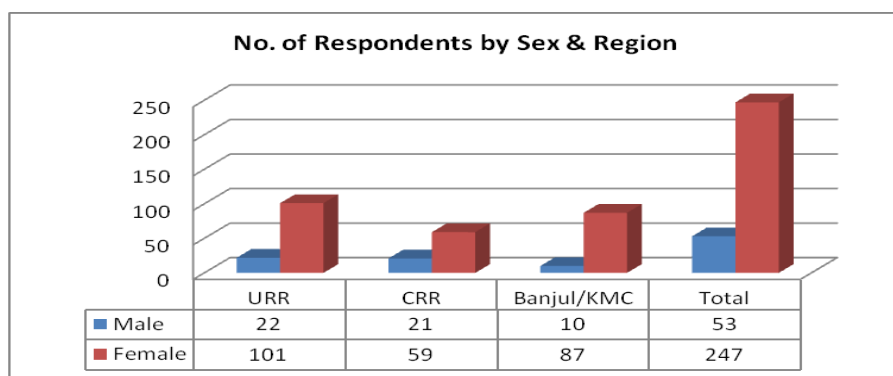
2.4.6 Data Collation and analysis:

18. Data from the field was collated and analysed to present the quantitative and qualitative dimensions of the study that are presented in the report.

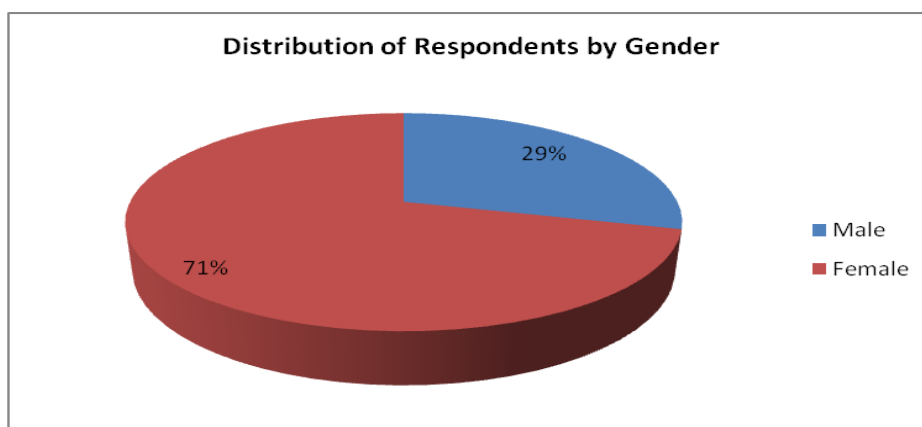
2.4.7 Limitations of the study:

19. The main limitation was the possible bias that could have influenced the study as a result of using purposive sampling. This was mitigated by working with a team of independent data collectors and comparing notes and impressions with them after the field work was completed and utilizing a variety of data sources to confirm and corroborate participant information. The second was the unwillingness/reluctance of some of the key informants to give information.

Graph 1: Number of Respondents by Sex and Region



Graph 2: Distribution of Respondents by Gender



Chapter 3: Findings

20. The Girls' Education Project sought to improve the status of girls' education nationally and in specific regions such as the URR where the enrolment rates for girls is lowest when compared with other education. Under the PCA FAWEGAM was to adopt a set of strategies that would improve enrolment and retention of girls through their connection with the communities. This evaluation seeks to determine the effectiveness of the various interventions under the PCA. The following sections below represent the experiences and views of the respondents as they participated in the implementation of the project. An in depth analysis of the findings from the field studies and from secondary data sources based on the six key questions are presented below.

3.1 Relevance of the Interventions from Community perspectives

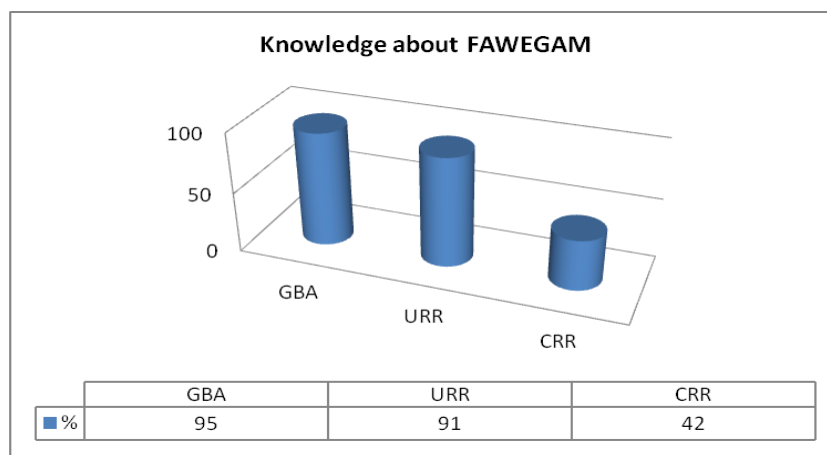
21. The findings revealed that the Mothers' Clubs have taken ownership of the EFA goals and the MDG's particularly EFA goal 5 (*eliminating gender disparities in primary and secondary education by 2005*) and MDG 3 (*promote gender equality and empower women*) and localized these into community perspectives. FAWEGAM had built the capacity of the Mothers Club members by providing them with the knowledge about these global compacts⁵ which have been domesticated into the national laws and policies. The knowledge generated through the training activities motivated the Mothers Clubs to take concrete action to ensure that girls are enrolled in school, stay in school and perform in school. As a result of their actions they have been able to change community perceptions regarding girls' education and to influence behaviour change as people who previously did not believe in girl's education are now willing to send their daughters to school.

22. Knowledge is critical to making informed decisions. Misconceptions about girls' education had resulted in many people particularly those in rural communities to deny their daughters the right to education. Working with and through the Mothers' Clubs has enabled FAWEGAM to provide rural households and communities with the knowledge to know the importance of girls' education not only from a rights based perspective but from a developmental one as well. Knowing about FAWEGAM, what it does and how and why it does it are critical ingredients to acceptability of its work and to the adoption of positive behaviours in support of this work. Knowing about FAWEGAM's core competency and the strategies that it employed in implementing the project was critical in ascertaining its relevance to rural communities. Respondents in the GBA and URR had very high knowledge about FAWEGAM, 95% and 92% respectively whereas only 42% of respondents in CRR knew about the organization.

⁵ When 180 nations signed on to EFA goals at the World Education Forum in Dakar in 2000 and the global community established universal primary education as a MDG in September 2000, it represented a clear political commitment to develop a global compact to achieve EFA.

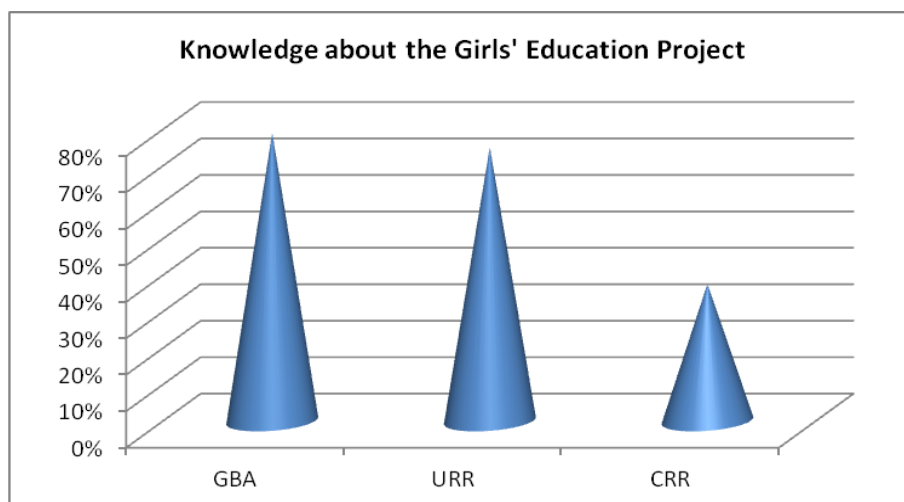
Graph 3: Knowledge about FAWEGAM

23. In comparison only 79% of respondents in the GBA, 75% in URR and 37.50% in the CRR know about the Project (See Graph 4 below). Knowledge is higher in the GBA and the URR as FAWEGAM has worked longer in these areas than in the CRR. In addition the institutions and experts that work with FAWEGAM such as the Gender Education Unit of the MoBSE and the Tuseme clubs are concentrated in the GBA and the URR.

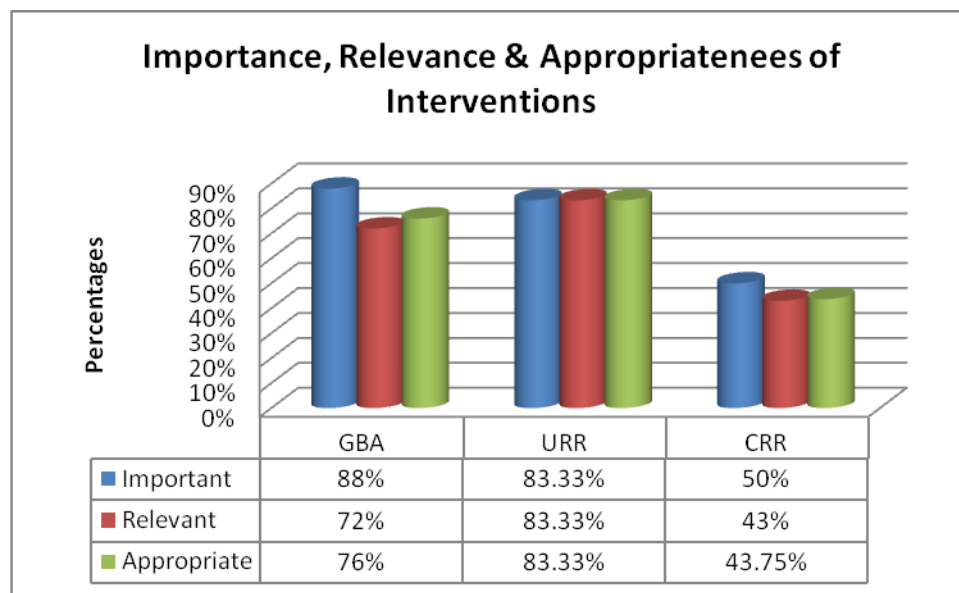


24. Knowledge impacts on how people perceive and do things. This knowledge influenced the responses given by the key respondents to the relevance and appropriateness of the project. The majority of the respondents in the GBA and URR 88%, 83.33% respectively and 50% in the CRR regard the project as important. It is relevant for 72%, 83.33% and 43% of respondents in the GBA, URR and CRR respectively and appropriate for 76%, 83.33% and 43.75% of respondents respectively in the GBA, URR and CRR areas. In the GBA 64% regard it as very important, 40% as very relevant and 52% as very appropriate. In URR 38.46% of respondents regard the project as very important, 33% as very relevant and 20% as very appropriate. In the CRR 37.50% regard it as very important and only 12.50% as very relevant and very appropriate.

Graph 4: Knowledge about the Girls' Education Project



Graph 5: Importance, Relevance and Appropriateness of Interventions



3.2 Effectiveness of the Project

In the box below responses expressed the effectiveness of the project in their own words.

Box 1: Effectiveness of the Project from the Perspective of the Respondents

- They have achieved this by sensitizing women on the importance of girl child education and the other issues affecting their lives. (***Tuseme Teacher Coordinator Basse***)
- Provision of scholarships to girls has resulted in high enrolment rates and retention of girls in school. (***Principal, St. George's Basse***)
- Making sure that the girl child goes to school and stays in School (***Secretary, Nafugan Mothers' Club***)
- More girls are completing school than before the project. (***Secretary to Mothers' Club Nyakoi***)
- There are more girls in school than boys. (***Head teacher, Nafugan LBS***)
- The Mothers' Clubs are respected due to their efforts to support girl child education. (***Alkalo's son Nafugan***)
- Early marriage was a big problem in our area but things are changing now. (***Ward Councillor, Basse Area Council***)
- Girls and women have been empowered to be able to take informed decisions and leadership roles in their respective communities. (***SEO, Gender Education Unit, MoBSE***)
- They have helped to sensitize parents to send their girl child to school, provide scholarships for them and encourage them to remain in school. (***Teacher in Charge, Latrikunda UBS***)
- There has been an improvement in the retention of girls in schools. Those who would have dropped

out, now have opportunity to stay in school through support of FAWEGAM. **(Programme Officer, CPA).**

- Many girls are now staying in school as those who had dropped out were re-entered back to school. Mothers' Clubs provide counseling to both boys and girls. **(PEO Gender Unit, MoBSE)**
- Mothers' Clubs have taken ownership of the promoting girls' education and there is a good working relationship between FAWEGAM and MoBSE **(Women's Councillor Tallinding)**
- Empowerment of Mothers' Club. **(Cluster Monitor, Janjanbureh)**
- Mothers' Clubs have now become a household name. This is as a result of their sustained community intervention. **(EFANet Coordinator)**
- Because they are not only supporting the girl child but also providing skills acquisition for women. **(Focal person, Mothers' Club, Janjanbureh)**
- Priority is given to the the girl child now more than in the past .**(President, Mothers' Club Diabugu)**
- The skills we learnt are really useful. We do not regret our relationship with them and we want it to grow. We thank FAWEGAM for their support as it has really helped us. **(Chairperson of Mothers' Club, Nafugan)**
- FAWEGAM is doing extremely well in this area and I am very proud of what they are doing. **(Governor of URR).**

3.3 Efficiency of the Project in Terms of Cost Benefits

25. Findings from the field indicate that all the activities outlined in the PCA have successfully been conducted. The table below indicates the activities that have been undertaken and the results that were achieved. The strategies that were used in the project were designed to empower girls and women socially economically and politically thereby accelerating the collective global response to the persistent challenges of women's equality and empowerment. The investments in monetary terms totalled GMD 2,907,945 (GMD 1,791,840 and GMD 1,116,105 in 2010 and 2011 respectively)⁶. These amounts as significant as they may seem are outweighed by the benefits of the investments.

Table 1: Outcomes of the Girls' Education Project

| Strategy | Aim | Activity | Outcomes |
|-------------------------------------|--|--|--|
| Capacity building of Mothers' Clubs | To build their capacity through skills training and development in fundraising; gender, networking and advocacy. | Training in skills and development; fundraising; gender; networking; advocacy and leadership | 504 women from 252 Mothers' Clubs have been trained in the identified areas and are using the knowledge and skills acquired to transform their lives, communities and schools. |

⁶ UNICEF Education Officer and FAWEGAM Reports

| Strategy | Aim | Activity | Outcomes |
|--|--|--|--|
| | To encourage participation in social and political developments. | Leadership training for executive committee members of Mothers Clubs' | The knowledge and skills acquired by the executive members are being used to provide the required leadership for the Clubs to make them functional and sustainable. |
| Information Sharing & Networking | To bring together members of Mothers' Clubs to share their experiences and learn from each other. | 1 Day Nationwide Convention of Mothers' Clubs | 150 Mothers' Club members participated in the event which took place at the Presidents Awards Scheme KMC on August 6 th 2010. They learnt from each other and shared experiences. |
| Community participation in education | Increased girls' enrolment and improvement in their performance. | Mothers' Clubs support individual schools to improve enrolment and retention of girls and monitor girls' attendance and home studies | The Mothers' Clubs are engaged in enrolment drives; awareness creation and sensitization activities at the community and household level and are monitoring the kids in and out of school. |
| Tuseme | Embolden girls to speak out on issues affecting their lives | Set up Tuseme Clubs in schools and train teachers and students on the Tuseme model. | 389 students 56 teacher in 7 schools in the URR, CRR and GBA have been trained in Tuseme. The students are speaking out and passing on the skill to their peers to speak out. |
| Organization of English Clinic & SMT Clinics | Encourage girls to read and speak the English Language; and to increase their participation in the Science, Mathematics and Technology subjects. | English and SMT Clinics | 100 girls countrywide attended SMT Clinics that were organized in the different education regions. The girls are participating in these subjects but there is still a level of concern about their proficiency in English. |
| Monitoring | Tracking progress on Project Implementation. | Monitoring visits to Mother's and Tuseme Clubs countrywide. | FAWEGAM acquired firsthand knowledge of project implementation activities and learnt useful lessons for future interventions. |

26. The seed money given to Mothers' Clubs enables them to generate more funds and support the education of girls within their communities. (*SEO, Gender Education Unit*). With the exception of the new clubs, the majority of the Mothers' Clubs countrywide have received their seed money. In URR for example the majority of Mothers' Clubs (88.4%) had received their seed money as opposed to the 11.6% who had not (7 out of 60)⁷. The farming and gardening projects; the small businesses; revolving loan schemes, tie and dye, bead making, groundnut paste production and so on are used to increase the disposable income available for the women and to support girls education. Information derived from the Monitoring Reports show the diverse forms of support that the Mothers' Clubs are giving to the schools. These include but are not limited to:⁸

- Hire and pay for caretakers – (CRR-Jallowkunda; LRR- Sare Samba; NBR-Samba Njabeh)
- Set up and support ECD centres (URR-Sotuma Sere; CRR-Panchang, Jakhaka, LRR-Jattaba, Karantaba, Dongoraba)
- Bowls, buckets, cups for use by the children and brooms and other cleaning materials (URR – Diabugu; CRR-Sutokoi Palen; LRR-Kaiaf, Karantaba)
- Provide uniform, shoes, pens and pencils for the needy children (GBA - St. Joseph's, Tallinding, and Latrikunda; CRR-Jimbala, Kudang, Jawlaba, Kunting, Ranirou Wollof, Ballangar, Macca Ali Sarr, Brikamaba; URR – Nafugan; LRR-Dongoroba)
- Pay fees for needy students (URR-Diabugu, GBA-St. Joseph's)
- Maintenance of school (CRR-Fass, Jawlaba, Brikamaba; GBA-St. Joseph's and Tallinding)
- Support school feeding (CRR-Kuntaur, Kataba Omar Ndow, Balangarr, Borraba; URR-Nafugan, GBA – Latrikunda, New Jeshwang)
- Water supply- (CRR-Ballangar, Kuntaur, Kayai; LRR-Masembah, Sareh Sarjo)

27. The key advocacy role that the Mothers' Clubs play in creating awareness about girls' education at the community and household levels is undisputed. They have been engaged in enrolment drives; monitored the attendance of girls in school and intervened to stop cases of early marriage. These were important activities in the drive to attain gender equality in schools and in society and from a human development security perspective as they promote learning in safe and secure environments. Investments in school feeding programmes, water supply, school supplies and provision of scholarships all contribute to the conditions that enhance access, attendance, achievement and attainment. School feeding programmes do not only alleviate child hunger in school, but also enhance nutrition, and have the potential to improve a child's health, school performance and educational attainment.⁹ ECD programmes are beneficial as they contribute to improvements in children's health, nutrition, well-being and cognitive development; it offsets disadvantage and inequality; leads to better achievement in primary school and reduces social inequalities. Payment of fees and provision of uniforms gives the assurance that schooling will not be interrupted due to lack of payment of fees or a lack of

⁷ FAWEGA Monitoring Reports,

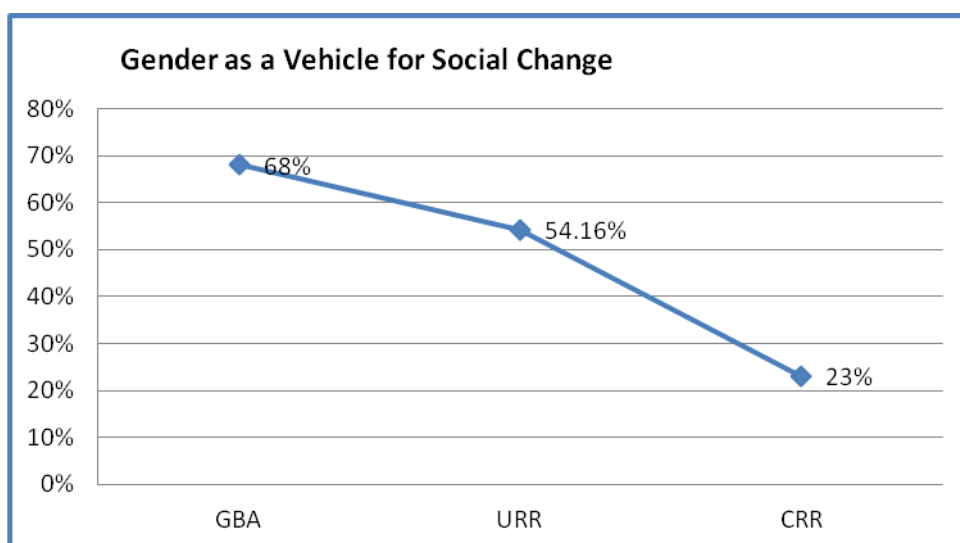
⁸ FAWEGAM Monitoring Visit Reports and Focus Group Discussion Respondents.

⁹ Barriers to Basic Education Study, UNICEF, 2011

suitable clothing. Environmental cleaning activities and provision of clean water supplies for the school also contributed to sanitary conditions in the school thus reducing the risk of illness.

28. These changes are discernible not only at the level of the school but also at the level of the household. Gender as a vehicle for social change is acknowledged by 68% of respondents in the GBA, 54.16% in the URR but for only 23% of respondents in CRR. (See graph 6 below)

Graph 6: Gender as a Vehicle for Social Change



29. Gender awareness comes out clearly in all the areas except CRR where there are still some reservations about gender equality. Reaching out to both boys and girls through Tuseme to change attitudes and through working with the Gender Unit of the MoBSE and the Women's Bureau has resulted in the transformation of people's perceptions of gender. In this sense the project has succeeded in ensuring that activities are gender focused. Awareness has also been developed among different stakeholders such as religious and traditional leaders.

Box 2: Respondents views about gender as a vehicle for social change

- Men are now appreciating the help that women can render not only to their marriage homes but to the community as well. **(Headteacher Kaur LBS)**
- Women are now involved in decision making now. **(Education Officer, MoBSE)**
- Consultation is taking place at the household level. **(Mothers' Club Member, Nyakoi)**
- Women are becoming more aware of their social responsibilities and rights. **(Mothers' Club FGD, Nafugan)**
- Sensitization on gender has impacted not only in the schools but also at the household level. **(President, Mothers' Club, Diabugu LBS)**
- Now the girl child is encouraged to do well in school and there is a reduction on the incidence of forced and early marriages. **(Tuseme Teacher Coordinator, Basse)**
- Women groups are development oriented as they invest in development activities **(Cluster**

monitor, Basse)

- Our success as women translates into benefits for men and the whole family. **(Chairperson Network of Mothers' Clubs, Basse)**
- Women are getting recognition in our communities. **(Head teacher, Kaur LBS)**
- Traditional society does not tolerate mixed gender groups that is why women only groups make more impact. **(Programme Officer, CPA)**
- Mixed gender groups are still a challenge especially when it comes to decision making. The status quo remains unchanged as women are unable to be vocal in the decision making processes. **(Director, Regional Education Directorate, Region,1)**

With respect to the question on women only groups bringing about social change, the respondents state that:

- Women alone cannot bring about positive change considering the male dominance at household/community decision making. Such needs the integration of men as partners so that they will understand the roles of women. **(National Coordinator, Tostan, Basse)**
- Men don't really support us instead when we invite them they say its mothers club not fathers club. **(Mothers' Club Member, Nyakoi)**
- This is because no one hand can clap (you need both hands to clap). **(Cluster Monitor, Basse)**
- We don't have complete support from our husbands. **(Secretary to Mother's Clubs Nafugan)**
- They are many a time seen as women activists who want to destabilize families and society as a whole. **(Teacher in Charge, Latrikunda UBS)**
- Men are not as concerned about the education of the girl child as we women are. **(Ward Councillor, Basse Area Council).**
- It cannot be as there will never be gender equality between men and women. **(Councillor, Tallinding Ward).**

3. 4 Sustainability of Interventions

30. Sustainability is a critical ingredient for the survival of CSOs. It is therefore necessary to have strategies in place that can enable the organization to survive with or without donor funding. The main strategies identified by FAWEGAM to ensure sustainability of results as contained in the PCA include:

- Provision of labour saving devices for Mothers' Clubs in order to reduce the domestic chores of the girls in the home.
- Training of Mothers' club on advocacy skills so that they can sensitize the communities on the importance of girls education and their retention in school
- Gender training with support from the gender education unit of MoBSE.
- Advocacy at community level for increased enrolment for girls.

31. FAWEGAM has been successful in putting in place sustainability measures for three out of the four indicators (75%) indicated above. The Mothers' Clubs have been trained in advocacy and community sensitization for girls' education and are using these skills to advocate for the

enrolment and retention of girls in school. Gender training has been provided with the support of the Gender Education Unit of the MoBSE and working with and through the Mothers' Clubs has increased enrolment of girls in schools. Labour saving devices have not been provided and some of the respondents emphasized the need to have labour saving devices to ease the burden on girls so that they would have time to concentrate on their studies.

3.4.1 Training of Mothers' Clubs on advocacy skills

32. The advocacy training provided by FAWEGAM for 504 women from 252 Mothers' Clubs countrywide provided the women with the requisite knowledge and skills to advocate for girls' education, sensitize and mobilize community support and resources to support their programmes and to participate in decision making processes in both the private and public spheres. The Mothers' Club Training manual is the main source of the training activities. The different modules contained in the Manual address the knowledge areas and the competencies that the mothers' are to acquire to enable them play their roles effectively. Global, regional and national perspectives are provided and this has enabled the Mothers' Club members to translate the knowledge gained into concrete actions in mobilizing community responses to the EFA goals and the MDGs.

Box 3: Observation on the effectiveness of the gender training programme

The sessions were enlightening, moral was high, new knowledge and skills acquired and I found it to be very educative. FAWEGAM is doing a good job and I hope that they will continue and expand for the benefit of many more.

Chairperson, Diabugu Mothers'

33. Advocacy requires the identification of an action issue, agenda setting, speaking up, drawing a community's attention to the issue and directing decision makers towards a solution. The main advocacy issues identified by the Mothers Clubs are: poverty (Basse, Kaur, Nafugan); lack of support for the girl child (Basse, Njau); early marriage (Basse, Njau, Kaur, Boraba, Brikamaba, Kuntaur, Diabugu, Nyakoi, Nafugan); domestic chores (Basse, Njau, Kaur, Boraba, Brikamaba, Banjul, Nafugan); FGM/C (Kuntaur); inadequate communication between mother and daughter (Tallinding); teenage pregnancies and child labour (Banjul); distance of home from school (Basse). FGDs from Banjul claimed that *"some of the parents only use their children to get money and other things for the home by sending them out to work or to engage in small businesses"*. Early marriage emerged as the key advocacy issue for all the nine Mothers' Clubs in the URR and CRR. Domestic chores were the 2nd most important advocacy issue identified for 6 of the rural Mother's Clubs (54.5%) in the rural area and Banjul. The Nafugan and Nyakoi Mothers' Clubs believe that a milling machine would be the answer to their prayers as *"the girls have to pound in the morning and this prevents them from going to school"*. The gender division of labour which ascribes all the household chores to girls and women serves as a barrier to schooling and impacts on the performance and retention of girls in schools. The Mothers' Club members have not only sensitized communities to these problems but have invested resources into mitigating some of the problems. By working with school authorities and regional education directorates they have been able to lay these issues at the table to find joint solutions to these problems.

3.4.2 Gender training with support from the Gender Education Unit of MoBSE.

34. The Gender Unit of the MoBSE has taken a lead role in conducting the gender training. The gender training entailed an understanding of existing gender roles and relationships and how these served as obstacles to girls' participation in education and to women's active participation in development. By contextualizing the training on the real life situations the participants were required to reflect and *"discuss the difficulties women and girls face and gender issues confronting them in their daily lives with a view to enabling them develop understanding of their own situations in The Gambia"*.¹⁰ By utilizing training and facilitation methods that enhance women's participation the training was able to motivate the women to adopt and accept a concept that was initially regarded as a foreign concept and to act as community activists for the attainment of gender parity in school and for equal treatment of boys and girls in the homes. Entrenched socio-cultural values and norms have limited the women's gender sensitivity for while they actively campaign for gender parity in education they are unable to address the gender division of labour as it is so much a part of their cultural beliefs. Household chores have been identified as a major barrier to schooling and unless the women are able to breakdown the stereotypes that assign these tasks to the girls and women the opportunity costs of schooling will still prevail against the girls access and retention in school as they will be required to carry out these tasks.

3.4.3 Advocacy at community level for increased enrolment for girls

35. Funding for education advocacy is not easy. One of the most difficult challenges faced by Mothers' Clubs is resource mobilization for its advocacy work and other related activities. To acquire these resources the Mothers' Clubs adopt a variety of methods to raise income to sustain their activities. The members decide on the most appropriate income generation activity which range from membership contributions, giving loans with interest, farming and gardening, production of tie and dye, soap, beads and, juice making, operating bakeries and small businesses. The money is re-invested into the advocacy and community sensitization programmes; support to school feeding which is in both cash and in kind contributions; and to establishing and or supporting ECD centres. Two types of in-kind support is given in the form of providing supplies from the produce of the Mothers' Club farm and garden or providing services where the mothers play an important role in the school canteens either as cooks or supervisors. Interest in soap making as a source of income is diminishing as it is less viable due to the high production costs compared to bead making which has become quite popular and yields more profits.

36. The training on income generation and financial record keeping; resource management; sustainability and fund raising has built the knowledge of Mother's Club members in these areas and they are using this knowledge to raise resources and invest it into their programmes. Good financial management skills and structures make it much easier for the Mothers Clubs' to report

¹⁰ Mothers Club Training Manual, The Gambia, Chapter 1

back to the membership and to use their money in an open and accountable way. To this end most of the Mothers' Clubs operate bank accounts and keep records of all the monies received, spent and saved. The members collectively make decisions on what and how the money is to be spent but the executive body is responsible for the management of the finances. During the FGDs it was ascertained that the Mothers' Clubs have opened accounts with Trust Bank Limited and Reliance Financial Services and some have savings amounting up to over D20000 (Twenty Thousand Dalasis).

37. The coherence and coordination of the organizations require strong leadership and good governance skills. To this end leadership training has been provided for the Mothers' Clubs Executives who are vested with the responsibility of decision making; distributing and exercising authority and power; determining strategic goals and activities; and assigning responsibility for those matters. All Mothers' Clubs that took part in the FGDs have an Executive Committee in place consisting of a President, Vice President, Secretary, Public Relations Officer, Treasurer and Auditor. They know their officers by name and the positions they occupy thus confirming meeting regularly or participating in joint activities. Meetings are held weekly (Banjul, Nafugan), monthly (Tallinding, Brikamba, Njau, Kuntaur, Kaur, Boraba), bi-monthly (Nyakoi) and quarterly (Diabugu). Meeting agendas and reporting by the executive make them accountable to the general membership. With the exception of Kaur (who have just been reactivated) all the other Mothers' Clubs keep records of their meetings.

38. To harness their synergies, learn from each other, exchange information and best experiences and mobilize resources on a larger scale the Mothers' Clubs in URR, WCR and NBR have set up a Network of the Mothers' Clubs in their area. The officials have been elected and are expected to provide the leadership for the effective functioning of the apex body. On the 3-4 October 2009, an Annual general meeting of the Mother's Clubs was held in Basse, URR¹¹. 100 women attended the AGM of the Network of Women's in URR. Elections were held and the leadership elected and ways of working agreed upon. There is wide consensus that Mothers' Clubs will make greater impact if they work together, pool their investment capital for projects that benefit them all, or perhaps simply by sharing information or developing skills through group training to make each of them more competitive. Women who have the opportunity and ability to participate in functioning organizations that provide them access to ideas, information, and services will also have better access to markets, to new technologies and to participation in the decision making processes at all levels.

39. The first ever Mothers' Club day provided FAWEGAM with the opportunity to bring together 150 Mothers Clubs Members from all over the country to the Presidents Awards Scheme in the KMC on the 6th August 2010.¹² The event provided a platform for the women to learn and share experiences from each other; facilitated networking and solidarity between the Mother's Clubs as they were able to meet one on one to discuss issues surrounding girls' education and interact with partners including the UNICEF Country representative thus enabling them to contextualize the project. The event was televised over GRTS thus giving the Mothers' Clubs greater visibility and enabling FAWEGAM to showcase the concept. Bringing in women

¹¹ Quarterly Activity Progress Report, FAWEGAM, 1st November, 2009

¹² Quarterly Activity Progress Report, FAWEGAM, 10th October 2010

from different parts of the country was a challenge which was more than compensated for by the results of the programme.

Box 4: Respondents views on sustainability of interventions

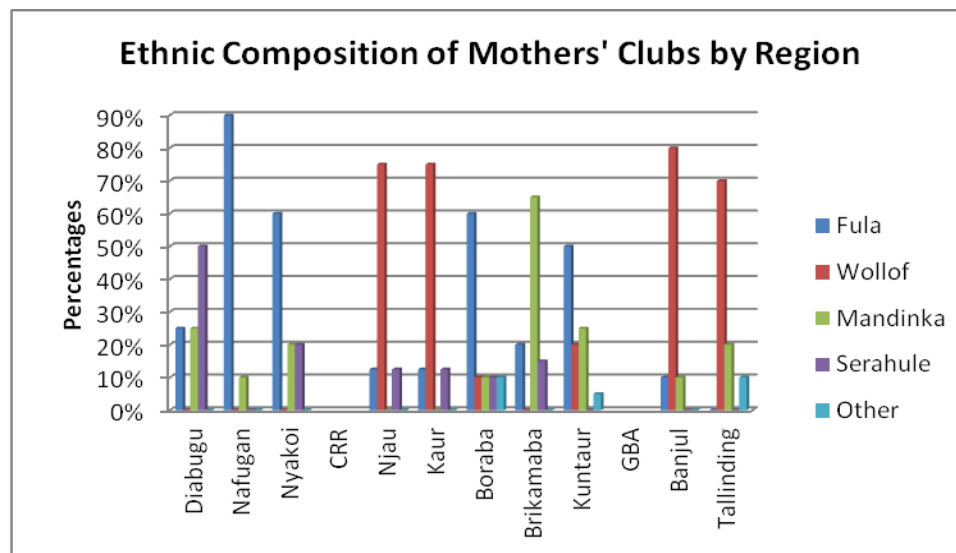
- The Village Development Committee (VDC) and the Senior Management Committees (SMC) always support the club in all their activities. **(Head teacher Tallinding LBS)**
- The Mothers' Club Members are using the knowledge and skills acquired to improve their social and financial status. **(Director, Education Directorate, Region 1).**
- The seed money given to mothers' clubs enables them generate more funds and support the management of the communities and build their capacities. **(Board Member, FAWEGAM)**
- We have been trained; some of our facilitators make frequent visits to see what we are doing on the ground and give us support too. **(Teacher in Charge, Latrikunda UBS)**
- Mothers' clubs are trained on different skills and they have the capacity to generate resources. **(Mother's Club respondent, Banjul)**
- This is demonstrated in the setting up of community structures and initiatives that are managed by community members themselves. **(Deputy Director, Department of Social Welfare).**
- The community has taken it upon themselves to continue their own local projects in order to sustain the Project. **(Teacher Coordinator, Tuseme KMC)**
- The project beneficiaries have the feeling of ownership for the project. They are able to raise their own funds internally and use the resources to fund some of their activities. **(Programme Officer, Networking, TANGO)**

Those who think that the Project is not sustainable attribute it to the following factors:

- Funds given to local communities for project implementation are inadequate for them to function effectively. **(Tuseme Teacher Coordinator, Basse)**
- The resources are not enough and do not facilitate expansion and do not satisfy demand. **(Ward Councillor, Tallinding)**
- Funds provided are not enough. **(Secretary to Mothers' Club, Nyakoi)**
- With the current state of partners and actors sustainability is very difficult as any time funding from partners is not available, the organizations. **Programme Officer, CPA.**
- Resource constraints (financial and human) threaten long term sustainability of the project interventions. **(EFANet National Coordinator).**
- The resources are not enough and there is room for expansion and demand. **(Ward councilor, Tallinding)**

40. The Mothers Clubs members are heterogeneous and come from diverse ethnic backgrounds as indicated in the table below. The majority are Muslim. The only thing that they have in common is that they are women. Despite this difference they share a common platform and voice which is to ensure that girls go to school and complete a cycle. While religion especially the Islamic religion has impacted on the way that communities have perceived girls education, ethnicity has not been a major determining factor.

Graph 7: Ethnic Composition of Mothers' Clubs by Region



41. The main considerations according to the CSR (2010) are gender, location and wealth. The Report indicates “that girls living in the poorest households are excluded from education as of the lower end of the basic cycle when their chances dwindle from 9% to virtually 0% at the end of secondary school”. This confirms the identification of poverty as one of the main factors constraining girls from schooling. Regional disparities in enrollment are also accentuated. The differences are very important from the very access to lower basic with an access probability estimated at 92% in Region 1 against 51% in Region 6. This Region (6) is further characterized by under enrolment at the upper basic level with a GER of 29% on average ranging from 21% in Fulladu East to 61% in Wulli. Further analysis of enrolment trends by district in the CSR indicate that there are disparities based on supply and demand.

Table 2: Supply and Demand Disparities in the Districts Visited¹³

| Districts that combine below average supply & level of enrolment below expectations | Districts with above average education supply % level of enrolment below expectation | Districts with below average education supply but with higher enrolments than expected | Districts with higher level of education supply & enrolments are in line with expectations |
|---|--|--|--|
| 1. Fulladu West 2. Fulladu East 3. Upper Saloum | 1. Niani 2. Lower Saloum | 1. Wulli 2. Sandu 3. Kanifing Municipality | 1. Niamina West 2. Janjanbureh 3. Banjul |

¹³ CSR 2010

42. FAWEGAMs work in influencing education policy through advocacy, and demonstrative interventions on what works in girls' education and influencing the replication and mainstreaming of good practices has encouraged other partners such as the American Embassy in The Gambia to support the work of FAWEGAM at the community level. The sum of US\$ 50,000 was made available to FAWEGAM from the American Embassy Emergency Fund to distribute to ten Mothers' Clubs who were affected by the failed agricultural season of 2011 and resulted in the food crisis for the Gambian farming populations. Some of the clubs invested the money in their garden projects rather than on food items. Another opportunity that was afforded the Mothers' Clubs by the American Embassy was the 'Empowering Rural Women Mobile Phone Project.' The two-year pilot project which was launched in Nyakoi Taibatu in the Wulli West District aims at enhancing the livelihoods of Mothers Clubs members through mobile phone technology. One thousand mobile phones were distributed to members of the beneficiary Mothers' Clubs with the intention of enhancing their socio-economic status and bridging communication gaps amongst them. FAWEGAM is tasked with the overall responsibility of monitoring and evaluation of the project and its overall impact. Philanthropic support is provided by a Spanish couple to the Nyakoi Mothers' Club. These opportunities do not only contribute to the sustainability of the Clubs but also enhances their capacity to communicate with each other, increase their income and enables them to acquire additional resources.

3.5 The Intended and Unintended Outcomes of the Project

43. The main intention of the girls' education project was to contribute to the attainment of gender parity in the basic education cycle in URR and KMC and to improve the retention rate of girls in school. This would be attained by strengthening the advocacy skills of the Mothers' Clubs in the URR to improve attendance and retention of children in fifty child friendly schools¹⁴. Even though this outcome cannot be completely attributable to the efforts of FAWEGAM, gender parity in enrolment has been attained at the Lower Basic level in education. This achievement is due to the combination of joint efforts by different actors with FAWEGAM playing its part.

44. Mothers' Clubs are the best known strategy of FAWEGAM. In all the eleven communities visited the advocacy role of the Mothers' Club is acknowledged. They are the foremost community based organization that promote girls education and have demonstrated a high level of commitment to making it a reality by investing in it at the household and community level. Investments in time, money and human resources by the members have resulted in the mobilization of resources to support girls' education starting from ECD to the basic cycle.

45. Both the women and the girls have been empowered to speak out and are speaking out. Entrenched socio-cultural values and norms do not enable them to see the correlation between the gender division of labour and girls' retention and performance in school. The social constructs still assign household chores to women and girls and the gender training that has been

¹⁴ Results Framework, PCA 2010

conducted at both the level of the Mothers' Clubs and the Tuseme Clubs have not brought about a complete change of perceptions in this domain.

46. The Mothers' Club training manual has served as the main source of the capacity building activities of FAWEGAM. The Mothers' Club members are putting the knowledge and skills acquired into good use as is discerned in their advocacy, awareness creation and sensitization; income generation and support activities. There is less success in women's participation in political leadership. Due to entrenched socio cultural values and norms with regard to women's participation in the decision making processes and to society's perceptions of politics the women shy away from running for elected political positions.

47. Under the Project it was intended that FAWEGAM would produce a newsletter and other advocacy materials that would be used to inform and educate the public about what FAWEGAM does, document best practice and serve as a source of information for persons interested in knowing more about the organization. This did not take place as the resources were not available. Even though the intention was good as FAWEGAM had previously produced newsletters of a high quality and value. In light of changing trends with respect to the print media the need to save paper and cut down on costs as printing can be very expensive it may be necessary to reassess the need for producing newsletters and other forms of print communication. The possibility of producing an online newsletter should be explored. While the Mothers' Clubs may not have easy access to an electronic newsletter the Tuseme Club members and partners can access the newsletter online where the majority of people now look for the information they care about.

48. An unintended outcome of the project is the role that the Mothers' Clubs are playing in education financing by providing scholarships for needy students; hiring and paying caretakers; providing support to school feeding; supporting ECD programmes and carrying out repairs and maintenance of school furniture and buildings. By so doing they are contributing to the attainment of not only the EFA gender goal (5) and the MDG (3) but to the other EFA goals and the MDGs. These goals are indivisible and inter-related and for the Mother's Clubs to take this holistic approach to their campaign is something that is highly noteworthy.

49. Another unintended outcome is that more girls are being enrolled in school than boys. The intention was to reach parity and not to create another disparity. The EFA goal is for both girls and boys to complete education of good quality. The focus on girls should not be to the detriment of boys even though it is accepted that developments in girls' education benefits boys too. If boys are not going to school or are dropping out of school because of the focus on girls then this has to be addressed in any future intervention.

50. The male backlash as men and boys see the project as targeting women only is an unintended outcome that has the potential of thwarting efforts. If the men are refusing to support the women because "it is a Mothers' Club and not a fathers' club" it means that a key ally –the men and the boys will not give the support required to support activities at the local level. Men and boys need to be involved and are key partners in ensuring gender equity and equality.

51. Delays in disbursements from UNICEF and sometimes reductions in sums requested impacted negatively on the implementation of some of the activities as participants or the number of days is to be reduced in some instance.

3.6 Girls and Women Empowerment

3.6.1 Empowering Girls to Speak Out: TUSEME

52. FAWEGAM adopted the “Tuseme”, strategy as a means of training girls to express their views openly on matters that affect their personal, academic and social development and to learn to take part in finding solutions to those problems. According to Penina Mlama (2005), “Tuseme is an empowerment process designed to enable girls to understand the gender construct of the society they live in, to identify and analyze the emergent problems and how they hinder their academic and social development, to speak out about the problems and take action to solve them”. Tuseme is an original and innovative approach that uses an inclusive rights-based gender responsive approach which aims at breaking the yoke of the culture of silence which has perpetuated oppression and subservience of African girls and women for centuries.

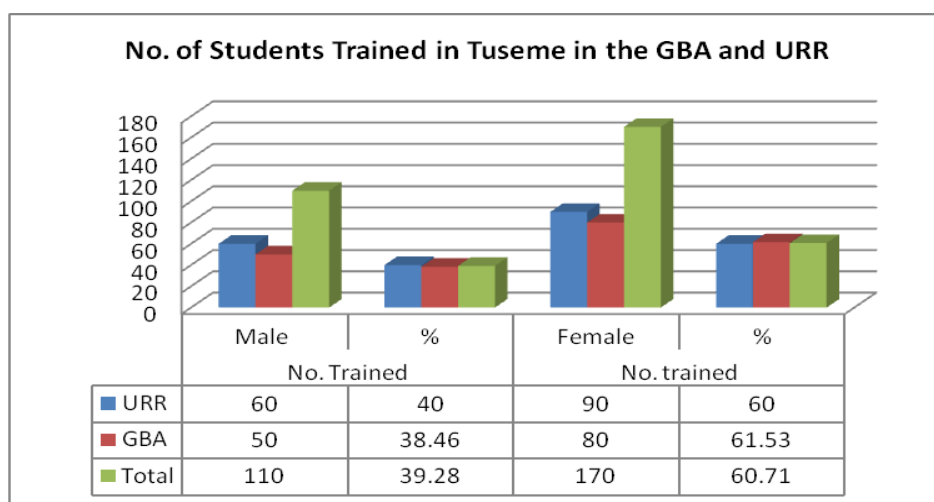
53. Tuseme was launched in The Gambia at St. George’s UBS in Basse, in the URR in 2007. Since then Tuseme clubs have been established in seven schools in Regions 1, 5 and Region 6. Six (85.71%) out of the seven Tuseme Clubs were set up under the girls education project. All six of these were visited for the FGDs. FAWEGAM had conducted training for 50 students (30 girls and 20 boys) in all but one of the six schools- Latrikunda UBS - where only 30 were trained (20 girls and 10 boys). All the Tuseme Clubs have maintained the level of membership except for St. Mulumba’s where there has been a 30% decrease in the original numbers. This is attributed to the departure of the teacher coordinator who played a proactive role in the running of Tuseme in the school. This is a sustainability issue which needs to be studied. For the departure of a teacher coordinator should not result in waning interest.

54. Both boys and girls are included in the Tuseme clubs which use persuasive and effective processes to bring about the desired behavior changes. All the 140 respondents acknowledge the empowering role of Tuseme which has enabled them to talk on issues ranging from GBV in and around the school; traditional practices including early and forced marriages and FGM/C as well as domestic work to name a few. Using participatory communication to inform and educate the public the Tuseme club members have on their own initiative organized talk and talent shows. For example the St. Therese’s Tuseme club members made arrangements for the group to appear on the Fatou Show on GRTS - the weekly talk show programme that promotes young talent and development issues blended with entertainment. The Tuseme Clubs in the GBA have also had radio talk shows on the Kids with Talent Radio. The Nassir Ahmadiya Tuseme Club organizes weekly radio programmes every Wednesday and also carries out awareness creation and sensitization activities visits in schools, hospitals and market.

55. These activities have yielded positive outcomes on the school and community. Anecdotal evidence from the FGDs suggest that the incidence of early sexual activity, early marriages and

teenage pregnancies in schools and school drop-outs among girls and the incidence of GBV have reduced considerably; interactions between male and female students have improved and are based on mutual respect; family dialogue has improved and parents are now discussing reproductive health and other issues with their wards and children thus preventing them from adopting risky behaviours. One of the teacher coordinators attributed these outcomes to the inclusive nature of the Tuseme programme which *“has taken everyone on board, made people to be bold enough to speak out and change some of the negative notions towards women.”*

Graph 8: Number of Students Trained in Tuseme in the GBA and URR



56. The current membership of the Tuseme Clubs in the schools visited is indicated in the table below:

Table 3: Membership of the Tuseme clubs in the six schools visited in Region 1 and 6

| Tuseme Club by LGA | No. of years in existence | No. of Members |
|--|---------------------------|----------------|
| Upper River Region | | |
| St. Georges Basse | 5 | 46 |
| Nassir Ahmad, Basse | 4 | 63 |
| St. Mulumba's, Basse | 5 | 35 |
| Kanifing Municipality | | |
| St. Theresa's | 3 | 58 |
| Greater Banjul | 3 | 48 |
| Latrikunda Upper Basic School | 1 | 37 |
| Total membership in the 6 schools | | 287 |

57. Tuseme sessions utilize a variety of participatory and interactive techniques such as skits, debates, quizzes, role play, small group discussions, theatre for development, peer health counselling, news reporting, poetry writing and reading and other exploratory learning techniques that are meant to equip girls with self-confidence, problem-solving, negotiation, critical thinking and other interpersonal development skills. These techniques do not only embolden students to speak out but it provides them with the life skills that enable them to engage with their peers, their parents, teachers and the wider community to make their views and opinions known and felt. Creativity and innovation is promoted as the students plan for the various activities that they engage in thus enhancing their writing and reading skills. Using different channels of communication to show their capabilities and talents has inspired them to become self-confident and assertive and to develop organizational and planning skills.

58. The schools support the programme by allowing the Tuseme clubs to organize the programmes in and out of school; putting in place codes of conduct and policies that protect their rights to access education in a friendly, safe and secure environment free from corporal punishment, sexual harassment and other forms of GBV; scholarships are provided for needy girls (Nasir Ahmadiya, St. Georges and Latrikunda) and have facilitated access to school and community resources. Gender responsive pedagogy is used and disciplinary measures are taken against perpetrators of GBV. FAWEGAM has provided training for the club members and the teachers. According to one of the teachers *“they educated us to a high level about the programme and introduced us to issues that we knew very little or nothing about. They are supportive and are open to us”*. (***Tuseme teacher coordinator, St. Mulumba’s Basse, UBS***). All the Tuseme Clubs have Executives that provide the leadership for the membership. Some of the clubs are more active than others and have conducted a series of activities to ensure their sustainability. These include the holding of luncheon sales (St. Mulumba’s); football matches (St. Theresa’s); and quiz competitions (Nassir Ahmadiya) to raise resources for the clubs and Fun Days to promote networking.

59. The impact of Tuseme on the thinking of the respondents was assessed by asking the questions contained in the tables 4, 5, 6 and 7 below to ascertain their assertiveness, and self-confidence and to determine to what level they had become gender sensitive. Gender sensitivity is a desired outcome of the Tuseme programme as it is critical to addressing unequal relationships within the households. The reason for including boys in the programme is to *“empower them to understand their unequal gender positioning and the need to support and accept gender equality as a human right”*. The responses contained in the tables below indicate the extent to which girls have acquired self-confidence, self-esteem and independence which are important ingredients for them to be able to speak out.

60. Responses given to question 1 in table 4 indicate that the girls are self-assertive and confident and believe in themselves as all of them agree that *“success depends on self-determination”*. This should impact positively on school performance for self-determination goes with application and to excel in school then one needs to apply oneself. Giving up easily in the face of challenge especially when confronted with difficulties in studying subjects such as SMT that were regarded as male domains had resulted in mediocrity and low achievement even outside the academic sphere. Acknowledgement by 86.95% of the respondents that irrespective of their gender they

can do any job is an important change of mind-set especially from the perspective of the gender division of labour even though this is not borne out by the responses in table 6. The majority of respondents (69.56%) disagree with the statement that boys outperform girls in schools. The reality however is that boys do outperform girls in school and more needs to be done by the girls to compete boys in school.

61. Question 7 is about taking responsibility for one's action rather than blaming others for the consequences of one's decisions and the majority of respondents (66.08%) indicated that they do take responsibility for their actions. This is positive as it shows that the messages on responsibilities are taking root. If girls are empowered to stand up for their rights then they also need to take their responsibilities seriously. More than a third however (33.91%) of the respondents still play the blame game indicating that a significant number still do not take responsibility for their decisions. Thinking with the heart rather than with the head is still a phenomenon for 95% of the respondents. This has implications for logical thinking on the part of the young people who would rather go with the heart than with the head. Responding emotionally to situations can result in wrong decision making with disastrous outcomes such as early and unwanted pregnancy. Dependency is inherent in the final question where 47.82% of respondents think that they will be taken care of. It is positive that 52.17% of the respondents demonstrate independence by disagreeing with the statement.

Table 4 Girls Assertiveness and Self Confidence

| No | Items | Agree | | Disagree | |
|----|--|-------|--------|----------|-------|
| | | No. | % | No. | % |
| 1 | Success depends on self-determination. | 115 | 100.00 | - | - |
| 2 | A good girl shows complete obedience to the boy or man she really loves. | 56 | 48.69 | 59 | 51.30 |
| 3 | A girl can achieve as much as a boy. | 114 | 99.25 | 1 | 0.86 |
| 4 | Boys perform better than girls academically. | 35 | 30.43 | 80 | 69.56 |
| 5 | A person can do any job regardless of gender | 100 | 86.95 | 15 | 13.04 |
| 6 | You always consult people taking a decision | 109 | 94.78% | 6 | 5.21 |
| 7 | You blame people for the consequences of your decisions | 39 | 33.91 | 95 | 66.08 |
| 8 | You change your mind based on your feelings. | 95 | 82.60 | 20 | 17.39 |
| 9 | Your parents or your husband will always take care of you. | 55 | 47.82 | 60 | 52.17 |

62. There are conflicting results emanating from responses in Table 5. The responses to questions 1-3 demonstrate that students have a high level of self-esteem whereas responses to questions 4, 5, 6, 7 and 9 indicate manifestations of low self-esteem among the girls. Self-esteem is important to the girls' success and learning in school and in later life. It affects their behaviour and thoughts and how they feel about and value themselves. Low self-esteem results in a poor self-image which erodes their self-confidence which affects their ability to rise to any challenge and to attain happiness or success. This makes them particularly vulnerable as they lack the social skills that enable them to socialize without falling into harm. These responses are

critical and Tuseme coordinators need to focus more on building the self-esteem of the girls so that they develop self-worth and the self-respect that will make them comfortable to be who they are and to succeed in and out of school. The responses to questions 8 and 10 are encouraging and give the sense that the girls do believe in themselves after all even though they do demonstrate some self-doubt at times.

Table 5: Questions about the girl's self esteem

| No. | Item | Agree | | Disagree | |
|-----|--|-------|--------|----------|--------|
| | | No. | % | No. | % |
| 1 | I feel that I am a person of worth | 110 | 95.65 | 5 | 4.37 |
| 2 | I feel that I have a number of good qualities. | 110 | 95.65 | 5 | 4.37 |
| 3 | I am able to do things as well as most other people. | 111 | 96.52 | 4 | 3.47 |
| 4 | I feel I do not have much to be proud of. | 53 | 46.08 | 62 | 53.91 |
| 5 | On the whole, I am satisfied with myself | 21 | 18.26 | 94 | 81.73 |
| 6 | I wish I could have more respect for myself. | 96 | 83.47 | 19 | 16.52 |
| 7 | I certainly feel useless at times. | 89 | 77.39 | 26 | 22.60 |
| 8 | All in all, I am inclined to feel that I am a failure. | 0 | 0 | 115 | 100.00 |
| 9 | At times I think I am no good at all. | 54 | 46.95 | 61 | 53.04 |
| 10 | I take a positive attitude toward myself. | 115 | 100.00 | 0 | 0 |

63. In The Gambia like in many African communities, girls are socialized into different gender roles that undermine their participation in school and ultimately affect their performance in national examinations. Evidence of this is found in the study undertaken by MoBSE entitled “A Girl's Performance Assessment Study” in October 2009 to find out if there were improvements or otherwise in the performance of girls in regions 3, 4, 5 and 6 as a result of the Scholarship Trust Fund (STF) intervention. The study indicates that girls are not performing in school and the majority of them are not mastering the skills in literacy and numeracy in spite of the scholarships that were awarded to them. Domestic work stood out to be the single dominant factor affecting the performance of female students in the study. Non-performance result in withdrawal for marriage or other purposes.

64. For any meaningful transformation to take place in the division of labour girls must participate in efforts to eliminate the discrimination and inequalities they face in their homes and communities. Table 6 below shows that household chores are still viewed as female roles. Household chores have been identified as having a negative impact on the performance of girls in school thus it is important to create awareness about the consequences of the heavy burden which is placed on girls to the detriment of their studies and to change the mind-sets of the girls and boys as to who should do what within the sexual division of labour. There is an unequal distribution of tasks in the household as seen in the responses given to questions 4, 5, 6, 7, 8. This results in women and girls having less time to devote to their studies and to other development activities. This is one area where the girls should be empowered to speak out against so that roles are equitably shared in households. The majority of respondents (73.04%) agree with the statement that women “make family decisions.” This is a significant development

in women's participation in the decision making processes in the household confirming an important outcome of the sensitization and awareness creation activities.

Table 6: Family Duties Ascribed to Women by the Girls.

| No . | Items | Agree | | Disagree | |
|------|------------------------------------|-------|--------|----------|-------|
| | | No. | % | No. | % |
| 1 | Making family decisions | 84 | 73.04 | 31 | 26.95 |
| 2 | Carrying firewood | 87 | 75.65 | 28 | 24.34 |
| 3 | Cooking | 115 | 100.00 | - | - |
| 4. | Fetching water | 96 | 83.47 | 19 | 16.52 |
| 5 | Doing the laundry | 115 | 100.00 | - | - |
| 6 | Taking care of the children | 115 | 100.00 | - | - |
| 7 | Taking children to school | 115 | 100.00 | - | - |
| 8 | Looking after the baby | 115 | 100.00 | - | - |
| 9 | Paying house rent | 54 | 46.95 | 61 | 53.12 |
| 10 | Doing minor repairs in the house | 54 | 46.95 | 61 | 53.12 |
| 11 | Providing money for food | 54 | 46.95 | 61 | 53.12 |
| 12 | Maintaining the family car | - | - | 115 | 100 |
| 13 | Taking the car to the mechanic | - | - | 115 | 100 |
| 14 | Attending PTA meetings | 71 | 61.73 | 44 | 38.26 |
| 15 | Attending political party meetings | 71 | 61.73 | 44 | 38.26 |

65. Table 7 below shows that a significant number (46.95%) of the respondents still see women as followers rather than leaders. Similarly, 58% see them as subordinate to men. Women's subordinate positioning had contributed to their voicelessness and dependence; exclusion from the decision making processes and to a lack of access and control of resources and benefits. Ascribing decision making to women in the table above and still seeing them as subordinate to men indicates that a large number of respondents are yet to internalize the concepts of independent judgement on the part of women. The majority of respondents however do want to see women in top leadership positions. On the other hand 55% of respondents cannot see a woman heading a political party. This is the pathway to the top political position and the girls need to be aware that this is a challenge that they have to face if they want to participate in political development of the country.

Table 7: Extent of Girls' Confidence in Female Leadership.

| No | Items | Agree | | Disagree | |
|----|--|-------|-------|----------|-------|
| | | No. | % | No. | % |
| 1 | Men lead and women follow | 54 | 46.95 | 61 | 53.00 |
| 2 | Women are subordinate to men | 58 | 50.43 | 57 | 49.56 |
| 3 | You want The Gambia to have a female Head of State | 90 | 78.26 | 25 | 21.73 |
| 4 | You want a female Governor in your region | 96 | 83.47 | 19 | 16.52 |
| 5 | You will like to work under a female leader | 90 | 78.26 | 25 | 21.73 |
| 6 | Women cannot lead | 9 | 7.82 | 106 | 92.17 |

| | | | | | |
|---|---|----|-------|----|-------|
| 7 | Women cannot head a political party | 60 | 52.17 | 55 | 47.82 |
| 8 | Women constitute half of the country's population and therefore should have a say in the way in which it is run | 95 | 82.60 | 20 | 17.39 |

66. The responses given by the girls in the table above are corroborated by the responses given to statements in the table 8 below. It is evident that there are significant changes in the way that people perceive the gender roles except in one area where there is consensus across the board. "Boys doing household chores" is still unacceptable as can be seen by the low level of respondents 33.33% in URR, 26.92% in CRR and 36% in GBA. Even though the GBA is supposedly a cosmopolitan urban setting with a heterogeneous population it is evident that there is a commonality in the way the gender division of labour cuts across all ethnic groups and in both urban and rural settings. The Mothers' Clubs need to be more aware of how the heavy burden of household work is impacting on the performance of girls in school and address this within the socialization processes within the household and within their community awareness and sensitization activities. The request by the Mothers' Club for labour saving devices is pertinent as this is one way of reducing the heavy burden of household chores on the women and the girls.

Table 8: Effects of the Project at the Household Level

| No | Effect | Response | | |
|----|--|----------|--------|-----|
| | | URR | CRR | GBA |
| 1 | Improved household relationships | 66.66% | 30.76% | 80% |
| 2 | Women are participating in the decision making processes | 75% | 74.61% | 80% |
| 3 | Girls are being sent to school | 87.50% | 74.61% | 88% |
| 4 | Boys are doing household chores | 33.33% | 26.92% | 36% |
| 5 | Reduction in early marriages | 62.50% | 54.61% | 80% |
| 6 | Reduction in harmful traditional practices | 62.50% | 68.46% | 60% |
| 7 | Mothers are talking more to children about S/RH issues | 62.50% | 54.61% | 76% |
| 8 | Reduction in GBV | 50% | 30.76% | 60% |

3.6.2 Take Our Daughters to Work

67. The take our daughter to work programme is an innovative and cost effective strategy that links girls from rural areas to professional women in the urban areas. By taking the girls away from their milieu and placing them with highly placed and successful professional woman it is expected that the girls can expand their horizons and aim high by having a role model to emulate. During the duration of the week long programme the girls are expected to learn from the encounter what the life of a working woman entails-the benefits and the challenges. The mentor is also expected to provide the girl with life experiences and lessons that would enable her see things from a different perspective and serve as a source of inspiration to excel in her studies and to take up a career in the formal job market.

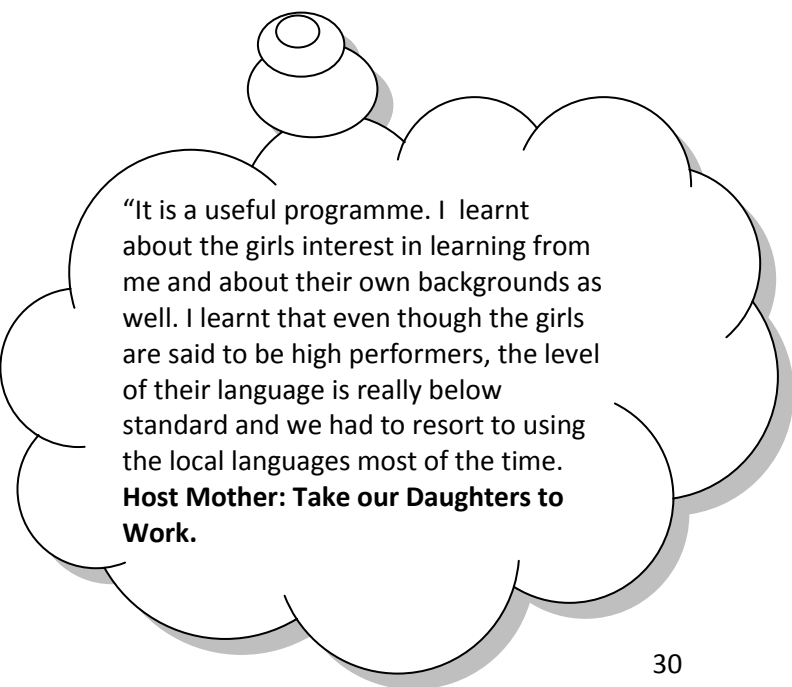
68. The programme involves teaming a girl with a professional woman. FAWEGAM arranges the placement which involves selecting girls from the education regions in collaboration with the regional education directorates and placing them under the care and mentorship of a professional woman for a week. The girls are supposed to be high achievers and the host mothers are identified for the work that they do and their contributions to society. The placement is mindful of the girl's safety and other protection issues thus both the home and the place of work are safe and secure environments for the girls. Host mothers were drawn from a wide range of institutions including government (the supreme court, The Gambia Police Department, the Museum, The Gambia Radio and Television Services, Gambia Technical Training Institute); non-governmental organizations (Association for the Promotion of Women and Girls Advancement, the EFA Campaign Network, Gambia Teachers Union, Female Lawyers Association of The Gambia) and the private sector (Julbrew, TRY Oyster, Bakau Garden, Kairaba supermarket, ARCH 22, GTTI and Ida's Ideas Tailoring Shop).

69. There is a high level of interest and support in the programme as all three of them indicate that they will participate again as they believe in the aims objectives of FAWEGAM and what it is trying to achieve. The professional women they believe they have an obligation to not only support FAWEGAM but to support girls to reach their maximum potential. Learning and sharing is enhanced as well as friendship, solidarity and networking between rural and urban households. One of the hosts interviewed supported her ward to acquire secondary schooling by getting her a scholarship. One of the girls who was interviewed found the experience to be very rewarding and beneficial. As the girls stay with the women the costs of feeding and accommodation are reduced. As the programme are interspersed with lecture series, visits and other activities that enhanced learning and sharing other costs are incurred by FAWEGAM. These are reduced as it is the host mother that takes the girl to and from the place where the activity is being held.

70. One of the host mothers complained about the inability of her ward to communicate in English. One of the targets of the girls' education programme is to: *"encourage the girls to read and write in English."* Proficiency in English is critical to their chances of having formal sector employment. Greater attention should be paid to this especially as the girls were reported to be among the best.

The professional women recommend that:

- i. The scheme should be replicated by institutions and organizations working with girls;
- ii. A tracking system should be put in place to trace the girls who participated in the programme to know if they are using the skills



"It is a useful programme. I learnt about the girls interest in learning from me and about their own backgrounds as well. I learnt that even though the girls are said to be high performers, the level of their language is really below standard and we had to resort to using the local languages most of the time.

Host Mother: Take our Daughters to Work.

- and knowledge gained from the encounter and what changes if any it contributed to their lives;
- iii. Guidance notes should be provided for the “host mothers” so that they can better support the girls.

3.6.3 The Science, Mathematics and Technology (SMT) Programme

71. Many girls in The Gambia as in other parts of Sub Saharan Africa do not participate much or perform well in SMT subjects. This is due to a combination of factors such as cultural practices and attitudes and biased teaching and learning materials, all of which perpetuates an imbalance. FAWEGAM uses the Fawe model to increase and sustain access, interest, participation and performance of girls in SMT subjects at all levels. The model trains teachers to adopt and use SMT curricula, teaching and learning materials and classroom practices that are gender-responsive. The SMT model features extensive use of activities and resources including:

- Science camps and clubs.
- Study tours.
- Profiles on women achievers in science-based fields.
- Exposure to role models.
- Awards to female achievers in SMT subjects.

72. During the period under review FAWEGAM organized SMT clinics in five out of the six educational regions. The SMT clinics are an opportunity for the girls to identify themselves with role models in these subject areas, participate in practical activities, and visit places of scientific importance. Overall the general assessment is that the clinics have contributed to changing attitudes on girls’ enrolment in courses that were traditionally the preserve of boys. The numbers that are targeted (25 per region) means that a lot more has to be done in order to reach the critical mass of girls that are required in order to achieve the desired level that can make lasting and meaningful changes. Findings from one of the schools show that the performance of girls in Mathematics and Science has also improved.

Table 9: GIRLS PERFORMANCE IN MATHS AND SCIENCE IN WASSCE NASIR AHMADIYYA MUSLIM SENIOR SECONDARY SCHOOL-BASSE

| YEAR | No. of Girls that Sat to the Examination | No. Passed Mathematics | No. Passed Science |
|------|--|------------------------|--------------------|
| 2011 | 27 | 5 | 10 |
| 2010 | 12 | 1 | 2 |
| 2009 | 22 | 0 | 2 |
| 2008 | 17 | 0 | 10 |
| 2007 | 25 | 0 | 10 |

Source: Principal Nassir Ahmadiya Senior Secondary School 2012

3.7 Linkages with Other partners at the Community Level

73. FAWEGAM works with governmental (Gender Unit of the MoBSE, the department of Community Development and the Women's Bureau); intergovernmental organizations (UNFPA and African Centre for Democracy and Human Rights Studies (ACDHRS) and NGOs (Education for All Campaign Network, the Child Protection Alliance, the Association of Non-Governmental Organisations (TANGO), and West Africa Network for Peace Building to name a few) other organizations that contributed to the attainment of its objectives of attaining gender equality in education.

74. Under the partnership with Women's Bureau funded by UNFPA FAWEGAM organized "bantabas" for men as part of its education and advocacy to fight GBV. These efforts are effective to the extent that they have mobilized men and boys as partners and advocates in supporting the campaign to fight GBV which has served as a barrier for girls' participation in education. In collaboration with other partners it has promoted rights based approaches to education; mobilized resources for scholarships for girls and needy boys and given a voice to the women through the "raising her voice project." Staff of these organizations served as resource persons during the training of the Mothers' clubs and Tuseme Clubs and provided technical backstopping when needed. However some of the cluster monitors of the MoBSE claimed that they have been excluded "*we are here yet they pass us by.*" Consequently they know very little about the Girls' Education Project in spite of their strategic positioning on the ground.

75. FAWEGAM is a member of the Coordinating Committee Meeting (CCM) of the MoBSE and the Local Education Group (LEG) supporting donor partnership. This affords FAWEGAM the opportunity to advocate and lobby on relevant issues that are of concern to FAWEGAM. Participation in the Joint Donor Reviews (JDR) which are held every six months (June/December) and brings together donors, high-level decision-makers and experts in education management from bilateral, multilateral, international NGOs, local NGOs, Conferences of Principals and head teachers, senior secondary school, upper basic and lower basic schools, among other government institutions provides a space and voice for FAWEGAM which enables it to bring to the table issues of girls and women's education which are already high on the national and global agendas and thus have a sympathetic ear to listen to.

76. The Take Our Daughters Programme has built bridges between rural and urban households by linking girls from the rural areas to professional women with whom they would not have had any ties. The relationships that have been built have sustained in the majority of encounters. The girls have a reference point as the host mothers still have a role to play in their lives.

Chapter 4: Lessons learnt, Conclusions and Recommendations

4.1 Lessons Learnt

77. Motivating, engaging, leading and supporting skills and knowledge transfer for sustainability has been a main feature of good practices that were employed in implementing the project. The good practices in girls' education implemented by FAWEGAM are contextual, relevant, practical, and cost-effective, based on a needs assessment of issues and provide evidence of impact. These practices are easily applicable, eliminate discrimination against girls and ensure girls' empowerment, target specific groups and gender relations, and are gender-responsive. They are participatory as they involve a wide range of stakeholders involving within and outside the school-the teachers and school management, the community, the girls and boys.

78. Good practices go hand-in-hand with good policy. The Education Policy 2004-2015 and the Master Plan for Education 2006-2015 ensure gender mainstreaming and rights based approaches to education. FAWEGAM's strength lies in unique and direct links with MoBSE, funding partners and a wide array of education stakeholders. As a strategy to reach more girls within the disadvantaged regions of the country FAWEGAM continues to form strong partnerships with organizations and agencies at the local, national and continental level.

79. Partnerships have broadened FAWEGAMs geographical spread, reach and visibility. Some are high-profile partnerships such as the CCM and the LEG, partnerships with the Women's Bureau and other NGOs and CBOs have strengthened FAWEGAMs pursuit for gender equality. The harnessing of synergies and pooling of resources and working on EFA in a gender sensitive way has enabled FAWEGAM to achieve these goals.

80. The results of the sensitization activities and information sharing by FAWEGAM on the importance of girls' education provided opportunities for the mothers' to identify the needs of their daughters educational needs in school; assess their own needs and the problems encountered in educating their daughters in school and find solutions to these problems. FAWEGAMs Mothers' Clubs are active and advocate, mentor and share their knowledge, expertise and resources to accelerate girls' educational access, retention and performance.

81. The Mothers' Club Training Manual is a very innovative and useful document. Its usefulness can further be enhanced by simplifying the text and translating it into the national languages for use by the Mothers' Clubs in their literacy classes. By so doing the literacy skills of the participants is enhanced and they would have access to the written text to use as reference when necessary. FAWEGAM can collaborate with the literacy providers to ensure the use of these materials in the functional literacy classes.

82. The teachers in the Tuseme schools are enthusiastic and positive about the project but there is need to institutionalize the classroom and school practices that can be regarded as the pathways for gender transformation. This means that a lot needs to be done in the area of monitoring. Building the capacity of the cluster monitors in the education regions to do the monitoring would cut down on costs and enhance the programme.

83. Girls are provided with the skills that inspire confidence to speak out. Entrenched socio-cultural values and norms still influence gender stereotypes in the division of labour. This will require fundamental changes in the socialization processes within the households and sustained behaviour change communication to bring about the desired changes.

84. In spite of these significant gains there are still gender disparities. It is clear however, that unless quicker and strategic action is taken to address these gaps, the targets set out in the PCA especially for the URR will not be met. For scaling up, it is not a question of selecting either one practice or another. All the practices have demonstrated that they have the potential of contributing to girls and women's empowerment and to the attainment of the EFA and MDGs. Ownership by the women and girls of these practices indicated that scale up can be implemented with relatively limited cost implications.

85. More awareness is needed at the community level especially in the CRR. The approach should not only target girls and women but men and boys as well. Men and boys who have been involved have positively responded but there are still some who need to change their attitudes and mind-sets.

86. FAWEGAM needs to be strengthened at all levels-governance, management and school and community, structures to increase their knowledge and competencies to harness the power of the mobilization and activism of FAWEGAM. The board members in particular need training and capacity building to ensure that **they know** about the organization that they are providing leadership for and use this knowledge to support the organization.

87. Scale-up of the good practices is essential to get on track to meet the EFA goals. However, scale-up does not happen without the required resources. FAWEGAM will need to be supported with the additional resources to bring its activities to scale.

88. FAWEGAM will need to develop new and innovative strategies of resource mobilization in light of new developments in the regional level that will necessitate the weaning off of some of the national chapters. In light of this threat it is to its funding situation FAWEGAM will need to develop new resource mobilization strategies that will allow the organization to grow in strategic and sustainable ways in future years.

89. An online newsletter is not only a tool for communicating with a group of interested people, but also for engaging their attention and strengthening their loyalty and commitment. On line news letters are a cost effective means of communicating as they cost nothing in postage or paper or printing. And if the recipient doesn't want to read them, they are easily deleted, without wasting paper. An online newsletter is a high-powered, easy to use tool for expanding outreach.

4.2 Conclusions

90. The Girls Education Project (2009-2011) has been successful in attaining the targets indicated in the results framework of the project. Even though there are still disparities in access in the URR and CRR based on gender, location and wealth considerations it is encouraging to note that Wulli and Sandu districts in the URR have higher enrolment rates than expected despite supply being below average¹⁵. This attests to the fact that the Mothers Clubs have played a key role boosting enrolments and attendance of girls in these areas. FAWEGAM has found a powerful ally in the Mother Clubs and this relationship has to be nurtured as study after study shows that educated mothers ensure that their children are also educated. The education of the mothers through a variety of innovative strategies has built their capacity to not only have a say in their children's education but to "put their hands where their mouths" are by making investments in their schooling from ECD upwards. The Mother's Clubs provide a good entry point for interventions that contribute to the attainment of the EFA goals in 2015 and beyond.

91. Even though gender parity has been attained at the Lower Basic national level it is important to look behind this data. From a policymaking perspective, further disaggregation is needed to better identify those children most at risk of educational exclusion. For example, the combination of sex and location of residence reveals that girls from rural areas are more likely to be out of school than boys from rural areas and children of either sex from urban areas. The biggest disparity exists between rural girls and urban boys. It is also important to consider the combination of sex and household wealth and ethnicity and religion.

92. The life span of the project is too short (2010-2011) to establish whether the girls enrolled in primary 1 in 2010 will complete the cycle. This can only be established in 2015 the deadline for the EFA goals and the related MDGs.

93. Poor learning outcomes influence parental and community perceptions on the value of girls' education and on the part of the girls themselves and limit their further education and decent job opportunities. Household chores have impacted on the ability of girls to carry out their home studies effectively. Gender stereotypes are still strong in the division of labour within the household and there is the need to eliminate these stereotypes or to provide labour saving devices in communities that will reduce the workload on the women and girls.

94. Girls should not be limited to certain subject areas in their training and education by any constraint other than their own choice. The SMT Clinics and the Take Our Daughters to Work Programme has attempted to break the psychological barriers that prevent girls from participating in these subjects and to reach out to higher heights. It tells the girls that it is okay to dream but that these dreams have to be backed by hard work, determination and success. The programmes are limited in nature however and need to be scaled up to increase participation.

¹⁵C SR 2010

4.3 Recommendations

4.3.1 UNICEF

95. Provide the financial resources to scale up good practices- the Mother's Clubs, Tuseme Clubs, Take Our Daughters to Work and SMT Clinics are not only innovative but cost effective. They contribute to positive behaviour change and support the transformation of society.

96. Strengthen the Mother's Clubs by providing them with resources such as labour saving devices that will reduce their workload and that of their daughters, earn them independent and disposable income and free the women to participate in other development activities particularly the decision making institutions.

97. Support the conduct of tracer studies to (i) determine the number of children enrolled in primary school in 2010 in the URR and CRR who complete the cycle; (ii) the girls who attend SMT Clinics and actually continue their studies in these subjects and take up employment in related job areas (iii) the girls who participated in the Take our Daughters to Work and what type of work they are employed in.

98. Provide institutional support to FAWEGAM to enable it carry out its duties effectively.

4.3.2 FAWEGAM

99. Scale up good practices that you are currently involved in particularly the Tuseme Clubs, Take Our Daughters to Work and SMT Clinics.

100. Strengthen the existing Mothers' Clubs instead of creating new ones. The existing Mothers' Clubs have demonstrated that they have the determination and willingness to bring about meaningful and transformative changes. Providing them with the knowledge skills and resources will enable them to sustain their gains as they will have the voice and the power to participate in the decision making processes in the public and private domains.

101. Promote learning and sharing between the Mothers' Clubs through study visits to strong Mothers Clubs and to Child Friendly Schools. Such learning will inspire the emulation of best practices

102. Involve the men and the boys. Expand the outreach to include religious, traditional and opinion leaders and male members of the community. Since most of the gender constraints to education emanate from the deeply entrenched cultural values, attitudes and practices perpetuated by the beliefs of these categories of people it is important that they be brought on board so that many of the community practices that serve as barriers to their participation will be removed.

103. Put in place a scholarship scheme for girls that want to pursue their studies in the Science, Mathematics and Technical subjects especially those who have the potential to do well in this subjects. Mobilize resources from non-traditional partners to support the scholarship programme.

104. Conduct tracer studies to (i) determine the number of children enrolled in primary school in 2010 in the URR and CRR who complete the cycle; (ii) the girls who attend SMT Clinics and actually continue their studies in these subjects and take up employment in related job areas (iii) the girls who participated in the Take our Daughters to Work and what type of work they are employed in.

105. Train non-traditional partners such as the cluster monitors of the MoBSE and staff of Community Development Directorate so that they monitor programmes and conduct step down training for sustainability.

106. Revise the Mothers' Club Training Manual to take on new and emerging trends in development such as climate change. Translate the manual into national languages so that it can be used as a standard text in the Functional Literacy classes as post literacy material.

107. Enhance visibility of FAWEGAM to showcase the good work that the organization is doing. Multimedia approaches should be used to inform and educate the public and other stakeholders about the work of the organization. An online newsletter should be part of the media outlets.

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Annexe 1:

TERMS OF REFERENCE

EVALUATION TITLE: FORUM FOR AFRICAN WOMEN EDUCATIONALIST (GAM) EVALUATION GIRLS' EDUCATION PROJECT IN THE GAMBIA

1. Background

In The Gambia over 60 per cent of the people live in poverty. Women constitute 63 per cent of the poor, and 76 per cent of all the poor live in rural areas. Approximately 530,000 children and youth are characterized as poor. Lack of access to basic social services for a large part of the population increases the depth of poverty, especially in rural areas; and the disparities which are evident within and across regions, both in rural and urban settings, have an adverse impact on health, education, and child protection. In education, there are still major gaps in reaching the most disadvantaged children. In 2010, some 31.6 per cent of children aged 7–15 years were out of school. The most disadvantaged children are in the eastern parts of the country, where a poor girl has virtually little chance of completing secondary education. Nearly 46% of the household income of the poor is spent on education, representing a significant burden on families (CSR 2010)

The Government of The Gambia has endeavoured to provide quality Basic Education for all children in the country in order to attain the EFA targets and Gender Parity goals which resulted in an overall increase in GER to 88% in 2010 (CSR), with Net Enrolment Rates for Girls' nearing 70% (EMIS). These successes notwithstanding, there are still pockets of low enrolment when this data is disaggregated by region and districts. Girls' access to and retention in education in particular continues to be problematic; the underlying causes limiting girls' participation in education are mainly cultural, religious and economic. Many parents are suspicious of Western education and see it as a treat to their 'traditional' values and customs especially when it comes to sending their daughters to school. Positively influencing attitudes and overcoming the barriers to girl's education is a major challenge to the Ministry of Basic and Secondary Education (MoBSE) and its development partners. The question of how to reach girls who are out of school remains high on the National Education agenda. To make any significant breakthroughs intensive advocacy is necessary. In doing so an appreciation of what the communities already know in terms of their culture and beliefs would have to form the basis of any dialogue and negotiation to influence their attitudes and behaviours to send their girl children to formal schools.

It is against this background that the Forum for African Women Educationalists (FAWE-GAM) in collaboration with UNICEF is supporting the MoBSE to improve the status of girls' education nationally. FAWE-GAM's core competency is its comprehensive knowledge of the intervention environment and its ability to organise and work in small groups to bring about needed change and has been working in this field for over 12 years. FAWE-GAM with UNICEF support is supporting the MoBSE to improve the status of girl's education nationally and in specific regions such as Upper River Region (URR) where the enrolment rate is lowest when compared with other regions.

Specifically the objectives for FAWE's support included the following:

- ✚ Net enrolment rates in Lower Basic schools increased to 80% from 70% in 2008.
- ✚ Attendance rates for girls improved.
- ✚ 100 mothers clubs enabled to generate income to sustain advocacy for increased enrolment, retention and attendance for children in school.
- ✚ Promoting women's participation in social policy development through the training of the members and the executives of the network of mothers clubs.
- ✚ Promote gender equity and equality in education in The Gambia by fostering positive policies, practices and attitudes towards girl's education.

2. Purpose of the evaluation

As set out in the Program Cooperation Agreement (PCA), an evaluation of the overall project will be conducted at the end of the 2 (two) years to provide information on the success of the project and or constraints and challenges that remain. The evaluation will assist FAWE-GAM in building on successful strategies undertaken as part of the project and to fill any gaps or overcome any constraints that they may have encountered during implementation. Furthermore MoBSE will be able to use these findings in strengthening its policy on girls' education and the implementation of the Program for Improved Quality Standards in Schools (PIQSS). Also, as UNICEF is coming to the end of its Country Programme 2007-2011, this evaluation will inform the planning and implementation for the forthcoming Country Programme 2012-2016. In 2010-2011 FAWE has conducted the following activities that will be evaluated:

- TUSEME workshops in Child Friendly schools
- Take our Daughters to work activity
- Girls camps
- Science Math and Technology clinics
- Printing and dissemination of FAWE GAM newsletter and advocacy materials
- Provision of seed money and training for Mothers clubs
- Skills training of 100 mothers clubs
- National Mothers Club day
- Training of 100 mothers clubs members in advocacy, leadership and gender
- Capacity Building of 100 Mothers Club in using the training manual

NB: The series of trainings provided for the mothers clubs were based on the topics in the training manual covering such topics as partnerships and networking, advocacy, Child Friendly School initiative Resource mobilization, income generating activities, literacy, sustainability of the initiative and HIV/AIDS prevention.

3. Objectives of the evaluation

The evaluation will be conducted in all regions where FAWE-GAM have conducted the workshops/clinics/camps for girls and the training of the Mothers' clubs and provided support for them to support girls' education.

The main objectives of the evaluation are to establish the effectiveness of the project in terms of the achievements against the set objectives: Specifically

- To what degree has the TUSEME method enabled girls to speak out on the problems confronting them in their education (e.g. early marriage)
- To establish the benefits of the Take our Daughters to work activity, Girls' camps and Science Math and Technology clinics.
- To gather information on how knowledge, attitudes and practices of Mothers' Clubs members related to Girls' education have changed positively as a result of the training received.
- To establish whether the provision of seed money and skills training facilitated the fundraising and sustainability of the clubs and whether this has resulted to any positive changes in girls' attendance and retention in schools.
- To assess the functional value of the Mothers Club Training Manual, FAWE-GAM Newsletter the AGM, and, the IEC materials on retention and attendance rates of girls in school.
- To determine the efficiency of the project in terms of the use of total financial resources of two million, nine hundred and seven thousand, nine hundred and forty five dalasis (D2,907,945.00 for the period 201-2011) and assess its sustainability in the absence of external funding.

The evaluation will therefore focus on these 6 key questions as outlined above and produce an analytical report determining the efficiency, effectiveness, and sustainability of the intervention in addressing the underlying causes limiting girls' participation in education.

4. Methodology, Deliverables and Reporting Requirements:

As a first step, FAWE will provide a detailed list of the schools where the activities have taken place in the following format:

| Schools where the program took place | Region | TUSEME workshop | No of children benefitted | Take our Daughters to work | No of children benefitted | Girls Camp | No of children benefitted | Science and Math clinics | No of children benefitted | Seed Money provided to Mothers club | No of mothers clubs Trained |
|--------------------------------------|--------|-----------------|---------------------------|----------------------------|---------------------------|------------|---------------------------|--------------------------|---------------------------|-------------------------------------|-----------------------------|
| School 1 | | | | | | | | | | | |
| School 2 | | | | | | | | | | | |
| School 3 | | | | | | | | | | | |
| etc... | | | | | | | | | | | |

The evaluation will use a combination of quantitative and qualitative methods of data gathering and analysis. It will combine a broad desk review of relevant data and available documents including the UNICEF programme documents, and FAWE-GAM project documents. As part of the qualitative assessment, a random sampling will be conducted of the communities and groups

on which the program impacted to ascertain if the intervention increased the Mothers' Clubs and community members awareness of the value of girls' education, gender equality and women's empowerment as well as improving girls attendance and retention in school

Key Informant Interviews and Focus Group Discussions will also be conducted with key stakeholders including Mothers' Clubs members, teachers, head teachers, girls, and community members using questionnaires which will be developed to facilitate the assessment.

Ethical measures (e.g. ensuring the anonymity of the participants in the KIIs and FGDs) are to be taken to protect the interviewees and also assure confidentiality of the participants).

5. Responsibilities

The evaluation will be carried out by a single consultant who will be responsible for all aspects of the evaluation, including the desk review, the interviews, focus group discussions at field level and the final report. The consultant will be responsible for making a presentation of the findings of the report in a validation meeting and staff of FAWGAM, UNICEF, MoBSE and other stakeholders will provide comments where appropriate.

FAWGAM together with UNICEF will be responsible for providing technical guidance, facilitating access to relevant documents, the Mothers' Clubs, schools and communities to be visited. The UNICEF Education Specialist and FAWGAM National Coordinator will be responsible for the supervision of the Consultant and act as liaison between the consultant and the stakeholders.

Other stakeholders that will be part of the supervising team assisting with access to relevant documents and schools, will constitute Women's Bureau, MoBSE Regional Directors and the Gender Unit..

Deliverables: In the course of the study the following deliverables/reports will be produced.

- *Presentation of detailed research plan.* The evaluation will begin with the preparation of a detailed research plan, which will be presented by the researcher to FAWGAM, and UNICEF and discussed with the consultant. This research plan or technical proposal will provide detailed information on the issues to be addressed, the methodology to be used, the sources of information, the timeline for conduct of the research, and the proposed structure of the report.
- *Inception report (finalized research plan/ technical proposal).* The research plan finalized after the initial discussion with FAWGAM and UNICEF will constitute the inception report.
- *Final report and presentation.* A final synthesis report will be prepared, presenting the main findings and conclusions of the evaluation as a whole, as well as, key recommendations. Prior to this there will be a validation meeting in which the consultant will make a power point presentation on the findings and secure comments to finalize the report. This meeting is expected to bring together MoBSE staff, other stakeholders, including the UNGEI network members, Women's Bureau and UNICEF to review the draft report and provide comments for inclusion in the final report.

6. Timeline

The evaluation will cover a period of 51 working days with the following indicative timelines

| No. | Main activity and output | Timeline |
|-----|--|------------------------|
| | Completion of draft research plan | 5 working days |
| | Review of draft research plan by FAWE-GAM and UNICEF | 5 working days |
| | Desk review of all relevant documents and preparation of the data collection tools | 5 working days |
| | Field work – data collection (conducting focus groups and interviews) | 15 working days |
| | Data analysis and 1 st draft report writing | 8 working days |
| | Submission of draft report to FAWE-GAM and UNICEF and validation meeting | 5 working days |
| | Final report writing and submission | 8 working days |
| | TOTAL | 51 working days |

7. Consultant Profile

- The consultant must have a Master's degree in a relevant discipline in the social sciences with knowledge and familiarity with the Education system in the Gambia.
- He/she must have a strong background in gender and education as well as development work and with at least 5 years of professional experience.
- Must be familiar with the context of the regions where the study will be conducted.
- Must have good command of the English language, good writing skills and computer applications- MS word and excel.
- Knowledge of at least two local languages will be an advantage.

8. Budget and payment modalities

The consultancy fees will be based on a negotiated rate as per the UN rates for National Consultants. The negotiated rate will take into account the qualification of the consultant and the financial proposal submitted. The overall fee will include consultancy fees and all other related costs including logistics, transportation, and DSAs up to the delivery of the final report in soft and 5 hard copies.

The payment schedule is as follows:

- 20% will be paid as a mobilisation fee upon submission of the draft research plan and signing of the contract.
- 25 % upon the timely submission of the first draft report acceptable by FAWE-GAM and UNICEF.
- 25% upon the timely submission and clearance of the second draft by FAWE-GAM and UNICEF.
- 30% final payment upon the timely submission of the final draft report approved by FAWE-GAM and UNICEF.

9. Administrative Matters

Interested potential individuals with appropriate qualifications and experience are invited to apply and submit a brief proposal of no longer the 4 pages, excluding CVs, containing the following information:

- Proposed method of work outlined in the terms of reference
- Comments on the terms of reference
- Draft time frame to complete the proposed work
- Proposed total budget, including breakdown of items
- Example of recent work conducted by the consultant.

All applications should be sent to the:

**Operations Manager
UNICEF Banjul
UN House, 5 Kofi Annan Street
Cape Point, Bakau.**

The closing date for the receipt of all applications is Friday 6th January 2012

Prepared by:.....Jenieri B. Sagnia Education Specialist..... Date...

Reviewed by Yadicone Njie Eribo FAWE Coordinator Date.....

Reviewed by:.....Meritxell Relano Deputy Representative..... Date.....

Approved by:..Aichatou Diaward-Flambert UNICEF Country Representative.....

Date.....

**Annexe 2: RESEARCH PLAN/INCEPTION REPORT
EVALUATION
OF THE FORUM FOR AFRICAN WOMEN EDUCATIONALIST (GAM)
GIRLS' EDUCATION PROJECT IN THE GAMBIA**

INTRODUCTION

The Forum for African Women Educationalist (FAWE), a pan-African Non-Governmental Organization was established in 1992 to empower Girls and women through gender-responsive education. FAWE works in 32 countries including The Gambia. The Gambian chapter FAWE-GAM was established in 1997.

FAWE's vision is "a world in which all African girls have access to education, perform well and complete their studies, and gender disparities in education are eliminated". Taking cue from this FAWE-GAM's vision and mission are:

Vision

A World in which gender disparities in education will be significantly reduced and more girls will have access to education, perform well and complete their studies.

Mission

A World in which gender disparities in education will be significantly reduced and more girls will have access to education, perform well and complete their studies.

This is based on the conviction that it is by educating women and girls, livelihoods are improved for entire communities and civic education and liberties are enhanced. Educated girls become educated women who have the knowledge, skills and opportunity to play a role in governance and democratic processes and to influence the direction of their societies. FAWE-GAM works strategically with communities, schools, civil society, NGO's the Ministry of Basic and Secondary Education (MoBSE) and UNICEF to achieve gender equity and equality in education through targeted programmes.

BACKGROUND

The government of The Gambia is committed to meeting the Education for All (EFA) and the Millennium Development Goals (MDGs) by 2015. To this end the MoBSE which has direct responsibility for the attainment of these targets has endeavored to provide quality basic education for all children in The Gambia as promised in the 1997 Constitution of The Gambia and the 2004-2015 Education Policy. The concept for basic education in The Gambia has been expanded to encompass 9 years of schooling (Grades 1 to 9), early childhood development and Adult Non-Formal Education. These efforts have yielded results as the Gross Enrolment Rate

increased to 88% in 2010¹⁶ with a Net Enrollment Rate of 70% for girls. The MoBSE is supported in its efforts by UNICEF, FAWE-GAM and other NGOs, government institutions, bilateral and multilateral institutions.

These achievements notwithstanding there are still pockets of low enrolment when this data is dis-aggregated by region and districts. The CSR 2011 outlines the status of gender disparities in The Gambia education system. At the basic cycle level, gender inequalities are virtually inexistent. A slight disparity exists at the upper basic completion which is carried through to senior secondary school which is completed by only 25% of girls against 32% for boys. Disparities are more marked by area of residence. Even though the rural population represents 62% of the total population of The Gambia this is not reflected in the numbers of children enrolled as the number of rural children registered in the UBC is not more than the number of children at this level.

Poverty is the most discriminatory factor and only 3% of the poorest quintile complete secondary school as against 38% of the wealthiest quintile. When combined only 1% of the poorest rural girls complete secondary school against 43% of the richest urban boys. Costs of schooling create a significant barrier to schooling as Gambian households spend almost 46% of their income on education and many cannot afford this. Most of these girls drop out during primary: 60% access grade 1 but only 15% reach grade 6. There are also marked regional disparities. The further East one goes up country, the lower the access and completion rates. The primary completion rates in Regions 5 and 6 are as low as 24% and 18% respectively. Region 6 is further characterized by acute UBC under enrollment of just 14%. There are also significant variations among districts.

Addressing gender inequalities in education is major challenge for the MoBSE. There are still pockets of resistance to formal education and many see it as alienating to traditions and culture especially for girls. Entrenched socio-cultural values and norms and gender stereo-types still place girls and women in the home. Marriage is de-facto and every girl is expected to get married and in some communities as early as possible resulting in early marriage and early pregnancies which takes the girls out of school sometimes before completing a cycle. To attain the gender related EFA goals remains high on the agenda. Sustained advocacy, awareness creation and behavior change communication are critical strategies to change mind sets and behaviors and influence communities to send their children to school.

It is against this backdrop that the FAWE-GAM in collaboration with UNICEF is supporting the MoBSE to improve the status of girl's education in The Gambia nationally and in specific regions such as Upper River Region (URR) where the enrolment rates for girls is lowest when compared with other Regions. Under this tripartite arrangement the following targets have been identified:

- Net enrolment rates in lower basic schools increased from 70% to 80%;

¹⁶ Country Status Report 2011

- Attendance rate for girls improved;
- 100 mothers clubs enabled to generate income to sustain advocacy for increased enrolment; retention and attendance for children in school;
- Promoting women's participation in social policy development through training of members of the mothers clubs and the executive of the network of mothers clubs;
- Promote gender equity and equality in education in The Gambia by fostering positive policies practices and attitudes towards girls' education.

A Project Cooperation Agreement (PCA) between UNICEF and FAWE-GAM indicated the terms and conditions of the partnership for 2010-2011. As set out in the PCA an evaluation would be conducted at the end of the two years to provide information on the success or otherwise of the Project or otherwise and to highlight remaining challenges and constraints. A consultant was hired to carry out the evaluation.

3. PURPOSE OF THE EVALUATION

The purpose of the evaluation is to enable FAWE-GAM to build on its strengths, minimize its weaknesses and overcome any constraints that it may have encountered during implementation. Findings from the evaluation will also inform the MoBSE in its implementation of the Programme for Improved Quality Standards in Schools (PIQSS). As the UNICEF Country Programme (2007-2011) has ended the evaluation will inform the planning and implementation for the 2012-2016 Country Programme.

3. OBJECTIVES OF THE EVALUATION

The main objectives of the evaluation are to establish the effectiveness of the project in terms of achievements against the objectives. These are:

- To what degree has the TUSEME method enabled girls to speak out on the problems confronting them in their education (e.g early marriage)
- To establish the benefits of the Take Our Daughters to work activity, Girl Camps and Science, Mathematics and Technology Clubs.
- To gather information on how knowledge, attitudes and practices of Mothers Clubs Members related to Girls Education have changed positively as a result of the training received.
- To establish whether the provision of seed money and skills training facilitated the fundraising and sustainability of the clubs and whether this has resulted in any positive changes in girls' attendance and retention in schools.
- To assess the functional value of the Mother's Club Training Manual, FAWE-GAM Newsletter, the AGM, and the IEC materials on retention and attendance of girls in school.
- To determine the efficiency of the Project in terms of the use of the total financial resources of **D2, 907, 945.00** (Two Million, Nine Hundred and Seven Thousand, Nine Hundred and Forty Five Dalasis), and assess its sustainability in the absence of external funding.

4. SCOPE OF WORK

The evaluation will be conducted in some of the regions where FAWE-GAM has conducted its activities and provided support to them for girl's education. The six (6) key questions outlined in the objectives will be the main focus of the evaluation. Specifically the research will seek to ascertain the following:

- How effective have the interventions been in bringing about the desired behavior changes which have translated into increased enrolment and retention for girls in school and improved their performance?
- How relevant are the interventions for communities whose perceptions of education and gender may be different from the objectives of the Project and from national and global perspectives?
- How efficient is the Project in terms of costs and benefits?
- How sustainable are the interventions and how have the communities, especially the women and girls, taken ownership of them?
- What are the intended and the unintended outcomes of the Project and significant successes or failures if any?
- How empowered are the girls and women, speak up and take action. Are they participating in decision making on matters that affect their lives in both the public and private spheres?
- What linkages have been developed with other partners at the community, LGA, national and international levels and how have these contributed to the successful implementation of the Project?

A detailed evaluation report will analyze the efficiency, effectiveness and sustainability of the intervention in addressing the underlying causes limiting girl's participation in education.

5. METHODOLOGY

5.1 A combination of quantitative and qualitative tools will be used to collect data from primary and secondary sources.

- Primary sources will include UNICEF, Gender Unit of the MoBSE and FAWEGAM governance body and personnel; local communities, Mother's Clubs Members, Head teachers, teachers, TUSEME club members and professional women and girls who participated in the Take our Daughters to School programme.
- Secondary sources will include the PCA, FAWE activity and progress reports and data from EMIS of the MoBSE and from UNICEF.

5.2 Sampling: Purposive random/judgmental sampling has been used to identify the communities and schools that will be used to collect the quantitative and qualitative data. This method is used in cases where the researcher can select a more representative sample that can bring more accurate results than using other probability sampling techniques. The process involves purposely handpicking individuals from the population based on the researcher's knowledge and judgment. Purposive sampling can be very useful for situations where there is the need to reach a targeted sample quickly (as is the case in this study). It is one of the only viable sampling technique in obtaining information from a very specific group of people. The target population, schools and communities are purposively selected because they meet a certain characteristic. In this case the main characteristic is the FAWE-GAM branding. The selected individuals, schools and communities must be connected to the FAWE-GAM brand - existence of a mother's clubs and/or a Tuseme Club; participation in one of the FAWEGAM programmes- Take our Daughters to School or Science and Mathematics Clinics. Other characteristics include the ethnicity of the population to determine behavior characteristics by ethnicity and location

(urban/rural). The schools and communities were randomly selected from the list of schools provided by FAWE.

5.3 Quantitative Data:

Key Information Interviews (KII) will be conducted with the primary data sources

Questionnaires will be developed and administered.

5.4 Qualitative Data

Focus Group Discussions (FGDs) will be conducted with the Mothers and Tuseme Clubs in the selected schools and observations made of their activities and products.

5.5 Development of Data Collection Tools: Questionnaires will be developed for the KII's (100) and FGD (15) for the participatory FGDs and Visualization in Participatory Programming (VIPP) will be used to ascertain how far Tuseme has empowered girls to have self-confidence, self-respect and self-esteem.

5.6 Field Visits: On site visits will be conducted to selected schools and communities in Regions 6, 5 and 1 representing 50% of the education regions in the country. A total of 15 schools and 5 communities will be visited in these regions (Region 6 (6), Region 5 (5) and Region 1 (4) each of the 3 regions. In each of the regions KIIs and FGDs will be conducted with the target groups indicated in the primary data sources. A total of 100 KIIs and 22 FGDs will be conducted (see tables 1 and 2). With a minimum of 10 persons per FGD at least 220 people will participate in the FGDs. The consultant will be assisted in this exercise by field staff.

5.7 Data collation and analysis: Data collected from the field visits will be collated and analyzed and the information used to write the report.

5.8 Reporting: The Consultant reports to UNICEF and FAWE. Reporting is in the form of briefing meetings and submission of written reports. A draft report (6 copies) will be produced and submitted to FAWEGAM and UNICEF for their input. The draft report will also be subject to scrutiny by other stakeholders to bring on board wider perspectives and insights that are intended to add value to the report. To this end a **Validation Workshop** will be held and input from the participants will be incorporated into the final report. UNICEF will facilitate the validation workshop. The final report will be submitted to UNICEF in soft and hard copies (6).

5.9. RISKS & ASSUMPTIONS: Purposeful sampling can be very informative. However, this sampling method cannot produce results that can be generalized to the study population as a whole. There may also be an element of bias in selecting the sample. This bias will be reduced by the ability of the Consultant to work objectively and without bias and by the type of questions that are asked in the interviews and FGDS. The random selection of participants for the FGDs will also help reduce any biases.

It is assumed that UNICEF and FAWE-GAM will provide all the required documentation and technical resources- technical, financial and material that are related to the Study on a timely

basis. The timely submission of reports by the Consultant is contingent on this and any delays in accessing this could negatively impact on the implementation of the plan of work. Payment arrangements would be as per the contract. Field work would be conducted by the Consultant and reimbursement made based on the submission of a claim for refund of DSA and other related logistical issues.

The Plan of work submitted by the Consultant and agreed to at the 1st Meeting with the Consultant would serve as a monitoring tool to be used by UNICEF (the Deputy Representative and Education Team) to monitor progress. Any delays would result in the application of penalties.

Key Informant Interviews (KIIs)

| Region | Area | Institution | Category | No |
|------------------|-----------|---------------------------|-----------------------------|-----------|
| 6 | Basse | Regional Ed. Directorate | Director | 1 |
| | | Regional Ed. Directorate | Mother's Club FP | 1 |
| | | Regional Ed. Directorate | Cluster Monitor | 3 |
| | | School | Head teacher | 6 |
| | | School | Secretary to Mother's Club | 6 |
| | | Network of Mother's Clubs | Chairpersons | 1 |
| | | Tuseme Club | Teacher in Charge of Club | 3 |
| | | Governor's Office | Governor | 1 |
| | | Local Government Office | Development Officer | 1 |
| | | Traditional Leaders | Chief/Alkalo/Opinion Leader | 4 |
| | | NGO | Tostan | 1 |
| Sub Total | | | | 28 |
| 5 | CRR | Regional Ed. Directorate | Director | 1 |
| | | Regional Ed. Directorate | Mother's Club FP | 1 |
| | | Regional Ed. Directorate | Cluster Monitor | 3 |
| | | School | Head teacher | 5 |
| | | School | Secretary to Mother's Club | 5 |
| | | Governor's Office | Governor | 1 |
| | | Local Government Office | Development Officer | 2 |
| | | Traditional Leaders | Chief/Alkalo/Opinion Leader | 5 |
| Sub Total | | | | 23 |
| 1 | KMC & BCC | Regional Ed. Directorate | Director | 1 |
| | | Regional Ed. Directorate | Mother's Club FP | 1 |
| | | Regional Ed. Directorate | Cluster Monitor | 2 |
| | | School | Head teacher | 4 |
| | | School | Secretary to Mother's Club | 4 |
| | | Network of Mother's Clubs | Chairperson | 1 |
| | | Tuseme Club | Teacher in Charge of Club | 3 |
| | | Municipal Council | Mayors | 2 |

| | | | | |
|------------------|----------------------|---------------------------------|----------------------------|------------|
| | | Local Government Office | Development Officer | 2 |
| | | Traditional/Opinion Leaders | Alkalo/Ward Councillors | 3 |
| | | NGOs in area | WANEP/EFANet/CPA/TANGO | 4 |
| Sub Total | | | | 27 |
| Region | Area | Institution/Programme | Category | No |
| | | MoBSE | PEO Gender Unit | 1 |
| | | FAWEGAM | Board members | 2 |
| | | | Coordinator | 1 |
| | | UNICEF | Education Officer | 1 |
| | | | Finance officer | 1 |
| | | Social Welfare Dept. | Deputy Director | 1 |
| | | Take Our Daughters to School | Professional Women | 3 |
| | | | Beneficiaries of Programme | 5 |
| | | Science and Mathematics Clinics | Facilitators | 2 |
| | | | Students | 5 |
| | Sub Total | | | 22 |
| | Overall Total | | | 100 |

Focus Group Discussions

| Region | Administrative Area | School | Ethnicity | Tuseme Club | Mother's Club |
|-----------------------------|---------------------|-----------------|-----------|-------------|---------------|
| Upper River Region | | | | | |
| 6 | URR South | St. Georges | Mixed | 1 | 1 |
| | URR South | St. Mulumba | Mixed | 1 | 1 |
| | URR South | Nassir Ahmadiya | Mixed | 1 | 1 |
| | URR South | Nafugan | Fula | 0 | 1 |
| | URR North | Diabugu | Serahule | 0 | 1 |
| | URR North | Nyakoi | Mandinka | 0 | 1 |
| Central River Region | | | | | |
| 5 | CRR North | Kaur | Mixed | 0 | 1 |
| | CRR North | Njau | Wolof | 0 | 1 |
| | CRR North | Kuntaur | Mandinka | 0 | 1 |
| | CRR South | Boraba | Fula | 0 | 1 |
| | CRR South | Brikamaba | Mixed | 0 | 1 |
| Greater Banjul | | | | | |

| | | | | | |
|--------------|--------|----------------|-------|----------|-----------|
| 1 | KMC | St. Theresa's | Mixed | 1 | 1 |
| | KMC | Latrikunda UBC | Mixed | 1 | 1 |
| | KMC | Greater Banjul | Mixed | 1 | 1 |
| | Banjul | Mohammedan | Mixed | 1 | 1 |
| Total | | | | 7 | 15 |

PLAN OF WORK:

| ITEM | WEEKS & WORKING DAYS | | | | | | | | | | | |
|---|---|---|--|--|---|---|--|---|---------------------------------------|--|----|-------------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | 13 th -19 th June | 20 th -26 th June | 27 th June - 3 rd July | 4 th -25 th July | | | 26 th July- 6 th Aug | | 7 th -13 th Aug | 14 th -22 nd Aug | | 27-30 No Cost Extension |
| Development of Draft Research Plan | | | | | | | | | | | | |
| Review of plan by UNICEF & FAWE-GAM | | | | | | | | | | | | |
| Desk Reviews | | | | | | | | | | | | |
| Field work | | | | | | | | | | | | |
| Data analysis & 1 st Draft Report | | | | | | | | | | | | |
| Submission of Draft Report to UNICEF & FAWE-GAM | | | | | | | | | | | | |
| Validation Workshop | | | | | | | | | | | | |

| | | | | | | | | | | | | | |
|--------------|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | |
| Final Report | | | | | | | | | | | | | |

**Annexe 3 EVALUATION
OF THE FORUM FOR AFRICAN WOMEN EDUCATIONALIST (GAM)
GIRLS' EDUCATION PROJECT IN THE GAMBIA
KEY INFORMANT INTERVIEWS**

A. RESPONDENT PROFILE

A. 1. Region-----

A. 2. Area-----

A.3 Designation of Respondent-----

A.4 Sex: Male ☐ Female ☐

A. 5 Institution-----

A.6 Contact (Tel/email) -----

Optional

Result of interview: ☐

Result codes: 1 – Interview completed
2 - Interview started but not completed
3 - Refused

Don't Know **05**
Other **09**

B. STUDY QUESTIONS

Circle the appropriate code or tick response given

1. KNOWLEDGE ABOUT FAWEGAM

1.1 Do you know about Fawe-GAM?

| | | |
|------|---------------|------------|
| Know | Know a little | Don't Know |
| 01 | 02 | 05 |

1.2 What does FAWEGAM do?

| No | Activities | Response |
|----|---|----------|
| 01 | Empower girls and women | |
| 02 | Provide scholarship schemes for girls | |
| 03 | Advocate for girls education | |
| 04 | Create awareness for girl's education | |
| 05 | Supports the Ministry of Basic and Secondary Education in its efforts to get girls to go to school and stay in school | |
| 06 | Works with UNICEF to get girls to go to school and stay in school | |
| 09 | Other (Please specify) | |

1.3 Do you know about Fawe's Girl's Education Project?

| | | |
|------|---------------|------------|
| Know | Know a little | Don't Know |
|------|---------------|------------|

| | | |
|----|----|----|
| 01 | 02 | 05 |
|----|----|----|

1.4 What activities are implemented under this Project?

| No | Activities | Response |
|----|--|----------|
| 01 | Mother's Clubs | |
| 02 | Tuseme Clubs | |
| 03 | Take our Daughters to Work | |
| 04 | Organize Science and Maths Clinics for Girls | |
| 05 | Produce a newsletter | |
| 06 | Train Mother's Clubs | |
| 07 | Develop a training Manual | |
| 09 | Other (Please specify) | |

2. RELEVANCE OF PROJECT INTERVENTIONS

2.1 How important are the interventions for the impact and target groups?

| | | | | |
|----------------|-----------|--------------------|---------------|------------|
| Very Important | Important | Slightly Important | Not Important | Don't Know |
| 01 | 02 | 03 | 04 | 05 |

2.2 To what extent have they addressed their needs and interests?

| | | | | |
|-----------|------|----------|------------|------------|
| Very high | High | Slightly | Not at all | Don't Know |
| 01 | 02 | 03 | 04 | 05 |

2.3 How Relevant are the interventions for the impact and target groups?

| | | | | |
|---------------|----------|-------------------|--------------|------------|
| Very relevant | Relevant | Slightly Relevant | Not Relevant | Don't Know |
| 01 | 02 | 03 | 04 | 05 |

2.4 How appropriate are the project objectives to the problems that were supposed to be addressed?

| | | | | |
|------------------|-------------|----------------------|-----------------|------------|
| Very Appropriate | Appropriate | Slightly Appropriate | Not Appropriate | Don't Know |
| 01 | 02 | 03 | 04 | 05 |

2.5 To what extent have they been achieved?

| | | | | |
|-----------|------|----------|------------|------------|
| Very high | High | Slightly | Not at all | Don't Know |
| 01 | 02 | 03 | 04 | 05 |

2.6 In what ways----- -----

 2.7 Do the interventions comply with The Gambia's Education Policy 2004-2015 and the Master Plan for Education 2006-2015?

| | | | |
|-----|----|----------|------------|
| Yes | No | A little | Don't Know |
| 01 | 02 | 03 | 05 |

If yes, how?-----

If no, why Not?-----

3. INTER-RELATIONSHIPS

3.1 How is the inter-relationship between the FAWE-GAM team, community organizations and Networks and funding agencies in terms of complementarities and coherence in activities undertaken?

| | | | | |
|-----------|------|---------|-----------------|------------|
| Very good | Good | Average | Not good at all | Don't Know |
| 01 | 02 | 03 | 04 | 05 |

3.2 If not good at all how can it be improved?-----

3.3 Does the overall project design reflect the real needs of the community?

| | | | |
|-----|----|----------|------------|
| Yes | No | A little | Don't Know |
| 01 | 02 | 03 | 05 |

3.4 If yes, how?-----

3.5 If no, why?-----

☐☐☐☐ Is the overall approach and strategy consistent with the problems and the intended effects?

| Very High | High | Medium | Low | Don't Know |
|-----------|------|--------|-----|------------|
| 01 | 02 | 03 | 04 | 05 |

3.7 Is the project demand-driven?

| Yes | No | Don't Know |
|-----|----|------------|
| 01 | 02 | 05 |

3.8 If yes, how? -----

3.9 If no, why not?-----

4. PROJECT OBJECTIVES

4.1 Have the project objectives taken into account gender parity and gender equality issues?

| Yes | No | A little | Don't Know |
|-----|----|----------|------------|
| 01 | 02 | 03 | 05 |

4.2 If yes, how?-----

4.3 If no, why, not?-----

5.EFFECTIVENESS

5.1 To what extent will the intervention's objectives be met?

| | | | | |
|-----------|------|--------|-----|------------|
| Very High | High | Medium | Low | Don't Know |
| 01 | 02 | 03 | 04 | 05 |

5.2 To what extent does the intervention reach the target groups?

| | | | | |
|-----------|------|--------|-----|------------|
| Very High | High | Medium | Low | Don't Know |
| 01 | 02 | 03 | 04 | 05 |

5.3 How far has the project achieved its expected results?

| | | | | |
|-----------|------|--------|-----|------------|
| Very High | High | Medium | Low | Don't Know |
| 01 | 02 | 03 | 04 | 05 |

Please Explain-----

5.4 Are there alternative implementation strategies that would have been more effective in achieving project outcomes?

| | | |
|-----|----|------------|
| Yes | No | Don't Know |
| 01 | 02 | 05 |

5.5 If yes, how? -----

5.6 If no, why?-----

6. EFFICIENCY

6.1 Do the resources involved correspond with the results achieved?

| | | |
|-----|----|------------|
| Yes | No | Don't Know |
| 01 | 02 | 05 |

6.2 If yes, how? -----

6.3 If no, why?-----

6.4 Are there alternative approaches, which would involve lower costs / fewer resources but achieve the same or higher results?

| | | |
|-----|----|------------|
| Yes | No | Don't Know |
| 01 | 02 | 05 |

6.5 If yes, how? -----

6.6 What are the positive and negative consequences (intended and unforeseen consequences) to date? list

| Positive | Negative | Intended | Unforeseen |
|----------|----------|----------|------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

6.7 Is the actual decision making at household level really making social change?

| | | | |
|-----|----|----------|------------|
| Yes | No | A little | Don't Know |
| 01 | 02 | 03 | 05 |

6.8 If yes, how?-----

6.9 If no, why not?-----

7. GENDER: PERCEPTIONS ON GENDER

7.1 How are gender-mixed groups perceived as a vehicle for social change in those groups and communities?

| | | | | |
|-----------|------|--------|-----|------------|
| Very High | High | Medium | Low | Don't Know |
| 01 | 02 | 03 | 04 | 05 |

7.2 How are women only groups perceived as a vehicle for social change in those groups and communities?

| | | | | |
|-----------|------|--------|-----|------------|
| Very High | High | Medium | Low | Don't Know |
| 01 | 02 | 03 | 04 | 05 |

Explain-----

7.3 What are the effects the project is having at the household level?

| Effect | Response |
|--|----------|
| Improved household relationships | |
| Women are participating in the decision making process | |
| Girls are being sent to school | |
| Boys are doing household chores | |
| Reduction in early marriage | |
| Reduction in harmful traditional practices | |
| Mothers are talking more to their children about Sexual and Reproductive Health issues | |
| Reduction in Gender Based Violence (GBV) | |
| Other (please specify) | |

7.4 Are there other external influences having an effect on project outcomes?

| | | |
|-----|----|------------|
| Yes | No | Don't Know |
| 01 | 02 | 05 |

7.5 If yes, which? -----

8. SUSTAINABILITY

8.1 To what extent do the interventions take an account of those factors which experience has shown to be of key importance in sustainability?

| | | | | |
|-----------|------|--------|-----|------------|
| Very High | High | Medium | Low | Don't Know |
|-----------|------|--------|-----|------------|

| | | | | |
|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 |
|----|----|----|----|----|

Explain-----

8.2 How sustainable are the local institutions receiving support?

| | | | | |
|----|-------------|------------------------|-----------------|------------|
| | Sustainable | Moderately sustainable | Not sustainable | Don't Know |
| 01 | 02 | 03 | 04 | 05 |

8.3 Are actors/partners/associates financially, socially, and institutionally sustainable?

| | | |
|-----|----|------------|
| Yes | No | Don't Know |
| 01 | 02 | 05 |

8.4 If yes, how?-----

8.5 If no, why not?-----

8.6 Are the interventions providing for local project/programme management and/or building the corresponding local capacities and institutions?

| | | |
|-----|----|------------|
| Yes | No | Don't Know |
| 01 | 02 | 05 |

8.7 If yes, how?-----

8.8 If no, why not?-----

9. PARTICIPATION AND SHARED RESPONSIBILITY

9.1 Are the objectives and expected results promoting the participation of the targeted beneficiaries?

| Yes | No | Don't Know |
|-----|----|------------|
| 01 | 02 | 05 |

9.2 If yes, how?-----

9.3 If no, why not?-----

9.4 How far does the project design address the issue of project ownership; do targeted beneficiaries have the feeling of ownership of the project?

| - Yes | No | Don't Know |
|-------|----|------------|
| 01 | 02 | 05 |

9.2 If yes, how?-----

9.3 If no, why not?-----

9.4 What were the levels of participation by the beneficiaries and the key stakeholders?

| Very High | High | Medium | Low | Don't Know |
|-----------|------|--------|-----|------------|
| 01 | 02 | 03 | 04 | 05 |

9.5 How effective was their participation at different levels?

| Very effective | Effective | Medium | Not effective | Don't Know |
|----------------|-----------|--------|---------------|------------|
| 01 | 02 | 03 | 04 | 05 |

9.6 What influences do the stakeholders and beneficiaries have on project implementation, monitoring, and evaluation processes?

| | | | | |
|-----------|------|--------|--------------|------------|
| Very High | High | Medium | No influence | Don't Know |
| 01 | 02 | 03 | 04 | 05 |

9.7 Have you ever participated in any FAWE-GAM activity?

| | |
|-----|----|
| Yes | No |
| 01 | 02 |

9.8 How effective was it?

| | | | | |
|----------------|-----------|--------|---------------|------------|
| Very effective | Effective | Medium | Not effective | Don't Know |
| 01 | 02 | 03 | 04 | 05 |

Explain-----

10. Do you have any other comments? -----

THANK YOU FOR ANSWERING THE QUESTIONNAIRE

Annexe 4:

**EVALUATION OF THE AFRICAN WOMEN EDUCATIONALIST (GAM)
GIRLS' EDUCATION PROJECT IN THE GAMBIA
TUSEME CLUBS FOCUS GROUP DISCUSSION GUIDE**

A. RESPONDENT PROFILE

A. 1. Region -----

A. 2. Area-----

-

Date Information Collected-----

School of Tuseme Club-----

B. DISCUSSIONS: Please fill in the number of respondents by response.

1. KNOWLEDGE OF FAWE-GAM

1.1 What do you know about FAWE-GAM?

| No | List of responses | No. of Respondents |
|----|-------------------|--------------------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |

1.2 What does FAWE-GAM do?

| No | List of responses of what FAWE-GAM does | No. of Respondents |
|----|---|--------------------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |

2. KNOWLEDGE OF TUSEME

2.1 What is the meaning of TUSEME?

| No | Definitions of TUSEME Club | No. of Respondents |
|----|----------------------------|--------------------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |

2.2 How old is your TUSEME Club? (Indicate exact age)

| Age of TUSEME Club (List down responses) | No. of Respondents |
|--|--------------------|
| | |
| | |
| | |
| | |
| | |

2.3. How many members are in the TUSEME Club?

| No. of Members (List down responses) | No. of Respondents |
|--------------------------------------|--------------------|
| | |
| | |
| | |
| | |
| | |

2.4 Composition of TUSEME Are there male members?

| Responses | No. of Respondents? |
|------------|---------------------|
| Yes | |
| No | |
| Don't Know | |

2.5 Why are boys included?

| No | Definitions of TUSEME Club | No. of Respondents |
|----|----------------------------|--------------------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |

3. MANAGEMENT OF TUSEME CLUB

3.1 Do you have a Secretariat?

| Responses | No of Respondents |
|------------|-------------------|
| Yes | |
| No | |
| Don't Know | |

3.2 What is the composition of the Secretariat?

| No | Composition of TUSEME Club | No. of Respondents |
|----|----------------------------|--------------------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |

3.3 How active is your TUSEME Club?

| Responses | No. of Respondents |
|-----------|--------------------|
| | |
| | |
| | |
| | |
| | |

3.4 What support do you get from the School (if any)?

| Responses | No. of Respondents |
|-----------|--------------------|
| | |
| | |
| | |
| | |
| | |

3.5 What are the activities of the TUSEME Clubs?

| Responses | No. of Respondents |
|-----------|--------------------|
| | |
| | |
| | |
| | |
| | |

3.6 What Impact has TUSEME had on the school? List school transformation if any.

| Responses | No. of Respondents |
|-----------|--------------------|
| | |
| | |
| | |
| | |
| | |

4. SCHOOL AND COMMUNITY BASED ACTIVITIES FOR EMPOWERING GIRLS

4.1 What kinds of support do the schools/communities provide in girls empowerment (if any)?

| Responses | No. of Respondents |
|------------------|---------------------------|
| | |
| | |
| | |
| | |
| | |

4.2 Initiatives taken by community/school to protect girls against Gender Based Violence (if any)

| Responses | No. of Respondents |
|------------------|---------------------------|
| | |
| | |
| | |
| | |
| | |

4.3 Has the project institutionalized any processes in the schools and communities for removing gender stereotypes?

| Responses | No. of Respondents |
|------------------|---------------------------|
| | |
| | |
| | |
| | |
| | |

5. CAPACITY BUILDING

5.1 What training activities has FAWE-GAM organized for your TUSEME Club since your formation?

| Responses | No. of Respondents |
|------------------|---------------------------|
| | |
| | |
| | |
| | |
| | |

5.2 How do you apply the knowledge and skills that you have acquired from this training?

| Responses | No. of Respondents |
|------------------|---------------------------|
| | |

| | |
|--|--|
| | |
| | |
| | |
| | |

5.3 Details of club activities carried out in the past few months (List)

| Responses | No. of Respondents |
|-----------|--------------------|
| | |
| | |
| | |
| | |
| | |

C. ANALYSIS OF THE IMPACT OF THE PROJECT ON THE GIRLS

The following questions are designed to ascertain the extent, to which the respondents adequate self-confidence, self-respect, self-esteem, gender sensitivity and confidence in women's leadership. VIPP Cards are to be used to determine the changes

Table 1: The Adequacy of Girls' Manifestation of Self-confidence.

| No | Items | Agree | | Disagree | |
|----|--|--------|---|----------|---|
| | | Number | % | Number | % |
| 1 | Success depends on self determination. | | | | |
| 2 | A good girl shows complete obedience to the boy or man she really loves. | | | | |
| 3 | A girl can achieve as much as a boy. | | | | |
| 4 | Boys perform better than girls academically. | | | | |
| 5 | A person can do any job regardless of gender | | | | |
| 6 | You always consult people before taking a decision. | | | | |
| 7 | You blame people for the consequences of your decisions. | | | | |
| 8 | You change your mind based on your feelings. | | | | |
| 9 | Your parents or your husband will always take care of you. | | | | |

Table 2: Questions about the girl's self esteem

| No. | Item | Agree | % | Disagree | % |
|-----|--|-------|---|----------|---|
| 1 | I feel that I am a person of worth | | | | |
| 2 | I feel that I have a number of good qualities. | | | | |
| 3 | I am able to do things as well as most other people. | | | | |
| 4 | I feel I do not have much to be proud of. | | | | |
| 5 | On the whole, I am satisfied with myself | | | | |
| 6 | I wish I could have more respect for myself. | | | | |
| 7 | I certainly feel useless at times. | | | | |
| 8 | All in all, I am inclined to feel that I am a failure. | | | | |

| | | | | | |
|----|---|--|--|--|--|
| 9 | At times I think I am no good at all. | | | | |
| 10 | I take a positive attitude toward myself. | | | | |

Table 3: Family Duties Ascribed to Women by the Girls.

| No. | Items | Agree | | Disagree | |
|-----|------------------------------------|-------|---|----------|---|
| | | F | % | F | % |
| 1 | Making family decisions | | | | |
| 2 | Carrying firewood | | | | |
| 3 | Cooking | | | | |
| 4. | Fetching water | | | | |
| 5 | Doing the laundry | | | | |
| 6 | Taking care of the children | | | | |
| 7 | Taking children to school | | | | |
| 8 | Looking after the baby | | | | |
| 9 | Paying house rent | | | | |
| 10 | Doing minor repairs in the house | | | | |
| 11 | Providing money for food | | | | |
| 12 | Maintaining the family car | | | | |
| 13 | Taking the car to the mechanic | | | | |
| 14 | Attending PTA meetings | | | | |
| 15 | Attending political party meetings | | | | |

Table 4: Extent of Girls' Confidence in Female Leadership.

| No | Items | Agree | | Disagree | |
|----|---|--------|---|----------|---|
| | | Number | % | Number | % |
| 1 | Men lead and women follow | | | | |
| 2 | Women are subordinate to men | | | | |
| 3 | You want The Gambia to have a female Head of State | | | | |
| 4 | You want a female Governor in your region | | | | |
| 5 | You will like to work under a female leader | | | | |
| 6 | Women cannot lead | | | | |
| 7 | Women cannot head a political party | | | | |
| 8 | Women constitute half of the country's population and therefore should have a say in the way in which it is run | | | | |

THANK YOU FOR PARTICIPATING IN THE FGD

Annexe 5

**EVALUATION
OF THE FORUM FOR AFRICAN WOMEN EDUCATIONALIST (GAM)
GIRLS' EDUCATION PROJECT IN THE GAMBIA
MOTHER'S CLUBS FOCUS GROUP DISCUSSION GUIDE**

Please fill in the number of respondents by response.

A. RESPONDENT PROFILE

A. 1. Region -----

A. 2. Area-----

-

Date Information Collected-----

Name of Mother's Club-----

GENERAL INFORMATION ABOUT MOTHER'S CLUB

| Information | No. of Respondents |
|--|--------------------|
| Primary Language Spoken | |
| Other Languages | |
| Ethnic/Tribal Groups Represented | |
| Religions (approximate % of group) | |
| Socio / Economic Information (urban, rural, nomadic, farming, business, etc.) | |
| Other | |

B. DISCUSSIONS**1. KNOWLEDGE OF MOTHER'S CLUB**

1.1 How old is your Mother's Club? (Indicate exact age)

1.2. How many members are in the Mother's Club?

1.3. What communities make up the Mother's Club?

1.4. What is a Mothers Club?

2. MANAGEMENT OF MOTHER'S CLUB**COMPOSITION**

2.1 Do you have an Executive Committee (Ex. Comm.)?

- 2.2 Who are the members of the Ex. Comm.?
2.3 Do you have an Apex Organisation (Network of Mother's Clubs)?
2.4 Do you know who the President of the Network is?
2.5 Name if Yes-----

3. MEETINGS

- 3.1 How often does the Mother's Club Meet?
3.2. What is discussed at these meetings?
3.3 Are records of these meetings kept?

4. FINANCIAL MANAGEMENT

- 4.1 Do you have a bank account?
4.2 Which bank do you use?
4.3 Do you know how much money you have?
4.4 Who makes decisions on how the money is spent?
4.5 What is the money spent on?
4.6 How do you raise money?

5. CAPACITY BUILDING

- 5.1 How many have you attended a training workshop?
5.2. What type of Training/Workshops were these?
5.3 How effective were the workshops in providing you with skills?
5.4 How effective were the workshops in providing you with knowledge?
5.5. To what extent are you applying the acquired skills?
5.6 To what extent are you applying the knowledge?

6. GIRLS EDUCATION

6.1 Knowledge of area of operation

Primary/Lower Basic Cycle

Number of primary schools in area of Mother's Club
Estimated coverage of girls in primary school
Attendance of female students (Low/high? Tapers off after certain age?)

Upper Basic Cycle (UBC)

Number of UBC in area of Mother's Club
Estimated coverage of girls in UBC schools
Attendance of female students (Low/high? Tapers off after certain age?)

Secondary Schools

Number of secondary schools in area of Mother's Club
Estimated coverage of girls in secondary school
Attendance of female students (Low/high? Tapers off after certain age?)

6.2 Comment on activities targeting girls

- 6.2.1 How often do you provide mentoring services to students?
6.2.2 How effective is the mentoring programme?
6.2.3 How effective have your programmes been in enabling communities to provide for the educational needs of their children?

6.2.4 In what ways? List

6.2.5 Have your interventions resulted in equal treatment for boys and girls in the home?

6.2.6 In your opinion what are the major problems related to schools which may hinder girls to complete their education?

6.2.7 To what extent? (This should be based on the responses provided by the FGDs in 6.2.6 above)

6.2.8 What are the cultural traditions and practices that hinder the completion of schooling by female students? List by response given by FGDs

6.2.9 To what extent? (Use the list responses provided by the FGDs in 5.2.8)

6.2.10 Parental attitudes towards girl's education: To what extent do you agree with the following statements?

| No | Statement | No. of Respondents | | |
|----|---|--------------------|----------|----------|
| | | Agree | Not sure | Disagree |
| 1 | Girls have to be accorded as much resources as boys for their education. | | | |
| 2 | Boys and girls are equally intelligent and can perform equally. | | | |
| 3 | Girls need education even if they are married or get pregnant before they complete schooling. | | | |
| 4 | Girl education guarantees more secure family and old age support. | | | |
| 5 | Education makes girls more understanding and self-confident. | | | |
| 6 | Educated girls have better chances for good employment? | | | |
| 7 | To what extent do you agree if the education of your daughter has to be more like skills oriented than the present? | | | |
| 8 | People in this area believe that girls require education as much as boys? | | | |
| 9 | Parents in your area interested to equally invest in boys and girls education? | | | |

7. Sustainability of Interventions

7.1 How sustainable is your Mother's Club?

7.2 Do you think that you will be able to continue without FAWE-GAM support?

If yes, how?

If no, why?

Do you have anything else that you want to tell us about the Mother's Club?

THANK YOU FOR PARTICIPATING IN THE MOTHERS' CLUB FGD

Annexe 6: INTERVIEW GUIDE FOR PROFESSIONAL WOMEN

A. 1. Region: A. 2. Area:

Date Information Collected Career of Professional Woman:

B. STUDY QUESTIONS

1. KNOWLEDGE OF FAWE-GAM

1.1 What do you know about FAWE-GAM?-

1.2 What does FAWE-GAM do?

1.3 How relevant is FAWE's work to the attainment of the EFA goals and the MDG's

2. PARTICIPATION IN THE TAKE OUR DAUGHTERS TO WORK PROGRAMME

2.1 When did you participate in the programme?

2.2 Why did you participate in the programme?

2.3 Where did your girl come from?

2.4 How was she chosen?

2.5 What activities did you participate in?

2.6 How did you find the programme?

2.7 What did you gain from participating in the programme?

2.8 What did the girl gain from participating in the programme?

2.9 How has the programme contributed to the attainment of FAWE's mission?

2.10 Would you participate in the programme again?

2.11 Do you have suggestions to improve the programme?

PERSONS INTERVIEWED

These were service providers and government officials from the
Ministry of Basic and Secondary Education
Regional Education Directorates (1, 5 and 6)
Gender Education Unit
Heads of Schools
Tuseme Coordinators
School Management Structures
Department of Community Development
Department of Social Welfare
Local Government Authorities
Governor's offices
NGOs & CBOs
FAWEGAM Board and staff
Professional Women
Girls who participated in the Take Our Daughters to Work
Network of Mother's Clubs
Opinion and Traditional leaders

FGDs were held with

TUSEME CLUBS

- | | |
|--------|--|
| 1. KMC | Latikunda German LK Upper Basic Sch. |
| 2. KMC | Kanifing (Bakau) Greater Banjul Upper Basic Sch. |
| 3. KMC | Kanifing St. Thereses Upper basic Sch. |
| 4. URR | Basse Nassir Ahmadiya |
| 5. URR | Basse St. Muhmbas |
| 6. URR | Basse St. Georges |

MOTHERS' CLUBS

- | | |
|-------------------|---------------------------------------|
| 1. URR | Network mothers clubs |
| 2. URR Nyakoi | Nyakio Lower Basic Sch. Mothers clubs |
| 3. Diabugu | Diabugu Lower Basic Sch. |
| 4. CRR Boraba | Boraba Lower Basic Sch. |
| 5. URR Birkamaba | Birkamaba Mothers Clubs |
| 6. CRR Njau | Njau mothers Clubs |
| 7. CRR Kuntaur | Kuntaur lower Basic Sch. |
| 8. CRR Kaur | Kaur Lower Basic Sch. |
| 9. KMC Tallinding | Tallinding Lower Basic Sch. |
| 10. URR Basse | St. Georges Mother clubs |
| 11. Banjul | Muhammdan Lower Basic Sch. |
| 12. CRR | Njau mother clubs |
| 13. URR | Basse Mother clubs |

Annexe 7 Coverage of Mothers Clubs

| Area and School | Communities that make up the Mothers' Club | Total Membership |
|------------------------|---|------------------|
| Banjul | | |
| Mohammedan school | Lasso Wharf, Grant Street, Lancaster, Kent St., Wellesley, Perseverance (6) | < 50 |
| KMC | | |
| Tallinding Lower Basic | Tallinding Central, Medina, Sicap, Calaban, Bantaba, Ibo & China (7) | < 500 |
| CRR South | | |
| Brikamaba | Brikamaba, Sinchu Madado, Darsilami, Jamwelli, Wellingara, Brikamanding (6) | 30-40 |
| Boraba | Boraba, Korrop, Kassa Kunda, Yorro Berri Kunda, Sinchu Soro Lee, Sinchu Soro Kunda (6) | < 50 |
| CRR North | | |
| Kaur Lower Basic | Kaur Wharftown, Jamwelli, Kerr Demba, Alpha Sana, Kerr Korka, Kerr Madi (6) | < 50 |
| Kuntaur | Kuntaur Wharftown, Kuntaur Fula, Jatta, Tabakoto, Tabakufu, Neme Jammeh (6) | < 50 |
| Njau | Njau Sawalo, Njau Sey Kunda, Njau Kofa, Bulung Annomadi, Daru, Gui Jahanka, Molgo, Kerr Naude, Njogoben (9) | < 50 |
| URR South | | |
| Basse (St. Georges) | Basse, Kiss Kiss, Tinkutu, Manneh Kunda, Sabu Sireh, Basse Nding, Giroba –(7) | < 50 |
| Nafugan | Nafugan, Nafugan Pateh, Nafugan Jawardo, Nafugan Jomel, Sinchu Maged, Sare Mamudo, Berefet (7) | < 50 |
| URR North | | |
| Diabugu | Kraw Kemo & Kraw Arafa (2) | < 50 |
| Nyakoi | Kerewan, Taibatu, Sutukunding, Medina & Farato (5) | < 200 |