

**EFFECT OF 'SAFE' ON IMPROVING GIRLS' EDUCATION IN ZAMBIA: A
CASE STUDY OF KABALE BASIC AND LWITIKILA GIRLS' SECONDARY
SCHOOL OF MPIKA, 2002-2005**

BY

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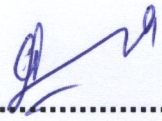


DECLARATION

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I, Gideon Simukwasa, hereby declare that this dissertation represents my own original work and has not been previously submitted for the award of a degree or any other qualification at this university or any other university.

I DEDICATE THIS WORK TO MY FATHER FAMILY, MY WIFE, ANNET, AND MY FOUR CHILDREN, ALICIA, NDAYA, ALWILANDI AND ZENELAND

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DEDICATION

I DEDICATE THIS WORK TO MY ENTIRE FAMILY: MY WIFE, ANNET, AND MY FOUR CHILDREN; ALINANI, NJAVWA, SUWILANJI AND ZEWELANJI.

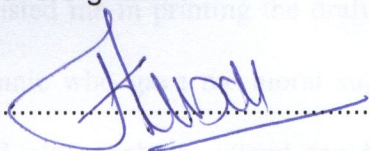
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APPROVAL

This dissertation of Gideon Simukwasa is approved as fulfilling the requirements for the award of the degree of Master of Arts in Gender Studies of the University of Zambia.

Dr. Jonathan whose endorsement gave me an added inspiration. Further, I wish to express my thanks to the secretary of the Gender Department for helping me type some of the parts of my dissertation. I as well wish to extend my thanks to my friend, Sibanga

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ACRONYMS

ADESA	-	Association for the Development of Education in Africa
AGM	-	Annual General Meeting
AGSP	-	Ambassador Girls' Scholarship Programme
AIDS	-	Acquired Immune Deficiency Syndrome
CAMFED	-	Campaign for Female Education
CBO(s)	-	Community Based Organization(s)
DEBS	-	District Education Board Secretary
DOPE	-	Development Organization for People's Empowerment
ECZ	-	Examinations Council of Zambia
EFA	-	Education For All
FAWE	-	Forum for African Women Educationalists
FAWEZA	-	Forum for African Women Educationalist of Zambia
FDG(s)	-	Focus Group Discussion(s)
FINIDA	-	Finnish International Development Agency
FYG	-	Friendly Youth Groups
GCE	-	General Certificate of Education
GGAZ	-	Girl Guides Association of Zambia
HIV	-	Human Immunodeficiency Virus
MoE	-	Ministry of Education
MoU/MoA	-	Memorandum of Understanding/Memorandum of Agreement
NGO(s)	-	Non Governmental Organization(s)
NORAD	-	Norwegian Agency for Development
OVC	-	Orphans and Vulnerable Children
PAGE	-	Programme for the Advancement of Girls' Education
PRSP	-	Poverty Reduction Strategy Paper
PTA	-	Parents and Teachers' Association
SAFE	-	Student Alliance for Female Education
SPW	-	Student Partnership World Wide
SSA	-	Sub-Saharan African Countries
SPSS	-	Statistical Package for Social Sciences
STD(s)	-	Sexually Transmitted Disease(s)
STI	-	Sexually Transmitted Infection
UNAIDS	-	The United Nations Programme on HIV/AIDS
UNESCO	-	The United Nations Educational, Scientific and Cultural Organization
UNICEF	-	United Nations International Children's Fund
UNZA	-	University of Zambia
USAID	-	The United States Agency for International Development
VCT	-	Voluntary Counselling and Testing
VSU	-	Victim Support Unit
WHO	-	The World Health Organization
YAAC	-	Youth Anti-Aids Club
ZARD	-	Zambia Association of Research and Development
ZECAB	-	Zambia Education and Capacity Building

ABSTRACT

The main purpose of the research was to assess the effect of SAFE on improving girls' education in Zambia by examining the interventions put in place by SAFE at Kabale Basic School and Lwitikila Girls Secondary School. The research assessed the impact of SAFE's interventions on the academic achievement of girls in each of the two schools. Further, the research assessed the contribution of SAFE's interventions to girls' access to education, retention, and to girls' assertiveness, self-awareness and leadership skills. The study population for the study was 1,110 people for both schools, and the sample size was 110. The study population comprised head teachers, deputy head teachers, senior teachers, heads of department, class teachers, SAFE overseers, SAFE pupils, non-SAFE pupils and SAFE committee members, who included some members of the school community. SAFE members constituted the largest number of respondents in the survey. There were also more female than male respondents in the entire sample. The response rate to the questionnaire was 100 percent. The study employed the quantitative and qualitative techniques of data collection. Primary data collection instruments included the questionnaire and the interview guide. Focus group discussions were also conducted. Secondary data was obtained from pupils' record cards, attendance registers, academic progress reports, school reports and other official school documents.

The study found that SAFE had pursued interventions in HIV/AIDS, reproductive health, academic activities, life skills and giving material support to girls. SAFE performed well in improving girls' academic performance especially in Mathematics and Science. This was evidenced by the good Grade 9 and 12 examination results for girls who had been attending tuitions conducted by SAFE. SAFE also provided material and financial support and lobbied for girls' bursaries from cooperating partners. There was a rise in the number of girls who received bursaries from 2002-2005. In the area of reproductive health, there was a steady decline in unwanted pregnancies and early marriages, which was attributed to the education and sensitisation interventions employed by SAFE in each of the two schools. There was a rise in the reporting of cases that involved sexual abuse and forcing girls into early marriages. In addition, there was a rise in the number of girls who had voluntary counselling and testing after education and sensitisation conducted by SAFE. Statistics of the increased number of SAFE girls who attained leadership positions indicated that SAFE had equipped girls with life skills such as assertiveness and self-esteem. However, findings also revealed that SAFE did not have adequate material and financial resources to fully satisfy the needs of the children who needed support. Besides, SAFE membership was relatively small in comparison with the total girls' enrolment in each of the two schools. SAFE had largely achieved its objective of improving girls' education in terms of access, retention and academic achievement.

The study recommended that SAFE should ensure that it recruits more members. SAFE should consider extending its membership to the middle basic section rather than restricting membership to the upper basic and high school levels only. It was also suggested that SAFE should consider introducing commercial subjects, carpentry and other technical subjects in girls' holiday tuitions and involve more girls in tuitions for Science and Mathematics. SAFE should consider lobbying for sponsorship at tertiary education for girls who successfully complete their high school education. It was also suggested that SAFE should conduct from time to time campaigns similar to the 'Go-Girls Campaign' to encourage more girls to reenter and remain in school.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Overview

Female participation in education is a very critical component of development at all levels of the society. As such, girls' participation in schooling is significant in as far as social, economic and political advancement of Zambia is concerned. However, according to the joint report of the Ministry of Education (MoE) and the United Nations International Children's Fund (UNICEF 2004) many of the world's 121 million children cannot access quality education. 65 million of the 121 million who are not in school are girls. In Sub-Saharan Africa (SSA), 24 million children were out of school in 2002. Eighty-Three percent (83%) of all girls who are out of school live in Sub-Saharan Africa, South America and the Pacific. Zambia is among the 25 countries in the world that have serious gender disparities (MoE/UNICEF, 2004). Concerted efforts over the past years have been made to improve girls' education. At the 1990 World Conference on Education for All (EFA) held in Jomtien, Thailand, Zambia together with other 155 nations signed a commitment to support national development efforts through the improvement of education, especially for the females who are the most vulnerable in this area. Besides, within the 1991 convention on the Rights of the Child, the Jomtien Conference pledged to promote the right of every individual to education, which provides a lifelong fulfillment (UNICEF, 1996). The attempt to improve female education is also in line with the 1979 United Nations Convention on the elimination of all forms of Discrimination Against Women to which Zambia is also a signatory.

1.2 SAFE's Objectives

The overall objectives of SAFE are summed up in the Forum for African Women Educationalists in Zambia (FAWEZA), 2003 objectives which are: to undertake advocacy activities aimed at promoting female education and the prevention of HIV/AIDS; to create and increase public awareness of the importance of female education; to implement programmes that take into account special needs of females in education; to build and strengthen networks with other NGOs and communities in the promotion of female education; to promote female leadership through targeted capacity building programmes; to address issues of out of school girls and women and

other issues of females at risk of dropping out of school; to increase and strengthen the academic achievement of females at all levels of the education system; to facilitate the exchange of ideas between female role models and girls in relation to assertiveness and confidence building.

1.3 Brief Historical Background of SAFE

In January 1997 FAWEZA was invited by UNICEF in New York to participate in a pilot programme that would create mechanisms for the advancement of alliances on community action in female education (FAWEZA, 1998). The alliances to be developed were to be the machinery through which resources could be channeled to support and strengthen school and community based organisations focusing on girl child education in Sub-Saharan African countries (SSA). One of the target countries in the region was Zambia. The idea of developing such organisations was prompted by the low enrolment ratios for girls in SSA, which was so alarming that it also attracted the Association for the Development of Education in Africa (ADEA) to join in the fight of finding a lasting solution to the problem. Following that concern, the working group on female participation on ADEA was formed, and FAWEZA was represented (FAWEZA, 1998). The sub committee comprised funding agencies which included the United Nations International Children's Fund (UNICEF), The Finnish International Development Agency (FINNIDA), the United Nations Educational, Scientific and Cultural Organisation (UNESCO) and the Norwegian Agency for Development (NORAD) chaired by UNICEF.

In their endeavour to pilot the scheme in four different Sub Saharan African countries, the ADEA decided to start the ball rolling by first establishing the alliance in Zambia. In 1999, a delegation from UNICEF headquarters and the Rockefeller Foundation in New York jointly visited FAWEZA and UNICEF (Zambia) to investigate possibilities of establishing an alliance that could promote community action on female education. That visit resulted into the writing of the FAWEZA/UNICEF project proposal in which the idea of the introduction of the Student Alliance for Female Education (SAFE) was proposed (FAWEZA, 2000). The proposal was approved in 2000. In 2002 FAWEZA identified schools in various provinces to pilot the project. The project was funded by UNICEF to meet the cost of running the activities in the schools that were selected to pilot the project.

Prior to the formation of SAFE, FAWEZA did not have any multifunctional strategy that could be used to fight the various gender imbalances that exist in institutions of learning; particularly those imbalances that impede the improvement of girls' education. The only FAWEZA strategies that existed were those designed to combat specific gender imbalances. These include: Reading- Circles, aimed at improving girls' reading abilities; the Back-to-Back- designed to improve the coordination and cooperation between girls and their mothers in the exchange of skills and information from each other. The development of SAFE was therefore aimed at combining the various FAWEZA strategies and coming up with different interventions to bombard the various gender gaps that hinder female education in institutions of learning. Thus, according to FAWEZA, the role of SAFE in improving female education in institutions of learning is multifunctional and not limited to a specific mode of operation as is the case with the other strategies already in place (FAWEZA, 2003).

FAWEZA's move to popularise the SAFE strategy has received a great deal of support. This has been enhanced by the signing of the Memorandum of Understanding (MoU) between FAWEZA and the Ministry of Education. The signing of the memorandum was concluded in 2004. According to the MoU, among many other clauses, one of them is that the Ministry of Education has affirmed that it will "make all public schools, colleges and its other structures available to FAWEZA to experiment and demonstrate innovative strategies aimed at promoting female education" (FAWEZA & MoE – MoU, 2004). According to FAWEZA (2003), some of the principal operational interventions of SAFE are shaped on other existing local and international organisations' strategies and interventions that have been successfully pursued. In this respect, FAWEZA through SAFE has partnered with organisations like the Girl Guides Association Zambia, (GGAZ), and the Students Partnerships World Wide (SPW). SAFE has adopted some or part of the interventions such as those to do with creating behavioural change among young people; raising awareness of adolescent sexual reproductive health; developing of life skills; developing and promoting a sustainable model for school- based HIV/AIDS prevention and peer education interventions.

1.3.1 Functions of SAFE in institutions of learning

In order to combat the gender disparities that exist between girls and boys in schools and to enhance girls' improvement in education in schools, FAWEZA through SAFE puts in place the following interventions: it mobilizes and provides school requisites such as uniforms, school stationery and pays tuition fees for orphans and vulnerable children (FAWEZA, 2003). SAFE also gives psychosocial education and support to pupils affected by and/or infected with HIV/AIDS. SAFE is as well involved in giving reproductive health education, which is often done in collaboration with the Ministry of Health through local clinics. This is done in order to address problems faced by girls such as teenage pregnancies, early marriages, malnutrition, drug abuse and other health related issues (FAWEZA, 2003). SAFE is also involved in imparting life skills which include self-awareness, self-esteem, and confidence-building.

To enhance these skills, SAFE organises such functions as debates, quizzes and public speaking activities. In addition SAFE is also involved in fundraising ventures such as, making fritters, baking scones, growing crops for sale, providing labour to farmers on hire and sewing clothes such as uniforms for sale. SAFE also conducts field trips and exchange visits aimed at improving girls' practical knowledge in leadership and environmental studies. SAFE also trains peer educators, in acquiring counselling skills (FAWEZA, 2004). To improve the academic performance for girls, SAFE conducts tuitions and remedial lessons in Science, Mathematics and English.

1.4 Historical Background of SAFE at Kabale Basic and Lwitkila

Girls' Secondary School

Mpika district has eleven SAFE schools, comprising one secondary and ten basic schools. Ten more basic and two high schools have been identified and earmarked for launching as SAFE schools. Kabale Basic School is one of the two SAFE 'satellite' schools (a school that acts as a model SAFE school in the district or province) in Northern Province. On the other hand, Lwitikila Girls' School is so far one of the two SAFE high schools in the province.

1.4.1 Kabale Basic as a SAFE School

FAWEZA was introduced at Kabale Basic in 1999. SAFE was launched in the school in 2002. Kabale was made a SAFE 'Satellite' school in 2003. To boost its operations, in

2004, SAFE received a stove, a sewing machine, a television set and a video set from FAWEZA. Club membership grew from the initial 20 in 2002 to 72 in 2004.

1.4.2 Why Kabale Basic Introduced SAFE

The school administration faced a big challenge in the area of dealing with the problem of girl-boy sexual relationships. They therefore needed a strong counselling group or organisation which could work in collaboration with the school in order to change students' behaviour. SAFE which was advertised to the school through FAWEZA was seen as the most appropriate strategy to help in that respect. FAWEZA had made a good deal of positive contributions to the school particularly in the area of lobbying for more female teachers to be brought to the school. The presence of a good number of female teachers in turn had contributed to the increased number of girls in the school. For example due to the lobbying campaigns staged by FAWEZA to have more female teachers sent to the school, in 2002 it had sixteen teachers, out of whom twelve (75%) were female and only four (25%) were male.

The school was also faced with a big challenge of having to deal with an increasing number of orphans and vulnerable children (OVC), who needed material as well as psychosocial support. Most of the children in this category had lost their parents through the HIV/AIDS pandemic. The school had also experienced increased problems with regard to sexual abuse of school girls by both male pupils and teachers at school and male parents and relatives at home. Since SAFE's objectives involved dealing with such factors, it was found ideal. Another reason why SAFE was introduced in the school was because there were a lot of school going children, who were out of school for various reasons ranging from girls who stopped school due to pregnancy, poverty and so on. In this case, the school was willing and looking forward to collaborating with any organisation that could help in sensitizing those communities and help in bringing those children back into school. In this respect, SAFE was a welcome idea since it had a similar vision. SAFE was also introduced because of its bid to help girls to improve their performance in Mathematics and Science. Kabale girls' performance in Mathematics and Science was quite poor and thus required specific interventions (Minutes, Kabale A. G. M., 2003).

1.4.3 Lwitikila Girls' as a SAFE Secondary School

FAWEZA at Lwitikila was introduced in 1997, while SAFE was launched in the school in 2002. However, the operations of SAFE started in earnest in 2003. Membership grew from 32 in 2002 to 62 in 2004.

1.4.4 Why Lwitikila Girls Introduced SAFE

A lot of sensitisation was done to the school staff and the administration by FAWEZA teachers and other associate members on the need to introduce SAFE in the school. Due to the relevance of the objectives of SAFE to the school situation, the idea of introducing SAFE at the school was welcome. The intention of introducing SAFE was further communicated to the school community through the Parents and Teachers' Association (PTA), who also welcomed the idea. The school did not have enough female teachers who would suffice in terms of acting as role models to girls. One of SAFE's objectives of training peer educators was seen as a way of filling up the gap in that respect. Like Kabale Basic School, Lwitikila Girls' Secondary was also attracted by one of SAFE's objectives of putting in place interventions that could help improve girls' performance in Science and Mathematics. Although the general academic performance of the girls in other subjects was good, they still lagged behind in Science and Mathematics. The school had the largest number of orphans and vulnerable girls among the high schools in the district and therefore, needed to partner with organisations like SAFE that had taken up the challenge of assisting orphans and vulnerable children, to successfully pursue their education (Lwitikila SAFE Launch Report, 2002). Lwitikila Girls as a SAFE school has hosted a number of district, provincial and inter-provincial events. For example, in 2003, the school hosted the Provincial Camp Meeting where Science, Mathematics and English quiz, debate and drama competitions were held. In 2004, the school hosted the district 'Peer Educators' training in counselling and life skills for SAFE peer educators. In the same year, the school hosted the SAFE Convention for Central, Southern, Luapula and Northern Provinces (Lwitikila SAFE Report, 2004).

1.5 Statement of the problem

Since the introduction of the gender policy in education in 1996, the government has been making concerted efforts to put in place measures that could address the aspects of gender equity and equality in the education sector. One of the measures taken has been

the introduction of the free education policy which has abolished the payment of user fees from Grades 1-7. The government has also partnered with private stakeholders and NGOs like FAWENZA that are aimed at promoting female education. Due to such factors, Zambia has achieved a near parity level of girls' and boys' enrolment, particularly at basic education level. However, the MoE annual school census statistics have shown that equal participation decreases as pupils advance to higher grades and that enrolment of girls falls by a percentage point per grade. "Although this is a small decline, the result is a substantial difference between boys and girls in upper grades. By Grade 12, there are only three girls to every four boys" (MoE, 2004). The Ministry of Education's goal in Zambia has been that every child who enters Grade One should be able to complete Grade Nine. Over the years since independence the number of schools and the number of children enrolled in schools have increased. The increases have however not met the long standing goal. In 2003, a total of 352,389 children made up of 218,396 girls and 133,993 boys were not enrolled in schools, either in community or basic schools. Zambia is therefore not yet able to accommodate all its population that need to be in school. This is made worse by the greater disparity gaps both in the gross and net enrolment ratios, which exist between girls and boys and the girls in this case being the most disadvantaged (MoE, 2004)

Regarding academic achievement, findings by the Ministry of Education and examinations records of the Examinations Council of Zambia (ECZ) have shown that girls' results at both Grades 9 and 12 final examinations have in the recent past improved greatly. The number of girls being selected to Grade 10 has also greatly improved. For example, in 2003, out of the 77,096 who sat for the final Grade 9 examinations, 34,302 were girls and 42,794 were boys. 20,969(49%) boys and 16,122(47%) girls obtained full certificates (ECZ, 2004). Of these, 15,834(37%) boys were selected to go to Grade 10 while 12,006 (35%) girls were selected (MoE, 2004). The ECZ Grade 12 results for the 2003 examinations indicated that of the 26,208 candidates, who sat for the Grade 12 School Certificate Examinations, 15,042 were boys and 11,166 were girls. Of these, 16,904 (64.5%) obtained the full School Certificate. 7,338 (28%) were girls and 9,566 (33.5%) were boys (ECZ, 2004). In 2005, out of a total of 40,901 candidates who sat for the Grade 12 examinations, 17,445 were girls and 23,456 were boys. A total of 23,244 (56.8%) obtained full School Certificates. Of these, 8,860 (21.7%) were girls and 14,384 (35.1%) were boys (ECZ, 2005). Despite

these improvements, it could still be noted that there are still disparities in that area. This improvement was partly due to the gender policy which the Ministry of Education had put in place to achieve the gender parity. The other reason for this improvement was due to the participation of Non Governmental Organisations (NGOs) which have taken a keen interest in finding ways to improve girls’ education in the country. For example, FAWEZA, through SAFE conducts extra tuition for girls in English, Mathematics and Science, in order to facilitate girls’ academic achievement. This improvement has also come about partly due to the increased participation of female teachers who have been acting as role models in steering girls’ participation in their educational pursuits. While it is true that girls are making strides in learning and academic achievement, it is also true that there are other areas where gender equity is yet to be achieved. For example, girls are often the worst affected by the HIV/AIDS pandemic and the escalating levels of poverty. Girls are as well mostly the target of abuse by fellow male students, parents and teachers. Girls’ retention rates are also still rather low compared to that for boys, especially in upper grades. These and numerous other factors continue to affect girls’ education negatively. The MoE (2005) census report indicated enrolment figures for 2004 as shown in table 1.

TABLE 1: showing National enrolment figures for the year 2004

Grade	1	2	3	4	5	6
Male	204,533	178,946	187,738	172,016	154,629	130,025
Female	206,806	177,641	183,624	162,266	141,226	117,598
Grade	7	8	9	10	11	12
Male	127,623	65,107	62,166	22,739	24,098	22,101
Female	105,254	56,006	50,780	17,846	19,082	16,041

Source: Planning Unit-Ministry of Education

Although SAFE is a strategy aimed at improving female education in terms of retention and academic achievement, very little is known about its achievements because no research has yet been conducted in that area. There has therefore been need to carry out a research to assess the impact of SAFE on improving girls’ education in Zambia. It is in this respect that this research has been conducted.

The study sought to answer specific questions which are as follows:

1. What is the composition of SAFE's membership at Kabale Basic and Lwitikila Girls' Secondary School?
2. What interventions has SAFE put in place to improve girls' education at Kabale Basic and Lwitikila Girl's Secondary School?
3. What contribution has SAFE made to girls' retention, academic achievement, and assertiveness at Kabale Basic and Lwitikila girls' Secondary School?

1.6 Purpose and Objectives of the study

The main purpose of this study was to investigate the effect of SAFE at Kabale Basic and Lwitikila Girls' Secondary School.

1.6.1 Specific objectives of the study

1. To examine the interventions aimed at improving girls' education that SAFE has put in place, at Kabale Basic and Lwitikila Girls' Secondary School.
2. To assess the impact of SAFE's interventions on the improvement of girls' academic performance at Kabale Basic and Lwitikila Girls' Secondary School.
3. To assess the contribution of SAFE's interventions to girls' retention, and assertiveness at Kabale Basic and Lwitikila Girls' Secondary School.

1.7 Study Justification

So far there have been no studies carried out on the effectiveness of SAFE as FAWWEZA's strategy to improve girls' education. It is hoped that the findings discussed in this dissertation could help FAWWEZA make necessary adjustments where SAFE's performance may be found lacking. These findings could also avail policy makers with useful information pertaining to the performance of SAFE and help them consider funding or giving any necessary help to the programme in order to make it more responsive to its cause. It is hoped that this study has shed some light on the performance of SAFE. SAFE is expanding its operations in more and more schools; there is therefore greater need for its effectiveness to be examined and evaluated from time to time. This study is also in line with government's policy indicated by the Ministry of Education's 'Strategic Plan' for 2003-2007. According to this plan, MoE (2003) states that several strategies require further research and studies to be carried out before inclusion in the plans to be implemented. Such research according to MoE

should include studies on enrolment of orphans and vulnerable children and girls' education in reference to their progress and life skills at basic and high school level. The study is again in accord with the government's educational intentions and implementations aimed at improving girls' education. This is as indicated by UNICEF (2002) that the government has embarked upon specific actions aimed at supporting strategies that attempt to increase girls' access, retention and enhance their achievement. It further states that, "Zambia encourages the coming together of the public and private sectors and recognizes the roles of NGOs in accelerating female education."

1.8 Study Limitations

The study was conducted in two SAFE schools- that is Kabale Basic and Lwitikila Girls' Secondary School. Therefore, the findings may not be generalized to other SAFE schools. This is because individual schools have varying environments and cultures with different aims and objectives. A study of this kind would have been comprehensive and representative enough if a nation wide assessment had been conducted on a sample of SAFE schools. However, such a study was not possible due to time and financial constraints. In some cases, it was difficult to get the required data due to the unavailability of some records and also due to interviewees' individual characteristics and some restrictiveness of institutional cultures.

1.9 Definition of Concepts

Ambassador Girls' Scholarship Programme (AGSP) - An international organisation that sponsors girls to further their education especially at high school level. It is based in the U.SA.

Basic School – School that runs from Grades 1 to 9

Campaign for Female Education (CAMFED)- An NGO that supports female education by sponsoring girls at basic and high school levels.

Development Organisation for the Peoples' Empowerment (DOPE)- An NGO that among other things offers sponsorship to both girls and boys at basic and high school level.

Forum for African Women Educationalists of Zambia (FAWEZA) - A registered Non-Governmental Organization whose mission is to advocate for educational policies and programmes that promote gender equality and the removal of all social policies and

cultural process that impinge on how education is developed and implemented (MoU, 2004).

General Certificate of Education (GCE)- a certificate given to a candidate who passes in at least one subject at ordinary level.

High School – School that runs from Grades 10-12.

Net Enrolment Ratio – Ratio used to show the enrolment of the official age group (eligible population) excluding the under and over aged population for a given level of education.

School Certificate (SC) - a certificate given to a candidate who passes in six subjects at ordinary level. The 6 subjects must include English.

SAFE satellite school- A school that has been made a model school for the operations of SAFE, at district or provincial level.

Secondary School- School that runs from Grade 8 to12.

School Pattern- The number of classes in a given stream.

Stream- The number of the same grades at a school.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Overview

This chapter discusses the literature on how different factors negatively affect girls' education with regard to their retention, academic achievement and assertiveness; and studies which have shown factors that could help improve girls' education by reducing or removing the impediments to girls' education.

2.2 Factors that impact negatively on girls' education

According to UNESCO (2002) report, in regard to the 'Education for All' goals, "Every girl and boy has a right to realise her or his potential and to contribute to the development of the society". According to FAWÉ one of the factors that impede girls' education is that most national gender policies have not seriously considered some of the critical issues that negatively impact on girls' education. FAWÉ further observes that, where such impediments have been identified and included in national gender policies, they have either only partially been implemented or never been implemented at all. This was according to a survey conducted by FAWÉ (in countries with national chapters, including Zambia), to investigate the appropriateness of the gender policies put in place in these countries. It has been established that countries in Sub-Saharan Africa (SSA), Zambia inclusive, have provided opportunities for addressing gender issues in their education systems, but these policies rarely address critical factors related to improving girls' education such as girls' maturation, gender violence, drug abuse, and early pregnancies (FAWÉ, 2003).

Male dominance and negative attitudes portrayed by males toward girls have also been found to impede girls' education in Zambia. Studies conducted by Chilangwa on male attitude toward girls' education in Zambia have shown that there was a tendency of male domination in Zambian schools which often resulted into hostility to girls' learning. "Even when girls succeed, there are still deeply rooted beliefs that educating a girl is a waste of time" (Chilangwa, 1998). According to the same study, schools reinforce the aspect of male domination by giving more challenging tasks to boys, thus

consolidating the notion that girls' place is in the kitchen. These studies showed that schools allocated less challenging tasks such as sweeping and other domestic related chores to girls while boys were given more challenging tasks such as classroom leadership. This was often found to have been common among male teachers.

Lack of assertiveness in girls has also been found to hamper girls' education. According to the UNICEF survey conducted to establish the extent of girls' assertiveness in schools in Zambia, it was discovered that girls in schools are often socialized to adopt subservient norms and values and instead of preparing them to participate on equal footing with males, most school environments simply perpetuate girls' disempowerment (UNICEF, 2003). Similar to Chilangwa's findings, the survey discovered that girls in schools were often made to perform domestic related chores while boys were given tasks that involved technical skill-development such as making and manipulating toy cars, guns and other objects considered to be designed for males.

The survey conducted in 1999-2000 by USAID in Namibia, Swaziland and Zambia, on factors that hinder female academic achievement in technical subjects, Mathematics and Science in institutions of learning concluded, firstly, that male teachers did not expect females to perform well in technical subjects. This followed the false conception that females have generally lower mental abilities to enable them perform well in those subjects. It was also found that parents were made to believe that technical subjects were not a domain of females, and as such they were also used as agents in discouraging their female students from taking up technical subjects. The survey also established that females, especially in co-education institutions were rarely given adequate help to enable them develop technical skills. The survey as well revealed that female students were made to believe that technical subjects were beyond their ability and therefore they could not easily penetrate successfully into that field. The seriousness of the trend was seen in the encouragement of the young girls in primary grades to pursue artistic subjects such as languages and social sciences, while boys were exposed to activities that enhance technical skill development (USAID, 2003).

Child abuse is another of the factors that has been identified as impeding girls' education. A parallel study that was done by Gachuhi (2003) in Malawi and South Africa established that 55% of school girls in Malawi and 30% of sexually active

school girls in South Africa had their first sexual intercourse forced against their will. A research conducted by CARE International in 2003 in some schools in Zambia, on adolescents' sexual relationships, discovered that 68% of the school girls who had had their first sexual intercourse were often forced to do so against their will. This kind of a situation according to the research has been found to bear a lot of negative psychosocial effects which result in girls' absenteeism from school, low self-esteem, and poor academic performance. The research has also established that often due to peer influence, girls and boys in Zambia have their first sexual intercourse at the ages of 12 and 14 respectively, and in some cases, at even an earlier period (CARE, 2003). Similarly, a survey conducted by the Zambia Association for Research and Development (ZARD) in 2004 on child abuse, has revealed that dangers of sexual harassment and defilement faced by the girl child are often perpetuated by both the home and the school. According to the survey, 75% of the females observed were found to have a tendency to keep quiet in cases of abuse because they lacked the power to arrest such exploitative tendencies (ZARD, 2004).

Early marriages and early pregnancies are other factors that have been found to hamper girls' education. A study conducted by Simwapenga (2003) in Zambia on teenage pregnancy and readmission of teenage mothers into school has revealed that teenage pregnancy is one of the most common factors that impede girls' education in Zambia. According to the study, most girls who drop out of school due to pregnancy were often found not able to return to school after giving birth in spite of the readmission policy that the Ministry of Education has put in place. Reasons that were advanced to that effect according to the study included male students and male teachers abuse of these teenage mothers; male teachers' insensitivity to these girls' problems and these teenage mothers being looked down upon as bad role models.

Poverty is another factor that has been found to negatively impact on girl's education. Carmody (2004) has observed that "the high poverty levels in Zambia currently restrict access for a significant portion of school going population to basic, high and tertiary education". Simwapenga's findings on the other hand have shown that in spite of being more poverty stricken than male-headed households, female headed households have been found to show more commitment in terms of sending back teen mothers to school than the male headed households. She argued that females have tended to attach more

importance to education knowing that educating girls is likely to contribute to the eradication of poverty in the family (Simwapenga, 2003). The WHO strategy paper on health and nutrition observes that poor health and malnutrition are critical underlying factors contributing to low school enrolment, absenteeism, poor classroom performance and early dropout rates in Sub-Saharan Africa (WHO, 2004). The paper gives an example of Namibia and Zambia where various studies including the Central Statistics Office report (2000) on Zambia's poverty levels revealed high rates of absenteeism of children from school due to lack of food.

HIV/AIDS is another factor that has been found to hinder girls' education in Zambia. Studies conducted by Kelly in 2003 on some schools in Zambia to assess the impact of HIV/AIDS on education, have shown that available information and sensitisation activities for girls in schools is not adequate. These studies have shown that in families with HIV/AIDS patients, there is often more demand on girls to take care of the sick or earn income than on boys. Further, Kelly notes that, "While HIV/AIDS education has been introduced into various curricula using multidimensional approach; effective instruction on this topic has faced obstacles in so far as most teachers are unprepared or unwilling to undertake this task of treating HIV/AIDS in their courses" (Kelly, 2003).

Inadequate reproductive health education in schools in Zambia has also been identified as one of the hindrances to girls' education. In this respect, Simwapenga's study has found that many teenage girls from poor families engage themselves in sexual activities to raise money for their education as well as family upkeep. These activities according to the study often end up in unwanted pregnancies and infections of sexually transmitted diseases (STDs). She notes that girls in this respect lack adequate knowledge on matters of sex and pregnancy preventive methods (Simwapenga, 2003). Similarly, Kelly's findings on imparting information to teenagers on sexual and reproductive health matters in Zambia showed that there was no evidence that such subject matters were specifically dealt with except in so far as it was done in a traditional and generalised manner (Kelly, 2003). Studies conducted by the World Health Organisation (WHO) in Namibia and Zambia on the prevalence of sexually transmitted infections (STIs), among adolescents have shown that about 62% of the cases of STIs in infected adolescents in these countries are not reported to health

personnel until the victims have developed a symptomatic STI or have become pregnant (WHO,2003).

On the other hand, studies conducted by the World Bank in five of the SSA including Zambia, on the integration of health matters in the national school curricula have revealed that the school curricula of these countries have approached health issues with an assumption that pupils have prior knowledge on health matters (World Bank, 2002-2003). These studies have further established that more than 65% of rural parents maintain the beliefs that sexuality education increases the sexual activity especially among girls. In addition, parallel studies conducted in Swaziland and Botswana by Salter, have established that parents are often reluctant to talk about relationships of sexuality with their children for fear that they would appear to condone adolescent sexual activity. Consequently, according to the study, 71% of the youth were found to cite their peers and the media as their primary sources of information about sexuality. Many teachers were also found to lack confidence and training to discuss and practice sexuality skills-building (Salter, 2003).

The study conducted by Kandondo in selected boarding schools in Zambia, Southern Province in 2003, found that all boarding secondary schools under study had realised that school fees were not affordable for low income families. In addition, Kandondo discovered that despite the existence of various bursary schemes such as the Campaign for Female Education (CAMFED), the Zambia Education Capacity Building (ZECAB) and others in the province, many of those who most needed assistance were not aware of them (Kandondo, 2003).

2.3 Factors that help to improve girls' education

One of the measures suggested by the World Bank to improve girls' education is that education ministries should redouble their efforts to provide bursaries particularly to orphans and vulnerable children (World Bank, 2003). These measures according to the World Bank have yielded very positive results in improving girls' education in India and Pakistan where the introduction of sponsorship of orphans and vulnerable children was found to raise female enrolment and retention in schools.

In Kenya, a survey conducted in 1999 in schools where “Friendly Youth Groups”(FYG) were introduced and which created strong links with local clinics, found that there was an increase in the number of students participating in Voluntary Counseling and Testing (VCT), (UNICEF, 2000). In a similar vein, the observation has been made that school-clinic links should be encouraged at the local level to enhance behaviour change in students (Hughes & Mc Cauley, 2001). The World Health Organisation (WHO) report indicates that “Strong links with clinics can help students to link the knowledge and attitudes they learn at school to protect themselves” (WHO, 2002).

According to Senderowitz (2001), properly designed and implemented life skills programmes contribute to a safe environment for young people both in school and in the community. Life skills strengthen young peoples’ ability to think and act in ways to protect themselves. Life skills address issues by raising alternative views about male/female roles in the society and address gender issues of sexual identity thereby creating gender equality. According to the United States Agency for International Development (USAID, 2004), life skills are designed to develop in young people abilities such as negotiation, assertiveness and the ability to cope with peer pressure. Attitudes such as compassion, empathy, self-esteem, self awareness, tolerance and knowledge about HIV/AIDS transmission are also other elements that life skills are designed to develop. According to Colvin and Smith (2000), the development of attitudes related to equity and equality between girls and boys, of skills such as leadership skills training is central to effective skills-based education and positive psychosocial environments. Such support has been shown to reduce the gender gap between male and female at all levels of society.

A survey conducted by USAID to assess school girls’ assertiveness in Uganda, established that there was a lower pregnancy rate in schools with Youth Anti-Aids clubs (YAAC) that had programmes in life skills such as self awareness and self esteem than in those which did not have such interventions (USAID, 2001).

Hughes and McCauley (2001) observe that community members are important in adapting life skills programmes to make them relevant to the local situation. Early and continuous involvement of parents, officials, elders and other community leaders in

planning and implementation of programmes is important. Adults who are engaged in assessing the needs and behaviour of youth in their area and are kept informed of interventions are most likely to support such programmes. Studies which were conducted by WHO in Zimbabwe to establish the extent to which parental involvement influenced the behaviour of children at school level, discovered that schools with higher levels of interaction between parents, pupils and teachers were found to have maintained a fairly positive and desirable pupil behaviour and high academic performance (WHO,2000). Similarly, a survey conducted in Malawi by UNICEF to assess the impact of involving traditional leaders in the sensitisation of communities on school programmes, established that schools which involved community leadership and community members in the sensitisation process were found to score more successes in their school based programmes (UNICEF, 2001).

Similarly, Shepherd (2002) observed that communities could play an important role when they are linked to school programmes through community mobilisation or sensitisation activities. This may involve such parties as NGOs, school management committees or Parent-Teacher Associations acting as a link between the school and the community in the implementation of school based programmes.

The USAID (2004) report notes that “increased awareness among policy makers, community leaders, organisations and the public about the importance of girls’ education helps generate a broadly shaped sense of responsibility for action. Effective public information and social mobilization can accelerate positive change to girls’ education.” Similarly, UNESCO (2003) observes that “providing a positive interaction between the school and the community is fundamental to the success and sustainability of any school improvement process. Community partnerships engender a sense of collaboration, commitment and communal ownership. Such partnerships also build public awareness and strengthen demand.”

A research conducted in Kenya by Erulkar (2003) on life skills training of youths has revealed that the utilization of citizens such as parents in the training of adolescents in adolescent reproductive health services and advocacy has proved a great success. The project under study was the ‘Friend of Youth Project’ which had as one of its objectives to improve youths’ participation in reproductive health matters. In this study, it was

found that the involvement of parents promoted the building of positive relationships between parents and their children, which aspect created a platform on which parents and children were able to share freely their health matters including sexual experiences.

On the reentry of girls into school after giving birth, UNESCO indicates that by guaranteeing education to pregnant school girls and young mothers, school health policies would help promote inclusion and equity in the school environment (UNESCO, 2002). Simwapenga's (2003) study on the reentry of pregnant girls into schools in Zambia have indicated that in schools where the reentered girls received support and encouragement, their performance and school attendance was found to be more stable than where they did not receive such support.

One of the strategies elaborated by UNICEF concerning the advancement of girls' education is the governments' development of appropriate policies including legal frameworks for vulnerable children. According to this strategy, "Governments are held to have a crucial role to play in ensuring that they develop and enforce laws that protect the increasing numbers of vulnerable children, especially girls" (UNICEF, 2002). Most African Governments in the Sub-Saharan Africa including Zambia have signed agreements and international conventions that oblige them to take action in that direction.

According to Schchenker, most education ministries, (including the Ministry of Education in Zambia), have explicit regulations barring sexual relations between teachers and female students, but these are rarely enforced. Schchenker therefore suggests that action at all levels including the central community and school levels are required to ensure that everyone is aware that such relations are dangerous for students and cannot therefore be tolerated. The creation of safe environments for the youth is likely to have additional benefit of allowing many girls to complete their education when they might otherwise have withdrawn due to harassment and/or assault (Schchenker, 2001). Similarly, UNICEF (2002) also observes that "Schools should ensure a secure physical and psychosocial environment by addressing issues such as sexual harassment, corporal punishment and bullying."

Weiss, Whelan and Gupta (2000) indicate that peer education is a viable technique of disseminating information to fellow students. “Teacher and peer educator development programmes need to focus on increasing trainees’ ‘comfort levels’ as well. In this respect, peer educators’ training programmes should address trainees’ own vulnerability.” A survey conducted in Kenya by UNICEF to explore factors that hindered school adolescents from receiving counselling from counselling centres parents and elders, showed that 70% of teenagers in schools that were studied contacted their peers for advice on most of the problems especially those to do with sexual relationships and other psychosocial related problems. According to the survey, one reason advanced for seeking advice from fellow peers was that elders and parents were often fond of intimidation. Thus, it was suggested that peer educators should be given effective training in order for them to be of help to their fellow peers (UNICEF, 2001).

The Forum for African Women Educationalists (FAWE) conducted a parallel survey to this research in 2000/2001 in Kenya and Uganda to investigate the effectiveness of some of the interventions put in place by the Student Partnership World Wide (SPW). The SPW has similar objectives and applies similar interventions to those of SAFE. SPW aims at improving the education, health and other social factors for the youth. Some of the major findings of FAWE in this respect were that: in learning institutions where the SPW had introduced such programmes as peer educators’ sensitisation on HIV/AIDS, provision of education materials to the vulnerable school children, leadership programmes and so on, there was an improvement in boy-girl relationship, especially in matters of sexuality; girls had become more assertive and their academic performance had improved.

CHAPTER THREE

3.0 METHODOLOGY

3.1 Overview

The methodology of the study is discussed under the following: Study area; Study population; Sample size and sampling methods; Data collection techniques; Data collection Instruments and Data analysis.

3.2 Study Area

Mpika, a peri-urban district, has some of the remotest rural schools and is one of the largest rural districts in the country. It is the second largest in the province. According to the Central Statistics Office (CSO, 2000) population census report, Mpika has a population of 145,315. It also has the largest pupil population among the rural districts. According to the fourth district quarterly report of 2005, the district recorded a total pupil population of 40,538 out of whom 18,738 were girls and 21,800 were boys. The district is located in the centre of Northern Province. It offers a trans-route network such that the two major road and railway networks in the province pass through the district. The two schools, Kabale Basic and Lwitikila Girls Secondary were chosen for the following reasons: Kabale on the one hand is one of the biggest basic schools in Northern Province and it is a co-education school. Lwitikila on the other hand was chosen because it is the only SAFE high school in the district so far, and one of the two in the province. It is a single-sex school, offering boarding facilities to girls only. Apart from that, Lwitikila has some unique characteristics that are only common to mission schools. For example, it is the only school of the four high schools in the district that exists as a secondary school. Both schools share the longest history of the existence of FAWEZA and SAFE in the district. In both schools SAFE was launched in 2002.

3.3 Study Population

The study population constituted 1100 people for both schools. Kabale Basic School had 500 while Lwitikila had 600. The population comprised head teachers, deputy head teachers, senior teachers, class teachers, SAFE overseers, SAFE members, and non SAFE pupils. Pupils who constituted the study population were those from Grades 8-12 because SAFE is confined to these grades.

3. 4 Sample Size and Sampling Method

The sample size of 110 was selected using the simple random sampling method. From Kabale Basic School, a sample size of 50 was selected while from Lwitikila Girls Secondary School, a sample size of 60 was selected. The two samples of 50 and 60 for Kabale and Lwitikila respectively, were 10% of each school study population of 500 and 600 respectively. The sampling frame was obtained from class lists/registers, staff lists and the SAFE attendance registers.

3.4.1 Kabale Basic sample size

Table 2 below shows the sample size for each of the seven categories that participated in the study. All the pupils in the sample were from Grades 8-9; and all grade and subject teachers in the sample were selected from those who handle Grades 8-9, because SAFE only gets its membership from those grades at basic school level. Both SAFE and non-SAFE members were also selected from Grades 8-9. The samples in the table were selected from the study population of 500 which was composed of SAFE club members, non-SAFE members who included school prefects, monitors/monitoresses and ordinary pupils (all from the upper grades- 8-9) plus the Head teacher, Deputy Head, Senior teachers for the upper, middle and lower sections and the grade and subject teachers, the SAFE Overseer, and SAFE Committee members, (Constituting school members of staff and some mothers, particularly those from the Back-to-Back)

TABLE 2: showing Kabale Basic School Sample size

Category	Sample Size		Actual Interviewed	
	No	%	No	%
Senior Administration	3	6	3	6
Middle Administration	3	6	3	6
Grade Teachers	8	16	8	16
Subject Teachers	8	16	8	16
SAFE Committee	6	12	6	12
SAFE Members	15	30	15	30
Non SAFE Members	7	14	7	14
TOTAL	50	100	50	100

Source: Field Data

3.4.2 Lwitikila Girls sample size

The samples in the table below were selected from the study sample of 600 which was composed of SAFE club members, non-SAFE members who included school prefects, monitoresses and ordinary pupils (all from grades- 8-12) plus the head teacher, deputy head, senior teacher, the heads of department who were in the middle management and the grade and subject teachers, the SAFE overseer, and SAFE committee members, (constituting school members of staff and parents most of whom were also involved in the Back-to-Back).

TABLE 3: showing Lwitikila Girls’ Sample Size

Category	Sample Size		Actual Interviewed	
	No	%	No	%
Senior Administration	3	5.0	3	5.0
Middle Administration	5	8.3	5	8.3
Grade Teachers	8	13.3	8	13.3
Subject Teachers	8	13.3	8	13.3
SAFE Committee	6	10.0	6	10.0
SAFE Members	20	33.3	20	33.3
Non SAFE Members	10	16.7	10	16.7
TOTAL	60	100	60	100

Source: Field Data

3.5 Frequency of the Respondents (refer to table 4)

SAFE members had the largest frequency of respondents of thirty-five of 110 (31.8%) and the parents (SAFE committee) had the smallest frequency of two of 110 (1.8%). The frequency was determined by the number that was found in each category. It therefore followed that the larger the number in each category, the higher was the frequency. The frequency of respondents is as presented in table 1.

TABLE 4: showing Frequency of Respondents

CATEGORY	KABALE BASIC SCHOOL		LWITIKILA GIRLS' SECONDARY SCH.			OVERALL	
	frequency	%	frequency	%		fx	%
SENIOR ADMIN.							
Head Teacher	1	2	1	1.7		2	1.8
D/head Teacher	1	2	1	1.7		2	1.8
Senior Teacher	1	2	1	1.7		2	1.8
MIDDLE ADMIN.							
Lower Sec. head	1	2	-	-		1	0.9
Middle Sec head	1	2	-	-		1	0.9
Upper Sec head	1	2	-	-		1	0.9
Lang.Dept. head	-	-	1	1.7		1	0.9
Maths. Dept head	-	-	1	1.7		1	0.9
Scie. Dept. head	-	-	1	1.7		1	0.9
Comm. Dept. head	-	-	1	1.7		1	0.9
Soc. Scie. Dept. head	-	-	1	1.7		1	0.9
GRADE TEACHERS							
Grade 8	4	8	1	1.7		5	4.5
Grade 9	4	8	1	1.7		5	4.5
Grade 10	-	-	2	3.3		2	1.8
Grade 11	-	-	2	3.3		2	1.8
Grade 12	-	-	2	3.3		2	1.8
SUBJECT TAECHERS							
English	2	4	2	3.3		4	3.6
Maths.	2	4	2	3.3		4	3.6
Scie	2	4	2	3.3		4	3.6
Commercials	2	4	2	3.3		4	3.6
SAFE COMMITTEE							
SAFE Over seer	1	2	1	1.7		2	1.8
Teachers	3	6	3	5.0		6	5.5
Pupils	1	2	1	1.7		2	1.8
Parents	1	2	1	1.7		2	1.8
SAFE MEMBERS							
Grade 8	7	14	1	1.7		8	7.3
Grade 9	8	16	3	5.0		11	10.0
Grade 10	-	-	4	6.7		4	3.6
Grade 11	-	-	5	8.3		5	4.5
Grade 12	-	-	7	11.7		7	6.4
NON SAFE MEMBERS							
Grade 8	3	6	2	3.3		5	4.5
Grade 9	4	8	2	3.3		6	5.5
Grade 10	-	-	2	3.3		2	1.8
Grade 11	-	-	2	3.3		2	1.8
Grade 12	-	-	2	3.3		2	1.8
TOTALS	50	100	60	100		110	100

Source: Field Data

3.5.1 Summary of respondents (refer to Table 5)

The data presented by the table below indicates that there were more female than male respondents. At Kabale, 60 percent of the total respondents were female and 40 percent were male; while at Lwitikila, 83.3 percent were female and only 16.7 were male.

TABLE 5: showing Summary of Respondents

Category	Kabale Basic School			Lwitikila Secondary		
	Totals	Males	Females	Totals	Males	Females
Senior Admin.	3	2	1	3	1	2
Middle Admin.	3	2	1	5	3	2
Grade Teachers	8	3	5	8	0	8
Subject Teachers	8	3	5	8	4	4
SAFE Committee	6	2	4	6	2	4
SAFE Members	15	5	10	20	-	20
Non-SAFE Members	7	3	4	10	-	10
Total Respondents	50	20	30	60	10	50
Percentage	100	40	60	100	16.7	83.3

Source: Field Data

3.6 Data Collection

3.6.1 Data Collection Techniques

The study employed the quantitative and the qualitative techniques. This was done so as to try and counteract known weaknesses in the use of only one type of technique. Information from both the primary and secondary sources provided material for analysis. For instance, data from interviews and Focus Group Discussions (FGDs) with management, teachers and SAFE members and other respondents provided some factual and background information about SAFE and also provided some in-depth information about challenges of the organisation in its bid to improve girls’ education. On the other hand, data such as that obtained from examination results, school and SAFE availed to the investigator enormously complemented the data obtained from the interviews and FGDs.

3.6.2 Primary Data Collection Instruments

The instruments that were employed in the study included the following:

- (a) Questionnaire (b) Interview Guide (c) Observation and (d) Focus Group Discussions (FDGs)

3.6.2.1 Questionnaire

The questionnaire was used to gather data from all the 110 respondents. Open and closed ended questions were designed. These were primarily aimed at gathering such data as the actual interventions that SAFE had put in place to improve girls' education at each of the two schools and how the interventions had improved girls' education at each of the two schools. The questionnaire was also aimed at getting information on the actual activities that the organisation was involved in and the impact those activities had had on girls' education. Responses from the respondents were compared with the school official written records such as school general reports, SAFE reports, pupils' academic records, minutes of official school meetings and so forth. There was a 100 percent response rate.

3.6.2.1.1 Pretest

The questionnaires for SAFE members and the non-SAFE members were pre-tested at Musakanya Basic and Chitulika High School. The two schools were particularly chosen because of the report from the Mpika District Education Board which indicated that the two schools were making remarkable progress in SAFE activities. Ten SAFE members and five non-SAFE members were interviewed from each school to determine the appropriateness of the questions in the questionnaire. The pre-test indicated that the questions were quite adequate. However, it also indicated that there was need to review the language in some cases so as to suit the level of the pupils especially those in Grades 8 and 9.

3.6.2.2 Interviews and the Interview Guide

Semi-structured in-depth interviews were conducted with key informants who included: the head teachers, deputy head teachers and senior teachers, SAFE overseers and two SAFE committee members. These interviews were aimed at eliciting factual information about SAFE and what these people deemed to have been the major improvements SAFE had brought about pertaining to girls' education to each of the

schools. This in other words was intended to collect detailed data about the operations of SAFE. The Interview Guide used contained the main themes of the subject matter. It was also aimed at getting the feelings, opinions and experiences of the senior administrative staff about SAFE and its effect on girl child education.

3.6.2.3 Focus Group Discussions (FGDs)

Four Focus Groups were formed with homogeneous groups of subject and Grade teachers; the school administration; SAFE members; and the non-SAFE members of each school. Interview Guides were used and the topics focused on the major activities and interventions of SAFE at each school. Themes that were explored by the FDGs included the following: the interventions SAFE was carrying out to improve girls' education; how interventions were contributing to the improvement of girls' education in terms of retention, academic achievement and assertiveness. The discussions of each group were recorded by the secretary while the facilitator for each group coordinated the group's activities. Aspects of change and/or improvements that had come about as a result of the interventions of SAFE were reviewed during the FDGs. Members of each group were allowed the freedom to explore the topics to as far as they could; giving their opinions, feelings and so forth, but these were done within the framework of the themes under discussion.

3.6.2.4 Observation

Observation was also employed in the study. During observation, the investigator took note of the participants' attitudes, feelings, preferences and so forth. The investigator also observed some SAFE members as they performed some of the SAFE activities. For example, the investigator observed some members when they were doing their baking, sewing, performing some drama and debates and when they were engaged in some literacy lessons with their parents.

3.6.3 Secondary Data

Official documents which included pupil's record cards, attendance registers, academic progress reports, school reports and SAFE reports were made available to the investigator. Relevant data extracted from these official documents was recorded, analysed and compared with questionnaire interview material.

Tape Recorders were used to record the responses from respondents during the personal and Focus Group Discussions. This was done with the consent of the respondents in question. Diaries and research note books were also used to record relevant data and any observable behaviour during the process of data collection.

3.6.4 Data Analysis

Data analysis was done both manually and by computer. By computer, the Statistical Package for Social Sciences (SPSS) was used. By employing these two methods, figures concerning pupils' enrolment, examination results and other statistics were computed and analysed.

CHAPTER FOUR

4.0 PRESENTATION OF FINDINGS (I)

4.1 Overview

Findings are presented in chapters four and five. Chapter four presents the following:

4.2 Findings on SAFE's membership and availability of the teaching staff.

4.3 Findings on SAFE's contribution to girls' academic achievement.

4.4 Findings on SAFE's financial and material support.

Findings are presented simultaneously for the two schools because the district SAFE committee used to come up with a uniform programme for the entire district and distributed the same to each of the SAFE schools in the district. However, SAFE for each school was free to make adjustments to the programmes to suit the needs and aspirations of the school. This was to be done within the context of the objectives of SAFE (District SAFE programme, 2003).

4.2 Findings on SAFE Membership and Availability of Teaching Staff

4.2.1 Kabale Basic School

Table 6 shows statistics of Kabale teaching staff by gender for the period 2002-2005.

The numbers include the administrative staff as well.

TABLE 6: showing Kabale Basic Teaching Staff 2002-2005

YEAR	Staff total	Staff total by gender		Staff percentage by gender	
		Female	Male	Female	Male
2002	19	9	10	47.4	52.6
2003	22	17	5	77.3	22.7
2004	28	23	5	82.1	17.9
2005	32	24	8	72.0	25.0

Source: Kabale Basic staff registers: 2002-2005

4.2.1.1 Availability of female teaching staff

The presence of female and male teachers at Kabale was as follows: In 2002, the school had 19 teachers of whom nine (47.4%) were female and 10 (52.4%) were male. In 2003, Kabale Basic had a total of 22 teachers, of whom 17 (77.3%) were female and five (22.7%) were male; In 2004 the number of teachers rose to 28, of whom 23 (82.1%) were female and five (17.9%) were male; In 2005 the number of teachers increased to 32, of whom 24 (75%) were female and eight (25%) were male.

4.2.1.2 Kabale Teacher Qualifications

According to the table below, in 2002, all the 19 teachers were certificate holders. In 2003 all the 22 teachers were certificate holders. In 2004, 22 of 28, (76.6%), were female and five of 28, (17.8%), male teachers were certificate holders; One of 28 (3.6%) female had a diploma qualification. In 2005, 20 of 32, (62.5%), female and five of 32, (15.6%), male teachers were certificate holders; three of 32, (9.4%), were female and two of 32, (6.3%), male teachers were diploma holders; One of 32, (3.1%), female and one of 32, (3.1%), male were degree holders. The statistics showed that there were more female teachers with the higher qualifications than their male counterparts, though the difference was very minimal.

TABLE 7: showing Kabale Teaching Staff Qualifications

YEAR	Total staff	CERTIFICATE		DIPLOMA		DEGREE	
		F	%	M	%	F	%
2002	19	9	47.4	10	52.6	Nil	-
2003	22	17	77.3	5	22.7	Nil	-
2004	28	22	76.6	5	17.8	1	3.6
2005	32	20	62.5	5	15.6	3	9.4

Source: Kabale Basic staff registers

4.2.1.3 Headship of Kabale Basic School; 2002-2005

In 2002 the head was male and the deputy was female, who acted as head teacher from the close of 2003 to the end of 2004, during the sickness and after the death of the male head teacher. In 2005 the new head teacher who was male was appointed to the school. Prior to the appointment of the new head teacher, the deputy head (who was female then) was a diploma holder while the head teacher (who was male) was a certificate holder. In 2005 both the new head teacher and deputy head were diploma holders. There were more female teachers during the years 2002 to 2005. These statistics also

show that female teachers were as well qualified as their male counterparts, and in some cases even better qualified than males. One of the most significant implications of this situation was that the presence of the female teachers who were in the majority acted as an inspiration to girls by showing them that females were also capable of attaining higher levels of qualifications and excelling just as much as males .

TABLE 8: showing Kabale Safe Membership, 2002-2005

YEAR	Upper Basic G8-9 Totals		SAFE Members By Gender		Percentages By Gender		OVERALL		
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	T	S	%
2002	117	123	8	12	6.8	9.8	240	20	8.3
2003	144	157	11	43	7.6	27.4	301	54	17.9
2004	168	184	15	57	8.9	31.0	352	72	20.5
2005	206	233	20	60	9.7	25.8	439	80	18.2

Source: SAFE membership lists and attendance register

Key: T= G8-9 Overall Totals; S=SAFE Members' Overall Totals

The table above shows that membership of the organisation grew from 20 of 240, (8.3%), upper basic pupil enrolment total in 2002 to 54 of 301, (17.9%), in 2003 and then increased to 72 of 352, (20.5%), in 2004. Membership increased to 80 of 439, (18.2%), upper basic enrolment total of 2005. The table also indicates that there had been more females than males in SAFE membership from 2002 to 2005.

4.2.1.4 Kabale Pupil Enrolment, 2002-2005

Corresponding to the large number of female teachers, there had also been a bigger number of female pupils than male pupils at Kabale Basic School from 2002 to 2005. For instance, in 2002, there was a total pupil population of 1,486 of whom 900 (60.6%) were girls and 586 (39.4%) were boys; In 2003, there was a total pupil population of 1,533, of whom 905 (59%) were girls and 630 (41%) were boys; In 2004, there was a total of 1,621, of whom 922 (56.9%) were girls and 699 (43.1%) were boys; In 2005, the total pupil population was 1,743 of whom 937 (53.8%) were girls and 806 (46.2%) were boys.

The corresponding number of female teachers to that of girls' enrolments at the school confirmed one of the factors advanced by the Ministry of Education that schools where there were larger numbers of female teachers or role models of females there were also likely to be correspondingly bigger numbers of female pupil participants (MoE, 2003).

Credit should be given to FAWEZA which vigorously campaigned for larger numbers of female teachers to be sent to that school before SAFE was introduced at the school. SAFE should also be commended for having joined the fight by continuing to lobby for more and more female teachers to be sent to the school so that those female teachers could continue acting as role models.

4.2.1.5 Kabale pupil enrolment and teacher availability in comparison with neighbouring basic schools.

Kabale is near to two other basic schools, Njanji and Malambwa. Njanji is a SAFE school, where SAFE was introduced in 2004. In 2003, Njanji had 10 teachers of whom six (60%) were male and four (40%) were female. In 2005, the school had a total of 14 teachers of whom ten (71.4%) were female and four (28.6%) were male. In 2003, before the introduction of SAFE, the total number of pupils was 864 of whom 374, (43.4%) were girls and 490 (56.7%) were boys. In 2005, there were a total of 1,124 pupils of whom 575 (51.2%) were girls and 549 (48.8%) were boys. Malambwa, on the other hand is not a SAFE school. In 2003, the school had a total of six teachers of whom two (33.3%) were female and four (66.7%) were male. In 2005, the school had nine teachers of whom three (33.3%) were female and six (66.7%) were male. The total number of pupils in 2003 was 683 of whom 461 (67.5%) were boys and 222 (32.5%) were girls

4.2.1.6 Implications of the comparison.

From the above statistics, at Njanji which is a SAFE school, there was an increase in the number of female teachers after the introduction of SAFE in the school from 2004-2005. There was also growth in the number of girls' enrolment. On the other hand, the male teacher and male pupil dominance at Malambwa which is not a SAFE school continued to exist from 2003 -2005.

4.2.2 Lwitikila Girls' Secondary School

Table 9 shows the statistics of the teaching staff by gender, that were available at the school from 2002-2005. The numbers include the administrative staff as well.

TABLE 9: showing Lwitikila Teaching Staff 2002-2005

YEAR	Staff total	Staff total by gender		Staff percentage by gender	
		Female	Male	Female	Male
2002	24	6	18	25	75.0
2003	25	7	18	28	72.0
2004	30	11	19	36.7	63.3
2005	29	9	20	31.0	69.0

Source: Lwitikila staff registers: 2002-2005

In 2002, there was a total of 24 teachers, of whom six (25%) were female and 18 (75%) were male; In 2003, the number of teachers increased to 25, in which 7(28%) were female and 18 (72%) were male; In 2004, the number rose to 30 comprising 11(36.7%) female and 19(63.3%) male; In 2005 the number reduced to 29, in which nine (31%) were female and 20(69%) were male.

4.2.2.1 Qualifications of the Teaching staff at Lwitikila

Table 10 shows the professional qualifications possessed by the teaching staff of Lwitikila during the years 2002-2005

TABLE 10: showing Lwitikila Teaching Staff Qualifications

YEAR	Total staff	CERTIFICATE		DIPLOMA		DEGREE	
		F %	M %	F %	M %	F %	M %
2002	24	1 4.2	2 8.3	4 16.7	16 66.7	1 4.2	Nil -
2003	25	Nil -	Nil -	6 24.0	18 72.0	1 4.0	Nil -
2004	30	Nil -	Nil -	9 30.0	18 60.0	2 6.6	1 3.3
2005	29	Nil -	Nil -	5 17.2	19 65.5	4 13.8	1 3.4

Source: Lwitikila staff registers

According to the table above, in 2002, of the 24 teachers, two male and one female were certificate holders; 16 male and four female were diploma holders and one female was a degree holder. In 2003, of the 25 teachers, six female and 18 male were diploma holders and one female was a degree holder. In 2004, of the 30 teachers, nine female and 18 male were diploma holders; two female and one male were degree holders. In 2005, of the 20 teachers, five female and 19 male were diploma holders; four female and one male were degree holders. The statistics show that there were more female than male teachers with degree qualifications. The school was dominated by male teachers from 2002-2005.

4.2.2.2 Lwitikila headship; 2002-2005

The school was from 2002 to 2005 headed by females and their deputies were males. The head teacher explained that the female headship of the school had greatly helped to role model the girls in a very special way. She observed that as far as she was concerned, a head teacher in any given school plays a very critical role in the modeling of pupils, because he/she holds a very key position of influence and responsibility. She further observed that being a girls’ school, it was appropriate for Lwitikila to be headed by a female head because according to her, a female head was in a better position to understand and effectively deal with the problems that affect female students. The head teacher revealed that in a situation like the one faced by Lwitikila, of having insufficient female teacher role models for the girls, it was necessary that the school got involved in training girls to serve as role models to their fellow girls. She concluded by indicating that it was in that vein that the school considered to have SAFE introduced since SAFE had as one of its objectives to train peer educators.

4.2.2.3 Lwitikila Girls’ SAFE Membership

SAFE membership increased from 32 of 545, (5.9%), girls’ school total in 2002, to 48 of 550, (8.7%), in 2003; then 62 of 569, (10.9%), in 2004; then 85 of 577, (14.7%), of the total girls in 2005. These statistics show that there was a steady increase in SAFE membership from 2002 to 2005. The statistics also show that there was as well a steady increase in the school total enrolment from 2002 to 2005.

TABLE 11: showing Lwitikila SAFE Membership

YEAR	ENROLMENT TOTALS	SAFE MEMBERSHIP	
	GRADES 8-12(Girls)	No	%
2002	545	32	5.9
2003	550	48	8.7
2004	569	62	10.9
2005	577	85	14.7

Source: Lwitikila SAFE membership lists and attendance Registers

4.2.2.4 Why SAFE membership kept growing in number at Kabale and Lwitikila

Firstly, there was an increased number of orphans and vulnerable children who considered SAFE to be a source of their material and psychosocial help. Other pupils were attracted by the academic interventions that SAFE had put in place, and which

were proving to be of great help to the girls who were associated with them. Other pupils were attracted by the activities that SAFE was using in their sensitisation campaigns, such as role plays, drama and others which helped girls to acquire such skill as self-esteem and self-awareness. Peer educators also played an important role in the dissemination of information ranging from sexuality, HIV/AIDS etc. to their fellow pupils which attracted them to join the organisation. Brighter girls especially those from poor families who could not afford to pay for their private tuitions joined SAFE so they could be helped in that respect. Besides, most of the needy girls who gained their sponsorship through SAFE were often committed to their pursuance of their educational goals. Most of the girls in that category exhibited academic excellence which was reflected in their termly, SAFE tests, and ultimately in the final examination results, which situation attracted other girls (District SAFE report, 2004).

4.3 Findings on SAFE's contribution to girls' Academic Achievement

4.3.1 Overview

One of FAWEZA's interventions through SAFE is to conduct tuitions and remedial teaching in Science, Mathematics and English in order to improve girls' achievement by increasing their chances to obtain full certificates at both the Grade 9 and 12 final examinations (FAWEZA, 2004). To encourage teachers involved in conducting tuitions FAWEZA pays allowances for lessons taught during tuitions conducted for two weeks during each school vacation. Teachers who give tuition are selected by the executive committee for the district. "Teachers selected should be associate members of FAWEZA and should have a proven record of producing good results in the subject area of their specialisation. Other non-FAWEZA members may be selected depending upon the discretion of the district executive" (FAWEZA, 2004).

4.3.2 District SAFE strategies for improving girls' final examination results

4.3.2.1 Conducting remedial lessons and tuitions

Remedial lessons were conducted twice a week at each of the two schools. These meetings were held on Mondays and Fridays, and Wednesdays and Fridays at Kabale

and Lwitikila respectively, during the course of the school term. Teachers who volunteered to offer to help in the remedial lessons during the course of the school term were given a token of appreciation in kind or monetary form from the proceeds raised by SAFE. Remedial lessons were conducted to help girls who were weak in Science and Mathematics, and attendance was open to both SAFE and non- SAFE members. On the other hand, tuitions were conducted during the vacations to help prepare girls for their final examinations. The lessons were supplemented by the exhibition of skills such as self- awareness, assertiveness, leadership skills and others acquired during their routine SAFE activities.

4.3.2.2 Conducting extra tests

SAFE prepared and administered its own extra preparatory tests on its members and in that respect made its own independent academic assessment. Girls were examined and assessed in English, Science and Mathematics, once, termly. These tests and assessments were aimed at supplementing the routine school academic assessments done through the conducting of school termly examinations. Apart from administering independent examinations, SAFE regularly held academic debates, quizzes and other competitive activities in English, Science and Mathematics. SAFE also organized inter-school academic competitions at the district level. SAFE members and other girls who excelled were allowed to compete in the provincial SAFE academic competitions. SAFE members who excelled at provincial level were finally selected to compete in the national SAFE academic competitions that are organised and sponsored annually by FAWEZA, the mother body (Kabale/Lwitikila SAFE reports, 2002-2005).

4.3.2.3 Tuition Methodologies

Methods used during the tuition sessions were more interactive than the normal lessons conducted in the classroom situation. One of the characteristics of the tuition sessions was in the small nature of the groups of girls in examination classes who were involved in tuition. This situation made academic interaction between girls themselves and their teachers more meaningful. Teachers had more time to attend to individual girls than in the ordinary classroom situation. It was to the girls' advantage to meet girls from other schools with whom they shared their ideas and academic experiences. The scenario of bringing girls from different schools together for academic purposes made them highly

competitive since they wanted to prove themselves as worthy representatives of their respective schools.

4.3.2.4 Female teacher participation

Most of the teachers participating in that academic venture were females. This situation afforded girls great freedom to share their academic problems with the female teachers. Thus, the learning environment presented to the girls in this respect was very conducive especially for the preparation of their examinations when they required greater attention from their teachers.

4.3.3 Attendance at the vacation tuitions

Attendance to vacation tuition sessions were restricted to pupils who were preparing for their final examinations. However, depending on the recommendations of the school SAFE committee in collaboration with the district SAFE committee, girls who were in Grades 8 and 11 were recommended to attend the tuition sessions if their academic performance were deemed to be of a desirable standard. Girls who were found to be weak in Science and Mathematics were allowed to attend remedial lessons which were organised during the course of the school calendar. Both remedial and tuition sessions were open to members and non- SAFE members who were experiencing problems in Science and Mathematics. Below is the table showing the number of SAFE and non-SAFE members who attended tuition sessions from 2002-2005.

TABLE 12: showing vacation tuition attendance, 2002-2005

Year	Category	Term 1		Term 2		Term 3		Average	
		No	%	No	%	No	%	No	%
2002	SAFE	35	77.8	35	74.5	38	73.1	36	75.0
	Non-SAFE	10	22.2	12	25.5	14	26.9	12	15.0
2003	SAFE	40	72.7	45	75.0	46	74.2	44	74.6
	Non-SAFE	15	27.3	15	15.0	16	25.8	15	25.4
2004	SAFE	52	74.3	55	73.3	60	72.3	56	73.7
	Non-SAFE	18	25.7	20	26.7	23	27.7	20	26.3
2005	SAFE	63	70.8	68	68.7	72	71.3	68	70.1
	Non-SAFE	26	29.2	31	31.3	29	28.7	29	29.9

Source: District SAFE Tuition Attendance Registers 2002-2005

According to table 12, in 2002, on average, 48 girls attended the sessions. This comprised 36 (75%) SAFE and 12 (15%) non- SAFE members. In 2003, 59 girls on average attended the sessions. This comprised 44 (74.6%) SAFE and 15 (25.4%) non-SAFE members. In 2004, on average, 76 girls attended the sessions 56 (73.7%), were

SAFE and 20 (26.3%) were non-SAFE members. In 2005, on average, 97 girls comprising 68 (70%) SAFE and 29 (29.9%) non-SAFE members attended the sessions.

4.3.4 Performance in Mathematics, Science and English in relation to SAFE

Various views were advanced by the school staff concerning the academic results with regard to girls in connection with SAFE’s academic interventions. Responses from respondents were as follows: (A) 36 of 54, (66.2%), staff who consisted of eight administrative staff; 11 grade teachers; nine subject teachers and eight SAFE mentors said that tuitions and remedial work that SAFE used to conduct in Mathematics, Science and English on SAFE girls and others contributed to the improved academic performance of these girls. On the other hand, (B) eight of 54, (14.9%), who comprised two administrative staff, three grade teachers and three subject teachers said that tuitions and remedial work that SAFE used to conduct in Mathematics, Science and English on SAFE girls and others did not contribute to the improved academic performance of these girls. (C) Ten of 54, (18.5%), who comprised four administrative staff, two grade teachers and four subject teachers said that it was not possible to tell whether or not tuitions and remedial work that SAFE used to conduct in Mathematics, Science and English on SAFE girls and others could have contributed to the improved academic performance of these girls.

TABLE 13: showing perceptions on SAFE’s interventions on academic achievement

View	Admin. staff		Grade teachers		Subject teachers		SAFE mentors	
	No	%	No	%	No	%	No	%
A	8	14.8	11	20.4	9	16.6	8	14.8
B	2	3.7	3	5.6	3	5.6	Nil	-
C	4	7.4	2	3.7	4	7.4	Nil	-
Totals	14	25.9	16	29.7	16	29.6	8	14.8

Source: Field data

4.3.4.1 Comment on the perceptions

The largest number of the respondents was of the view that SAFE’s academic interventions had greatly helped the girls to improve their performance. A large number of these included the staff that were directly involved with the girls’ academic performance..

4.3.5 Grade 9 and 12 examination results analyses in relation to SAFE

4.3.5.1 Overview

This part of the section gives the analyses of the results of each of the two schools in English, Mathematics and Science. The aim of this is to find out how effective the academic interventions of SAFE were in helping to improve girls' performance in English, Mathematics and Science.

4.3.6 Grade 9 analyses

4.3.6.1 Kabale Basic School Grade 9; 2002-2005 (refer to table 14)

English: In 2002, of the 33 girls who obtained higher grades in the subject, eight were SAFE girls, and all the 11 SAFE girls who sat for the subject passed the subject. In 2003, of the 14 who obtained higher grades, seven were SAFE girls. 26 SAFE girls sat for the examinations and all of them passed the subject. In 2004, of the 40 who obtained higher grades in the subject, 24 were SAFE girls. Of the 13 who got Grade One, eight were SAFE girls. All the 38 SAFE girls who sat for the subject passed. In 2005, of the 22 who got higher grades, 12 were SAFE girls. All the 50 SAFE girls who sat for the subject passed.

Mathematics: In 2002, of the eight who got higher grades, four were SAFE members. Of the three who got Grade One, one was a SAFE member. All the 11 SAFE members who sat for the subject passed. In 2003, of the 19 who obtained higher grades, 10 were SAFE members. Of five who got Grade One, three were SAFE members. All 26 SAFE members who sat for the subject passed. In 2004, of the eight who obtained higher grades, six were SAFE members, and six SAFE members got Grade One, which were the only two Grade One scores that year. Of the 38 SAFE members who sat for the examinations, one failed. In 2005, of the 27 who obtained higher grades, 14 were SAFE members. Of the 12 who got Grade One, six were SAFE pupils. Two of the 50 SAFE pupils who sat for the subject failed.

Science: In 2002, of the 21 who obtained higher grades, 13 were SAFE pupils. Of the eight who got Grade One, three were SAFE pupils. All the 11 pupils who sat for the subject passed. In 2003, of the 19 who obtained high grades, 10 were SAFE pupils. All the 26 SAFE pupils who sat for the subject passed. Five of eight who got Grade One

were SAFE pupils. In 2004, of the 21 who obtained higher grades, 13 were SAFE pupils, and of 12 who got Grade One, seven were SAFE pupils. All the 38 SAFE pupils who sat for the subject passed. In 2005, of the 30 who obtained higher grades, 20 were SAFE pupils. Of the nine who obtained Grade One, four were SAFE pupils. Two of the 50 SAFE pupils who sat for the subject failed. These statistics are as presented in the tables below:

4.3.6.2 Lwitikila Girls Secondary Grade 9; 2002-2005 (refer to table 15)

English: In 2002, of the 65 who obtained higher grades, 12 were SAFE members. Of the 12 who got Grade One, eight were SAFE members. All the 12 SAFE girls who sat for the subject passed. In 2003, of the 97 who obtained higher grades, 16 were SAFE members. Of the 10 who got Grade One, six were SAFE pupils, and as SAFE girls who sat for the subject passed. In 2004, of the 103 who obtained higher grades, 20 were SAFE girls. Of the 42 who obtained Grade One, 15 were SAFE pupils, and all the 21 SAFE girls who sat for the subject passed. In 2005, of the 106 who obtained higher grades, 32 were SAFE members; and of the 46 who obtained Grade One, 28 were SAFE girls. All the 36 SAFE girls passed the subject.

Mathematics: In 2002, of the 16 who obtained higher grades, ten were SAFE girls. Of the seven who obtained Grade One, five were SAFE girls. All the 12 SAFE girls who sat for the subject passed. In 2003, Of the 25 who obtained higher grades, 14 were SAFE girls. Of the six who obtained Grade One, four were SAFE girls and all the 16 SAFE girls who sat for the subject passed. In 2004, of the 27 who obtained higher grades, 16 were SAFE girls. Of nine who got Grade One, five were SAFE girls. One of the 21 SAFE girls failed the subject. In 2005, of the 39 who obtained higher grades, 30 were SAFE girls, and of the six who obtained Grade One, three were SAFE girls. All the 36 SAFE girls who sat for the subject passed.

Science: In 2002, of the 34 who obtained higher grades, 11 were SAFE girls, and one who obtained the only Grade One in the subject was a SAFE girl. In 2003, of the 49 who obtained higher grades, 14 were SAFE girls, and the four who obtained Grade One, three were SAFE girls. All the 16 SAFE girls who sat for the subject passed. In 2004, of the 54 who obtained higher grades, 17 were SAFE girls, and of the 14 who got Grade One, nine were SAFE girls. All the 21 SAFE girls who sat for the subject passed.

In 2005, of the 69 who obtained higher grades, 29 were SAFE girls, and of the 12 who obtained Grade One, seven were SAFE girls. All the 36 SAFE girls who sat for the subject passed. The statistics are as presented in table 15.

4.3.7 Grade 12 Subject Analyses in relation to SAFE

4.3.7.1 Lwitikila Girls Secondary; 2002-2005 (refer to table 16)

English: In 2002, of six who obtained Grade One, four were SAFE girls. All the 13 SAFE girls who sat for the subject passed. In 2003, of the 20 who got higher grades, ten were SAFE girls. Of the three who obtained Grade One, one was a SAFE girl. All the 15 SAFE girls who sat for the subject passed. In 2004, of the seven who obtained higher grades, four were SAFE girls. Of the three who got Grade One, one was a SAFE girl. All the 19 SAFE girls who sat for the subject passed. In 2005, of the 35 who obtained higher grades, 16 were SAFE girls. Of the 15 who obtained Grade One, eight were SAFE girls. All the 26 SAFE candidates passed the subject.

Mathematics: In 2002, of seven who obtained higher grades; two were SAFE girls. All the 13 SAFE candidates passed the subject. In 2003, of the six who obtained higher grades, two were SAFE girls. All the 15 SAFE candidates passed the subject. In 2004, of the three who obtained higher grades, one was a SAFE girl. All the 19 SAFE candidates passed the subject. In 2005, of the 10 who obtained higher grades, five were SAFE girls. Of five who obtained Grade One, one was a SAFE girl. Two of the 26 SAFE girls failed the subject.

Science: In 2002, all the 13 SAFE candidates passed the subject although none of them got a Grade One or Two. In 2003, of the two who obtained higher grades, one was a SAFE girl. All the 15 SAFE candidates passed the subject. In 2004, of the six who obtained higher grades, three were SAFE girls. One of the 19 SAFE candidates failed the subject. In 2005, of the 30 who obtained higher grades, 14 were SAFE girls. All the 26 candidates passed the subject. The statistics are as given in table 16.

4.3.8 Implication of subject analyses in relation to SAFE

At both Grade 9 and 12 final examinations, the statistics had shown that among those who obtained higher grades in Mathematics, Science and English from 2002-2005,

SAFE members constituted a big number and in most cases obtained the highest scores in Mathematics and Science. This implied that SAFE members were among the most highly competitive candidates in the core subjects at each of the two schools. However, there were relatively smaller numbers of SAFE candidates who sat for the examinations.

4.3.8.1 Reasons given for the subject results in relation to SAFE

English: Lwitikila School had put in place a rule for all pupils to use English at all times as a means of communication which helped girls to be conversant with the language and contributed to good results in the subject. Drama, debates, poetry and public speaking that SAFE girls were frequently engaged in gave them a practical grip on the language. At Kabale basic, similar measures were introduced but they only worked better with the upper than the middle section. These were some of the factors which contributed to the SAFE girls' comparatively better performance in the subject than most non SAFE members (Lwitikila/Kabale SAFE academic reports, 2002-2005).

Science and Mathematics: Specific interventions that SAFE introduced of giving extra tuitions and remedial work to SAFE pupils in Science and Mathematics had positively impacted on the members, and this was evidenced in their comparatively better performance in the two subjects. During the vacation tuitions, girls were exposed to Science practicals and tests in both Science and Mathematics which gave girls a very good preparatory environment for their final examinations.

TABLE 14: showing Kabale Grade 9 Results Analyses by subject, 2002–2005

		2	0	0	2			
Subject	Entered	Sat	Absent	G	R	A	D	E
ENGLISH				ONE	TWO	THREE	FOUR	FAIL
No	137	129	8	15	18	28	46	22
%	100	94.2	5.8	11.6	14	21.7	35.7	17.1
SAFE No	11	11	0	8	3	-	-	-
Pupils %	8	8.5	0	6.2	2.3	-	-	-
MATHS	137	129	8	3	5	11	31	79
%	1.8	94.2	5.8	2.3	3.9	8.5	24.0	61.2
SAFE No	11	11	0	1	3	6	1	0
Pupils %	8	8.5	0	0.8	2.3	4.6	0.8	0
SCIENCE	137	129	8	8	13	21	51	36
%	100	94.2	5.8	6.2	10.1	16.3	39.5	27.9
SAFE No	11	11	0	3	6	2	-	-
Pupils %	8	8.5	0	2.3	4.7	1.6	-	-
		2	0	0	3			
Subject	Entered	Sat	Absent	G	R	A	D	E
ENGLISH				ONE	TWO	THREE	FOUR	FAIL
No	143	140	3	11	22	45	37	25
%	100	97.9	2.1	7.9	15.7	32.1	24.3	26.4
SAFE	26	26	0	7	13	4	2	-
Pupils								
%	18.2	18.6	0	5	9.3	2.9	1.4	-
MATHS	143	140	3	5	14	22	28	71
%	100	97.9	2.1	3.6	10	15.7	20	50.7
SAFE No	26	26	0	3	7	13	3	0
Pupils %	18.2	18.6	0	2.2	5	9.3	2.1	0
SCIENCE	143	140	3	8	11	36	47	38
%	100	97.9	2.1	5.7	7.9	25.7	33.6	27.1
SAFE No	26	26	0	5	5	13	3	0
Pupils %	18.2	18.6	0	3.6	33.6	9.3	2.1	0

Source: Kabale Basic Grade 9 Results Analyses, 2002 - 2005

TABLE 14 (continued)

			2	0	0	4		
Subject	Entered	Sat	Absent	G	R	A	D	E
ENGLISH				ONE	TWO	THREE	FOUR	FAIL
No	177	167	10	13	27	50	54	23
%	100	94.4	5.5	7.8	16.2	29.9	32.3	13.8
SAFE No	39	38	1	8	16	11	3	-
Pupils %	22	22.6	10	4.8	9.6	6.6	1.8	-
MATHS	177	167	10	2	6	11	62	86
%	100	94.4	5.6	1.2	3.6	6.6	37.1	51.5
SAFE No	39	38	1	2	4	7	22	1
Pupils %	22	22.6	10	1.2	2.4	4.2	13.2	0.6
SCIENCE	177	167	10	12	9	24	63	59
%	100	94.4	5.6	7.2	5.4	14.4	37.7	35.3
SAFE No	39	38	1	7	6	18	6	-
Pupils %	22	22.6	10	4.2	3.6	10.7	3.6	-
		2	0	0	5			
Subject	Entered	Sat	Absent	G	R	A	D	E
ENGLISH				ONE	TWO	THREE	FOUR	FAIL
No	242	239	3	19	39	61	77	43
%	100	98.8	1.2	7.9	16.3	25.5	32.2	18
SAFE No	50	50	0	12	21	12	5	-
Pupils %	20.7	20.9	0	5	8.8	4.8	2.6	-
MATHS	242	239	3	12	14	65	55	93
%	100	98.8	1.2	5.0	5.9	27.2	23.0	38.9
SAFE No	50	50	0	6	8	27	7	2
Pupils %	20.7	20.9	0	2.5	3.3	11.3	2.9	0.8
SCIENCE	242	239	3	9	21	63	80	66
%	100	98.8	1.2	3.8	8.8	26.4	33.5	27.6
SAFE No	50	50	0	4	16	23	7	2
Pupils %	2.7	20.9	0	6.7	9	3.1	2.9	0.8

Source: Kabale Basic Grade 9 Results Analyses, 2002 - 2005

TABLE 15: showing Lwitikila Grade 9 Results Analyses by Subject 2002-2005

			2	0	0	2			
Subject	Entered	Sat	Absent	G	R	A	D	E	
ENGLISH				ONE	TWO	THREE	FOUR	FAIL	
No	116	113	3	12	53	29	12	7	
%	100	97.4	2.6	10.6	46.9	54.7	10.6	6.2	
SAFE No	12	12	0	8	4	-	-	-	
Pupils %	10.3	10.6	0	7.1	3.5	-	-	-	
MATHS	116	113	3	7	9	9	25	63	
%	100	97.4	2.6	6.2	7.9	7.9	22.1	55.8	
SAFE No	12	12	0	5	5	2	-	-	
Pupils %	10.3	10.6	0	4.4	4.4	1.8	-	-	
SCIENCE	116	113	3	1	33	37	20	22	
%	100	97.4	2.6	0.9	29.2	32.7	17.7	19.5	
SAFE No	12	12	0	1	10	1	-	-	
Pupils %	10.3	10.6	0	0.9	8.8	0.9	-	-	
			(Table	15contd.)					
			2	0	0	3			
Subject	Entered	Sat	Absent	G	R	A	D	E	
ENGLISH				ONE	TWO	THREE	FOUR	FAIL	
No	162	158	4	10	87	35	22	4	
%	100	97.5	2.5	6.3	55.1	22.2	13.9	2.5	
SAFE No	16	16	0	6	9	1	-	-	
Pupils %	9.9	10.1	0	3.8	5.7	0.6	-	-	
MATHS	162	158	4	6	19	18	20	95	
%	100	97.5	2.5	3.8	12	11.4	12.7	60.1	
SAFE No	16	16	0	4	9	4	1	-	
Pupils %	9.9	10.1	0	2.5	5.7	2.5	0.6	-	
SCIENCE	162	158	4	4	45	41	35	33	
%	9.9	10.1	2.5	2.5	28.5	25.9	22.2	20.9	
SAFE No	16	16	0	3	11	2	-	-	
Pupils %	9.9	10.1	0	1.9	7	4.9	-	-	

Lwitikila Girls' Grade 9 Results Analyses Report, 2002 - 2005

TABLE 15 (Continued)

			2	0	0	4		
Subject	Entered	Sat	Absent	G	R	A	D	E
ENGLISH.				ONE	TWO	THREE	FOUR	FAIL
No	167	166	1	42	61	27	28	8
%	100	99.4	0.6	25.3	36.7	16.3	16.9	4.8
SAFE	21	21	0	15	4	1	-	-
Pupils	12.6	12.6		9.0	6.6	4.5	-	-
MATHS.	167	166	0	9	28	24	31	74
%	100	99.4		5.4	16.9	14.5	18.7	44.6
SAFE	21	21	0	5	9	5	-	1
Pupils %	12.6	12.6		3.0	5.4	3.0	-	0.6
SCIENCE.	167	166	1	14	40	36	42	34
%	100	99.4	0.6	8.4	24.1	21.7	25.3	20.5
SAFE	21	21	1	9	8	3	-	-
Pupils	12.6	12.6	0.6	5.4	4.8	1.7	-	-
			2	0	0	5		
Subject	Entered	Sat	Absent	G	R	A	D	E
ENGLISH.	Entered	Sat	Absent	ONE	TWO	THREE	FOUR	FAIL
No	131	128	3	46	60	12	7	3
%	100	97.7	2.3	35.9	46.9	9.4	5.5	2.3
SAFE	36	36	0	28	4	4	-	-
Pupils	27.5	28.1	0	21.9	3.1	3.1	-	-
MATHS	131	128	3	6	33	30	26	33
%	100	97.7	2.3	4.7	25.8	23.4	20.3	25.8
SAFE	36	36	0	3	26	6	1	-
Pupils %	27.5	28.1	0	2.3	20.3	4.7	0.8	-
SCIENCE.	131	128	3	12	57	30	17	12
%	100	97.7	2.3	9.4	44.5	23.4	13.3	9.4
SAFE	36	36	0	7	22	7	-	-
Pupils	27.5	28.1	0	5.5	17.2	5.5	-	-

Source: Lwitikila Girls Results Analyses Reports, Grade 9, 2002 – 2005

TABLE 16: showing Lwitikila Grade 12 Analyses by Subject, 2002-2005

		2	0		0		2					
Subject	Entered	Sat	Absent	G	R	A	D	E	S			
ENGLISH				One	Two	Three	Four	Five	Six	Seven	Eight	Nin
No	80	77	3	0	6	27	4	11	14	13	2	0
%	100	96.3	3.8	0	7.8	35.1	5.2	14	18.2	16.8	2.6	0
SAFE No	13	13	0	0	4	6	3	-	-	-	-	-
Pupils %	16.3	16.9	0	0	5.2	7.8	3.9	-	-	-	-	-
MATHS	80	76	4	3	1	5	3	2	9	17	36	-
%	100	95	5	3.9	1.3	6.5	3.9	2.6	11.8	22.4	47.4	-
SAFE No	13	13	0	2	0	3	2	2	4	-	-	-
Pupils %	16.3	17.1	0	2.6	0	3.9	2.6	2.6	5.2	-	-	-
SCIENCE	80	75	5	0	1	7	1	3	16	10	11	26
%	100	93.8	6.3	0	1.3	9.3	1.3	4	20.6	13.3	14.7	34
SAFE No	13	13	0	0	0	6	0	1	-	-	-	-
Pupils %	16.3	17.3	0	0	0	8	0	1.3	-	-	-	-
			Table	16	Contd.							
		2		0		0		3				
Subject	Entered	Sat	Absent	G	R	A	D	E	S			
ENGLISH				One	Two	Three	Four	Five	Six	Seven	Eight	Nin
No	78	76	2	3	17	32	10	4	8	2	0	0
%	100	97.4	2.6	3.9	22.4	42.1	5.3	11	2.6	0	0	0
SAFE No	15	15	0	1	9	3	2	-	-	-	-	-
Pupils %	19.2	19.7	0	1.3	11.8	3.9	2.6	-	-	-	-	-
MATHS	78	76	2	4	2	9	5	3	8	6	8	31
%	100	97.4	2.6	5.3	2.6	11.8	6.6	3.9	10.5	7.9	10.5	40.8
SAFE No	15	15	0	2	2	4	3	2	2	-	-	-
Pupils %	19.2	19.7	0	2.6	2.6	5.2	4	2.6	2.6	-	-	-
SCIENCE	78	76	2	0	8	14	10	3	6	14	7	14
%	100	97.4	2.6	0	10.5	18.4	13.2	3.9	7.9	18.4	9.2	18.4
SAFE No	15	15	1	0	4	6	3	1	-	-	-	-
Pupils %	19.2	19.7	1.3	0	5.2	7.9	4	1.3	-	-	-	-

Source: Lwitikila Girls' Grade12 Results Analyses, 2002 -2005

TABLE 16 (Continued)

		2		0	0	4						
ENGLISH	Entered	Sat	Absent	G	R	A	D	E	S			
				One	Two	Three	Four	Five	Six	Seven	Eight	Nine
No	79	79	0	3	4	15	15	13	14	14	1	0
%	100	100	0	3.8	5.1	19	19	16.5	17.7	17.7	1.3	0
SAFE No	19	19	0	1	3	9	4	1	1	-	-	-
Pupils %	24.1	24.1	0	1.3	3.8	11.4	5.1	1.3	1.3	-	-	-
MATHS	79	79	0	3	0	5	2	2	2	7	12	46
%	100	100	0	3.8	0	6.3	2.5	2.5	2.5	8.9	15.2	58.2
SAFE No	19	19	0	1	0	3	2	2	2	5	4	-
Pupils %	24.1	24.1	0	1.3	0	3.8	2.5	2.5	2.5	6.4	6.3	-
SCIENCE	79	79	0	3	3	11	1	6	13	16	9	17
%	100	100	0	3.8	3.8	13.9	1.3	7.6	16.4	20.3	11.4	21.5
SAFE No	19	19	0	0	3	9	0	4	2	1	-	-
Pupils %	24.1	24.1	0	0	3.8	11.4	0	5.1	2.5	1.3	-	-
			Table	16	Contd.							
		2		0	0		5					
ENGLISH	Entered	Sat	Absent	G	R	A	D	E	S			
				One	Two	Three	Four	Five	Six	Seven	Eight	Nine
No	83	82	1	15	20	34	5	2	3	3	0	0
%	100	98.8	1.2	18.3	24.4	41.5	6.1	2.4	3.7	3.7	0	0
SAFE	26	26	0	8	8	6	2	0	2	-	-	1
Pupils	31.3	31.7	0	9.8	9.8	7.3	2.4	0	2.3	-	-	1.3
MATHS	83	82	1	5	5	16	9	4	10	6	4	23
%	100	98.8	1.2	6.1	6.1	19.5	11	4.9	12.2	7.3	4.9	28.0
SAFE No	26	26	0	1	4	7	5	2	5	-	-	2
Pupils %	31.3	31.7	0	1.2	4.9	8.5	6.1	2.5	6.1	-	-	2.4
SCIENCE	83	82	1	15	15	17	3	6	10	6	5	5
%	100	98.8	1.2	18.3	18.3	20.7	3.7	7.3	12.2	7.3	6.1	6.1
SAFE No	26	26	0	8	6	11	1	-	-	-	-	-
Pupils %	31.3	31.8	0	9.9	7.3	13.4	1.2	-	-	-	-	-

Source: Lwitikila Girls' Grade 12 Results Analyses, 2002-2005

4.3.9 Comparison of results for 2000/2001 and 2002/2003, in relation to SAFE

4.3.9.1 Overview

This part of the section compares examination results in English, Mathematics and Science for the years 2000/2001 and 2002/2003. For comparative reasons, only scores of Grades One and Two were considered and were treated as higher grades. This comparison was aimed at trying to find out whether SAFE’s interventions contributed to the girls’ performance by examining girls’ results before SAFE was introduced in each of the two schools.

TABLE 17: showing Kabale Grade 9 Results Analyses by Subject, 2000-2001

			2	0	0	0		
Subject	Entered	Sat	Absent	G	R	A	D	E
ENGLISH				ONE	TWO	THREE	FOUR	FAIL
No	87	83	4	2	11	10	19	41
%	100	95.4	4.6	2.4	13.3	12.0	22.9	49.4
MATHS								
No	87	83	4	0	1	3	16	63
%	100	95.4	4.6		1.2	3.6	19.3	75.9
SCIENCE								
No	87	83	4	0	2	9	21	51
%	100	95.4	4.6		2.4	10.8	25.3	61.4
			2	0	0	1		
ENGLISH								
No	103	97	6	1	9	6	23	58
%	100	94.2	5.8	1.0	9.3	6.2	23.7	59.8
MATHS								
No	103	97	6	0	0	3	28	66
%	100	94.2	5.8			3.1	29.9	68.0
SCIENCE								
No	103	97	6	1	1	7	18	70
%	100	94.2	5.8	1.0	1.0	7.2	18.6	72.2

Source: Kabale Basic Grade 9 Results Analyses, 2000 – 2001

Table 17 shows the statistics as follows:

English: In 2000, a total of 13 of 83, (15.7%), candidates got higher grades in the subject, while in 2001; ten of 79, (10.3%), got high grades. Of the 23 who got higher grades in 2000 and 2001, six were girls and 17 were boys. In 2002, 33 of 129, (25.6%), obtained higher grades in the subject and of the 33, 11 were SAFE members. There were only 11 SAFE candidates for the subject in that year. In 2003, 33 of 140, (23.6%), obtained higher grades in the subject and of these, 20 were SAFE members. All SAFE candidates passed the subject.

Mathematics: In 2000, only one of 83, (1.2%), got a higher grade. The candidate who got the higher grade was a boy. In 2001, none of the 79 candidates got either grade One or Two. On the other hand, in 2002, eight of 129, (6.2%), obtained higher grades and of the eight, four were SAFE members. In 2003, 19 of 140, (13.6%), got higher grades, and 10 of the 19 were SAFE members.

Science: In 2000, two of 83 (2.4%) obtained higher grades; while in 2001, 10 of 79, (12.7%), obtained higher grades. Of the 12 who got higher grades in 2000 and 2001, three were girls and nine were boys. On the other hand, in 2002, 21 of 129, (16.3%), got higher grades. Of the 21 who obtained higher grades, nine were SAFE pupils. In 2003, 19 of 140, (13.6%), got higher grades. 10 of those who obtained higher grades were SAFE pupils.

4.3.9.2 Lwitikila Girls-Grade 9 results- Comparison; 2000-2001 (refer to table 18)

English: In 2000, 27 of 98, (27.5%), obtained higher grades. In 2001, 49 of 101, (48.5%), got higher grades. On the other hand, in 2002, 65 of 113, (57.5%), got higher grades. Of the 65 who got higher grades, 12 were SAFE girls who were the only SAFE candidates for the subject in that year. In 2003, 97 of 158, (61.4%), obtained higher grades. 16 of the 97 candidates with higher grades were SAFE girls.

Mathematics: In 2000, 4 of 98, (4.1%), obtained higher grades. In 2001, four of 101, (3.8%), obtained higher grades. On the other hand in 2002, 16 of 113, (14.1%), got higher grades. Of the 16 who got higher grades, 10 were SAFE girls. In 2003, 25 of 158, (15.8%), got higher grades. Of the 25 who got higher grades, 14 were SAFE girls.

Science: In 2000, 7 of 98, (7.1%), obtained higher grades. In 2001, 8 of 101, (7.9%), got higher grades. On the other hand, in 2002, 34 of 113 (30.1%) obtained higher grades and of those who got higher grades, 11 were SAFE girls. In 2003, 49 of 158, (31%), got higher grades. Of the 49 with higher grades, 14 were SAFE girls.

TABLE 18: showing Lwitikila Grade 9 Results Analyses by Subject, 2000-2001

			2	0	0	0			
Subject	Entered	Sat	Absent	G	R	A	D	E	
ENGLISH				ONE	TWO	THREE	FOUR	FAIL	
No	98	98	0	5	22	34	27	10	
%	100	100		5.1	22.4	34.7	27.6	10.2	
MATHS									
No	98	98	0	1	3	6	14	74	
%	100	100		1.0	3.1	6.1	14.3	75.5	
SCIENCE									
No	98	98	0	1	6	18	25	48	
%	100	100		1.0	6.1	18.4	25.5	49.0	
			2	0	0	1			
ENGLISH									
No	103	101	2	8	41	29	15	8	
%	100	98.1	1.9	7.9	40.6	28.7	14.9	7.9	
MATHS									
No	103	101	2	1	3	10	14	73	
%	100	98.1	1.9	0.9	2.9	9.9	13.9	72.3	
SCIENCE									
No	103	101	2	2	6	23	19	51	
%	100	98.1	1.9	2.0	5.9	22.8	18.8	50.5	

Source: Lwitikila Grade 9 Results Analyses, 2000 – 2001

4.3.9.3 Lwitikila Grade 12 results analyses-Comparison 2000-2001 (Table19)

English: In 2000, seven of 72, (9.7%), candidates got higher grades. In 2001, none of the 72 got either a Grade One or Two. In 2002, six of 77, (7.8%), got higher grades. Of the six who got higher grades, four were SAFE girls. In 2003, 20 of 76, (26.3%), got higher grades. Of the 20 who got higher grades, 10 were SAFE girls.

Mathematics: In 2000 and 2001, none of 72 candidates obtained higher grades. In 2002, four of 76, (5.2%), obtained higher grades. Of the four, two were SAFE pupils. In 2003, 6 of 76, (7.9%), got Grade One. Of the six, two were SAFE pupils.

Science: In 2000, three of 72, (4.1%), obtained higher grades. In 2001, one of 75, (1.3%), obtained a higher grade. In 2002, one of 75, (1.3%), got a higher grade. In 2003, eight of 76, (10.5%), obtained higher grades. Of the seven, four were SAFE girls.

TABLE 19: showing Lwitikila Grade 12 Analyses by Subject, 2000-2001

	2			0			0			0		
ENGLISH	Entered	Sat	Absent	G	R	A	D	E	S			
				1	2	3	4	5	6	7	8	9
No	74	72	2	1	6	4	13	11	19	12	5	1
%	100	97.3	2.7	1.4	8.3	5.6	18.1	15.3	26.4	16.6	6.9	1.4
MATHS												
No	74	72	2	0	0	1	0	3	3	7	11	47
%	100	97.3	2.7			1.4		4.2	4.2	9.7	15.3	65.3
SCIENCE												
No	74	72	2	1	2	2	6	4	6	9	3	39
%	100	97.3	2.7	1.4	2.7	2.7	8.3	5.6	8.3	12.5	4.2	54.2
		2		0	0		1					
	Entered	Sat	Absent	G	R	A	D	E	S			
ENGLISH				1	2	3	4	5	6	7	8	9
No	76	76	0	0	5	7	15	8	24	10	7	0
%	100	100			6.6	9.2	19.7	10.5	31.6	13.2	9.2	
MATHS												
No	76	76	0	0	0	1	0	3	1	4	12	55
%	100	100				1.3		3.9	1.3	5.3	15.8	72.4
SCIENCE												
No	76	75	1	0	1	1	4	3	11	6	8	41
%	100	98.7	1.3		1.3	1.3	5.3	4.0	14.7	8.0	10.7	54.7

Source: Lwitikila Girls’ Grade 12 Results Analyses, 2000-2001

4.3.9.4 Implications of the comparisons

From the comparisons of the results for each of the two schools for 2000/2001 and 2002/2003; the following aspects were observed: There was an improvement in examination results for Mathematics and Science in 2002/2003; which is the period during and after the introduction of SAFE. The statistics presented in Mathematics and Science showed that SAFE pupils whose majority membership constituted of girls were among those who obtained higher grades. However, the number of SAFE members who sat for the examinations was relatively smaller than that for non- SAFE members.

4.4 Findings on SAFE's Financial and Material Support to Orphans and Vulnerable Children (OVC)

4.4.1 Overview

The United Nations Programme (UNAIDS, 2000) on SHIV/AIDS defines an orphan in relation to AIDS as, "A child under the age of 15 who has lost his/her mother (maternal) or both parents (double) as a result of AIDS." Some schools of thought consider any school going age child who has lost a parent or both as an orphan. UNESCO (2002) defines a vulnerable child as one lacking quality schooling and exposed to family breakdown or experiencing the absence of adequate health and social services. FAWEZA, the mother body to SAFE provides financial support to some girls in need. However, FAWEZA has indicated that since the financial capacity of the organisation is not sufficient to meet the needs of all the beneficiaries, "There is need for all organs of FAWEZA to embark on ventures that would improve their financial capacity and improve their support base in all areas of operation" (FAWEZA, 2003). SAFE at school level was engaged in several fund raising ventures to supplement on the funds received from the mother body. SAFE at district level created partnerships with Non Governmental Organisations (NGOs) which were involved in supporting girls to further their education. SAFE has created strong links with such organisations as the Development Organisation of People's Empowerment (DOPE); and the Campaign for Female Education (CAMFED), which were involved in giving financial support to girls to further their education.



4.4.2 Sponsors working in collaboration with SAFE in Mpika district 2002-2005

4.4.2.1 Ambassador Girls' Scholarship Programme (AGSP)

The Ambassador Girls' Scholarship Programme (AGSP) is the United States Initiative for increasing girls' access to education at primary, secondary and university levels. In 2002, the AGSP presented scholarships worth \$150,000 to Zambia, and in 2003 it committed \$90,000 scholarships to Zambian students. 10% of these scholarships went to vulnerable boys while 90% went to girls" (FAWEZA, 2003). Scholarships were confined to the upper basic and high school pupils (Grades 8-12). From the AGP funds, released to Zambia, Lwitikila had four girls who accessed sponsorship in 2002; and in 2003, six girls from Lwitikila benefited from the programme (Lwitikila sponsorship Report, 2002-2003). SAFE's role in this issue was the lobbying for funds from FAWEZA, through which sponsorship was channeled.

4.4.2.2 Campaign for Female Education (CAMFED)

The Campaign for Female Education (CAMFED) was introduced into the district in 2001. It is an international organisation which promotes girls' education by paying their school fees and providing school necessities such as uniforms, school stationery and other requisites. It gives full sponsorship to girls from Grades 8 to 12. From 2002-2005, CAMFED sponsored a total of 26 girls, who were among those who had been selected to Grade 10 from Kabale Basic School. At Lwitikila, CAMFED sponsored 71 girls from 2002 to 2005. SAFE has been in partnership with CAMFED since 2002. SAFE lobbies for increased sponsorship for the orphans and vulnerable girls, and this is often granted as is evidenced by the increasing numbers of sponsorship given to girls by CAMFED. Through this partnership, CAMFED sponsored a total of 300 girls in Mpika from 2002-2005.

4.4.2.3 Development Organisation for People's Empowerment (DOPE)

Development Organisation for People's Empowerment (DOPE), was also introduced in the district in 2001. It sponsors both boys and girls from Grade 8 to 12. In addition, the organisation also helps community schools by providing school requisites such as school stationery and other school necessities. Through the lobbying of SAFE, at basic and high school levels, the organisation sponsored about 350 of whom 75% were girls from 2002-2005 in Mpika. DOPE had among the 350 sponsored three girls and 14 boys

among those selected to Grade 10 from Kabale Basic School. At Lwitikila, DOPE sponsored 61 girls during the same period.

4.4.2.4 Forum for African Women Educationalists of Zambia (FAWEZA)

FAWEZA did not directly sponsor girls at Grades 8-9 at either Kabale or Lwitikila. However, FAWEZA gave finances to SAFE to be used for fund raising so that the money raised could be used to support girls by paying school fees and providing other necessities to them. It was in that vein that FAWEZA gave Kabale SAFE a sewing machine and a stove. At Lwitikila, FAWEZA sponsored 48 girls from 2002-2005. Direct sponsorship in that respect was given to girls from Grades 10 to 12.

4.4.3 Selection criteria for SAFE sponsorship

For the purpose of transparency, there was in place a selection committee which consisted at school level of the SAFE overseer, the head teacher, two grade teachers, two subject teachers, two heads of department and two parents, one of whom was supposed to be the chairperson for the Parents and Teachers' Association (PTA). The two parents were supposed to be one male and one female. Pupils had to apply for sponsorship stating the reasons for seeking sponsorship. Pupils eligible for sponsorship were orphans and vulnerable children. To ascertain the vulnerability of the applicants, the selection team made visits to the homes of the children in question and did some investigations to that effect. Where sponsorship involved pupils selected to Grade 10, the organisation lobbied for those pupils' sponsorship from other NGOs (District SAFE sponsorship guidelines, 2003).

4.4.4 OVC sponsored by different NGOs at Kabale and Lwitikila 2002-2005

4.4.4.1 Kabale Basic School

According to the statistics in table 20, in 2002, seven of 18, (38.9%), OVC were sponsored, of whom five were girls and two were boys. In 2003, 14 of 28, (50%), OVC were sponsored, of whom ten were girls and four were boys. In 2004, 19 of 31, (61.3%), OVC were sponsored comprising 13 girls and six boys. In 2005, 28 of 43, (65.1%), OVC were sponsored, comprising 20 girls and eight boys.

TABLE 20: showing Kabale OVC Sponsorship-Grades 8-9; 2002-2005

YEAR	GENDER No %	OVC Total No %	SPONSORED No %	SPONSORS	SPONSORSHIP TYPE
2002	Total Boys Girls	18 100 8 44.4 10 55.6	7 38.9 2 25.0 5 50.0	CAMFED/DOPE	Provision of school uniforms; school stationery & other school requisites; paying of school fees
2003	Total Boys Girls	28 100 11 39.3 17 60.7	14 50.0 4 36.4 10 58.8	CAMFED/DOPE	Provision of school uniforms; school stationery & other school requisites; Paying of school fees
2004	Total Boys Girls	31 100 14 45.2 17 54.8	19 61.3 6 42.9 13 76.5	CAMFED/DOPE	Provision of school uniforms; school stationery & other school requisites; paying of school fees
2005	Total Boys Girls	43 100 19 44.2 24 55.8	28 65.1 8 42.1 20 83.3	CAMFED/DOPE	Provision of school uniforms; school stationery & other school requisites; paying of school fees

Source: Kabale school sponsorship statistics; 2002-2005

TABLE 21: showing Kabale Sponsorship-New Grade 10 Entrants (2002-2005)

YEAR	GENDER	TOTAL selected to Grade 10 No %	SPONSORED No %	SPONSORS	SPONSORSHIP TYPE
2002	Total Boys Girls	13 100 4 30.8 9 69.2	5 38.5 1 25.0 4 44.4	CAMFED DOPE FAWEZA	Provision of school uniforms; school stationery & other school requisites; paying of school fees
2003	Total Boys Girls	21 100 8 38.1 13 61.9	8 38.1 2 25.0 6 46.2	CAMFED DOPE FAWEZA	Provision of school uniforms; school stationery & other school requisites; Paying of school fees
2004	Total Boys Girls	26 100 10 38.5 16 61.5	13 50.0 4 40.0 9 56.3	CAMFED DOPE FAWEZA	Provision of school uniforms; school stationery & other school requisites; paying of school fees
2005	Total Boys Girls	53 100 21 39.6 32 60.4	20 37.7 6 28.6 14 43.8	CAMFED DOPE FAWEZA	Provision of school uniforms; school stationery & other school requisites; paying of school fees

Source: Kabale sponsorship statistics, 2002-2005

4.4.4.2 Kabale Sponsorship-New Grade 10 Entrants (2002-2005)

According to table 21, in 2002, five of 13, (38.5%), OVC who were selected to Grade 10 was sponsored. These comprised of four girls and one boy. In 2003, eight of 21 (38.1%) who were selected to Grade 10 were sponsored, who consisted of six girls and two boys. In 2004, 13 of 26, (50%), who were selected to Grade 10 were sponsored, of whom nine were girls and four were boys. In 2005, 20 of 53, (37.7%), who were selected to Grade 10 were sponsored, of whom 14 were girls and six were boys. The statistics in table 21 also indicate that there was an increase in the number of both girls

and boys who were sponsored from 2002 to 2005. In addition, more girls than boys were selected to Grade 10 from 2002-2005; and correspondingly, more girls than boys were sponsored.

4.4.4.3 Lwitikila Girls’ Secondary School

Below is table 22 showing sponsors that sponsored the OVC at Lwitikila Girls Secondary School. According to the table, 16 of 88, (18.2%), OVC were sponsored in 2002. In 2003, 37 of 102, (36.3%), OVC were sponsored. In 2004, 64 of 148, (43.2%), OVC were sponsored. In 2004, 71 of 163, (43.6%), OVC were sponsored. The statistics indicate that there was an increase in the number of OVC who needed help in terms of sponsorship. Correspondingly, there was an increase in the number of girls who were sponsored.

TABLE 22: showing Lwitikila- Sponsorship- Grades 8-12(2002-2005)

YEAR	GENDER	Total OVC		SPONSORED		SPONSORS	SPONSORSHIP TYPE
		No	%	No	%		
2002	Girls	88	100	16	18.2	FAWEZA CAMFED DOPE AGSP	Provision of school uniforms; school stationery & other school requisites; paying of school fees
2003	Girls	102	100	37	36.3	FAWEZA CAMFED DOPE AGSP	Provision of school uniforms; school stationery & other school requisites; Paying of school fees
2004	Girls	148	100	64	43.2	FAWEZA CAMFED DOPE	Provision of school uniforms; school stationery & other school requisites; paying of school fees
2005	Girls	163	100	71	43.6	FAWEZA CAMFED DOPE	Provision of school uniforms; school stationery & other school requisites; paying of school fees

Source: Lwitikila Girls sponsorship statistics; 2002-2005

4.4.4.4 Terms of sponsorship with other NGOs

Once the agreement was reached between the sponsor and SAFE (acting on behalf of the student), sponsorship had to be continued until the girl or boy completed her/his Grade 12. This clause was applicable to all the sponsors who had partnered with SAFE. Sponsored girls on the other hand had an obligation to show commitment to their academic and other activities. Girls who failed to perform to the expected standard had their sponsorships withdrawn. At Lwitikila, from 2002 to 2005, 13 of 188, (6.9%), girls lost their sponsorship. At Kabale, six of 68, (8.8%), girls lost their sponsorship during the same period. Reasons for their loss of sponsorship ranged from pregnancy, low academic performance and early marriages. Due to these terms, most of the girls were

well behaved and hard working, because they did not want to lose their sponsorship (District Academic SAFE reports, 2002-2005). However, CAMFED's conditions are such that girls who stop school due to pregnancy but later decide to go back to school have their sponsorship restored.

4.4.5 Implications of girls' sponsorship lobbied for by SAFE

There was a subsequent increase annually from 2002 to 2005 of those girls who received sponsorship through SAFE, from the NGOs. Kabale and Lwitikila SAFE had created positive relationships with sponsors. The confidence that the sponsors developed in SAFE resulted in the increase in girls' sponsorship. At Kabale, from 2002-2005, 68 pupils were sponsored as a result of the lobbying of SAFE. That number comprised 48 girls and 20 boys. 42 of 48, (87.5%), sponsored girls successfully completed their Grade 9. All the 20 sponsored boys successfully completed their Grade 9. During the same period, 113 pupils were selected to go to Grade 10. This number comprised 70 girls and 43 boys. As a result of SAFE's lobbying campaigns, 33 of 70, (47.1%), selected girls were sponsored, while 13 of 43, (30.2%), selected boys were sponsored. At Lwitikila, from 2002-2005, 188 girls, from Grade 8-12 received their sponsorship as a result of the lobbying of SAFE. 68 of 188, (37.5%), successfully completed their Grade 12 during that same period.

4.4.6 SAFE sources of finance

4.4.6.1 Kabale SAFE sources of finances

The major sources of funds apart from those released by FAWWEZA for administrative costs, were the sales of scones, buns, tie and dyed cloth materials, uniforms, and offering labour to farmers for hire. Kabale SAFE's fund raising ventures improved when at the beginning of 2004, the organisation received a free sewing machine and a stove from the mother body, FAWWEZA. The organisation was now able to produce its own uniforms for both boys and girls, for sale and distribution to the ovc. Finances raised from these ventures were used for paying teachers who used to participate in giving tuitions to girls during the vacations. It was also used to purchase incentives for those SAFE members who performed well in the SAFE vacation tests that were given after every tuition session offered during the vacation. The funds were also reinvested by procuring materials for the continued production of the goods.

4.4.6.2 Lwitikila Girls Secondary School

The major sources of finances were the funds received from FAWEZA for administrative costs. Funds from FAWEZA for the sponsorship of OVC were sent directly to the school concerned but they were not handled by SAFE. Other funds for the organisation were generated from SAFE’s production unit, the land which it was renting from part of the school garden. Lwitikila SAFE also used to rear some chickens which were sold either to the public or to the school boarding. The rearing of chickens was however quite irregular, and was only done when the organisation raised enough money from agricultural products and other minor fund raising ventures.

Money raised from these ventures was used for paying teachers who used to participate in giving tuitions to girls during the vacations. It was also used to supplement sponsorship for orphans and vulnerable girls, by for example, providing the girls with transport money to and from school for and after the school vacations. The money was also reinvested in agricultural inputs and stock feeds for chicks and chickens. It was also used to purchase incentives for those SAFE members who performed well in the SAFE vacation tests that were given after every tuition session offered during the vacation (Lwitikila SAFE financial reports, 2002-2005).

TABLE 23: showing SAFE income and expenditure 2002-2005

year	Lwitikila Girls			Kabale Basic		
	Income Zam. K	Expenditure Zam. K	Balance Zam. K	Income Zam. K	Expend. Zam. K	Balance Zam. K
2002	350,000	250,000	100,000	620,315	320,000	300,315
2003	865,200	550,000	315,200	968,240	565,000	403,240
2004	1,680,000	1,330,000	350,000	1,258,600	850,000	408,600
2005	1,930,420	1,780,000	150,420	1,866,425	1,350,000	516,425

Source: Lwitikila and Kabale SAFE financial reports: 2002-2005

4.5 Findings on SAFE's Leadership Skills Training

4.5.1 Overview

One of the objectives of SAFE is to build leadership skills in girls in order to prepare them to effectively participate in decision making. In order to do this, SAFE met three times in a week at Kabale and twice at Lwitikila. During their meetings they performed poems, role plays and debates. They also practiced public speaking skills, and did

quizzes and drama. These performances were aimed at imparting skills of self – confidence and self esteem. Members of both gender participated in these activities. SAFE members were guided in those performances by the SAFE overseers and the SAFE mentors. Mentors were supposed to be FAWEZA members or associate members. SAFE members were also taught basic principles of leadership which included lessons on good and bad qualities of leadership and aspects of group dynamics which involved the organisation of groups at various levels of management. SAFE invited female role models who occupied various positions of influence in different sectors to speak about their success stories in terms of their ascendancy to those positions and how they managed in those positions. SAFE members also visited organisations or government departments that were headed by females to observe and learn about the performance of female leaders (District SAFE skills training reports 2002-2005).

4.5.2 Student leadership

4.5.2.1 Procedure and criteria for student leader selection

Both high and basic schools in the district employed similar procedures in selecting student leaders, particularly school prefects, although there were minor variations depending upon the culture of each school.

4.5.2.2 Selection of prefects

Pupils considered eligible were nominated by individual members of the teaching staff and the administration. The nominees were then called for interviews conducted by the school administration and its staff. It was from those interviewed that the successful candidates were selected (Kabale/Lwitikila pupil leadership selection guides).

4.5.2.3 Selection of monitors/monitoresses

Selection of monitors/monitoresses was done on a class basis, with the involvement of pupils making their own choice. The class teacher guided the pupils by explaining to them on the qualities of leadership so that pupils could elect a good leader for their monitor/monitoresses. There was, however, likelihood that pupils could be influenced into electing someone who was greatly influential but without good leadership qualities. Thus, the onus was on the class teacher to give proper guidance to the class in that regard. On the other hand, the class teacher could influence pupils to elect

monitor/monitoresses to her/his liking. Thus, this called for the class teacher to have integrity. Giving an account of who should be chosen as a student leader, the Head teacher of Kabale Basic said, “One chosen as a student leader should have self-confidence and the ability to command respect; not necessarily one who is capable to bully others, a characteristic often portrayed by males, but which characteristic should not be mistaken to imply assertiveness.” One of the qualities pointed out in Lwitikila Girls’ Student Leadership Guide, says, “A good student leader should exhibit to the highest level the quality of self –confidence; she should be of exemplary behaviour and suitable for a role model to fellow students. Her academic performance should be of the desirable standard” (Lwitikila Girls’ Student Leadership Guide, 2000)

4.5.2.4 Kabale Basic School-Monitors/Monitoresses and Prefects 2002-2005

4.5.2.4.1 Kabale Monitors/Monitoresses-2002-2005

Table 24 shows statistics on the number of SAFE and non-SAFE monitors and monitoresses at Kabale Basic School during the years 2002-2005.

TABLE 24: showing Kabale Monitoresses/Monitors: G8-9 (2002-2005)

YEAR	Totals Grade8-9	Monitoresses/Monitors-Non- SAFE				Monitoresses/Monitors -SAFE			
		F	%	M	%	F	%	M	%
2002	8	1	12.5	4	50	2	25.0	1	12.5
2003	8	2	25.0	2	25	3	37.5	1	12.5
2004	8	1	12.5	4	50	2	25.0	2	25.0
2005	8	1	12.5	3	37.5	3	37.5	2	25.0

Source: Kabale annual statistical reports, 2002-2005

In **2002**: Three of eight, (37.5%), were SAFE members comprising two girls and one boy. **2003**: Four of eight, (50%), were SAFE members comprising three girls and one boy. **2004**: Four of eight, (50%), were SAFE members comprising two girls and two boys. **2005**: Five of eight, (62.5%), were SAFE members comprising three girls and two boys.

4.5.2.4.2 Kabale Basic Prefects 2002-2005

In **2002**: Four of 24, (16.7%), prefects were SAFE members comprising three girls and one boy. **2003**: Eight of 24, (33.3%), prefects were SAFE members comprising six girls and two boys. **2004**: 14 of 24, (58%), prefects were SAFE members 11girls and three boys. **2005**: 11 of 24, (45.8%), prefects were SAFE members comprising nine girls and two boys.

TABLE 25: showing Kabale Prefects: G8-9 (2002-2005)

YEAR	Totals Grade8-9	Prefects- Non- SAFE				Prefects- SAFE			
		F	%	M	%	F	%	M	%
2002	24	4	16.7	16	66.7	3	12.5	1	4.2
2003	24	4	16.7	12	50.0	6	25.0	2	8.3
2004	24	1	4.2	9	37.5	11	45.8	3	12.5
2005	24	3	12.5	10	41.7	9	37.7	2	8.3

Source: Kabale annual statistical reports, 2002-2005

4.5.2.4.3 Comment on monitors/monitoresses and prefects in relation to SAFE

SAFE members had attained a good number of positions of leadership in terms of monitors/monitoresses and prefects. SAFE girls were more than non-SAFE girls in leadership positions, from 2002-2005. Number of SAFE girls members in leadership positions were favourably comparable to those of the non-SAFE boys who were also in leadership positions.

4.5.2.5 Lwitikila Girls Secondary School-Monitoresses and Prefects

4.5.2.5.1 Lwitikila Girls Monitoresses

Table 26 shows the statistics of monitoresses for Lwitikila Girls secondary School, both SAFE and non-SAFE members, for the period 2002-2005.

TABLE 26: showing Lwitikila Monitoresses, G8-9 (2002-2005)

YEAR	Totals Grade	Monitoresses- Non-SAFE		Monitoresses- SAFE	
		No	%	No	%
2002	13	10	76.9	3	23.1
2003	13	8	61.5	5	38.5
2004	13	6	46.2	7	53.8
2005	13	6	46.2	7	53.8

Source: Lwitikila pupil leadership statistics, 2002-2005

In **2002**: Three of 13, (23.1%), monitoresses were SAFE members. **2003**: Five of 13, (38.5%), monitoresses were SAFE members. **2004**: Seven of 13, (53.8%), monitoresses were SAFE members. **2005**: Seven of 13, (53.8%), monitoresses were SAFE members.

4.5.2.5.2 Lwitikila Girls Prefects 2002-2005

In **2002**: Six of 32, (18.8%), prefects were SAFE members. **2003**: 14 of 32, (43.8%), prefects were SAFE members. **2004**: 16 of 32, (50%), prefects were SAFE members. **2005**: 21 of the 32, (65.6%), prefects were SAFE members.

TABLE 27: showing Lwitikila Prefects-2002-2005

YEAR	Totals Grade8-9	PREFECT NON-SAFE		PREFECTS SAFE	
		No	%	No	%
2002	32	26	81.2	6	18.8
2003	32	18	56.2	14	43.8
2004	32	16	50.0	16	50.0
2005	32	11	34.4	21	65.6

Source: Lwitikila pupil leadership statistics, 2002-2005

4.5.2.6 Implications of the statistics on student leadership

4.5.2.6.1 Kabale Basic School

The statistics of monitors/monitoresses and prefects at Kabale Basic showed that from the year 2002-2005, there were more SAFE members who were monitors/monitoresses than non-SAFE members in the upper basic section where SAFE was applicable. There were more girls than boys among those SAFE members who were monitors/monitoresses during the same period. The number of SAFE members who were selected as prefects at the school was on an increase from 2002 to 2005. The highest rate among those selected as prefects from the SAFE members were girls. In terms of assertiveness, this could imply that girls who were members of SAFE were developing their self-esteem and assertiveness. In order for the girls to have attained those positions, it means that they were making positive impressions on the members of staff, the administration and fellow pupils.

4.5.2.6.2 Lwitikila Girls' Secondary School

Similar findings were made at Lwitikila where the statistics for monitoresses and prefects indicated that SAFE members had grown in numbers from 2002-2005 .

4.5.2.7 Performance of SAFE monitoresses/monitors and prefects.

4.5.2.7.1 Kabale Basic

Three of the four classes with SAFE monitors had scooped the school annual cleanliness award in 2003, 2004 and 2005. The award was introduced to encourage pupils to keep their classes clean. The responsibility to ensure that the class was kept clean fell under the jurisdiction of the class monitoress/monitor. This implied that only classes with good effective pupil leadership were likely to excel in that respect. Thus those classes that scooped the award were perceived to have done so due to effective leadership. Classes with monitoresses reported less teacher-pupil conflicts than those

which had monitors. Monitoresses were often more obedient and open to school authorities than their male counterparts (Kabale pupil leadership report, 2003). The head girl and the head boy together with their deputies were those identified to have the capacity to head and direct their fellow prefects and other pupils. The school deputy head boy and deputy head girl in 2003 were SAFE members. In 2005 the school head girl was a SAFE member (Kabale school statistics, 2003/2005).

4.5.2.7.2 Lwitikila Girls' Secondary

There were 9 areas of responsibility to which prefects identified to be better performers could be appointed. These included positions of head girl, deputy head girl, boarding captain, sports captain, production unit captain and hostel or house captain. In 2003, three of nine (33.3%) positions which included that of vice head girl, production unit captain and boarding captain were held by SAFE members. In 2004, again three of nine (33.3%) top leadership positions including that of the head girl were held by SAFE members. In 2005, four of the nine (44.4%) top positions went to the SAFE girls (Lwitikila leadership reports, 2003-2005).

CHAPTER FIVE

PRESENTATION OF FINDINGS (II)

4.6 Findings on SAFE'S HIV/AIDS Education and Sensitisation

4.6.1 Overview

This chapter presents findings on SAFE's interventions put in place to deal with HIV/AIDS and matters related to reproductive health. The chapter also presents findings on the 'Go- Girls Campaign', the sensitisation and education campaign that was aimed at encouraging girls to go back to school.

4.6.1.1 HIV/AIDS education and sensitisation

One of the objectives of SAFE is to sensitise and educate pupils and community members about HIV/AIDS. The aim of the HIV/AIDS sensitisation and education was to make pupils and the surrounding communities well informed about the issues surrounding the pandemic, such as the causes and prevention of HIV/AIDS. The methods of sensitisation were through drama, role plays, poems quizzes and debates. SAFE peer educators conducted sensitisation and education on a one-to-one basis as well as in groups. Sensitisation campaigns were also conducted in other schools, at football matches, community and school meetings such as the annual general meetings.

4.6.2 Enrollment of OVC at Kabale and Lwitikila in relation to district school enrolment

Schools in the district in 2004 recorded a total of 6,826 of 40,631, (16.8%), pupil orphan populations for the district. The total number of girls in the district was 17,690 of 40,631, (43.5%), of the total district school pupil population; while that for boys was 22,941 of 40,631, (56.5%), of the total district school pupil population. Out of the total number of orphans 3,809 were girls and 3,017 were boys. Kabale Basic had 85 of the 3809, (2.2%), of the district total orphaned girls and 80 of the 3017, (2.6%), district total for the orphaned boys. Kabale orphan rates were the largest among the basic schools in the district that year. Lwitikila Girls recorded a total of 148 of the 3809, (3.9%), orphaned girls in the district. This was also described as the largest number in

high schools in the district for the year (Mpika DEBS, 2004). 85% orphanhood cases were as a result of HIV/AIDS. Statistics were given as in table 28.

TABLE 28: showing-

Mpika district/Kabale & Lwitikila orphan statistics 2004

School/District	Pupil Enrolment		Orphans	
	No	%	No	%
Mpika District	40,631	100	6,826	16.8
Boys	22,941	56.5	3,017	13.2
Girls	17,690	43.5	3,809	21.5
Kabale Basic	1,791	4.4	165	2.4
Boys	869	3.8	80	2.6
Girls	922	5.2	85	2.2
Lwitikila Girls	569	3.2	148	3.9

Source: Mpika District Forth Quarter Report, 2004

4.6.3 Kabale and Lwitikila SAFE’s sensitisation and education on HIV/AIDS

The campaigns were often done in conjunction with the local medical officials from Tazara clinic. Sensitisation was done though the performance of drama, role plays, poems, and the using of video shows, and distributing of pamphlets and posters. Sensitisation was carried out in the following village communities: Kasamanda, Kapengwe and Sekela. Topics that were dealt with included the following: transmission and prevention of HIV/AIDS; care and support; voluntary counselling and testing (VCT); and countering stigma and discrimination. Similar sensitisation campaigns were conducted by Lwitikila SAFE in the following villages: Mwateshi, Katongo Kapala, Chelekesha, Chikwanda, Malashi and Kakoba (District SAFE sensitization reports, 2003). One of the results of sensitisation was that there was an increase in terms of reporting cases that had higher risks of contracting HIV/AIDS. These were as recorded in the statistics as given in table 29.

TABLE 29: showing major abuse cases reported at Kabale 2002-2005

Year	Number of Cases	Sexual Abuse		Sexual Harassment	
		No	%	No	%
2002	3	2	66.7	1	33.3
2003	6	4	66.7	2	33.3
2004	7	6	85.7	1	14.3
2005	13	11	84.6	2	15.4

Source: Kabale annual statistical reports, 2002-2005

The cases in the above table were the major ones that came to the attention of the school administration before they were channeled on to the police wing, the Victim

Support Unit (VSU) for legal action. Other minor cases reported to the administration which were less serious were dealt with administratively. Cases of sexual abuse that were recorded, had involved such members of the community as fathers, uncles, and other male relatives abusing girls. The general view on this matter was that sexual assault cases such as fondling of girls’ breasts was considered as being rather mild and that it appeared to have been traditionally accepted. However, some respondents in this category observed that SAFE had made a vigorous campaign by disseminating some uncompromising messages. For example the Kabale SAFE sensitisation report indicated that: “sexual harassment of whatever degree involving such aspects as ‘bad touching’; bad comments aimed at humiliating the other, or any related behaviour that was aimed at arousing sexual feelings or otherwise was a violation of human rights” (Kabale SAFE sensitisation report, 2003). Prior to the introduction of SAFE in the school, and SAFE’s sensitisation on some aspects of human rights, there was little or no knowledge about the existence of such a case as sexual harassment. One of the female teacher respondents said:

“There is clear evidence that the sensitisation and education on matters of sexuality is gradually yielding some positive results. At least pupils are able to identify and report cases that previously were unknown to them-it’s a wonderful change!”

There was also a recorded increase in the reporting of cases that had higher risks of HIV/AIDS infection at Lwitikila. These were recorded as indicated in table 30.

TABLE 30: showing major abuse cases reported at Lwitikila, 2002-2005

Year	Number of Cases	Sexual Abuse		Sexual Harassment	
		No	%	No	%
2002	-	-	-	-	-
2003	7	2	28.6	Nil	-
2004	10	3	30.0	1	10.0
2005	19	4	21.1	2	10.5
Totals	36	9	79.7	3	20.5

Source: Lwitikila annual statistical reports, 2002-2005

There was no record in 2002 for cases involving sexual abuse and sexual harassment. One of the sexual abuse cases was recorded to have had involved a male teacher who had sexually abused a Grade 12 pupil. According to the school disciplinary records, the teacher in question was suspended pending dismissal. Other cases in this category involved males including parents and relatives who sexually abused girls at home

during the vacation. Cases involving sexual harassment involved some male teachers who were using abusive language to girls; while others were recorded as having involved a teacher who fondled the breasts of a school girl (Lwitikila school annual reports, 2003-2005).

4.6.3.1 Perceptions about the effectiveness of SAFE’s sensitisation on HIV/AIDS

Various perceptions were advanced concerning the effectiveness and successes of SAFE’s sensitisation and education on HIV/AIDS. According to the responses from the respondents, (A) 82 of 110, (74.5%), comprising 39 staff, 41 pupils and two parents were of the view that the sensitisation and education of SAFE on HIV/AIDS were very effective and successful especially by way of using drama, role plays, songs and poems, which were highly appealing to fellow peers of SAFE’s peer educators and to elders alike, at both school and community levels. On the other hand; (B) 21 of 110, (19.1%), comprising 12 staff and nine pupils perceived that, the sensitisation and education of SAFE on HIV/AIDS were only successful among the young and fellow peers to SAFE’s peer educators to whom such sensitisation activities as drama, role plays and others were more appealing, at both school and community levels.(C) Seven of 110, (6.4%), comprising three staff and four pupils perceived that sensitisation and education of SAFE on HIV/AIDS were not effective or successful either among elders or peers of the SAFE peer educators, at both school or community levels. Responses are as summarised in table 31.

TABLE 31: showing perceptions about the effectiveness of SAFE’s sensitisation and education on HIV/AIDS

View	Staff Teaching & Admin.		Pupils SAFE & non-SAFE		Parents Com. Members	
	No	%	No	%	No	%
A	39	35.5	41	37.2	2	1.8
B	12	10.9	9	8.2	Nil	-
C	3	2.7	4	3.6	Nil	-

Source: Field data

4.6.3.2 Comment on the perceptions

The majority of the respondents alluded to the view that SAFE’s sensitisation and education were effective. Since this view was held by most of the school authorities SAFE and non-SAFE members and the representative members of the communities, then it could be assumed that the SAFE’s sensitization had some positive impact.

4.6.4 SAFE-clinic partnership

In each of the two schools, SAFE had created a partnership with the local clinic. Medical officials from the local clinics in collaboration with SAFE of each school visited other schools and nearby communities to sensitise and educate them on various health issues including HIV/AIDS. The medical personnel were also invited to help in training the peer SAFE educators in counselling and psychosocial skills in relation to HIV/AIDS. SAFE teams also made visits to local clinics to acclimatise themselves with the practical aspects related to HIV/AIDS and other related health matters (District SAFE sensitization report, 2003).

4.6.4.1 Voluntary Counseling and Testing (VCT) in relation to SAFE’s sensitisation and education on HIV/AIDS

The medical personnel conducted VCT at each of the two schools, termly, following the agreement that had been reached between the district SAFE committee and the clinic authorities. The medical personnel conducted sensitisation to the entire school before they could invite pupils to undertake VCT. The education and sensitisation was done in collaboration with SAFE teams of each of the two schools (District SAFE sensitization report, 2003).

TABLE 32: showing Pupils Accessing VCT for the period 2002-2005

	Kabale Basic School						Lwitikila Girls' Secondary		
Year	Totals: Grades 8-9		Underwent VCT		Percentages		Totals	VCT	%Total
	Boys	Girls	Boys	Girls	Boys	Girls	Girls	Grades 8-12	
2002	117	126	1	4	0.9	3.2	545	6	1.1
2003	144	157	8	14	5.6	9.7	550	28	5.1
2004	168	184	40	60	23.8	32.6	569	59	10.4
2005	206	233	50	71	24.3	30.5	577	83	14.4
Totals	635	700	99	149	54.6	76.0	2241	176	31.0

Source: Kabale and Lwitikila, 2002-2005 (HIV/AIDS) SAFE Reports

4.6.4.2 Effects of SAFE’s sensitisation and education on HIV/AIDS

One of the major effects of SAFE’s sensitisation and education on HIV/AIDS was that there was an increase in the number of pupils, especially girls accessing VCT services during the period 2002-2005.

4.6.4.3 Voluntary counselling and testing statistics at Kabale and Lwitikila

Table 32 shows statistics of pupils who accessed VCT at Kabale and Lwitikila during the period 2002-2005. The table indicates that there was an increase in the number of

pupils accessing VCT at each of the two schools. More girls than boys were accessing VCT at Kabale. . Pupils who were accounted for were only those who underwent VCT conducted at each school.

4.6.4.4 Implications of VCT in relation to SAFE’s sensitisation on HIV/AIDS

A good number of girls, who did not want others to know that they had undergone VCT, went to the hospital for their VCT. This stance taken by the girls was confirmed by the hospital authorities. The aspect of more girls than boys undergoing VCT might imply that more girls than boys had taken matters of their health more seriously. In other words, girls in this regard could be viewed as having acted more maturely, perhaps because they had understood the value of VCT more than boys (District sensitization report, 2003).

4.7 Findings on SAFE’S impact on Gender and Reproductive Health sensitisation

4.7.1 Overview

Another objective of SAFE was to help girls and communities to understand critical issues surrounding gender and reproductive health. In this respect, SAFE conducted various activities using drama, role plays, poems, songs debates and quizzes to sensitise and educate people about issues to do with reproductive health such as early marriages, early pregnancies and other related factors. Sensitisation and education campaigns were conducted in schools and surrounding communities. Community campaigns were aimed at bringing back to school some girls, who had stopped school due to problems such as early marriages and pregnancies and other vulnerability situations.

4.7.2 Effects of Kabale SAFE sensitisation and education on reproductive health

SAFE decided to intensify its sensitisation and education on early marriages that had often resulted into early pregnancies. The table below shows the number of pregnancy cases that were reported and recorded from 2002 to 2005. Some of the girls were still in school before their pregnancies were known, while others had stopped attending school even before that time.

TABLE 33: showing Kabale statistics on pregnancies, 2002-2005

Kabale Basic School Reported Statistics on Pregnancies 2002-2005								
YEAR	Total Girls	Grade FIVE	Grade SIX	Grade SEVEN	Grade EIGHT	Grade NINE	Pregnancy TOTALS	%
2002	900	0	1	3	4	2	10	1.1
2003	905	0	0	2	2	1	5	0.5
2004	922	0	0	0	1	0	1	0.1
2005	937	0	0	0	0	0	1	0.1
TOTALS		0	1	5	7	3	17	1.8

Source: Kabale Basic Annual Statistical Reports 2002-2005

The table above shows that there was a drop in the reported cases of pregnancy at Kabale Basic from the year 2002 when SAFE came into existence at the school to 2005. The cases were reported to have had dropped from ten to one from 2002- 2005.

4.7.3 Effects of Lwitikila SAFE sensitisation and education on reproductive health

The Lwitikila Girls' High School administration disclosed that SAFE had greatly complemented the school efforts in maintaining high moral values. The school head teacher said that though SAFE did not employ a religious approach in its inculcation of good morals, its perspective had a lot of impact on the life of the girls. She added that the reproductive health sensitisation and education that SAFE had put in place in the school was particularly of great benefit in as far as the regulating of girls' sexual attitudes was concerned. She further commented that the reduction in pregnancy cases was in part attributed to the efforts of SAFE in that direction. Reported statistics on pregnancy were given as recorded in table 24.

TABLE 34: showing Lwitikila statistics on pregnancies, 2002-2005

Lwitikila Girls' Secondary Reported Statistics On Pregnancies 2002-2005								
YEAR	Girls' TOTALS	Grade EIGHT	Grade NINE	Grade TEN	Grade ELEVEN	Grade TWELVE	Pregnancy TOTALS	%
2002	545	1	0	2	0	2	5	0.9
2003	550	0	1	0	0	0	0	0.2
2004	569	0	0	0	1	0	1	0.2
2005	577	0	0	0	0	0	0	0
TOTALS		1	1	2	1	2	6	1.3

Source: Lwitikila Girls' Statistical Reports-2002-2005

4.7.4 Perceptions on the reduction of pregnancy cases in relation to SAFE’s sensitisation and education on reproductive health

The survey revealed various perceptions regarding whether or not SAFE had contributed to the decline of pregnancy cases. Responses from the respondents were as follows: (A) 61 of 110, (55.5%), comprising 29 staff, 31 pupils and one parent said that, there were more pregnancy cases before SAFE was introduced in the school and the sensitisation and education of SAFE on reproductive health had helped in the reduction of pregnancy cases in the school. On the other hand, (B) 18 of 110, (16.4%), who comprised seven staff and 11 pupils indicated that, pregnancy cases had not declined even after SAFE was introduced in the school, therefore the sensitisation and education of SAFE on reproductive health did not have much impact. (C) 30 of 110, (27.3%), comprising ten staff and seven pupils said that, it was not possible to say whether or not SAFE’s sensitisation and education on reproductive health had contributed to the decline of pregnancy cases in the school. Responses are summarised in table 35.

TABLE 35: showing perceptions on the reduction of pregnancy cases in relation to SAFE’s interventions

View	Staff		Pupils		Parents	
	Teaching & Admin.		SAFE & non-SAFE		Com. Members	
	No	%	No	%	No	%
A	29	26.4	31	28.2	1	1.8
B	7	6.4	11	10.0	Nil	-
C	18	16.4	12	10.9	1	1.8

Source: Field data

4.7.5 Implications of SAFE’s sensitisation and education on reproductive health in relation to pregnancy

The recorded reduction of pregnancy cases could partly be seen as having come about as a result of the education and sensitisation put in place by SAFE. A bigger percentage of the respondents said that there was an annual drop in pregnancy cases which was largely attributed to the sensitisation of SAFE. The positive results of SAFE to that effect seems to be in agreement with a survey conducted by USAID (2001) to assess school girls’ assertiveness in Kenya and Uganda where it was discovered that there were lower pregnancy rates in schools with Youth Anti-AIDS Clubs (YAAC) that had programmes on reproductive health sensitisation and education.

4.7.6 SAFE's sensitisation on the importance of girls' education

The sensitisation of the communities on the importance of girls' education was one way of explaining to the schools and school communities on how issues concerning reproductive health matters affected girls' education. Both Kabale and Lwitikila faced challenges of girls' dropping out of school due to pregnancies resulting from such factors as early marriages and sexual abuse. It was in view of these factors that SAFE teams intensified their campaigns to help curb those impediments to girls' education.

4.7.7 Effects of SAFE's sensitisation on the importance of girls' education

4.7.7.1 Kabale Basic School

As a result of the campaigns conducted by SAFE, the school had an increase in the number of girls readmitted into school. Other schools had also benefited from Kabale SAFE's campaigns by recording increase in girls' going back to school. This was confirmed by the records of girl-enrolment in the neighbouring schools such as Malambwa and Njanji Basic Schools. A report of the survey on 'Girls' response to the Re-admission policy', (2003), that was conducted in Tazara compound by Kabale Basic disclosed that 67% of the girls who opted to return to school indicated that they would rather go to a different nearby school rather than return to the same school where they had been made pregnant. Kabale Basic School statistics on the readmissions indicated that from 2002 to 2005, a total of 106 girls were re entered into school. Girls reentered in each year were as follows: eight in 2002; 18 in 2003; 37 in 2004; and 43 in 2005. The figures of readmission were largest in the upper basic section. Girls readmitted stopped school for various reasons other than pregnancy alone. Among other reasons which were advanced were lack of financial support, forced early marriages and girls having been kept at home to take care of the sick or girls simply having been kept at home to take care of domestic chores (Kabale sensitisation reports, 2002-2003).

4.7.7.2 Lwitikila Girls' Secondary School

According to the school policy, girls who became pregnant and gave birth could not be readmitted into that school. This, according to the interviews with the head teacher and the administrative staff of the school was in line with the Roman Catholic Church doctrine; since the school is run by that church. However, further interviews with the head teacher and other staff disclosed that girls who became pregnant while at school

were offered some help after giving birth if they wanted to go back to school. In this respect, the school in liaison with other cooperating schools with policies of taking on girls who had given birth would arrange for the girl in question to go back to school.

4.8 Findings on the ‘Go-Girls Campaign’ in relation to SAFE in Mpika district

4.8.1 Overview

The Ministry of Education in collaboration with UNICEF, and other cooperating partners such as FAWEZA conducted a five-day national “Go Girls Campaign” from the 11th of October, 2004 to the 15th of October, 2004. The theme for the campaign was ‘Secure the future today’. The campaign took place in each of the nine provinces from which two districts were selected. In Northern Province, Kaputa and Mpika districts were selected. In Mpika, SAFE members from the two schools were the key actors in the campaign. The campaign was focused on getting out-of-school girls back into the education system. This was part of the concerted efforts to meet the Millennium Development Goals of realising the gender parity by 2005. Specific objectives of the campaign included: to get girls into school by using a house -to-house strategy; to raise awareness in the country about education as a catalyst for advancing gender parity, reducing poverty and preventing the spread of HIV (UNICEF, 2005).

4.8.2 Composition and campaign procedure

The sensitisation team was composed of the District Education Board Secretary (DEBS); the District Education Planning Officer; the two SAFE overseers; six SAFE mentors; 30 SAFE peer educators and two parent representatives. The entire team constituted 42 participants, the largest being the SAFE members. During sensitisation, the group was sub-divided into smaller units which spread out in each village. SAFE peer educators under the headship of their mentors were then used in a door-to-door campaign. As they visited each home, girls found out whether or not there was any girl in the home who had stopped school for any reason. They explained the importance of education to the girl and the parent/guardian and how the affected girl could be helped to go back and to remain at school until completion. At the end of the campaign, the team in collaboration with the village leadership called for a gathering where SAFE

girls performed drama, role plays, sang songs and did some poems as a consolidation of the information already shared (District SAFE sensitisation report, 2004).

4.8.3 Effects of the ‘Go-Girls Campaign’ in Mpika district

The district school monthly returns of January-July, 2005, recorded 623 of 18,739, (3.3%), readmissions of girls’ enrolment of the district for that year. There was an improvement compared to only 87 of 17,650, (0.5%), girls readmission of the district girls total enrolment for the year, 2003; and the 98 of 17,690, (0.6%), girls readmission of the district girls total for the year, 2004 (Mpika District First and Second Quarter Reports, 2005). Following the ‘Go-Girls Campaign’, three senior chiefs, Mpuba, Chikwanda and Chiundaponde came up with regulations that made it an offence for any parent /guardian to keep any of the school going children from going to school or marry off school going girls.

CHAPTER SIX

5.0 DISCUSSION OF FINDINGS

5.1 Girls' enrolment and availability of female teachers

The study has found that there was an increase in the number of female teachers at schools where SAFE was introduced. There was also correspondingly, a large number of girls' enrolment at SAFE schools. On the other hand, the male teacher and male pupil dominance was observed at schools where SAFE was not introduced, as the comparisons revealed in the case of Malambwa and Njani Basic Schools. This shows that SAFE is in a position to lobby for more female teachers at a school where it exists, and when successful, this has in turn a positive effect on the girls' increased enrolment.

5.2 Observations on SAFE's academic interventions and girls' sponsorship

Many respondents were of the view that SAFE's academic interventions had greatly helped the girls to improve their performance. A large number of these were teachers who were directly involved in girls' academic work. A large number of SAFE and non-SAFE pupils were also of the same view. The respondents' view agreed with SAFE members' examination results which showed that a bigger number of those girls who obtained higher grades particularly in Science and Mathematics at both Grade 9 and 12 final examinations from 2002-2005 were from SAFE. In this respect, SAFE could be seen to have contributed positively to girls' education in the core subjects in which most girls were often found to have been lagging behind.

In terms of sponsorship, SAFE contributed a good deal by lobbying for girls' sponsorship from cooperating partners. Since the free education system has not yet been extended to upper basic and high school levels, those girls who had acquired sponsorship through SAFE might have not continued with their education had SAFE not intervened on their behalf. The financial and material assistance given to the girls to pursue their education increased girls' access especially at Grades 8 and 9 levels.

5.3 Impact of SAFE's inculcation of skills of self-esteem and assertiveness

SAFE members attained a good number of positions of leadership in terms of monitors/monitoresses and prefects. There were more SAFE girls than non-SAFE girls in leadership positions from 2002-2005. At Kabale, the number of SAFE girls in leadership positions compared favourably to those of the non-SAFE boys who had dominated those positions prior to the introduction of SAFE. The number of SAFE members who were selected as prefects at the school was on an increase from 2002 to 2005. The largest numbers among those selected as prefects from the SAFE members were girls. In terms of life skills development, this suggests that girls who were members of SAFE were developing their self-esteem and assertiveness and so were chosen by staff and pupils for those positions. This was commented on by most of the teachers and non-SAFE pupils during the survey. The contribution of SAFE to inculcating leadership skills in the girls in each of the two schools can not be denied.

5.4 The effectiveness of SAFE's sensitisation activities

The majority of the respondents alluded to the view that SAFE's sensitisation and education were effective. Since this view was held by most of the school authorities and the representative members of the communities, then it can be assumed that SAFE's sensitisation had some positive impact. However, it was sometimes difficult to make a comparison with the pre-SAFE years due to non availability of relevant statistics. This was the case in the pregnancy statistics where those for 2000-2001 could not be provided at both schools. However, teachers' recollections indicated that SAFE's sensitisation and education interventions had yielded some positive results. It is worth noting that the recorded reduction of pregnancy cases from 2002-2005 can partly be seen as having come about as a result of the education and sensitisation put in place by SAFE. In the sensitisation and education on VCT and HIV/AIDS, SAFE also scored some positive results. The aspect of more girls than boys undergoing VCT implies that more girls discovered the value of VCT. This can be seen as an important effect considering the fact that females are more vulnerable to the HIV/AIDS pandemic than males.

Another important factor worth noting was the increase in the reporting of cases to do with sexual abuse and marrying-off of school girls. Cases of sexual abuse and early marriages are on the increase, and therefore, this requires an immediate solution. SAFE

took a very positive move to equip girls with life skills which could enable them combat cases of abuse. This is very critical especially in the traditional set ups where females are taught to be submissive to males.

5.5 Implications of the ‘Go-Girl Campaign’ in relation to SAFE

The ‘Go-Girls Campaign’ seems to have made a great difference in terms of re-entering girls who had stopped school due to pregnancy and other factors as already discussed. According to the statistics, the number of girls who were re-entered into school in the district during that short period of the campaign was more than any number of girls that were re-entered since the re-entry policy was introduced. The use of the campaign strategy applied by SAFE proved successful. The peer educators’ skills employed by SAFE members in the campaign were of spectacular importance and were useful in as far as encouraging girls who had stopped school to go back to school was concerned. What is important to note about the campaign is that SAFE’s sensitisation and educational strategies can be successfully applied at various levels such as school, district, provincial as well as national.

CHAPTER SEVEN

6.0 CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion

The availability of teachers and the quality of training reflected in the qualifications of the teaching staff play a critical role in the type of education offered at a given school, and to a certain extent the type of role modeling that is given to those being modeled. In this context therefore, the qualifications of female teachers acting as role models to girls in each of the two schools was of particular importance. Of spectacular significance was also the attainment by female teachers of positions of head teacher and deputy head for Lwitikila Girls' Secondary and Kabale Basic School respectively.

The subject analyses for each of the two schools showed that at least 85% of the SAFE members who sat for Science, Mathematics and English got a good score ranging from Grade 'One to Six' at Grade 12 and Grades 'One to Three' at Grade 9. The statistics also showed that 55% of the pupils who obtained better scores in Mathematics, Science and English from 2002 to 2005 were members of SAFE. The researcher therefore concluded that SAFE's extra tuitions and remedial lessons given to the girls contributed to their good academic achievement in those subjects. Thus, credit could be given to SAFE for having put in place academic activities that had added some value to girls' academic pursuance.

SAFE showed commitment to girls' education by creating partnerships with other cooperating partners. The significance of these partnerships could be seen in the increased number of girls who received bursaries from those cooperating partners. The increase of SAFE members in pupil leadership was a result of programmes provided to SAFE members to help them acquire leadership skills such as self-esteem and assertiveness. In the area of sensitisation and education with regard to HIV/AIDS findings, the increase in the number of pupils especially girls accessing VCT is an indication that students had understood the value of knowing one's HIV/AIDS status. The other positive aspect was the notable increase in the levels of the reporting of cases with higher risks to the HIV/AIDS infection. The reporting of cases involving the abuse of girls was a positive development in as far as protecting girls from the pandemic, and

ensuring that girls remained in school was concerned. Although in some instances it was not easy to say whether for instance, the reduction of pregnancy cases were indeed due to the interventions of SAFE because of insufficient past records, it was however, quite clear that SAFE did have some measure of positive impact on reproductive health issues that related to each of the two schools as shown by the statistics in reported decline in pregnancy cases.

6.2 Recommendations

6.2.1 Finding means to increase SAFE membership

SAFE should find ways of recruiting more members so that there could be an increase in SAFE membership.

6.2.2 Incorporating the middle basic pupils in SAFE membership

SAFE should at basic school level consider extending membership to the middle basic section (Grades 5-7), who are at least able to articulate some issues, since they are also equally affected by all the elements that SAFE deals with such as HIV/AIDS, reproductive health and academic factors.

6.2.3 FAWWEZA to lobby for funding for SAFE

FAWEZA should request the government (on behalf of SAFE) to consider funding SAFE directly owing to the direct involvement of SAFE in various aspects that directly hinge on the improvement of girl child education.

6.2.4 Offering more subjects for tuition

FAWEZA through SAFE should consider bringing on board more subjects to be offered for tuition. Subjects to be considered for inclusion should include: Commercial subjects, technical drawing, carpentry and other technical subjects in order to encourage girls to work toward entering related technical fields.

6.2.5 Involvement of more girls in tuitions and remedial work

SAFE should also consider bringing on board more girls to join tuition sessions so that they could be helped to improve in their academic work, especially in Science and Mathematics.

6.2.6 Sponsorship of girls for tertiary education

SAFE should consider lobbying for sponsorship for girls who are identified as having leadership potential to tertiary level education so they could receive further training to prepare them for leadership in society at various levels. More girls who excel in subjects such as Mathematics and Science should be sponsored to pursue technical courses in tertiary institutions.

6.2.7 Recruitment of more female teachers

SAFE should continue to lobby for more female teachers to be recruited or posted to co-education and girls' schools to improve girls' access to education and retention.

6.2.8 Identification and implementation of more viable fund-raising ventures

SAFE should identify and implement more viable fund raising ventures for the organisation to extend help to more girls in need of financial and material help.

6.2.9 Conducting more campaigns similar to the 'Go-Girls Campaign'

SAFE should conduct more campaigns similar to the 'Go-Girls Campaign', in order to encourage more girls to go back to school.

SCHOOL/DISTRICT BASED SECONDARY SOURCES OF DATA

(i) Kabale Basic School

- Kabale staff registers, 2002-2005
- Kabale pupils' attendance registers, 2002-2005
- Kabale SAFE attendance registers, 2002-2005
- Kabale SAFE membership lists 2002-2005
- Kabale SAFE sensitisation/education programmes, 2002-2005
- Kabale SAFE sensitisation/education reports, 2002-2005
- Kabale annual general meeting minutes, 2002-2005
- Kabale school statistics, 2002-2005
- Kabale pupils' academic progress records, 2002-2005
- Kabale student leadership, 2002-2005
- Kabale examination results (terminal-G8-9), 2002-2005
- Kabale examination results (final- G9), 2002-2005
- Kabale SAFE sponsorship lists, 2002-2005
- Kabale sponsorship reports, 2002-2005

(ii) Lwitikila Girls Secondary School

- Lwitikila staff registers, 2002-2005
- Lwitikila pupils' attendance registers, 2002-2005
- Lwitikila SAFE attendance registers, 2002-2005
- Lwitikila SAFE membership lists 2002-2005
- Lwitikila SAFE sensitisation/education programmes, 2002-2005
- Lwitikila SAFE sensitisation/education reports, 2002-2005
- Lwitikila annual general meeting minutes, 2002-2005
- Lwitikila school statistics, 2002-2005
- Lwitikila pupils' academic progress records, 2002-2005
- Lwitikila student leadership, 2002-2005
- Lwitikila examination results (terminal-G8-12), 2002-2005
- Lwitikila examination results (final- G9&12), 2002-2005
- Lwitikila SAFE sponsorship lists, 2002-2005
- Lwitikila sponsorship reports, 2002-2005
- Lwitikila student leadership selection guidelines, 2003

(iii) District SAFE

- District SAFE tuition attendance registers, 2002-2005
- District SAFE programmes, 2002-2005
- District SAFE sensitisation/education reports, 2002-2005
- District SAFE annual reports, 2002-2005
- District SAFE minutes for annual meetings, 2002-2005
- District SAFE financial reports, 2002-2005

(iv) Mpika District Education Board

- Mpika District Education Board quarterly reports, 2002-2005

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QUESTIONNAIRE

APPENDIX A PERSONAL DETAILS OF RESPONDENTS

Tick what is applicable and fill in the blanks with appropriate details.

PART ONE: FOR STAFF ONLY

1. School:
2. Age:
3. Marital Status:
4. Title:

Head teacher

D. head

Senior Teacher

Head of Department

Grade Teacher

Subject teacher

PART TWO: FOR PUPILS ONLY

1. School:
2. Age:
3. Marital Status:
4. Title: Head teacher

Head girl

Head boy

D. head girl

D. head boy

SAFE Member

Non-SAFE member

PART THREE: FOR PARENTS (SAFE COMMITTEE MEMBERS)

1. Village/Compound:
2. Age:
3. Marital Status:
4. Title:

Compound/village Head

Compound/Village Chairperson

Compound/Village Secretary

Compound/Village Treasurer

Committee member

Other (specify)

APPENDIX B

STAFF: TEACHERS & ADMINISTRATORS

1. When was SAFE Introduced at your school?
.....
2. Why was SAFE introduced at your school?
.....
3. How is SAFE organized at your school?
.....
4. What activities is SAFE involved in at your school?
.....
5. What in your opinion are the academic benefits for girls from SAFE?
.....
6. Does SAFE contribute positively to the enhancement of girls' achievement in Mathematics, Science and English?
.....
7. Does SAFE contribute positively to student leadership at your school?
.....
8. If your answer in 7 is 'Yes' why do you think that is the case.
.....
9. Is SAFE involved in HIV/AIDS activities?
.....
10. If the answer in 9 is 'Yes' why do you think that is the case?
.....
11. Is SAFE involved in reproductive health activities?
.....
12. If the answer in 11 is yes, state the reproductive health activities safe is involved in.
.....
13. What benefits are those activities to girls' education?
.....
14. Are pregnancy cases common at your school?
.....
15. If yes has SAFE contributed in any way to the decline of pregnancy cases?
.....
16. If the answer is 13 is yes, how has SAFE done that?
.....
17. Are cases of abuse common at your school?
.....
18. If the answer in 16 is 'Yes' state the above cases.
.....
19. Has SAFE helped in the reduction of those abuse cases?
.....
20. If the answer in 19 is yes, how has SAFE helped to reduce these abuse cases?
.....
21. Are cases of early marriages common at your school?
.....
22. How has SAFE helped to address these problems?
.....
23. Briefly state the major contributions of SAFE to the school.
.....

APPENDIX C
PUPILS: SAFE MEMBERS

1. When was SAFE introduced at your school?
.....
2. Why did you join SAFE?
.....
3. What activities is SAFE involved in at your school?
.....
4. How are these activities organized?
.....
5. What academic benefits have you gained from SAFE?
.....
6. What other benefits have you gained?
.....
7. How has SAFE helped you to improve in Mathematics, Science and English?
.....
8. Have you gained any leadership skills form SAFE leadership training?
.....
9. What leadership position(s) do you hold in school?
.....
10. If you do, do you think you acquired that position because of SAFE?
.....
11. Do you learn anything about HIV/AIDS in SAFE?
.....
12. Do you share with your fiends the information you learn on HIV/AIDS?
.....
13. Do you visit communities to talk to others about HIV/AIDS?
.....
14. What important lessons about HIV/AIDS have you learnt from SAFE?
.....
15. How has SAFE helped you in relation to HIV/AIDS?
.....
16. State briefly what you understand by reproductive health.
.....
17. Do girls at your school become pregnant while at school?
.....
18. Has SAFE helped to reduce the number of girls who become pregnant at your school?
.....
19. If your answer in (19) is 'Yes' state briefly how SAFE has done that.
.....
20. Do abuse cases occur at your school?
.....
21. If 'Yes' mention the cases of abuse that are common at your school.
.....
22. Has SAFE helped in addressing any of these cases?
.....
23. If your answer in 23 is 'yes' briefly state how SAFE has done this.
.....
24. Does SAFE help OVC at your school?
.....
25. If your answer in 25 is 'yes' how does SAFE help OVC at your school?
.....
26. Briefly state the major contributions of SAFE to your school.

APPENDIX D
PUPILS: NON-SAFE MEMBERS

1. When was SAFE introduced at your school?
.....
2. Why have you not joined SAFE?
.....
3. What activities is SAFE involved in at your school?
.....
4. What in your opinion are the academic benefits of these activities?
.....
5. Does SAFE help members to improve in Mathematics, Science and English?
.....
6. If your answer in 5 is 'yes' why do you think that is the case?
.....
7. Are some/most girls in SAFE student leaders (i.e. monitoresses /prefects?)
.....
8. If your answer in 7 is that most/some SAFE girls are student leaders, why do you think this is the case?
.....
9. Do you share any HIV/AIDS information with SAFE members?
.....
10. If your answer in 9 is yes, how has this information helped you?
.....
11. Do you share any reproductive health information on pregnancies and early marriages?
.....
12. If you do state briefly how this information has helped you?
.....
13. Are abuse cases common at your school?
.....
14. State abuse cases that are common at your school
.....
15. Has SAFE helped in reducing these cases?
.....
16. If your answer in 15 is 'yes' how do you think SAFE has done that?
.....
17. Briefly state what you think are the major contributions of SAFE to your school.
.....
18. Is SAFE involved in the financial support of OVC?
.....
19. If your answer in 18 is 'yes', what financial support activities is SAFE involved in at your school?
.....
20. Who are the beneficiaries from these finical activities?
.....
21. How do girls benefit form these finical activities?
.....
22. What other support activities for girls is SAFE involved in at your school?
.....
23. Briefly state the major contribution of SAFE to your school.
.....

APPENDIX E
PARENTS: SAFE COMMITTEE MEMBERS

- 1. When was SAFE introduced in the school?
.....
- 2. What activities is SAFE involved in?
.....
- 3. How are these activities organized?
.....
- 4. What academic benefits are these activities to girls?
.....
- 5. Does SAFE help girls to perform well in Mathematics, Science and English?
.....
- 6. Does SAFE help girls to be leaders such as monitoresses and monitors at school?
.....
- 7. Do girls exhibit leadership qualities at home?
.....
- 8. Is SAFE involved in sensitizing and educating the communities on HIV/AIDS?
.....
- 9. If the answer to 8 is 'Yes', what is the response like of the community to these activities?
.....
- 10. Is SAFE involved in sensitizing and educating the community about reproductive health matters such as early marriages and teenage pregnancies?
.....
- 11. If the answer in 10 is 'yes' what is the response like by the Community to these activities?
.....
- 12. What abuse cases on girls are common in your community?
.....
- 13. Does SAFE sensitize and educate the community on abuse cases?
.....
- 14. If the answer in 13 is 'yes' what is the community response like to these activities?
.....
- 15. How has SAFE's sensitization and education campaigns helped in addressing these cases?
.....
- 16. In your opinion, what are the major contributions of SAFE to girls' education in the communities?
.....