

# edueACTION frica news

The News Journal of the ADEA Working Group on Communication for Education and Development

Theme:

**Investing in Women's Education in Africa**

Conversation with Oley Dibba-Wadda on her 100 days as ADEA's Executive Secretary



The Interview

## Editorial

Investing in Women's Education in Africa



## Interview with CNN

Africa Rising? Not really, unless we invest in girls



## Analysis

Report on investing in girls' education  
An opportunity for corporate leadership



Qualifying women's leadership in Africa



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Nigeria - Coca-Cola and DFID to invest £7 million in an initiative to help 10,000 marginalized girls in Nigeria.



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## Investing in Women's Education in Africa



By Lawalley Cole

For basic historical literacy, everyone should know about influential women leaders in Africa - queens, pharaohs, and empresses. Hatshepsut was a woman pharaoh (ruler) of Egypt, one of the very few women to hold that title. Cleopatra was the last Pharaoh of Egypt and the last of the Ptolemy dynasty of Egyptian rulers. As she tried to keep power for her dynasty, she made famous (or infamous) connections with Roman rulers Julius Caesar and Marc Antony. In Ethiopia, there was the legendary Queen Eyleuka (Dalukah) of Ethiopia who reigned from BCE circa 4530-3240, before the flooding of the world, and the legendary Queen Nehasset Nais of Ethiopia who reigned from BCE circa 2585-2145, after the flooding. Other parts of Africa saw several women leaders. A few examples are Queen Regnant Nyilak of Alur (Uganda-1365-90), Queen Sukda of Mandara (Cameroon- Circa 1500), Iye Oba Idia of Uselu (Nigeria- 1507-?), and Queen Regnant Rafohy of Hova /Imerina (Madagascar -1530-40. The list goes on and on with female leaders contributing to human development, peace and stability of their communities and the entities that they ruled.

The picture is different today as traditions shifts and times change. In modern Africa with 55 independent states, only 2 are currently ruled by women. Of these only President Ellen Johnson Sirleaf of Liberia has ever been elected to the highest office in the country through a general election and by popular vote. One other female head of state in Africa is Catherine Samba-Panza of the Central African Republic. There is Rwanda, on the other hand, where an incredible 64% of elected Members of Parliament are women. Africa has made good use of quotas for women in parliament. African heads of states elected the Chair of the African Union, Nkosazana Dlamini-Zuma,

who is a woman.

The gender gap remains wide. As recently as 2012, an in-depth global analysis of gender equality showed that women in Sub-Saharan Africa faced the highest level of discrimination in the world. They continue to face major challenges with gender inequality. These could be with issues in the private sphere such as domestic violence, marital rights, inheritance and female genital mutilation (FGM). There are also issues in the public sphere such as lack of access to education, especially higher education, health-care, public space and political power. Africa still ranks lowest in the global gender equality index, have some of the highest numbers of domestic violence, and still the largest number of FGMS and other harmful traditions.

At the international level, education has remained the key to effect positive changes for the betterment of the greater half of humanity. The best way to empower women -- particularly in Africa -- is to invest in their education. It is a well-established and simple fact that countries that promote girls' education, and especially secondary education and skills training, tend to have higher rates of employment, higher wages, and lower maternal and child mortality. Better health, better jobs, and better businesses are all easier goals to reach if priority is given to getting girls in schools and giving them a good education.

Fifteen years after many countries in sub-Saharan Africa gained their independence, the United Nations (U.N.) designated 1975 International Women's Year. In that same year, the U.N. General Assembly organized the first World Conference on Women, held in Mexico City. After the conference, the U.N. expanded the recognition

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**The best way to empower women - particularly in Africa - is to invest in their education.**

# Editorial

of International Women's Year by declaring 1976-1985 the U.N. Decade for Women. This factor highlighted the need for women's rights and asserted a U.N. commitment to equality. The UN also established a Voluntary Fund for the U.N. Decade for Women, which became UNIFEM, to further work on women's issues.

The World Conference on Equality, Development and Peace that was held in Copenhagen in July 1980, identified three spheres of intervention, in terms of access to education, employment opportunities and adequate health care services. In 1985, Nairobi hosted the World Conference to Review and Appraise the Achievements of the Decade. This conference recognized gender equality as an issue that encompassed all areas of human activity. It also identified new ways of overcoming obstacles for achieving the objectives of the Decade. These included constitutional and legal measures, equality in social participation, and equality in political participation and decision-making. The Fourth World Conference on Women, held in Beijing in 1995, went a step farther than the Nairobi Conference. The Beijing Platform for Action asserted women's rights as human rights and committed to specific actions to ensure respect for those rights.

Following the Millennium Declaration of the September 2000 Millennium Summit, gender issues were integrated with many of the subsequent Millennium Development Goals (MDGs). These were explicit in Goal No. 3 ("Promote gender equality and empower women"), and Goal No. 5 ("Reduce by three-quarters the maternal mortality ratio"). On 2 July 2010, the United Nations General Assembly unanimously voted to create a single UN body tasked with accelerating progress in achieving gender equality and women's empowerment. The new UN Entity for Gender Equality and the Empowerment of Women – or UN Women – merged four of the world body's agencies and offices. UN Women became operational on 1 January 2011.

In the case of Africa, the African Development Bank has attested to the fact that no nation can power its economic growth without empowering its women. According to the Bank, "it is like trying to succeed in an increasingly competitive world with one arm tied behind your back". Both the World Bank and the African Development Bank have over the past three decades repeatedly tried to prove to Africans and others that investments in the education of girls and women do not just benefit the women themselves, but their families and their communities as well. In effect, empirical evidence has shown that an educated woman would allocate more resources to nutrition and children's health and education than a man would do. It has now become common knowledge

that educated mothers are more likely to educate their children -- and that can have carry-on effects for generations. The African Development Bank says that educating women make good business sense. The more education a woman has, the more likely she is to be more productive in her work -- and, one hopes, to start her own business. A good education increases the chances that women entrepreneurs will make the transition from start-ups to established businesses.

As we wind up the millennium development goals and await the new Sustainable Development Goals, the international consensus must be that investing in women's education should be given top priority for all countries and a goal for the post 2015 development agenda. This must include measures to measure progress, and as part of an accountability framework that is now being proposed for the continent. Increasingly, the momentum continues to grow for the Improvement of the amount and quality of data.

*Lawalley Cole is the Coordinator of the ADEA Working Group on Communication for Education and Development (COMED) and Editor of this News Journal*

**As recently as 2012, an in-depth global analysis of gender equality showed that women in Sub-Saharan Africa faced the highest level of discrimination in the world.**



# The Interview

## Conversation with Oley Dibba-Wadda on her 100 days as ADEA's Executive Secretary



Oley Dibba-Wadda  
ADEA's Executive Secretary

Oley Dibba-Wadda, assumed office as ADEA's Executive Secretary on July 1, 2014. She is the first woman to hold that position. As a strategic analyst and expert in international development policy and programming whose work has focused more particularly on education and gender equality in Africa, the broader ADEA family's expectations of her work is relatively high. Lawalley Cole had an extensive conversation with Oley Dibba Wadda which stretched from her first impressions of ADEA during her 100 days to her management of family life. Please read on...

*Lawalley Cole: Ms. Oley Dibba-Wadda, ADEA Executive Secretary, good morning. You have just completed 100 days at the head of ADEA, as Executive Secretary of ADEA. Can you give us your first impressions of this first 100 days at the head of ADEA?*

**Ms. Oley Dibba-Wadda:** Thank you very much, Lawalley. My first 100 days has been a mix of excitement and opportunities. I say mix of excitement and opportunities. Excitement because I am returning to the education sector; that is, coming back to my education family after being away for one year and working in another sector. As you are aware, I was working with Fawe and Oxfam on girls' education as well as with the Commonwealth Education Fund. **Returning to ADEA, the core founding father of Fawe has been an excitement for me. It is therefore good to be back, and to be back amongst colleagues. It is also an opportunity in the sense that I joined ADEA at a timely moment when a lot of discussion is taking place on the post-2015 development agenda, and when ADEA is also thinking of a new strategic direction and transformation in a lot of areas, and with new thinking of paradigm shifts on emerging topics and discussions going on in the education sector in Africa. So, it is perfect timing for me to come in at this right moment when I am filled with energy, enthusiasm and passion to really stir ADEA to move forward in the future...**

Therefore, in that sense, the opportunities like I have highlighted and the passion for me coming into ADEA, has coincided with a yearning for a complete shift in leadership. To me, especially being a woman, and being the first woman, I can say so far, things have been moving in the right direction for ADEA. My first two to three weeks of joining ADEA focused on taking stock of what the issues coming up are; for instance, working towards setting some objectives and building a vision that is in line with ADEA's medium term strategic plan. I realize that ADEA has a fantastic team that is very analytical. ADEA has technical people who can actually take forward the vision with my leadership support whilst leading from behind.

*Lawalley Cole: Yes, that is a very positive impression. I want to go back to ADEA again. I want to look at ADEA today. The way it is right now. ADEA has had a number of ups and downs recently. In the last two years, funding has been a problem. The traditional donors have shifted their priorities and then we have been left floating and then, all of a sudden, we came out with this new idea of having a paradigm shift: that is moving away from mainstream education, basic education which is reading, writing and mathematics, to other areas such as supporting the development of common core skills, particularly among youths and looking at other disad-*

*vantaged groups as well. How do you see this now, now that you are at the head of ADEA? How do you think that this paradigm shift can be realized, or not realized at all?*

Ms. Oley Dibba-Wadda: Thank you. Like I said in my earlier response, it is an opportunity for me. I believe that the change in the financial and economic architecture, as we see it today could be an opportunity. **ADEA is not the only organization that is struggling. Many other similar organizations like ADEA are struggling in the same arena, whether it comes from the donors' perspective or from the civil society perspective or even from within the government perspective.** So, we are all in this together. However, it also provides opportunities for us to actually pause and take stock of the meaning of all this. I believe things do not just happen. Everything happens for a reason. So, for this financial crisis and ups and downs, it provides ADEA with an opportunity to actually realign itself and position itself to be consistent with the reality. It means ADEA may also need to refocus on what it is doing or perhaps streamline what it is doing and at the same time realize that there are other actors on the playing field. This therefore provides ADEA with an opportunity to really or maybe reduce its emphasis on its ordinary day-to-day concerns that are dispersed and instead focus particularly on what it does well and concentrate on that. **With regard to the financial crisis, I think in some ways, that this is over-exaggerated. I think there have always been financial crises globally. In some ways, it is a matter of how you respond to the issues, how you deal with them, and how you address them.** Yes, some donors and funding partners have shifted their priorities into other sectors, other than education. Notwithstanding, I believe that if we have a good strategic plan with a vision and direction, ADEA can attract positive changes. In fact, they are actually happening, perhaps from within, and we may not be able to see them, but changes are happening and for the better. I do not believe that things can get any worse than they are being perceived right now. All of this aligns us with the on-going conversations, as I already mentioned on the post-2015 development agenda. We are also aligned with the African Union's vision 2063 on Africa in 50 years' time. We therefore have an opportunity. I think for me as a leader, I should try to see things in a positive way and also see what is realized as a challenge and convert that into an opportunity because the expectation of leadership among ADEA requires turning challenges into opportunities. And that is how I see the current situation in ADEA – a perfect opportunity.

*Lawalley Cole: You have just said there are many other competing organizations with ADEA and that you know we have to use the opportunities to brand ourselves in the international community. The question I want to ask you is this: Is ADEA still relevant in Africa? Is it still relevant in the world? And how and why? Why would you say that?*

Ms. Oley Dibba-Wadda: ADEA is relevant. As the Executive Chair of ADEA always says: "if ADEA didn't exist, and given the current education architecture in the African continent, it would have had to be invented". I resonate with his point of view. I say this because I feel we have a huge bulge of a youth population that is unemployed. This challenge is faced across the entire African continent. The lack of skills for employability; the lack of quality education; the realization that going to school has not necessarily translated into quality learning in school; the realization that not everybody is actually cut out for the classroom; all provides an opportunity for ADEA to rethink its positioning.

ADEA is the only organization that does what it does. Its niche is that it brings together all stakeholders in education, global education actors and policy makers within the African continent and provides a platform for dialogue. ADEA also plays a facilitation role, and a role as broker, bringing together these two dynamic actors to really think and realign on what is relevant for African education systems on the continent. There is no organization or institution that does that. Other civil society organizations and NGOs work on the actual doing.

ADEA brings all these actors together – to really sit, brainstorm and look at what the key issues that affect the continent are. So I think ADEA is key across the African continent and very relevant – even more so now. The messages that are coming out or the emerging issues that are actually being realized in the African continent are feeding into the global discourse on education and vice versa. So, I think ADEA plays that brokering role as the key flag bearer for education in Africa.

*Lawalley Cole: I want to ask you about your own personal career because you have been all over the world, in many places; you have been at the head of other institutions also before you came to ADEA. I want to know whether your personal career has actually influenced your thinking. You have already*

*said a lot but has this experience influenced your thinking on the new direction that ADEA must go and also the new challenges for ADEA?*

**Ms. Oley Dibba-Wadda:** Yes, it has. When you travel around different countries and work around different organizations, be it working with civil society organizations in the north or in the south, areas across different sectors, I believe it has. In addition, travelling and witnessing the power dynamics and understanding different organizational cultures and making comparison has also equally contributed. **For me, I think being a woman, and having the opportunity to actually have my specialized academic background and passion on gender issues and focusing on education as a thematic focus, have provided me an opportunity to appreciate the importance of education in Africa.** It is not just the African continent that is struggling. In the area of education, the entire global community struggles with regard to quality and relevance of education. Why? Because education is a very broad sector and the challenge is that each sector is equally as important as the other. **For ADEA as the flag bearer of education in Africa, it therefore remains challenging to attempt to address all the educational needs of the African continent given the diversity in our continent.** For instance, there are some who focus on early childhood, others on skills for employability, whilst still yet, others on basic education, or higher / tertiary education. For me, as a woman and leading ADEA, the key is looking at all of these main areas with my "gender lens" on; particularly at the transitioning process for women, especially when they are at their very fragile ages as young women. At this point in their lives, they transition to the age of maturity, between 8 years and 18 years of age. Within the African context and in most developing countries, this is the stage when women struggle to either make or break their lives transitioning into maturity. In most cultures, it is the time when they get married or they are taken out of school and married off. It is also at this time when they reaching puberty, the age when they



are very vulnerable can fall victim of becoming pregnant at an early age. It is also a stage of their lives when they begin to assume a lot of responsibilities in the household. So, I think with that experience, with that learning and bringing that into ADEA at the same time coinciding with the new ADEA's strategic direction that is looking at skills for employability, it gives me an upper hand to look at the gender relations and gender dynamics of women and the implications education has in their lives. In this perspective, we allow ourselves to assess how these dynamics affect the boys and young men vis-à-vis the young girls differently and to be able to see how we align and address their educational needs and priorities differently. And, like I said ADEA has a very strong opportunity and a strong niche on education in Africa. So, my academic and professional experiences and background coupled with ADEA's comparative advantage, across the African continent, provides the right balance and a good opportunity for me to view these issues from a gender perspective.

*Lawalley Cole: I was going to come to that question on your experience as a gender specialist and you have answered it already, but as you know the theme for this edition of our News Journal is: How does investing in women's education yield better for the African continent? I also want to put this in the context of this new paradigm shift. We are talking about youth unemployment; we are talking about the common core skills, the development of common core skills. There are some areas, and still certain traditional areas which remain no-go- areas for women in the job market, as such so to speak. How do you see women now becoming leaders in mechanics, becoming leading engineers or do other things which traditionally men have been doing. How can ADEA influence that, particularly in the area of changing mindsets, communicating and letting people know that what a man can do, a woman can do even better.*

**Ms. Oley Dibba-Wadda:** I think it is changing. The world is changing. The stereotypes are changing. We have come a long way and even within the African continent. There is a realization, for the need to change our thinking and our mindsets in the past, priority for going to school focused on just the boys in rural areas and in some urban areas. However even within the rural areas now, families have realized and parents in particular, have realized that the women actually have become more reliable and can take on more responsibilities. It is said these days that more



and more women have more sympathy for their ageing parents; thus parents now are re-thinking the benefits of investing in their daughter's education. I think we have extremely good examples to showcase. For example, when **we talk about skills, when we talk about leadership and women in that context across the African continent, we have a lot of trail-blazers; we have a lot of examples to proudly showcase now.** I will share examples later. We are seeing young women breaking the "glass-ceiling". I see that in myself when people ask "you have come to ADEA and you are the first woman in ADEA to become Executive Secretary". We are in the 21st century. Gone are the days when the myth existed that prescribed that women cannot do this, or women should not do that. When I was working with FAWE, we had a program that was looking at technical and vocational education and training for young girls in conflict areas and it was amazing seeing these young girls building houses from scratch. I remember in Sierra Leone and in Liberia where we had some case studies that were looking at these young girls working in the areas of masonry, carpentry, plumbing, electricity, etc. They actually formed themselves in different groups and worked together to actually build houses from scratch with their different specialized skills. We are seeing more and more women engineers now, we are seeing women as pilots, and we are seeing women medical doctors. The pace has been slow, slower than we would like it to be, but change is happening. We are seeing more women in leadership positions; we are seeing women in political leadership positions, all of them across the African continent. **So far, we have been blessed with three female Presidents – Heads of States. We have been blessed with female Prime Ministers and Vice-Presidents, we have been blessed with having the current Chair of the African Union being a woman and coinciding with 50 years of Africa's independence.** So the glass-ceiling is being broken or has cracked and we as women in leadership positions have become trail-blazers, opening opportunities for other women. **Women have become more ambitious and really focused. So I think the world is changing – things are changing.** Therefore the issue of women in skills development continues to grow and expand. In addition, women themselves are proving that they can actually do it and better and this is already evident. I believe there is just no turning back, there's no going back. We have to be forward-looking and which was why I said that, in a lot of sense, this is an opportunity for ADEA.

*Lawalley Cole: I see that from this interview and I can actually confirm that you are a very good strategic analyst and that you*

*have a lot of experience in international development policy and programming, as well as somebody who has been in management and leadership positions before. I would like to know what added value you think this will bring to ADEA, given that ADEA has had management and leadership problems in the past? What can you do to help?*

**Ms. Oley Dibba-Wadda:** Thank you. For me, what I can do is... like I said, balancing the experience of being exposed internationally, travelling around, interacting with a lot of other development actors, and working in the West for example, working with Oxfam GB, working with the Commonwealth Education Fund and working with Concern Universal ... these are all international NGOs that have been focusing on the development sector; coupled with leading two Pan African organizations, with ADEA being the third. This experience has provided me with an opportunity to see how things are in other different countries, cut across different cultures, different languages and traditions. In addition, the fact that I have also been working and been engaged in my previous occupations with Femmes Africa solidarity, with FAWE, and having been engaged with the African Union has also helped me to really broaden my thinking in terms of where we need to go or where in this sense for me as a gender analyst the direction we want to take Africa. Women, like Dr. Dlamini Zuma –



**Nkosazana Dlamini Zuma –  
President of the African Union Commission**

the Chairperson of the African Union, said and I quote, "women comprise 50% of the global population and they give birth to the other 50% – women hold half the sky". Therefore, in essence for me, **my vision is that if we take into consideration the gender perspectives of education in this context, and given what is happening in the global north and in the global south, my strategic vision is to make sure that the needs of both genders are considered.** We should also be able to make concrete analysis of how women in leadership positions affect women and



men differently. I believe that my leadership role as a woman within ADEA brings in some added advantage, simply because I say this: I am a woman! I think I have repeated this statement in a previous interview that "it seems as



Ellen Johnson - Sirleaf - President of Liberia

if when the men mess up, the women come and clean it up"- I am sure you understand what it is I am trying to get at. I give the example of Liberia where we have, after a long conflict, a woman taking over for the purpose of



Catherine Samba - Panza - President of Central Africa Republic

recovery; albeit not an easy task for the current president. Similarly, we have the same example in Central Africa Republic; we have the same in the African Union. As women, we struggle. It is not easy, having an entry point into the "old boys' club", but I think that we are proving to them and the rest of the world that we can do it and to some extent we are getting support from the men, and you know what? Some of them are receptive to this change that is happening. **The downside of that means however, that we have to work three times harder than the men to prove that we can do it.** For me bringing that vision, being a mother of four children, being a wife, has also helped me to get an appreciation of diversity and people's thinking and experiences. Our natural roles as mothers, as

nurturers, provides me with that opportunity which ADEA has never had; to bring together the ADEA family; to bring together the entire ADEA network - as a woman carrying the burden of promoting peace, and promoting culture amongst diverse individuals with diverse backgrounds and different experiences. My added advantage over the former Executive Secretaries of ADEA is that I am a woman leading ADEA. They usually say that a woman, thinks further beyond where the man stops thinking - the vision and the planning ahead. Some men (not all) would usually think of the now and today. We think far ahead and are blessed with additional natural instincts. We are wired differently. Education is an area which is more on the social sector. Therefore naturally for me as a woman, I would like to focus more on the returns in investment. I argue that it took my parents over 40 years for me to become an impact. I look at the impact that this has had on me, on them, and the triple effect this spillover has on my own children and their education. I come from a third generation of educated people within my family. Therefore, this investment in my education has multiple effects for generations yet unborn. I bring the ability to be more patient, more tolerant, and more objective and focused on the issues and the strategic direction of ADEA making sure that we don't bulge down into one-directional issues. Therefore with these qualities, I would bring in an added advantage to ADEA, making sure that women's issues are factored in to the education sector in Africa.

*Lawalley Cole: Well you provided answers to some of the questions I was going to ask. You are the first woman Executive Secretary of ADEA. You are also the fifth Executive Secretary of ADEA, there have been four men before you and I would like to know, since you have spoken about having a husband and four children, how you balance your career and your personal life. You know this is not the first time that you are at the head of an organization, this is the fourth time. How have you coped with this?*

*Ms. Oley Dibba-Wadda: If I said it is easy, I would not have been doing myself justice. It is not easy juggling triple roles. Sometimes I try not to think about it. I remember when I was working towards my doctoral studies around 2008 and 2009. At the time, I was living in the UK. I was working full time. I used to drive 100 miles to work and back. I was living in Bracknell and working in Oxford. Then I had to drive from Bracknell to and from the University of East Anglia in Norwich. I had four children and in the UK you don't have help. It was a tough*

one, but I think for me I am here today because I have the support of my family, I have the support of my husband, I have the support of my children and I recall, when I was struggling between travelling almost 50% of the time, working, studying and raising my children, who were young at the time, my husband opted to actually stay at home to help in the home front and I remember him saying to me "I have done my bit, I have been there, I have done it all, you have a lot of passion in you, you know you want to excel in your own personal career, then go and follow your dreams". He actually became a stay-at-home dad. So, he has been actually the foundation and the pillar of making this possible for me. I say this because it is usually very difficult for women to be in leadership positions and have the opportunity to balance work, family and the professional leadership positions. I argue that in some cases, to actually maintain this kind of leadership in women in most cases, you have to be either divorced, or widowed or your children have grown up and left home or you are single. Sometimes that's the only way you can maintain following your professional career. The workplace environment is still a "patriotic male setting". It does not factor in women's home and work life balance. Globally, we are not there yet in terms of making sure that



women are able to have some realistic work-life balance. So, whenever you get a lot of women in leadership positions, if you check, there is always one of those areas that are sadly compromised. And for me, I want it all – I want my husband, I want my children, I want my career and I want my social life. Having an understanding family has helped me to meet my needs and encouraged me to climb up the ladder.

*Lawalley Cole: My final question. You mentioned Dr Dlamini-Zuma, the Chairperson of the African Union. Let me suppose that you worked with her. Would you consider her to be a mentor for you? She has always had her*

*own version of this vision, this 2063 vision which she articulated very well and which has been published worldwide, and in that she talked about the way Africa has to rise, and the type of leadership needed for Africa: we have to rise economically, even politically and even on the international scene, and that by 2063, we should be up there. Would you see her as a mentor?*

**Ms. Oley Dibba-Wadda:** I see her as a role model. I definitely see her as a role model. Because like I said she is one of the trail-blazers for women across the African continent given her very diverse portfolio. For me, the agenda 2063 is a vision that I resonate with. If you read a letter that was written, it is the vision of how Africa should be ideally in 2063. It is called "Letter from the future" and which actually portrays the vision of Africa in 2063, I think it highlights where we all want to see Africa in 50 years' time. I might not be around to see that, but I think the fact that this idea, this vision is in the incubator, means, it will be realized. I believe that there will be those who follow behind us as we follow behind her and other female African role models we would pave the way for our African sisters and daughters to realize the dream of "the Africa we want". The "letter from the future" talks about Africanization, about the opportunity for Africa, and the vast resources that Africa has in terms of human resources, our natural resources and the things we could do with them to realize this "African dream". I think for me, and I am very positive and optimistic, we will get there, that vision, that dream will be realized because all of us across the African continent have realized the potential that we have. The challenge now is to try to realize that and I don't think that we will be the ones that will actually implement this vision. As I said earlier, we are setting the stage for generations to come, for generations yet unborn to come to actually realize this dream.

**I see Dr. Zuma as a visionary, I see her as a very strong woman, trying to focus on what is relevant for Africa.**

The work that the African Union, the African Development Bank and the United Nations Economic Commission for Africa – the combined strategic vision that they have together as key leading Pan African institutions provides for a safety net for Africa. Organizations like ADEA will capitalize on this opportunity to contribute towards realizing this African dream – the vision that is the African renaissance. Dr. Zuma is a very strong and passionate woman in the African women's movement which we have been engaged in through the "Gender is my Agenda Cam-



**Bineta Diop**

**Special Envoy of the Chairperson of the African Union on women, peace and security**

paign" - GIMAC Movement that is being coordinated by Femmes Africa Solidarity, we have had the opportunity to work with Dr Zuma in solidarity with other dynamic African women and organizations working on women's issues. The GIMAC has actually played a key role in realizing the parity principle within the African Union. African women campaigned for Dr. Zuma's candidature as Chairperson of the African Union and we rejoiced when Dr. Zuma was

elected as the first female Chairperson of the African Union. Dr. Zuma together with other African Women like Madame Bineta Diop, who is now the Special Envoy of the Chairperson of the African Union on women, peace and security – a first position of its kind in Africa. These women and others are the custodians and champions of the GIMAC Movement. So, yes, I will say that Dr. Zuma definitely shares the vision that the African women want and being the current head of the African Union, I believe provides a leading opportunity for us as women. She has opened the doors for us women and it is an opportune moment for us to actually walk through the doors. It is not easy but if we unite together as one, "our Africa" will be one because we are all in the struggle together. I have no doubt in my mind that we shall overcome, someday and soon!.

*Lawalley Cole:* Ms. Oley Dibba-Wadda, I thank you very much for this interview.

*Ms. Oley Dibba-Wadda:* Thank you



## Africa Rising? Not really, unless we invest in girls

By Ellen Johnson Sirleaf, President of Liberia, Special to CNN



Ellen Johnson - Sirleaf - President of Liberia

*Africa Rising? Not really, unless we invest in girls*

*By Ellen Johnson Sirleaf, President of Liberia, Special to CNN*

**CNN Editor's note:** Ellen Johnson Sirleaf is the president of Liberia and a Nobel Peace Prize winner. The opinions expressed in this commentary are solely hers.

*(CNN) -- What factor has the power to transform individual lives, communities, nations and the world?*

The answer to this complex question is a simple one: education. While it is widely accepted that there is no one solution to lift the millions across our globe out of poverty, it is also equally accepted that a key cornerstone of addressing some of the world's most pressing challenges is through providing a quality education to all children, especially girls.

Despite increasing numbers attending school in recent years, 126 million children remain out of primary school and lower secondary school around the world. Some 65 million of these children are girls.

*Liberian president Ellen Johnson Sirleaf :*

The highest rate of girls not in school is across the African continent, where in sub-Saharan Africa nearly four out of five poor rural girls are not completing primary school. There are an estimated 250 million children worldwide of primary school age who can't read, write or do basic math -- more than half of whom have completed four years of schooling.

It is unacceptable that in 2014 -- less than a year away from the deadline the international community agreed to get all children into school -- that 30 mil-

lion girls in Africa are denied their basic human right to a quality education. Ensuring that every child goes to school, stays in school and learns something of value will require firm commitments and action by governments to invest in education and prioritize the education of its girls.

Africa's economy has grown at more than 5% annually over the past decade -- some of the highest economic growth in the world -- leading many to use the phrase of «Africa Rising» when describing its countries. However, a country's economic growth does not always lead to development or improvement for its poorest citizens. To truly rise as a nation by building an equitable, sustainable and peaceful society, governments must ensure that spending on education is prioritized and used well.



"Some countries lose more than \$1 billion a year by failing to educate girls to the same level as boys".

*Ellen Johnson Sirleaf, Liberian President :*

According to recent research, the estimated economic gain from achieving universal primary education exceeds the estimated increase in public spending required to achieve it. One extra year of schooling can increase an individual's earnings by 10%. Girls who complete a primary education are likely to increase their earnings by 5 to 15% over their lifetimes.

Each additional year of schooling could raise average annual gross domestic product growth by 0.37%. If all women had a primary education, child marriages and child mortality could fall by a sixth, and maternal deaths by two-thirds. Investing in girls' education could boost sub-Saharan Africa's agricultural output by up to 25%.

Some countries lose more than \$1 billion a year by failing to educate girls to the same level as boys. Without education, how can a country's future citizens take part in growing their economy and reap benefits? Without education how can a country grow?

It is however, not good enough to only increase the number of children receiving education. Children and young people must learn basic knowledge, skills and competencies, such as reading, writing, critical thinking, problem solving and math, that are needed to live healthy, safe and productive lives.

In Liberia, across the African continent and, indeed, around the world, it is becoming increasingly apparent that going to school is not the same as learning. This is of grave concern given that many of the social and economic returns from an education are found to come from learning outcomes rather than number of years in school.

To accomplish this, more financial resources that are better spent are needed to build a strong education system capable of improving both access and learning for all. But making informed decisions about those resources requires good data.

Information on teachers, how to best support them

to do their jobs, and information on how students are learning are crucial for knowing what policies and programs will be effective. By using our resources more effectively and focusing them on those children that are currently left behind, we can have some of the best educated citizens in the world -- citizens who will be responsible for building a peaceful and prosperous future.

"By not investing in girls' education, we are telling our women that we do not care".

*Ellen Johnson Sirleaf, Liberian President :*

At current rates, the poorest girls in sub-Saharan Africa will only achieve universal primary completion in 2086. To not invest in and prioritize girls' education, we as African leaders are telling our women that we do not care about you and your child's future. As one of those women, I will not accept this and I urge all our leaders to invest in our children's future. Investing in girls' education is not only a moral imperative, it is a smart investment.

On the 16th of June, the Day of the African Child, young people from across Africa will stand at the African Union Headquarters in Addis Abba, Ethiopia, and across Africa, to call on their governments to dedicate more resources -- the recommended 20% of national budgets -- to education and develop strong and transparent monitoring systems to track effectiveness and impact.

Better information on learning outcomes and public spending is key to achieving our goals. These young people want a brighter reality and they demand that their governments stand up to meet their responsibilities and commitments, in order to build a future for their children, a future for their country.

When nearly 60 developing countries came together in Brussels at the end of June, as part of the Global Partnership for Education, they were asked to commit to increase education spending. If they do, we will know if they have listened to these young people, and then the phrase, «Africa Rising,» can be used in all truthfulness.

# Book review

## Enterprising Women: Expanding Economic Opportunities for Women

Forward by Ngozi Okonjo-Iweala

Women's economic empowerment is critical for development. The international community recognizes that this agenda is important—and that more needs to be done to further it. Expanding opportunities for women is of intrinsic value.

It is also instrumental in fostering development; realizing the potential of all people is needed in order to ensure growth, productivity, and a vibrant society. *Enterprising Women: Expanding Economic Opportunities in Africa* analyzes new data from 41 countries in Sub-Saharan Africa to provide practical recommendations on how to help more women move into higher-return activities.

Women entrepreneurs are a significant resource in Sub-Saharan Africa. Their efforts and investments contribute to higher living standards for themselves and their families. More women are already economically active in Sub-Saharan Africa than in any other region. But these women too often operate in the informal sector, in small firms, and in traditional sectors where profits and opportunities for expansion are more limited. They are not fully able to realize their potential.

This book shows how economic empowerment for women is particularly needed in Sub-Saharan Africa. Entrepreneurship can reflect choices and the pursuit of opportunities, but it can also reflect necessity and a lack of alternative options. Sub-Saharan Africa has the world's lowest nonagricultural wage employment, often the alternative to entrepreneurship—and demonstrates the largest gender gaps of any region.

Improving the prospects of existing businesses is part of the solution. And addressing constraints in the investment climate that burden informal and smaller enterprises will disproportionately benefit women. But the larger goal is to enable more women to shift



the nature of what they do. This book outlines a four-part agenda that can provide more women with the incentives and abilities to run larger enterprises in the formal sector in higher-value-added industries.

Four sources of gender gaps need to be closed. The first regards human capital; gender gaps in education in Sub-Saharan Africa still remain, and business training and access to networks are too often geared toward men.

The second involves ownership and control of assets. The companion to this volume, *Empowering Women: Legal Rights and Economic Opportunities in Africa*, demonstrates the extent of gender gaps in formal economic rights and the practical constraints to accessing justice. These first two gaps affect the third source of gender gaps: access to finance. With less control over collateral and less education and training, women are seen as less attractive borrowers, and hence are more restricted in the type of activities they can pursue. Lastly, there is a gap in voice. Women need to be included at the table when policy reforms are being designed and prioritized.

This book provides examples from countries across the region of how to achieve success. The data show the gender patterns across types of entrepreneurial activities—but they are not uniform. Variations in these patterns and analyses of reforms show how shifting conditions make a difference. More indeed can be done, and this book provides a roadmap of how to do it.

*Ngozi Okonjo-Iweala is the Coordinating Minister of Economy and Minister of Finance for the Federal Republic of Nigeria*



# Teach a Woman to Fish

## What we can learn from Ritu Sharma's Teach a Woman to Fish About Overcoming Poverty Around the Globe



by George Ingram

Women make up more than half of the world's population but are frequently overlooked in international affairs, their unique set of strengths and vulnerabilities often ignored. Brookings experts discuss the impact that improving education for girls and women can have on development and poverty levels, as well as issues including gender inequality, protection of women during conflict and gender-based violence.

George Ingram reviews Ritu Sharma's recently published book, *Teach a Women to Fish*, which details her experiences working beside poor, women-led families in four developing countries.

Ritu Sharma, founder and CEO of Women Thrive, recently published *Teach a Woman to Fish*. The book centers on her experiences working beside poor, women-led families in four developing countries.

The book is much more than just a nice, interesting, feel-good story about the lives of strong women in poor villages. It is a tapestry woven from a medley of threads—human interest stories, political and social analysis, economics, history, development policy, grassroots organizing, how to influence government, and policy prescriptions—all at a very close and personal level. The book "humanizes" development, bringing the lives of real people to what too often are sanitized statistics and policy papers. *Teach a Woman to Fish* is a series of real human stories interwoven with brief work-free tutorials on important policy issues.

For 17 years Ritu has been a force leading Women Thrive, which in turn has been a key driver behind the Washington policy community's growing acknowledgement of the critical role of women and the importance of taking a gender approach to development.



The Teachers are the Poor, Not Us

For me, the overarching message of the book is that the poor have the solutions to their problems. Our western answers often are not the only, nor the best, solutions. But those struggling to improve their lives, and their country's future, can use our support and understanding in helping them unlock those solutions.

There are many local organizations—companies, NGOs, grassroots networks, government—that are helping to create those opportunities. External donors and other development actors should be seeking out these local organizations and supporting them in their efforts to empower and unlock opportunities for the poor. This is the fundamental rationale that underpins the priority USAID and the development community put on local ownership. The book offers real examples and explanations of why this policy is the right approach. Local ownership is not a silver bullet for development, nor is it the sole approach, but in many instances it is the right approach.

This fits with how Ritu sees poverty: "...poverty is not about having no money; it's about having no power to change your own circumstances."

## The “Girl Effect”

If you have ever wondered about the “girl effect” and why education is so important—not just for its direct impact on girls and women, but also its contribution to moving entire communities and countries out of poverty and onto sustainable patterns of prosperity—read this book. There are entire books devoted to the role of education in development, but in just a few pages Ritu gives you the basic course and makes it alive with real people. She explains why education is more than just teaching in the classroom, and why food, nutrition, and health are all critical for children to be able to focus and learn. She explains why education is not achieved simply by getting children into schools, but that they must actually learn to reap the benefits, to achieve the girl effect.

She describes the nature of discrimination against women and why we should all stand up to end this all-too-prevalent practice. She confronts us with the reality of violence against women, including sexual violence. She explains why child marriage disempowers and harms girls.

Ritu introduces the reader to small-scale farming and why the practice of prohibiting women from owning land—the very land they farm—discourages efficient and productive farming and must be overcome. This is happening in some countries, although much too slowly.

### Influencing Government

Teach a Woman to Fish is a tutorial on how to accomplish practical goals. Do you want to know about networking, organizing, and advocacy? Ritu explains how these work at the grassroots and the national level and why they are powerful tools for empowering the poor. She explains how village-level women’s networks function and what they can accomplish; how women’s groups organized at the national level to influence a government’s request to the Millennium Challenge Corporation (MCC) and even circumvented their own government to go directly to the U.S. Congress and the MCC; how Women Thrive mobilized to influence the MCC to adopt a gender policy, and not just a notional one but a strong one, and then to hire a gender expert to make sure the



policy was implemented; how Women Thrive worked the halls of Congress in pursuit of legislation on violence against women; and what you can do to influence your representative in Congress.

And then there is Fair Trade and the power of the purse—how we can influence corporate behavior simply by our purchasing decisions.

### Role of Foreign Aid

Ritu explains why foreign assistance is important for U.S. interests in the world. She advocates using assistance to promote poverty reduction and the rights of people, and warns against cutting off assistance as the unintended consequences of that action may adversely affect the very people we seek to help.

The stories provide an insight into how the American aid agencies—USAID and the MCC—sometimes get it right in improving the lives of individuals and communities, but not always.

The book introduces you to village heroines: Irangani, Malini, Maria, Carmen. Ritu tells us about a few heroes named Kepali and Mahesh. And she even introduces some U.S. heroes and heroines: a corporate hero by the name of Ed and two Congressional heroines named Nita and Beth.

### Who Should Read This Book

- Development policy experts who know the theory and policy of development but not the reality on the ground
- Field-grounded implementers who know what happens in villages but not how to communicate that to policymakers and translate that experience into policy

- College professors teaching an introductory course in development, international economics, international relations, and global women's studies
- Regular people who want to understand how others live and how we can make a difference

What comes through in Ritu's stories is her admiration for village women who are sustaining the lives and livelihoods of their families. She is humbled by their stamina and fortitude, their good sense and good humor, and their kindness and generosity. She relates how much she has learned from them.

Ritu, I thank you for this essay and sharing with us your experiences at the village level and your well-

reasoned policy prescriptions.

Thank you for teaching us.

George Ingram is senior fellow in the Global Economy and Development program. He formerly served on the professional staff of the House Committee on Foreign affairs and as deputy assistant administrator at USAID. He focuses on development effectiveness, aid reform, and foreign affairs advocacy.





## Report on investing in girls' education An opportunity for corporate leadership

By Shannon Murphy with Wivinia Belmonte and Jane Nelson

Courtesy, The Brookings Institution, Washington DC, [www.brookings.edu](http://www.brookings.edu)

There is an increasing chorus of consensus when the public and private sectors discuss the value of educating girls. Such investments are almost unanimously described in a positive light, both for the long and short term. An influential global constituency, ranging from thought leaders at the World Economic Forum and the World Bank, to prominent business practitioners from many of the world's most profitable companies, is coalescing around the idea that delivering on the universal right to education, with a particular emphasis on girls' education, is one of the most effective ways to generate a significant social and economic return on investment.

The obstacles to girls' access to education around the world have long been recognized as a significant barrier to social and economic progress. As noted economist Gene Sperling said at The Council on Foreign Relations in 2004, "Girls' education is an integral part to virtually every aspect of development. And what is just striking is the amount of hard, rigorous academic data that is, not only about what girls' education does in terms of returns for income, and for growth, but in terms of health, AIDS prevention, the empowerment of women, and prevention of violence against women."

So it is with an eye to both economic progress and development that broadening girls' access to quality education around the globe has become an urgent matter. There are more than 115 million children currently out of school. More than half of them are girls. Because of the particular benefit that girls educational participation offers, that a growing number

of organizations are working to bolster it. Pursuing universal education for all is important; indeed, it is a central part of the UN's Millennium Development Goals. But focusing on girls poses particular and considerable challenges, and also offers considerable benefits.

These wide-ranging benefits include:

- Lower infant, child and maternal mortality rates. Each additional year of female education reduces child mortality by 18 per thousand.
- Decreased HIV/AIDS infection. The Global Coalition on Women and AIDS reports, "If every child received a complete primary education, at least 7 million new cases of HIV could be prevented in a decade.
- Improved women's labor force participation and income potential.

According to some estimates, a 1 percent increase in the level of women's education generates .3 percent in additional economic growth.

These benefits are at the center of a number of public sector programs like the United Nation's Girls Education Initiative, the Education for All Movement and its Fast Track Initiative, and the World Economic Forum's Global Education Initiative. Each of these organizations is acting because the research that girls' education is a causal factor of improved economic and development indicators, rather than their effect is near undeniable.

Moreover, some of the world's leading brands and

private sector companies have acknowledged not only the philanthropic and social benefits, but the economic benefits, of investing in and improving girls' education, and are dedicating substantial time and resources to the cause. Nike, ExxonMobil and Cisco Systems all support dedicated initiatives that are aimed explicitly at broadening girls' access to quality education. Many others are starting to look at both the risks and opportunities in their core business operations and value chains that either undermine or enhance the ability of adolescent girls to gain a decent education and opportunities to build their human capital and economic potential. The global community seems to be catching on to what Lawrence Summers noted more than 15 years ago during his tenure as Chief Economist at the World Bank, "Investment in girls' education may well be the highest return investment available in the developing world."

Girls' education then, isn't just a matter of improving earnings potential in the long term – its power extends to matters of life and death. Those of us who champion open markets must also do our part to create more opportunity to ensure economic growth is more broadly shared. Lloyd C. Blankfein Goldman Sachs Chairman & CEO – March 2008

## II The Challenges – The World as It Is

The challenges to expanding girls' access to quality education are myriad: logistical, technical, cultural, religious. Whatever the origin, these barriers contribute to the current state of crisis for many girls and women throughout the world. Moreover, the hardships facing girls negatively impact an ecosystem of people that reaches far beyond the girl herself. These "vicious cycles," rather than "virtuous cycles," mean that the burdens borne by girls are subsequently passed on to their children, families and other members of their community.

For example, a 2005 UNESCO report notes that children whose mothers have no education are twice as likely to be out of school as children whose mothers have some education. Uneducated women also have higher fertility rates, lower opportunities for financial independence and earning power, increased rates of HIV/AIDS, and higher infant, child and maternal mortality rates. Girls' education then, isn't just a matter of improving earnings potential in the long term – its power extends to matters of life and death.

The private sector is well suited to address some of the logistical and cultural challenges that face girls' access to quality education. Multinational corporations, in particular, are well positioned for the transfer of responsible business practices and standards, technologies and infrastructure that facilitate knowledge creation and promote gender diversity and more equal access to economic opportunity and human capital development. As employers in tomorrow's job market, they are best suited to help to create today's educational curricula. Perhaps most importantly, they will be among the beneficiaries of this transfer in the long run.

## III The Opportunities – The World as It Could Be

The gains associated with girls' education not only manifest in the long term – they can also pay off more acutely, especially in the areas of health, labor force participation and human security. Better educated girls grow up to be healthier women, which decrease the long term mortality risk for her children – a child who loses her mother, especially in developing countries, is more likely to become vulnerable to health or wellbeing challenges. Girls' education also directly impacts productivity levels and participation rates in the labor force. Per the World Bank, women's income rises by 10 to 20 percent for each year of schooling. For agrarian communities, four years of schooling may increase farmers' annual productivity by 9%. In the short term, a girl receiving education is growing her own skill set – both professional and social.



Why should business care about the way the world could be? Easy. It is simply a new manifestation of the old paradigm that the business of business being business. As Goldman Sachs CEO Lloyd Blankfein said

at the launch of the company's 10,000 Women initiative, "We not only chase GDP around the globe, we try to create it." Companies are working to

increase participation in the global market, for their (and their shareholders') own benefit.

In addition to the girl herself, her family and her community – business benefits from an increased number of educated individuals, regardless of location. And the particular benefits that educated girls bring to their households and community writ large, naturally extend to the employers of these better educated, healthier and more productive individuals.

#### **IV An Agenda for Corporate Action**

As more companies begin to recognize both the business and economic case for investing in girls' education, they are starting to get actively engaged. For many, the best way to start is through social investment and philanthropic activities, while a growing number are also looking at the way their core business operations and value chains can support adolescent girls (and at a minimum cause them no harm). A few pioneering companies are also becoming more actively engaged in advocacy efforts and public policy dialogue to encourage a better enabling environment for support girls education and empowerment. The ideas below offer a practical 'check-list' of actions that companies can undertake to invest in girls:

##### **SOCIAL INVESTMENT AND PHILANTHROPIC ACTIVITIES**

Mobilize core competencies and resources such as money, products, skills, premises and people to help support girls' education in local communities by:

- Supporting education initiatives generally, but especially those focused on empowering girls
- Building capacity of local teachers and community leaders
- Supporting/co-creating gender sensitive and relevant curricula development
- Providing resources to teach ICT skills
- Providing premises for education programs
- Supporting employee volunteerism for knowledge transfer

- Supporting school feeding programs
- Supporting sanitation facilities for school girls
- Donating relevant products
- Providing scholarships for outstanding girls

##### **CORE BUSINESS ACTIVITIES**

Manage risks, minimize negative social impacts and create positive value and role models for girls in host countries and communities by:

- Producing safe and affordable products and services, especially school supplies, ICT technologies, and sanitation and nutrition products, and maternal health products
- Creating jobs – attracting, retaining and promoting qualified women who will serve as local role models
- Building local businesses –especially those owned by women and those whose products and services support girls education
- Spreading responsible international business standards and practices – including nondiscrimination, equal pay policies, and provision of suitable facilities for women

##### **POLICY DIALOGUE AND ADVOCACY ACTIVITIES**

Take individual and collective action to influence the enabling environment and support systemic change at a local, national and international level by:

- Working with governments to improve social infrastructure by supporting education reform and quality improvement
- Addressing educational and economic opportunity policies with governments and civil society
- Engaging in global dialogue on issues such as universal education and better healthcare for girls and women
- Supporting local and national governments to achieve respect for human rights
- Advocating for increased levels of government aid for girls' education

The following two profiles illustrate just two of a growing number of private sector contributions to expanding girls' access to quality education around the world.



### 1. The Adolescent Girls' Initiative

2. Nike, The World Bank, the governments of, Denmark, Norway, Sweden, & the United Kingdom, and the City of Milan

The Adolescent Girls Initiative (AGI) is an innovative partnership between Nike, the World Bank, the governments of Denmark, Norway, Sweden and the United Kingdom, and the City of Milan to support expanding economic opportunity for girls and young women.

As a part of the World Bank Group's Gender Action Plan Gender Equality as Smart Economics, AGI focuses its resources on young women to support expanding their educational and economic opportunities. AGI helps these girls develop mentors and professional opportunities.

Pilot programs are being developed for deployment in Liberia, Afghanistan, Nepal, Rwanda, and South Sudan. The program focuses on girls because of the significant body of research establishing what the Nike Foundation has termed, "The girl effect." The girl effect illustrates the power that educated girls have on their families and wider communities.

Said Maria Eitel of the Nike Foundation at the launch of AGI, "Much like microfinance practitioners did decades ago when proving the credit-worthiness of the poor, we intend to demonstrate an irrational gap in the market that severely undervalues adolescent girls' economic potential. It will be girls who rebuild a nation."

### 3. Educating Women and Girls Initiative

Founded in 2005 based on "an extensive body of research" demonstrating the short and long term benefits of investing in girls and women, the Initiative works to improve access to education and economic opportunity for females across the globe. Company CEO Rex Tillerson cited the research as the main motivator for Exxon's work in the area. "We are beginning to see the benefits of our earlier investments and are taking steps to increase the reach and impact of our programs to benefit even more women and girls" said Tillerson at the 2007 announcement of the company's \$5 million in grants for the program.

Truly global in scope, ExxonMobil has partnered with Vital Voices to support educational programs for females in Africa, the Middle East, Asia and South America. The company works with NGO partners in countries where ExxonMobil has a significant local presence to deliver high quality educational programming to women and girls in the community.

Exxon's contributions have totaled more than \$20 million since the initiative's inception in 2005. Emem

Nkereuwem, a Nigerian woman and 2006 graduate of the Global Women in Management Program says, "I am brimming with new ideas for expanding and enhancing our programs to strengthen the socio-economic lives of girls and women. This program brought the whole world to the table, and now I am part of a great network. Where I thought there were no possibilities, now I feel like there are endless opportunities to touch people's lives and build partnerships."



## QUALIFYING WOMEN 'S LEADERSHIP IN AFRICA

By Kemi Ogunsanya

### Introduction

Since the 1995 Beijing Platform for Action, women's status has changed. Giant strides have been achieved, and more opportunities are open for women in education and leadership positions at all levels of decision-making. Even though the African continent has been marred by armed conflict, violence, bloodshed and war, some member states have succeeded, in specific circumstances, to transform their conflict situations and to mainstream women into leading positions in government.

Rwanda presently has the highest percentage of women in parliament in the world (48.8 percent), while Ellen Johnson Sirleaf became Africa's first democratically elected woman president. Internationally, a number of global and regional instruments have been adopted to protect women's interests, and many of these instruments have been recognized by a number of African nation states. Notably, the United Nations (UN) Resolution 1325 has been adopted by many women's groups to ensure their presence at peace tables in Northern Uganda, Darfur, the Democratic Republic of Congo and Burundi.

At the same time, the Durban Declaration (2002) emerged with 50 percent representation of women at all levels of decision-making in the African Union (AU), followed by the unanimous adoption of the Protocol on the Rights of African Women in 2003. On special calendar days devoted to women, activists tend to commemorate their achievements and take stock of the serious challenges that still remain in the social, economic and political spheres. In politics, women now occupy key positions in the state and in opposition parties. In the private sector, women have made their presence felt as company directors, shareholders and senior management appointees. Women



now enjoy stronger legal rights in many countries, take leadership roles in local communities, and stand at the forefront of peace movements. Moreover, women are still determined to confront issues that culturally debase women, such as gender-based violence and genital mutilation.

This article attempts to qualify women's participation at all levels of leadership and decision-making ranging from the media, health, education, the environment, civil society, and the public and private sectors.

Photo of President Johnson Sirleaf  
President Ellen Johnson Sirleaf of Liberia became Africa's first democratically elected woman president. She remains the only elected female President in Africa.

### Women and Leadership

Culturally, Africa is largely a patriarchal society and leadership has been the domain of men. Consequently, African women hold leadership posts with limited

experience, which presents enormous challenges and is costly, leading to limited success. African women need to be well equipped to assume leadership roles, in order to meet the challenges they generally experience in their private and professional lives. Women seeking leadership roles face several biases, and there is the need to leverage opportunities for women to overcome such challenges and prejudices. Dr. Specioza Kazibwe, the former Vice-President of Uganda, described leadership as a concept that is gender neutral, but in practice has tended to be a male-dominated sphere. Most women in Africa are ill-prepared to seize leadership roles because they have been outside the leadership arena for a long time. Although the situation has improved statistically, women are still marginalised from the political apex, where laws and decisions allocating resources and safeguarding human rights are formulated.

## Women and Political Participation

In modern politics, Africa can boast of two female heads of state from Liberia, six female deputy/vice-presidents from Uganda, Gambia, Zimbabwe, South Africa and Burundi, and several female ministers holding different portfolios across the continent. Although men have dominated the political scene in Africa, ranging from the backdrop of colonialism to liberation struggles, single party dominance, military dictatorships and despotic rule, African women are now involved in politics and distinguished by their positive contributions to peace-making and peace-building in their countries. Many African women have been able to overcome numerous obstacles that have traditionally prevented them from enjoying full participation on the political scene. In particular circumstances, women activists have faced torture, political detention and unlawful imprisonment and experienced much defiance and resistance from their husbands, families and society at large for attempting to enter politics. Electoral reforms and quota inclusions in national constitutions and legislations have seen the numerical strength of women in governance in Mozambique, Rwanda, Seychelles, South Africa, Uganda, Tunisia and Morocco.<sup>2</sup> Notwithstanding, gender equity is crucial to encourage good governance, transparency and accountability.

There is a shift in emphasis from a 'quantitative' to the 'qualitative' participation of women in politics and decision-making processes. Occupying a seat in parliament is already a great achievement, but there is now the need to enhance women's effectiveness in political positions and strengthen their impact in decision-making forums such as government; cabinets; local, provincial and state assemblies; political parties; the judiciary; labour organisations; non-governmental organisations (NGOs) and the media. In Uganda, to ensure the qualitative participation of women in politics, they need to hold a university degree or its equivalent to participate in political processes.<sup>3</sup> South Africa encourages women ministers to hold the office of the presidency while the elected president and deputy president are out of the country, in accordance with Chapter 5 section 90 (1) of the Constitution. Three women ministers have held this position within a period of 24 hours, and one of these ministers is the former Deputy President of South Africa, Mrs. Phumzile Mlambo-Ngcuka. Similarly, the appointment of Mrs. Ngozi Okonjo-Iweala as Nigeria's first female Minister of Finance, following her 20 years working experience with the World Bank, serves as a credible example.

Feminists argue that a critical mass of women with the support of women's groups can encourage the full participation of women in governance. Arguably, more women in parliament can motivate to push women's concerns favourably; yet this is still ultimately determined by the 'institutional masculinity' of the prevailing government. Ensuring the representation of women in governance can become a superficial political agenda for governments, simply to access funding and receive acknowledgement from the international community who have 'gender representation' stipulations while, in reality, refusing to change policies or regulations that hinder the acceleration and empowerment of women in political processes. Hence, it becomes crucial for pioneer women in government to avoid being 'male surrogates' when socialized into the legislature, and should be distinguishable from the men they replaced. Women need to be innovative and effective as parliamentarians, by understanding legislative structures and the functions of governance, towards advancing the goals and aspirations of women's interests particu-



larly in a male dominated system of government, thereby advocating for the qualitative participation of women in decision making.

## Bridging the Imbalance in Education for Women

A 2007 survey conducted by Higher Education Resources Services – South Africa (HERS-SA) in Nigeria, Ghana, Uganda, Tanzania, Kenya, Malawi, Zambia, Mozambique, South Africa and Zimbabwe, revealed similar patterns in the constitution of women in academic institutions across the continent. The survey disclosed that even though women constitute over 50 percent of the higher education workforce, only eight percent were vice chancellors and 12 percent were registrars; while 21 percent of women were appointed as deputy vice chancellors and executive directors. In South Africa, the highest proportion of women are in the lowest academic positions and the lowest pay classes in support departments, despite employment equity legislation and the articulated priorities of the Department of Education. Notably, Madame Graca Machel serves as the Chancellor of the University of Cape Town.

In attempting to bridge the gender imbalance, HERS-SA and similar organisations have embarked on developing the capacity of women to take up leadership positions in academic institutions through workshops, exchange programmes, shadow learning and internship programmes. Such institutions aim to develop and offer accessible education, training and development for women working in the higher education environment, and empower women take up leadership positions in universities, polytechnics/technikons and colleges of higher learning, thus serving as role models for women in their countries. It is hoped that the inclusion of women in leadership positions in academic institutions will challenge the culture of gender inequity, facilitate change in the workplace and enable women to participate fully in the workforce.

In situations of violent conflict – particularly experienced in Ivory Coast, Sudan and Somalia – the education of many youth has stopped, debarring young girls' access to essential skills such as reading and writing. Even private tuition is difficult, due to limited and inaccessible funds. Countries in post-conflict situations such as Angola, Sierra Leone,

Liberia, DRC and Burundi have embarked on alternative adult education, which has facilitated and empowered women in households by providing soft training skills and guidance through varied training centres. These training centres focus on developing skills and learning abilities among women and children by training them in English language, computer literacy and subject-based learning with digital tools. Even in peaceful societies like South Africa, Swaziland and Nigeria, indefinite strikes and violent demonstrations have affected the educational systems, with many youth ill-prepared for external examinations. In this regard, extracurricular activities beyond school curriculums have been successful in supplementing mainstream education through creative measures, by developing better communication skills, affording students the opportunity to work in teams and presenting the results of their research as a collective. Research has shown that over 60 million girls of primary school age are not in school, and many are from sub-Saharan Africa and Asia. The education of girls is a positive investment for nations. In the long term, it enables girls to make better decisions, such as delaying marriage and childbearing until a reasonable maturity which, in effect, reduces infant mortality rates. Educated women also have the capacity to earn greater and sustainable incomes for their families and nations.

## Women in Business

Africa has seen a dramatic evolution in the complexity and integration of women in the business and professional sectors, against the backdrop of vastly under-represented women in senior leadership positions in the private sector, civil service and NGOs. Supporting women in their career growth through the recruitment, engagement, advancement and retention of women, supported by critical training skills, has resulted in an increase in the number of women leaders in the workplace at directorate, middle and senior management levels. Enhanced networking opportunities for senior level women has improved decision-making processes, and significantly increased the number of women appointed as managing directors and partners. This number has doubled from 2001 to 2006. Major successes for women in the workplace include the elimination of sexual discrimination in employment, feminisation of specific labour, equal pay for women commensurate to their capabilities, and the pursuit of a balance in work and life. In the huge engineering field, only 22 percent

of women are managers, and less than 10 percent of women study engineering. As a result, employers aim to attract and retain more women engineers. This has led to an intensive campaign to encourage more women to study engineering, by providing scholarships, mentoring programmes and a handful of projects supported by the public and private sectors. Moreover, women engineers enjoy better remuneration than accountants and solicitors.

Notably, in the aviation sector, only 38 percent of senior and middle management are women, with few women who are pilots. South Africa has had modest success with black women entering this field, through the pioneering efforts of Sibongile Sambo. However, more women are employed in other categories within the aviation sector – for example, 15 percent of traffic controllers are women.

## African Women in the Media

In 2001, the International Federation of Journalists reported that, around the world, 38 percent of all working journalists are women. In South Africa, women journalists range between 33 and 45 percent in the newsrooms, particularly in the editorial divisions. On average, women earn 20 percent less than men in newsrooms. While there are now roughly equal numbers of women and men in newsrooms across the continent, women are still largely scarce in senior and top management echelons, as well as in the hard news departments. There are, however, considerable differences between the media houses in Africa, with some having a majority of women in senior management and others with none at all. Incisively, a majority of women are found in TV newsrooms rather than in research-related news, and dominate administrative categories, with more men in the technical section. Research has shown that women in Africa constitute about 17 percent of news sources, one percent less than the global average of 18 percent. Women journalists were restricted to issues affecting women only, while their male counterparts were able to cover stories on government policy, regional and international peace-making, service delivery and investigative reporting. To overcome these patriarchal norms in the media field, women journalists in Tanzania established the Tanzania Media Women's Association (TAMWA) in 1987 in Dar es Salaam, at a

national level. TAMWA published pertinent issues in magazines and hosted radio programmes on gender-based violence and sexual harassment, and profiled female candidates in preparation for national and local elections. TAMWA succeeded in reforming the laws subjugating women, and changed how women were portrayed in the media as sex objects, victims, 'iron ladies', and as dependents to society. TAMWA expanded into filmmaking, to showcase the positive contribution of women as heroines in African society. Further, the wages for women journalists were reviewed and paid commensurate to their male counterparts. TAMWA conducted training for many young women journalists who entered mainstream media in the country.

Women are, therefore, making their mark in the media profession. Since the 1990s, women have been awarded laurels for their contribution in print and electronic media reporting all over the world, including Africa. In southern Africa, a special award is dedicated to women, in an effort to promote women in a once secluded, male-dominated field. One of the recipients of this award is SABC reporter Ms. Sandy McCowen, who won the award for her report on male rape in South Africa. Her report played a significant role in the review and revision of South Africa's rape laws.

## Women and the Environment

The global environmental debate has appreciated the significant role that women play in managing natural resources in Africa. Ecologically, most wars in Africa are driven by resource conflicts, including land and water scarcity. Environmental degradation can also be a source of conflicts: the shrinking of natural resources leads to intense competition for control of limited resources, and the inequitable access to these resources exacerbates the conflicts, thus creating a vicious cycle. The challenge facing African women in the protection of the environment is a combination of armed conflicts and the destruction of the environment in the face of bloodshed and war. These are many of the issues that are experienced by women in situations of violent conflict, driven by blood diamonds, deforestation, landmines, floods, famine and drought.

Critically, women have examined measures for the effective management of resources available to them, such as water quality management, agricultural production, wildlife conservation, ecotourism and the preservation of Africa's vast rainforests. "Between 1990 and 1995, Africa lost more than nine million acres of forest each year to civil unrest, agricultural conversion, overgrazing, wildfires, cutting for firewood and charcoal, and logging." In recognition of the role of women in the preservation of the environment, Professor Wangari Muta Maathai, an environmental and political activist from Kenya, became the first African woman to win the Nobel Peace Prize in the field of environmental conservation, for her contribution to sustainable development, democracy and peace.

## Conclusion

Women have been duly acknowledged in leadership positions, but despite this significant success in mainstreaming women into senior and middle management, they still face many challenges, and are generally discriminated against on the basis of sex, race, class, religion, culture and profession, and by economic, social and political power. Women must be empowered to become leaders at all levels of decision-making in families, communities and societies, which requires a qualitative change in the practice of leadership. Good leadership is based on the ability to communicate, listen, build consensus and work in partnership with allies to develop a collective vision and implement an action plan for the benefit of all stakeholders. Empowering women for leadership is crucial for their equitable participation at the formal and informal sectors. NGOs, corporate enterprises and international agencies can provide training in electoral processes, public speaking, media skills, political rights and issues, conflict resolution, HIV/AIDS education, adult literacy and formal education

for women.

The contribution of women in economic recovery cannot be overestimated, and it is necessary for women in leadership positions in the formal sector to engage and develop the capacity of women in the informal sectors, in an attempt to overcome poverty and remove the barriers that prevent development and prosperity. This remains a major challenge for the continent, but one that is not impossible to attain. Many African countries have set benchmarks in bridging the widening gap between the rich and the poor, and women are assuming leadership roles as campaigners for such positive engagement.

Even though African women now hold positions of leadership in governments, it has become evident that women in authority tend to marginalise the concerns of women once elected into government, and this falls short of the many expectations in the implementation of issues stressed by women. Paradoxically, increasing the participation of influential men as champions for women's change can bring attention and focus to the positive role women play in peace-building. Thus, by enhancing the capacity of all people, including men, to understand the challenges facing women, there is a greater possibility of bringing women's leadership capacities to the fore. This could also result in the establishment of pressure groups to engage governments on the social-cultural gender divides, and encourage such institutions to embrace and uphold the conventional laws and statutes that protect women, such as the Convention for the Elimination of Discrimination Against Women (CEDAW) and the United Nations Security Council Resolution 1325 (2000).

*Kemi Ogunsanya is the Senior Programme Officer with the Women in Conflict Project at Accord*





## The Inheritance of Education

By Richard V. Reeves and Joanna Venator

Courtesy, The Brookings Institution, Washington DC, [www.brookings.edu](http://www.brookings.edu)

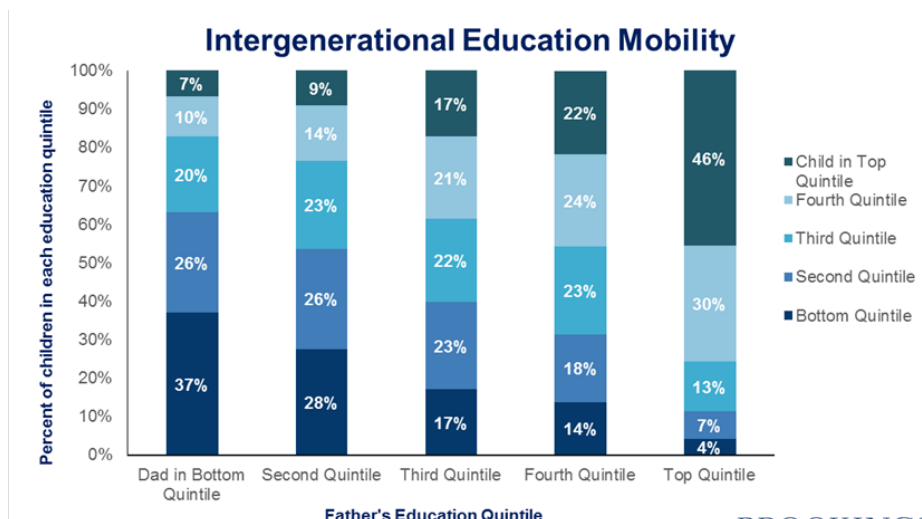
Income is the currency of most mobility research – but money is not all that matters in life. There is a long list of other goods in life, including education, wellbeing, trust, agency, interesting work, and so on. Like most mobility researchers, we focus on income because it does matter in itself; because it can be converted to many of the other goods; and because it provides a robust basis for measurement and comparison.

### Schooling and Social Mobility

But the transmission of education advantage is also of great interest. Even if someone does not convert a higher level of education into higher income, they are still better off. They can choose more interesting jobs, even if they are not highly-paid. They have more knowledge of the world and possibly of themselves. Education is a good in its own right, not just as a ticket to a fatter paycheck.

So, intergenerational educational mobility matters. We don't want a society where kids born poor stay poor; we also don't want one where kids born to poorly-educated parents end up poorly educated themselves, while only the children of college graduates go to college.

### The Inheritance of Education



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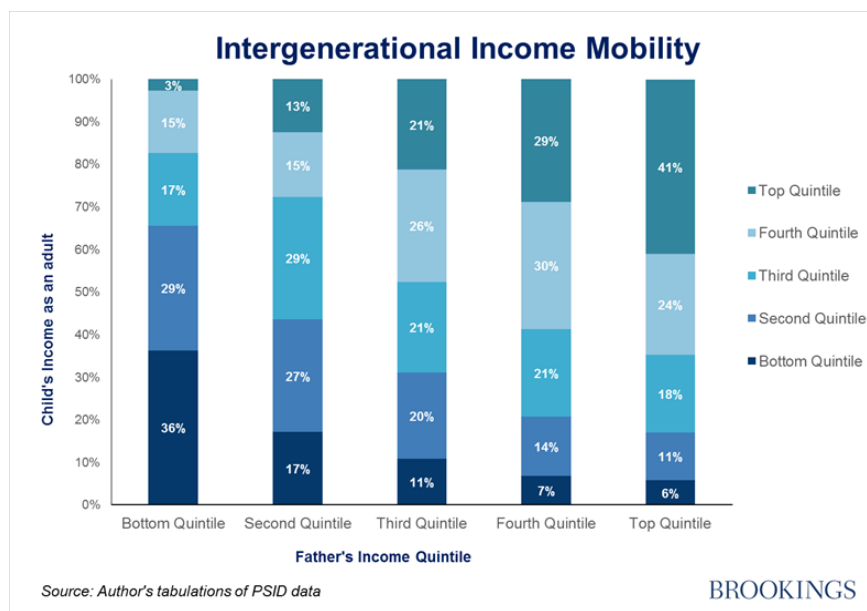
News Journal - October - November: 2014 N°8

# Analysis

This quintile transition matrix for intergenerational mobility in educational attainment is based on PSID data.

By splitting the distribution of educational attainment up into quintiles, we can see which rung children end up on for their own generation, compared to which rung their fathers were on in theirs. In general, educational attainment has risen. To make it into the top quintile of educational attainment, the fathers in our analysis (mostly born between 1920 and 1940), had to have over 14 years of education (at least an associate's degree); whereas the children (born between 1950 and 1968) needed to have a 16 years of education (at least a bachelor's degree) in order to achieve the same, top-quintile, status. (See the Technical Note below for a summary of our methodology.)

For comparison, here the matrix for income:



## Educated Dad = Educated Kid

The two matrices look pretty similar – no surprise, given that income and education are tightly correlated. But in one respect there appears to be less mobility in terms of education: the replication of top-quintile status. Almost half (46%) the children of top-quintile parents ended up in the top education quintile themselves, and three in four (76%) stayed in one of the top two quintiles. The equivalent measures of 'stickiness' at the top for income are 41% and 65%.

This finding echoes research showing large, and possibly growing, gaps in educational attainment by social and economic background. The trend towards assortative mating – like marrying like – will likely strengthen the intergenerational transmission of high educational status. Of course education is one of main factors behind intergenerational income persistence, but it also troubling in its own right. The ethical demand for equality of opportunity in terms of education is even greater than for income. If a high level of education is effectively inherited, the ideal of meritocracy will move even further from our reach.

## Technical Note

When education is split into discrete units (i.e., high school dropout, high school graduate, some college, and college graduate), transition matrices cannot provide a clear picture of mobility – individuals are not evenly

# Analysis

distributed across the units making it difficult for a reader to eyeball what a "good" benchmark level of educational mobility would be. To create our quintiles, we smoothed out the education distribution by adding a stochastic noise value drawn from a uniform distribution of width 1, centered at 0. This does not change the absolute distribution of education.

From this, we were able to create education quintiles for both the fathers and children, where being in the bottom quintile indicates that a person had an educational attainment level lower than at least 80% of the population. Table 1 indicates the year ranges for each quintile. Note that these values have the stochastic value added, meaning that the true value of education for an individual could be either .5 above or .5 below the value in the table. This means that for the children, the bottom quintile likely contains all the HS drop outs along with some HS graduates, the second contains all HS graduates, the third contains

some HS graduates and some with more than a HS diploma, the fourth contains some people with some college and a portion of college graduates, and the top quintile contains college graduates and those with more than a bachelor's degree.

Richard Reeves is a fellow in Economic Studies and policy director for the Center on Children and Families whose research focuses on economic mobility. He is also an associate director of CentreForum. Before his move to Washington, DC in the summer of 2012, he worked as director of strategy to the UK's Deputy Prime Minister. He is a former director of Demos, the London-based political think-tank.

Joanna Venator is senior Research Assistant, Economic Studies, Center on Children and Families



## Are Ghana's Women More Entrepreneurial Than its Men?

By Peter Quartey , George Owusu and Simon Bawakyillenuo

Like many countries in sub-Saharan Africa, Ghana's impressive economic growth in recent decades, largely propelled by higher commodity prices such as cocoa and gold on the international market, has so far failed to re-structure the country's economy. The broader Ghanaian economy continues to exhibit fragility and a weak adaptability to internal and external challenges with limited capacity to absorb shocks. More importantly, the impressive economic growth of recent years has not led to the creation of sufficient employment, especially for the teeming youth who enter the labor market every year. Within the context of limited employment and other opportunities in the labor market, the development of entrepreneurial activity is seen as having a key role in this environment. This is because entrepreneurship can drive innovation and competition, and act as a catalyst for structural transformation of an economy and, consequently, a reduction in poverty.

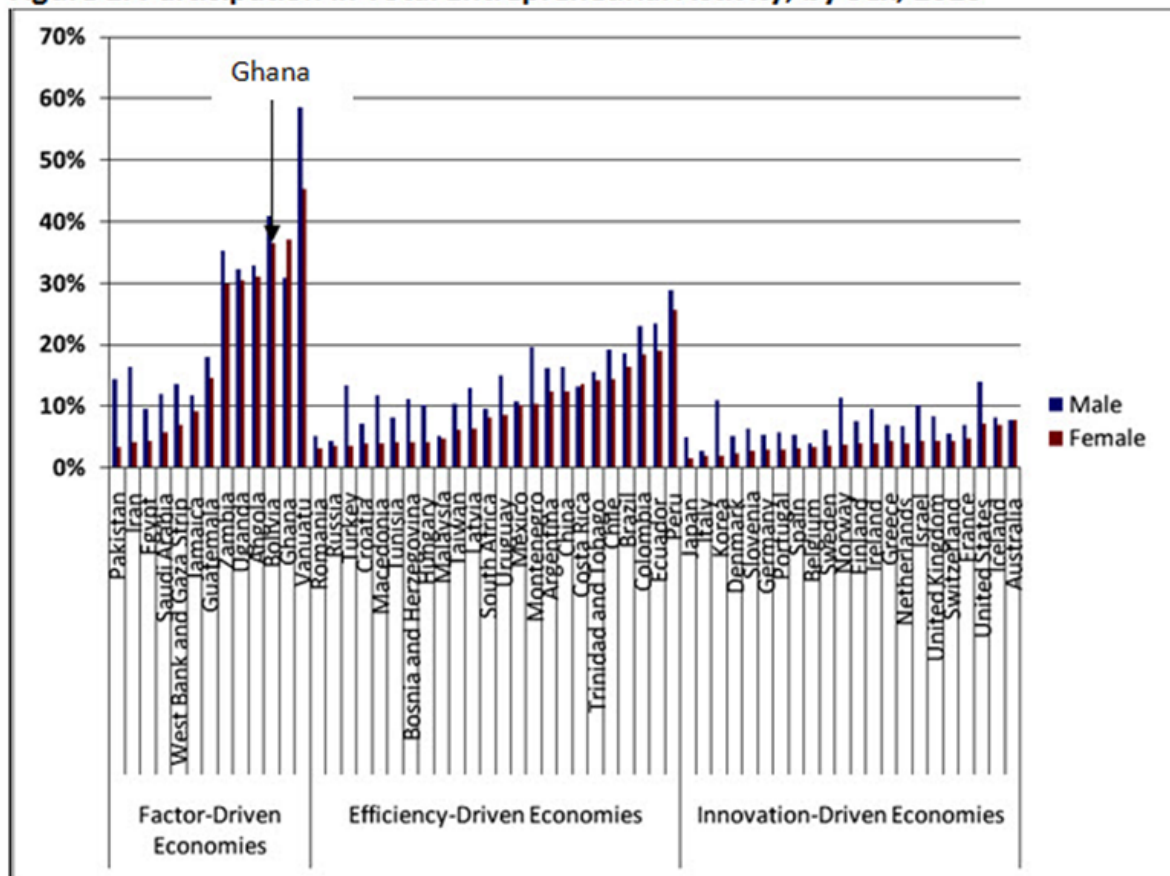
While the literature on entrepreneurship is vast, little is known about the forms and characteristics of female entrepreneurship in Ghana in particular and sub-Saharan African countries in general. Following the first-ever Global Entrepreneurship Monitoring (GEM) survey in Ghana, we examined the reasons and effects of the relatively higher levels of entrepreneurial activities among women compared to their male counterparts.[1] More specifically, we examined women and entrepreneurship in Ghana, women's motivation to start and operate businesses, the key challenges they face, and the overall impact on national development and poverty reduction.

### Women and Entrepreneurship in Ghana

Even though in proportional terms, studies have indicated that both genders experience difficulty on the labor market, females tend to fare worse than their male counterparts [2]. For instance, the 2010 Population and Housing Census of Ghana indicates that although unemployment declined between 2000 and 2010, it was still relatively higher for women compared to men. Unemployment among males 15 years above declined from 10.1 percent in 2000 to 4.8 percent in 2010 compared to 10.7 percent to 5.8 percent for females for the same time period. This situation is partly due to the relatively low level of education and other constraints among females on the labor market. It is within this context that female participation in entrepreneurship becomes very important. Female-controlled businesses in Ghana often tend to be micro and small enterprises (MSEs) largely concentrated in the informal sector. This trend also hinders female success: MSEs in the informal sector are unable to expand because they are confronted with a myriad of challenges such as limited access to public infrastructure and services (water, electricity, etc.), cheap and long term credit, and new technologies.

According to Yankson et al. (2011), across all countries in the world, societal views on culture, religion, and child care, and levels of education and development have serious implications for attitudes and opinions about working women. These societal views can weigh

**Figure 1: Participation in Total Entrepreneurial Activity, by Sex, 2010**



Source: GEM Adult Population Survey, 2010.

heavily against women entering the business world. Despite these challenges, the 2010 GEM survey revealed that in Ghana, women are more entrepreneurial than men—a condition which is an exception across all the GEM countries. Using a key measurement in GEM, the “total early stage entrepreneurial activity” (TEA),[3] the 2010 study revealed that—with the exception of Ghana—across all GEM countries male participation in entrepreneurial activity exceeds that of the female (see Figure 1). The TEA rate for Ghana was estimated at almost 60 percent for the females and 42 percent for males. In other words, unlike other countries, in Ghana there are fewer men than women starting businesses. The GEM study confirms the conclusions of other studies that have concluded that the number of female entrepreneurs in Ghana

far outweigh the number of male entrepreneurs.

## Women’s Motivations to Start Businesses

The growth of female entrepreneurs needs to be regarded as part of a broader process of social change that is marked by increases in the number of women in the workforce, including women in business. This process of social change is associated with increased education for women, postponement of early marriage, smaller family sizes and the increased desire for financial independence—all of which contribute to the growth of women-owned businesses.[4] In the view of Dzisi (2008), today, entrepreneurship is

# Analysis

an accepted career path for women; it is even preferred to some degree as it is seen to have the potential to offer flexibility and independence that typical employment does not.

Though Ghanaian women have long been active in business, the effects of economic reform programs beginning in the mid-1980s have pushed more women into the informal sector, either as the sole providers or supplementers of household incomes.[5] The reforms ushered in an era of rising prices of basic needs, growing unemployment and underemployment of male partners, declining real income, and the growing demand to meet local levies for social amenities provision through user charges. Under these conditions, the necessity for female supportive income for the household became imperative and women's income-generating activities became indispensable to family survival.[6]

Commenting on the factors that motivate women to starting business, Mumuni et al. (2013) note that these factors can be grouped as follows:

- No choice entrepreneurship: divorce; death of husband or breadwinner
- By chance entrepreneurship: marriage; retirement;

friends

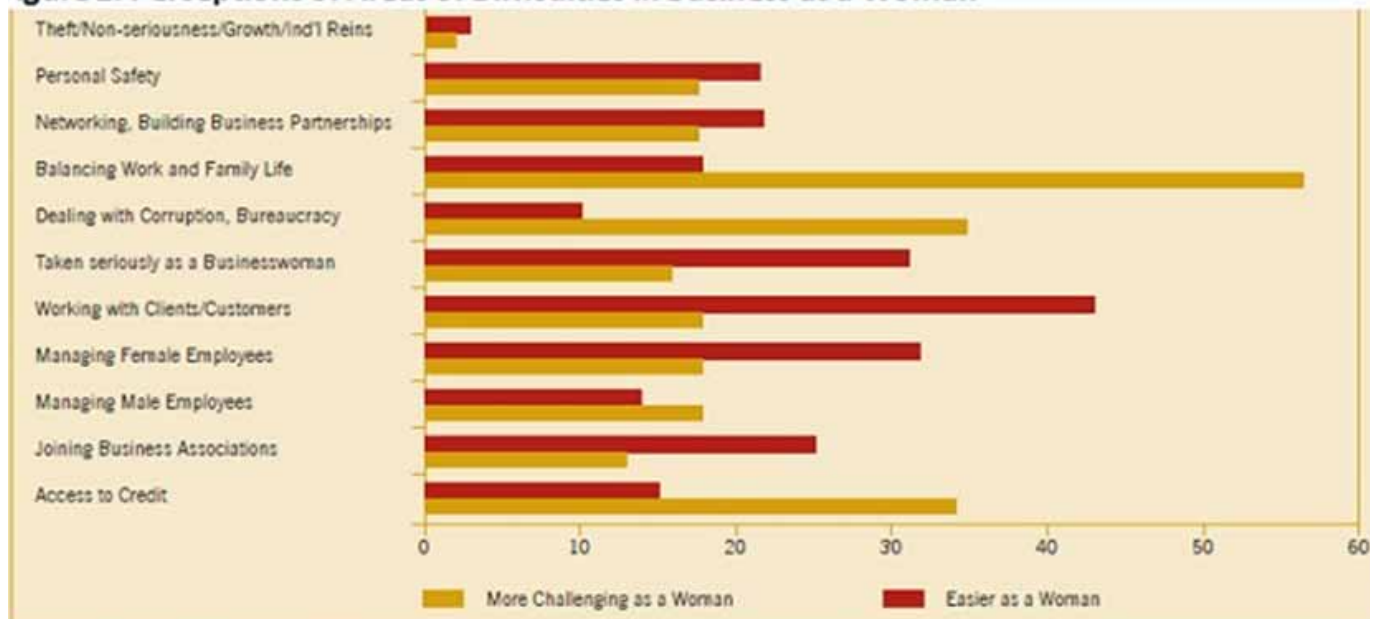
- Forced entrepreneurship: apprenticeship, imitation, independence, loss of job, love for wealth
- Informed entrepreneurship: education, mentoring, coaching, training
- Pure entrepreneurship: skills, interest, passion, in-born

Clearly, the myriad of reasons that motivate or drive women to engage in entrepreneurship could be simply classified under the labeling of necessity and opportunity-driven. In this direction, Mumuni et al.'s (2013) categorizations of no choice, by chance and forced entrepreneurs could be classified as necessity-driven entrepreneurship while informed and pure entrepreneurs could fall under opportunity-driven entrepreneurship.

## Challenges

Although it has been argued that institutional, legal and regulatory frameworks for business development in Ghana are to a large extent gender neutral, certain social-cultural factors and structural conditions continue to militate against women entrepreneurship. Compared to their male counterparts, wo-

**Figure 2: Perceptions of Areas of Difficulties in Business as a Woman**



Source: IFC/World Bank (2007).



# Analysis

men in Ghana are poorer, have heavier time burdens, and are less likely to be literate. All these factors have negative impacts on women entrepreneurship although the regulatory, legal and institutional regimes of the country can be described as gender neutral.

The recent study IFC/World Bank study, *Voices of Women Entrepreneurs in Ghana*, highlighted the issues, concerns and successes of female entrepreneurs in their own voices. The IFC/World Bank revealed several areas perceived by Ghanaian female entrepreneurs as particularly challenging, and three key areas stand out: balancing work and family life; dealing with corruption; access to credit and; managing male employees (see Figure 2).

Of all the perceived difficult areas that hinder women in business, the most critical is the balancing of work and family life. Culturally, a role has been carved for Ghanaian women as maintainers and caretakers of homes, a role that is often at odds with being a business owner. Women often struggle to balance the time it takes to run a business and the expectations of society in meeting family commitments.

Another key challenging area highlighted in many other studies is cultural practice regarding land and property ownership (especially inheritance) and its negative impacts on women entrepreneurship. Access to land is administered under customary law, which contains built-in discrimination against female land ownership. In addition, inheritance systems largely administered through traditional and cultural practices tend to discriminate against women—one can therefore understand the role of land as one of the range of constraints faced by female entrepreneurs. Furthermore, it has been argued that women's limited access to start-up capital is related to access to credit, which in turn is correlated with formal property ownership. Therefore, the inability of women to own property has serious implications for access to credit as they have no property to use as collateral for start-up capital.

## Conclusion

Economic and political reforms over the last three decades in Ghana have resulted in a stable socio-economic environment that has facilitated significant economic growth rates, with a strong focus on private sector development. These growth rates have not, however, generated significant employment opportunities in the private sector that is dominantly informal. In addition, economic liberalization and privatization have been associated with dwindling employment levels in the public sector, which in any case to a large extent favors individuals with relatively higher levels of education and skill training.

Despite women's dominance in entrepreneurial activities in Ghana, women still face significant obstacles. In addition, the challenges of men and women's entrepreneurship in Ghana cannot be separated from those of the informal sector in particular and the private sector development in general. Consequently, the policy response needs not to narrowly focus on promoting female entrepreneurship but to broadly resolve the constraints affecting the informal sector or entrepreneurship in general. In this way, support for female entrepreneurship should be viewed as one element of a comprehensive development policy drive that addresses the complex factors and relationships that influence women's access to meaningful employment as well as contribution to national development. This approach will contribute to improvement in gender equity and promote human capital accumulation, women's economic participation and beneficial economic growth effects.

*Note: George Owusu is an associate professor at the Institute of Statistical, Social & Economic Research (ISSER) at the University of Ghana, Legon. He can be reached at [gowusu@ug.edu.gh](mailto:gowusu@ug.edu.gh) or [geowusu@yahoo.com](mailto:geowusu@yahoo.com). Peter Quartey and Simon Bawakyille-nuo are an associate professor and research fellow, respectively, at ISSER. ISSER is one of the Brookings Africa Growth Initiative's six local think tank partners based in Africa. This blog reflects the views of the authors only and does not reflect the views of the Africa Growth Initiative.*

# Analysis

[1] The Global Entrepreneurship Monitor (GEM) is the largest independent survey of entrepreneurship in the world, which is carried out yearly. It analyzes the relationship between the level of entrepreneurship and economic growth, and examines the conditions that foster and constrain entrepreneurship in each participating country. Over 60 countries have been involved in the GEM research consortium over the decades but very few have participated from Sub-Saharan Africa. Through ISSER's research project titled Youth and Employment: The Role of Entrepreneurship in African Economies (YEMP), funded by the Danish Ministry of Foreign Affairs/Danida, Ghana participated in the 2010 GEM global survey for the first time.

[2] Ghana Trade Union Congress (GTUC) 2005: Policies on Employment, Earnings and the Petroleum Sector, Accra: GTUC/UNDP.

[3] TEA is defined as the proportion of the total adult population of 18-64 years who are either a nascent entrepreneur or owner/manager of a new business (3-42 months old). This measurement takes into account of all the adult population and not simply those engaged in entrepreneurship.

[4] Fielden, S. and Davidson, M. 2005: International Handbook of Women and Small Business Entrepreneurship, Northampton, Massachusetts: Edward Elgar Publishing

[5] Owusu, G. and Lund, R. 2004: Markets and women's trade: Exploring their role in district development in Ghana, Norsk Geografisk Tidsskrift – Norwegian Journal of Geography. 58(3), pp. 113-124.

[6] Robertson, C. 1995: Comparative advantage: Women in trade in Accra, Ghana and Nairobi, Kenya. House-Midamba, B. and Ekechi, K.E. (eds.): African Market Women and Economic Power, London: Greenwood Press, pp. 99-119

[5] Owusu, G. and Lund, R. 2004: Markets and women's trade: Exploring their role in district development in Ghana, Norsk Geografisk Tidsskrift – Norwegian Journal of Geography. 58(3), pp. 113-124.

[6] Robertson, C. 1995: Comparative advantage: Women in trade in Accra, Ghana and Nairobi, Kenya. House-Midamba, B. and Ekechi, K.E. (eds.): African Market Women and Economic Power, London: Greenwood Press, pp. 99-119

• Peter Quartey

Associate Professor and Research Fellow, Institute of Statistical, Social & Economic Research (ISSER)

• George Owusu

Associate Professor, Institute of Statistical, Social & Economic Research (ISSER)

• Simon Bawakyillenuo

Associate Professor and Research Fellow, Institute of Statistical, Social & Economic Research (ISSER)

## Adolescent girls: the key to ending poverty

By Eliza Anyangwe, The Guardian [London (UK)]

### Summary

With the 2015 deadline for the millennium development goals looming, «the girl community» has a unique opportunity to get adolescent girls added to the next set of targets. «There is a significant prize out there,» said Howard Taylor, managing director of the Nike Foundation. «The girl effect is all about transforming the prospects of every adolescent girl in the world, and ending intergenerational poverty.» But, as with every area of development practice, how exactly to intervene is often the cause of heated debate.

The name Malala Yousafzai became known the world over after the Pakistani teenager was shot in the head and neck by the Taliban – a high price to pay for demanding the right to an education. Her courage has won the 16-year-old international recognition, but her story has also brought into sharp relief the lives of adolescent girls living in the developing world.

There are 250 million girls living in poverty today. Most, after their last immunisations, will disappear from national policy agendas and slip through the cracks of development programmes until the birth of their first child, but the Girl Declaration – a set of ambitious but achievable goals in education, health, safety, economic security and citizenship – gives these invisible girls a voice. The challenges they face were discussed by 15 decision-makers from international agencies, business, NGOs and academia at a roundtable event hosted by the Guardian in 2013, in association with The Girl Effect.

### Painful transition

Once ignored, it is now recognised that adolescence is a crucial phase in the transition from childhood to adulthood. For a young girl growing up in poverty, puberty not only brings physical and psychological changes, it marks the point at which she is exposed to multiple vulnerabilities: she is often forced into early marriage, faces an increased risk of sexual violence and is denied the opportunity to continue her education. The World Health Organisation reports that the leading cause of death for girls aged 15-19 is complications in pregnancy and childbirth.

«The bottom line is that women are not valued – and this translates to girls,» Venkatraman Chandra-Mouli told other participants at the roundtable. The tragedy of this patriarchal view, as all at the event were keen to point out, is that it ignores two important truths: first, that every girl has a right to reach her full potential – and it is the duty of society to ensure that she does – and, second, that investing in girls makes economic sense.

Caroline Harper, head of the social development programme at the Overseas Development Institute, explained: «An extra year of primary school increases a girl's future wages by 10-20% and an extra year of secondary by 15-25%.» Reiterating the point, Monique Villa, CEO of the Thomson Reuters Foundation, added: «Seventy per cent of a woman's salary goes back into her family. If you want to tackle poverty, you help girls become women, get educated and employed.»



# Special report

For those who advocate on behalf of girls' rights, the combination of moral and economic imperatives makes for an irresistible call to action from the development community - and this dual-advocacy approach to those in power is starting to bear fruit. Speaking earlier this year about what is being referred to as the «girl effect», the UK development minister, Justine Greening, said: «Investing in girls and women is the smart thing to do. By unleashing their potential, we see incredible returns for girls and women themselves, for their families and communities, and for their economies and countries.»

With the 2015 deadline for the millennium development goals looming, «the girl community» has a unique opportunity to get adolescent girls added to the next set of targets. «There is a significant prize out there,» said Howard Taylor, managing director of the Nike Foundation. «The girl effect is all about transforming the prospects of every adolescent girl in the world, and ending intergenerational poverty.» But, as with every area of development practice, how exactly to intervene is often the cause of heated debate.

## Workable programmes

All participants agreed on the importance and urgency of transforming the lives of adolescent girls, but there was much debate about what the greatest barriers to change were and how best to address them. The first challenge identified was the lack of data. «Adolescent girls are vulnerable because they are not counted or accounted for,» said Michelle Milford Morse, an adviser at the United Nations Foundation. «So many countries are not collecting information about girls - and as the adage goes: what gets counted gets done.»

The silos that exist between organisations were also identified as barriers to change. Unleashing the girl effect depends on the ability of all stakeholders to see the bigger picture. Lakshmi Sundaram, global co-ordinator of Girls Not Brides, illustrated how interventions that were too narrowly designed were failing girls: «Programmes exist to address maternal mortality, yet they do not focus on child brides. If you don't recognise the different sets of needs, you can't tackle those needs.»

Payal Dalal, who heads up the girls' programme at Standard Chartered Bank, suggested it was time that organisations working with adolescent girls prioritise relationship building, a prerequisite if they are to develop a common plan and share stories of failure. The issues around access - getting aid to the communities that need it most - were also undeniable - but for Nyaradzayi Gumbonzvanda, general secretary of the World YWCA, the dilemma wasn't how to get aid to girls, but how much aid was getting to girls. «We know we can reach girls if there is daring leadership to do so,» she said. «How much of the overseas development assistance [aid] committed will reach the girls in a significant way? I don't like [this term] 'trickling down'. We need showers of resources in our villages. We need to put communities first.» However, changing cultural norms emerged as the greatest obstacle. «Until we design programme interventions that take cultural norms into account, nothing will change,» said One's director of multilateral programmes, Edith Jibunoh. «We need more role models that look like the girls, who are educated and successful, but are still part of their culture. What [communities] need is exposure, not development interventions.»

Of course, to have role models, women need to be found in positions of influence - and making the decision to open up government and other institutions to them requires strong leadership. Rwanda was twice quoted as an example of such leadership, as its post-genocide constitution ensures a 30% quota for female MPs. At 56%, Rwanda has the highest proportion of women parliamentarians in the world.

It is this good example from within developing countries - and the role of men and boys - that participants were keen should not be left out as their representative organisations take advantage of the renewed global interest in adolescent girls. Despite making international headlines after its senate failed to remove a clause in the constitution that legitimises child marriage, Nigeria is one of the few countries to have scaled up sexual health education, Chandra-Mouli pointed out. And it was Malala You-safzai's father who encouraged her to go to school, Tanya Barron, CEO of Plan UK, added.

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Creating and enforcing the conditions that empower girls and allow them to reach their full potential depends on stakeholders working together. It is vital to listen to adolescent girls, interpret their voices and then provide sufficient resources - draw up plans that start girls and their communities on a journey towards equality.

Almost 20 years after the Beijing declaration, where governments committed to ensuring «the full implementation of the human rights of women and of the girl child as an inalienable, integral and indivisible

part of all human rights and fundamental freedoms», there is another opportunity to turn the attention of policymakers to the plight of adolescent girls.

Campaigners are bristling with cautious optimism. So much is at stake. So much detail is still to be decided. But the Girl Declaration is an important stride forward. «It allows us all to rally around a set of goals for girls that they themselves have helped develop,» said Taylor. «So it's an authentic, short-term play to embed girls in a 15-year agenda that will be negotiated and agreed in the next two years, not a long-term agenda to address everything that a girl needs.»



## The Forum for African Women Educationalists (FAWE)

The Forum for African Women Educationalists (FAWE) is a pan-African Non-Governmental Organization working in 32 African countries to empower girls and women through gender-responsive education. FAWE believes that educated girls become educated women who have the knowledge, skills and opportunity to play a role in governance and democratic processes and to influence the direction of their societies. FAWE has offices in 36 countries that are working to promote gender equity and equality in education in Africa by fostering positive policies, practices and attitudes towards girls' education.

FAWE was founded in 1992 by five African women ministers of education – the late Hon. Vida Yeboa of Ghana, Hon. Simone de Comarmond of Seychelles, Hon. Paulette Missambo of Gabon, Hon. Dr Fay Chung of Zimbabwe, and Hon. Alice Tiendrebéogo of Burkina Faso.

FAWE was born out of discussions between African ministers and donor agency representatives of the Donors to African Education (DAE), now the Association for the Development of Education in Africa (ADEA). It was created on the staunch belief that wo-

men in decision-making positions have the potential to make a significant difference.

FAWE has the following vision:

- To institute a world in which all African girls have access to education, perform well and complete their studies and gender disparities in education are eliminated.
- To advocate for girls' education and gender equity in education at the community level.
- To undertake organisational development in order to ensure the sustainability of the organisation and enhance the effectiveness of its structures and programmes.
- To institutionalise an effective monitoring and evaluation system across the entire organisation.

FAWE has recently celebrated its 21st anniversary and remains committed to:

- Advance the development of the post-2015 education agenda
- Promote the leadership of youth through an inter-generational interaction

On 14th and 15th August 2014, the Forum for African

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Women Educationalists (FAWE-Africa) membership and its partners held its 9th General Assembly in Nairobi, Kenya to celebrate its successes in promoting girl's education in Africa and explored opportunities for sustaining the momentum through diverse partnerships. The FAWE Network members consisting of several political and policy leaders - Ministers of Education, Vice Chancellors, Permanent Secretaries and Directors of Education, Prominent Educationists and FAWE National Chapter representatives as well as strategic and funding partners pledged their commitment to promote quality education for girls' and women in Africa. Continue the engagement and dialogue with the African Union and respective ministries of education to advance the development of the post-2015 education agenda and to promote the leadership of youth through an intergenerational interaction.

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## FAWE Declaration Regarding the Post-2015 Consultation Process and Girls' Education Agenda

We, as actors engaged to promote girl's education in Africa, gathered together through the FAWE's 9th General Assembly held from August 13th to 15th 2014 at Boma Hotel in Nairobi, Kenya, and driven by our commitment to create a world in which all African girls have equitable access to education, perform well and complete their studies by fostering positive policies, practices and attitudes towards girls' education, welcome the efforts made through multiple national, regional and global consultations held on education post-2015.

- FAWE recognizes and pledges to support the Common African Position (CAP) on the post-2015 Development Agenda, which states, "MINDFUL that education is the foundation for development and of the need to strive to achieve excellence in education and boost human-resource capacities through improvements in the quality of learning and investments in education infrastructure.
- FAWE further endorses the recommendation of the Global EFA Meeting (Paris, November 2012) and the declaration of the civil-society forum prior to the sixth ordinary conference of Ministers of Education

of the African Union (COMEDAF VI, Yaoundé, April 2014),

Cognizant that policy transformation is based on the implementation of effective gender-responsive education policies,

Convinced that most of African countries will unlikely achieve the EFA and MDGs goals by 2015,

- FAWE advocates, therefore, for a single, clearly-defined, global education agenda, which should serve as an integral part of the broader international development framework. In the proposed development global agenda, girls' education issues must remain a priority.

As FAWE network members, we commit ourselves to:

- Promote girls' and women's education in Africa,
  - Renew our engagement to increase advocacy for girl's education and holding African governments accountable for meeting their obligations in the post-2015 consultative processes,
  - Continue the engagement and dialogue with the African Union and respective ministries of education to advance the development of the post-2015 education agenda and promote the leadership of youth through an intergenerational interaction and support the declaration of the alumni during the 9th FAWE General Assembly,
  - Support and contribute to the end of term evaluation of the African Union plan of action for the Second Decade of Education for Africa and the subsequent development of the new 10-year African Union strategy for education within the overall framework of the African agenda 2063,
  - Foster the active engagement of girls (youth) and their families so that their voices are heard during the national EFA reviews and defining the agenda for post-2015,
  - Engage with national civil-society organization (CSO) forums in preparation for the 2015 World Education Forum, and
  - Sustain the momentum of contributions towards the consolidation of the post-2015 education agenda and Framework for Action, with a prioritized focus on national EFA reviews, CSO consultation processes, and the UNESCO-led African regional conference.
- FAWE invites the ministries of education in Africa to redouble their efforts to:



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- Increase literacy and numeracy levels for boys, girls, youth and adults,
- Achieve universal basic education by 2030,
- Increase enrolment and retention of girls at all levels of education especially of children marginalized due to disabilities, language, ethnicity, conflict, gender, emergencies, poverty, location, and other exclusionary factors,
- Ensure that gender parity is achieved in terms of net enrolment in early child education, primary, secondary, higher education, Technical Vocational Education and Training (TVET), as well as youth and adult literacy centers,
- Facilitate the introduction of gender training as a comprehensive and integral part of teacher training curricula and performance review,
- Develop a systematic strategy to recruit and deploy teachers with an emphasis on female teachers,
- Within Science Technology Engineering and Mathematics (STEM), mentor female science teachers as models/champions to encourage girls to increasingly enroll in mathematics and science courses,
- Promote TVET institutions engendering the curriculum and including female friendly courses, and, employable skills for the youth, constructing TVET institutions, constructing/modifying dormitories and facilities for females in TVET institutions, developing a targeted campaign and strategy to encourage more girls to enroll in and attend technical courses,
- Ensure that all countries implement free and compulsory quality basic education of a minimum of 10 years by 2020,
- Increase recruitment of female teachers acting as role models for girls at all levels of education,
- Increase recruitment of specialist teachers providing care for children with disabilities,
- Promote child-friendly facilities in schools, including sports facilities, leisure facilities, exchange visits between schools, sanitary facilities and materials,
- Promote affirmative policies and practices to cater for and discriminated and marginalized boys and girls, particularly in post-primary education,
- Establish learning environments that are safe, gender-responsive, inclusive and conducive to learning, which encompass mother tongue-based multilingual education,
- Ensure that learners reach sufficient levels of knowledge, skills, and competencies according to national standards at each level,
- Strengthen capacities for learners to be innovative and creative, and to assimilate change in their society and the workplace and strengthen the ways education contributes to peace, responsible citizenship, sustainable development and intercultural dialogue, developing necessary skills as future leaders.

On the occasion of its 21st anniversary; FAWE resolutely recommits itself to its vision and mission and invites policy-makers and global leaders to provide urgent attention to quality lifelong learning for all, in particular, for girls and women.

## THE AFRICA WE WANT POSITION PAPER

Courtesy : FEMNET

Since the adoption of the MDGs in 2000, Africa as a whole has registered impressive economic growth. However, taken individually, many countries have not translated these economic gains into inclusive growth that puts human security at the center. According to the MDG Report 2013<sup>1</sup>, Africa remains off track on the goals to: Eradicate extreme poverty and hunger (Goal 1), Reduce child mortality (Goal 4); Improve maternal health (Goal 5); Ensure environmental sustainability (Goal 7); and develop a global partnership for development (Goal 8). Failure to accelerate progress on these lagging goals have dire implications on human security, particularly for women and girls including their health, economic, food, political, environmental, community and personal security.

With less than 300 days to the end date of the MDGs, we call for accelerated implementation of measures to achieve the MDGs and fully support initiatives that are people centered, and that place women's human rights and development at the center. One of the key achievements of the MDGs has been gender parity in education. This has so far been measured in terms of enrolment in primary school and could further be scaled up to ensure quality in education, enrolment, retention and completion up to tertiary level and an increase in the number of trained female teachers<sup>2</sup>. Additionally, school curricula should be rights based and gender responsive. In the current

context of Africa's economic growth, especially with the discovery of oil and other precious resources, it is increasingly evident that the current model of economic growth exacerbates inequalities. It is therefore crucial that women's empowerment remains a key focus so as to eliminate all barriers that prevent women's access to information, technology, infrastructure, credit, employment, and markets.

African leaders must demonstrate political will in implementing the progressive regional and global agreements that they have agreed to. This can be done through a multi-sectoral approach linking different development sectors with corresponding gender-sensitive budgets. Examples of these key agreements include: The Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa<sup>3</sup>; The Maputo Plan of Action on Sexual and Reproductive Health and Rights<sup>4</sup>; The International Conference on Population and Development Programme of Action (ICPD PoA) and The Abuja Declaration on HIV/AIDS, Tuberculosis and other related Infectious diseases<sup>5</sup>. This will create an enabling environment for the realization of women's rights and the achievement of gender equality. There are existing examples in Africa on how development challenges can be addressed, which have contributed to achieving significant progress on some of the MDGs.

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1 .MDG Report 2013: Assessing Progress in Africa toward the Millennium

Development Goals

2. Mind the Gender Gap:

3. Maputo Protocol: <http://www.achpr.org/instruments/>

women- protocol/

4. Maputo Plan of Action: [http://pages.au.int/sites/default/files/MPoA\\_0.pdf](http://pages.au.int/sites/default/files/MPoA_0.pdf)

5. Abuja Declaration: [http://www.un.org/ga/aids/pdf/abuja\\_declaration.pdf](http://www.un.org/ga/aids/pdf/abuja_declaration.pdf)

Governments should demonstrate political will to adapt these solutions to local realities and to scale-up these initiatives, where appropriate. A transformative agenda can only be achieved through responsive, democratic and inclusive governance with the increased voice and participation of African citizens. As 2015 fast approaches, the need to set new goals provides an opportunity to build on the strengths of the MDGs while also addressing the challenges that come with linking, social, economic and environmental development. To this end, we call for prioritization of the following:-

**A transformative stand-alone goal to achieve gender equality, women's rights and women's empowerment that is grounded in human rights and tackles unequal power relations. In addition, we call for the integration of gender equality, women's rights and women's empowerment consistently across the entire framework through data collection disaggregated by sex and gender – sensitive targets and indicators.**

*The MDGs did not address the root causes of poverty, most especially women's inequality, which made it impossible for the goals to be truly transformative. It is increasingly recognized that unless the structural causes of poverty, such as power relations, are addressed, poverty eradication will be impossible to achieve'*<sup>6</sup>

## **Zero tolerance of all forms of Sexual and Gender Based Violence (SGBV).**

The 2010 MDG review showed that progress in achieving MDG 4 on child mortality and MDG 5 on maternal mortality was very slow as both were held back by violence against women.<sup>7</sup> VAW fundamentally impacts every aspect of women's lives and their ability to participate on an equal basis in society. Women face a greater risk when they vie for political positions or seek sexual and reproductive health services. Intimate partner violence in the home has also been on the rise. Based on country data available, up to 70 per cent of women experience physical or sexual violence from men in their lifetime – the majority by husbands, intimate partners or someone they know.<sup>8</sup> We therefore call on Member States to:

- Eliminate harmful practices including early and forced marriage, female genital mutilation, widow inheritance, etc.
- Adopt & implement laws and policies and make resources available to ensure women's access to justice, protection of survivors and their access to quality health care and other services.
- Provide long-term support to ensure the reintegration of survivors into society, including housing, income support, training, employment, etc.
- Enact appropriate national legislative measures to guarantee that the minimum age of marriage for women shall be 18 years as specified in Article 6 of the Maputo Protocol
- Enact a minimum age for work and prohibit the employment of children below that age, and prohibit, combat and punish all forms of exploitation of children, especially the girl-child;
- Take effective legislative and administrative measures to prevent the exploitation and abuse of women in advertising and pornography.
- End all forms of human trafficking
- Combat new forms of violence taking place due to technological advances such as internet and mobile phone technology

<sup>6</sup> Righting the MDGs: Contexts and Opportunities for a Post-2015 Development Framework

<sup>7</sup> WHO 16 Days of Activism Against Gender Violence Report

<sup>8</sup> <http://saynotoviolence.org/issue/facts-and-figures>

## **"Guarantee women's equal access to, control over and ownership of resources including land water, energy, information and technology and agricultural inputs.**

States shall implement laws and create accountability mechanisms to guarantee women's ownership and control over resources. This involves implementation of the African Union 'Declaration on Land Issues and Challenges in Africa' Assembly/AU/Decl. 1(XIII) Rev.1 which resolves to strengthen security of land tenure for women.

We therefore call on Member States to:

- Dedicated resources to enable access to technology
- and transfer of information to women in rural areas.
- Subsidies for inputs and public goods to support women's agricultural production
- Support for women to move from small-scale to market-level production
- Redistribution of land to smallholder farmers, most of whom are women.

## **Guarantee universal access to sexual and reproductive health and rights**

"Promoting the sexual and reproductive health and rights of women and young people, especially adolescent girls, are central to ending extreme poverty, ensuring social cohesion and the three pillars of sustainability (social, economic and environmental)"<sup>9</sup> Africa still has the largest burden of maternal deaths in the world, with 56% of global burden of deaths in 2010. An estimated 480 women and girls die per 100,000 live births. <sup>10</sup> In addition, more than half of African countries have an adolescent birth rate above 100 per 1,000 women aged 15-19.<sup>11</sup> Complications arising from unsafe abortion constitute one of the main causes of maternal mortality and mor-

*"Non-discriminatory, rights-based, comprehensive sexuality education taught at primary and secondary levels for both in and out of school youth"*

bidity. Part of protecting women's rights in this area is ensuring access to safe abortion, where legal, and to post abortion care. <sup>12</sup> Article 14 of the Maputo Protocol calls for Member States to "Protect the reproductive rights of women by authorizing medical abortion in cases of sexual assault, rape, incest, and where the continued pregnancy endangers the mental and physical health of the mother or the life of the mother or the foetus."<sup>13</sup> 'Evidence confirms that investing in sexual and reproductive health and rights is not only right from a human rights perspective, but also is smart for the economy as it is associated with significant saving for the health sector by reducing unwanted pregnancies, maternal morbidity and death and unsafe abortions.'<sup>14</sup>

We therefore call on Member States to:

- Provide access to quality and integrated Sexual and Reproductive Health services including information, contraception, maternity care, safe abortion services, post abortion care, prevention and treatment of STIs and HIV. These services must be accessible, affordable, acceptable and of high quality.
- Eliminate legal, policy, financial and social barriers that promote discrimination against women and girls and violate their sexual and reproductive rights. The continuum of care and protection of rights should be across the life cycle. From girls – adolescents – women of reproductive age – elderly women
- Non-discriminatory, rights-based, comprehensive sexuality education taught at primary and secondary levels for both in and out of school youth

9 UNFPA: Empowering People to Ensure a Sustainable Future for All

10 MDG Report 2013

11 MDG Report 2013

12 Maternal mortality and morbidity and human rights Prepared by: Women's

Rights and Gender Section, OHCHR Research and Right to Development

Division

13 Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa

14 UNFPA: Empowering People to Ensure a Sustainable Future for All



Strengthen the voices and participation of women at all levels of decisionmaking in the public and private sphere.

Any new development framework must prioritize gender equality and women's empowerment primarily because of the pervasive injustice faced by women around the world.<sup>15</sup> However, this must not undermine women's voice and agency. Recognizing also that the 'Personal is Political' and that there are power dynamics even at the household level, the Post 2015 framework should include indicators that focus on the distribution of income and control over resources between men and women within households.

**We therefore call on Member States to:**

- Implement the Solemn Declaration on Gender Equality in Africa in all sectors;
- Implement affirmative action and quotas to ensure a critical mass of women and youth participation at all levels of government from constituency to national level – including in nominations, party lists, parliamentary and senate seats;
- Provide financial support to female political candidates;
- Build capacity of women to exercise quality leadership in political spaces;
- Develop and implement policies that enable women to participate on an equal basis and take leadership in the public and private sectors including by ensuring their access to:
  - SRH and other health services
  - Training and skills-building opportunities
  - Tertiary education
  - Environmentally sustainable technologies
  - Paid parental, sick and care leave
  - Decent work and living wages
  - Universal social protection

### **Put women's leadership at the centre of peace building efforts.**

"Peace and access to justice are not only fundamental human aspirations but cornerstones of sustainable development."<sup>16</sup> This is increasingly apparent due to the fragility of states caused by terrorism and

conflict. Implementation of the Security Council 1325 and 1880, legally binding documents that call for the tracking of indicators on: Prevention of conflict and violations of women's and girls' human rights; Ensuring the inclusion and participation of women in decision-making processes related to the prevention, management and resolution of conflicts; Protecting and promoting the human rights of women and girls and ensuring their physical safety, health and economic security; Recognizing the specific needs of women and girls in conflict and post-conflict areas and establishing a fund to provide support to survivors of violence.<sup>17</sup>

### **Guarantee women's economic rights**

States shall adopt and enforce legislative measures that involve a transformation of macroeconomic structures to ensure the implementation of Article 13 of the Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa which calls for among others:

- equality of access to employment that includes decent work;
- value, recognize, redistribute women's unpaid care work
- the right to equal remuneration for jobs of equal value for women and men;
- conditions to promote and support the occupations and economic activities of women, in particular, within the informal sector;
- a system of protection and social insurance for women working in the informal sector;
- necessary measures that recognize the economic value of the work of women in the home;
- ensure the equal application of taxation laws to women and men;
- recognize that both parents bear the primary responsibility for the upbringing and development of children and that this is a social function for which
- the State and the private sector have secondary responsibility; and
- recognition of migrant workers rights, especially domestic workers

15 GADN, Achieving Gender Equality and Women's Empowerment in the Post-2015 Framework

16 A New Global Partnership: Eradicate Poverty and Transform Economies

Through Sustainable Development. Report of the High-Level Panel of Eminent Persons on the Post-2015 Development Agenda

17 Security Resolution 1325

## **Ensure the protection of women in discussions on climate change, environmental sustainability and natural resource management including extractives industries**

While Africa is not responsible for the pollution and the factors that are causing climate change, it stands to suffer most from its effects. Recognizing this, we must strive to ensure that women are equally involved in the formulation and implementation of climate change mitigation and adaptation programmes, natural resource management programmes as well as have equal access to and control over climate change finance.

**We therefore call on Member States to:**

- Commit to reduce deforestation, desertification and pollution, promoting reforestation and reducing soil erosion;
- Improve land management promoting renewable energies; promoting efficiency of energy production, consumption and recycling; and effectively implementing the Kyoto Protocol;
- Recognize that market mechanisms such as carbon trading, REDD and REDD+ have caused land-grabbing, food insecurity for communities that depend on forests and most importantly removed focus on real solutions such as reduced global emissions primarily by developed countries to combat climate change;
- Ensure that the utilization of natural resources and biodiversity economically benefit the women and smallholder farmers who are custodians of these resources and thereby should have their rights to possess and control these resources recognized and respected;

## **Acknowledge and promote the use of indigenous knowledge to halt biodiversity loss**

**We therefore call on Member States to:**

- Respect the rights, knowledge and sustainable livelihood models of Indigenous Peoples
- Research into traditional indigenous systems and the preservation of these systems in a manner that does not commercialize indigenous knowledge, but strengthens the position of women smallholder farmers who are custodians of this knowledge and hold it trust for communities for future generations. Financing and Partnerships

**We therefore call on Member States to:**

- Restructure the global financial and tax architecture to ensure economic and social justice
- Reform fiscal policies to ensure they promote rather than undermine human rights,
- Ensure transparent and gender responsive budgeting that not only focuses on stopping the feminization of poverty, but seeks to transform macroeconomic structures
- Progressive taxation that redistributes the unequal and unfair burdens on women and girls

## **Meaningful engagement between governments and civil society, including women's groups in the development, implementation and monitoring of the post-2015 agenda**

Include marginalized women including those living in urban slums, refugee and internally displaced persons camps, remote or rural areas, those with disabilities and impoverished communities in the discussions on the post- 2015 agenda.

*For more information, kindly contact Yvette Kathurima [advocacy@femnet.or.ke](mailto:advocacy@femnet.or.ke)*

## Nigeria – Coca-Cola and DFID to invest £7 million in an initiative to help 10,000 marginalized girls in Nigeria.

The Coca-Cola Company and the UK Department for International Development (DFID) have joined forces to bolster the educational and economic opportunities of more than 10,000 marginalized girls and young women in Nigeria.

Together, The Coca-Cola Company and DFID will invest nearly £7 million in an initiative known as “ENGINE” (Educating Nigerian Girls in New Enterprises). The investment comes as part of the UK Government’s Girls’ Education Challenge and The Coca-Cola Company’s 5by20 initiative, which seeks to enable the economic empowerment of 5 million female entrepreneurs across the global Coca-Cola value chain by 2020.

Justine Greening, the UK International Development Secretary said:

“Research has shown that girls with an education have healthier children and reinvest 90 per cent of income in their family and their community. By capitalising on the business expertise of The Coca-Cola Company and other enterprises, we are helping girls realise their full potential and ultimately build a better future for themselves, their families, and their communities”.

ENGINE will establish over 170 learning spaces where girls and young women between the ages of 16 and 19 will meet for academic support and training sessions over a nine-month period. Approximately 5,400 girls who are still in school will receive after-school tutoring, as well as training to advance their leadership and entrepreneurship skills. Additionally, a vocational training programme focused on business and employment readiness will be offered to approximately 12,600 young women who are currently out of school. Young women who complete the vocational training programme will have the opportunity



*A young woman in Nigeria. Picture: Lindsay Mgbor/DFID*

to choose from a variety of employment opportunities, including receiving assistance to set up their own businesses as micro-retailers of Coca-Cola and d.light products.

The global humanitarian agency Mercy Corps will manage the implementation of ENGINE, with support from the Nike Foundation, solar social enterprise d.light and other partners.

Adeola Adetunji, Managing Director, Coca-Cola Nigeria Limited said:

“At Coca-Cola, we believe that our business is only as strong and sustainable as the communities in which we operate, and that investing in women’s education and careers spurs economic growth and fosters sustainable development. This partnership demonstrates Coca-Cola’s belief that many of the world’s most pressing challenges can best be addressed by governments, business and civil society working together as partners to create lasting, sustainable solutions”.

Neal Keny-Guyer, Chief Executive Officer, Mercy Corps said:

"ENGINE and other similar programmes generate what we call shared value: businesses and communities recognizing their common interests and working together to accomplish what neither could have achieved alone. This program engages not only the girls and young women who take part, but also their families, schools and community leaders, creating positive role models to inspire young women, no matter where life takes them".

The UK Government has prioritized girls' education as one of the four pillars of the Women and Girls Strategy. In September 2011, the Deputy Prime Minister announced the £355 million Girls' Education Challenge – the largest ever global fund dedicated to girls' education – calling on NGOs, charities and the private sector to find better ways of getting girls in school and ensuring they receive a quality of education to transform their future.

The Girls' Education Challenge in total will help up to one million of the world's poorest girls to have an opportunity to improve their lives through education in 22 focus countries, leverage additional resources for girls' education from the private sector and develop new knowledge

on cost effective programming.

The Coca-Cola Company has been awarded funding through the Strategic Partnerships Window for the most innovative, effective and well evaluated pilot projects that support marginalized girls and young women to succeed in their education. These are the first partnerships of their kind between DFID and the private sector and bring DFID and global business together to deliver education solutions for marginalized girls.

More information about The Coca-Cola Company's 5 by20 initiative can be found at [www.5by20.com](http://www.5by20.com)

The Nike Foundation supports the girl effect: the unique potential of adolescent girls to end poverty for themselves and the world. Learn more at [girl effect.org](http://girl effect.org)

Mercy Corps is a leading global humanitarian agency saving and improving lives in the world's toughest places. Learn more at [mercy corps.org](http://mercy corps.org)

Kinshasa, DR Congo (PANA) – Uneducated young girls by far outnumber young boys to the ratio of 7 to 1 in the Democratic Republic of Congo, Gender, Family and Children's Affairs Minister Geneviève Inagosi said Saturday as the country marked the International Day of the Girl Child.

## Nigeria – Boko Haram

To sustain the tempo of the agitation for the rescue of the remaining 219 Chibok school girls still in captivity of the Boko Haram sect six months after, as the United Nations marks the International Day of the Girl Child on 11th October, the Bring Back Our Girls (BBOG) movement and the families of the abducted girls are calling for a week of Global Week of Action from 11th to 18th October 2014, to mobilize everyone around the world to demand for the immediate rescue of our Chibok girls and end this humanitarian tragedy.

The group made this call in a statement signed by the co-convener, former Minister of Education, Mrs. Oby Ezekwesili, and three others, Maryam Uwais, Hadiza Bala Usman and Saudatu Mahdi. Other signatories





were five parents of the Chibok girls, including Reverend Enoch Mark, parent of two girls in captivity as well as Pindar Dibla, Ishaya Abana, Emmanuel Mutah and Ishaya Benawi, all parents of some of the abducted girls.

The statement reads in part, "October 14, 2014 makes it exactly six months since 276 girls were abducted by the Boko Haram sect from their school, Government Secondary School, Chibok, Borno State, Nigeria.

"The Boko Haram Sect leader claimed responsibility for the mass kidnappings in a video where he informed the world that he plans to sell the girls into slavery. Till date, not one girl has been rescued, save for 57 girls who escaped on their own, while 219 girls

still remain in captivity.

It is undeniably apt that this year's theme for United Nations International Day of the Girl Child: Empowering Adolescent Girls: Ending The Circle of Violence, coincides with this period when we all are still agitating for the immediate release of our innocent Chibok girls who are victims of the violence being perpetrated by the Boko Haram sect in Nigeria.

Let's all take action and say together #BringBackOurGirls Now and Alive!!!

Read more on the call for action and take Action Please visit [www.fawe.org](http://www.fawe.org) for regular news updates.

## Tanzania: Equality Now renews call for Nigerian Chibok schoolgirls rescue

Dar es Salaam, Tanzania (PANA) - On the eve of the International Day of the Girl Child, observed 11 October, a global movement advocating for girls' and women's rights, Equality Now, has renewed the 'BringBackOurGirls' call for the rescue of 219 schoolgirls abducted six months ago by Boko Haram insurgents from a dormitory in Chibok, northern Nigeria.

«As the world marks the International Day of the Girl Child with its theme of 'Empowering Adolescent Girls: Ending the Cycle of Violence,' let's not forget that six months have passed since armed Boko Haram attackers stormed a school dormitory in Chibok and abducted nearly 300 girls,» Equality Now Global Director Yasmeen Hassan said Friday.

In a note to members and supporters of the rights body, Yasmeen said despite a response from Nigeria's Ministry of Interior detailing behind the scenes advocacy, international collaboration efforts, and increased security measures, 180 days have passed and not a single girl has been rescued.

«To date, 219 girls are still missing, and the 57 girls who escaped, did so on their own,» she noted, expressing hope that human rights activists and sup-



porters of women's equality will not give up on the Chibok girls.

According to Yasmeen, Equality Now has taken up the issue through various UN and African Union Commission human rights procedures and, along with the movement's Nigerian partners, «to do everything we can to make sure that the world does not forget».

In renewing the call, Equality Now has asked supporters to sign an online petition to key officials in Nigeria, Chad and Cameroon «to swiftly deter-

mine whether the girls were transported into their countries and to assist in their rescue».

On 13 Oct., Equality Now, Solidarity for African Women's Rights Coalition (SOAWR) and FEMNET will hold a solidarity vigil in Nairobi, Kenya, to mark six months since the girls' abduction.

The vigil will bring together civil society, expert guest

speakers and artists.

In addition, Equality Now has said that 11-18 Oct. will be marked as Global Week for Action to hold governments accountable and to keep global attention on the issue.

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## DR Congo: Minister sees wide gap in education of girls, boys in DRC

Quoting the national demographic and health report of 2013/2014, she said the number of teenagers between 15 and 19 years who had a sexual experience has risen from 24% to 27% in the country.

According to the minister, problems that girls encounter in developing countries are the same and concern discrimination in all spheres of life, limited access to education and health, sexual violence based on gender, child labour, early marriages and early pregnancies.

«Empowering teenage girls, breaking the cycle of violence» was the theme chosen for this year's International Day of the Girl Child in DR Congo.

PANA2014



## Congo: Minister urges promotion of girls' education in Congo

Brazzaville, Congo (PANA) – Congo's Minister for Women Promotion and Integration in Development, Catherine Embondza Lipiti has appealed to different stakeholders in the country to promote and protect the rights of girls, particularly with regard to education.

Despite the important progress made in improving girls' access to education and keeping them at scho-

ol during the past 20 years, many disadvantaged girls still do not benefit from this fundamental right, she said Saturday as Congo observed International Day of the Girl Child.

«In our societies, when a woman is educated at least up to elementary level, this positively reflects on the social and economic life of the household and the family. This is also an advantage to the society and to

the economy of the country,» the minister observed.

Established in 2011 by the UN General Assembly, the International Day of the Girl Child aims at reminding decision makers to recognize the rights of girls and the obstacles they face.

According to the minister, education as a base for human development is recognized by all as a human right and is an essential tool to attain the objectives of equality, development and peace.

«Despite the existence of the convention related to the rights of children and that of the elimination of all forms of discrimination towards women, girls are victims of violence and abuse within the family and at school in many parts of the world,» she said.

Embondza Lipiti added that celebration of the International Day was an opportunity to sensitize national and international opinion on the precarious situation of the young girl and the need to recognize that her rights are inalienable and that they form part of human rights.

PANA reports that several studies done in Congo



regarding juvenile fertility show that teenage pregnancy is rampant in the country, particularly in the rural areas.

PANA 2014

## Tanzania: International NGOs urge investment in adolescent girls' rights

Dar es Salaam, Tanzania (PANA) - World leaders entering the next round of negotiations on the post-2015 agenda have a once-in-a-generation opportunity to transform the lives of adolescent girls, and in turn, the world, according to a Girl Declaration Joint Advocacy Group statement issued on Saturday by international non-governmental organizations to mark this year's International Day of the Girl Child.

The day, celebrated worldwide, was established by the UN to promote the rights of girls and the unique challenges they face.

Calling on Member States to make a strong and deliberate investment in adolescent girls, the NGOs have reaffirmed their belief that «investment in adolescent girls' rights and needs is necessary if we are to accelerate progress on the toughest global chal-



lenges, achieve equality, advance human rights and end global poverty».

This year's International Day of the Girl Child focuses on empowering girls to end the cycle of violence in their own communities.

According to the advocacy group's statement, adolescent girls are particularly vulnerable to violence, discrimination and other human rights violations.

«Yet, when girls grow up healthy, educated, safe and empowered, they can fulfill their potential to be leaders in their communities, countries and the world,» said the statement.

Looking ahead to further post-2015 discussions, including the UN Secretary General's synthesis report, regional consultations and debate about indicators and means of implementation, the Group encouraged Member States to speak in favour of issues that directly impact girls' ability to reach their full potential.

«In doing so, we see an opportunity to increase the overall success, impact and sustainability of the post-2015 framework,» said the statement, which strongly urged Member States to ensure adolescent girls are embedded in the design, content, financing, implementation and monitoring of the post-2015 agenda.

The Group suggested that issues that can determine the course of the girls' lives should not be negotiated away to make room for others that may be deemed more urgent or easier to achieve.

On issues highlighted in its statement, the Group said they can be the difference between life and death for an adolescent girl, and can have significant impact on the development of their communities and societies.

The Girl Declaration was developed through consultations with more than 500 adolescent girls living in poverty around the world and more than 25 leading international development organisations and issue experts.

These include Plan, Care, International Women's Health Coalition, Girls Lead, Women Deliver, Advocates for Youth, IPPF, Equality Now, International Centre for Research on Women, Nike Foundation and World YWCA.

Based on the goals and principles of the Girl Declaration, the Group has called on Member States to develop a post-2015 agenda that enables all adolescent girls to:

-- Lead healthy lives. This includes ensuring universal sexual and reproductive health and rights, and guaranteeing access by all adolescents and young people to comprehensive sexual and reproductive health and rights information, education and services -- including all girls, in- and out-of school, regardless of marital, pregnancy, or other status.

-- Be free from all harmful practices, especially the child, early and forced marriage and female genital mutilation. This requires explicitly addressing these issues in the post-2015 framework, implementation and monitoring, including through adopting comprehensive indicators.

-- Be safe from violence and discrimination and have access to justice. This requires taking proactive measures to eliminate all forms of discrimination and inequality, in law, policy and in practice, including removing legal barriers such as spousal or parental consent and minimum age requirements to obtain essential health and legal services.

-- Complete free, equitable and quality secondary education in a safe and supportive learning environment. This requires promoting human rights and gender equality in educational institutions and addressing barriers to accessing and completing a secondary education, including direct and indirect costs, school-related gender-based violence, sexual exploitation, harassment and discrimination, as well as school dropout of girls who become pregnant or married.

-- Be heard. This requires using youth friendly and gender sensitive participatory development, monitoring and accountability approaches that meaningfully include adolescent girls, including those most vulnerable, at the local, national, regional and international levels, and ensuring that their voices are heard, respected and acted upon in an equal manner to those of others.

According to the statement, the generation of adolescents is the largest ever, and adolescent girls constitute approximately half of that generation.



«Girls are key to every sustainable solution, and we will not achieve progress without them,» the statement concluded.

Since its launch in October 2013, The Girls Declaration has galvanized signatories and supporters across sectors and backgrounds, demonstrating strong sup-

port for adolescent girls and solutions to the issues that affect their lives and communities.

PANA 2014

## Congo: Congolese women urged to show interest in sciences, ICT

Brazzaville, Congo (PANA) - Congolese Women Promotion and Integration Development Minister, Catherine Embondza Lipiti, on Thursday called on Congolese women and girls to show more interest in science education and new technologies to enable them contribute to the African renaissance, PANA reported from the Congolese capital, Brazzaville.

Speaking on the occasion of the African Women Day celebrated 31 July every year, Mrs Lipiti said: «Science education and new technologies represent vital and deep stakes for resources in Africa.

«The continent needs to train its engineers and technicians to support the development of its economy and derive benefits from its raw materials.»

The minister added that a particular emphasis should be laid on girls and women in as much as their number and their contribution to development are concerned.

She said that keeping the girls at school, guiding them towards scientific careers and easy access to new technologies represent major challenges as regards the African renaissance.

«Education of girls and women is a question of jus-



tice and equality in the interest of an efficient development policy,» she declared.

The 2014 African Women Day is being held under the theme «The role of women and girls in education, sciences and new technologies as regards the African renaissance».

It offers opportunities to women to reflect on several themes in a bid to consolidate the gains in their struggle for the conquest of their fundamental rights.

PANA 2014

## Congo: About 73% of girls complete primary education in urban areas

Brazzaville, Congo (PANA) – About 73% of girls complete their primary education in urban areas in Congo, says a report by the World Bank on gender equality in education and employment in Congo made public on Wednesday in Brazzaville.

«The report analyses the gender differences in the education system and the job market and makes recommendations to correct those inequalities through appropriate policies,» said Amadou Oumar Ba, the World Bank representative in Congo.

«The completion rates remain generally low for the primary and secondary stage, with a dropout rate for girls higher than for boys,» he added.

Ludovic Oniangué, chief of staff for the minister of Female Promotion and Women Integration in Development, said the report was made at an important moment because they would in three months launch the evaluation process of the national gender policy and its action plan for the establishment of a new approach on the gender issue.

«The study should therefore undertake a diagnosis of the present situation, outline the psychological and



sociological obstacles, and identify the recurrent problems to propose alternatives for appropriate solutions to be used as recommendations,» he said.

Marine Gassier, a World Bank expert on the gender issues, said that the objective of the survey was to outline a strategy document for growth, employment and poverty alleviation (2012-2016).

PANA 2014

## Zambia: Re-entry policy for pregnant school girls triggers debate in Zambia

(News analysis by Mildred Mulenga, PANA Correspondent)

Lusaka, Zambia (PANA) – The re-entry policy introduced by the Zambian government to allow pregnant school girls complete their education is becoming a controversial issue here as statistics of girls getting pregnant after re-entry into school is rising.

Recent revelation that about 70 percent of pupils that are re-admitted after falling pregnant at Mwachimambwe Primary School in Chief Mumena's area in Solwezi, north-western Zambia, fall pregnant again, has sparked debate on the re-entry policy.

Head Teacher of the school, Titus Kikolomo, said some school girls are reported to be abusing the re-entry policy that government has put in place to help them complete their education despite falling pregnant.

Kikolomo charged that the re-entry policy was somehow breeding indiscipline in some of the school girls, and suggested that there is the need for government to attach a limit to the number of times one can be re-admitted back into school.

Kikolomo told a parliamentary committee on legal, human rights and governance and child affairs that visited Chief Mumena recently that the policy will only work effectively if there are limits, according to the local media.

He, however, said the re-entry policy is a good policy as it accords girls to complete their education despite the circumstances they find themselves in.

And statistics revealed in parliament show that 12,617 girls were re-admitted in school under the school re-entry policy after falling pregnant between 2009 and 2011.

According to Education Minister John Phiri, the problem is more prevalent in basic schools, saying that in 2009, 5,517 basic school going pupils were readmitted in school, while 1,033 secondary school pupils were readmitted during the same year.



In 2010, 5,035 basic school pupils were readmitted into school, with 1,033 secondary school pupils being readmitted in the same year.

In 2011, 5,106 basic school pupils were readmitted in school, with 925 secondary school pupils being readmitted in school.

Phiri said it is time to do a more meaningful research into the re-entry policy which came into force in 1997 to establish whether it is working and if it not to identify the impediments.

And District Education Board Secretary (DEBS) Richard Kasoma, said North-Western Province district has been recording not less than 100 pregnancies among the school girls annually since 2008.

And according to Solwezi District Education Board Secretary, Fredrick Munkinyi, 42 percent of girls in the district drop out of school due to pregnancies.

He said 42 percent of school girls in between grades five and nine drop out of school before they complete basic school, while 21 percent leave school for early marriages, and attributing this to cultural practices, negative attitude towards education and poor sanitation in most schools.

He said there was the need to ensure that children are enrolled at the right age in urban and rural schools and sensitize parents on enrolling their children at the right age.

Kasoma attributed the increase in the number of school girls getting pregnant to the lack of adequate boarding houses for the pupils in the district, saying this is a major cause of the problem.

He expressed concern that the pupils are forced to rent some houses because of inadequate boarding schools. He said by living in rented houses for them to easily access education, the girls become vulnerable and their personal security is usually not guaranteed in such places.

The issues of peer-pressure and lack of parental control at these houses also contribute to the rise in pregnancies, he added.

"This re-entry policy is not working. And I am in support of the Catholic and other mission schools on this matter. Taking them back to conventional schools influences other school girls," Chanda Moonga, a student teacher told PANA.

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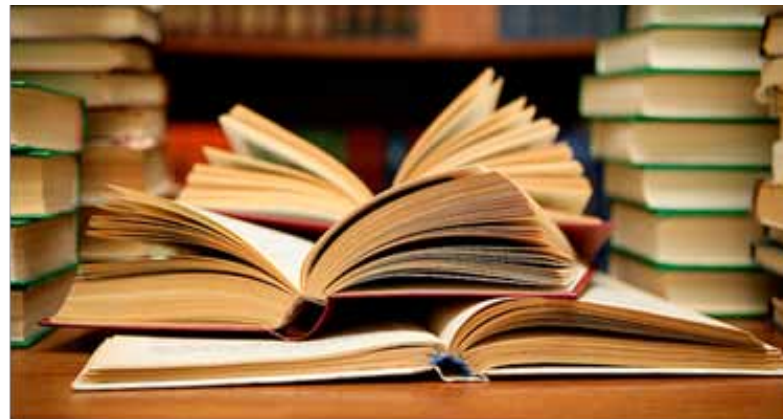
## Tanzania: World's women judges ponder over equal access to justice

Dar es Salaam, Tanzania (PANA) - Poverty is the biggest hindrance to any effort intended to ensure equal access to justice, particularly in developing countries, Tanzanian President Jakaya Mrisho Kikwete, said Monday at a gathering of women legal luminaries from all over the world.

The meeting of Women Judges (IAWJ), holding in Arusha, northern Tanzania, noted that accessing justice by every person is a precious right that must progress in tandem with growth in the economic as well as social spheres.

IAWJ said "We no longer wish to see our countries ranked down in parameters like cost of doing business indices, simply because our justice systems are dysfunctional that they cannot enforce contracts.

"We do not wish to see our societies so segmented that the rich can buy their way and the poor are taken for a ride," the president said, stressing that every person should have guaranteed rights without regard to his or her status in life.



"We want to see that our women are respected and are held to the highest esteem they deserve. We need to groom our children to become justice-minded in a society that respects justice," he added.

Held under the theme 'Equal Access to Justice', the five-day conference is set to reflect on issues related to administration of justice and generate ideas for the improvement of legal sectors and systems as well as the legal profession at large.



# Inside Africa

Underlining the need for reforming legal systems which were inherited from colonialism, Kikwete said they were based on alien laws that "are incomprehensible to the majority of the people" besides making the process of dispensing justice inordinately slow and not effective to the desired standard.

"This has made most of our legal regimes to be seen as methods of coercing our respective societies rather than a desired tool of regulating our good lives," the president explained.

Participants in the meeting included Tanzania's Chief Justice, Mohamed Othman Chande, Nigeria's Chief Justice, Aloma Mariam Mukhtar, as well as presidents of various courts and tribunals.

Justice Eusebia Munuo of Tanzania is the current president of the IAWJ.

PANA 2014



## In Memoriam: Intellectual Ali Mazrui (1933-2014)

By Mwangi S. Kimenyi and Amy Copley

Courtesy, The Brookings Institution, Washington DC, [www.brookings.edu](http://www.brookings.edu)

On Monday, October 13, internationally renowned Kenyan-born professor, historian and author Ali Mazrui passed away after a long illness at the age of 81. Professor Mazrui was one of the most prominent voices of the post-colonial generation whose influential scholarship covered diverse, challenging topics, including African culture, history and politics, colonialism, Western influence, terrorism and Islam. His words captivated African and global audiences alike and landed him among Foreign Policy (U.S.) and The Prospect (U.K.) magazines' list of the top 100 public intellectuals in 2005. During his fruitful and amazing career, Mazrui received numerous awards of recognition for his intellectual contribution to scholarship.

At the time of his passing, he was serving as director of the Institute of Global Cultural Studies and as the Albert Schweitzer professor in the humanities at Binghamton University in New York. He also held positions at the University of Jos in Nigeria and Cornell University. In the past, he was appointed by former President Mwai Kibaki to serve as chancellor of the Jomo Kenyatta University of Agriculture and Technology in Kenya from 2003 to 2009.

Throughout his illustrious career, he was known for his innovative, progressive and independent thought. For instance, he fearlessly criticized the Kenyan and Ugandan governments and leaders in the 1970s, leading to his forced exile to the U.S. He was a prolific writer, authoring and co-authoring over 20 books, hundreds of journal articles in pre-eminent scholarly publications and a T.V. documentary entitled, "The Africans: A Triple Heritage," which explored how Western, Islamic and indigenous influences shape African societies. In another significant work, a book called Islam between Globalization and Counter Terrorism, Mazrui discussed the rising tide of extremism (as seen in in Somalia with al-Shabab and Nigeria with Boko Haram) and its intentional distortion of Islam.

Despite his accomplishments, Mazrui still faced some of the biases Muslims face in Western countries, including suspicions of being a member or supporter of terrorist organizations. His advice on dealing with such biases is quite valuable in that he sought to advance an understanding and an appreciation of different peoples and cultures for harmonious co-existence. This is best illustrated by his personal ex-

perience in 2003 upon returning from an overseas trip.

Mazrui was returning from a trip from Trinidad and Tobago in 2003 where he delivered a lecture that had nothing to do with his religion. In fact, the focus of his trip was to deliver a keynote address marking Emancipation Day—commemorating the end of slavery in the 19th century. He had even been received by the prime minister. Maybe because of his name and dressing, he was stopped at Miami International Airport and detained for seven hours during which time he was interrogated by various agencies of the United States government including (a) immigration; (b) customs; and (c) Homeland Security and the Joint Terrorism Task Force in that order. The focus of the interrogation was on security, and in particular, the agencies were seeking to establish whether he had links to terrorist organizations.

As narrated by Mazrui:

"The questions I was asked at Miami on my return included whether I believed in Jihad and what did I understand by jihad? What denomination of Islam did I belong to? Since I was a Sunni, why was I not a Shi'a? I reacted: 'If you were a Catholic, and I asked you why were you not a Protestant, how would you deal with that?'

Since I was coming from Trinidad and Tobago, had I seen Yaseen Abubakar, the Islamic militant who had held the whole cabinet of Trinidad hostage in the Parliament building nearly fifteen years earlier? That was a much more sophisticated question. I replied at Miami Airport that I had not met Abubakar, but I had tried to see him in Trinidad. After all, I was teaching a course at Cornell on 'Islam in the Black Experience.' .... My ordeal at Miami Airport ended amicably, with a few embarrassed smiles. However, I am not complacent. I am afraid it could happen again, the Lord preserve us. But we shall not be intimidated. Amen." (Dr. Ali Mazrui, *Islam Between Clash and Concord of*

*Civilizations: Changing Relations Between the Muslim World and the United States*, Chatham House, January 16, 2007)

In reflecting on the incident, Mazrui was magnanimous rather than bitter and sought to advance better understanding. He observed in the same text: "How can the United States learn to trust the Muslim world a little more? How can the Muslim world, in turn, be better protected from American militarism? Both solutions need to restrain America's arrogance of power."

The late Mazrui was an excellent example to the African diaspora. Notwithstanding his intellectual standing and great contributions, he remained a humble and accessible individual. Though Kenyan-born, he exhibited an African and international outlook that defined his balanced assessment of critical issues. Kenyan national leaders including President Uhuru Kenyatta and former President Mwai Kibaki have paid tribute to Professor Mazrui's legacy, calling him one of "Kenya's greatest scholars, whose intellectual contributions played a major role in shaping African scholarship" and who "set the bar for upcoming academics and political thinkers, not only in Kenya but also in Africa and the rest of the world."

Mwangi S. Kimenyi is senior fellow and director of the Africa Growth Initiative and currently serves as advisory board member of the School of Economics, University of Nairobi. The founding executive director of the Kenya Institute for Public Policy Research and Analysis (1999-2005), he focuses on Africa's development including institutions for economic growth, political economy, and private sector development.

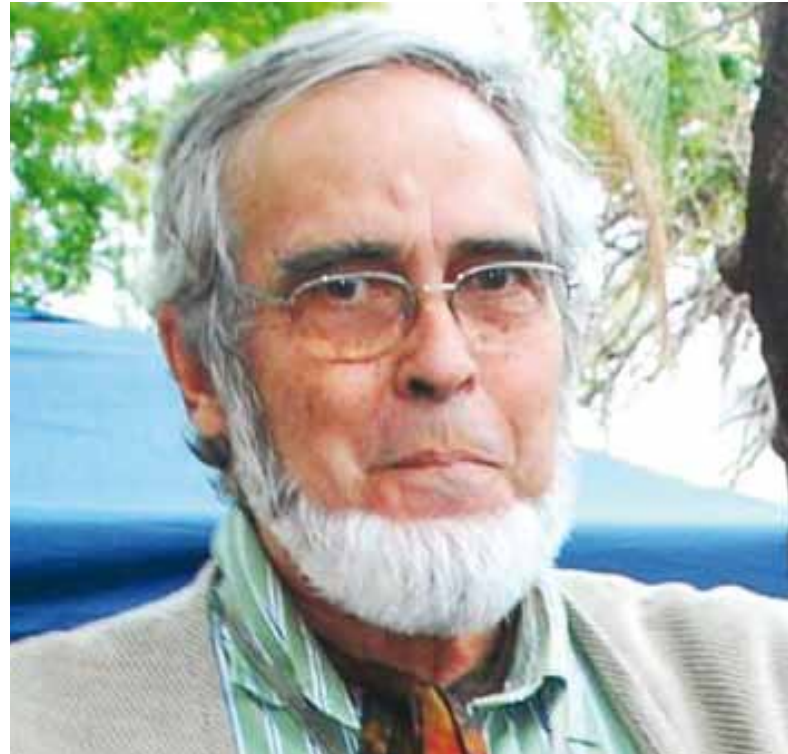
Amy Copley is the Project Coordinator and Research Assistant, Global Economy and Development, Africa Growth Initiative

## Tribute to Cyril Dalais

The passing of Cyril Dalai on November 13 was one of the saddest events to hit the ADEA family in recent years. What made it more painful was that it happened on the morning when he was going to join a meeting that would make decisions on the structuring of ADEA's Inter-Country Quality Node on Early Childhood Development. This is a new collaborative platform that would further entrench Early Childhood Development in Africa's policies and programs. It will also create a community of practice led and coordinated by African countries under the leadership of the Republic of Mauritius, his beloved country.

Cyril was a man of great compassion, patience, creativity and passion, and a contagious one at that, for children all over the world. His work ethic and optimism for progress in African education cannot be questioned. As a senior officer at UNICEF, he served children across the world. After his retirement, he devoted most of his time to the cause of the African child, becoming one of the most active and eloquent Early Childhood Development proponents on the African continent. Those of us who were lucky to have worked and collaborated with him will always remember the consummate professional and advocate he was.

We at ADEA have benefitted from his talent and generosity in pushing the Early Childhood Development



agenda on the African continent through the ADEA Working Group on Early Childhood Development. As we join the family, and other colleagues and friends in Africa and elsewhere to mourn Cyril, we also celebrate his life for the many achievements he had accomplished. All friends and colleagues will sorely miss him. He passed on doing what he always loved; very few men and women would have the same privilege.

We express our condolences to the family on behalf of all the ADEA family.

Adieu cher ami



## Editorial Team / Equipe de rédaction

Lawalley Cole  
Ben Hassine Omar

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For more information please contact :

### Lawalley Cole

Coordinator, Working Group on Communication for Education and Development  
Association for the Development of Education in Africa (ADEA)

African Development Bank (ADB)  
Office 801-802 (ATR), P.O. Box 323 – 1002  
Tunis- Belvedere, Tunisia

Tel : [+216] 71 10 3503

Fax : [+216] 71 25 26 69

Mobile: +216 216 314 25

Email: [l.cole@afdb.org](mailto:l.cole@afdb.org)

Websites: <http://www.adea-comed.org>

<http://www.adeanet.org>

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