

A world map where the landmasses are filled with the word "fingo" in a yellow, sans-serif font. The text is repeated in a grid-like pattern across the continents. The oceans are white. Centered over the map is the main title in a large, bold, black font.

Keeping girls in school through Intergrated after school activities .

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fingo

Introduction

There is high school drop out for girls in primary schools in Salima district . For example in Kanongola primary school girls drop out is more in senior primary classes from standard 5 to standard 8 . Every year there is high enrolment of girls in lower classes i.e. standard 1 while standard 8 , which is a last class in primary school has fewer number of girls. In 2020/21 enrolment for girls was 108 in standard 1 ,while in standard 8 it was only 40. in the same academic year 47 girls out of 626 dropped out from school against 27 boys out of 551 .

This situation is similar year in year out meaning that girls drop out from school every year .

Studies have shown that girls drop out from school due to child marriage, child labor , teenage pregnancies and among others.

This experiment is set to reduce school girls drop out at Kanongola primary school in Salima district by making school environment attractive and motivating for girls through an Integrated After School Girls Activities model.

The experiment aims at motivating girls to stay in school , complete their primary and secondary school education. This experiment has reached out to 80 girls(40 in-school and 40 drop out girls) in Kanongola community. However the activities are participated by all school girls learners at Kanongola primary school.

Results

SETTING THE SCENE

- District and community Stakeholders meeting
- both girls and boys (In- school girls and out school) participated in the meeting
- Situation analysis
- FGDs
- Tools : Vision ,Assumption Scanner , Actor Map



DESIGN RESEARCH

- *Planning meeting with facilitators*
- *Design research work shop with stakeholders*
- *Conducted research , 40 in school girls and 40 drop out girls participated.*
- *FGDs and Self administered life style diaries*
- *Data analysis*
- *Tools : communication map, Social Map ,Life Style Diaries, Persona and pattern finding.*

Results




key finding : girls like to stay home just to be playing, and in-school girls are pressurized by those that stay home so that they play together.

Tools used for data analysis

PERSONA (IN-SCHOOL)

BIOGRAPHY
 Name: Victoria Hawa
 Age: 11
 Location: Kanongola
 Marital Status: Single
 Education: Primary
 Class: STD 5



SOCIAL CONNECTION
 • Peers
 • Family
 • Boys
 • Teachers

COMMUNICATION CHANNEL
 • Face to face
 • Radio
 • Old phone

PERSONAL CHARACTERISTICS
 • Extrovert
 • Social
 • Be Playful
 • Hardworking
 • Punctual

INFLUENCERS
 • Peers
 • Family
 • Boys
 • Teachers
 • Community structures
 • Community leaders
 • Government

Key
 - negative
 - positive

USER STORY
 As Victoria Hawa, I spend most of my days doing household chores before going to school and later in the day, after school, I usually play with my friends or go to various community activities such as watching masquerades. During the evening, I mostly chat with my family while preparing supper then I go to bed tired from the activities done in the day. If I have work home work I write it before sleeping.

MORNING (IN SCHOOL)

Chores (Cooking, phone, ironing, laundry)
 Going to school

→ All in school girls conduct carry out household chores before going to school.

AFTERNOON

Chores (Cooking, ironing)
 Socializing (watching masquerades, playing)

→ After school, they carry out household chores (especially cooking) then socialize with their peers including attending to community functions such as watching masquerades.

EVENING (IN SCHOOL)

Chores (Cooking)
 Family interaction
 Peer interaction
 Studying

→ They carry out household chores while interacting with their family members and peers before going to sleep. A few (especially those in STD 8) study after finishing their evening chores.

COMMUNICATION MAP

Face to face
 Old phone
 Radio

→ All girls use face to face as a means of communication and use radios to access to various information and mostly entertainment. They are not exposed to modern technology.


SOCIAL CONNECTION

Peers
 Parents
 Teachers
 Boys (especially relationships)

→ Most girls are more open to their peers than any other actor as they interact more (positive relationship) they are mostly influenced negatively and positively by their peers and parents to stay in or out of school.

PERSONA (OUT OF SCHOOL)

BIOGRAPHY
 NAME: ANSOLA BOUTON
 AGE
 Location: Kanongola
 Marital Status: Single
 Education: Drop-out(s)
 Class



SOCIAL CONNECTION
 Family
 Teachers
 Friends
 Faith leaders

COMMUNICATION CHANNEL
 Face to face
 Radio

PERSONAL CHARACTERISTICS
 Extrovert
 Social
 Reasoning

INFLUENCERS
 Parents
 Boys
 Peer

USER STORY
 AS ANSOLA BOUTON, I spend much of my time doing household chores & playing with friends. Sometimes I also do house work to sustain my self.

MORNING (OUT OF SCHOOL)

Chores
 Social interaction

→ All out of school girls carry out household chores and interacting with their family & peers.

AFTERNOON (OUT OF SCHOOL)

Chores
 Face to face
 Social interaction

→ All girls carry out household chores. Peers, family & boys.

EVENING (OUT OF SCHOOL)

Chores
 Peer interaction

→ All girls carry out household chores and are involved in peer interaction.

COMMUNICATION MAP

Radio
 Face to face

SOCIAL MAP

Peers
 Family
 Boys

→ All girls are socially connected to their peers, family & boys.

persona

Pattern finding

Results

Ideation

- *Disseminated research findings*
- *Ideation workshop*
- *FGDs*
- *14 stakeholders , 20 in-school girls and 20 out of school participated.*
- *Tools : bright stars*



A model showing various activities to motivate girls to stay in school



Making a school environment attractive

Results

create and taste loop



Home economics

sports

Education chart room



Creative arts

Results

Impact

- *Girls who dropped out , show interest in participating in the after school activities .*
- *six girls who dropped out have been registered back to school*
- *Enrollment has increased (before it was 610 then after 680).*
- *Attendance has improved.*
- *Improved girls participation in sporting activities e.g. volley ball , foot ball.*
- *Girls are taking leadership roles because of improved self-esteem. E.g. they are speaking out in public .*



Results

Expected to achieve

- *Expect schools to introduce and adopt different activities that can excite and motivate girls to stay in school*
- *All girls to participate in different after school activities in senior primary classes.*
- *The experiment is expected to retain girls in school*

particular challenges

- *Failure of some participants to fill and complete Life style Diaries in a fear that guardians might find out what they are writing .*
- *The model requires more time since it's a school based model and activities do not take place during holiday*

Results

lessons learnt from the experiment

- *Communities needs support for them to identify and solve their problems*
- *Locally available resources can be used to address community needs. e.g. girls are being attracted by community based resources to stay in school*
- *Girls face a lot challenges in life however they don't have a platform to register their challenges and feelings.*
- *Boys acts as motivation to girls to participate in different activities.*

Collaborations/partnerships

- *CYECE is collaborating with ODW*
- *Local Community based organization (SASO and SAMALA) .*

Feasibility for scaling

- *CYECE is planning to continue with the experiment to complete the academic year .*
- *Possibility of modification is there as we are still learning from the model*