



# EVALUATION

Of the SAH programme Young women's rights and equality in Southern Africa

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## Abbreviations

1in9	The 1in9 Campaign
ADAPT	Agisanang Domestic Abuse Prevention and Training
CDP	Curriculum Development Project
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CRHE	Centre for Reproductive Health and Education
FK	Fredskorpset (The Norwegian Peace Corps)
GAL	Generation Alive!
GALA	Gay and Lesbian Memory in Action
HCC	Health Coordinating Committee
LGBTI	Lesbian Gay Bisexual Transgender and Intersex
LFA	Logical Framework Approach
SAIH	Norwegian Students' and Academics' International Assistance Fund
SRHR	Sexual and Reproductive Health and Rights
YETT	Youth Empowerment Transformation Trust
YWA	Young Women in Action

## Executive Summary

The aim of this evaluation has been to assess to what degree the programmatic work supported by the Norwegian Students' and Academics' International Assistance Fund (SAIH) in the period 2013 – 2015 has reached its goal: Young women in Zambia, South Africa and Zimbabwe are advocating for their rights. The overall question is to what degree the programme has led to young women advocating for their rights, and what the potential outcomes of the young women's advocacy work are. The evaluation is also an assessment of the partners' achievements contributing towards the programme goal.

The evaluation has reviewed the work of seven partners across three countries, namely Generation Alive! (GAL), Agisanang Domestic Abuse Prevention and Training (ADAPT), Katswe Sistahood, The 1in9 Campaign, Youth Empowerment Transformation Trust (YETT), Centre for Reproductive Health and Education (CRHE), and Young Women in Action (YWA). All have been evaluated with regards to their achieved results in the period 2013 – 2015. The evaluation involved interactions with all seven partner organisations, relevant stakeholders for all of the organisations, as well as their target communities. The evaluation also included a review of a selection of the literature generated by the seven organisations over the 3-year period.

In addition to evaluating the results achieved, the evaluation's objective was to identify possible areas of improvement in order to strengthen the possibility of reaching the programme goal. Related to this, the evaluation also gives clear recommendations to how these areas can be developed in order to enhance and improve SAIH's work on gender equality and young women's rights for the coming strategy period.

The evaluation showed that overall the programme has been highly successful in enabling young women to demand and advocate for their rights. Country specific outcomes are found in the report. The overall findings at the programme level are;

- **Young women are now able to successfully demand their rights**
- **Young women are taking leadership positions**
- **Young women (and boys) are experiencing safer schools**
- **Young women are performing better at school**
- **The programme is contributing to changing mind-sets and cultural norms**
- **Feminist movement-building is strengthened**

Recommendations have been made on how the programme may be improved and developed, both at country and programme levels. Regarding the latter, we have also given some recommendations on how SAIH may approach the work on gender equality and young women's rights. Several recommendations have been made regarding the development of the overall programme. The main recommendations at the programme level are:

- **Strengthening the partner organisations' capacity;** in particular through knowledge transfer between the organisations and through facilitating increased volunteerism and volunteering as part of the organisations' activities.
- **Bring the girls (back) to school;** the programme motivates drop-out participants to go back to school, as well as ambitious young women to continue their education at a higher level.

However, the target group of the programme, vulnerable young women, face several obstacles in the process of (re)entering school. For instance, many lack the financial resources needed for application processes and/or school fees. The programme should include activities that mitigate some of these obstacles.

- **Assist young women into leadership positions;** the programme is already successful in enabling young women to take leadership over their own lives, as well as creating change agents. Several participants were eager to pursue a political career as a result of the programme and SAIH should decide if they want to conceptualise activities that enable women to enter political positions.
- **Stronger outreach to rural communities;** the need to empower young women in the field of SRHR is severe; however, the current reach of the programme in this field is limited. SAIH should mainstream the module of participants educating peers and implementing campaigns after leadership training, so that the impact of the leadership is rolled out to all of the programme countries.
- **Improve the programme strategy;** the programme has produced several positive results, however, we recommend to focus the intended results as the challenges young women face in the target communities are so complex and deep-rooted. It would be prudent for SAIH to prioritise a few specific results/outcomes and invest in supporting activities that achieve those results.

## 2. Introduction

In line with the Terms of Reference, this evaluation has documented and assessed the outcomes of the SAIH programme “*Young women’s rights and equality in Southern Africa.*” The particular purpose of the evaluation has been to document to what degree the programmatic work in the period 2013 – 2015 has reached its goal: Young women in South Africa, Zambia and Zimbabwe are advocating for their rights.

The set objectives of the evaluation were to:

- document results achieved at the programme level in the period 2013 – 2015
- identify possible areas of improvement/development in order to strengthen the possibility of reaching the programme goal
- give clear recommendations to how these areas can be developed
- provide clear recommendations to SAIH’s work on gender equality and young women’s rights for the coming strategy period

### 2.1 Introducing key concepts

Below are definitions of key concepts that have been used in the evaluation report:

1. *Feminism* is the theory that women and men are equal in all aspects of life and should not be discriminated against on the basis of their biological differences.

2. *Feminist ideology* is the understanding that there is need for more than just advancing gender parity. Feminist ideology posits that in addition to gender equality, society needs to transform by transcending barriers that lead to discrimination, including on the basis of gender, age, class, and sexual orientation, among other factors.
3. *Feminist movement building* goes beyond mobilising women or organisations to achieve gender equality. Rather, it entails organising to enhance women’s individual and collective agency, with equality as a basis to pursue “political” action. This is different to the movement building often undertaken in the gender equality movement, where movements are built to target specific results, for example empowering young women to advocate for their rights.
4. *Fundamental feminist principles* state that society is generally patriarchal, that is, a system of male privilege which leads to the oppression of women. This system results in societal inequality between women and men, and the creation and sustenance of systems and institutions in which men generally have dominance, such as in the family, in public leadership, and in religion.

## 2.2 Methodology

To meet these objectives, the evaluators combined qualitative analysis of written documentation of the partner organisations’ activities and development, with qualitative interviews, focus group discussions and analysis of those. The review of literature informed the sampling of interviewees, instrument design and analysis of findings. The literature reviewed included:

- The SAIH Programme Proposal and Application
- The partner organisations’ project applications
- The partner organisations’ annual reports
- Publications produced as part of the partner organisations’ implementation of the programme

Interview guides were developed for the different categories identified in the sample. The interview guides had specific questions and the evaluators also used their knowledge of the organisations and subject matter to further probe the informants during interviews (see Annex 1 for a list of interactions/interviewees; see Annex 2 for Interview Guides).

The evaluators relied on SAIH for the introductions to the partner organisations, who in turn arranged for meetings and interviews with stakeholders. The evaluators took the responsibility of setting up the various interviews themselves, in collaboration with the partner organisations.

### Fieldwork

The core component of the information gathering was the fieldtrips that were conducted in Lusaka and Chongwe, Zambia, in Harare, Zimbabwe, and in Johannesburg, South Africa. During the fieldwork, qualitative evaluation methods were employed with a particular focus on interviews, but also on observations at the organisations’ offices. These approaches gave the evaluators a broad understanding of the organisations’ work, stakeholders’ views, and the impact on beneficiaries.

The approach during the fieldwork phase included focus group discussions and in-depth interviews with selected informants from the partner organisations, stakeholders of relevance for each organisation, and their targets/beneficiaries. The discussions with the partner organisations focused on the implementation of their programmes, including challenges encountered in the process, while

the discussions with their beneficiaries and stakeholders explored the impact of the organisations' interventions and provided analyses of the operating and lived environment of the beneficiaries. Beneficiaries were then also placed in separate focus groups to share their experiences of the programme.

The evaluators also spent time in the partner organisations' offices, observing the working environment and interaction between the partner organisations and their targets/beneficiaries.

### Keepers and changers

An important part of the evaluation is to present concrete recommendations on how to improve and develop the programme. We have therefore identified what we have termed as "keepers" and "changers" at the end of each country assessment. Keepers are activities or strengths that we have identified as imperative in order to reach the programme goals. Keepers should therefore not only continue, but also be considered success criteria for the work in the organisation and in the programme as a whole. Changers, on the other hand, consist of concrete suggestions for new activities to be included in the programme. By keeping the "keepers" and by introducing the "changers", we believe that the output and impact of the programme will improve in a positive and efficient direction.

### 2.3 Limitations of the evaluation

The team had difficulties in arranging appointments and fieldwork with one of the partner organisations. The evaluators therefore had to conduct phone interviews with the organisation after the draft report was submitted. A review of the organisation is therefore attached as an annex to the report (Annex 3).

## 3. Results

### 3.1 Backdrop

SAIH's theory of change is driven by the idea that in order for young women to claim their rights, they must first be aware of them. Through SAIH's partner organisations young women are educated through a 'rights perspective', and capacitated to be their own agents of change. Young women represent a legitimate and crucial voice in today's debate holding decision-makers responsible. In a region where young women have been excluded from key interventions on issues that affect them, capacitating them to better engage and advocate for their rights and for their voices to be heard is a crucial intervention. The exclusion of young women and their limited participation in decision-making, legislation and policy formulation has meant that decisions of concern to young women and their well-being are being made without them, including decisions relating to access to education, and sexual and reproductive health and rights. This is in spite of governments' commitments to international and regional policy frameworks to advance women's rights, including young women's rights, through instruments such as the Maputo Protocol,<sup>1</sup> the SADC Gender and Development Protocol,<sup>2</sup> CEDAW,<sup>3</sup> and related commitments.

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<sup>1</sup> The Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa.

<sup>2</sup> The Southern African Development Community Protocol on Gender and Development.

While laws and policies have been put in place to advance women's rights, including national gender policies, anti-gender-based violence laws, and other youth specific policies, there remains a gap between what is on paper and the lived realities of young women who still have to contend to assert their rights.

In addition, policies concerning youth are generally formulated without regard for the specific circumstances of young women. Where regard for young women is present, the challenge lies in lack of effective implementation that ensures that young women's interests are maintained.

This is the backdrop against which this evaluation's findings are assessed and must be understood.

### 3.2 Evaluating young women advocating for their rights

SAIH has developed an overall LFA<sup>4</sup> framework for the programme goals and associated outcomes and outputs. The expected outcome at the programme level is to enable young women in South Africa, Zambia, and Zimbabwe to advocate for their rights. Young women's participation and their possibility to be involved in decision-making and create political and social change is at the programme's core. To further this end, the programme aims to develop leadership skills in young women, through formal and informal education.

The *outputs*, which in turn are expected to lead to the outcome, are:

- *Leadership training for young women have been implemented*
- *Young women have gained an understanding about their rights*
- *Teachers and learners contribute to a safe school environment*
- *Resource material for training on young women's rights and gender has been developed*
- *Feminist movement building has been strengthened regionally*

The LFA-framework developed by SAIH is based on input from the partners in the three implementation countries. It should be noted that each of the partner organisations are not working towards all of the programme's outputs. The contribution to the programme, as well as the size of support and impact, varies from partner to partner. At a programme level, however, SAIH aims at reaching the overall programme goal of enabling young women to advocate for their rights.

The evaluation therefore did not analyze the LFA framework *per se*, but tried to grasp the actual changes that have been achieved due to young women's increased ability to advocate for their rights. SAIH has previously, through various evaluations, documented that the programme leads to changes at a personal level, in particular through enhanced and improved self-esteem and confidence.<sup>5</sup>

In order to understand the achieved results, this evaluation therefore focused on, and tried to understand and make sense of:

- changes at a community/macro level; are the young women enabled to advocate for their rights, and if so, how is the well-documented increased self-esteem and confidence among

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<sup>3</sup> Convention on the Elimination of All Forms of Discrimination against Women.

<sup>4</sup> Logical Framework Approach

<sup>5</sup> 'Evaluation of Students' and Academic's International Assistance Fund's (SAIH) education for Young Women's participation in Zambia,' 2012, MLeMba and Associates, Zambia and Thinking and Working Differently. SAIH Programme Evaluation Education to Strengthen Women's Social and Political Participation in South Africa 2010-2012', 2012, Ranchod, S. and Boezak, S., Under the Rainbow.



the beneficiaries contributing to changes in their social environment, i.e. among family, friends, in schools, relating to policy or law, or in other social spaces in the community at large, including at the national level;

- changes at an organisational level; has the programme led to growth in the organisation and to what extent have the organisations' activities been planned in order to achieve SAIH's programme goal;
- what areas are in need of improvement/development in order to reach the programme goal?

### 3.3 South Africa

#### The context: Young women's rights in South Africa

In principle, South Africa's young constitution and modern legal framework offers stronger protection of its citizens – including sexual minorities – than any other African country's legal framework. The South African post-apartheid constitution is widely considered one of the most progressive constitutions in the world, for instance providing for same-sex marriages – South Africa became the fifth country in the world to legalise same-sex marriages in 2006. However, the constitution is still young and many of its legal provisions have been slow in translating into meaningful changes that benefit women in their everyday lives. Moreover, it was not until the introduction of the Bill of Rights in 1994, a human rights charter that protects the civil, political, and socio-economic rights of all people in South Africa, that all women in the country received formal recognition as equal citizens. South African women were for a long time under the social and even legal control of their fathers or husbands. Customary law is still of importance today, in particular in rural areas, and in some instances gives black women the status of minors and excludes them from rights related to children and property.

Furthermore, South Africa is marked by an implementation deficit when it comes to both international commitments and national legislation. Hence, the actual protection of women and children, as well as LGBTI persons, legal and otherwise, is still limited. In South Africa, persistently ranked as one of the world's most dangerous countries,<sup>6</sup> women also have to contend with extremely high rates of rape and domestic violence. Furthermore, young women between 16 – 25 years are the most likely to be rape victims, according to Statistics South Africa.<sup>7</sup> Research shows that 77% of women in Limpopo province and 51% in Gauteng have experienced some form of violence (emotional, economic, physical, or sexual) in their lifetime, both within and outside of intimate relationships.<sup>8</sup>

There are many and complex causes behind the discrepancy between theory and practice in protecting young women in South Africa. One relates to the lack of enforcement of the existing legal framework intended to secure equality. By way of example, The 1in9 Campaign's work challenges failures in the criminal system in dealing with cases related to violence against women, by training and equipping young women so that they are able to access their rights. Another relates to increasing cultural conservatism and patriarchal society, with raised levels of violence against black

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<sup>6</sup> See, for instance, [http://www.numbeo.com/crime/rankings\\_by\\_country.jsp](http://www.numbeo.com/crime/rankings_by_country.jsp) (accessed 13/06/2016)

<sup>7</sup> Statistics South Africa, 'Quantitative research findings on rape in South Africa', 17/05/2001. Available here: <http://www.statssa.gov.za/publications/Rape/Rape.pdf> (accessed 12/06/2016)

<sup>8</sup> South Africa Info, 'Study reveals extent of gender violence', 05/12/2012. Available here: <http://www.southafrica.info/services/rights/gender-051212.htm#.Vz2m0o9O12w#ixzz496L3lnrL> (accessed 12/06/2016)

women and children, as well as LGBTI persons. A third contributing factor relates to the widespread homophobic attitudes in society, in particular among black South Africans and in particular in rural areas, that have consequences for LGBTI persons in particular.

In view of this, the SAIH programme under evaluation is highly relevant to the situation in South Africa. There is a definite need to protect young women from gender-based violence and so secure their lives.

### Partner organisations

The SAIH programme has funded and supported The 1in9 Campaign (henceforth 1in9) since 2009 and Agisanang Domestic Abuse Prevention and Training (ADAPT) since 2006. Both organisations are based in Johannesburg and their target groups are young women living in the townships.

### The 1in9 Campaign

1in9 works with organisations and institutions involved in SRHR issues, such as HIV/AIDS, gender-based violence, women's rights, and LGBTI rights. SAIH has supported 1in9's "Young Women's Leadership Program", which has consisted of political education courses and other leadership building activities.

The sustainability of the organisation is assured through their approach; by focusing on the failures of government, and on the basis of this training and equipping the young women so that they can access their rights.

1in9 is perceived as having a clear voice, and are by stakeholders often viewed as needed radicals within the feminist movement in Johannesburg. They collaborate closely with other civil society movements and organisations working with women's rights and feminism, such as ADAPT and Curriculum Development Project (CDP), and it is the evaluators view that they have an important role in reaching young women and encouraging these individuals to become activists and to organise themselves. 1in9 are contributing to the expansion of the feminist movement in the townships and they hold an important gap filler role, as they manage to link activists with established and relevant NGOs advocating for women's rights at the national level. 1in9 are explicitly advocating for LGBTI rights and collaborate with LGBTI people, movements, and organisations in the Johannesburg area.

1in9 also participate in the exchange programme arranged by the Norwegian Peace Corps (*Fredskorpset*, henceforth FK). The exchanges are highly appreciated and have, according to the staff, assisted the organisation in exposing staff and beneficiaries to the national and international feminist movement.

### ADAPT

ADAPT's main work is primarily concentrated around counseling services for abused women, although it has recently expanded its scope to include education, advocacy, and training, particularly in secondary schools. ADAPT does not have a prominent role in the feminist movement in Johannesburg. The sustainability of ADAPT is embedded in their role as, and focus on being, a "gap filler". Their primary approach is to teach and enable young girls to understand their rights in order to claim and demand those rights. Although ADAPT are focusing on several rights, they claim that their work on human rights, through their theatre projects, have been most successful and efficient. The SAIH supported project undertaken by ADAPT is titled "Young Women's Movement Project" and

focuses on girls and young women inside and outside high schools in Alexandra township. The project aims at building a movement of young women in Alexandra, and to combat gender-based violence and discrimination in schools. Main activities include leadership training, training in SRHR and human rights, training in the use of creative methods to reach out to the local community, and training of educators in high schools on topics such as gender sensitivity and psychosocial counseling.

ADAPT collaborates closely with governmental institutions, such as the Ministry of Education, as well as local police and the judicial courts. They also collaborate with media in order to ensure dissemination of information. Collaboration with other NGOs, however, is rather minimal. They have benefited a lot from their joint work with CDP and 1in9, and they tried to team up with the LGBTI organisation Gay and Lesbian Memory in Action (GALA); however, a more formal collaboration did not occur, due to a change of management in GALA. ADAPT see the need for improving the collaboration with LGBTI actors and the inclusion of LGBTI issues in their work, and it is the evaluators’ view that SAIH plays an important role in facilitating a broader network of NGOs for ADAPT.

Results achieved in the programme period 2013-2015

During the period 2013 – 2015, the evaluators found that the SAIH programme in South Africa has led to the following main outcomes:

<b>Outcomes:</b>
Challenging and changing the status quo
Taking leadership
Changing mind-sets and cultural norms
Safer schools
Better performance at school

Challenging and changing the status quo

Participants in the reviewed SAIH programme in South Africa are empowered. The approaches and activities in the programme have been successful in empowering young women, as well as men, who are more likely to speak out and advocate for equality. The programme has created change makers that are willing to volunteer and participate in activities and campaigns.

Being empowered, in this context, entails being given a voice and having the ability to speak out. However, it also entails the willingness and courage to walk the talk – to challenge the status quo. *“I wanted to fix my life emotionally and mentally. Then I wanted to talk about these issues and to make a difference in my community,”* one of the former ADAPT participants stated. The desire to give back to their communities was strong in young women who participated in programmes by both of the organisations.

The SAIH funded programme has thus been successful in creating change agents; however – and due to the age differences – in different ways. ADAPT creates safe spaces within schools that give the young girls a platform where they will not feel intimidated, and a space where they are able to grow. They learn that they can take this newfound confidence further – to their classrooms, to the rest of the school, and to their community.

Being a change agent is, regardless of age, the ability to make the right choices. As a former 1in9 participant stated: *“Most of the work I did was challenging and confusing for me. I used to question everything. But the political education has made me conscious and it has enabled me to make decisions and knowing what I should do. It has made me able to confront things.”* The girls in school, on the other hand, highlighted the importance of knowing your rights in order to claim them.

Several participants claimed that the programme had enabled them to speak out about their issues, but also claim their rights by taking action. Several school girls in the ADAPT programme had decided to take their cases of abuse to court after attending the programme. As the local police officer said; *“I don’t know what ADAPT does, but after the kids got in contact with the organisation, the girls decided to go to court.”*

1in9’s peer education courses have in particular enabled the participants to include their newly acquired knowledge into their existing work in their ‘home organisations’. One of the participants had incorporated a feminist analysis into her theatre plays, while a nurse was now including the root causes of violence in her job as a counsellor for HIV-positive women. The partners claim that the political education has led to the participants changing their way of working after attending the course. As a 1in9 staff member said, *“They contribute differently to their organisations than they did before because now, they understand the issues differently.”*

The evaluators have not found any proof of impact of the advocacy at a national level. However, the programme has resulted in collective advocacy campaigns that have enabled young women to both challenge, and also change, the status quo at a more local level. One example is 1in9’s use of t-shirts during trials in court. If they assess the process of a court case to be too slow, they wear t-shirts that say that the court should start to move more quickly. But the advocacy is also more potent. During one of these court cases, a woman was terribly beaten up by her husband. The initial charge was attempted murder, which the court turned to assault with attempt to do bodily harm. 1in9 staff and volunteers showed up in court, and – according to the organisation’s staff – when the judge could see that a group of people were monitoring the court and not afraid of speaking to the media, the court went back to the initial charge of attempted murder. Due to this activism, some of the courts are now refusing those who wear the activist t-shirts in court. But, as a 1in9 staff member noted, *“they are not allowed to deny our presence.”*

Another result in this regard, according to 1in9, is the organisation’s success in contributing to changes in the gay pride parade, which was previously perceived as a ‘white gay parade’ and – in 1in9’s view – a parade that was non-inclusive due to the high costs of participating and the capitalistic structure of the event. 1in9 wanted to make it a political event where LGBTI issues, and in particular black LGBTI issues, were discussed. To this end, 1in9, together with other LGBTI and feminist organisations, organised a campaign during one of the parades to advocate for their views. The campaign brought a lot of attention to 1in9 and resulted in a mass meeting where the whole LGBTI community were invited to discuss and reconceptualise pride in South Africa. Out of this intervention, a new gay pride was born: The Joburg People’s Pride.<sup>9</sup>

### Taking leadership

Another important result of the SAIH programme has been the participants’ ability to take leadership. The result is seen at several levels. First of all, the leadership training has enabled the participants to take leadership of – and control over – their own lives. This was of particular

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<sup>9</sup> Read more about The Joburg People’s Pride here: <http://peoplespride.blogspot.no>

importance for the learners at the secondary school and the effects were already visible. For example, after participating in the programme, a group of young pupils at one of the secondary schools had written to the principal claiming that they no longer wanted to be seated in front of the classroom just because they were girls. And when the principal didn't want to change the seating rules, the young girls explained to us their reaction to the principal's decision: *"It's a shame. It's so gender stereotyping."*

ADAPT are also conducting leadership training for selected young women from the school groups. The young women are allowed to sit and talk about the issues that affect them while being supported in a manner that boosts their confidence, so that they are able to present and address the issues. After these trainings, the young girls are expected to enter a phase where they are better able to manage the situation and where they may present an issue, as part of the training. During the last two days of the training, the young girls plan campaigns related to gender-based violence, so that when they are back at school they know what to say, and are able to and willing to teach others about gender equality issues. In other words, they educate peers and implement campaigns at their schools with their friends.

Another important result in this regard is that the programme is leading to increased activism and volunteerism, which can be seen as another way of taking leadership. The former participants, now empowered, want to 'give back' to their society by disseminating information on topics related to gender equality. Many former participants volunteer at ADAPT and 1in9 today. Several of them use the media actively for their advocacy on gender equality, and social media for reaching out to vulnerable young girls who need help. One of the former Campaign participants said; *"Now I'm in a women's group and we are using social media. We talk on 'WhatsApp'. At some point, this organisation has got women wings and they invite me to talk about women with disabilities and HIV. I will empower them. Usually when I talk, they come to me and say they are scared about HIV. I will refer them to other people, for example organisations, who will help them. Through social media, I give rape victims the number for trauma counseling. They do appreciate it and use it."* Other former participants, such as the girls who have partaken in the programme's activities at school, often end up volunteering at ADAPT or the local radio programme when they are done with secondary school.

Lastly, the programme has motivated the participants to seek leadership opportunities as a part of their careers. This was especially the case for participants in 1in9 because most of them were in the midst of their careers.

### Changing mind-sets and cultural norms

The SAIH programme has also led to changing mind-sets and cultural norms. Newly gained insights among the participants, together with the confidence and ability to speak out, has in many instances contributed to changing norms and traditions in their home communities. These changes are also highly related to the training component in the programme, which encourages the participants to implement something they have learned when they go back to their communities. An example from 1in9 is the participants' integration of feminist analysis into young women's picnics. Because the participants know that young women are fond of picnics, they decided to arrange workshops and introduce feminist perspectives while the women were picnicking.

It is important to stress that changing mind-sets and cultural norms takes time. However, since the programmes' participants are bringing back their knowledge to their home community, they often turn out to be efficient change makers, as they are already well aware of what they want to change, and which arenas to approach in order to facilitate those changes. For example, Faith, a participant in

1in9's political education course, went back to her community and started to challenge a ritual held by the community elders. All the women in the community knew that this particular ritual was also a space for sexual abuse of children. Faith started to attend these rituals and address the issue of sexual abuse with the village elders, while the villagers were present as an audience. Faith told us: *"Every time I attended the rituals I talked with the children, their parents and the village elders. I stayed with the young girls after the ritual and told them about their rights. I told them that this is your body, and that no other people can decide over it. I also said that no man has the right to disrespect you. I told them that they had to find a bold way to say no. I also went to the parents and talk to them. Actually, after I had done this for a while, the village leader was put in jail. He is sentenced for 10 years and my activism is a very big part of it."*

ADAPT's attention and focus on fathers and their role has also changed the mind-sets of both children and parents involved in the programme. Several of their activities are focused on fathers with the aim of educating them so as to become caring parents in terms of their child's/children's education. As a consequence of these activities, fathers have started to attend parental meetings. A teacher told us about her experiences of ADAPT's approach to the fathers: *"So many things have happened after we started the competition 'Best father in the World', where their children compete of who has the best father. Many of the men are surprised that their kids write about them, and they get really touched about it – and happy. It has even improved the fathers' behavior, because now they want to become better dads. At the end of the day, these activities are also building families."*

### Safer schools

Young people attending secondary schools in South Africa's townships are facing an enormously complex field of challenges and problems. One of the most severe problems is the presence of violence and abuse, in particular of young girls and women. The hard life in the townships is also reflected in the schools. Rape and abuse of young women appears, according to the informants in the evaluation, to be tolerated and accepted by the schools, at least to a certain degree. This is first and foremost because gender-based violence is perceived as a domestic and not a public issue.

The concept 'safe space' denotes an open and accepting arena for a marginalised group who is elsewhere at risk of or actually exposed to hate speech, harassment, and violence. The beneficiaries of the programme perceive the partner organisations as essential providers of such safe spaces because they actualise a physical space where the young women can be themselves. It is a space where they can simply have a break and a space to breathe, without being discriminated against or harassed. In ADAPT's case, young men and boys are also involved in the activities.

ADAPT's programme has changed the two schools they cooperate with. Most importantly the programme has resulted in safer schools. The increased safety is due to the safe spaces created through the activities in the programme, together with ADAPT's efforts in advocating for their work to be part of the schools' policies. So far, ADAPT has managed to incorporate topics related to gender-based violence in the curriculum. They have also managed to make the schools' 'code of conduct' visible to the teachers and learners. ADAPT identified that the existing codes of conduct were not known or used by the management, teachers, or the pupils. The organisation therefore approached the school management and asked for change processes where the management could teach the children how to behave at school. This has been followed up with several workshops and the school management is now taking the initiative in introducing the code of conduct to the pupils.

Finally, the programme appears to have increased the safety in school because the activities implemented have led to increased parental involvement. This has improved the dialogue between

parents and their children, which in turn enables the children to be more open about their problems, either at home or at school. Related to this, it is worth mentioning the importance of approaching the fathers and engaging them as responsible parents in their children’s education. The teachers in particular have highlighted that the work towards the parents has been important and created a more comfortable environment at school.

ADAPT’s work in the school has been so successful that they have partnered up with the Ministry of Education to ensure that similar types of activities may be rolled out in other schools in the townships. The ministry is increasingly taking responsibility for the activity, both by providing funding and by influencing schools to initiate such groups. These processes prove the sustainability of ADAPT’s work and SAIH’s strategies.

**Performing better at school**

Gender-based violence, both at schools and in the household, is a serious threat to girls’ ability to perform well at school. As ADAPTs activities aim at helping young girls who have faced violence, they have also managed to achieve positive results in this matter. Teachers at both target schools confirmed to the evaluator that girls who attend ADAPT's activities changed their behaviour and, due to these changes, perform better at school. This result was also confirmed by representatives from partner institutions, such as the commander for Child Protection in the Alexandra Region and the regional Social Crime Prevention coordinator.

Teachers, staff, and educators stressed that the main reason for the girls’ changed behaviour was ADAPT’s work with anger management and the simultaneous work on sensitising the teachers on the same topic. For example, the programme’s ‘girls clubs’ have become an arena where the young women can tell their stories and discuss their frustrations. In particular, girls may share stories in ‘girls club’ that may otherwise not have had an outlet, for instance difficult stories relating to being forced into marriages at young ages or becoming pregnant due to rape at home. According to the teachers this makes the children happier, which in turn helps them do better at school.

It is the evaluators’ view that the children’s improved performance is also due to changes in the teachers’ and parents’ behaviour. The teachers highlighted that they had improved their own skills in dealing with the children after attending ADAPT’s training. Before the training, the teachers claimed that they would often respond to “difficult” pupils by being strict and angry with them. After the training they would instead attempt to be understanding and start a conversation with the girls, asking about their situation and trying to find the root of the problem. One of the teachers explained it like this: *“Before it was a lot I didn’t understand about counseling and empathy. Now I manage to put myself in the child’s situation and I can feel the pain for that particular child.”*

**Areas of improvement/development to reach the programme goal**

<b>Keepers</b>	<b>Changers</b>
<i>Creating safe spaces for education</i>	Capacitate the organisations to capitalize on volunteerism
<i>Empowerment through education</i>	<i>Assist young women to continue their education</i>
<i>Involving boys and men</i>	

## Keepers

### Creating safe spaces for education

The beneficiaries highlight the important role that the organisations play in facilitating spaces where there is full freedom and safety of speech. The organisations create spaces where the youth can discuss and reflect upon their own rights, on equality and human rights, with likeminded youth, and with the organisations' staff.

Through offering places where youth can be open, and without having to fear the consequences of such openness, be it in terms of harassment or violence, SAIH's partner organisations assist these youths in coming to terms with who they are, and in becoming more confident.

### Empowerment through education

It is our view that both organisations are highly successful in executing training activities that enables the empowerment of young women. The organisations are successful in educating young women who, after participating in the activities, are more likely to speak out and advocate for their rights.

ADAPT target learners at secondary schools and carry out the activities in the classrooms in the townships, while 1in9 target activist women working for civil society organisations and conduct the trainings in their offices. Despite the differences in target groups, the organisations share an important common trait, namely long-term training programmes that are digging into the root causes of inequality, with the inclusion of arts and other creative methodologies in order to increase awareness of rights and the motivation for making changes.

For ADAPT, the aim is first and foremost, over time, to make young women and boys in schools understand that girls are humans too, that they are equal and must be talked to and treated with respect. As one of the young girls stated: *"The group has helped me to learn how to love myself and how to be with others. It has a major impact, because I have learned to express the feelings that I kept to me, that happened in the past. It has made me feel free. I am saying things I didn't think I wanted to say."*

For the 1in9, with a target group much older than ADAPT, the aim is to give a critical and intellectual understanding of gender and discrimination and to introduce feminism as a solution to the status quo through the political education programme. Political education is a methodology which enables the participants themselves to analyse and to understand the structural root causes for the discrimination of women. The idea behind the education programme is to give the participants a longer process where they, through writing, reading, and discussing, may understand feminism. And, since 1in9's participants are older, the intellectual journey itself is making changes for the participants. As one of the former participants explained:

*"It was very hard for me to understand feminism as a concept. The first thing for me, was to understand that some people are not less than others, for example sex-workers or HIV positive. I had to understand that it was structural, that it was all about oppression; about being black, about not being middle or working class, then understanding being in the body of a woman. That is already a struggle on the daily basis, and then, as a lesbian, my sexual orientation added on to my struggles. So I needed some analysis to understand why things were unfair and unjust. It was tremendous work. At times it was also traumatic. I didn't really want to go back into my experiences, but I had to if I wanted to make a change. I have now internalized the understanding of power and patriarchy in this society."*



For ADAPT's participants at the high school, the creative methodologies in particular have been successful. The theatre relates to their own lives and includes stories about abuse and violence, as well as human rights and the ways out of abuse. This enables the actors to experience a greater understanding of their own lives and experiences. As important are members of the audiences in the townships, many of whom have also been exposed to violence, but have not yet sought help for this. After the piece has been shown, many members of the audience have sought out the counselling that the organisation offers. The theatre is giving young girls and women a voice. They are able to talk about their own experiences, like the experience of being raped. They see that if someone can play and act out exactly what has happened in their own life then they may actually do something about it. The theatre may thus be seen as functioning as a healing process for all those who – in various forms – are a part of it.

### Engaging men and boys

Both organisations in the SAIH programme have realised the need for engaging men and boys, however, only ADAPT has integrated this perspective into their activities. Teachers, staff, and stakeholders highlighted the importance of engaging with boys in order to enable them to understand gender issues so that they can work hand in hand with the girls on the challenges they are facing.

The importance of engaging men is well illustrated by one of the schoolgirls: *"It was overwhelming to see the change we created through the 'Best Father Competition', which was fantastic. Our fathers were never present, and finally we had a channel where we could talk about our fathers. I've always missed my father. We do a lot of things because our fathers are not present. The project taught me that my father can be home and protect me. In fact, the competition taught me that fathers weren't monsters, as we used to believe. I didn't know it could be like this."*

### Changers

#### Capacitate the organisations to capitalise on volunteerism

A significant number of former participants are eager to join the organisations as volunteers. We believe this represents a huge opportunity for enhanced manpower in the organisations that today are operating on small budgets with limited space and staff. Both organisations face limits in dealing with volunteers in the existing organisational structure. We therefore recommend SAIH to assist the organisations, either through capacity-building and/or extra activities or funding, so that they enable the organisations to utilise the potential benefits of former participants wanting to join their work.

#### Assist young women to continue their education

A significant amount of girls and women are given the skills and courage to advocate for their rights through the SAIH programme. Furthermore, former participants in the programme from both organisations are motivated for further education. Most of those interviewed in this evaluation wanted to continue their education at universities or other tertiary institutions; however, they all faced various obstacles in relation to the application processes. They either lacked the documents needed for applications, or they didn't have the cash needed for the registration fee. These obstacles are rather small and can be met by adjusted or improved activities in the existing programme.

### 3.4 Zambia

#### The context: Young women's rights in Zambia

Zambia, as with most countries in the region, has ascribed to the international and regional women's rights frameworks. Zambia has ratified the key women's and human rights instruments that promote the rights of women including the Convention on the Elimination of All Forms of Discrimination (CEDAW) and the SADC Protocol on Gender and Development, among others. While the Constitution of Zambia is still discriminatory of women because of provisions such as Section 23, 4 (c) and (d),<sup>10</sup> it is noteworthy that Zambia has been undergoing a constitutional reform process in the last three years that is likely to see the removal of discriminatory provisions in the law. There have also been attempts at rectifying some of the issues facing women through law, like the proposed law on gender-based violence. However, overall, the policy and legislative framework in place does not really promote the rights of women in general and the rights of young women in particular.

Against this policy and legislative framework, young women in Zambia are subject to sexual and gender-based violence due to the patriarchal nature of their societies, which objectify women without firm sanction in the law. Many young women do not have the opportunity to pursue education because of societal pressure and expectations that young women must get married. Zambia is a country with a high rate of child marriages, a fact that has prompted the government in conjunction with civil society (and participation of organisations such as Generation Alive!) to launch a nationwide campaign against child marriages. In addition, modules on sexual and reproductive health and rights have been introduced in school curricula from primary to tertiary level, in recognition of the difficulties young women and girls face in the area of SRHR. The move to introduce SRHR in the curricula of educational institutions is a significant step in addressing access to sexual and reproductive health services for young women in Zambia. The move also complements existing efforts by civil society and women's organisations to enhance access to sexual and reproductive health services for young women, keep girls and young women in school, and reduce child marriage.

The right to exercise and demand rights by young women is subject to many challenges in Zambia. Zambia identifies as a Christian country, while traditional Zambian society has been a conservative patriarchal society. Young women are bound by limitations of what is proper, both in the conservative traditional sense as well as a result of Christian fundamentalism, so that their whole lives are dictated by culture and religion. In this regard, a major challenge for young women relates to exercising their sexual and reproductive rights, because young women are not supposed to engage in sexual activity outside of prescribed and acceptable situations, i.e. outside the context of heterosexual marriages. While homosexuality is illegal and severely stigmatised in Zambia, young women engaging in sex outside of marriage at all is also subject to high stigmatisation. What prevails is therefore a situation where young women cannot even begin to access sexual and reproductive health services. The fact that young women cannot access contraception has led to the continuing trend of unwanted pregnancies and teen mothers,<sup>11</sup> while also fuelling the HIV pandemic, as young people engage in unprotected sex because health services are not designed to cater for young people.

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<sup>10</sup> Section 23 stipulates that: *(1) Subject to clauses (4), (5) and (7), a law shall not make any provision that is discriminatory either of itself or in its effect. However, according to clause (4) Clause (1) shall not apply to any law so far as that law makes provision (c) with respect to adoption, marriage, divorce, burial, devolution of property on death or other matters of personal law; or (d) for the application in the case of members of a particular race or tribe, of customary law with respect to any matter to the exclusion of any law with respect to that matter which is applicable in the case of other persons.*

<sup>11</sup> Restless Development, 'Teenage Pregnancy in Zambia', 2014. Available here:

<http://restlessdevelopment.org/file/submission-to-the-parliamentary-national-assembly-of-zambia-090114-pdf>

The SAIH programme, and in particular the component on promoting leadership and knowledge on SRHR, is very relevant for Zambia because it is an intervention targeting an issue of national importance. It provides an opportunity for young women to gain confidence in discussing their issues relating to SRHR in safe spaces and to design strategies that actually work for young women to enable them to access health services. In addition, the SAIH programme provides an opportunity for young women to engage in discussions on issues that affect them as a part of the support towards feminist movement-building, especially among young women, something that has been missing in women's rights and gender equality organising in Zambia.

### Partner organisations

The programme was implemented in Zambia by four partner organisations, namely Generation Alive! (GAL), Young Women in Action (YWA), the Centre for Health and Reproductive Education (CHRE), and The Zambia National Women's Lobby (ZNWL). ZNWL was incorporated into the study at a later date and the additional findings on the work of ZNWL are attached as Annex 3. These organisations all work with young women on the issues of sexual and reproductive health and rights. The programme partners have been engaged on the SRHR discourse with young women (and in some circumstances men) in urban and rural Lusaka for the most part, although some of the organisations' work has expanded to more rural areas.

### **Centre for Health and Reproductive Education**

The Centre for Health and Reproductive Education (CHRE) was established to fill in the gap of a lack of accurate and empowering SRHR information available to youth. The organisation is a perfect fit for the SAIH programme in terms of building the capacity of young women to access and demand SRHR in the context of building the capacity of young people to demand their rights in general. CHRE already works in reproductive education targeting youths, and is therefore a good fit with SAIH's vision of empowering young women to demand their rights. CHRE collaborates with several organisations working in the area of SRHR to advance its mission, such as The Planned Parenthood Association of Zambia, Creative Trails, and Young Women in Action (YWA), among others. According to CHRE, the rationale for collaboration with any organisation is the mutual desire for better access to sexual and reproductive health rights for young people and to create a network of young leaders that are able to demand their rights.

### **Generation Alive!**

Generation Alive! (GAL) is the only programme partner that identifies as a feminist organisation. It is a relevant organisation for the SAIH programme as it aims to build personal leadership among young women. GAL's approach to personal leadership is to empower young women by raising awareness of human rights, as well as creating safe spaces for young women to engage on issues relating to SRHR with a view to giving young women control over their own sexuality and bodies. GAL works on human rights with the perspective that all rights are interdependent and indivisible, which means that they work with all young women, irrespective of their sexual orientation or gender identity. GAL also openly works with young women sex workers to strengthen their ability to demand their rights and to access health services. GAL collaborates with several young women's organisations working on SRHR, such as the Young Women's Christian Association (YWCA), and Young Women in Action (YWA), among others. For the most part, the organisations that GAL chooses to collaborate with are

those that advance the protection and safety of young girls from early marriage and give young women the understanding that they have rights that they can demand, and that they can engage in citizen participation to advance those rights.

### **Young Women in Action**

Young Women in Action (YWA) focuses on building the leadership capacity of young women on the basis of the belief that young women who are empowered to exercise personal leadership are better able to demand and exercise their rights. This is in line with the SAIH intention of having young women leaders empowered to demand their rights on the basis of knowledge and information. YWA works with young women from the ages of 15 to 35 years, with the aim of strengthening their capacity for understanding SRHR issues and their ability to advocate for better access to health services. The work of YWA is focused on ensuring that young women make their sexual and reproductive health decisions on the basis of full information and the knowledge that they are entitled to access health services. YWA also encourages young women, in particular young women out of school, to learn entrepreneurial skills as a way of empowering themselves, because YWA's work has shown that young women who have an income are better able to stand for and demand their rights.

In addition to collaborating with CHRE and GAL, YWA also collaborates with other organisations working to build the capacity of young women, such as The Zambia Centre for Community Programs, as well as government agencies like the Ministry of Community Development. The collaborations with partners have been informed by the need to reach a wider network of young women than would be reached by YWA alone. Collaboration with the Ministry of Community Development has been particularly important in this regard, enabling YWA to access and influence young women that it would otherwise not have been able to reach on its own resources.

### **Relevance as partners**

The three organisations have been relevant to the SAIH programme at two levels. In the first instance, the organisations primarily work with young people, particularly young women, hence the organisations are all relevant to the aim of reaching out to young women in order to empower them. Second, all the organisations already work in the area of sexual and reproductive health, which has been a useful bedrock for the work of SAIH in terms of being the basis for engaging young women to understand and claim their rights. The partners in Zambia are generally perceived as advancing the SRHR of young people. This was revealed in the interviews with collaborating partners and the target beneficiaries. The partners were also viewed as organisations that seek to empower young women to speak for themselves while providing young women platforms to understand and demand their rights.

The major strength of the partner organisations in Zambia is the fact that they have a track record of working with young women and enhancing young women's leadership at various levels. This makes the organisations strong as partners and a good fit for the SAIH programme. The main challenge that the organisations face has been their weak collaboration with LGBTI organisations as a result of the existing legal and socio-cultural limitations. Since free exercise of sexual orientation is illegal in Zambia, interventions that target LGBTI persons often have to be hidden, hence the reluctance or inability to openly collaborate with LGBTI organisations among the partners, with the exception of GAL. GAL was deliberately working to incorporate LBT women in its leadership training interventions and the SRHR information sessions. The other organisations took the position that since same-sex

relationships are illegal in Zambia they would not directly seek out LBT women or even directly attempt to target LBT women as a special interest group in their interventions.

Only GAL participates in the FK exchanges and, according to the participants, it was a useful forum in terms of exchanging best practices for feminist organising. In addition, the exchanges were a useful networking platform.

**Relevance within the feminist movement**

Among the Zambian partners, GAL was the only organisation that directly and overtly addressed the issue of feminist movement building. The other organisations’ interventions, while promoting SRHR issues and women’s leadership, took the gender equality approach, i.e. their interventions were not considered as specifically contributing to building individuals or a collective of women that advance a broader political gender equality agenda. The organisations were focused on giving women equality of opportunity and access to education, leadership opportunities, and SRHR, without necessarily tackling patriarchy as a system that has perpetuated women’s discrimination. Thus, none of the Zambian partners considered themselves players in feminist movement building, with the exception of GAL. GAL’s interventions contribute to feminist movement building through the creation of an understanding that at the root cause of all discrimination and exclusion against young women is the societal and structural issue of patriarchy, which will not be addressed solely by young women having knowledge of their rights. Through its work with the target group, GAL contributes to the feminist movement by contributing to the increase in the critical mass of young women pursuing rights from a holistic perspective. These young women are empowered to appreciate that knowledge and capacity to advocate for rights, without addressing structural limitations, will not give women the full equality they deserve. The young women are also encouraged to use this approach when they replicate the activities in their communities.

**Results achieved in the programme period 2013-2015**

During the period 2013 – 2015, the SAIH programme in Zambia contributed to the main outcomes:

<b>Outcomes</b>
<b>Young women are demanding rights</b>
<b>Increased leadership in local communities</b>
<b>Going back to school</b>
<b>Increased demand of health services</b>
<b>Safer schools</b>
<b>Feminist movement is strengthened regionally</b>

**Young women are demanding their rights**

Young women in the programme not only learn how to engage in order to demand their rights, but a significant change is that they learn to speak for themselves, their peers, and their communities, thereby creating a movement of young people who can demand their rights at the local level. Several of the young women who underwent the trainings shared how they had become more confident as human beings. One young woman, a former sex worker, shared that prior to the training

she had lost all confidence as a person and that, *“I believed that I didn’t have any rights, because of the life I had been living. I thought that yes, I am alive, but I am not important. However, after the training, I realized that even I was entitled to rights, to be treated like a human being in society.”*

In addition to demanding their rights, many of the young women on the programme have also become peer educators who teach other young people to demand their rights. Most of the beneficiaries of the YWA and GAL programmes shared how they were sharing knowledge and information on rights with other young women, so that they could take control of their lives and become confident and assertive. The YWA young women from Chongwe had started going into schools in their local area just to talk to young girls and give them talks to improve their self-esteem and encourage the young girls to be confident, because they have learnt that if you are confident, you can demand your rights. A number of young women who had participated in the CHRE leadership training shared that they had been “ignorant and naïve” before the training, but now they felt more confident and were more assertive, for example in demanding their right to be heard in community meetings. One young woman shared how she had started attending the community meetings in her community and was now more confident and would make sure that if she had an issue, she would assert her right to be heard.

Of particular importance for this programme, is how the young LBT women who participate in the programme activities by CHRE and GAL benefited from the programme. One of the young women shared that from the training held at CHRE, she had learnt to be assertive and was asserting her rights at her place of work. She said the understanding that she had rights meant that she now stood for her rights as a young lesbian woman in meetings with various stakeholders. She shared that she was no longer afraid of being stigmatised because she knew that she was a human being with rights and that her sexual orientation should not be the basis on which her rights could be denied.

### Increased leadership in local communities

All the three programme partners undertook leadership training. However, the training differed between the organisations. CHRE held an annual “leadership academy” which focused on training young women and men, drawn from all over Zambia, on leadership skills in general. The training also incorporated components on rights and SRHR. The participants were trained with the aim of building them up as leaders. The participants would be paired with mentors or community leaders in their area and be encouraged to become peer leaders and educators on youth issues in their community. GAL focused on personal leadership due to its of feminist approach which aims to empower the individual first. The focus on was on safe spaces for the individual young women to understand and explore their personal power and leadership. The work was mostly undertaken in Lusaka, as the institution is still in its formative phase. YWA also provided training for young women on personal leadership at the district level, in three districts. The training was aimed at empowering young women to take leadership in their personal lives as well as in the community.

This leadership training component of the programme was probably the most successful. In the areas the programme has been implemented there has been a significant change in young women exercising leadership and they are starting to engage on various issues at the community level because of their knowledge and skills. The programme partners highlighted that they could see the impact of their work through the interventions and activities that the participants became involved with after the training. For instance, a significant number of participants became involved with local level leadership in their communities. As a result of their different trainings, young women were also able to lead their community to engage with the policy makers and the local authority in Matero,

Lusaka, where all three of the organisations work, on the establishment of a clinic, including its location.

One of the young women from YWA in Chongwe was actually approached by a political party to stand on the party ticket as a councillor because of the work she had been doing with young women in the area after her training. This particular young woman started working with YWA in the leadership programme and had been the Volunteer Area Manager for YWA in Chongwe for many years, which had established her as a community leader. The young women's group in Chongwe shared how they had now established themselves as a key stakeholder in the Chongwe area and that they were recognized by various government departments as community leaders. The evaluator had the opportunity to meet with a representative of the Ministry of Community Development in the Chongwe area who stated that the YWA young women in Chongwe were real change agents who were leading change in the community through addressing issues such as gender-based violence and SRHR. In addition, the YWA young women in Chongwe had now been co-opted into key community development initiatives. Two of them served on the local schools development committees, while another was now a member of the community police committee.

In relation to the organisations that implement the programmes, the programme also produced new leaders. For example, young women from YWA have gone from being mere members to being board members of the institution. These members of the board started participating in YWA activities when they were young. A number of the young leaders trained by CHRE had gone back to their various areas in the country and reported taking leadership on youth issues with support from their mentors. Most of the young people were leading the resuscitation of youth-friendly health corners<sup>12</sup> across Zambia as a way of encouraging young people to take control of their health and exercise personal leadership.

### Going back to school

Young women in Zambia drop out of school at a young age because of various pressures including lack of financial resources to continue with their education or pressure for them to get married, especially in the rural areas. One has to complete secondary education before one can enrol in a tertiary institution. Still, a number of young women in Zambia complete secondary education but do not proceed to pursue tertiary education. After the programme interventions a significant number of young women had gone back to school, despite most of them having previously dropped out of school. They perceived that in order to exercise real personal leadership, they needed to go back and complete their high school studies. The YWA Volunteer Area Manager for Chongwe told the evaluator that she was planning to go back to school once her children have completed school because she now realises that she wants to complete secondary school and get a tertiary qualification. She also said: *"I want to go back to school for myself, because I can do it. But also because I am busy encouraging other young women and children to go back to school yet I did not complete secondary education."* She stated that she also intended to run for political office and in Zambia you cannot run for political office unless you meet minimal educational requirements.

It is also worth noting that a number of young women wanted to go back to school, but were unable to do so due to lack of financial resources and, in some instances, time. One young woman shared how her dream of completing a teachers' certificate had been facilitated by her husband who saw

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<sup>12</sup> Youth-friendly health corners are provided for in the policies of the Ministry of Health, and is an initiative to provide safe and private spaces for youth to seek information and counselling related to sexual and reproductive health issues.

that after the training at YWA she was determined to become a teacher. Many of the young women who were not in school, but wanted to go back to school shared how they were engaging in entrepreneurial activities or working in formal jobs to raise their school fees. One of the most active members of GAL indicated that she was working in order to raise money for university fees and attending school at the same time. This was a common story among many of the young women that were participating in the programmes, including those young women who had children, some of them balancing being wives, mothers, working, and going to school.

### Increased demand of health services

Programme participants from across the three organisations all reported having been changed by the knowledge they received on their rights. The programme focus was on SRHR in particular, and many of the young women reported that they now, because of the programme activities, knew and understood their rights, and were better able to demand services at the local health centres. Several of the young women shared how prior to participating in the programme they were afraid or embarrassed to be seen going to collect contraception or condoms at the health centres, but now they were able to do so freely. One young woman from GAL shared that, *“In the past, I would go to the health centre and be asked: why do you want family planning, you are not married? And I would leave in embarrassment. Now I go there and say it is my right to get family planning, and I don’t apologise for wanting the service, and because I am now confident, they also do not fight with me, they just serve me and let me go.”* Another young woman stated that after the training with YWA she had gone back to her community and worked to revive the local youth-friendly health corners. According to her, *“as youth we were unable to access health services at the local clinic, because you know that there is no privacy at the clinic. The nurses shout when they are talking to you and everyone ends up knowing why you are there. It was difficult to seek information or seek services, but now after the youth-friendly corner has been established, youth have privacy and can access services with privacy.”*

The programme participants also revealed that as a result of knowing their rights, most of them had gone to their local clinics and demanded the setting up of ‘youth-friendly corners’, which are provided for in the policy of the Ministry of Health to enable young people to access SRHR in an environment where they are not stigmatised. The young women on the programme also revealed that they were now more empowered in their own personal relationships and could practice and demand safe sex. Young LBT women who participated in the programme also reported being more confident in their sexual orientation and gender identity, and that they were now able to articulate their issues and stand up for their rights without fear in meetings with different stakeholders.

### Safer schools

YWA implemented leadership programmes in schools in Lusaka and Chongwe. The programmes focused on building the leadership capacity of young girls in schools and to encourage them to participate in school life and extra curriculum activities. According to the Volunteer Area Manager for Chongwe there had been a marked increase in the number of young girls engaged in extra curriculum activities like debate and other clubs at the school because of the provided training. The YWA activities in the schools also provide sex and sexuality education for young girls, suited to their level of understanding. In addition, there was evidence that young girls were aspiring to and taking up leadership positions in the school clubs and some of them becoming prefects because of the training and confidence they had acquired through the programme.



GAL and CHRE did not have specific programmes for learners in schools, but all three organisations had programmes targeting tertiary institutions. There were leadership trainings and activities at institutions of higher learning in and around Lusaka, and the result of these trainings were that a number of young women were aspiring to lead in student representative bodies, which have traditionally been the preserve of young men. One of the participants in the programme actually became a member of the University of Lusaka's student electoral body, while another young woman was elected onto the students' representative council. Both the young women who participated in student leadership stated that in the beginning they were not interested in leadership of students' bodies because they perceived it as spaces for young men. However, after the training, as one of the young women reported, *"I became confident, and I said I am able to do what any boy on the students' representative can do. So I decided to get involved."*

### Feminist movement is strengthened regionally

Due to the conservative character of Zambian society, of the three programme partners, only GAL openly declared its feminist identity and ideology. YWA appears to be more comfortable operating within a 'gender equality framework' rather than a feminist ideology. CHRE is an organisation for both young women and men, hence it does not advance a feminist agenda.

It was interesting to note that while Zambia is a conservative society, and GAL and its programme participants were aware of this, they still decided to openly self-identify as feminist. Furthermore, because of this approach they also took a radical human rights based approach and was the only partner organisation that had a deliberate intervention that was inclusive of young LBT women. The work that GAL is spearheading as a feminist organisation is contributing to the building of a young feminist movement in Zambia. One of the greatest challenges for young women in Zambia is that the broader women's movement has operated in a way that shuts out young women's voices and issues. As one young woman observed: *"The problem is that in Zambia you cannot be an activist in the women's movement until you are older. And yet, as young people we have issues that we would like addressed and we know that the older women may not be able to speak to our issues as well as we can. So we need these safe spaces for young women to articulate their issues and proffer solutions that are young people formulated and driven."*

The advocacy interventions of CHRE, GAL, and YWA are all targeted at the local communities where they operate, and have led to concrete results. The influence of their local level work has also had some impact on the national level. While they cannot directly take credit for transformation at the national level, such as the inclusion of SRHR in the education curricula, they do take credit for raising awareness on SRHR leading to policy makers recommending the curricula changes. In addition, their advocacy interventions, in conjunction with the advocacy of other civil society actors and beneficiaries, have led to the government engaging civil society and responding to the issues that civil society organisations are advocating for. An example of this is the advocating for substantive measures to eradicate child marriage in Zambia, by GAL, YWA, and others, over the last few years. This work eventually led to the government coming up with a comprehensive national action plan to combat child marriage.

Areas of improvement/development to reach the programme goal

Keepers	Changers
Leadership training	Increase the cooperation among the organisations
Creation of safe spaces for young women	A need of mainstreaming human rights in the leadership training
	Improve the following-up on the activities
	Support for young women to go back to school

Keepers

Leadership training

The leadership training was one of the most successful of all the programme interventions in Zambia. While the three partners evaluated the leadership training in different ways, the result of young women who are empowered and can demand their rights and take leadership in their communities was achieved. The young women trained by the three organisations all exhibited three key traits, viz. the confidence and assertiveness to demand their rights, the desire to take leadership at the community level with a view to making a change in their community, and the desire to go back to school. The leadership training has managed to produce a generation of young leaders that are confident, keen to learn, and willing to take leadership at the various levels in their communities because they appreciate the need to take that leadership in order to improve their communities.

The leadership training as undertaken by the three organisations addresses different needs. With CHRE and YWA, the focus is on building a movement of community leaders who are able to stand for their communities, and at the same time provide young people with the opportunity to be mentored by their local level hero. The leadership training by CHRE and YWA has produced leaders both at the local and national level. The fact that their leadership programmes have produced a Mandela Washington Fellow,<sup>13</sup> a member of the national Youth Taskforce that advises the Ministry of Youth, an aspiring councillor, as well as various community level leaders, is an indication that the training provided by CHRE and YWA has been relevant to the target group. The training is designed to meet the programme objective of young women who know their rights and are empowered to demand them.

On the other hand, the leadership training by GAL and YWA on personal leadership has also been successful as the programme participants have all become well aware of the need for personal leadership in managing one’s own life and demanding one’s rights. The personal level leadership being led by GAL is premised on feminist principles, and the leadership training by GAL has been a key platform for exploring how women can exercise their rights in a conservative and patriarchal society.

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<sup>13</sup> The Mandela Washington Fellowship for Young African Leaders started in 2014 and is the flagship programme of US President Obama’s Young African Leaders Initiative (YALI).

### Creation of Safe Spaces for Young Women

One of the major successes the programme has achieved through its work with GAL and YWA is the creation of safe spaces, where young women can share their experiences of being young women in a conservative society while defining themselves as persons with rights and the ability to make a difference in their own lives and in the lives of their peers and their communities. The young women who participated in the safe spaces reported feeling more empowered through learning and sharing amongst peers. This was also witnessed by the evaluator in one meeting with the YWA beneficiaries' focus group. The young women were able to share honestly about their SRHR experiences and challenges, and the platform provided the young women opportunities to learn and to discuss any challenges they had.

It was also in the safe spaces that the young LBT women who participated in GAL and CHRE processes were able to share with their peers the realities of being lesbian, bisexual, or transgender, without fear of being judged. These safe spaces created platforms for honest dialogue on difficult issues such as feminism and LGBTI rights. This was also significant because, in the safe spaces, the young women who did not understand or know about LGBTI issues had the opportunity to learn and understand. As one young women reported to the evaluator, *"it was my first time to see a person, in the flesh who said they were a lesbian, I had only read or heard about LGBTI people in the media and they were made to appear as monsters or unnatural beings. And then I saw her, and I realized that she is just like me, except that she is a lesbian. So now I understand that it is my responsibility as a sister to stand for her rights too."*

### Changers

#### Increase the cooperation among the implementing partners

A major area for improvement is the manner in which all three organisations seem to work in isolation of each other. The organisations all work in SRHR, and in one instance they were all implementing activities in Matero, yet they were not implementing in collaboration. There seems to be a need and an untapped potential in this regard, especially where they are working in the same area.

#### Need to mainstream human rights in leadership training

A second area of improvement is the mainstreaming of human rights in the leadership training of all the partners. While GAL does this, both YWA and CHRE did not seem to advance the rights based approach. This in turn resulted in participants who did not seem to understand or appreciate the indivisible and interdependent nature of human rights. Furthermore, neither programme staff nor partners at CHRE and YWA were able to point out substantive work to mainstream LGBTI rights into their interventions.

#### Improve the follow-up on the activities

There seemed to be a challenge with regards to follow-up activities. It appears that the programme partners are quite overwhelmed and there does not seem to be enough being done to follow-up programme participants after they have been exposed to leadership training. Furthermore, where there was follow-up, it would appear that the programme partners were working with a very small group of participants, so there was a sense of a small group of people with a lot of information, but without relevant platforms to share the information. It might be necessary for SAIH and its partners

to deliberately incorporate follow-up activities in the initial programme design, rather than as an afterthought.

### Support for young women to go back to school

It would appear that a key area for improvement relates to how to support young women in completing their education. A number of the programme participants now want to complete their education as they realise that they are unable to make a meaningful difference at the community, local, and national level without educational qualifications. For example, unless you have a high school completion certificate you cannot contest for any elected position in Zambia. Some of the young women reported that they aspired to become councillors, but were unqualified because they did not have the requisite qualification. There appears to be a need for general and financial support of young women wishing to get their academic qualifications, both for those who aspire to hold elected office and otherwise.

## 3.4 Zimbabwe

### The context: Young women's rights in Zimbabwe

Zimbabwe is party to several significant international women's rights instruments and frameworks such as the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the Beijing Declaration and Platform for Action, the Maputo Protocol and the SADC Protocol on Gender and Development. On the basis of these commitments, Zimbabwe has a comprehensive framework for the protection and promotion of women's rights in general. The Constitution of Zimbabwe, enacted in 2013, provides a very comprehensive gender equality and women's rights framework. Specifically, Section 56 provides for and protects the equality of women and men before the law, while Section 80 provides for the rights of women. Furthermore, the Constitution provides for the promotion of youth rights and participation in Section 20, which provides equal opportunities for participation and representation of youths in social, economic, and political life.

The foregoing paints a picture of equal participation and an enabling environment for young women to exercise and stand for their rights. However, in practice the situation for young women in Zimbabwe is not so rosy. Young women find themselves caught up in the ambiguous situation of being older than the girl child, who receives significant attention from the state and the public, and younger than women, who are generally accepted as requiring special measures in a patriarchal society. While young women would ordinarily be protected under the youth category, the reality is that in a patriarchal society, young women tend to be overlooked or made invisible in that category. Young women are almost always overlooked by the development interventions in their communities because of the assumption that their specific concerns are addressed in one category or another. Yet, in reality, their specific concerns are not addressed anywhere, and young women remain excluded and marginalised by development interventions. For example, interventions addressing sexual and gender-based violence tend to focus on child sexual abuse or domestic violence. While young women may indeed be subject to sexual and gender-based violence, the reality of most responses is that they tend to focus on children or relatively older women, women who have different relationship dynamics to young women, to the exclusion of the specific circumstances of young women. Young women in Zimbabwe therefore continue to face significant challenges despite the numerous interventions targeting the girl child or promoting women's rights.

For instance, young women continue to have less access to education and employment opportunities compared to their male counterparts, they are more vulnerable to HIV infection and statistics show that HIV infection rates are higher among young women compared to their male counterparts,<sup>14</sup> and, with the declining economic situation in Zimbabwe, young women have fewer economic opportunities. This is largely due to young women being perceived as being of ‘lesser value’ within the family and being discriminated against as a result. In most families, young women are considered “transit” persons due to the expectation that they will get married and move to live with their new family and invest in them. This often leaves young women in the family being overlooked for opportunities because of the expectation that they will get married and leave. It is also this perception that makes it even more difficult for young women to be openly lesbian, bisexual, or transgender because generally young women are expected to be married off. The freedom of sexual orientation and gender identity is therefore denied young women in even more harsh ways than young men.

With the context outlined above in mind, the SAIH programme appears to be a critical intervention for young women in Zimbabwe. Importantly, it aims to bring young women’s issues to the fore and provide young women with opportunities to articulate their specific issues as well as empower them to demand their rights. The fact that the women’s movement in Zimbabwe has not been able to fully carry the young women’s agenda means that the interventions intended to enhance feminist organising among young women in particular are crucial interventions to ensure that young women’s voices are heard.

### Partner organisations

Against the foregoing, the implementation of the programme for young women to advocate for their rights in Zimbabwe was undertaken by two partners, namely Katswe Sistahood (henceforth Katswe) and Youth Empowerment and Transformation Trust (YETT).

#### **Katswe Sistahood**

Katswe works to promote the full exercise and enjoyment of sexual and reproductive health and rights by young women. It does this work throughout the country by creating safe spaces (“pachoto”) where young women can share experiences and articulate their SRHR needs. Katswe uses these safe spaces as platforms to build the capacity of young women to pursue legal protection for their rights and engage with policy makers and other stakeholders on these issues. Thus, the SAIH programme is a perfect platform to enhance Katswe’s interventions and advance young women’s agency so that they are able to claim their rights.

#### **Youth Empowerment and Transformation Trust**

YETT works to enable youth to fully participate in sustainable development by building the capacity of youth and youth organisations to participate in all facets of life. YETT works with marginalised youth in urban and rural areas with a view to encourage their participation in national dialogue without resorting to violence. In particular, YETT facilitates youth led initiatives by providing training, capacity building, and financial support. The SAIH programme therefore seems like a perfect fit for the work that YETT does, and it has enabled YETT to expand its reach to young women in schools.

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<sup>14</sup> Zimbabwe Demographic Health Survey

Both organisations collaborate with each other, as well as other actors such as women’s organisations working on SRHR, other youth organisations, and broader civil society. Both organisations stated that their collaboration with different actors was informed by whether or not the organisations uphold the same ideals of human rights and the rights of young people, and in particular young women’s right to be heard and to exercise their rights. Neither organisation have a formal collaboration with any LGBTI organisations, largely because of the legal and cultural challenges related to the exercise of self-expression by LGBTI persons in Zimbabwe. However, Katswe had a direct relationship with some LBT women who participate in their pachoto initiatives.

**Relevance as partners**

Both Katswe and YETT already work with young people, and Katswe has a SRHR focus. The SAIH programme was aimed at empowering young women to demand their rights, making the two organisations a perfect fit for the programme, as the programme was able to leverage on the work the two organisations were already doing. Furthermore, the organisations add value to the SAIH programme as they are able to influence processes and implementation of responses that uphold the rights of young women, due to goodwill with, for instance, policy makers. The partners are more likely to be heard by policy makers because of their track record in working with young people, making them valuable partners in terms of the policy interventions envisaged by the SAIH programme. Both organisations come across as strong, and with sustainable outlooks due to their work being designed to respond to the needs of the youth, who are also an integral part of formulating interventions in both organisations.

Only Katswe was part of the FK exchanges, and according to the staff at Katswe, it was a good experience of learning about feminist organising and movement building.

**Results achieved in the programme period 2013-2015**

During the period 2013 – 2015, the SAIH programme in Zimbabwe contributed to the main outcomes:

<b>Outcomes</b>
<b>Taking leadership at the community level</b>
<b>Young Women Understand Their Rights</b>
<b>Safer School Environment</b>
<b>Feminist Movement Strengthened</b>

**Taking leadership at the community level**

For Katswe, personal leadership comes first. Therefore, their interventions, in Harare’s Dzivaresekwa and Hopley areas, focused on young women learning to lead at the personal level. Given Katswe’s focus on SRHR, the starting point for personal leadership is empowering the young woman to understand her own body, then her SRHR, and finally, on how she can advance her rights from the personal to the community level and ultimately engage with policymakers and other stakeholders. As noted by the Director of Katswe, *“You cannot even begin to talk about leadership to a young woman who has no control over her own body.”* Thus, the approach of Katswe is to start by empowering the young woman to understand her own body, as a first step towards giving her power and agency at the personal level. This is done through training on SRHR topics. After this training, Katswe initiates

discussions with the young women on issues that directly affect them, with a view to formulating strategies for intervention. This process has led to a number of young women involved in the training taking more leadership at the community level, having become more confident in their leadership skills and in their stories. One of the beneficiaries from the Dzivaresekwa<sup>15</sup> *pachoto* stated that the confidence she had gained by simply beginning to understand her own body had inspired her to become more involved in her community, especially with regards to encouraging young girls to go to and stay in school and ensuring that perpetrators of sexual and gender-based violence are brought to account. Several of the young women that Katswe had worked with all alluded to the fact that they were now able to participate in their community because of the personal leadership training.

In Hopley district in Harare, three of the members of the Health Coordinating Committee (HCC), whose major role is to coordinate the local level health issues affecting the community, are women who have come through the Katswe leadership training. The young women managed to spearhead the resuscitation of the HCC themselves, and now lead the community in demanding accountability from the local clinic on health matters, including access to SRHR. In addition, they use the HCC platform to engage with the relevant local authority officials on issues related to water and sanitation.

Under the school clubs created by YETT, the young women who participated in the safer schools initiatives also experienced increased confidence, and a number of them had subsequently become prefects or taken leadership positions in school activities, for example in sports and social clubs. One of the head girls at the schools was also a participant in the school clubs created by YETT.

YETT's work was limited by the fact that the activity was only being undertaken in two schools. Furthermore, accurate recording of the activities in the clubs was a challenge as the organisation did not want to jeopardise the schools they were working in due to not having official authorisation.

### Young Women Understand Their Rights

The young women targeted by both Katswe and YETT have a better understanding of their rights, and this has resulted in them claiming those rights in different ways. This was reported by the beneficiaries themselves in interviews with the evaluator, where they indicated that they did not have information on their rights nor the confidence to pursue them prior to their involvement in the work of Katswe or YETT. The young women in Dzivaresekwa who work with Katswe were able to successfully lobby their local police station to address seriously the issue of gender-based violence, an issue the police had not been prioritizing. The young women also took the initiative to create local street level committees to address and intervene whenever gender-based violence occurred. As one of the young women remarked: *"I am now known in the area as that young woman who will intervene when gender-based violence is happening. I no longer just watch and pretend not to care."*

With regards to SRHR, many of the young women really appreciated the knowledge they had acquired and how it had made a difference in their lives in terms of exercising their rights. One of the young women remarked that, *"I had always thought that you can only access family planning [contraception] if you are married. I did not know that as a sexually active young woman I have the right to access those services. Now I know, and I am very happy."* A large number of the young women reached by Katswe indicated that they were more able to understand and exercise their rights related to sexual and reproductive health after attending the sessions on SRHR.

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<sup>15</sup> Suburb of Harare City.

## Safer School Environment

A baseline assessment undertaken by YETT showed that young women in school are particularly vulnerable to sexual and gender-based violence, “on the way to school, at school and at home.” This finding became the basis upon which YETT conceptualised the girls empowerment clubs in schools, in addition to the already existing violations of girls and young women in Zimbabwean society, including early marriage, sexual abuse within the family/community, and general exclusion from or discrimination in decision-making at all levels.

The clubs are designed to provide the young women with information on various subjects including SRHR, leadership, confidence/self-esteem, and self-defence. These sessions enable the young women to gain confidence and the capacity to stand up for their rights as well as exercise leadership.

The clubs established by YETT are modeled on the MEMPROW model.<sup>16</sup> The clubs established in the two schools have seen young women able to stand up for their rights and speak out against child sexual abuse. In addition, the clubs serve as platforms for career guidance as well as safe spaces within which the young women can exercise leadership through identifying issues they believe are pertinent in their schools and designing appropriate interventions. For instance, one of the groups came up with an idea to launch a school-specific campaign against child abuse, led by the students themselves. The clubs also facilitate mentorship opportunities for the young women; the young women in the clubs identify a mentor and YETT, in conjunction with the patron of the club, match the young women with their identified mentor for assistance with key educational and life skills and decisions.

## Feminist Movement Strengthened

Katswe identifies as a feminist organisation, and its approach to empowerment of young women is to promote young women’s rights with a view to attaining gender equality. While the ideology is firmly understood and guides the work of Katswe, when engaging with the target group, Katswe does not use the language of feminism. By way of example, the target communities in both Dzivaresekwa and Hopley are not only trained in SRHR and personal leadership, they are also capacitated to show each other solidarity, which is a key tenet of feminism. However, in all the work that Katswe does within the communities, the word feminism is not mentioned. This is a matter of adapting to the social context, given that the local environment is not readily accepting of feminism, as it is perceived to be radical and anti-men. Thus, the approach employed by Katswe, i.e. advancing the feminist agenda without naming it as such, can be considered a best practice.

It does not appear that the work YETT undertook contributed meaningfully to feminist movement building. This may be related to the fact that YETT works with both young men and women, and that promoting a feminist agenda in a non-accepting environment could be seen as alienating to YETT’s male participants. YETT works to empower youths, both male and female, and there does not appear to be a deliberate intention, on the part of the organisation, to advance or build feminist movements.

The interventions by both Katswe and YETT did not lead to national level changes. Rather, the changes were experienced at the local level where they operated. For instance, YETT is supporting groups of young women so that they may be mentored and prepared for leadership, and the results

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<sup>16</sup> The MEMPROW model was established by Dr. Hilda Tadia in Uganda. The MEMPROW model is designed to empower young women to actively participate in the protection of their rights and begin to interrogate and dismantle systems of oppression. This is done through providing training, mentoring and fostering critical thinking among other strategies. For more information, visit their website: [http://mempro.org/?page\\_id=3499](http://mempro.org/?page_id=3499)



have already begun to manifest with young women in the clubs taking leadership in school. The young women working with Katswe have also been able to take leadership, on issues of gender-based violence and access to sexual and reproductive health rights, at the local level. While the changes are happening at the local level, it can be argued that the impact of these changes could also manifest at the national level, with greater recognition of gender equality and facilitation of opportunities for young women.

Areas of improvement/development to reach the programme goal

Keepers	Changers
Leadership Training	Enhance programme interventions
	Increase geographical coverage of the programme

Keepers

Leadership Training

Katswe and YETT both provide comprehensive leadership training. Although they use different methodologies, their interventions both aim to produce young women that are able to demand their rights. YETT focuses on personal empowerment for leadership in the school environment. Young women are trained to be confident and to be able to stand up for their rights, both at school and in the home. The training also aims to capacitate young women to stand for their rights and positively influence their peers. Katswe focuses on personal leadership training for young women who are out of school, with the intention of enhancing their capacity to stand for their rights, and also become change agents within their communities.

The leadership training has scope for improvement for a number of reasons, key among them being the persistent need to create a community of leaders that are informed and demand their rights, as well as those of their peers. The current scenario, though marred by inadequate resources, shows that the young women who have been exposed to the leadership training were able to take leadership positions in their communities, without necessarily being elected. They have developed a confidence in their abilities to serve their communities. In addition, the leadership training provides young women with the opportunity to engage with policy makers and advocate for change at the local level.

Changers

Enhance programme interventions

The programme interventions in Zimbabwe appeared to be very minimal. In the case of Katswe, the work was being done in only two areas, and even then it appeared that the resources from SAIH had been unable to support a full programme’s activities. The activities ostensibly undertaken under the programme did not seem to have adequate follow-up and there were indications of this in the communities. In consultation with the staff of Katswe it was clarified that, while SAIH was providing institutional support to the organisation as a whole, the resources for activities under the programme were limited.

In the case of YETT, the fact that the necessary approvals from the government have not been obtained has meant that the work that is being done is largely under the radar. In other words, the

programme partner has not been able to showcase this work, even though that makes for best practice. This is limiting in relation to the results that are likely to arise from the intervention. Thus, there is a need to work on formalising this intervention.

An analysis of the programme documents from both partners suggests potentially successful interventions that could make significant contributions to young women's empowerment and in particular young women's ability to demand their rights. However, the challenge here is that the interventions were limited, in the case of Katswe due to resource constraints, and in the case of YETT by the lack of appropriate authorisations. Thus, the recommendation to enhance the programme is premised on the fact that *if* fully implemented, the proposed activities could produce significant results.

#### Increase geographical coverage of the programme

A major concern in Zimbabwe is the limited area in which the programmes are being implemented. While there may indeed be resource constraints due to the amount of funding available from SAIH, in its current state the programme has had limited impact. The programme is only being implemented in two communities in Harare (by Katswe), and in two schools in Masvingo province (by YETT). The total geographical coverage of the programmes in Zimbabwe, which constitutes those two communities, is hardly adequate to justify the presence of the programme in Zimbabwe.

Given the limitation of resources, there may be value in the partners considering other interventions to expand the reach of the programme. For example, radio has a large reach in Zimbabwe. If the partners are able to use radio to raise awareness on the rights of young women, this would help more young women to articulate and demand their rights in the different areas they are located. In addition, the increase in access to ICTs means that social media is another potential means by which the partners could reach further communities. However, both these media are subject to limitations on resources, and also the fact that the most vulnerable who could benefit from the information may not have access to these platforms.

## 4. Results at programme level

The SAIH programme is a critical intervention for young women in South Africa, Zambia, and Zimbabwe, as it aims to bring young women's issues to the fore and provide young women with the opportunities to articulate their specific issues as well as empower them to demand their rights.

The advocacy interventions in the SAIH programme has led to significant changes and concrete results within the local communities where they operate. Only in Zambia did we find that the influence of their local level work also had some impact on the national level.

A key result of the programme has been the increase in the number of young women who are now confidently demanding their rights and standing up for their peers and their communities.

As a result of the programme, several significant changes were noted:

- **Young women are now able to successfully demand their rights:** In Matero in Lusaka, the young women in the programme were able to successfully lead the lobby for the building of a new clinic and helped to determine its location, while the young women in South Africa's secondary school were taking initiatives in changing their everyday lives at school.

- **Young women are taking leadership positions:** A young woman from rural Zambia, where education levels and exposure to information is still low, was able to apply for and be admitted to the Mandela Washington Fellowship Programme after participating in the programme. In addition, in both Zambia and South Africa there has been an increase in young women taking leadership positions, even at the national level. One of the programme participants currently sits on the national body set up by the Ministry of Youth in Zambia to advise it on policies and programmes (the National Youth Network Board).
- **Young women (and boys) are experiencing safer schools:** They have safe spaces where they can discuss their issues and receive help and support to deal with issues related to gender-based violence.
- **Young women are performing better at school:** Gender-based violence, both at school and in the household is a serious threat to girls' ability to perform well at school. The SAIH programme is enabling young women to perform better at school because the partners create safe spaces and conduct activities that address the young women's anger, in addition to sensitising parents and teachers on the realities of being a victim of sexual abuse and harassment.
- **Changing mind-sets and cultural norms:** Newly gained insights, together with the confidence and ability to speak out, have in many instances contributed to changing people's norms and traditions in the participants' home communities. Since the programme's participants are bringing their knowledge back to their home community, they often turn out to be efficient change makers, as they are already well aware of what they want to change, and which arenas to approach in order to aim for a change.
- **Feminist movement building strengthened:** The work of both GAL and Katswe has been significant in strengthening feminist movement building. In the case of Zambia, the emergence of GAL as a young feminist organisation has been an important development in a conservative society where the issues concerning young women in particular have been neglected. While Katswe has the benefit of working in an environment where there are a number of women's organisations self-identifying as feminist, the feminist movement has tended to be largely middle class and, to some extent, with very few young women participating. The work that Katswe is doing has expanded the feminist movement beyond the middle class to include young women, in areas that have traditionally not been reached by interventions facilitated by other feminist actors, including reaching young female sex workers.

## 5. Recommendations for further development of the programme

### 5.1 Areas of improvement/development at a programme level

#### Strengthening the organisations' capacity

Programme partners recommended that SAIH invest in enhancing the capacity of the programme partners' staff that implement the programme. This could be done through the facilitation of

knowledge transfer between the organisations already working on the programme, as well as other capacity development initiatives supported by SAIH.

Another means of strengthening the organisations is to facilitate for volunteers and volunteerism as part of the organisations' activities. In all the implementing organisations, a significant number of former participants are eager to join the organisations as volunteers, and a number of them are already volunteering as community mobilisers and contact persons for the implementing organisations. We believe this represents a huge opportunity for enhanced manpower in the organisations that today are operating on small budgets with limited space and staff. All the organisations face limitations in dealing with volunteers in the existing organisational structure, as they do not have budget support to facilitate the volunteers' work at the community level, or even for the volunteers to communicate with the organisations when they are not in the area of implementation. We therefore recommend SAIH assist the organisations, either by capacity building and/or extra activities or funding, so that they are able to capitalise on the potential benefits of former participants wanting to join their work.

### [Bring the girls back to school](#)

A result of the programme is that young women are eager to continue their education at a higher level. Another related result is that the programme motivates participants who had previously dropped out to go back to school. For example, in Zambia, a significant number of participants under the YWA programme had already resumed studies, formally and informally. However, the majority of the participants were unable to do so as a result of lack of resources for them to return to school.

A significant amount of the girls and women who were given the skills and courage to advocate for their rights through the SAIH programme had realised the necessity of education in order for them to become better informed as advocates for their rights and their communities. This motivated a number of the beneficiaries from all of the implementing organisations to seek further education, both for academic and tertiary purposes. The greatest obstacle to access education seemed to be a lack of financial resources, although others cited lack of time because of competing responsibilities, in particular those young women that were mothers and/or wives.

### [Assist young women into leadership positions](#)

The programme has produced young women that are ready to demand their rights, and a significant number of the young women are keen to pursue elected office, particularly at the local government level. This is because in demanding their rights and advocating for change, the young women have realised that there is potential for even greater change in their lives if they have some decision-making power. In the light of this, it is recommended that SAIH considers conceptualizing/formulating a programme to support young women that seek political office after participating in the programme.

### [Stronger outreach to rural communities](#)

All the programme partners were of the view that the current reach of the programme is limited. SAIH must therefore consider support to expand the geographical reach of the programme in the target countries. Most of the programme partners are currently targeting communities that are largely urban or peri-urban. Due to limits in organisation size, staff, and capacity, we recommend

that the outreach is enhanced by strengthening parts of the existing programme. In many of the organisations, the training programme already includes a module on how the young girls can educate peers and implement campaigns after their own training. This has been very successful in South Africa and Zambia, where after the leadership training the young women have gone on to become change agents in their communities. We therefore recommend that the replication component be included in all of the training by implementing partners, so that it may be rolled out in all programme countries.

### Improve the programme strategy

The most important recommendation is for SAIH to further elaborate and concretise the programme goals, and the strategy for achieving these goals. The aim of the programme is to enable young women to advocate for their rights. The programme has produced several positive results; however, the results seem to be uncoordinated, hence the results vary, from young women taking leadership, to safe spaces at schools, changed school policies, improved access to health services, anger-management – to mention a few. It is therefore our recommendation to focus the intended results. It is already a challenge that the societies in which the programme is being implemented are so complex, with challenges ranging from limited resources to implementation structures. In this light, it would be prudent for SAIH to prioritise a few specific results/outcomes, and invest in supporting activities that achieve those results.

## 5.2 Recommendations towards SAIH's work on gender equality and young women's rights

### Continue to focus on the target group young women

Young women find themselves caught up in the ambiguous situation of being older than the girl child, who receives significant attention from the state and the public, and being younger than women, who are generally accepted as requiring special measures in a patriarchal society. While young women would ordinarily be protected under the youth category, the reality is that in a patriarchal society, young women tend to be overlooked or made invisible in the youth category. Young women are therefore almost always overlooked both by development interventions in communities because there is an assumption that their specific concerns are addressed in one category or another. Yet, in reality their specific concerns are not addressed anywhere and young women remain excluded and marginalised by development interventions. For example, interventions addressing sexual and gender-based violence tend to focus on child sexual abuse or domestic violence. While young women may indeed be subject to sexual and gender-based violence, the reality of most responses is that they tend to focus on children or women, who have different relationship dynamics to young women, to the exclusion of the specific circumstances of young women.

It is particularly important for interventions to focus on the highly relevant issues of teen pregnancies and how to keep girls in school within the target group. Teen pregnancies are not only driving young girls out of school, it is also stigmatising young women. This is especially the case in South Africa, and the SAIH programme has been very relevant and significant in dealing with teen pregnancies at school.

### Engage men and boys

Gender equality does not only concern women and girls. If gender equality is to be achieved, both women and girls, together with men and boys, need to agree on equality between the sexes. Both organisations in South Africa have realised the need for engaging men and boys, and ADAPT in South Africa and CHRE in Zambia have integrated this perspective in their activities. In our view, male engagement is of great significance in reaching positive and lasting results. Because both boys and girls need to understand that both sexes are equal. This requires that there be deliberate efforts made, including by mothers and fathers in the home, to teach children equality, and in particular teaching boys that girls are equally capable of doing what boys can do. Teachers, staff, and stakeholders highlighted the importance of engaging with boys in order to enable them to understand gender issues so that they can work hand in hand with girls on the challenges they are facing.

### Enhance the feminist movement

A key recommendation from both Zambia and Zimbabwe was the need to create platforms for all the programme participants to come together and share best practices, both in terms of growing the programme interventions as well as in strengthening the feminist movement in the region. Partners felt that there were inadequate networking opportunities for young women targeted under the programme. While the programme is being implemented in three different countries, partners felt that there could have been more opportunities for them to engage and share ideas on how to best enhance the programme in their different contexts. The recommendation was that there would be value in periodical convenings (including web-based convenings), for the organisations and target groups to learn, share and refine strategies for enhancing young women's capacity to demand their rights. The programme is very relevant and has the potential to make a huge difference in the lives of young women in the region. To that end, it is recommended that SAIH consider increasing the financial resources available to support this work.

### Relevance of the implementing partners

The organisations working on the SAIH programme in South Africa, Zambia, and Zimbabwe are a good fit for SAIH because of their focus on building the leadership capacity of young women, especially with regards to SRHR. For all of the countries, SRHR is an important area due to the high incidence of sexual abuse, gender-based violence, and for Zambia and Zimbabwe – the high prevalence of HIV infection among young people. Young women who have been part of the programme have shown that when young women are able to take full control of their bodies they gain confidence to exercise meaningful agency in matters that affect them at the local level. The programme has become an important platform for young women to build their capacity to demand their rights, which is a key intention of the SAIH programme, in terms of capacitating young people to participate in order to make a difference in their own lives.

## Annex

### Annex 1 List of interactions/interviewees

<b>Organisation</b>	<b>Number of people interviewed</b>
GAL	[11] 2 staff, 7 beneficiaries, 2 stakeholders
ADAPT	[58] 4 staff members, 4 stakeholders, 50 beneficiaries
Katswe Sista hood	[18] 2 staff members, 3 stakeholders, 13 beneficiaries
The 1in9 Campaign	[10] 5 staff members, 2 stakeholders, 3 beneficiaries
YETT	[12] 2 staff members, 4 stakeholders, 6 beneficiaries
CRHE	[11] 1 staff, 4 stakeholders and 7 beneficiaries
YWA	[29] 1 staff, 4 board members, 19 beneficiaries, 5 stakeholders
<b>Total</b>	<b>149</b>

## Annex 2 Interview guide

Respondent	Aspects to be Addressed	Specific Questions
<p>Partner Organisations</p>	<p><u>Results</u></p> <p>Programme outcome: Young women in Zambia, South Africa and Zimbabwe are advocating for their rights</p> <p>Expected Output as in LFA:</p> <ul style="list-style-type: none"> <li>-Leadership training for young women have been implemented</li> <li>-Young women have gained understanding about their rights</li> <li>-Teachers and learners contribute to a safe school environment</li> <li>-Resource material for training on young women's rights and gender has been developed</li> <li>-Feminist movement building has been strengthened regionally</li> </ul>	<p>(intro)</p> <p>The aim (outcome) of this programme is to strengthen young women to advocate for their rights. Why is this of importance for your organisation?</p> <p>Are you aware that this is part of the programme goal?</p> <p>Why is it important in your society?</p> <p>--</p> <p>What activities have your organisation carried out in order achieve the above mentioned goal?</p> <p>What do you believe were the successful activities you undertook under the programme? Give reasons</p> <p>What changes did the activities lead to?</p> <p>---</p> <p><i>(Check: Are any of the successes related to women's ability to advocate for their rights. If Not; ask:)</i></p> <p>Have any of the programme activities improved young women's ability to advocate for their rights?</p> <p>If so, How?</p>
	<p>Outcome and impact to the society</p> <p>The expected outcome in the programme is: Young women in Zambia, South Africa and Zimbabwe are advocating for their rights.</p>	<p>Have the advocacy work you mentioned above led to any changes in the society, either on local or national level?</p> <p>In what ways are these changes leading to realising women's rights or gender equality in your society?</p> <p>What do you believe were the success criteria for achieving these changes?</p> <p>Why do you think your organisation has been successful in contributing towards these changes?</p> <p>How can your organisation improve your work on this matter in the future?</p> <p>---</p> <p>Has the programme contributed to more women taking positions as leaders in community or within the educational systems? If so, please explain</p> <p>If not; what is needed in order to strengthen young women as leaders in your society?</p>



		Do you believe that the programme/project also improve the situation of LGBTI persons?
	Relevance/strength as a partner	<p>How have you benefited from the FK exchanges?</p> <p>Do you collaborate with other NGOs, in particular LGBTI organisations?</p> <p>What decisions have guided your cooperation, or lack thereof?</p> <p>If so, how does this collaboration strengthen your work?</p> <p>In your view, why is your organisation an added value to the collaboration with SAIH in this programme?</p>
	Areas of improvement/development	<p>How can your organisation be improved in order to enhance the programme results related to young girls as advocates for women's rights and gender equality?</p> <p>What would your recommendations to SAIH be in relation to improving the programme?</p> <p>What would be your recommendation to SAIH with regard to possible future and similar interventions?</p>
Beneficiaries	Results – what was done	<p>Tell me how you are (were) involved in this programme</p> <p>Why did you choose to participate?</p> <p>What is your role (work etc.) currently ?</p> <p>The overall goal of the programme is to enable young women to advocate for their rights. Why is this of importance to you?</p>
	Outcome/Impact	<p>Looking back over the last months, what do you think is the most significant <u>change</u> in your ability of advocating for your rights - after participating in the exchange programme?</p> <p>Why is this significant for you ?</p> <p>What difference has it made / will it? And for whom?</p> <p>Who do you think has contributed most to this result?</p> <p><i>Please complete the following sentences;</i></p> <p>The most significant way the programme taught me advocacy was....</p>

		<p>The thing I found most useful about the approach to the organisation related to advocacy is.....</p> <p>The thing that concerns me most with this process is.....</p> <p>In your view, have your advocacy skills lead to any changes in the society, either at local or national level?</p> <p>Have you now, after participating in the programme decided to enter any leadership positions, either at an educational institution or in society?</p> <p>Why/why not?</p>
	<p>Relevance</p>	<p>How relevant were the activities under the programme to your issues?</p> <p>How relevant were the activities in order to achieve women's rights and gender equality in your society?</p> <p>Do you believe that the programme also improve the situation of LGBTI persons?</p>
	<p>Improvement/development of the programme</p>	<p>Do you think the programme should continue in the region?</p> <p>Why/why not?</p> <p>What are your suggestions for improving the programme?</p> <p>What changes are needed in order to implement these improvements?</p>

Stakeholders	Results (outcome/impact)	<p>What of the activities undertaken under this project/programme are you aware of?</p> <p>If so, would you say they were successful in enabling young women in advocating for the rights? Explain the answer</p> <p>Has the organisation contributed to realising young women’s rights and gender equality in the region? If so, how?</p> <p>What is the organisation’s strength in this matter?</p> <p>And weakness?</p> <p>Have you ever collaborated with the partner organisation? If so, on what sort of activities?</p>
	Relevance	<p>What were your perceptions of the activities conducted in the current context?</p> <p>Were they relevant? If so, in what way? If not, what made the interventions/activities irrelevant?</p> <p>Do you think the programme also contribute to LGBTI people’s rights</p>

### Annex 3 Zambia National Women’s Lobby

The Zambia National Women’s Lobby (ZNWL) is one of the partners implementing the SAIH programme in Zambia. ZNWL implemented activities under the programme in ten secondary schools in the four districts of Chibombo, Chisamba, Chongwe, and Kabwe. Under the SAIH programme, ZNWL aims to empower girls and young women to participate in leadership and decision-making. The target of the programme is young women in secondary school, in the age group 14-25. The age discrepancy is a result of the “re-entry” policy which allows girls who may have dropped out of school due to pregnancy or other factors to return to school. The programme implemented by ZNWL contributed to the outcomes of young women demanding rights, increased leadership in local communities, and safer schools.

### Young women are demanding their rights

ZNWL targeted young women from semi-rural and rural secondary schools who are marginalised and vulnerable due to poverty, who would otherwise not receive or have access to information on SRHR or human rights. These young women would be recruited into the Girls Leadership Programme clubs in the local secondary schools. Under this programme, the young women would be taken through capacity building processes including confidence building, public speaking, speech writing, and

articulation of issues. The activities undertaken under the programme included debates on topical issues like child marriage, SRHR, and gender-based violence. By working on these topics in preparation for the debates, the young women were able to articulate the issues and share information on the issues with their peers using various platforms.

The young women from the leadership clubs used radio as a means to advocate for their rights, by sharing their views on various issues relevant to young women and girls, and thus reaching out to their peers and opinion leaders. In addition, the young women were exposed to the Junior Parliament, where they had the opportunity to present their issues in policy friendly ways such as through motions for Parliament and opinion papers. The young women also contributed to a magazine which ZNWL published as a collection of stories, opinions, and topical issues that affect young women. The magazine became an important tool through which young women could articulate their issues, as a means to raise awareness among the target group and also as an information toolkit for policy makers.

### Increased leadership in local communities

In pursuance of the increased leadership in local communities outcome, the young women from the leadership clubs in the schools, and other “out of school” girls, were exposed to leadership through workshops, mentoring by identified women leaders, and study tours. These activities were designed to inspire young women by exposing them to women in leadership who would give motivational speeches in workshops, or commit time to mentor interested young women. The study tours gave the young women time to engage with women in leadership and opportunities to experience women leaders at work.

In addition, the young women reached out to other young women, as leaders in their communities, with information on girls’ rights, including sexual and reproductive rights. They called this the “Girl to Girl” campaign, which aimed at helping young women in the community through providing information on SRHR. According to beneficiaries who underwent the programme, it was very enlightening and empowering to learn from other girls, and subsequently to become peer leaders themselves. As one young lady noted, *“I was very shy, and did not have confidence that someone would look at me, and want to hear what I had to say. However, after joining the ZNWL activities, all I want to do is to talk to other young women about how to build their confidence and their lives.”*

The young women were also encouraged to participate in leadership and decision-making, and at the time of the evaluation, six young women sat on their school development boards, as a result of the confidence instilled in them through the programme. The girls, with the assistance of ZNWL identifying relevant platforms, also participated in various high level dialogues where they spoke on issues affecting them as girls and young women.

### Safer schools

Under the safer schools outcome, a significant number of the girls in the leadership clubs found that they could raise awareness among school girls and their peers in their communities, leading to a reduction in violence against girls in school, and especially sexual harassment. The information that the young women received in the school clubs also influenced their communities’ responses to gender-based violence, and there was a marked reduction in intimate violence against women and

girls in the communities, as well as a reduction in child sexual abuse, both within the school and outside the school environment.

In addition, the work of ZNWL led to an increase in the number of girls returning to school and completing secondary school. ZNWL played a key part of the advocacy that led to Zambia introducing the “re-entry” process for those girls and young women who would have dropped out of school, allowing the girls to return to the formal school system. This in turn led to an increase in the number of girls completing secondary school and qualifying to enter the universities and tertiary institutions.

### Relevance as a partner

The ZNWL is an important partner for the SAIH programme in that the ZNWL has existed for a long time working on empowering women, young women, and girls to fully participate in leadership and decision-making. This makes ZNWL a partner that is relevant to the SAIH programme as the institutions have a mutual goal of enhancing women and girls participation. A key strength of ZNWL is that they have managed, through the programme, to initiate a sustainable young women’s empowerment process, because the young women identified in the clubs continue to be part of ZNWL even after they have left school and can therefore receive further mentoring for various kinds of leadership.

Furthermore, ZNWL has, through collaboration, gained the goodwill of other civil society organisations who also work with young people, including YWA and CHRE. For this particular programme, ZNWL only collaborated with organisations working with youth, and there was no evidence of working with other key actors such as LGBTI groups. However, given the challenges that LGBTI work faces in Zambia it is understandable that ZNWL would not openly collaborate with LGBTI groups.

The work of the ZNWL has had significant national level impact, even though the interventions are at the local level. The impact of ZNWL advocacy efforts includes the introduction of the “re-entry” policy in 2013, of which ZNWL was a major advocate. There have also been other successes at the national level; however, a limitation in this regard has been that ZNWL has not documented the impact of its local level advocacy work at the national level.

### Keepers

According to current and previous beneficiaries, the girls leadership clubs should be maintained and expanded to other areas that ZNWL currently does not reach. The clubs are considered an important information and skills building platform.

### Changers

A key area of improvement for ZNWL is the need to link its mainstream interventions with the work it does under the girls leadership clubs in schools and the clubs’ beneficiaries. While some do continue to be a part of ZNWL after attending the clubs in school, many of the former participants interviewed indicated that they no longer felt supported in pursuing leadership, despite the fact that it is upon leaving school that opportunities for entering into leadership and decision-making positions often present themselves. Beneficiaries that had gone on to study in tertiary institutions, for instance, suggested that similar clubs at university level addressing issues such as economic independency and other issues relevant to young women in university could be a beneficial intervention.