

67196

Economic Commission for Africa  
Social Development Division  
African Training and Research Centre for Women  
Addis Ababa

REPORT OF THE  
IMPLEMENTATION OF PROJECT  
SKILL DEVELOPMENT FOR OUT-OF-SCHOOL GIRLS  
THROUGH NON-FORMAL EDUCATION

By

Daria A. P. Tesha  
Social Affairs Officer

May 1982

## SKILL DEVELOPMENT FOR OUT-OF-SCHOOL GIRLS THROUGH NON-FORMAL EDUCATION

### I. BACKGROUND

The Project<sup>1/</sup> was initiated in 1979 as part of the activities of the African Training and Research Centre for Women towards promoting the advancement of African women, and their fuller participation in the development process of African countries. It was in direct response to a pressing need as expressed by member States themselves, to step up programmes and services to cater to the growing number of untrained, and unemployed out-of-school population in African countries, of whom girls form a sizable proportion. They include those youths who have completed the first and second levels of formal schooling but have not had the opportunity for further training to acquire employable skills; those who have dropped out of school before completing the required level(s), as well as the large illiterate group who have no hope of ever attending formal schooling. The Project is also in line with the Monrovia Strategy for the Development of Africa and the Lagos Plan of Action, both of which mention the out-of-schoolers and drop-outs as among those segments of African populations which require special development efforts.

### II. OBJECTIVES OF THE PROJECT

In the light of the above, the main objectives of the Project have been as follows:

1. To assess, through in-depth case studies and tracer studies, as bases for project development the existing situation of out-of-school girls;
2. To identify and analyse selected non-formal educational programmes for out-of-school girls in terms of their impact on the target group (i.e. their capacity to provide relevant training and skill development opportunities) with a view to strengthening and innovating them;
3. To provide wider educational training and employment opportunities through organized and effective non-formal education programmes;
4. To provide relevant in-service training for personnel involved in non-formal educational programmes for out-of-school girls, through national/subregional workshops and study tours;

---

<sup>1/</sup> Throughout this report the term project refers to Skill Development for Out-of-School Girls through Non-formal Education.

5. To provide advisory services to member States, through national and subregional machineries for women on programmes/projects for out-of-school girls, and to encourage and assist these machineries to develop guidance and counselling components in their programme of work to cater to the needs of out-of-school girls.

### III. IMPLEMENTATION OF OBJECTIVES

In operational terms these objectives have been put into practical action through such activities as needs identification and assessment, training workshops, case studies, study tours and related activities as described below.

#### A. Needs Identification and Assessment

During the reporting period, the Project Officer has undertaken needs identification missions to selected countries in the region including Zambia, Tanzania, Mauritius, Seychelles, and Guinea-Bissau. During these missions extensive discussions were held with officials of the relevant government ministries, in particular ministries of education, youth, social affairs; with representatives of youth organizations, women's organizations and machineries, as well as United Nations Agencies interested in and working in fields relevant to the needs of youths and in particular out-of-school girls and young women. These missions were undertaken with the objectives of:

- (a) Determining the actual situation and needs of out-of-school girls;
- (b) Identifying the nature, scope, priorities and operational strategies of existing programmes/projects and services that the individual countries offer to out-of-school girls either as part of overall youth programmes, or as separate programmes; and
- (c) Identifying the type of assistance and co-operation ECA should offer in support of existing efforts.

In addition to missions to the individual countries, needs identification and assessment has been carried out through case studies carried out by nationals in selected countries. These studies have provided valuable information on the existing situation such as the type and quality of training offered to out-of-school girls and on available employment opportunities in relation to existing labour markets and manpower requirements, in the individual countries.

Examination of relevant resolutions and recommendations passed at various regional and global meetings on women have also provided indications on what type of action is required of individual countries and international organizations. Country profiles, reports, documents including

national development plans have been instrumental in determining what the needs of out-of-school youths are by providing information on such factors as demographic profiles, educational inputs and outputs, manpower requirements, available educational and training opportunities in relation to labour markets, and other relevant information. The findings from all the above sources of needs identification, with variations as they apply to the different countries in the region, can be generalized and summed up as follows:

The situation/problem

The situation and needs of out-of-school youths are inextricably linked to the overall national situation of each individual country, i.e. to the social, economic and political forces.

The wide disparity between the rural and urban areas is a great contributor to the increase in rural to urban migration among young people, in search for better opportunities. Cases of juvenile delinquency, unwed mothers and prostitutions are among the consequences, and there is evidence to believe that in some urban areas these cases are on the increase.

The rate of growth of the out-of-school youths population is outpacing the rate of increase in facilities and services and therefore these cannot effectively meet their needs.

The increased expansion of formal education especially at the primary and secondary levels in many countries is resulting in a rising number of unemployed school leavers and drop-outs whom the slow expanding labour markets cannot absorb.

Suggestions for redress

Efforts to address the needs of out-of-school youths must be viewed in the context of the overall national situation, and not in isolation.

There is need for substantial improvement of the rural areas in order to reduce the gap between rural and urban life, including the development of agro-based industries and technologies which could provide training and employment opportunities for young people.

Concerted action is needed at both the national and international levels and at the governmental and non-governmental levels to give priority to increasing facilities and services commensurate with the needs of young people.

There is need for school curriculum to include practical subjects to allow school children to gain employable skills. It is necessary to develop alternative means of employment for the out-of-school youth population, including the informal sector, particularly in the rural areas.

Girls are at a great disadvantage with regard to education, training and consequently employment opportunities. The non-formal education and training available for them tend in most cases to concentrate on imparting home and secretarial skills and few emphasize economic activities.

It is necessary to increase and diversify programmes for girls and young women to enable them to gain marketable skills, both in the formal and informal sectors of the economy in relation to the existing labour market demands.

Efforts to address the needs of the out-of-school youth population exist in many countries of the region. There is however a great need to step up action in a co-ordinated manner. Lack of adequate resources has been one of the major constraints.

National resources and efforts need to be supplemented and supported by both bilateral and multilateral assistance.

Hence the implementation of the Project is being carried out with the above generalizations as guiding factor with the necessary modifications to suit the situation and priorities of each individual country.

#### B. Training Workshops

In order to provide a forum for an exchange and sharing of experience and ideas, BCA/ATRCW organized an Expert Meeting for English-speaking Personnel Involved in Programmes for Out-of-School Girls, in collaboration with the Government of the Republic of Zambia, the Commonwealth African Youth Development Centre, in Lusaka, Zambia, from 17 to 30 August 1981. The meeting served as a training and learning experience for the 35 men and women in attendance through the informative papers and country statements, lectures by experienced experts in youth work, group discussions, case studies and study tours, and group dynamics methodologies used throughout the meeting.

During the two weeks deliberations, participants covered a wide range of topics relevant to the situation and needs of youth in general and of out-of-school girls in particular. These included priorities of national development plans for African countries relating to policies and programmes for youth; the role of youth including girls in national/community development identification of the needs of out-of-school girls; skill training and employment opportunities for out-of-school girls in African countries; planning and management of programme and projects for out-of-school girls; social problems affecting out-of-school girls; career guidance and counselling services for out-of-school girls; the role and appropriate training for the youth leader; integrating the needs of girls and young women in the curricula of youth training centres in African countries; the role of national machineries for the integration of women in development; research priorities on the situation of out-of-school girls; monitoring and evaluation of programmes for out-of-school girls and co-ordination of efforts at the national, subregional and regional levels.

Following an examination of all these issues, participants drew up a number of proposals for action at both the national and international levels. Among the highlights of these proposals are the need for governments to intensify their policies and action in favour of youth including a higher allocation of resources to youth programmes; provision of more diversified skill training and employment opportunities in order to increase the choices for girls and young women; provision of credit and loan facilities to enable girls and young women to get started with self-employment on completion of training; access to educational and occupational guidance and counselling services by girls and young women; possibly through the national machineries for women especially where these services do not exist; review of policies governing family planning and family-life services with a view to reducing cases of unwed mothers; provision of recreational and cultural activities which could engage youth more constructively during their spare time; and a co-ordinated approach to planning and implementation of youth programmes to avoid duplication of efforts and possible wastage of resources.

The success of this Expert Meeting will be measured not so much in terms of what transpired at the meeting itself but more so in terms of the extent to which the proposals made will be put into concrete action at both the national and international levels. To this end, during the next two years, ECA, through the African Training and Research Centre for Women, will need funds to enable it to concentrate its activities for out-of-school girls and young women on assisting member States with follow up, in terms of specific action, of these proposals, and recommendations.

#### C. Case Studies

Two case studies, Training and Employment Opportunities for out-of-school girls in Ethiopia, and Out-of-School Programmes for Girls and Young Women in Sierra Leone were prepared by national consultants from the two countries respectively, and completed during the first half of 1981. Guidelines for the case study research were prepared by the ATRCW Project Officer, and modified by the consultants to suit the situation in each country. The two case studies served as valuable discussion materials at the Lusaka Expert Meeting and drew much interest from the participants who felt that more case studies of that nature should be carried out in other countries of the region in order to make comparative analysis of the situation of out-of-school girls possible. To this effect, a third case study is being undertaken in Tanzania by a national consultant and is due for completion soon. Delays in responses has not made it possible to carry out similar case studies in Francophone countries, but plans are underway at present to carry out similar case studies in the three countries of the Gisenyi MULPOC (Zaire, Burundi and Rwanda).

#### D. Study Tour

In order to make it a meaningful learning experience and to minimize costs, the study tour was organized in conjunction with the Lusaka Expert

Meeting, already mentioned above. Participants and organizers of this meeting visited ten different projects in Zambia. Some of these projects were specifically for out-of-school girls with emphasis on skill training for wage or self-employment. Others catered to the general community with girls and young women as part of the community. Others still had youth in general as the main target group with girls and young women as a small but visible component.

Selections of the projects ensured a balance between rural and urban-based projects to give the participants the opportunity to make a comparative analysis, particularly in terms of such aspects as their relevance to the needs of the community in which they were located, and the local marketability of the skills they were imparting to the clientele. After each visit participants had lengthy discussions of the projects in relation to the various agenda items of the meeting, as well as other relevant issues. A description of each of the project visited is included in the report of the Expert Meeting under Field Trips and Study Tours.

#### E. Guidance and Counselling

Two experts on the subject, from the ECA Public Administration Management and Manpower Division, on request from ATRCW, prepared a lead paper: Guidance and Counselling Services for Out-of-School Girls. The paper was presented at Lusaka Meeting by one of the experts and received very positive reaction from the participants. In addition, the expert presented a role play in which the participants actively took part, portraying the important role that guidance and counselling services can play in assisting the out-of-school girls to make the right choice in terms of training and employment. For these girls and young women who find themselves in lonely and confusing situations in the urban centres, guidance and counselling services can also provide much needed emotional and psychological relief.

The main objective of introducing the subject to the expert meeting was to gauge its acceptability before proposing it to women's national machineries in the individual countries, where in most cases guidance and counselling are relatively new subjects and have not as yet received the wide acceptance as essential services. Fortunately participants underlined the important place these services should have especially for out-of-school girls and young women. To this effect they suggested a number of follow-up measures for effective provision of these services at the national levels. These included the following:

1. The organization of 3-4 training workshops on the subject at the subregional and national levels; as the first step;
2. Formulation of national policies regarding the financing and co-ordination of guidance and counselling services; and

3. Establishment of guidance and counselling services in the Women's Bureaus or similar bodies so that they could be easily available to girls and young women.

These proposals will be among those follow-up activities to be given priority in future programming of activities under the project.

#### F. Activities Under Flexible Funds

Activities under this item consist mainly of support to projects for out of school girls and young women, identified during the needs identification and assessment as needing strengthening. Projects which have received such support are as follows:

1. Central African Republic: Ben-Zvi Women's Centre

This centre was established in 1973 to train women and out-of-school girls in income-generating activities. In September 1980, in response to a request for assistance from the Government, ECA/ATRCW provided the Centre with US\$4,000 for a nine-month training course for 80 girls and young women in various crafts including the making of carpetry, handbags and basketry. The course was completed in July 1981.

2. Tanzania: Training of Home Economics Teachers of Post Primary Vocational Training Centres

In 1975 the Ministry of National Education started a two year post-primary vocational training for primary school leavers, with the objective of providing these school leavers with the skills which have relevance and usefulness in their communities. By 1980 there were 338 such centres all over the country. As part of the overall effort to train the required teachers for these vocational centres, the Ministry has been stepping up its in-service training of women teachers of the home economics streams for which most of the girls opt. Through this project, ECA/ATRCW provided the Ministry of National Education with US\$9,000 for a one month in-service training for 17 women teachers drawn from post-primary vocational centres in six different regions. The courses started on 2/2/1981 and was completed on 3/3/1981. According to the report submitted by the Ministry of National Education to ECA, the participants found the course "very useful" and as a result the Ministry itself feels that "there is need of holding more courses of this nature for teachers from other regions of the country". To this effect the Ministry has sent a letter to ECA requesting further assistance.

3. Projects Under Separate Funding

In addition to those projects supported through funds allocated for the project, there are also those projects which fall under the same terms of reference but have been supported by other funding sources. These are as follows:

Seychelles - Ceramic School: This school was started in 1978 under the Ministry of Education as one of the institutions providing technical and vocational training for secondary school leavers. The ATRCW Project Officer visited this project in June 1980, and found 17 trainees (10 girls) under training in various techniques and stages of ceramics, including production, marketing, management, and co-operatives. After training the graduates join the Seychelles Potters Co-operative Society. During the visit by the ATRCW Project Officer, a need was expressed by the managers of the school for funds to purchase materials for kilns for the co-operative society. Subsequently ECA/ATRCW provided the Centre, with US\$2,000 from sources other than the allocations for this Project. The report sent by the Ministry of Education in March 1981 indicated that the Project of constructing the society's building and the kilns "was going along very well".

Sierra Leone - Magbeni Village: The ATRCW Project Officer visited the Village of Magbeni, some miles outside Freetown, in October 1980, with a group of African women on a study tour. The village has a population of about four thousand inhabitants. The Ministry of Social Welfare and Rural Development has started a Rice Farm Project of about 200 acres for out-of-school youths in an effort to stem the rural to urban migration. During the off-farm seasons the majority of the population is not actively involved in any income-generating activity. To this effect the Ministry started a tailoring project for the girls and young women of the village and requested ECA to provide financial resources for the purchase of ten sewing machines. Funds (US\$4,000) were obtained from the Voluntary Fund for the Women's Decade for the Project. A report from Sierra Leone on the progress of the project should be forthcoming soon.

Staff Support: Funds under this heading were used for the remuneration of ATRCW Research Assistant.

Publications: Funds under this heading are being used to defray the costs of publishing the case studies, the reports, etc.

IV. FINANCIAL STATEMENT AS OF 30 MAY 1982 TAKING INTO ACCOUNT THE REVISED BUDGET OF 4 NOVEMBER 1980 IN US\$

Item	Particulars	Allotment	Expenditures	Unencumbered Balance
1.	Identification missions	7,397	2,397	5,000
2.	Flexible funds:	23,000		1,200
	(i) Strengthening identified project		13,000	
	(ii) Case studies/surveys		8,800	
3.*	Training Workshop/Study Tour (Expert meeting in Lusaka)	58,400		5,469
	(i) Participant costs		29,457	
	(ii) Trainer costs		5,200	
	(iii) Consultants (Guidance and Counselling and Education)		8,500	
	(iv) Servicing of meeting		9,774	
4.	Staff support	8,700	8,700	
5.	Publications	1,803	-	1,803
6.	Miscellaneous	2,000	-	2,000
TOTAL		101,300	85,828	15,472

\*/ Please note that items 3, 4, 5, as they appear in the original financial statement have all been reported here under item 3. See page 4 of this report and ANNEXES 1-III.

As the financial statement indicates, there is a balance of US\$15,472 in the project funds. It is being proposed that these funds be utilized for 1982 activities as follows:

1. Travel of project officer .....	5,000.00
2. Case studies/research in the Gisenyi MULPOC (Zaire, Burundi, and Rwanda .....	6,000.00
3. Support to workshop on Destitute School Leavers proposed by Ethiopia .....	2,669.00
4. Publications .....	<u>1,803.00</u>
T O T A L	US\$ <u>15,472.00</u>

#### CONCLUSION

Funds provided by the Government of Belgium have made it possible for ECA/ATRCW to launch the project on Skill Development for Out-of-School Girls through Non-formal Education. As a result of the activities which have been carried out, a lot of interest has been generated. It is hoped therefore that the Belgium Government can continue to provide the necessary financial support to enable ECA/ATRCW to continue its efforts. During the next two years activities under this project will consist mainly of follow up of the proposals and recommendations made at the Lusaka Expert Meeting. These will include the following:

- Needs identification missions and consultations;
- National workshops on specified subject areas depending on the priorities of each country;
- Consultancy services particularly on the establishment of projects and centres for out-of-school girls;
- Case studies/surveys on the situation of out-of-school girls, and subsequently a comparative analysis of these;
- Guidance and counselling services.

DONOR : Government of Belgium Date of Submission of Project: 26/3/1979  
 PROJECT : Skill Development for Out-of-School Girls through Non-formal Education Date of Signing of Agreement: \_\_\_\_\_  
 GRANT : US\$115,482.00 Date of receipt of Grant: 6 February 1979  
 EXPIRY DATE: \_\_\_\_\_ Date approved by Contr. 17/4/1979  
 A/C No.: DA5204-L64

Item	Particulars/Expenditure	Allotment 1978/1979	Unliquidated Obligations	Disbursement 1978/1979	Total US\$	Unencumbered Balance as at 31.12.1979
1.	<u>Identification Mission</u> - ATRCW Staff	3,000.-	-	-	-	3,000.-
2.	<u>Flexible Funds</u> - Support & strengthening identified project	18,000.-	-	-	-	18,000.-
3.	<u>Training Workshops</u> - Participants (travel & DSA) - Trainers (travel, DSA & fees)	31,000.- 5,100.-	- -	- -	- -	31,000.- 5,100.-
SUB-TOTAL		57,100.-	-	-	-	57,100.-
4.	<u>Study Tour</u> - Participants (travel & DSA) - Trainers (travel, DSA & fees)	18,600.- 5,100.-	- -	- -	- -	18,600.- 5,100.-
SUB-TOTAL		23,700.-	-	-	-	23,700.-
5.	<u>Guidance &amp; Counselling</u> - Consultant (travel & DSA & fees)	3,300.-	-	-	-	3,300.-
6.	<u>Case Studies (4)</u> - National experts (fees, internal travel & Sec. assistance)	6,500.-	-	-	-	6,500.-
7.	<u>Staff Support</u> - Secretary/research Asst.	8,700.-	-	-	-	8,700.-
8.	Publications	2,000.-	-	-	-	2,000.-
9.	Administrative Overhead 14%	14,182.-	-	-	-	14,182.-
SUB-TOTAL		34,682.-	-	-	-	34,682.-
GRAND TOTAL		115,482.-	-	-	-	115,482.-

ANNEX II

SKILL DEVELOPMENT FOR OUT-OF-SCHOOL GIRLS  
THROUGH NON-FORMAL EDUCATION

Expended Funds as of October 1980

	<u>Expenditure</u>	<u>Balance</u>
1. Identification missions by ATRCW staff .....	2,397.00	603.00
2. Flexible funds for supporting and strengthening identified projects .....	13,000.00	5,000.00
3. Training Workshop .....	-	36,100.00
4. Study Tour .....	-	23,700.00
5. Consultant in guidance and Counselling .....	-	3,300.00
6. Case Studies .....	-	6,500.00
7. Staff Support .....	<u>8,700.00</u>	-
TOTAL .....	<u>24,097.00</u>	<u>75,203.00</u>

ANNEX III

Revised Cost Plan for 1981

	<u>US\$</u>
1. Identification mission by ATRCW staff .....	5,000.00
2. Flexible funds for supporting and strengthening identified projects including studies and surveys as basis for project development .....	10,000.00
3. Training Workshop/Study Tour (15 participants for 15 days):	
<u>Participants</u>	
Travel 1,700 x 15 .....	25,500.00
Perdiem 60 x 15 x 15 .....	13,500.00
<u>Trainers</u> (two ATRCW staff)	
Travel 1,200 x 2 .....	2,400.00
Perdiem 70 x 2 x 20 days .....	2,800.00
<u>Consultants</u> (two)	
Travel 1,700 x 2 .....	3,400.00
Perdiem 70 x 2 x 15 .....	2,100.00
Honorarium 1,500 x 2 .....	3,000.00
<u>Servicing of Workshop</u>	
Facilities .....	1,000.00
Secretarial & support staff .....	1,000.00
Stationery & supplies .....	1,200.00
Transportation .....	1,500.00
Contingencies .....	<u>1,000.00</u>
TOTAL .....	<u>58,400.00</u>
4. Publications .....	<u>1,803.00</u>
GRAND TOTAL .....	<u>75,203.00</u>