Empowerment and Leadership Skills Development Programme for Girls

Situation Analysis

The number of women elected as Members of Parliament is a practical proxy measure of the state of gender equality in the country. Zambia like many sub-Saharan countries has signed the African Union protocol on Gender Equality, the SADC Protocol on Gender, and the CEDAW. The African Union and SADC have set the level at 50 percent of individuals elected to Parliament to be women. Zambia however falls short of this level as there only 11.5% of the members of Parliament elected in 2011 were women. This was a decline from 12% in 2006 and 14.7% in 2010. The highest number of men in Parliament was 15% in 2008. At the corporate level, in 2011 for example on 9.1% of the enterprises were headed by women. The Judiciary had the highest representation of women with 25 women at the level of High Court/Supreme Judge level as opposed to 22 men. At the level of Cabinet only 10.5% percent of the Cabinet were women in 2011.

There is a strong correlation between the prevailing gender inequality statistics with the performance of girls in schools. For example the dropout rates for girls against boys in 2010 for the grade 1-7; 1-9; 10-12 were girls-2.3, boys-1.8; girls2.7, boys1.7; and, girls-1.6, boys-0.6 respectively. Similar inequality is reflected in the ratio of women to men in tertiary institutions which averages 0.744 for period 2005 to 2011. This occurrence is symptomatic of the possible existence of factors that direct impact on women and girls that may be preventing the affirmative policies instituted by Government regarding education sector from achieving their full impact. In the same vein, the implementation of special temporary measures such as reserve seats, quotas, legislative measures compelling parties to nominate women and greater advocacy for women in leadership in the media may be adversely affected by the same factors.

The above address this adverse situation calls for a design and implementation of interventions that target personal transformation of girls and women. In particular, interventions focusing on leadership skills development as well provision of long term mentoring programmes to girls attending school and other education institutions would provide a foundation for leadership skills development. It is anticipated that the mentorship programme for girls would reduce the dropout rate while the mentorship programme for women would increase the likelihood of women successfully taking up leadership position in both political and corporate spheres. The programmes would also increase the retention rate of women in parliament and corporate leadership in general.
The School Mentorship Program benefits to students will result in increased confidence, self-esteem, expanded career opportunities, and reduced likelihood of engaging in harmful behavior such as violence and substance abuse.

The School Mentorship Program will provide opportunities for the encouragement of youth to take part in socially valuable activities; health promotion; educational improvement; personal growth and development; the extension of social and cultural mores as well as national and international prestige.

The School Mentorship Program will yield positive relationships and increased participation and contribution of students in the community resulting in the building of community assets, capacities and abilities as well as increased community strength through the reduction of harmful behavior.

For corporate partners, the benefit will be through an increased sense of corporate responsibility, an increased profile and reputation, increased networking opportunities and greater knowledge of the community. The program will be a business case for supporting business organizations.

**Project Justification**

There is compelling evidence that school-based mentoring produces many positive outcomes for students. Research in school-based mentoring outcomes indicates that these programs can:

i. Improve academic performance, in general, with significant improvements demonstrated in the subjects of science and written and oral language.

ii. Improve the quality of class work.

iii. Increase the number of homework and in-class assignments turned in.

iv. Reduce serious school infractions, such as disciplinary referrals, fighting and suspensions.

v. Increase students’ perceptions of scholastic competence

vi. Reduce skipping classes.

The Program will work with diverse student populations in especially in rural, and community schools as well as selected urban schools.

At the corporate and political arena, most emerging women leaders have in many cases not had broad exposure to management or leadership functions. Therefore there is a tendency for them not to be re-elected or to appointed as Ministers or heads of organisations. Through the support, a programme to adequately equip the emerging leader women leaders with managerial skills and leadership skills will be developed and implemented.
Objectives of the Support

The long term objective of the support is increase the number of women in leadership position at the corporate and political levels. The immediate objective of the support is to develop a programme that will provide support mechanisms to women and girls to enable them develop adequate skills as well as inspire them to take up leadership positions. Therefore the project development phase will undertake a well-targeted needs assessment and examine opportunities for empowering as well as providing leadership skills to women and girls.

Project Strategy

The intervention is framed within the approved Government Republic of Zambia (GRZ) and United Nations Development Programme (UNDP) Governance Country Programme Document (2011-2015), Pillar III Public Engagement and Output 17: Development of Capacities for Public Engagement in Democratic Processes Including Development of Capacities of Civil Society Organisations. In this regards, UNDP’s support will seek to increase institutional effectiveness and capacities of institutions that extend mentoring services and leadership skills development to women and girls. Further, the support will facilitate the development and implementation of a programme on leadership skills development and empowerment of women through mentoring services.

In line with the above overall strategy, under this project, UNDP’s support will focus on development of broad based mentorship programme for women and girls. The mentorship programme is expected to provide a long-term mentoring support to women and girls with a long-term view of empowering girls and women to take up leadership positions in the cooperate and political arenas. IN this regard, the support facilitate the consolidation of the existing mentoring programmes by civil society organizations such as the Alchemy Mentorship, Ubutala Ubwa Bumi (UUB) mentorship programme and MEMPRO (Zambia) and those conducted under the YWCA and NGOCC.

The strategy for the support will include but not limited to:

- Assessing a cross section of factors that enhance or inhibit greater empowerment and participation of women in leadership;
- Identify specific conditions, education curriculum, legal provisions and mechanisms that exist which can facilitate or inhibit reforms as well as those that can provide basis for the development of a criteria to monitor effectiveness of a mentoring programme;
- Identify capacity gaps in competencies and skills required to improve institutional/organizational functioning, mechanisms for upgrading staff qualifications and competences as well as fostering the empowerment of the girls;
• Identification of capacity gaps and the general public required to identify and profile role models for girls and women.

The principal implementing partner will be the Alchemy Women in Leadership Zambia, however will partner with Women Parliamentarians Caucus, Ubutala Ubwa Bumi as champions of empowerment and mentoring of girls. However, collaboration with women groups such as the YWCA and NGOCC would be sought to strengthen coordination and maximization of the impact. In addition, strong partnership with the Ministry of Education, education institutions and the private sector will also be part of the strategy.

Main Interventions

The support will address two main result areas which are fundamental to the implementation of mentoring programme in Zambia. These are (i) a diagnostic review of the mentoring and empowerment of women and girls leading to a Status Report on Guidance and Mentoring Programmes for Girls; and, (ii) drafting a comprehensive mentoring programme for girls and women.

The two outputs are mutually re-enforcing while though and will be implemented sequentially though a minor overlap may take place to ensure cross-fertilization of inputs.

Output 1: Diagnostic review of the mentoring and empowerment of women and girls

Three main results are expected under this output as follows:

(i) Activity Results 1: Girls formal and informal education programmes analyzed
   (a) Action 1: Facilitate Desk reviews of education curriculum, district council, community programmes, legal frameworks and procedures
   (b) Action 2: Facilitate consultations and Focus Group meetings

(ii) Activity Result 2: Capacity gaps identified
   (a) Action 1: Facilitate reviewing inter-institution coordination and legal frameworks
   (b) Action 2: Facilitate assessment of capacities available for implementation of a viable and effective mentoring programme

(iii) Activity Result 3: Finalization of Gap-Analysis of Girl Child Development Programmes
Output 2: Draft Comprehensive Mentoring programme for girls Finalized

Two results are envisaged under this output. These are

(i) Activity Result 1: Stakeholder Round Table organized

(a) Action 1: Provide technical support for drafting girls leadership skills development and empowerment programme and organizing Plan for Round table preparatory processes

(b) Action 2: Facilitate hosting of Consultative Stakeholder meetings an Round table preparatory processes

(c) Action 3: Facilitate National Programme Validation and approval meeting

(ii) Activity Result 2: Stakeholder Round Table organized

(a) Action 1: Facilitate hosting of Consultative Round table

(b) Action 2: Facilitate Programme Inception /launch meeting

Management Arrangements

The project will be implemented under the National Implementation Modality (NIM).

The project will follow the best management model, which will facilitate coordination yet ensure autonomy of individual components.

The project management arrangements foresee a two-tiered management structure, including: (1) a Steering Committee, which will provide policy guidance and oversight; and (2) Component Management Team which will be responsible for the day-to-day management of the project components. UNDP will provide quality assurance for the achievement of outputs.

The Steering Committee will comprise heads of Implementing Partners (IPs) and will be chaired by the Chairperson of Alchemist or her designate. UNDP Resident Representative Heads of
Cooperation Partners (CPs) who both cost-share or have parallel programmes, and UNDP are also members of the Steering Committee. In addition, professional organizations, Women Parliamentarians Caucus (ZWPC) and Women’s organisations will be invited to participate to include views of non-state actors.

The Steering Committee’s main roles will include, but not be limited to, strategy setting and general oversight of project activities, including financial oversight and approval of funding allocations within the overall budget. In addition, the Steering Committee will approve major activities and expenditures, monitor Programme operations, provide on-going risk analysis and consider funding for emerging issues. The Steering Committee will meet twice during the life of the project.

Disbursement of funds will be based on requests for direct payment or advances to IPs based on the outcome of a Harmonized Cash Transfer of the United Nations (HACT) System. All funds that are advanced to IPs shall be accounted for within fifteen days prior to the end of an annual quarter. The Auditor General or his/her appointed agent will audit the accounts of the Programme at the end of the year. The Executing Agent and IPs will be responsible for following up the recommendations of the audit.

**Monitoring Framework and Evaluation**

In accordance with the programming policies and procedures outlined in the UNDP User Guide, the project will be monitored through the following:

Within the annual cycle

- On a quarterly basis, a quality assessment shall record progress towards the completion of key results, based on quality criteria and methods captured in the Quality Management table in Annual Work Plan (AWP).

- An Issue Log shall be activated in Atlas and updated by the Project Manager to facilitate tracking and resolution of potential problems or requests for change.

- Based on the initial risk analysis submitted (see annex 1), a risk log shall be activated in Atlas and regularly updated by reviewing the external environment that may affect the project implementation.

- Based on the above information recorded in Atlas, a Project Progress Report (PPR) shall be submitted by the Project Manager to the Project Board through Project Assurance, using the standard report format available in the Executive Snapshot.
- A project Lesson-learned log shall be activated and regularly updated to ensure on-going learning and adaptation within the organization, and to facilitate the preparation of the Lessons-learned Report at the end of the project.

- A Monitoring Schedule Plan shall be activated in Atlas and updated to track key management actions/events.

**Annually**

- **Annual Review Report.** An Annual Review Report shall be prepared by the Project Manager and shared with the Project Board and the Outcome Board. As minimum requirement, the Annual Review Board shall consist of the Atlas standard format for the quarterly Progress Reports (QRP) covering the whole year with updated information for each above element of the (QRP) as well as a summary of results achieved against pre-defined annual targets at the output level.

- **Annual Project Review.** Based on the above report, an annual project review shall be conducted during the fourth quarter of the year so soon after, to assess the performance of the project and appraise the Annual Work Plan (AWP) for the following year. In the last year, this review will be a final assessment. This review is driven by the Project Board and may involve other stakeholders as required. It shall focus on the extent to which progress is being made towards outputs, and that these remain aligned to appropriate outcomes.