



# CALID

CENTRE FOR ACTIVE LEARNING  
AND  
INTEGRATED DEVELOPMENT

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**LIST OF ACRONYMS**

AA	ActionAid
BASIC	Basic Education Certificate Examination
CALID	Centre for Active Learning and Integrated Development
CAMfed	Campaign for Female Education
CBOs	Community Based Organizations
CSOs	Civil Society Organizations
DCE	District Chief Executive
fCUBE	Free Compulsorily Basic Education
FGM	Female Genital Mutilation
GES	Ghana Education Service
HIV/AIDS	Human Immune Virus/Acquired Immune Deficiency Syndrome
JHS	Junior High School
``Kayayees''	Head porters
``Magazias''	Women Leaders
NAP+	National Association for People living Positive
``Mallams''	Muslim leaders

MCE	Metro/Municipal Chief Executive
MMDAs	Metro, Municipal, Districts/Departments and Agencies
NGOs	Non-Governmental Organizations
NCCE	National Commission for Civic Education
NNED	Northern Network on Education Development
PLWHA	People Living With HIV/AIDS
PRA	Participatory Rural Appraisal
PRRP	Participatory Review and Reflection Process
PTA	Parent Teachers Association
RBA	Rights Based Approach
RCC	Regional Co-Ordinating Council
REFLECT	An approach to development
SHS	Senior High School
SMC	School Management Committee
SRC	Students Representative Council
STD	Sexual Transmitted Diseases
TAMA	Tamale Metropolitan Assembl
VSO	Voluntary Services Overseas
WUSC	World University Students of Canada

#### **EXECUTIVE SUMMARY**

Interventions in education were aimed at securing and promoting the right of children to quality basic education and also enhancing the capacity of communities and their structures to effectively engage in education governance.

#### **School governance**

Our interventions included supporting and building the capacity of TAMPATANET which was formed by Tamale parents teachers aimed at creating a voice for school level governance to address issues at the Metro level to carry out their planned activities, the Network with the support of CALID and ACTIONAID inaugurated its zonal executives in all the six zones in the metropolise, developed a three year strategic document, the network was Trained on community resource mobilization, tracking and leadership skills , CALID with support from ACTIONAID Collaborated with other CSOs and held an Education review meetings at the Metro level, CALID also Held meetings with assembly sub-units/individuals to facilitate the functioning of MEOC.

#### **Support to Girls education**

In an effort of achieving our objective of promoting girls access to quality education, CALIDs interventions this year focused and formed girls rights and study clubs in its working communities, organised community foras on effects of household workload on girls education, Organize Regional Girls Camps ,Trained girls club members to use score cards to conduct a survey on the progress in education in their communities, supported girls to participate in the national girl's camp,

#### **National girls camp**

Poor quality of girls' education affects our effort to the promotion of girls' education in the northern region. The fact that girls' perform poorly in communities does not encourage some parents and even some of the girls to stay in school. The girls' camp will offer girls' from deprived communities the opportunity to meet with colleagues as well as role models found within the region to meet and share with them their experiences. It is our hope that this will affect their thinking positively towards their education.

It is in the light of this that, CALID in partnership with ActionAid and in collaboration with other partners like; Songtaba, Grameen has instituted the Regional Girls Camp in the Northern Region. This has become an annual event in that, the activity over the years had built the confidence levels of girls and also improved upon their academic performance. Sixty girls will be coming from three districts (Bole, Karaga, and Tamale). The camp generally is aimed at promoting girls education in the region. The camp allows girls from different background to meet and share experiences in their lives, learn from each other as well as from role models so that their power within will be enhanced. It will also raise their assertiveness level.

#### **Regional girls camp**

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#### **Train Girls Club Members To Use Score Cards To Conduct A Survey On The Progress Of Girls' Education In Their Communities**

In the pursuit of the objective of advocating for adequate educational resources for girls, it will be prudent to prepare the girls to be able to make use of the opportunity. As part of this preparation, CALID sees it viable to equip the girls with the requisite tool with which they can progress higher. To do this, they will need to be able to track their performance levels, and also try to assess the things that hinder their performance.

Generally the aim of the intervention is to advocate for conducive school and community environments to enhance effective teaching and learning with no infringements on the rights of children.

#### **Support Girls Club Members To Share Findings Of Score Cards Survey**

The finding of the survey was disseminated to make other girls and parents benefit from it. CALID organised a forum of stakeholders to share their findings on the survey they conducted. This is aimed at making the stakeholders make their inputs on the survey and also task them to play their roles effectively. CALID will liaise with GES through the Policy Advisor of ActionAid to be offered a place at this year's National Girls Camp, so that they share their findings with their colleagues and other stakeholders.

#### **WORKING WITH CHILDREN**

**This year CALID has supported a number of children's activities, these include;** sensitization of communities on the need to send disable children to school, , monitoring of CREST circles,

#### **CONTEXTUAL ANALYSIS**

The focus of the year's programme activities was to improve and consolidate power relations within communities and between communities and duty bearers by focusing on critical issues' that would transform existing power dynamics and create the platform for the vulnerable and the excluded to

have their voices heard. It was also to enhance active community level participation in local governance.

The engagement and participation of both duty bearers and right holders in programme implementation provided a platform for critical review and reflection on the responsibilities of duty bearers and right holders. The blend of both duty bearers and right holders facilitated participation and enriched the communities and groups knowledge on the rights and responsibilities of duty bearer and the voiceless as foundation for right holder-duty bearer engagement. The active participation of children in programmes also enriched and provided unique directions on how children are benefiting from the interventions and most importantly how things could be done differently in the years to come. Over the period under review, the government intension to review the local government/decentralization concept and the constitution has provided a platform for engagement of government/citizens and CSOs.

Most of the Metropolitan/Municipal and District Assemblies (MMDAs) in the Northern Region are least urbanized and are characterized by few towns or cities but surrounded by rural communities. The road network to most of the MMDAs is very bad. The sub structures in most of the MMDAs are not simply in place and in some cases not functioning. For instance, the Town/Area Councils, Unit Committees, and sub-metro Assemblies are yet to be fully in operation.

The Tamale Metropolitan Assembly is the only assembly that has the status of a Metropolis though about twenty years, it still faces a number of challenges including low mobilization of revenue, inadequate social services especially in the peri-urban communities, problem of sanitation and low level of involvement of communities in development intervention.

## **INTRODUCTION**

The year 2010 provided very significant reflection and learning which informed us how to consolidate gains made in the previous year following

the pretty successful interventions in 2008 and prepared us for effective take off in the years ahead.

The annual report of 2009 looks at some of the activities that CALID carried out for the period from January to December. The report looks at both programme and non-programme activities for the year. One of the important interventions we carried out in education was aimed at securing and promoting the right of children to quality basic education and also enhancing the capacity of communities and their structures mostly the youth to effectively engage in education governance.

## **PROGRAMME ACTIVITIES**

### **Support girls education**

- Support Girls to Participate in the National Girls Camp
- Organize regional girls' camp
- Form Girls Clubs in Communities
- Community forum on gender workload
- Organize meeting with traditional religious leaders and parents on child fosterage
- Train Girls Club Members To Use Score Cards To Conduct A Survey On The Progress Of Girls' Education In Their Communities
- Support Girls Club Members To Share Findings Of Score Cards Survey

### **School Governance:**

- supporting of PTA network inaugurate zonal executives,
- Train PTA Networks On Community Resource Mobilization, Leadership And Budget Tracking
- review meeting with MEOC
- Engagement meeting between MEOC and community education stakeholders

### **Children's project**

- Organise Quiz Competition For Girls Club Members And CREST On HIV/AIDS

### **REFLECT activities**

- sensitization on REFLECT

### **Work with people with disability**

- sensitization on the need to send disable children to school

### **Sponsorship activities**

- Sponsorship Committee Meeting on the new Child Message Forms
- Collect Child messages
- Take Photo Updates

## **STRATEGIC OBJECTIVES**

- To promote quality education in communities.
- To reduce discrimination and stigmatization of PLWHAs by society as well as reduce the incident of HIV/AIDS in the Northern Region.

## **GENERAL PROCESSES AND INTERVENTIONS USED**

Participatory analysis and awareness creation, organizing and mobilization, building capacities, addressing immediate needs, advocacy and campaigning were the processes used to carry out the activities successfully.

Another important processes used were Participatory Review and Reflection Process (PRRP) and community dialogue usually held in the various

communities to truly monitor, reflect and evaluate our work and relationships during the specified period.

#### **ACTIVITY ONE:**

##### **SUPPORT GIRLS EDUCATION**

###### **1.1 Support Girls to Participate in the National Girls Camp**

Education has been identified as a powerful tool to national development and thus AAG and its partners in their quest to end poverty has recognized the need to ensure that all children of school going age have access to quality education especially the girl child, in their concerted efforts to improve girls access to quality education AAG and its partners in education organize an annual camp for girls. This camp seeks to ensure gender equality by promoting Girls' Education in communities, build their confidence level to aspire for higher education, to serve as role model to young ones in their communities and to enhance their capacity to access all other rights to a dignified life. The camp was organized from 22<sup>n</sup><sup>d</sup> of August to 2<sup>n</sup><sup>d</sup> October 2011 at the Achimota Senior High School in Accra and its theme was ``EMPOWERING GIRLS' THROUGH EDUCATION: THE ROLE OF ICT'' The annual national girls camp was organized by AAG and supported by CALID in collaboration with SONGTABA, and GRAMEEN.

###### **Processes**

The selection of the girls' to participate in the camp was done by the girls themselves, in Wayamba, Bamvim, Dimala, Kpene Kalariga, Dabogshee and changni communities. The selection criteria was made known to them to ensure that girls that they selected were sponsored children and were between the ages 12- 16 years, this enabled them do their selection, they nominated each other and in some communities girls voted for girls to represent them. This is aimed at making them own the selection and also reducing bias.

### **Activities before departure**

After the arrival of the girls from the communities the girls were made to rest and after that they introduced themselves to their colleagues and told us their expectations, it was not surprising to note that most of the girls had a fair idea of the purpose of their journey, this can be attributed to the fact that girls learn from those who have participated in the camp and also exhibit their interest in the camp and what they intend to gain from the awaiting experience.

### **Expectations of girls about the camp**

The girls were excited as most of them were not able to hide their smiles but appeared a bit timid, they however were able to tell their expectations of the camp, they mentioned that they were going to the camp

- To learn new things
- To learn about their rights
- To visit new places
- Find new friend which will create the opportunity for them to learn from each other
- To be empowered
- Know how to take care of ourselves in school and at home
- Know the benefit of girl child education

Katari Abdul Samed from Changni promised that she was not only going to pay strict attention to whatever they were going to teach them there, but she intended to contribute to discussions and participate in all competitions and win as much awards as possible.

The girls had an orientation session with CALID during which the girls asked questions about the camp. They were also told the dos and donts of the camp, which included refraining from fights and quarrels with colleagues, stealing, visiting relatives, damping rubbish carelessly and going out at night. They were also advised to learn only good things from the new friends they were going to make, participate in all activities and obey camp rules and regulations, they were also reminded that they were expected to share whatever they were going to learn at the camp with their colleagues at home thus the need to give the programmes the needed attention so that their colleagues can benefit from their experience.

The co-coordinator for CALID entreated the girls to behave well and comport themselves at the camp as they were going to meet with their colleagues from different part of the country. He stressed on the need for the girls to obey camp rules and regulations since those rules were made for their own good. Girls were given their toiletries with support of the chaperone. At exactly 7:00 the girls departed for Accra.

On arrival to Tamale on 2<sup>nd</sup> October the girls appeared excited and were eager to tell their experiences amidst laughter and smiles, when asked to share their experiences almost all their hands were up as every one of them was eager to tell us what they had learnt. It was surprising to know that the girls had memorized the names of dignitaries and resource persons that interacted with them, to them they saw them as role models and inspiration. According to them they enjoyed the opening ceremony so much, Doris a class four pupil from Dendeyiri told us that during the opening ceremony all the dignitaries were introduced to them and that madam Georgina was said to be a captain of a ship, she made us to know that with determination everything is possible to achieve in life therefore we should never give up our education if we want to achieve our dreams in life. Madam Georgina also made mentioned that women should can take up any position available including ministerial positions, and on that note she asked us who wanted to become the minister of women and children affairs and two girls from the nanumba south and Tamale raised their hands, she then asked them to write their speech and Zimbila Abiba from the Nanumba District was the best upon which she was made the minister of women and children affairs. Apart from madam Georgina, Madam Nana Ama who is broadcaster at TV3 also made a presentation which she advice them to take their studies serious to enable them become like her in the future. Doctor Donald a medical doctor also

gave a presentation on some medical issues concerning HERPETATIS and other sexual transmitted diseases; the day was full of learning and fun.

#### **Individual experiences from the camp**

The girls gave an account of what they learnt as well as what they saw with regards to the camp

- Rasheda Mohammed told us about their visit to the Tema Harbor where they packed goods in boxes
- Nazefa also shared her experience at Akomsobo dam where she saw a ship
- Doris said we visited the Volta hall which is a school for girls only.
- Abiba said they've been to the konkoba market to see how the kayaye girls are suffering in order to get their daily bread simply because they not in school
- They also had the opportunity to visit the University of Ghana that many of them desired to attend in the years to come and they considered it as a challenge

#### **Lessons**

We learnt things that were out of the curricular activities which include:

- Making of liquid soap
- Beads making
- Needle work
- Personal hygiene by washing our hands with soap and before meals
- Socialization
- Good manners :showing respect to elders especially greeting them
- How to find a friend
- Maintaining friendship by being trustworthy and also accepting the views of your friends
- And finally how to avoid bad friends

#### **Challenges**

- We ate unhygienic food
- Non-balanced diet
- Bad accommodation
- And also unusual weather condition

#### **1.2 Regional girls' camp**

The Regional Girls Camp which is organized annually by CALID in collaboration with SONGTABA, GRAMEEN, Ghana Education Service (GES) and sponsored by Action aid Ghana to build the confidence levels of girls as well as give them exposure. The Regional Girls Camp is organized to give more girls the opportunity of participating, experience and benefitting from the camp. The Camp is organized with the objective of ***promoting girls education in communities as well as build their confidence levels*** to aspire for higher education and also reduce dropout rate of girls in our communities, is aimed at increasing interests of girls in school so that they stay and complete, it is also to develop their leadership skills and confidence levels. This will encourage them to aspire for higher education and reduce dropout rates of girl's thereby promoting gender equality. It will offer the girls the opportunity to interact with each other, learn and share from each other as well as from the role models present at the function. It is also to prepare those who will be participating in the National Girls Camp as it gives them the opportunity to learn in advance how to socialize with others from different background and be in a position to contribute effectively at the national level.

The theme for this year's camp was ***''Girls education a powerful tool for development''***

60 girls were invited Nanumba North and South Districts, Bole, Karaga and Tamale Metropolises, together with other girls from the Tamale Metropolis. Girl's camp

Resource persons had Lectures, talks and discussions were the girls. The topics based on Reproductive Health of Girls, Building self esteem to advance in education, Girls' rights to and in education, Understanding Violence Against Girls in School (VAGS), Girls' responsibilities and a Career Guidance, Leadership training, time management a quiz competition, an interaction with parents and a tour of the UDS central administration airport and medical school some places were side attractions to some of the girls. The tour generated so much excitement among the girls, as they marveled at the size of the Tamale sports stadium, one of the girls from Karaga said this was her first time of seeing a place so big and that she didn't know there was a building the world that was so big, most of them were curious about the workers and architects of the stadium. They also appeared very interested in the UDS medical school and asked a lot of questions, most of them wanted to touch the rubber human parts that the students use for their studies, they also interacted with some of the medical students, they told them that most of them were also from deprived areas and due to their determination and hard work, they were able to make it to the medical school, the girls were impressed by the female students and watched them with awe, after the tour seven girls said they wanted to be become medical doctors and ten of them said they wanted to be nurses

After the leadership training session most of the girls had a fairly good idea who a leader was and were able to define a leader in their own terms, mentioned qualities of good leaders, what they had to do to become leaders, they were able to identify leaders in their communities and more importantly role played with the support of the facilitator to demonstrate how to become a good leader and what leadership entails, this enabled them further understand the concept of leadership and aroused their interest and during the camp a number of them took up leadership positions.

In the career guidance session girls were given much information about the opportunities that were available to them, the facilitator stressed on the need for girls to follow career path that they were interested in and that for any career path they chose they need to concentrate and work hard to realize their dreams, Hikima from Wayamba wanted to know what one should do if she wanted to be a nurse and her parents wanted her to be a lawyer others wanted to know what courses they should pursue regarding the career path they wanted to pursue. At the end of the session most of them said they wanted to be teachers, Doctors, Nurses, lawyers etc

During the reproductive health education sessions the girls were shy at first to talk about menstruation but as the session proceeded they opened up and asked a lot of question about questions especially about sexual maturation and its implications, the resource person demonstrated the use of pad to them, they also learnt how to keep hem selves clean especially during their menses.

Time management session had them being in groups to come out with a plan for days activities which they presented and from their presentation the facilitator discussed with them how they can manage their time and more importantly the allocation of time for studies, the girls mentioned that some of them waste so much time playing especially on their way to fetch water or on errands , however after the session most of them promised to use their time wisely since if they wanted to become what they want in future they would have to start being disciplined.

The girls generally adored the camp and all that they had to go through. They admitted their eagerness to get home to their various communities, where they have millions of stories to tell. Some of them expressed their wish and hope to be part of the forthcoming national event and other subsequent programmes such as this.

### **1.3 Form Girls Clubs in Communities**

The idea of establishing girls clubs across the intervention areas of **AAG** and **CALID** is aimed at improving the performance as well as increasing access and quality of the girl child education in the northern region was a suggestion by the girls which they believed will give them the platform to share experiences from the national and regional camp, learn from each

other and also address some of the rights violations that is preventing them from achieving higher education for a prosperous future. Past participants of Regional and National Girls Camps championed the formation of the clubs by mobilizing their colleagues into these groups. It is believed that if Government and other civil society organizations are doing so much in enhancing girls' education, then priority should be given to empowering these girls to take up issues concerning them and their education. If they are given the space to play a role in enhancing their own education, girl child education will be soaring to greater heights. Establishing the clubs was done in consultation of parents, guardians and traditional authority in the community.

Currently Twenty Five girls' study clubs have been formed in communities aimed at increasing access of girls to quality education through interactive learning and sharing meetings with their peers. Currently, twenty five clubs have been formed with a total membership of 450 girls in twenty five communities. They meet at least once a week, to undertake group studies and hold discussions on various issues. Each girl is given a responsibility of leading a session and extracurricular activities such as games.

#### **1.6 Train Girls Club Members To Use Score Cards To Conduct A Survey On The Progress Of Girls' Education In Their Communities**

Thirty-four members from the girls club formed were selected and trained on how to use score cards to track the progress of girls' education in their communities. The 30 girls' were equipped with the tools, knowledge and skills on how to conduct a survey and also To track the reasons for low performance of girls in schools in our communities and in the Metropolis.

The girls were trained on the use of the score cards in a three day training session. As part of the training, a field trip was organized, where the girls were given practical training on how to effectively use the score cards.

This activity further organized and strengthened the capacity of girls to be able to track their own progress and resources at their disposal and also making the aspirations of girls to stay, progress and complete school very high and to advocate for a conducive school and community environments to enhance effective teaching and learning with no infringements on the rights of children especially girls.

#### **Process**

In each community, the trained girls used the score cards to measure the progress and performance of girls' education. At the end of the survey, the results helped the girls, their parents appreciate our work and the desired change it brings to their community. The result will also be used to advocate for educational resources and management of schools.

Also, CALID in collaboration with the Education PO will select number of girls from the girls clubs to be trained, discuss with the girls on the need to track their progress in school, train them on the use of the score cards and finally help them to conduct the survey.

#### **1.7 Support Girls Club Members To Share Findings Of Score Cards Survey**

The findings of the survey were disseminated to make other girls and parents benefit from it. a forum of stakeholders was organised where the girls shared their findings on the survey they conducted. According to thir survey girls face a lot of challenges in their bid to have quality education which they mentioned as forced and early marriages, lack of parents interst and commitment to the education of girl children, inadequate educational material for both teaching and learning, lateness, absenteeism and low contact hours with teachers leading to poor performace, stakeholder present also made submission, CHIRAJ warned communitis about cultural practices that are criminal and further mentioned that some of the issues raised by the girls were criminal because they were rights violations and punishable by law and advised them to desist from those act and urged communities to support these girls to achieved their dreams since they are the future of the community . the girls also task stakeholders to play their roles effectively in addressing thes challenges . the chiefs Chiefs and community members pledge their commitments to help advance girls

education, after the interaction a committee was set up to follow up on the commitments made by chiefs and community members

### **1.8 Sensitize Parents on their Responsibilities for the Education of their Children to Increase Access to Quality Education**

As part of promoting rights of children in our communities CALID aims at creating a platform for children to interact with their parents and duty bearers on their rights in school. We believe that with a common understanding, parents and duty bearers will support their wards in addressing issues of their rights in education.

The first time this activity was held was in 2009 where as a result of demand by the children who took part in the celebration of the International African Child Day 2009. At that forum, CALID was able to assemble only 65 girls and their parents from; Tamale Metro, Nanumba North and South, Chereponi and the Savelugu-Nanton Districts.

This interventions aimed at building the confidence of children to engage on issues that affect their well being especially education, we sought to sensitize parents on their responsibilities for the education of the children through the girls themselves, there were prior discussions with members of the girls clubs, these meetings resulted in the meeting of girls club executives with the various chiefs to discuss and set date and venue for community meeting, 5 durbars organized were organised with participation from PTA network, GES, TAMA and department of children, headteachers, CHIRAJ. During the interaction, an Issue of a truant head teacher came out in Sognayili and the PTA Network took it up to find solutions to it is our intention to expand the interaction by allowing for children to meet their parents and duty bearers, mostly through the girls clubs at the community level. However, such engagement will also be done in some cases in the form forum. We believe that these continuous interaction will improve enrolment, retention and completion rates of these girls. At the end of the activity 300 parents including 200 women and 100 men were sensitized and parents especially mothers committed themselves to reduce house hold work load on girls to help improve their performance in school

## **ACTIVITY TWO:**

### **SCHOOL GOVERNANCE**

#### **2. 1 Train PTA Networks on Community Resource Mobilization, Leadership and Budget Tracking**

Inadequate or the absent of resources can be one of the major challenges that can affect effective teaching and learning. This is more serious in our working communities where schools find it very difficult to mobilise local resources though the Ghana Education Service (GES) have mandated the PTAs of every school to levy themselves to meet minor expenditure of the school. The knowledge and skills to track these resources and even the budgets of the government is also lacking by the PTA Networks, Community Based Organisations (CBOs) and Youth Association (YAs) executives.

In other to strengthen our school governance systems, CALID in partnership with ActionAid and in collaboration with the GES planned and organised training for the executives of the Tamale Metro PTA Network, CBOs and YAs on community resource mobilisation, leadership and budget tracking. This training was aimed at ensuring that the executives were equipped with the skills of mobilizing and tracking of resources for the development of schools in their communities. The training also looked at leadership skills which is enabling the PTA Network deal with other managerial issues in various schools.

It is important to note that effective PTA has led to increased community ownership of schools. The Leadership, resource mobilisation and tracking of budgets capacity given to the network will enable them achieve our objective of promotion of quality education in our schools. The training to equipped the PTA executives on the various ways of identifying and mobilizing internal resources for internal use.

The PTAs of every school is expected to levy dues for the upkeep of the school but parents from our communities find it very difficult to understand this once they know that the government has introduced capitation grant. Through the training executives of these PTAs learnt need and the skills of identifying and mobilizing resources as well as the skills of motivating parents to contribute for the minor needs of the school and their wards.

With the skills acquired, it is expected that PTAs will be accountable and transparent to their members. Also, the executives of these groups are to show high interest in the monitoring and tracking of resources that comes to schools in their areas as well as the educational budget allocation for the Metropolis. Such resources include; the capitation grant, school uniforms among others.

## **2.2 supporting of PTA network inaugurate zonal executives,**

TAMALE METRO PTA NETWORK (TAMPATA) which formed to coordinate the work of PTAs after its successful inauguration and has since started carrying out their activities, the first duty of the network was to also inaugurate the zonal level executives so that they will effectively launch the campaign to making school level PTAS that are either not functioning or not existing more vibrant as well as serve as the advocating body. The network has now successfully inaugurated all the six zones namely, Zogbeli, Lamashegu, Hospital, Kamina, Sakasaka, and Education; the network has also had consultative meetings with CALID.

During the inauguration of these zones the newly sworn executives promised to work diligently towards the achievement of set goals, parent's present expressed gratitude for the collective efforts being made to provide quality education for all children in the metropolises.

An issue was raised about how some children who leave various homes for schools but do not actually go school but hang around a said location around timba market; to this issue the newly inaugurated zone tasked them to resolve this issue.

Other issues that were raised included organizing extra classes' for children, the need for parents to be sensitized to take up much interest in the education of their wards.

## **2.3 Collaborate With Other CSOs To Hold Education Sector Review Meetings At The Metro Level**

### **2.3.1 Held Preparatory Meetings With GES and Tamale Metro Assembly On The Education Sector Review Meeting:**

In a bid to advocate for the provision of adequate educational resources for effective quality education delivery, CALID, with support from Action Aid, held preparatory meetings with the GES and the Tamale Metro Assembly towards holding Metro level review of the education sector. CALID and GES are gathering information and issues affecting education in the Metro. To do this, the two parties have been meeting with the Metro PTA network and heads of schools and teachers.

The Regional review meeting was organised in the regional capital in May and through our networking with the other bodies, useful inputs on re-instating teachers who have completed higher education and their names deleted from the GES payment roll in order to reduce the gap of teacher shortage.

#### **Objective of the Intervention**

- To assess the state of education and the performance of pupils in the basic schools.
- To assess the readiness and the performance of pupils at the recent BECE exams.
- To discuss key issues from the organised SPAM

#### **Output**

Three meetings held with GES, TAMA and the Metro PTA network.

#### **Outcome**

Improved performance of pre and basic schools in the Tamale Metro

#### **2.4 Hold Meetings With Assembly Sub-Unit/Individuals To Facilitate The Functioning Of MEOC**

CALID, over the years, in trying to facilitate the functioning of MEOC can now begin to see some impact. This can be seen from the commitment of both the Metro Assembly and the GES. Through CALID's intervention, MEOC now holds meetings once every quarter, to discuss the state of education in the metropolis. The next meeting is scheduled to take place on June 16<sup>th</sup>, and CALID shall be part of this meeting and had also supported with some funding. Through our work with the MEOC members, surprised visits are being organized from time to time to schools to witness at firsthand what is happening in the schools. This is meant to put teachers on their toes and to make truant teachers regular. It will also increase the Teacher Pupil Contact Hours (TPCH), as teachers do not know what day and time a team will visit them, so they stay throughout the time they are expected to. The current issues that MEOC is battling with are the establishment of video centers in the rural communities, which makes children not serious in school as they are always watching movies at night and discussing it at school the next day. They even sleep in class when classes are going on.

The next challenge has to do with teachers in the rural areas who leave school on Thursdays and report back to school on Tuesdays under the pretext of attending extra classes for their sandwich course. MEOC is finding this issue very disturbing, because it is the teachers' right that they upgrade themselves however it has to be done on a balance of scale. Another problem is the fact that there are more teachers than is needed in the urban area of the Tamale Metropolis and fewer teachers than required in the rural communities. This according to the GES Director, teachers tend to rely on one another or even absent themselves just because they think the other colleague may come to school. With the last two challenges, MEOC has began pushing for government to fulfill its promise of increasing the salaries of teachers in the rural communities by twenty percent (20%) as promised sometime back, to make teachers who are bent on upgrading themselves and not accepting postings to those areas want to stay. The GES on her part has become strict on transfers.

#### **Processes**

- Regular meetings with the Tamale Metro Assembly and the GES to remind them about MEOC meetings and action plans.
- Facilitate MEOC general meetings
- Facilitate school visits.

Our meeting with MEOC last quarter revealed that through our engagement with the executives, commitment levels have increased, resulting in the field visit of MEOC executives and the District Assembly Education Sub-Committee to schools in the Metropolis. Through these visits, the executives felt the need to increase infrastructure to ease congestion,

abolish the shift system in schools that still run shifts and also to eliminate schools under trees. MEOC has also facilitated the organisation of a common Mock Examinations for all JHS Three (3) students. This is aimed at making them assess themselves by their performance, measured against students from other schools. This could also improve their confidence to write and pass the Basic Education Certificate Examinations (BECE).

### **ACTIVITY THREE:**

#### **WORKING WITH CHILDREN**

##### **3.1 Organised Quiz Competition For Girls Club Members And CREST On HIV/AIDS**

CALID intending to create a linkage between CREST and the Girls Clubs. A quiz competition, hich was aimed not only at bringing the CREST and the Girls Clubs together but also aims at sharpening the children's brains whilst creating their awareness of the HIV menace. The competition also built the power within of children in the CREST circles and the girls clubs.

Though an education activity which is aimed at improving upon the knowledge of children in our communities, it was also educated the young ones on the mode of transmission and the prevention of HIV/AIDS. It further created the opportunity for children at that stage to begin to appreciate the fact that PLs are not supposed to be discriminated nor stigmatised against. With this, they will grow to understand that the virus is just a condition and PLs have the right to; live, participate, education among others.

The quiz competition was between among the CREST communities and the girls club. The communities were Bimbila, Tuutingli, Wayamba, Kalariga, Bilpiela, Choggu and Chanshegu. Each community selected 3 participants to represent their communities. The quiz centered on HIV/AIDS, Child Rights (VAG), study habits and current affairs. At the end of the 3 rounds, Bilpiela emerged at the first position with 33 points (after falling in brackets with Kalariga during which they each have 25 points). Kalariga followed second with 25 points, Wayamba third with 24 points, Chanshegu fourth with 22 points, and Choggu fifth with 21 points and Tuutingli sixth with 12.5 points. Prizes were given to the first three winners in order of their positions. Consolation prizes were also given to the other contestants. They were text books and exercise books. The children were very happy for the prizes; it was also realized that the girls had learnt much from the quiz.

##### **3.2 WORK WITH CHILDREN WITH DISABILITY**

From studies it was realized that a lot of children with disability are not in school, the reason being that most parents assume that one's a child is born with disability than the child cannot do anything thus most of them are not sent to school, whiles we have the school of the deaf in the Savelugu district which is not far from the metropolises, a considerable number of deaf and other disabled children are not in school, thus the call for Action aid and her partner CALID to sensitise communities on the need to send disabled children to school.

A house to house sensitization was carried out in five (5) communities ( Dabogshee, choggu, mmanaayili, yong, and malshegu) to educate people on the need to send children with disability to school since it was realized that most often children with disability are seen not to be given equal opportunities as others.

#### **Process**

The selected communities for the sensitization were pre-informed of the visit of CALID's officials by the community contact person. During the sensitization in Malshegu the contact person and a former camper who is now a teacher were assigned to the team to send us round to do the sensitization.

The team went round and entered house by house to meet with parents and guardians and also met with some members of the school management committee. Community members readily open up to the team. During the interaction it was realized that community members were interested to hear about accomplished persons in the society today who are people with disability and how talented some of them were. From our discussions it was suggested to CALID staff that if we could hold a forum for religious leaders of the communities so that they will also lead in the sensitization since they are active agents of change, it was their belief that most community members are religiously inclined and will listen and adopt if the religious leaders incorporate it in their sermons and preach about it.

#### **3.2 Forum to sensitize communities on the need to send disabled children to school**

Following the house to house sensitization and recommendation by community members, a forum was organized for religious leaders of our 36 communities to sensitize them on the need to send children with disability to school. These religious leaders serve as agents of change for this campaign, as it has been realized that religious sermons and preaching has a greater impact and influence in the way of life and perceptions of the people they lead. It was a fact that 90% of

Among the invitees were executives of TAMAPATA net, the director of department of children, NCCE, Tamale metro assembly who are all stakeholders in education. An invitation was sent to ADD but unfortunately they were not able to respond. Mr. Sumani M. Awal his welcome address stressed on the need to send all children to school especially children with disability, he cited examples of how people with disability who were fortunate to have had education and the impact that the education has had on their lives as well as their communities. He added that they were to serve as agents of change and called for them to incorporate it in their sermons; he further mentioned that all children have a right to education irrespective.

Presentations were made by the department of children and NCCE. In that presentation of the department of children, he mentioned that the children's act 560 (1998) stated the rights of a child to education and that by the act every child whether able or disabled has the right to education, he further classified disability as people with

- Blindness or vision impairment
- Deaf and dumb ( hearing and speech impairment)
- Physical (crippled)

He also outlined the challenges of the disabled in the pursuit of education and the importance of enrolling children with disability in school. In the presentation of the NCCE stressed on the constitutional rights of the child to education, he mentioned that there were specialized institutions such as the school for the blind and deaf and the newly opened school for the mentally retarded in Tamale, he added that the Islamic religion does not condone to begging ( alms) , he said it was disturbing to hear people say and treat people with disability as helpless people, he mentioned that in one of his campaigns a wulana said `` if a child is born blind then the child is dead'' he cited examples of great leaders who are people with disability. He ended his presentation by saying that'' parents should realise disabled children are:

- Human beings
- Have rights
- Can be useful children in the future
- Can be trained

#### **Issues that were raised**

A number of interesting issues were raised which included;

- It was revealed that dagombas kill children with serious physical deformity, that is, if a child is born with unusual features , such as if the child looks like a snake or doesn't look like a normal child, these children are sent to a forest and killed which is termed `` sheebu''
- Afa SAmEd called for a renaming of people with disability in Dagabanin since he believes that the meaning of the name they are being called is inhuman and reduces their dignity
- Most participants said they were not aware of the new school for the mentally disturbed
- One of the Imams confessed that the meeting has led him to understand what child rights really is
- One of the Imams said `` I believe that giving birth to disabled has to do with women exposing themselves and their hair and roaming late in the night
- It was agreed that society creates negative perceptions in the minds of disabled children
- A point raised by TAMPATA net executive was agreed by all that attitudes towards disabled persons creates perceptions in their minds that they are helpless , thus what we can do is to empower them by sending them to school and that parents through PTA should make schools friendly for the disabled.
- Some sexual transmitted diseases also causes disability especially blindness
- Imams agreed that the Quran and Bible stressed on the need for humanity to acquire knowledge

At the end of the forum an action plan was drawn and commitments were made by these religious leaders to incorporate it in their sermons, some gave specific time to which action aid and CALID will monitor, they also said they will make sure that all children with disability in their community is sent to school. TAMAPATANet promised to include it in their advocacy work in the metropolises. Support Implementation of CREST Action Plan

#### **ACTIVITY FOUR:**

#### **REFLECT ACTIVITIES**

#### 4.1 Hold Five Days Re-Training For Community Facilitators In REFLECT and supported the children

REFLECT has been one of the methodologies that we use in our work right from the planning stage to the monitoring and evaluation of each activity. It is also an empowering tool for community members especially women. But for some time now their activities had come down especially literacy and numeracy at circle level. Having sensitized six communities on the need to re-activate REFLECT and also re-constitute REFLECT committees in the last quarter, a five day re-training of circles with materials facilitators was organised. New REFLECT facilitators were trained and equipped with knowledge on REFLECT.

##### Processes

- Selection of REFLECT facilitators and committees in the various communities
- Invitation to training
- Training of facilitators
- Distribution of logistics

##### Training Objectives

- Improve knowledge of participants to reflect on participatory techniques which are applicable to their development.
- Assist participants develop skills in discussing and analyzing graphics with learners.
- To equip new REFLECT facilitators with knowledge, skills of managing circles.



*REFLECT Training session*

Facilitators were taken through the understanding of **REFLECT** the fact that it is a methodology of participatory techniques to help community develop skills for analytical thinking, problem solving, assertiveness, negotiation, advocacy and patriotism. It is also used to improve their skills in literacy and numeracy. They were also introduced to the construction of graphics like; maps, Diagrams/ Sketches and charts and the steps in the construction of graphics after a transect walk.

They were also reminded of some of the Dos and DONTs of Participatory Techniques, the qualities, roles and responsibilities of a good facilitator.

In terms of linking PRA graphics to reading and writing, facilitators were made to first let their participants find a key sentence from the graphics discussion. From the key sentence, participants should be assisted to find a key word. The key word should be broken into syllables as the word is pronounced and participants repeat severally.

Another very importance issue that was discussed at the training was the introduction of the Teachers Code of Conduct to facilitators. They were

guided on how to use key issues in the code to educate their participants on educational issues. Few graphics were constructed on how to deal with issues like violence in schools. Each participant in the training was given a copy of the code.

#### **Outcome**

Communities use power analysis, role plays, people centred advocacy and social audit to analyse developmental issues

#### **4.2 Support REFLECT Circles with Materials**

After the REFLECT training has been done for 12 new facilitators in the six communities, there was the need to support the circles with logistics/materials, to aid the start and functioning of REFLECT sessions, The new REFLECT circles were equipped with start up materials to enable the circles start sessions so as to Improve knowledge of participants to organize and mobilize communities for REFLECT circle activities. The process will involved a meeting with communities and REFLECT facilitators and the committees on the kind of materials needed. Materials were then purchased and presented to circles in a community meeting.

#### **Outcomes**

- Communities use power analysis, role play, people centred advocacy and social audit to analyse development issues
- Effective REFLECT circle activities established.

### **ACTIVITY FIVE:**

#### **HIV/AIDS ACTIVITIES:**

##### **5.1 Support NAP+ Hold Meetings With District Assemblies**

CALID intends to empower members of NAP+ to be able to demand their rights from duty bearers. The District Assemblies are the primary duty bearers. This quarter, we would like to support the NAP+ to meet with the authorities of the Assembly to discuss the challenges they face as PLWHAs. This meeting will provide the Assembly with the requisite knowledge of where to come in to aid the group. The ART drug requires carriers of the virus to eat enough food. CALID intends to supplement this food needs with food items. This support will not only be addressing an immediate need, but also giving members the encouragement to demand their food rights from duty bearers.

#### **Objective of the Intervention**

- To build the capacity of NAP+ in both human and material for effective management of the Network

#### **Strategies**

We will strengthen NAP+, so as to create an opportunity for them to demand their rights to good health and food. We will also get them to be vocal

enough to demand for their rights, especially that which pertains to their food needs.

#### **Process**

The process involved meeting with NAP+ and some of the District Assemblies to discuss modalities. Together with members of NAP+, we discussed with PLWHAs their food needs and also agreed with members on what kind of food to support them with.

#### **Expected Outputs**

- One meeting held for 30 PLs
- 15 bags of food items (rice, maize and beans) purchased for PLs

#### **Outcomes**

- NAP+ meetings supported
- Well-organised PLWHA groups (especially women) at district levels meet and function well.
- Well-organised PLWHA groups (especially women) at district levels meet their food need

### **ACTIVITY SIX:**

#### **CHANGE STORIES**

##### **PTA NETWORK**

The role of PTAs is very crucial in promoting access to quality education in Ghana and northern region in particular. At the school level, PTAs have the mandate to mobilize community members for sensitizations on issues affecting enrolment and retention of pupils. They also have the right to take part in decision making on school management and governance. As such, this body is an important stakeholder in the delivery of quality and accessible services towards the achievement of the Education for All (EFA) goals. CALID's facilitation of the PTA network centered on the benefits schools stand to get if they have a strong and united front. The network was formed to curb some challenges bordering the inadequacy of trained teachers, strategies to improve performance through synchronization.

The TaMPaTA Net was initiated by Action Aid, in a bid to make school governance effective, thereby giving a voice to Parents in assessing development in schools. This is also aimed at giving the various PTAs in the region one strong front, where issues can be channeled through to the appropriate quarters. This was also meant to create a platform for interaction between members who will discuss and find solutions to concerns of their local schools. Before the formation of the network of PTAs, there were always problems between parents and teachers over school management and performance of children. Lobbying other stakeholders for developmental projects was also very cumbersome, as the PTA as a body was not strong enough to advocate for development in their schools. 126 Parent Teacher Associations (PTAs) across the Metropolis formed the network of Parent Teacher Associations, known as the TaMPaTA net.

TaMPaTA, since its formation late last year, has seen lots of successes. Members have been able to develop a constitution to guide their operations. They have also been campaigning seriously for government's action towards the effective functioning of schools. The network has also established cordial relations with the district education service through organizing

School Performance Appraisal Meetings (SPAM) in schools in the Metropolis. The network has also organized circuit and zonal executives of the PTA, to help strengthen and expand the network. They also organize radio discussion in almost all the radio stations in the metropolis, to advocate for the right things to be done in schools and teach parents their rights and responsibilities, as long as the Parent Teacher Association is concerned.

The network is also seriously sensitizing communities on the need to take active part in the development of schools. In doing this network has begun registering PTAs in the various schools in a bid to join the national PTA Network. The Metro Assembly, having recognized the efforts of the PTA in achieving the education for all goals, has giving the network membership in the Metro Education Oversight Committee (MEOC). This will afford the network and parents to have first hand information on government's plans for and in education in the metropolis. They can also easily channel their grievances to the committee.

#### **GIRLS CLUBS**

##### *Children Engaging With Their Parents*

*The girls clubs, which has been functioning for more than a year, in one of their meetings, requested a meeting be organized for them and their parents, to address some of their pertinent issues as girls. The girls asked their parents why they neglect them when it comes to decision making claiming they are young and cannot take part in decision making but when it comes to works like cooking, helping in the farm they are not seen as young who cannot take part. They lamented that even decisions that affect their lives are taken without them. They gave reasons why some of them usually go wayward, sighting the irresponsible nature of some parents as one key reason. This makes some of them to turn to other sources for help, which are mostly a source that may lead them, wayward. The growing household chores were also mentioned as one of their barriers to performing better in school.*

*The parents after that meeting have since been very responsive to these issues. Girls enrollment have since increased. The parents agreed that they did not know that the children had these concerns but said the cultural setting does not always allow for children to interact with their parents and for CALID and ACTION AID to have created the platform they were much grateful. The leaders of all the girls clubs came together to develop a three year strategic document to guide their activities.*

#### **SPONSORSHIP**

##### Sayibu Mary's story from Dugshegu

My name is Sayibu Mary, I come from Dugshegu in Tamale. I was one of the girls in my community who used to save money to go to Accra to become Kayayo. Going to school was not my interest I wanted to also go to Accra and come back someday with cloths for my mother and bowls and utensils, just like the others who have been to Accra and back.

Then in 2008, I was chosen from my community attend a girls camp organized by Actionaid. The camp was held in Accra, which made me so happy. Because it was my first time to travel out of the region. Whilst in Accra, we went to the konkomba market one early dawn, just to witness what the Kayayes go through. There my perception about the kayayo and all those who have been and are there changed. It was then that I resolved to do something else about myself, and from what I learnt from the camp, taking my schooling serious was the best thing to do at that time. My life changed when I got back home. I started being among the first people to get to school, and the last to go home. This was something I never did. My friends mocked me when I told them to take their studies seriously. I did not pay attention to their mockery, because I knew what I was doing.

Today, am happy to say that, because of the girls camp, I am the only girl to have ever made it to the Senior High School in my community. Now my aim is to support other girls in my community to also make to where I am now. I have therefore been very active in the girls club that was formed in the

community. All these are but the results of Actionaid's presence in the community. Dugshegu gift fund

#### **CREST**

As a response to those action points, a temporary dug out was made for the children in the two schools in Chanshegu and also one for the community. This, according to the children will prevent them from having to go far away in the bushes just to respond to nature's call. The one dug out for the community was meant to prevent the washing away of their fecal remains into the community dam during rainy season. Other children, through a community map, saw that the presence of a school band in their schools will boost their interest in schools. CALID thought it wise to not only provide the school band to the school in the community, but also other communities where CREST circles are in session. This has helped to increase enrollment in those schools by almost one percent (1%).

Children in Wayamba committed their parents to allow some time off household chores, for the girls to learn. The boys have also started helping their sisters with chores such as sweeping and washing of bowls. To be fully accountable to the children, they are involved in the decision making processes and in the monitoring and evaluation of programmes they participate in, and regular reflection sessions are held where children can raise issues and concerns. Children are also given feedback on the outcomes of their participation. Over the last quarter, efforts were being made to use CREST as a tool in Promoting Rights in Schools. The children started with their rights to education and participation. This is because the children themselves believe that when they have the right to participate in decision making, especially those that affect them as children, all their other rights will be enjoyed.

During monitoring of CREST in six communities in the Tamale metro, the children were making follow ups on the action plans they drew and sent to various bodies for redress. These bodies included CALID, the Assembly Persons, School authorities, PTA/SMC and the elders of their various communities.

In Kalariga, children have begun to enjoy some of their participation rights because of CREST's interventions. CREST circle members held a focus group discussion with community members and school authorities to discuss the rights of children in school. The key rights that were discussed were their rights to participation. Parents have now begun to involve children in key decisions that affect them as children. One parent had this to say *'After our meeting with the children, I decided to give it a try. My daughter had been sent home because she had not paid her school fees. I called her to ask her opinion on what she thinks we should do since she knew I did not have the money. She suggested that I should do what I can to get GhC 10 for her and she would handle the rest. I borrowed money from a friend for. She used that money to buy oranges to sell. She has since been paying her own fees.'*

#### **ALHASSAN FADILA-CHANSHEGU**

Alhassan Fadila is a twelve year old girl from Chanshegu community. Chanshegu is one of the communities in the LRP 4. Fadila is currently in primary five at the Zogbeli block 'B' primary school. She is also a member of the girls club and CREST circle in her community. Fadila's parents are divorced and she is staying with her mother. In 2009, Fadila went to the National Capital with her colleagues to become a kayayo. She was there for until her uncle went over to bring her home four months later.

Before she went to Accra, she was in primary six and had just finished writing entrance exams into junior high school. When she came back, CALID discovered her through the contact person during the 2010 first message collection. She happens to be a sponsored child whose interest was lost in sponsorship and through enquiries the sponsorship contact person revealed that she had been to kayayo and back and was at the time not in school. CALID took it up to talk to her mother and grandmother who agreed to enroll her I school. Fadila was later made to join the girls club in the community where beneficiaries of previous girls camp shared their experience with her during their participation in the camp. Through learning and sharing,

Fadila begun to take her schooling seriously and suggested to her mother to get her enrolled in a school in town since she was not comfortable being in the same class with children she was far older than. She was then in primary five (5). Her mother agreed and she was subsequently enrolled in zogbeli block 'B' primary school, which is five (5) kilometers from her community. She therefore rides a bicycle to school every morning.

Fadila, as the only member of the girls club and CREST in her community who has been to been to kayayo leads her colleague club members to talk to other girls against going for kayayo. She was also very instrumental when in stopping another girl in her community from going for the kayayo. At the 2011 regional girls camp, Fadila was a beneficiary and chose to give a testimony about her life for the other girls. According to her "***I stay with my mother and my grandmother who used to tell me that if I don't work hard in the house to learn how to cook and do house hold chores well, I will not get a husband to marry in future, but I have come to realize that if I go to school and am successful, men will not care whether I can cook or not, they will come running after me. But that does not mean that we should not help our perants at home. We can always help them after school hours and talk to them politely to understand our needs as girls. If not for the girls club, I would not have come this far.***"

#### **CONCLUSION**

In conclusion, the year has been successful with a lot of innovative activities both planned and unplanned. The activities were also undertaken alongside; community participation review and reflection processes. Never the less, all planned activities were successfully implemented during the reporting period. We are determined to build on the successes of 2009 to make results realized sustainable.

Our work also affected the lives of PLs, encourage youth to get involved in the management of education and how communities will manage conflict in their communities. The support to girls education had motivated a lot of girls to take their education very seriously.