



MALAWI GIRL GUIDES ASSOCIATION

SIGNIFICANT CHANGE STORIES FOR THE
UN-JOINT PROGRAM ON GIRLS EDUCATION



Contents

Introduction	3
Executive summary	4
How MAGGA got teen mother back to school	6
MAGGA breaking the taboo of menstrual periods in Dedza	8
Mangochi mother proud of daughter	11
Decreased numbers in school absenteeism among girls	13
MAGGA complements youth friendly health efforts in Mangochi	15
Traditional leader says will be supportive of MAGGA	17
Widening reach to out-of-school girls	18
Initiators say MAGGA's efforts on girls' education way to go	20
Mangochi JPGE appreciates MAGGA partnership	21
Guide Champions	22

Introduction

Malawi Girl Guides Association (MAGGA) is a voluntary, non-political and self-governing Non-Governmental organisation. As a voluntary organisation for girls and young women (3 to 25 years), it offers them opportunities to develop character, become responsible citizens and give service in their Communities. Community development projects therefore form an important part of its programmes addressing issues affecting the lives of girls and young women today as well as those of the communities to which they belong.

MAGGA, with financial and technical support from the United Nations Population Funds (UNFPA), under the United Nations Joint Program on girl's education (UNJPGGE) is implementing a project aimed at Improving access and quality of education for girls in Malawi. The project is being implemented in Salima, Mangochi and Dedza Districts and is targeting 82 schools.

In Mangochi District the Project is being implemented in two traditional Authorities targeting two Educational Zones as follows: - T/A Bwananyambi (Mkumba zone), T/A Katuli (Mdinde Zone). In Dedza district the Project is being implemented in one traditional Authority targeting one Educational Zone: T/A Kamphuka (Chimbiya Zone). In Salima District, the Project is being implemented in three traditional Authorities tar-

geting three Educational Zones as follows: - T/A Maganga (Ngolowindo zone), T/A Kambwiri (Katelera zone) and T/A Ndindi (Lifidzi zone).

The joint program on girl's education has 7 primary outcomes;

1. Girls and boys in targeted schools are well nourished and able to stay in school
2. Increased access to second chance education for both in and out of school girls
3. Quality integrated youth friendly services, resources and structures, addressing CSE, SRHR, HIV/AIDS and GBV in place for both in and out of school girls
4. Reduction of violence against girls in targeted schools and communities and effective referral pathways in place
5. Teacher attitudes and skills are improved/enhanced to effectively deliver life skills based and gender responsive methodologies
6. Adolescent girls are informed and empowered to demand SRHR services, participate and take on leadership positions within the school and the community
7. Empowered and committed communities will value quality education for all children, especially girls

In the program MAGGA is contributing towards outcomes 3,6 and 7.

The project started in 2015.



Executive summary

The documentation is based on MAGGAS implementation of activities from 2015 to 2017 under the UN-joint program on Girls Education (UNJPGE) funded by the United Nations Population Fund (UNFPA) which receives funding from the royal Norwegian embassy.

The program on girl's education has made significant contribution towards increasing young people's Knowledge and skills towards adoption of protective sexual behaviours. 30,456 young people (23,923 girls, 6,528 boys) have been sensitized on HIV/AIDS and sexual reproductive health messages (SRH).

The programs were made possible through comprehensive sexuality education (CSE) trainings, Life skills debates on SRH and SRH sessions conducted by guide leaders in their schools in form of camps and open days. Activities conducted increased knowledge and understanding of sexuality issues among girls and boys, promoted healthy behaviours and also promoted health seeking behaviours and links to youth friendly health services among the adolescent girls and boys.

Training of 2,346 (1,494M, 852F) initiation counsellors in comprehensive sexuality education (CSE) helped to increase knowledge and understanding of sexuality issues among the initiation counsellors and also explored and clarified values and attitudes. This contributed to reduction of harmful cultural practices which girls and boys are subjected to. It also contributed to reduction in early marriages.

The program also made a significant contribution towards reducing drop outs learners. 345 girls have been re-admitted into school. This has been achieved through training of the 33 female mentors in Salima and training of 258 (167M, 91F) teachers in gender responsive methodologies and sexual reproductive health. The teachers that have been trained are able to create safe spaces for girls which has motivated the learners and created an opportunity for learners to participate actively in class.

The program has enhanced school attendance and issues of menstrual health are adequately addressed - MAGGA trained 20,864 girls in sawing of re-usable sanitary pads. The girls now saw their own pads using locally available materials- this has reduced absenteeism and improved performance. This was achieved through camps and trainings- during these initiative girls were also informed of the body changes that occur during adolescents.

Girls in the focus schools have been oriented on feminine hygiene management (FHM) and menstruation.

Introduced to different sanitary materials they can use during menstruation which included re-usable sanitary pads, disposable sanitary pads, tampons, piece of cloth among other local materials. The girls were encouraged to use re-usable sanitary pads which they make using locally available materials and are cheap. During the session, different cultural myths about menstruation which are negative were rebuffed, for example that girls should not add salt to



Girls being assisted to sew a re-usable sanitary pad by a mother group member

relish during this time.

The girls were further trained on proper toilets use and on how to keep water safe for drinking in their homes and at school. This has contributed significantly towards retention of learners in school.

Interventions have also made significant contribution towards building the capacity of gatekeepers to advocate for sexual reproductive health issues (SRH). This have been through interface meetings and conversations with gatekeepers and trainings

of teachers and school authorities on advocacy and sexual reproductive health issues.

The gatekeepers trained were assisted to come up with advocacy strategies and activities to conduct with MAGGAs support. The interventions reached to 460 (299M, 161 F).

The program has also ensured that safe spaces should be established in schools and girls are in Girl Guide clubs. 18,406 girls are participating in Girl Guide clubs.



How MAGGA got teen mother back to school



Fostina narrating her life story

Fostina Nkhoma, 17 years, got married to a Police officer and became a second wife while she was in standard 6 at Makankhula Primary school in Dedza.

Sadly, her husband died 6 months after the marriage and was left to care for the unborn baby. She returned to her mother's village home where she delivered a baby in the care of her parents.

Everything changed when she was invited to attend a meeting of teen mothers organized by the Malawi Girl Guides Association within the United Nations Joint Program on girl's education project.

"I was one of the girls' who was invited to a teen mother MAGGA meeting at Chimbiya and that's where I got the courage to report back for school," said Fostina.

"I started in standard 7 when school opened in September, 2016 and am happy that my friends welcomed me back and am one of the best performers in my class and I look forward to achieve my dream of becoming a teacher" said Fostina



Some of the girls during the training

Adolescent girls grateful to MAGGA for second chance in school

Girl learners at Lifidzi Primary School in Salima district said they were grateful to Malawi Girl Guides Association (MAGGA) for giving them a second chance to be in school.

Evarista Daniel, 13, who knew MAGGA at a time she got pregnant, said her interest to get back to school was after she was visited by the volunteers working from MAGGA who encouraged her on the need to pursue education.

According to Evarista, after she was enrolled back into school MAGGA has been supporting her with basic education materials such as exercise books, uniform and writing materials.

"I know my decision to get back to

school is a great one because I admire such people as teachers and young nurses who are in our area and are a great inspiration and motivation to me. I am now in Standard 8 and I know I will do well in my studies," said Evarista.

Added Evarista: "I am very thankful to MAGGA because due to their exploits, enrolment of girls in our school has increased substantially. Before it was difficult to get back to school once someone got pregnant but this is no longer the case amongst us girls."

Another girl-learner, Naomi Maulana, said she is grateful to MAGGA for helping her out on the issue of sanitary pads.

"The good thing about these pads is that they are cheap because they are made using locally available resources and I am able to make my own," said Maulana.



CULTURAL PRACTICES

MAGGA breaking the taboo of menstrual periods in Dedza

The introduction of re-usable sanitary pads and feminine hygiene trainings from the Malawi Girl Guides Association is proving to be beneficial in the lives of adolescent girls in Dedza district. The trainings in the making of the pads coupled with sexual and reproductive health lessons have been very empowering to the teen girls.

The initiative has helped the girls to understand and appreciate menstruation which the girls used to be ashamed of. Girls themselves are able to assist fellow girls, for instance when they see that their friend has started her periods they are able to cover her up and handle the issue with guide leaders.

Previously, girls used to laugh at their friends and sometimes it attracted attention from boys. This was contributing to absenteeism as girls were afraid to go to school in fear of being mocked or ridiculed. Community members like mother groups have also realised the role re-usable sanitary pads are playing.

The mothergroup members too are taking an active role in helping girls make the sanitary pads. Feminine Hygiene is helping girls to know good grooming practices when they are menstruating but also when they are not menstruating. Girls now have a different perspective about menstruation, it is no longer a taboo as it used to. They can talk about it openly and able to seek help when notice anything unusual.

Chrissy Lifa aged 19 is a standard 8 learner at Hinda primary school, Chimbiya zone

in Dedza. Chrissy is a teen mother but enrolled back after hearing of the re-admission policy.

Chrissy left school while in standard 8, due to pregnancy. After giving birth she got married to the baby's father but life was unbearable for her as her husband was having sexual relationships with other women and he took a second wife.

Chrissy broke the marriage and while at home her parents encouraged her that there is a provision that she can go back to school. Chrissy enrolled back to school though she said her friends used to mock her that she has a baby. She has written her primary school leaving certificate examinations and she is waiting for results which she says she is hopeful to pass well

CULTURAL PRACTICES

There are so many cultural practices and traditions in Malawi, to some the traditions and practices are just a myth, but to Jessie Ali, a standard 6 learner at Mchoka primary school in Salima, the practices and traditions are a reality.

In 2015, when Jessie had her first menstruation period, her parents took her to their home village in Mzimba where they told her that she was going for chinamwali (Initiation). At the village she found two other girls. They were then put in separate rooms and the initiation counsellor told her that someone will visit the room, she instructed her that she should do as the person who will enter the room demands.

Then a man entered in the room and had forced sex with her while she was crying.



Girls making their own re-usable sanitary pads

After a month she noticed some changes in her body and her parents took her to a private clinic in Salima where she was found to be pregnant. Jessie had a miscarriage; she suspect is because of the treatment she received at the hospital.

Whilst still home, mother groups visited her and told her that MAGGA wants teen mothers. When she attended a dialogue,

Jessie was motivated to enrol back to school with the encouragement she received that there are bi-laws that protect children from cultural practices.

Jessie also attended the teen mother's camp at Chongoni. Currently she is in Standard 7 and has an ambition of becoming a Lawyer when she finishes her school.



Mangochi Mothergroup chairperson narrates great relationship with MAGGA

Jasmin Assani, chairperson for the Mothergroups at Mdinde Primary School, said it was a wonderful experience working with Malawi Girl Guides Association (MAGGA) saying they never thought girls could get back to school after falling pregnant or getting married.

“When MAGGA came in, they assured us that it was possible for girls who, for example, get pregnant to get back to school after delivery. So, our role as mothers and as a group is to look out for girls who are not going to school in our community and convince them to get back to school. We offer counselling to the girls on the importance of education and the efforts have been quite fruitful in our communities,” said Assani.

She said, as mothergroups members they teach girls how to make sanitary pads.

“Before, most girls could not attend school when they began their menses. When MAGGA came they told us that they would train us to make the sanitary pads using locally available resources so that our girls could no longer depend on the pads from commercial shops which are quite expensive for most of them,” she said.

According to her, the project has been quite successful because the issue of girls’ absenteeism in school because of lack of sanitary pads is a no-brainer.

“As a Mothergroup, in collaboration with teachers, we also have the capacity to continue with this project even if MAGGA pulls out for different reasons. We have a

farm where we grow soya beans and maize, and our thinking is that with proceeds from the farm we can be able to buy cloths and other materials that we use in making the sanitary pads,” said Assani.

“The major challenge we face most of the time is parents who do not understand the importance of having their girls in school. However, when we are pressed with such a challenge we report such parents to the traditional leaders who most of the time has been of great assistance,” she said.

“We offer counselling to the girls on the importance of education and the efforts have been quite fruitful in our communities,”

- ASSANI



Mangochi mother proud of daughter

Twaga Wisili is proud of daughter. Why?

In Katulu it is common to see young girls to fall pregnant and dropping out of school. But Jamil Wasili says Malawi Girl Guides Association (MAGGA) has taught her that it should not be that way. She is back in school.

“When she thought of getting back to school after delivery we agreed because we now realise the need and importance of educating our children,” said Wisili.

Added Wisili: “The thing was there was no help coming in after her husband aban-

doned her for Johannesburg [in the Republic of South Africa]. But since she got back to school, we can see a big difference. Because of her involvement in MAGGA activities, she gets a lot of help that are beneficial to her academic life both material and knowledge through seminars.”

And Wisili advises fellow mothers: “They should encourage their girls who dropped out of school because of pregnancy to get back to school because education is important in such a way that it helps solve a number of problems.”



Improving menstrual health for increased success in girls education



Girls posing for a photo after a training on sawing of re-usable sanitary pads

The pad-making initiative from the Malawi Girl Guides Association aims at ensuring that girls attend classes even when they are menstruating. Often times than not, in many rural schools girls stay at home while menstruating because they cannot afford modern, hygienic pads to keep themselves clean and comfortable while continuing with lessons.

Each day of classes they miss each month, their performance at school is compromised and in turn, their ability to complete their schooling successfully. This affects their job prospects and their ability to support their future families. In the long run, it diminishes the economy of their communities and reinforces a cycle of poverty.

The project empowers teenage girls to make sanitary pads using locally available materials. And while they are busy with this task, they are provided with information on sexual and reproductive health, including where to access services.

It's a simple intervention with potentially enormous implications and particularly more empowering to the girls.

Since the initiative began, the situation is changing for these girls. They are now able to attend classes comfortably – right throughout the month. It may seem a small step but the significance cannot be overstated.

"There is a special room here at school, arranged for us girls, where we (can) go and change the pads comfortably," says Naomi Maulana, who is in Standard 7.



Girls at school discussing school absenteeism

Decreased numbers in school absenteeism among girls

There has been a significant drop in absenteeism among girls in several schools in Salima district as more teen age girls are more confident and happy to stay in school.

The deputy commissioner for the project in the District Jean Zangazanga says, “The situation has improved tremendously. We provide four to six pads per girl and this has helped maintain their dignity when they menstruate at school. We also keep some (pads) at school for emergencies, especially to help those who do not have pads handy,”

The spill-over of this skill to out-of-school girls is a reflection of how convenient the re-usable pads are. Since the initiative started almost three years ago, 64 girls have been trained at school in how to make sanitary pads and many girls benefit from using them.

UN JPGE links girls with sexual and reproductive health information and services.

The pad-making skills are being provided to girls in school by UNFPA Malawi, with support from the Norwegian Government under the UN Joint Programme on Girls Education (JPGE), through the Malawi Girl Guides Association (MAGGA).



Mtoto Kalina, happy to have his daughter back in school

Father, too, thankful to MAGGA

Mister Mtoto Kalina said he is happy to have his daughter back in school.

Father to Khadijah said: “We agreed to have our daughter get back to school because we have seen our friends’ girls who have made it in life and are supporting their families

because of school. We, too, looking at the financial problems we face in our family are sure that should Khadijah get education he will bail us out of some of our problems.”

He added: “We are very grateful to MAGGA because they opened our eyes and our child is now back to school.”



MAGGA complements youth friendly health efforts in Mangochi

Malawi Girl Guides Association (MAGGA) has been commended for complementing youth health friendly efforts in Mangochi with revelations that young people between the ages of 10 and 24 now have a conducive environment to access sexual and reproductive health (SRH) services.

According to the district's youth health friendly coordinator based at Mangochi District Hospital, Emma Mapuchira, MAGGA is adding on to what they are already doing in the area of Traditional Authority (T/A) Bwananyambi and Katuli on the joint programme on girls' education under the UNFPA.

"More adolescent girls and boys are

now utilising the youth centers because of the awareness created by MAGGA of these services. Some adolescents came to seek information on SRH like family planning, HIV including about menstruation," said Mapuchira.

Mapuchira added that MAGGA has also been instrumental in organising debate sessions on sexual reproductive health in schools.

"This has increased access to information regarding sexual reproductive health amongst girls aged between 10 and 24," she said.

According to her, they have been able to set up 'corners' in various places where youths can easily walk in which JPEG has helped out on the issue of renovations.



Edith Kapakasa MAGGA volunteer in CSE session with girls

Volunteer talks highly of MAGGA

A volunteer at Malawi Girl Guides Association (MAGGA), Edith Kapakasa, cherishes the impact of her work in the lives of girls she has interacted with.

“Some of the girls MAGGA helped with their interventions are currently in different jobs with many acting as role models for their younger fellows when they narrate how MAGGA changed their lives.

“When they meet, all girls under MAGGA teach each other a number of life skills that are important to their lives including the significance of school so that they be-

come independent in future,” said Kapakasa.

In an interview, after she facilitated a workshop in Mangochi, Kapakasa—a teacher at Likhubula Primary School—said the issue of comprehensive sexuality and life skills is among the many issues she enjoyed teaching the adolescent girls.

“Basically, we used the analogy of the ‘tree of life’ which the girls aptly understood and likened it to their own lives by relating that just like a tree has to start from the roots and faces a number of challenges to mature into a big tree so too their lives,” she said.

Traditional leader says will be supportive of MAGGA

Mariam Abasi, Group Village Headwoman (GVH) Katuli, said since Malawi Girl Guides Association (MAGGA) came into his area there have been positive developments.

Said Abasi: "Before we had a major challenge in terms of girls' education but with the coming in of MAGGA girls' school enrolment in this area is far much better such that it is even surpassing that of boys."

But now she says there is great improvement.

"MAGGA is helping girls in this community in a number of ways. For example, MAGGA trained Mother Groups in how they can make sanitary pads using locally available resources. They also trained school-going girls the same.

"The huge advantage with this programme is that our girls are able to remain in school even when they are undergoing

their monthly periods because of the sanitary pads. I should also underscore that MAGGA is also helping girls materially in terms of the provision of note books and a number of other school needs. MAGGA engages the girls in a number of seminars where they are encouraged to remain in school," she said.

Abasi said the issue of girls dropping out of school because of early marriages was hot-button in her area.

"But using the Mother Groups that were strengthened by MAGGA, it has been easy for us as chiefs to formulate and enforce by-laws regarding parents that force their school-going girls into early marriages.

"Members of the Mother Group are the ones that now and again talk to the headmaster and teachers in order to find out who is not going to school. Once a girl is reported to be missing classes, the members of the Mother Group firstly go to talk to the parents of that particular girl. If the parents are resisting they come and inform us, and using structures available in the area, those parents are reported to the police where they and the girl are supposed to be arrested. Because of the by-laws there have been a huge reduction in early marriages and teenage deaths because most girls were getting pregnant before maturity," she said.

And challenges working with MAGGA?

"We would not say we have any challenges in working with MAGGA but I would like to plead with them, since I am speaking on behalf of T/A Katuli that we have a shortage of pit-latrines and learning blocks in most of our school and we would be happy if there was help towards the same," said Abasi.





Widening reach to out-of-school girls



The pad making initiative does not only target school-going girls; the need for pads is a wider problem. Girls who are out of school lack sanitary pads too.

Through the project, the girls are transferring their pad-making skills to out-of-school girls. One of the scholars, Mercy Dyson, has been teaching her new-found skills to her friends in her village, Mzembera.

"These are my friends. I play with them when I leave school every day and I have helped them to take care of themselves

whenever they are menstruating. They are now able to make their own pads," she says.

Mercy and a friend, Evarista Daniel, both 16 years old, have taught nine girls in their respective communities how to sew pads.

"It is always difficult to manage this situation when you don't have money, therefore, helping our friends is (a) good gesture and it makes them appreciate the importance of school," says Mercy.

The pad-making initiative is popular among girls ranging from standards 5 to 8 at Lifidzi Primary, and in many other schools that UNFPA, the United Nations Population Fund, has supported in Malawi.



MAGGA's intervention ups girls' enrolment in schools - PEA

Primary Education Advisor (PEA) for Mdinge Zone in Mangochi, Blessings Mahangula, said Malawi Girl Guides Association (MAGGA)'s intervention has helped up the enrolment of girls in schools and, has by far, helped reduce school dropout rates amongst them.

He said in Mdinge alone they have sixteen zones with a total enrolment of 20 585 of which the greater number is of girls.

"MAGGA has done quite a lot to girls' education. It has improved the quality of education towards girls because previously the enrolment of girls was very low and so was the pass rate. It was difficult for us

to identify [girl] learners with the Malawi School Certificate of Education (MSCE) in this area," said Mahangula.

Mahangula was positive MAGGA's efforts will be sustainable.

"We are hopeful that the project will be sustainable because MAGGA has trained mother groups who assist girls in communities as well as those that are at risk of dropping out of school. We also have teen mothers who dropped out of school but now are pursuing their education. For instance, at Mdinge [Primary School] we have about four or five of them and for the whole zone the number might shoot to 29 or so," he said.



Initiators say MAGGA's efforts on girls' education way to go

Initiation counselors — locally known as *Angaliba* - male, *anankungwi* - female — say Malawi Girls Guides Association (MAGGA) efforts on keeping young girls in school will go a long way in boosting academic standards amongst them in Mangochi district.

One of the initiators, Mariam Yusuf, said before MAGGA's intervention they thought the cultural underlyings in their cultures must always be above education.

"To us initiation ceremonies were a must at the expense of education," said Yusuf. "But with trainings we have undergone, we understand why we must put first girls'

education."

According to Yusuf, they now take it as their responsibility to encourage girls to remain in school.

"Together with our traditional leaders we have created such a rapport that has been quite helpful. Partly, I can say, the by-laws set up by traditional leaders have also helped us keep on course on the subject," she said.

Sondo is a cultural practice amongst the Yaos in Mangochi that girls must undergo to prove they have come of age. In most instances, most girls are forced into marriages since they are "vetted" sexually alive.

The making of by-laws by traditional leaders is another of MAGGA interventions.

“ *The overarching objective is being achieved through 7 primary and related outcomes*

Mangochi JPGE coordinator appreciates MAGGA partnership

The overall objective of the programme is to improve access and quality of education for girls in the three districts of Malawi; Salima, Mangochi and Dedza. The overarching objective is being achieved through 7 primary and related outcomes. In the implementation of the project, there has been remarkable impact, for instance; Increased enrollment of girls in the targeted schools and also an increase in performance. Communities have also taken responsive actions in sustaining girls in school which has made girls to complete the primary school cycle without dropping.

MAGGA as a partner is addressing comprehensive sexuality education and linking adolescents to services. The awareness created through CSE trainings and sessions, school health talks and through IEC materials has proven effective. Their work is quite remarkable. They are assisting girls to understand sexuality and helping them to manage their menstruation which has contributed significantly to improved performance and reduced absenteeism.

The coming together of the UN agencies (WFP, UNICEF and UNFPA) and different NGOs doing different activities is a best practice.

MAGGA has structures on the ground, for instance they use teachers who are volunteers and this will ensure sustainability of the project. Another thing are the small gardens which the girls make for fundraising activities, MAGGA has proven to be an organization that is going to sustain the interventions even when UNFPA pulls off funding.

The coming together of the UN agencies (WFP, UNICEF and UNFPA) and different NGOs doing different activities is a best practice.



Guide Champions

To ensure boys are also benefiting and are supporting girls, MAGGA involves boys as guide champions in the project. The boys are involved through dialogues, campaigns, debates on Sexual reproductive health (SRH) and other activities. The boys are empowered to communicate effectively about sexuality issues and other reproductive health problems that affect them. This enabled them to communicate among themselves about sexuality, feelings and thoughts and seek counseling services.

Brief overview of MAGGA

MEMBERSHIP

Malawi Girl Guides association has a total of 105,252 registered members in its district of operation. The girls and young women are reached through schools as an entry point to the communities. Out of School girls and young women are also reached. The girls and young women are segmented into the age ranges.

MAGGA OPERATIONAL DISTRICTS

MAGGA is currently operating in the following 17 districts: **Central Region:** Lilongwe, Mchinji, Dowa, Salima, Dedza, Kasungu; **Southern Region:** Chikwawa, Mulanje, Blantyre, Balaka, Mangochi, Thyolo, Chiradzuru; **North-eastern Region:** Mzimba North/ Mzuzu, Rumphu, Nkhatabay, Karonga

MISSION:

"To enable girls and young women (3-25 years) to develop socially, emotionally, physically, mentally, spiritually, economically and culturally so that they become responsible and useful citizens of Malawi."

VISION STATEMENT:

"a population of Malawian girls and young women that is empowered to realize their fullest potential as responsible citizens of the country."

GIRL GUIDING APPROACH – A POWERFUL INNOVATION FOR GIRL'S EDUCATION

Girl Guiding is a quality non-formal educational programme. It comprises a total of experiences or activities that girls and young women go through and learn from. These experiences and activities:

- take into account the needs and aspirations of the girls and young women
- have appropriate and achievable learning objectives which respond to an individual's needs and thereby encourage their personal development
- are based on the fundamental values and principles of Girl Guiding which are expressed in the Guide Promise and the Guide Law
- are carried out using the Girl Guide Method

The Guide Promise describes the personal responsibilities of being a Girl Guide while the Guide Law is a positive code of living based on the responsibilities described in the Promise.

Each individual undertakes to work towards this personal responsibility and positive code by making the promise when she joins the Movement. The values expressed in the Promise and the Law form the basis of decision-making for an individual and influence how interaction with others should take place.

The girls and young women then develop into disciplined and responsible persons and hence understand the importance of becoming educated and productive members of their communities the basic purpose of girl guiding is to contribute to the development of whole and well-balanced individuals in order to support them in their role as responsible citizens. Activities are suggested that help in the development of values, attitude,

knowledge and skills that are beneficial to an individual's development.

Girl Guiding promotes a holistic approach to personal development through considering six equally important and inter-related development areas: Intellectual/ Mental, Spiritual, Physical, Emotional, Social/Economic and Moral/Cultural.

For instance, in order for a girl child to enroll and remain in school; and perform well in class, she has to have a good relationship with her parents/caregivers and siblings at home, friends at home and in school and other members of the community. She has to have positive thoughts and feelings about herself and be physically sound. She has to follow the acceptable social codes and respect the powerful nature of the Higher Being (God) in as far as coping up with her life challenges is concerned.

USE OF GIRL GUIDING METHODS AND VALUES IN PROMOTING GIRLS' EDUCATION AND ENHANCING LEADERSHIP SKILLS AMONGST THE GIRLS

Use of Girl Guiding methods and values contributes to increased access (i.e. enrolment, retention and readmission) to education among girls and young women in the communities where Malawi Girl Guides Association works. The method used also inspires girls and young women to aim higher in life despite numerous challenges.

Girl Guiding approach has facilitated the creation of safe spaces and forums which have provided an enabling environment for girls to freely discuss SRH issues affecting them such as their sexual development, effects of early marriages, early pregnancies, importance of girls education, as well as share ideas and best practices in promoting girls education

Use of the Child-to-Child approach (Pa-trol system) has enhanced leadership skills amongst girls and young women and has enabled them to develop the spirit of giving, taking and sharing of re-sponsibilities. The approach has also enabled them to better understand, lead and guide others at the same time enabling them to make informed decisions and choices about their lives as Patrol Leaders are supposed to be exemplary to their fellow girls.

Through various tools used, the girls and young women who have been empowered with adequate and accurate life skills based knowledge and information are able to set their future goals, negotiate for safer sexual practices, make informed choices and decisions about their lives

Mentoring sessions conducted with vulnerable girls have been influential in motivating and sustaining positive behavior change amongst adolescent girls and has been able to cater for the needs of vulnerable adolescent girls. The programme has led to improved performance, retention and re-enrolment of girls into schools, particularly those who dropped out due to early marriages and pregnancies.

Role Modelling sessions and inspirational talks by young female achievers enhances girls aspirations for the future and inspires them to aim higher in life amidst the numerous challenges faced.

Project funded by



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