

1. What are the concrete steps your Government or organization has taken to ensure the realization of the equal enjoyment of the right to education by every girl? Please also elaborate on the impact these steps have had, where appropriate.

- Setting up clubs that support and promote child rights; the clubs focus on peer to peer mentoring amongst school going pupils which then render them a platform to discuss and address the challenges faced and support needed.
- Support systems and structure which involves community engagement; Community groups have been set up to help strengthen ownership in addressing girl centred issues. The structures comprise of parents, line ministries and local leaders. The structures tend to oversee projects implemented in distinct districts at grass root level, they input in planning activities and are support in addressing challenges.
- Provision of bursary support from Secondary level to Tertiary level for girls as the main focus; Girls are a focus in our organisation and are supported through secondary to tertiary, as this covers the main school needs which may hinder a girls' education. The girls are identified by the community members who know their backgrounds and where they come from to promote transparency.
- Formulation of Child protection policies in schools; Community members are being engaged in formulation local school policies that promote child protection, some schools have even gone a step further by making committees that are responsible for addressing child abuse. Policies are then posted in a visible place and report structures are put in place.
- Outreach activities; volunteers have been empowered with skills to reach out to a larger community to speak out about girls education and the benefits; this has further been done through role modelling.
- Reporting child abuse cases; committees that are formed are used as communication channels on abuse cases which are then referred to higher authorities.
- Orienting stakeholders on social justice
- Identifying mentors at school level who can readily provide support to pupils at school level.
- Psychosocial counselling; sessions are conducted at school and community level.
- Home visitations; children who drop out are visited and checked on in order for support and counselling to be provided.

- Philanthropic activities; Cama members take it up on themselves to support a child in school or through their basic needs. A service is provided to a community and school as a way of ploughing back.
2. Which measures would your Government or organization propose and implement in order to eliminate gender disparities in education by 2030, taking into account goal 4 of the Sustainable Development Goals, as well as other relevant SDGs?
- Enforcement of policies that promote the welfare of a girl child
 - Offer more scholarships to the less privileged
 - Promote Girl child centred programmes
 - Community based activities that promote education such as mentoring, support visits.
 - Building infrastructure that accommodates sufficient pupils.
 - Inclusive of gender pedagogy in learning materials.
 - Training teachers on the importance of gender in conducting lessons that will promote both boys and girls participation in classroom activities.
 - Support equal enrolment, retention and progression for both boys and girls through provision of school requisites.
3. What are the challenges that *your Government or organization faces* in implementing policies and programmes towards the realization of the equal enjoyment of the right to education by every girl? Please elaborate on the nature of these challenges and the steps taken to address them.
- Adoption of proposed policies; ensuring there is evidence to support the effectiveness of a proposed policy and the positive impact it can bring. This could also further lead to strengthening the existing policies; this could be done by enforcing it in pilot areas and taking a holistic approach where different stakeholders are brought on board.
4. In the view of your Government or organization, what are the obstacles and barriers *faced by girls in particular* in effectively accessing education? Please elaborate on the nature of these obstacles, how they manifest in practice, and what steps have been taken to address them.
- High poverty levels; Lack of school requisites, school fees, inability to send girls to school is due to parents not having a stable source of income hence prioritizing on who should or should not go to school. Steps of empowering the community with grants that can help generate income and identify pupils to support. Other steps that have been taken are provision of bursary support to the needy children.

- Cultural norms; some beliefs have rendered more opportunities to one sex (especially boys) to be enrolled in schools as the girls are believed to belong at home to attend to chaos and look after siblings and at a particular age get married. Parents are consistently oriented on why all children should be sent to school and the importance of treating them equally. Some parents are subjected to higher authorities to help address them not sending their children to school. Some parents decide to send children to fishing camps, into the vending business and in fields for work instead of school.
 - Early marriages/pregnancies; most girls who are enrolled in schools tend to drop out at a high rate as they are subjected to early marriages and pregnancies. This is meant to help uplift the burden of responsibilities from their parents. These cases are usually reported to local traditional leaders, the police and other authorities. Most children return to school but most cases are left unattended to and hence girls drop out, when this occurs the child is counselled, support is provided and the culprit is dealt with. The re-entry policy is usually enforced in such cases.
 - Low promotion of child rights; most child rights are not adequately promoted both in the community and schools; sensitizations are conducted where community members, administrators and pupils themselves are targeted. This is an on-going process; pupils are identified as peer educators who can support in disseminating of child rights information.
 - High rates of fees at Secondary levels; most pupils have found it difficult to cope with the costs of fees in schools and hence end up learning only at primary level and not crossing over to Secondary level. Scholarships/bursaries have been provided to pupils which still does not cover the number in need.
5. Does your Government or organisation have experience with the use of qualitative and quantitative indicators to assist in monitoring the realization of the equal enjoyment of the right to education by every girl, and if so, which have been used and why?
- Yes it does- monitoring tools have been formulated to help track the progress of the programme and helps identify if indicators are been met.