



Empowerment of Women and Girls against Child and Early Forced Marriage (CEFM) in Nacala Porto in Northern Mozambique

Humana People to People

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Humana
People to People



Outline

ADPP Mozambique

Project Area & Context

Relevance & Challenges Addressed

Project Innovations

MEL in Girls Inspire

Measuring Impact

Lessons Learned

ADPP

Mozambique

- Local NGO established in 1982 with development projects in education, agriculture, health and community development
- Member of Federation Humana People to People
- Current operations:

60

projects

11

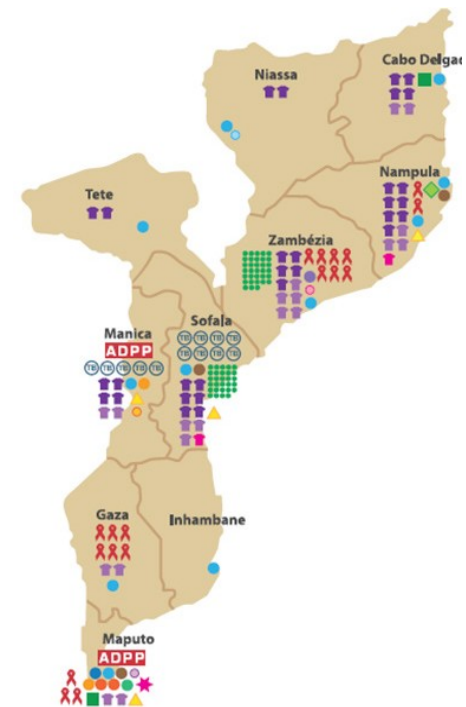
provinces

3,000

staff

2 million

beneficiaries

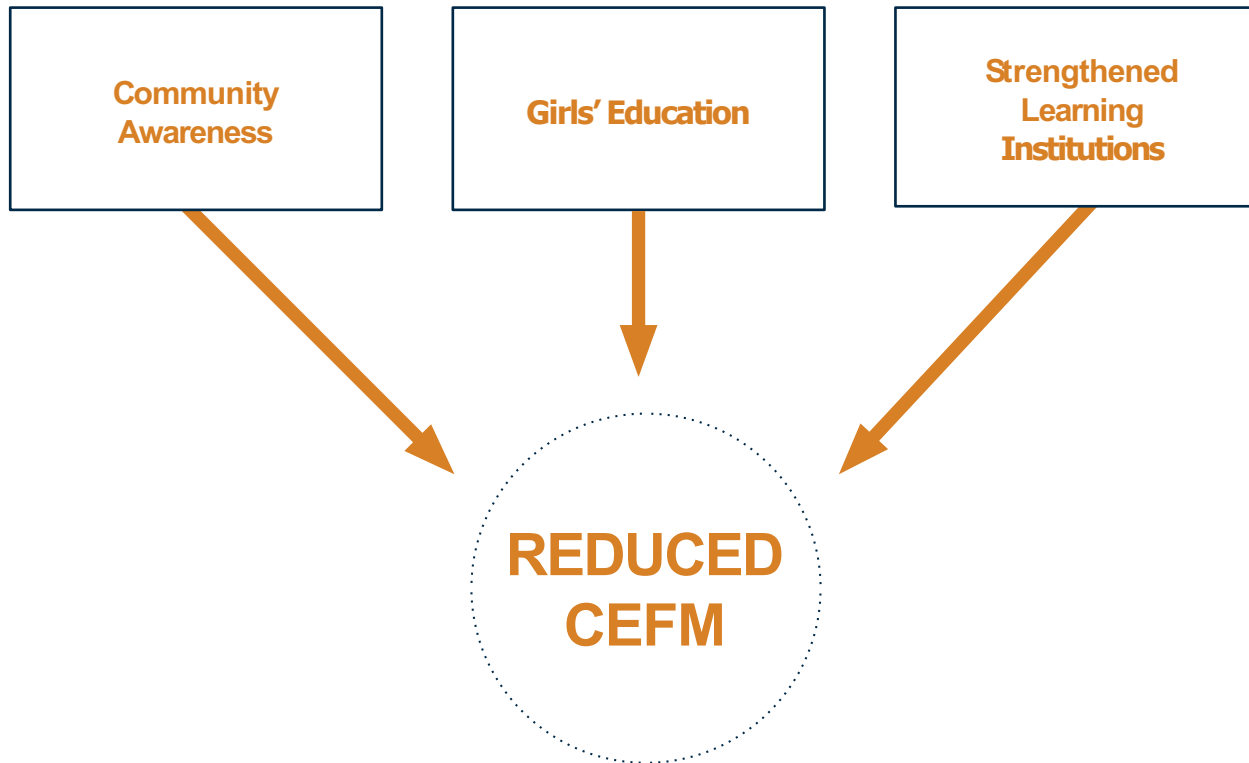


- Awarded grant as part of Commonwealth of Learning Girls Inspire initiative

Project Area & Context

- Nacala Porto, Nacala District, Nampula
- 55% of girls aged 20-24 married before age 18, 25% married before 15th birthday
- HIV prevalence among women aged 15-24 three times higher than men in same age-group
- National women's literacy rate 42.8%
- Social, economic and cultural barriers to gender equality
- Limited vocational training opportunities
- High economic growth has not reached large part of population – 54.7% still live below the poverty line

Relevance & Challenges Addressed



Ending CEFM contributes to achieving several SDGs and Agenda 2063, addressing factors contributing to poverty elimination, livelihoods, wellbeing, health, education, economic opportunities, justice and girls' and women's rights.

Innovations

- The delivery of short, flexible ODL courses enabled through APTUS
- The use of unconventional teaching methods and Information and Communications Technologies (ICTs)
- Courses designed and delivered with engagement from the private sector
- Life skills: personal and interpersonal skills and workplace skills



Monitoring, Evaluation & Learning

- Informed by a comprehensive analysis and Theory of Change
- On-line exposing field staff to technology in line with the innovation ethos of the Project
- Continuous learning through on-line learning platform with clearly defined learning agenda



Measuring Impact

1,235 women and girls have completed short professional skills courses

171 women and girls have begun their own businesses

150 women and girls involved in community savings and credit groups

15 women and girls have opened bank accounts

105 community members working as change agents/volunteers

92 CEFM support networks created

Lessons Learned

- Integration of ICTs and blended learning models can facilitate access to education opportunities for marginalized young women and girls
- ICT components not only strengthen staff capacity to utilize ICT in teaching but also equip learners with the technological skills necessary to carry out their future jobs
- ICT components in course design and delivery can be instrumental in increasing flexibility to meet specific needs of female learners



Thank you!

