



ZIMBABWE

Ministry of Women Affairs, Gender  
and Community Development

# Girls' and Young Women's Empowerment

Framework







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MINISTRY OF FOREIGN AFFAIRS OF DENMARK  
**DANIDA** | INTERNATIONAL  
DEVELOPMENT COOPERATION



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## Acronyms

|       |  |
|-------|--|
| ACRWC | African Charter on the Rights and Welfare of the Child                     |
| ARVs  | Anti-Retrovirals   |
| CEDAW | Convention on the Elimination of All Forms of Discrimination Against Women |
| CPC   | Child Protection Committee   |
| CRC   | Convention on the Rights of the Child                                      |
| DA    | District Administrator   |
| DAF   | Disability Agenda Forum (Hwange)   |
| DHS   | Demographic Health Survey  |
| FBO   | Faith Based Organisation   |
| FGD   | Focus Group Discussion   |
| FST   | Family Support Trust   |
| GBV   | Gender- Based Violence   |
| GC    | Gender Club  |
| GEC   | Girl Empowerment Club  |
| GEM   | Girl Empowerment Movement  |
| GCN   | Girl Child Network   |
| GoZ   | Government of Zimbabwe   |
| GPA   | Global Political Agreement   |
| HAP   | Hwange AIDS Project  |
| HH    | Household  |

## Foreword

It gives me great pleasure to present the first ever National Girls' and Young Women's Empowerment Framework. This framework clearly confirms Government's commitment to the empowerment of girls and young women through ensuring that they actively and effectively participate at all levels of social, economic and political development.

The Government of Zimbabwe is a signatory to several regional and international human rights instruments that seek to promote and protect the rights of children and achieve gender equality and empowerment of young women and girls. These include the Convention on the Rights of the Child, Convention on the Elimination of all forms of Discrimination Against Women (CEDAW), African Charter on Human and People's Rights on the Rights of Women in Africa, SADC Protocol on Gender and Development and Beijing Declaration and its Platform of Action among others.

This framework is a culmination of extensive consultations with key stakeholders, chief among them the girls and young women themselves. The framework provides a guiding framework for all stakeholders involved in girls and young women empowerment. It seeks to:

- Eliminate all forms of discrimination against the girl-child.
- Eliminate negative cultural attitudes and practices against girls and young women.
- Promote and protect the rights of the girls and increase awareness of her needs and potential.
- Eliminate discrimination against girls in education, skills development and training.
- Eradicate violence against the girl-child and young women.
- Promote the girl-child and young women's effective participation in decision making and leadership at household, community and societal levels.
- Strengthen the role of the family in improving the status of the girl-child and young women.

The Ministry would like to sincerely express its gratitude to UNICEF and other development partners for supporting the development of this framework.



Hon O.C.Z. Muchinguri  
Minister of Women Affairs, Gender and Community Development



## Executive Summary

### Background

In all areas of society, gender equality has become the norm and universally accepted principles of human rights. This concept extends to the recognition that girls and young women are unique individuals with rights and responsibilities similar to those of boys and young men. Empowering women and girls is essential to achieving gender equality, where females and males have equal enjoyment of their rights, resources, opportunities, and benefits. Reaching girls in early adolescence offers an opportunity to guide their development, self-discovery and identity in positive ways. Reaching their families and societies offers an opportunity to reflect upon and redefine prevailing gender norms so that a wide variety of girls' and women's aspirations and contributions are valued, including and extending beyond motherhood and domestic labour.

There is an emerging body of national evidence that tells us that empowerment efforts will be maximised if we directly and deliberately target girls and young women by reaching girls before they drop out of school, before they marry – and even, before they enter into their first intimate relationships. We have already found that empowering girls and young women with education and opportunities for participation can have a profound effect on their own wellbeing, and that of their family. For example, the Zimbabwe Demographic Health Survey (ZDHS) 2011-2012 found that:

- The child mortality rate is lower in families where the mother understands that family violence is never justifiable
- Women who participate in household decision making are more likely to receive services that support a safe pregnancy
- Girls who finish secondary school are less likely to marry whilst they are still a child
- Women with more than a secondary education are more likely to be employed

The National Baseline Survey on the Life Experiences of Adolescents (NBSLEA) also suggests that efforts to target adolescent girls are worthwhile. Whilst the country-wide ZDHS tells us that around 30 per cent of women's first sexual experience is forced,<sup>1</sup> the NBSLEA found that over a third of girls experience sexual violence before their 18th birthday.<sup>2</sup> Of these adolescent girls and young women (aged 13-24) about 78% reported that their boyfriend or intimate partner was the perpetrator.<sup>3</sup> If we are to prevent violence against girls and women, it is therefore critical that girls (and boys) have the knowledge, skills and resources to negotiate safe and healthy early intimate relationships. We can then expect that they will continue seeking out; and indeed, demanding these healthy relationships in their adulthood.

This Framework articulates a national commitment to protecting and empowering girls and young women in Zimbabwe. It recognises that empowering girls and young women contributes to the transformation of the country's economic future as well as the development of its peoples. The framework is anchored on the realisation that the most straight forward intervention for the empowerment of girls and young women is ensuring that they realise their rights as provided for by several international and regional human rights instruments such as the Convention on the Rights of the Child, Convention on the Elimination of all forms of Discrimination Against Women (CEDAW), Protocol to

<sup>1</sup> Zimstat (2012) ZHDS -2010-2011

<sup>2</sup> Zimstat (2012), National Baseline Survey on the Life Experiences of Adolescents. The National Baseline Survey on the Life Experiences of Adolescents was a national household survey undertaken by ZimStat in 2011, in which children and young people (between the ages of 13 and 24 years) were asked about experiences of violence and abuse

<sup>3</sup> Zimstat (2012), National Baseline Survey on the Life Experiences of Adolescents

African Charter on Human and People's Rights on the Rights of Women in Africa, SADC Protocol on Gender and Development.

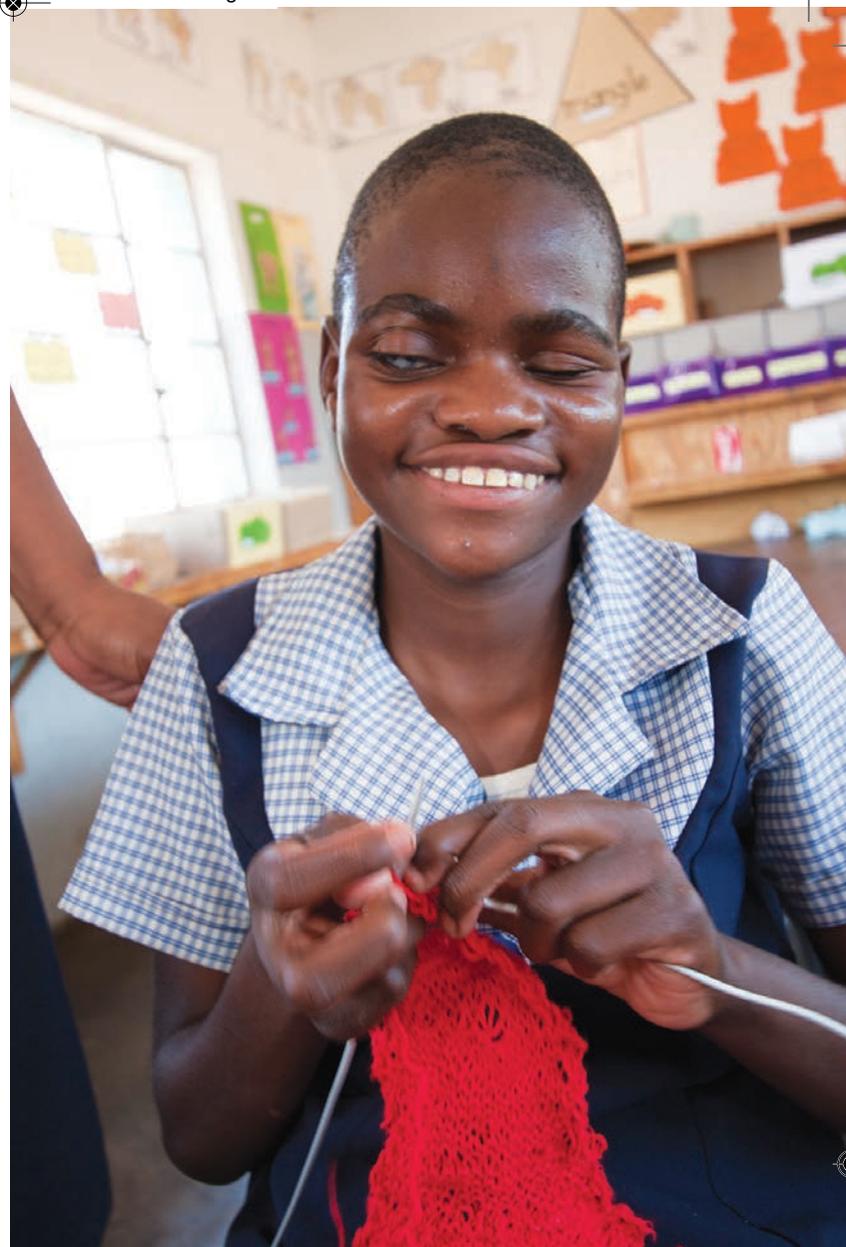
## Strategic Areas of Intervention

The framework is anchored on five main strategic areas of intervention around which strategic objectives, priority actions and actors have been formulated.

Thus, it makes specific reference for the need for age-appropriate, targeted interventions that promote their health, education and well-being as well as their economic and social status. The following are strategic goals for each strategic area of intervention:

- 1. Education:** To increase the effective participation of girls and young women and achieve parity in education and training enrolment and achievement at all levels by 2020.
- 2. Economic Empowerment:** To increase girls and young women's knowledge of economic issues and their participation in the economy of Zimbabwe
- 3. Safety and Protection:** To increase the rate of reporting from 3% of girls who experience violence, to 50% by 2020
- 4. Reproductive Health:** To increase the percentage of girls and young women who know where to go to access sexual and reproductive health services by 2020
- 5. Decision Making and Leadership:** The percentage of girls who report increased self-confidence in participating in decision making in policy dialogues at community and national levels.





## The Girls Empowerment Framework

### **Vision**

To have empowered girls and young women who actively, effectively and meaningfully participate at all levels of social, economic development in Zimbabwe.

### **Goals**

To increase the proportion of girls and young women actively and effectively participating in mainstream social, political and economic life to 50% by 2020.

### **Objectives of the Framework**

The objective of the framework is to lay the foundation for G/YW empowerment through:

- Equal access to education, skills development and training, food and nutrition, integrated comprehensive health and protection services.

- Improved access to economic resources and services for sustainable livelihoods.
- Equal access to secure formal and informal employment and viable business opportunities.
- Effective participation in decision making and leadership at household, community and societal levels

### Principles of this Framework

This Empowerment Framework is based on a national ethos of democracy, unity, equity, development and self-sufficiency and the dedication of the Zimbabwe Government to enhance equal participation of women and men in national development. Much of our local legislation already prohibits discrimination based on sex or gender. Importantly, the new constitution spells this out even more clearly – with gender equality being one of the Constitution's guiding principles. There are also a range of international commitments which the Government of Zimbabwe has made to reaffirm the importance of equality for girls, boys and young women and men. The ratification of the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) in 1991, the Convention of the Right of the Child (CRC) in 1990, the Optional Protocol on the Convention on the Rights of the Child on the Sale of Children and the Palermo Protocol on Trafficking in persons in 2012 are significant in this regard.<sup>4</sup> In addition, Zimbabwe has ratified regional instruments such as the African Charter on the Rights and Welfare of the Child (1995), African Charter and the Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa (2007) and the SADC Protocol on Gender and Development (2009).

But we know that equal participation of women cannot be achieved if discrimination starts at the earlier development stages of the girl. Discrimination in Zimbabwe, like in many other countries, is embedded in the religious and cultural values, beliefs and practices.

This Framework is based on the following principles:

- **Elimination of all forms of discrimination:** Realizing that any discrimination of girls and young women results in low self-esteem and exclusion which may lead to a lifetime of deprivation from the economic, political and social mainstream. This also reduces and limits girls and young women from accessing resources and constrains their influence in decision - making spheres in general. This discrimination on girls and young women needs to be eliminated through appropriate individual and collective

<sup>4</sup> Zimbabwe has also ratified other major human rights conventions, which deal with gender equality, the rights of women and children and responses GBV, namely: Convention on Consent to Marriage, Minimum Age for Marriage and Registration of Marriages (1994), Worst Forms of Child Labour Convention (2000), International Covenant on Civil and Political Rights (1991).

strategies to ensure equal participation in politics and decision making and access to education, health, food and nutrition, economic resources and opportunities.

- **Promoting equality between girls and boys from the start:** Recognizing that for a sustainable prosperous future featuring the equal participation of men and women, the Government is committed to promoting a culture of equity; starting from the household and school environments to the wider community and societal levels. This will involve eliminating negative and harmful religious and cultural beliefs, attitudes and practices that have hindered and limited girls and young women advancement and empowerment.
- **Participatory All Inclusive Empowerment Approach:** Recognizing that the involvement of boys and men in an "all inclusive participatory empowerment approach" will help to ensure the success of the transformational process of the household, society and institutions. Such an approach also aims to ensure collaboration across Ministries, sectors, communities and faiths.
- **Age appropriate intervention:** Recognizing the different needs and capacities among girl, adolescent girls and young women of varying ages is critical to successful implementation of any programme.





## Situational Analysis

### Education

Education is a basic human right and an important driver of social and economic development. Access to education is undoubtedly a critical factor in the socio-economic advancement of girls and young women. Zimbabwe has the highest literacy rate of 92 percent in Africa (UNDP Digest). Despite the phenomenal achievement in literacy rates, parity is yet to be achieved, particularly in upper secondary and tertiary levels of education. Whilst the Education Act of 1987 stipulates that every child has a right to school education, this does not necessarily translate into equal opportunities for both girls and boys. In primary education and lower secondary education there is almost 100% gender parity whilst in upper secondary, girls constitute 35% of the total enrolment<sup>5</sup>. The proportion of Girls/ Young women (20-24 years) completing higher secondary education (3.7%) is less than half the proportion of boys (20-24 years) completing the same level of education (7.6%)<sup>6</sup>.

<sup>5</sup> UNICEF (2010), Annual Report for Zimbabwe

<sup>6</sup> Zimbabwe DHS Final Report (2010-2011)

The Government of Zimbabwe has introduced the following measures as a means of addressing the gender disparities that are prevalent in the education sector;

- The National Action Plan (NAP) for Orphans and Vulnerable Children (OVC) that facilitates improved access to basic needs and services, including education for the most vulnerable children in Zimbabwe.
- The Basic Education Assistance Module (BEAM) launched in 2001 as a social safety net programme paying levies, school and examination fees for children from disadvantaged families.
- Introduction of an affirmative action policy in 1995 at higher institutions of learning where females are encouraged to enrol in degree programmes at universities with one or two points fewer than males for the same degree programme
- Establishment of satellite schools in new resettlement areas
- Circular No 35 of 2001 which grants leave to girls who fall pregnant in primary and secondary schools and allows their re-enrolment after delivery

### **Barriers to education for girls and young women**

- Discriminatory cultural and patriarchal beliefs and practices favouring boys and young men at the expense of girls/young women.
- Gender stereotyping deterring effective participation of girls and young women in non-traditional scientific, mathematical and technical disciplines in secondary and tertiary levels.
- Early unplanned pregnancy leads to girls prematurely dropping out of school. According to DHS report<sup>7</sup>, 24% of girls/ young women began child bearing in their teens (15-19 years). Whilst in 1999 GoZ adopted a policy whereby pregnant girls could be readmitted in formal schools after delivery, challenges with stigmatisation and the motherhood responsibilities, affects the re-enrolment of young mothers in formal schools.
- Harmful religious and traditional practices forcing early marriages on girls and young women. According to DHS report, 21.7% of girls/ young women were married during age group 15-19 years whilst 63.1% got married during the period 20-24%. Religious beliefs and practices, particularly of some apostolic sects undermines the exercise of girls and young women's rights in choosing appropriate time and person to engage in marriage.

<sup>7</sup> Zimbabwe DHS Final Report (2010/2011)

- Long distances and inadequate learning materials and facilities for secondary education, particularly in rural locations, constitute a major barrier to further education beyond primary level. In some areas, some secondary school girls have found/established temporary shelters close to secondary schools in their districts. The temporary shelters further expose the girls to sexual abuse.
- Poverty is a major barrier to females attaining education. When resources are scarce, girls are the first to be taken out of school, often because they are considered to have an option to get married.

## Reproductive Health

Reproductive health rights of adolescent girls are enshrined in international human rights law. According to the 1994 International Conference on Population and Development (ICPD) everyone has “the right to attain the highest standard of reproductive and sexual health,” “the right to make decisions concerning reproduction free of discrimination, coercion and violence,”<sup>8</sup> and the right to decide when and whether to bear children and to have the information and means to make such decisions.

In Zimbabwe, studies have shown that the onset of sexual activity amongst girls in Zimbabwe begins before marriage, typically before the age of 18, with some as early as 12 years<sup>9</sup>. The Zimbabwe Demographic Health Survey (2010-2011) noted that 6% of women aged 25-49 had sexual intercourse by age 15 and 20% by age 18<sup>10</sup>. The breakdown of the family unit (due to AIDS pandemic as well as economic challenges leading to parents going abroad in search of employment) has meant that children are left to grow up on their own without parental guidance. It is therefore important to note that ignoring the sexual and reproductive health rights of girls and young women has dire consequences that may include loss of life, early/unwanted pregnancy, illness and untimely cessation of educational and economic advancement. Teenage pregnancy is generally quite high with 24% of girls/young women having started child bearing within the age range 15-19 years<sup>11</sup>. With low levels of using protective measures, such as condoms, the prevalence of STI's and HIV/AIDS among sexually active youths is quite high. Young women are more susceptible to HIV/AIDS as they often lack the power to avoid sexual coercion or to negotiate safe sex with their partners. In the 15-24 age groups, 7.3% of girls are HIV positive compared to 3.6% prevalence rate among boys<sup>12</sup>. Girls and young women still face a number of obstacles in accessing sexual and reproductive health services and information.

<sup>8</sup> ICPD, PA 1994

<sup>9</sup> Centre for Reproductive Law and Policy (undated).

<sup>10</sup> ZDHS 2010/2011

<sup>11</sup> ZDHS 2010/11

<sup>12</sup> ibid

The Government of Zimbabwe is committed to improving the sexual and reproductive health of girls and young women. This is demonstrated through the launch of the National Adolescent Sexual and Reproductive Health Strategy for the period 2010-2015. Key interventions of the strategy include training of service providers (nurses and peer educators), establishment of youth friendly corners in selected health institutions and provision of contraceptives.

### **Barriers to Reproductive Health by girls and young women**

- Unavailability of functional and accessible girl/young woman friendly comprehensive SRH centres in communities. The absence of youth friendly centres where information and services on SRH and HIV and AIDS are provided is critical in the remote rural locations compared to urban communities. Girls from poor households including those living in the streets, the physically or mentally challenged are the most disadvantaged and seldom have access to SRH services or the power to enforce their rights.
- Unequal power relations to negotiate safer sex. This barrier is deeply rooted in cultural patrilineal practices, which make it a taboo for young women to demand use of preferred methods of contraception. Other studies<sup>13</sup> also noted that this barrier even transcends one's level of education with young women in tertiary institutions also succumbing to the culturally imposed limitations.
- Harmful traditional and religious practices such as wife inheritance. These increase the vulnerability of girls and young women to diseases such as STIs and HIV/AIDS.
- General poverty as a result of harsh economic conditions further exposes girls and young women to risky livelihood options such as transactional sex.
- One critical need for girls and young women, particularly in rural areas, is access to affordable sanitary wear.

### **Safety and Protection**

Zimbabwe has ratified a number of regional and international conventions that protect and promote the rights of children. Key conventions applicable to the protection of girls and young women include; The African Charter on the Rights and Welfare of the Child (ratified in 1995), the Convention on the Rights of

<sup>13</sup>SAFAIDS (2011)

the Child (ratified in 1990), African Youth Charter (ratified in 2009) and the Convention on the Elimination of all forms of Discrimination against Women. These instruments provide for the protection and promotion of the girl child and women's rights to live in a respectful and supportive environment that is free from violence, abuse, exploitation and discrimination.

Girls and young women encounter unique social, political and economic issues in their everyday lives and as a result they live multiple and intersecting experiences. Studies have noted that with strained family relations and adverse economic conditions (with high unemployment levels), children become increasingly vulnerable to violence, exploitation and abuse in their own homes, schools, communities and across borders<sup>14</sup>. The main forms of abuse and exploitation experienced by girls and young women include physical abuse, sexual abuse, forced/early marriage and child labour. In Zimbabwe, levels of Gender Based Violence remain a concern and a major barrier to women's safety and active participation in development. Despite the enactment of several gender responsive laws and policies, such as the Domestic Violence Act of 2007, women and girls in Zimbabwe, continue to be the victims in 99% of GBV cases especially within the private sphere. According to the ZDHS, 30 per cent of women experienced physical violence since age 15<sup>15</sup>. Twenty-eight percent of women who first had sex before age 15 said that they were forced against their will to have the sex. A survey by Zimstat noted that 32% of females in the age group (18-24) experienced sexual violence prior to age 18. In comparison, 8.9% of males in the same age group experienced sexual violence prior to age 18<sup>16</sup>.

To address some of these highlighted challenges the Government of Zimbabwe has introduced the following measures:

- **The National Gender Based Violence Strategy (2012-2015)** seeks to ensure effective coordination and prevention of gender based violence initiatives and the strategy places special focus to addressing safety and protection for girls and women.
- **The Protocol on the Multisectoral Management of Sexual violence** promotes a coordinated and integrated approach to sexual abuse and has been expanded to include girls and women – who share the brunt of sexual violence. The Protocol ensures that that necessary action and referrals are made where survivors have experienced physical and emotional abuse.

<sup>14</sup> UNICEF (2011)

<sup>15</sup> ZDHS 2010-2011

<sup>16</sup> Zimstat (2011)

- **The National Action Plan (NAP) for OVCs** seeks among other issues to enhance safety and protection of children. The vision of the Programme is that by 2020 all children in Zimbabwe will live in a safe, secure and supportive environment that is conducive to child growth and development. This guarantees free services in health, psychosocial support, education, nutrition, livelihoods and birth registration to orphans and vulnerable children in Zimbabwe.

### Barriers to Safety and Protection

- Culture of covering up for family relations and fear of perpetrators leading to none reporting of abuse cases. Some studies note that the reporting of sexual abuse is often constrained by the fear of stigmatisation, with one survey reporting 39% of families having kept their children's experience of sexual abuse secret from the community<sup>17</sup>.
- Absentee or deceased parents often leave children without parental protection from abuse. Other affected girls are those living in the streets and those with disabilities. Global evidence suggests that children with disabilities experience violence, abuse and exploitation twice as often as children without disabilities<sup>18</sup>.
- Lack of understanding of legal procedures and processes for reported abuse cases.
- Poverty exposing girls and young women to crime, abuse and exploitation (e.g. child/ cheap labour, transactional sex, forced early marriage).

### Leadership Development

Women have demonstrated considerable leadership in community and informal organizations, as well as in public office. However, women in general, and specifically girls and young women, are seriously underrepresented in key in all levels of decision making. The current scenario has its roots in the patriarchal society as well as unequal access to resources for the personal development of girls and young women. Although women constitute 52% of the total population in Zimbabwe, their participation in the economy, political and public life is significantly lower than their male



<sup>17</sup>Quoted in UNICEF (2011)

<sup>18</sup>UNICEF 2010

counterparts. Young women and adolescent girls face unique challenges in asserting and developing a leadership style and capability. One major problem is a shortage of female role models, as people often learn leadership styles by observing others. This framework recognizes that leadership development occurs best when girls have exposure to new experiences and people, when they have help to build their social networks, and when they are recognized as legitimate actors in public spaces. The focus here is on girls' leadership development inside and outside the classroom, as it seeks to build leadership competencies in girls, giving them space, skills and opportunities to form supportive relationships; girls and others in turn influence social norms to uphold girls' full rights. Transformative leadership opportunities mean that girls analyze the status quo, organize their response with others, take carefully chosen actions to provoke change and reflect upon the experience.

### **Barriers to Leadership Development by girls and young women**

- Socialisation, which entrenches perceptions that a woman's role is confined to the private (home) and the man's to the public domain
- Lack of confidence in skills and competence

### **Economic Empowerment**

Adolescent girls and young women are among the most economically vulnerable groups, as these typically lack access to financial capital and have more limited opportunities to gain the education, knowledge, and skills that can lead to economic advancement.

It is now widely accepted that girls and young women are a powerful economic force.

Economic empowerment is a critical lever for change in adolescent girls and young women's lives, helping them to gain financial independence, establish good saving habits, and improve their future prospects for participation in the labour force. It can also provide girls and young women with more mobility, promote their confidence, strengthen their social networks, and improve their health outcomes. In addition, promoting women's economic empowerment facilitates the achievement of other important public policy goals such as economic growth, improved human development, and reduced violence.

Adolescent girls and young women are among the most economically vulnerable groups, as these typically lack access to financial capital and have more limited opportunities to gain the education, knowledge, and skills that can lead to economic advancement. Economic empowerment is a critical lever for change in adolescent girls and young women's lives, helping them to gain financial independence, establish good saving habits, and improve their future prospects for participation in the labour force. It can also provide girls and young women with more mobility, promote their confidence, strengthen their social networks, and improve their health outcomes. In addition, promoting women's economic empowerment facilitates the achievement of other important public policy goals such as economic growth, improved human development, and reduced violence.

In recognition of this, Zimbabwe has already put in a place a Broad-Based Women's Economic Empowerment Framework. This Framework's strategic interventions include enhancing women's business ownership, entrepreneurship and facilitating women's participation in key economic decision-making positions. It also promotes employment equity and commits to assisting women from disadvantaged backgrounds to participate and benefit from viable informal and formal livelihood activities.

This approach is consistent with evidence that is emerging around the world. In 2011, the World Bank noted that over their life time, African girls who completed primary school contributed additional outputs between 13 and 25 percent of national GDP. If they completed secondary school, this output increased by up to 68 per cent of GDP over their lifetimes, equivalent to annual GDP growth rates between 0.5 to 1.0 percent, annually for the next 45 years<sup>19</sup>. The same report found that women who were not teenage mothers had lifetime incomes equivalent to between 25 and 30 per cent of the annual GDP.<sup>20</sup>

In fact, evidence of the importance of girls and young women to the economy can be found across the world. For example<sup>21</sup>:

- Women who brought more assets into a marriage increased their spending on children's education in Bangladesh and South Africa.
- In the Ivory Coast and Ghana, it was revealed that when women's income increased for whatever reason, they spent the extra on more food for the family, whereas an increase in men's income made no significant differences.

<sup>19</sup>The World Bank paper, "Measuring the Economic Gain for Investing in Girls" looked at data from Kenya, Tanzania, Senegal, Uganda and Burundi.

<sup>20</sup>Data drawn from Uganda, Malawi and Nigeria.

<sup>21</sup>The following is summarized from USAID. (2011). Promoting Female Sustainable Livelihoods (Employment and Entrepreneurship) in the Europe and Eurasia (E&E) Region.

- Children in Brazil experienced improved health when women controlled increased income in households.
- According to projections by UNICEF, gender equality in family decision-making in South Asia would lead to 13.4 million fewer malnourished children, a 13% reduction.
- One study estimated that one year of extra education nationally reduces child mortality rates by 8 percent, with female education being particularly powerful.

The economic empowerment of girls and young women is therefore fundamentally a human rights and social justice issue. In Zimbabwe the economic empowerment of women is taking place in the formal labour market, Evidence has shown that women are largely disempowered as shown by their invisibility in the formal labour market. Women are mainly employed in the generally low skilled, low remuneration, soft formal sectors of education and health, mimicking their reproductive roles, while men are largely employed in generally high remunerating , hard core productive sectors of the economy (Gender Analysis study). Even though in Zimbabwe literacy and education for the girl child is impressively high, it is the content of what they learn that gives rise to huge disparities in employment in certain sectors requiring professionals in hard science namely physics, chemistry, mathematics.

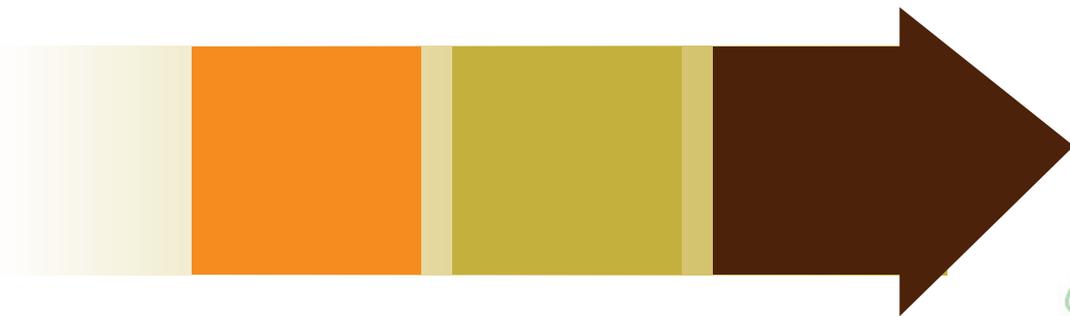
### Barriers

- Discriminatory cultural and social norms, de facto implementation of formal or customary laws and regulations, unequal access to resources, knowledge, information, networks and markets. Informality and workplace discrimination and exploitation
- Adolescent girls often lack social support, and community social norms can create barriers to their economic advancement





## FRAMEWORK



| Strategic Area of Intervention:<br>Education   | Activities   | Responsible Institutions     |
|--|--|------------------------------|
| <b>Strategic Objective 1</b><br><br>To create G/YW friendly centres of learning for equal participation and advancement in education | Provide career guidance & counselling services for girls and young women in and out of school.   | MoWAGCD, MoPSE               |
|  | Promote and strengthen the operations of Gender Clubs in and out of school.  | MoWAGCD, MoPSE, MoHTE        |
|  | Establish friendly "second chance" educational and vocational skills development centres for out of school girls & youths/ school drop outs/ never been in school. | MoWAGCD, MoPSE, MoHTE, MoYIE |
|  | Facilitate education of girls and young women on their rights & responsibilities.  | MoWAGCD                      |
|  | Organize G/YW Innovator or Scientist competitions.   | MoWAGCD, MoPSE MoHTE, MoST   |
|  | Review and adopt long distance education programmes to make these affordable and accessible to the disadvantaged G/YW in remote areas.                             | MoHTE,                       |
|  | Resuscitate and equip the Youth Sport Centers to be G/YW friendly.   | MoPSE, MoHTE                 |
|  | Facilitate training of school authorities (teachers, administrators, SDCs/SDAs) for the creation of G/ YW friendly learning environment.                           | MoPSE, MoHTE                 |
|  | Support young mothers and street GC/YW to continue with education and engage in gainful economic activities.   | MoPSE, MoHTE                 |
|  | Create and strengthen platforms for parents/ guardians and local leadership participation and support for the education of G/YW.                                   | MoWAGCD, MoPSE, MoHTE        |

| Strategic Area of Intervention:<br><b>Education</b> | Activities  | Responsible Institutions |
|---|---|--------------------------|
|   | Conduct outreaches to educate communities (parents, guardians, religious & traditional leadership) on the importance of G/YW education.       | MoWAGCD, MoPSE, MoHTE    |
|   | Provide Comprehensive Educational grants & scholarships to deserving girls and young women.   | MoPSE, MoHTE             |
|   | Establish linkages with women in profession of interest e.g. in science, leadership and business.   | MoWAGCD                  |
|   | Facilitate for girls and young women access to conventional sanitary ware.  | MoWAGCD, MoPSE MoHTE     |
|   | Develop and disseminate simple information materials on basic legal rights.   | MoJLPA                   |
|   | Develop and disseminate a child friendly version of the Child Rights Bill in the Constitution (and other relevant constitutional provisions). | MoJLPA                   |
|   | Carry out targeted girl child and young women empowerment programme to rural girls.   | MoWAGCD                  |
|   | Introduce girls of every age to science, technology, engineering and math (STEM) experiences relevant to everyday life.                       | MoWAGCD, MoPSE           |

| Strategic Area of Intervention:   | Activities  | Responsible Institutions   |
|---|---|----------------------------|
| <p><b>Economic Empowerment</b></p> <p><b>Strategic Objective 2</b></p> <p>To create an enabling environment for equal participation of girls and young women in all economic activities and sectors</p> | <p>Conduct a national baseline to establish the extent of young women's participation in key sectors of the economy.</p>  | <p>MoWAGCD,<br/>MoYIEE</p> |
|   | <p>Support the formation and operation of self-help savings and lending schemes by girls and young women.</p>   | <p>MoWAGCD,<br/>MoYIEE</p> |
|   | <p>Support girls to open a personal savings account and commence a savings plan.</p>  | <p>MoFED<br/>MoWAGCD</p>   |
|   | <p>Organise visits to banks, to teach girls about savings, credit schemes and personal economic management skills.</p>  | <p>MoFED<br/>MoWAGCD</p>   |
|   | <p>Facilitate business and market linkages for young women entrepreneurs.</p>   | <p>MoWAGCD,<br/>MoYIEE</p> |
|   | <p>Facilitate access to finance and finance services including saving and credit for young women.</p>   | <p>MoWAGCD,<br/>MoYIEE</p> |
|   | <p>Facilitate young women and adolescent girls access to vocational training to strengthen their skill-base facilitate their entry in the formal labor market.</p>            | <p>MoWAGCD,<br/>MoYIEE</p> |
|   | <p>Lobby for a 50% quota for young women in Youth Development Fund: (make the fund more responsive to business that young women are in, e.g. cross border, beauty, etc.).</p> | <p>MoWAGCD,<br/>MoYIEE</p> |
|   | <p>Engender youth empowerment initiatives and ensure young women have access to opportunities.</p>  | <p>MoWAGCD,<br/>MoYIEE</p> |
|   | <p>Design a specific training programmes to enhance financial literacy, business leadership and negotiation skills for girls and young women.</p>                             | <p>MoWAGCD,</p>            |

| Strategic Area of Intervention: | Activities  | Responsible Institutions    |
|---------------------------------|---|-----------------------------|
| <b>Economic Empowerment</b>     | Develop and adopt sector specific entrepreneurs training programmes for young women entrepreneurs.  | MoWAGCD,<br>MoYIEE          |
|                                 | Facilitate setting up of a finance mechanism for young women entrepreneurs e.g. creation of young women entrepreneurs fund.   | MoWAGCD,<br>MoYIEE          |
|                                 | Facilitate young women's access to decent work.   | MoPSLSW<br>MoYIEE           |
|                                 | Initiate a business incubator programmes for young women to establish female entrepreneurs incubators centers in all provinces.   | MoWAGCD,<br>MoYIEE          |
|                                 | Facilitate establishment of :<br>● Zimbabwe GC/YW Entrepreneurs Network/ Forum<br>● YW in Tourism, Manufacturing, Agriculture, Mining, Wildlife and Trade.                                    | MoWAGCD,<br>MoYIEE          |
|                                 | Design mentorship and coaching programmes for YW in Business / Finance – “Big Sister Young Sister Mentorship Program”.  | MoWAGCD,                    |
|                                 | Roll out the HSCT scheme to all districts.  | MoPSLSW                     |
|                                 | Design and facilitate training programmes for YW in and outside tertiary institutions to enhance business leadership, self – confidence, advocacy, negotiation skills and financial literacy. | MoWAGCD,<br>MoYIEE<br>MoHTE |
|                                 | Establish business development and entrepreneurs competitions for YW in and out of tertiary institutions.   | MoWAGCD,<br>MoYIEE          |
|                                 | Amend the inheritance laws to address conflicts between the Constitution, and the country's international obligations.  | MOJLPA                      |
|                                 | Share information on inheritance rights in formats which are easily understood by girls and their advocates.  | MoJLPA                      |

| Strategic Area of Intervention:   | Activities  | Responsible Institutions     |
|---|---|------------------------------|
| <p><b>Safety and Protection</b></p> <p><b>Strategic Objective 3</b></p> <p>To create an enabling environment where all girls and young women live without fear and exposure to abuse, violence, exploitation and discrimination</p> | Domestication of all International Conventions and Declarations addressing the rights of girls and young women.   | MoHCC, MoWAGCD, MoPSE, MoHTE |
|   | Review all laws that discriminate against girls and young women.  | MoJLPA, MoWAGCD              |
|   | Carry out legal literacy programmes targeting girls and young women.  | MoWAGCD                      |
|   | Facilitate education of parents, guardians, community leaders and school authorities on the rights, needs & responsibilities of girls/young women and details on how to report child abuse. | MoWAGCD, MoPSE, MoHTE        |
|   | Set up effective systems for reporting cases of girl/ young woman abuse.  | MoJLPA, MoWAGCD              |
|   | Support the establishment and operation of effective Child Protection Committees (CPC) at all levels.   | MoPSLSW                      |
|   | Provide comprehensive one stop support services to survivors of violence.   | MoWAGCD<br>MoPSLSW, MoJLPA,  |
|   | Develop and disseminate clear child friendly guidelines on procedures to be undertaken on abuse cases and post reporting processes.   | MoPSLSW, MoJLPA,             |
|   | Facilitate training of school/ college authorities in establishing & operating friendly learning environments for girls and young women/mothers.  | MoPSE, MoHTE, MoWAGCD        |
| Engage the judiciary and the police on the strict enforcement of laws protecting girls and young women from violence, abuse and exploitation.   | MoJLPA, MoWAGCD   |                              |

| Strategic Area of Intervention: | Activities   | Responsible Institutions |
|---------------------------------|--|--------------------------|
| <b>Safety and Protection</b>    | Create/ support girls and young women interactive centres at community and institution levels.   | MoWAGCD, MoLGURD         |
|                                 | Develop a national media campaign strategy and materials on harmful religious and traditional practices affecting girls and young women. | MoWAGCD, MoIMBS, MoI     |
|                                 | Conduct campaigns against negative and harmful religious and cultural beliefs and practices such as forced and early marriages.          | MoWAGCD                  |
|                                 | Advocate for effective enforcement of laws against child marriages.  | MoWAGCD                  |
|                                 | Identify and train peer educators and counsellors for girls and young women at the community and institutional levels.                   | MoWAGCD                  |
|                                 | Develop and encourage safe spaces for girls to come together to discuss their ideas and plan for their futures.                          | MoWAGCD                  |
|                                 |  |                          |

| Strategic Area of Intervention:<br>Reproductive Health  | Activities  | Responsible Institutions     |
|---|---|------------------------------|
| <p><b>Strategic Objective 4</b></p> <p>To provide and make accessible to girls and young women's cultural and religious sensitive sexual and reproductive health services including counselling and life skills</p> | Strengthen /Support the establishment of G/YW one stop friendly Integrated Sexual and Reproductive Health Centres/ services and roll out the Adolescent Reproductive Health Strategy in all clinics and health centres. | MoHCC, WAGCD                 |
|   | Promote the design and establishment of local sanitary ware production groups to enhance product accessibility to G/YW.   | MoHCC, MoWAGCD               |
|   | Provide information, education and communication (IEC) services on reproductive health at all societal levels focusing on SRH/HIV/AIDS/STIs, targeting in and out of school girls and young women.                      | MoHCC, MoWAGCD, MoPSE, MoHTE |
|   | Conduct sexual and reproductive health awareness campaigns targeting adolescent girls and young women.  | MoHCC, MoWAGCD               |
|   | Carry out campaign activities on negative cultural beliefs and practices.   | MoHCC, MoWAGCD               |
|   | Conduct community sensitization activities addressing religious and cultural barriers that prohibit sharing of SRH information with G/YW by parents/guardians, spouses and elders.                                      | MoHCC, MoWAGCD               |
|   | Support behaviour change initiatives and campaigns (e.g. focusing on abstinence, use of preventive measures).   | MoHCC, MoWAGCD, MoPSE, MoHTE |
|   | Establish local support groups/ networks for G/YW living with HIV/AIDS (sex workers, young mothers , disabled G/YW).  | MoHCC, MoWAGCD               |
|   | Establish survivor friendly sexual violence clinics in every district.  | MoHCC                        |

| Strategic Area of Intervention:  | Activities   | Responsible Institutions |
|--|--|--------------------------|
| <p><b>Decision Making and Leadership</b></p> <p><b>Strategic Objective 5</b></p> <p>To build girls and young women's capacities in management, leadership skills and other relevant areas of competencies for effective participation in decision making processes at all levels</p> | Develop a leadership mentoring and coaching program for G/YW, especially targeting those with limited safety nets.   | MoWAGCD                  |
|  | Develop tertiary level YW and out of school YW intensive short training courses on decision making, leadership & entrepreneurship.   | MoWAGCD<br>Min of Youth  |
|  | Incorporate leadership, decision making and confidence building initiatives in school and tertiary curricula.  | MoWAGCD<br>MoHTE         |
|  | Promote balanced and non-stereotyped portrayal of women leaders in the media.  | MoMIP                    |
|  | Increase the participation and access of women to expression and decision making in and through media and new technologies of communication ( with the aim of profiling women leaders as role models). | MoMIP<br>MoWGCD          |
|  | Lobby for the adoption of a 20% quota system for young women's appointment to leadership position in public and private sectors.   | MoWAGCD                  |
|  | Create a platform to engage with parents, religious and traditional leadership on G &YW leadership skills development and mentoring.   | MoWAGCD                  |
|  | Establish linkages and discussion forum with women in leadership.  | MoWAGCD                  |
|  | Create a supportive environment for girls to express themselves freely and experiment with their leadership identities.  | MoWAGCD                  |

| Strategic Area of Intervention:              | Activities   | Responsible Institutions             |
|--|--|--------------------------------------|
| <p><b>Decision Making and Leadership</b></p> | <p>Create opportunities for girls to experience a range of leadership activities, from social change and political activism to more traditional positions of leadership.</p> | <p>MWAGCD</p>                        |
|  | <p>Train older adolescent girls or young women to be leaders within their own communities and run programmes for younger adolescent girls.</p>                               | <p>MWAGCD<br/>MoLGWUD</p>            |
|  | <p>Simplify processes for securing personal documentation and provide girls with support to complete and lodge necessary paperwork.</p>                                      | <p>MoWAGCD<br/>MoHA</p>              |
|  | <p>Continue supporting girls to re-enter school through BEAM and other social protection measures.</p>   | <p>MoWAGCD<br/>MoPSLSW<br/>MoFED</p> |





