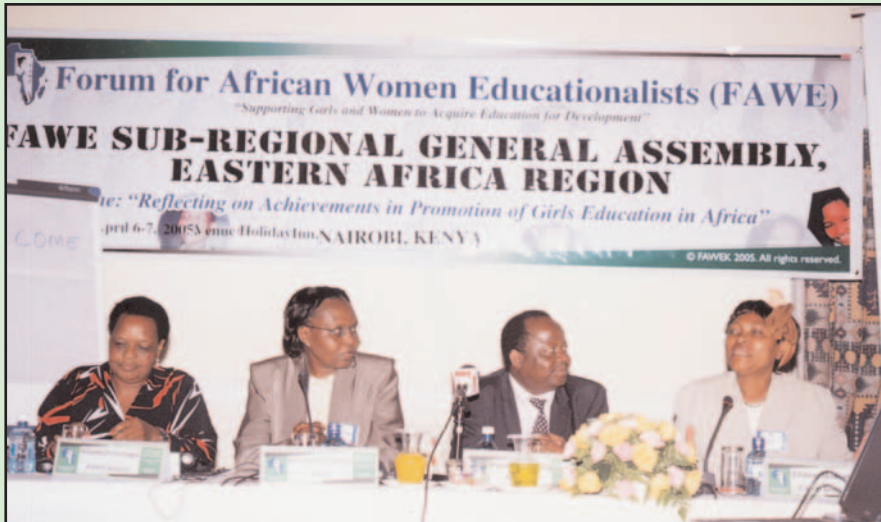
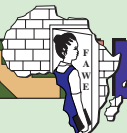


The news magazine about the education of girls and women in Africa



FAWE Strides towards achieving EFA Goals



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FAWE News is published quarterly by the Forum for African Women Educationalists (FAWE) to report on the education of girls and women across sub-Saharan Africa.

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The Forum for African Women Educationalists is a pan-African non-government organization, founded in 1992, whose goal is to increase access, improve retention and enhance the quality of education for girls and women in Africa. FAWE's members are African women ministers of education, permanent secretaries and university vice chancellors who come together to wield their positions and influence in pursuit of FAWE's goal. FAWE's mission is to work at continental, national and local levels, together with partners, to create positive societal attitudes,

policies and practices that promote equity for girls in terms of access, retention, performance and quality by influencing the transformation of education systems in Africa. To put the goal into operation, FAWE has facilitated the establishment of National Chapters in 33 countries across the continent. FAWE's strategic direction for 2002-2006 calls for action in four key areas:

- Education policy
- Advocacy
- Demonstration interventions
- Replication and mainstreaming

Underpinning these is a renewed focus on capacity building at both

regional and national levels. Particular attention is given to developing the skills of National Chapters to influence policy formulation, implementation and monitoring through advocacy, and to demonstrate what works. The ultimate aim is to influence governments to replicate and mainstream such best practices, with an overall emphasis, in line with Education For All goals, on action on the ground. FAWE is supported by a variety of agencies, foundations and other donor partners.

Editorial

2005 is an important year for FAWE. Not only is it Beijing +10, and the EFA target year for achieving gender parity in primary and secondary education, it is also a FAWE general assembly year. In accordance with the constitution, therefore, FAWE will hold its 6th general assembly on July 14th and 15th.

Recognizing that the national chapters play a very key role in implementing the FAWE mandate on the ground, three sub-regional assemblies were held earlier in the year to give the national chapters the opportunity to share experiences on the achievements, challenges and lessons emerging out of their work on the ground and their efforts to improve the participation of girls in education.

The main objective of this issue of FAWE News is to reflect on what we have achieved collectively between the last general assembly in 2002 and now. In this issue we have highlighted key examples of excellent work in each of FAWE's four strategic objective areas, as well as in organizational capacity building, from each of the three sub-regions.

Quite a number of countries have achieved significant levels of gender parity especially in relation to access. We know however, that gender parity is, in many cases, at entry to grade one. Parity at the higher grades of both primary and secondary school still remains a challenge. We also know that the challenges towards achieving gender equality are still formidable.

It is important to note, however, that despite these setbacks, FAWE has done a lot in the last three years. From the launching of FAWE FM radio in Ghana, to the mainstreaming of the TUSEME process in Tanzania, to the introduction of compulsory gender studies at Midlands State University in Zimbabwe, FAWE national chapters are engaging in initiatives to improve the status of girls' education.

A number of chapters, on their own or in partnership with other education stakeholders, have influenced education policies to address gender constraints to girls' education, and have contributed significantly towards the mainstreaming of gender in national education policies and plans. We are happy to note that quite a number of chapters are members of critical educational reform committees or task forces.

More chapters have stepped up their advocacy, and some chapters have undertaken successful demonstrative intervention to the extent that in 2004, FAWE tabled seven best practices in girls' education in an African regional meeting, which brought together ministries of education from 27 countries. These included demonstrations on how to address sexual maturation, girls in conflict situations, HIV/AIDS, girls' empowerment and creation of gender responsive school environments.

Some chapters have gone to the important step of influencing their ministries of education to replicate or mainstream best practices into the national education systems. We shall within the next few years see some of the FAWE best practices in girls' education institutionalized into our national school systems.

At the organizational level some chapters have grown from strength to strength. We are happy to note that more chapters are functional in terms of active membership, good governance and operational secretariats.

You will agree with me that these are not small achievements. As such we must not allow our spirit to be dampened by the negative assessment of the global failure to meet the EFA goals. We must not lose sight of the fact that even though we may not have reached the final goal, we have taken great strides towards improving girls' education in Africa.

It is important that we get strength in our achievements because we have worked hard to reach this point. We must take pride in the fact that we have kept the torch for girls' education burning.

It is my sincere hope, therefore, that this newsletter will celebrate our achievements and draw inspirations from our challenges because we need both for the work before us, in the next three years and beyond, until there is gender equality in all our education systems.



Prof. Penina Mlama
FAWE Executive Director

FAWE Kenya hosts the United Nations Girls' Education Initiative (UNGEI) Kenya meeting

“The Government of Kenya gives centre stage to the elimination of gender disparities in education,” said Prof. Karega Mutahi, Permanent Secretary in the Ministry of Education, Science and Technology (MOEST), in a recent speech. “The Government pursues the policy of mainstreaming gender at all levels.”

These welcome words were uttered not long ago at a consultative meeting of the United Nations Girls' Education Initiative (UNGEI), which took place at FAWE House in Nairobi, Kenya, on October 13th and 14th 2004. The meeting aimed at enhancing partnership in the promotion of girls' education in Kenya. The Permanent Secretary went on to explain that, “the UN Girls' Education Initiative launched by the UN Secretary General... at the World Education Forum in Dakar has helped mobilize global education partners to reduce the gender gap in education.”

Created in 2000, the United Nations Girls' Education Initiative became the flagship for girls' education efforts worldwide. A partnership made up of governments, civil society organizations, NGOs, UN departments and multi and bilateral donors, each country has a focal point for UNGEI activity. In most countries that focal point is the UNICEF



country office. In Kenya, however, a remarkable partnership has developed between UNICEF Kenya and the FAWE Kenya chapter, which has helped FAWEK to influence policy in Kenya; FAWEK is co-chairing UNGEI in Kenya.

One of the outcomes of the recent UNGEI October meeting was agreement on the need for a national steering committee for UNGEI Kenya. This committee will be coordinated by FAWEK, and will be made up of 15 people, including the gender focal officer from the MOEST, Dr. Gathenya, who is also an executive committee member at FAWEK. It will further include the officer in charge of planning and policy, Mrs. Miriam Mwiroti, and members of other key bodies such as UNICEF, UNESCO and the Kenya Parents association. With the goal of “mounting a sustained

campaign to expand and improve the quality and availability of girls' education in Kenya from 2005 to 2010,” terms of reference for the steering committee were produced at the UNGEI meeting to facilitate its work.

FAWEK's involvement with UNGEI began in 2002, when FAWEK had the honour of being one of four civil society organisations from Kenya selected to attend an international UNGEI meeting in Geneva. The purpose of the meeting was to sensitize civil society organisations about their role in UNGEI, which aims not to create new structures, but to work within existing structures such as the Education for All goals (EFA) and the Millennium Development Goals (MDG).

After the Geneva meeting FAWEK held a dissemination workshop in Kenya with UNICEF and UNESCO. 30 people from government

ministries and various UN bodies attended. It was after the workshop that FAWEK started co-chairing with UNICEF to push the UNGEI agenda forward.

With the arrival of the newly appointed UNGEI Eastern and Southern Africa Regional Office (ESARO) coordinator Aster Haregot, the October workshop was organized in order to give new life to the UNGEI movement in Kenya. At the meeting FAWEK Chairperson Mrs. Elaine Mukuru stated that the FAWE Kenya chapter was honoured to have been given the role of coordinating UNGEI Kenya.

Mrs. Shiphrah Gichaga, National Coordinator of FAWEK, outlined FAWEK's activities and achievements on UNGEI thus far, which included working with the MOEST on policy formulation, and training 26 technical people in the ministry on gender mainstreaming issues in ministry documents. FAWEK has also been participating in all key MOEST meetings on policy direction, and has produced statistical material in conjunction with the ministry.

It is certain that FAWEK's position as country facilitator of the UNGEI movement in Kenya has given it greater influence with the Ministry of Education, Science and Technology, but it is also true, according to Mrs.



Gichaga, that UNGEI must find a more prominent place in the ministry.

There are many challenges still to be addressed in the promotion of girls' education at the policy level. For example, the National Gender Guidelines in education policy have been waiting in draft form since 1998, and readmission for pregnant schoolgirls in the gender education policy must be pushed so that the guidelines are formalized. Commitment

is needed from all levels to translate rhetoric into practice. But positive steps are underway.

"Our greatest wish is that the findings will filter to our Ministry fast enough to feed into the ongoing inclusive policy planning and programme implementations," Permanent Secretary Karega Mutahi's speech concluded at the UNGEI consultative meeting. This is certainly FAWE's hope as well.

The United Nations Girls' Education Initiative - UNGEI - was launched by UN Secretary General Koffi Annan in April 2000 at the World Education Forum in Dakar as an integral part of the EFA movement. It is a 10 year inter-agency global initiative. UNICEF was appointed to be the lead agency on behalf of the UN and other global partners. The initiative seeks to establish and expand partnership of the United Nation agencies, governments, donor countries, NGO's, private sector, communities and families to narrow the gender gap in Primary and Secondary Education by 2005.

-UNGEI Kenya Brochure.

FAWE Rwanda and the First Lady

“FIRST LADY URGES GOVT ON GIRL EDUCATION” announced the banner headline on page three of Rwanda’s New Times this May 9th. What would you do if you were the FAWE chapter of a country with a First Lady passionately committed to girls’ education? Chances are you would jump at the chance to help her launch a massive countrywide advocacy campaign, and this is exactly what FAWE Rwanda has done.

In 2004, First Lady Jeannette Kagame launched her Girls’ Education Campaign through PACFA (Protection and Care of Families against HIV/AIDS) which she founded in 2001. With the goal of creating awareness and promoting partnership for improved academic performance of girls in school, the main activities of the campaign included provincial tours and media campaigns using national role models, as well as the distribution of awards by the First Lady herself to the best performing girls at primary and lower-secondary levels in all provinces.

FAWE Rwanda played a central role in the advocacy campaign, with FAWE Rwanda’s coordinator, Ms Odette Mukazi Mutanguha, forming part of the technical and organizing committee. As well, the FAWE Rwanda chairperson, Ms. Beatrice



Mukabaranga, and a student from the FAWE Girls’ School participated in panel and media discussions on girls’ education, FAWE Rwanda even sent girls to the international education ministers’ summit in Geneva. FAWE Rwanda further participated in the campaign at the provincial level, and FAWE girls were involved in dramatic performances in which they illustrated the challenges faced by girls in school.

Then, On May 7, 2005, Mrs. Kagame launched the second phase of the Girls’ Education Campaign at an event attended by high-level government and diplomatic officials, in Kigali. Presentations by students from the FAWE Girls’ School prompted the First Lady to remark, “we have heard your message through the poems and songs; on behalf of the

parents we shall continue to help you in your education.” She further stated that girls’ education was a key strategy in the fight against HIV/AIDS.

What impact has the advocacy campaign had? “One of the most memorable events of 2004 was the partnership that emerged to address the huge challenge of accelerating girls’ education at all levels: central, provincial/district and school/community levels, and among children themselves,” the UNICEF Country Representative, Ms. Keita Bintu, remarked at the May 7th event. She further stated that, as a result of the campaign, “this year we reaped the results... in the higher performance of girls.”

The advocacy campaign is right in line with FAWE’s second strategic objective of building public awareness and

consensus on the social and economic advantages of girls' education. But collaboration with the First Lady is not the only way in which FAWE Rwanda's has engaged in advocacy. In addition to bimonthly radio programs and a quarterly newsletter, the chapter also brings together all the schools in its TUSEME program (see p.23) to share experiences and expose what goes on in schools that affects girls' education, at its annual National Students' Festival. The festival also

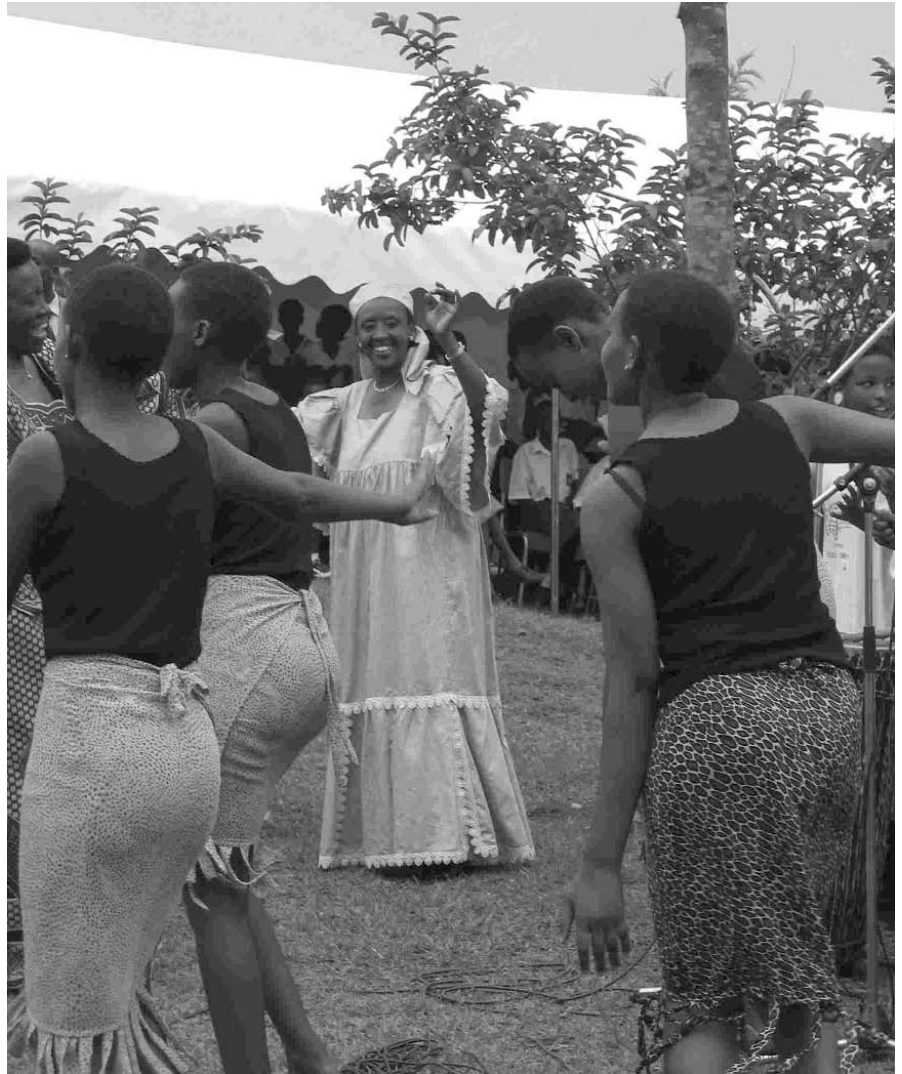
TO BE EDUCATED

Oh! to be educated
 Yes to be Educated
 It takes time and it's hard
 to regain when missed
 But when educated
 One there is Success

Oh! to be educated
 Since we are living in a
 World
 Full of Science and
 Technology
 There is need to be
 educated

Please parents, teachers
 and others
 Help us to overcome the
 problem of illiteracy
 And be educated in order
 for us to have a bright
 FUTURE!

- U Shemsa, 16, FAWE Girls'
 School, Rwanda



attracts community members such as parents, teachers, head teachers, leaders, decision makers, media and the general public, thereby creating public awareness. In fact in the FAWE report on the 3rd National Students' Festival, 2004, one of the stated objectives was to "increase community awareness of problems affecting the education of children and especially those affecting the education of the

girl child" (3rd National Students' Festival, p.5).

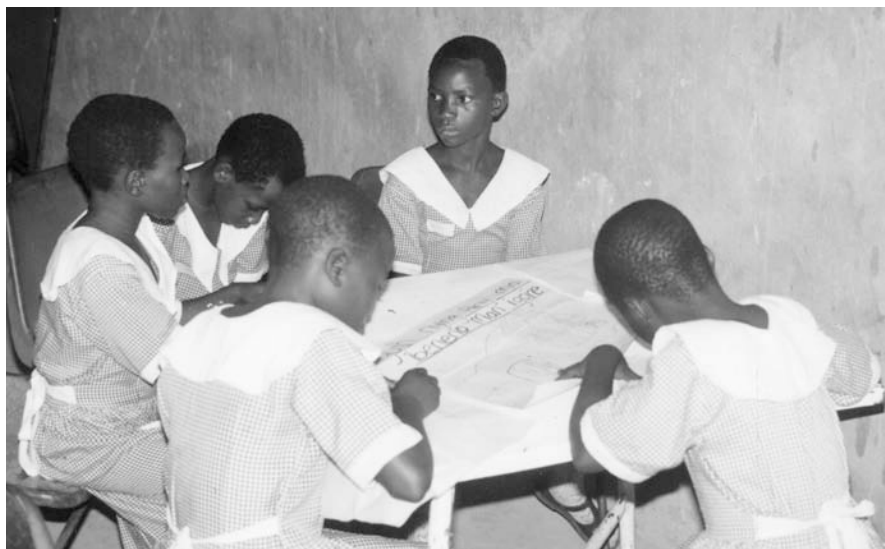
Clearly FAWE Rwanda is no stranger to advocacy work, and with the support of the First Lady, it is certain that the chapter will continue to make an impact. "We should fight against all things that deprive girls of education," said Mrs. Kagame, "...this will help the country to attain sustainable development."

Sexual Maturation Management: A Demonstrative Intervention by FAWE Uganda

Imagine you are a 12 year old girl, sitting in a rural classroom with your male and female counterparts, when the unthinkable happens, you begin to menstruate. Under any circumstances this would be embarrassing, but today it is more so. Not only do you not have any sanitary towels, or even access to sanitary towels, your school does not have a private toilet facility for girls, and there is no water with which to wash. Furthermore, there are cultural taboos about menstruation in your community. What do you do?

This is the awkward and frightening situation faced by many Ugandan, and indeed, Sub-Saharan African girls. For most girls, the solution is simple: go home and remain there until your period is over. That was certainly the situation in Kalangala District of Uganda, until FAWE Uganda (FAWEU) stepped in. "Until recently, sanitary towels were a fairy tale and a girl in her menstruation period was considered unclean and detained at home," reports Sunday Magazine, "She would not be allowed to go to school until the 'ordeal' was over. If she dared to go to school, she would be shunned by both teachers and colleagues." (see page 21)

All that changed, however when FAWE Uganda began a



sexual maturation management campaign with the support of the Ugandan government in 2001. The objective was to raise awareness of sexual maturation issues among all stakeholders, improve water and sanitation in rural primary schools, and advocate for affordable sanitary towels. Buoyed by the findings of a 2001 Makerere University study (funded by the Rockefeller foundation), which discovered that the management of

sexual maturation issues, particularly menstruation, was affecting girls' attendance in primary schools, FAWEU decided to take action. "Research has shown that many adolescent girls particularly in rural areas spend up to four days away from school due to difficulties associated with menstrual hygiene," says Professor Penina Mlana, FAWE's Executive Director, "Lack of protective sanitary materials, poor sanitation, lack of water, lack of

Examples of Menstruation Myths from Uganda:

- Do not cross a garden of fruits, groundnuts, for they will dry
- Do not walk long distances for the period will also take more days
- Do not prepare food for you are unclean
- Do not hold a very young baby because it can develop a rash on the skin
- Do not cross a junction
- Do not fetch water because the wells may dry up or get filled with blood
- Do not use a mirror; it can rust

separate toilets etc., create fear and discomfort in these girls resulting in poor learning and performance in class.” FAWEU decided to combat the disadvantages girls faced by implementing its sexual maturation management project in 60 Ugandan primary schools, 12 from each of five districts selected for their wide gender gaps and low achievement on national exams.

Among other things, the FAWEU sexual maturation campaign included holding consultative meetings with district and local leaders and school administrators, training senior female and male teachers in sexual maturation management, setting up Teen Clubs for girls to foster peer support, lobbying Members of Parliament and other policy makers to take responsibility for sensitization in their constituencies, and forming a partnership with Cotton Products (U) Ltd to provide cheaper sanitary towels to schools. Furthermore, in all schools where the program was implemented, senior women teachers were appointed to coordinate sexual maturation matters.

Never one to shy away from tough issues, FAWEU's sensitization campaign also included demonstrations of how to use sanitary pads,



distribution of the sex education magazine Straight Talk to schools, distribution of guidelines on Menstruation Management, in simple English, to primary school students themselves, and dissemination of information on how to make sanitary pads with local materials. Through mediums such as song, drama, public talks, radio, television and newspaper, FAWEU managed to reach all stakeholders with its message.

The outcomes have been positive. 49 of the pilot schools have built new latrines with funding from the government and NGOs,

providing girls with better sanitation facilities and more privacy. Absenteeism has been reduced. Sanitary towels have been distributed to schools, and the education sector review committee has decided to include emergency sanitary pads in first aid kits for schools.

FAWEU's campaign for sexual maturation management is, furthermore, ongoing. Recently FAWEU presented its project findings on sexual maturation management to the Ministry of Education Gender Task Force (of which it is a member). The task force then used the findings in developing a Strategy to

“Sexual maturation refers to the sexual development and growth of a child from puberty (9–13 years) and adolescence (13–19 years) to adulthood, accompanied by changes in their bodies and sexual organs.”

–“Addressing Sexual Maturation in Relation to Education of Girls: Uganda,” Best Practices in Girls' Education in Africa Series, FAWEU.

Key Research Questions from the Makerere University Study:

- How does the process of sexual maturation impact on children's participation in primary school education?
- How does the Ministry of Education and Sports tackle this issue with regard to improvement of the Girl Child participation in Primary school education?
- What are the methods employed in providing information about these issues to the children with regard to the language used and how the information is packaged and who does it?
- What knowledge would be adequate to prepare the child for the changes that might take place in his/her body for participation in education at Primary school level?
- Where do these issues feature in the curriculum?
- How are these issues dealt with in the Teacher Training Colleges?

-
<http://www.femshuleni.org/studies/uganda/ugkat.htm>



How has this demonstrative intervention impacted Ugandan schoolgirls? "I have been taught to run to the senior woman teacher if I have a problem" says Sylvia Nabawesa, aged 12 and in primary seven. Leaving school is no longer the only option.

-Menstruation Management (Among Primary School girls - Adolescents), FAWE Uganda Chapter

Accelerate Gender Parity, which will be launched in June. FAWEU also presented the Best Practices booklet on Sexual Maturation, which was developed by the FAWE Regional Secretariat, to the UN Girls' Education Initiative (UNGEI). Last October FAWEU used a trade fair to publicize

sanitary towels, in collaboration with its partner, Cotton Products. And finally, the Ministry of Education and Sports included and disseminated FAWEU's best practices on sexual maturation management in a guideline to all Ugandan primary schools.

"We teach boys to respect girls. Teachers and parents have had training and as a result, even fathers can handle their daughters' menstruation needs. The attendance of girls in class has improved in terms of reduced absenteeism due to menstruation. Girls do not have to run to town to buy sanitary towels because the schools stock them. This, coupled with the construction of gender-friendly toilets, where girls and boys have different facilities, has made life easier for the girls"

- Godfrey Kabogoza, Headmaster, Kibanga Primary School (As quoted in "Ssesse's Miracle," Sunday Magazine, March 13, 2005)

STOP AIDS clubs in Burundi: Fighting the Pandemic

“Parents do not have the courage to discuss AIDS with their children. To correct the situation, sensitization seminars are necessary because they serve as privileged settings for information exchange where strategies for fighting HIV/AIDS can be designed.”

- Niyongabo Natacha, 14,
Saint Esprit High School,
Burundi

Young women in Burundi, like other African countries, are at great risk for contracting HIV/AIDS. Consequently, FAWE Burundi has taken steps to become more involved in the fight against HIV/AIDS, one of the contributing factors which keeps girls out of school. To this end, FAWE Burundi began introducing the concept of STOP AIDS clubs in schools. A demonstrative intervention, STOP AIDS clubs are just like other school clubs, and are open for members of other clubs to join. The only difference is in their objectives and how they are managed.

The clubs aim to sensitize students on the realities and dangers of HIV/AIDS. Through plays, poems, songs, dance and art, as well as peer counselling and films, they aim to teach students, and indeed, the wider community, about the origin, transmission, symptoms and prevention of HIV/AIDS. They



address such issues as the status of HIV/AIDS in the world, Africa and Burundi specifically; the risks involved when the disease is contracted; and the impact of the disease at the individual, family and social levels. They even invite those who have gone public about their status to come and give testimonies and counsel at the school, and they also organise conferences and workshops.

“Many youths, even those who have gone to school, have no information on HIV/AIDS and STIs,” says 16-

year-old Kezakimana of Lake Tanganyika High School, “The sensitization campaigns are an occasion for them to share experiences and acquire knowledge. We leave here happy to be committed activists in the fight against HIV/AIDS and sexually transmitted diseases by adopting responsible behaviour and protecting ourselves and others.”

Tanzania Scales-Up TUSEME and Centres of Excellence

Few demonstrative interventions have as successfully captured the attention of governments, in their potential for scaling up, as the TUSEME process and Centres of Excellence (COEs) in Tanzania. (See The TUSEME "Speak Out" Process, p 23, and Centres of Excellence p. 13). At the initiative of FAWE, and five other institutions, including the African Development Bank, the Commonwealth Secretariat, UNESCO, UNICEF and the World Bank, a workshop and policy consultation was held on the subject of Scaling Up Good Practices in Girls' Education in June 2004. At the meeting, a series of best practices in girls' education were presented by various stakeholders, and implications for scaling up were discussed. Two of those best practices, identified by FAWE, drew the attention of the Tanzanian Ministry of Education and Culture (MOEC). They were the TUSEME "Speak Out" Girls' Empowerment process and the FAWE Centres of Excellence.

From replication, to mainstreaming, FAWE Tanzania (FAWETZ) and the Tanzanian government have provided a model for how the scaling up process should be conducted.

Originating in Tanzania in 1996, the TUSEME Girls' Empowerment Process was developed by the Department of Fine and Performing Arts at the University of Dar es Salaam. Initially starting in seven schools, the process was officially adopted as a project of the Tanzanian Ministry of Education and Culture in 1999, although the University of Dar es Salaam continued to coordinate



and implement the project. The Swedish International Development Agency (SIDA) was the main source of funding, but support was also given by the University, and FAWE Tanzania. Subsequently, TUSEME was replicated by the Tanzanian government in 24 schools. Additionally, FAWE took the process to 13 other Sub Saharan African countries, including Kenya, Malawi, Zambia, Zimbabwe, The Gambia, Namibia, Mali, Guinea, Ethiopia, Rwanda, Senegal, Chad and Burkina Faso.

At the June 2004 Scaling Up meeting, FAWE presented the TUSEME process as one of its best practices, in addition to Centres of Excellence, which incorporate the TUSEME process. After the meeting the Tanzanian delegation sent by the Ministry of Education, which was made up of Ministry of Education personnel and people from the FAWE National Chapter, met to determine which of the best practices presented at the meeting would be good

candidates for scaling up in Tanzania. At the follow-up meeting on July 16th, TUSEME and the Centres of Excellence were the practices chosen. Having already been replicated in Tanzania, the stage was set for TUSEME to be mainstreamed.

Fortunately the timing couldn't have been better. After the launching of the Education Sector Development Program with the Primary Education Development Plan (PEDP) 2002-2006, the MOEC then moved to develop the Secondary Education Development Plan (SEDP) 2004-2009. This happened at an opportune time - just in time to incorporate the TUSEME concept.

In its Secondary Education Development Plan (SEDP) 2004-2009, it is the Ministry's stated goal to have the "TUSEME project mainstreamed by 2009." This means that the process will be conducted in all Tanzanian secondary schools by that time.

At the same time, the Tanzanian MOEC has taken a strong interest in the Centres of

Excellence concept. The goal of the Centres of Excellence is to transform an ordinary school and its surrounding community into an environment academically, socially and physically gender responsive for both girls and boys.

Tanzania has taken part in the development of the COE concept from the beginning. One Tanzanian school, Mgugu Secondary school, was among the pilot Centres of Excellence, along with AIC Girls' Primary School in Kenya, Grand Diourbel Junior Secondary School in Senegal, and The FAWE Girls' School in Rwanda. Later on, Lufilyo Secondary School and Mafinga Secondary School in Tanzania became Centres of Excellence, joining the ranks of COEs, which now include Hage Geingob, Namibia; Samba, The Gambia; Athwana, Kenya and more recently Dipeo, Burkina Faso.

The Tanzanian Ministry of Education and Culture has decided that the COE concept will be extended to 40 schools, which the government is currently building and rehabilitating. As a result of the MOEC's commitment, even more girls will be able to have a more gender responsive education through the Centres of Excellence.

What were the secrets to FAWETZ's success with the MOEC? First of all, there was a political commitment to gender mainstreaming. Secondly, the MOEC sent representatives to the Scaling Up Policy Consultation. Thirdly, upon returning from the Policy Consultation a session was held

with senior policy makers to sensitise them to the need for TUSEME and COEs. And lastly, the policy environment in Tanzania was enabling and positive towards girls' education.

FAWE would like to congratulate FAWETZ and the Tanzanian government on the mainstreaming of TUSEME, and the further replication of the Centre of Excellence concept. It has taken a decade, but finally all Tanzanian schoolgirls will have the opportunity to benefit from the TUSEME empowerment process.

Centres of Excellence

“A Centre of Excellence is simply a school in which the physical, academic and social environment is gender responsive... It adopts a holistic, integrated approach towards addressing the problems in girls' education by creating an enabling learning and teaching environment in the school and ensuring community involvement in the promotion of girls' education.”

A Concept Paper: Scaling Up of Best Practices in Tanzanian Secondary Schools

Excerpt from Secondary Education Development Plan (SEDP) 2004-2009

3.3.3 Girls' Retention and Achievement.

Objective:

To improve retention and achievement of girls in secondary education.

Strategies:

- (i) Provide remedial teaching to girls who under perform;
- (ii) Improve guidance and counseling services and facilities for girls' privacy in schools;
- (iii) Improve and mainstream the girls empowerment TUSEME project;
- (iv) Institutionalize annual science camps for girls;
- (v) Provide user friendly materials in Science and Mathematics.

Targets:

- (i) Remedial classes for all under performing girls in all schools conducted by 2005;
- (ii) Guidance and counseling services firmly established in all schools by 2007;
- (iii) Facilities for girls privacy in place by 2009;
- (iv) TUSEME project mainstreamed by 2009;
- (v) User friendly materials produced by 2006.

- Education Sector Development Programme: Secondary Education Development Plan (SEDP) 2004-2009, Ministry of Education and Culture, The United Republic of Tanzania

QUICK FACT: Tanzania has already achieved gender parity in Primary Education. In 2003, 49.9% of the students in primary school were female. - A Concept Paper: Scaling Up of Best Practices in Tanzanian Secondary Schools

Documenting their work: FAWE Kenya keeps the record straight

What is the one thing that a FAWE chapter must have when it is running such excellent projects as the FAWE Award for Media Excellence (FAME Award) and the Agathe Award for innovative strategies in girls' education? Documentation of its practices. This is why FAWE Kenya (FAWEK) has recently undertaken an aggressive documentation project as part of its organisational capacity building.

Recently, FAWE Kenya undertook to produce not only written material on the FAME and the Agathe Awards, but also guidelines on internal procedures such as program planning and implementation, and procurement and tendering. Such documentation is an essential part of organisational capacity building because, not only does it produce a record of the chapter's methods, in some cases it also makes it possible for other chapters to replicate good practices. For example, FAWEK has printed brochures on its Science, Mathematics and Technology (SMT) programmes and its Sexual Maturation Management programs, which benefit FAWE as a whole.

In fact, perhaps one of the most important pieces of documentation produced recently was the Best Practice's in Girls' Education:



Peer Counselling & HIV/AIDS booklet, which recorded the efforts of FAWE Kenya to combat HIV/AIDS in the Thika District. This publication was recently presented at the June 2004 Technical Workshop and Policy Consultation on Scaling Up Good Practices in Girls' Education in Sub-Saharan Africa, which was hosted jointly by FAWE, the African Development Bank, the Commonwealth Secretariat, UNESCO, UNICEF and the World Bank.

One of the 14 chapters under the FAWE regional secretariat's strengthening program, FAWEK is one of the National chapters with a FAWE Attached Technical Assistant (FATA). The recruitment of this key staff member, Mr. Kinuthia, has also increased FAWEK's organisational capacity.

Another important organisational capacity building activity last year was the relocation of the FAWEK office to more spacious quarters, as FAWEK outgrew its old office space. This was accompanied by such capacity building activities as the setting up of signboards, the installation of office systems, the procurement of computer and printer equipment, and the arrangement and furnishing of the program office and reception area.

FAWEK further enhanced its organisational capacity by establishing stronger partnerships with organisations such as UNHCR, Population Council, the Embassy of Finland, the Middle East Bank, ABANTU, UNICEF, Plan International and the Girl Child Network,

FAWEGAM: Influencing the Drafting of a New Education Policy in The Gambia

through activities such as meetings, joint proposals and collaborative programmes.

Most impressively, FAWEK has also begun construction of its own resource centre, having recently acquired the space to do so in the move to the new building on Rose Avenue.

FAWEK also works to build the organisational capacity of schools and education systems in Kenya. Some of the capacity building workshops it has conducted recently for educators include:

- Training workshop for 24 teachers in SMT
- Training of Trainers workshop for 24 teachers in Sexual Maturation Management (10 project schools from 2 districts: Nairobi, and Bondo district, Nyanza Province)
- Training in HIV/AIDS peer counselling for 15 teachers and 15 students,
- Ongoing capacity building of Girls' Clubs
- Workshop at the Athwana Centre of Excellence to mobilize community leaders
- Workshop at the Athwana Centre of Excellence to train teachers in counselling
- Training for teachers in gender responsive teaching methodologies at the Kadjado Centre of Excellence

According to The Republic of Gambia's Education Policy, 2004-2015 the guiding principle for education is premised on, "Non-discriminatory and all-inclusive provision of education underlining in particular, gender equity..." The second aim of the education policy is to, "Mainstream gender in the creation of opportunities for all." How did such gender consciousness enter into Gambia's National Education Policy? It would not have been possible without the help of the FAWE Gambia chapter (FAWEGAM).

As part of the Girls' Education Task Force set up to facilitate the preparation of the New Education Policy, and also the Education for All Forum and Policy Dialogue Observatory (a consultative body formed to oversee the process of policy preparation and link it with the EFA goals) FAWE GAM has been, according to Ms. Mariama Chow from the National EFA Secretariat, "a major partner... particularly on the EFA targets regarding the attainment of gender parity and equity." She indicates that FAWEGAM is, "involved in all major activities related to Girls' Education as well as in policy making bodies in The Gambia," and concludes that, "being in such policy and decision making bodies affords FAWE-GAM the unique opportunity of participating fully and directly in the country's strive for Education For All through the country's national policies."

The results of FAWEGAM's influence are plain to see. The New Education Policy includes such priorities as "Gender Equity Initiatives," and stipulates, "the direct costs of girls' education will continue to be addressed... by providing scholarships or bursaries especially to girls. A more gender sensitive curriculum

and environment will be created and a continuous promotion on the community awareness on the benefits of both boys and girls' education will continue to be mounted. Performance and completion will also be promoted." The policy further has such stated objectives as "[increasing] the share of enrolment of girls' to 50% of total enrolment at the level of basic education by 2005," and "[institutionalizing] access programmes for higher education in favour of girls, particularly in science, maths and technology."

In fact, FAWEGAM is mentioned by name in a section of the policy devoted specifically to Gender Mainstreaming. Chapter 7 states that, "The Girls' Education Unit of the [Department of State for Education] will be... strengthened to work with main collaborators like UNICEF and FAWE-GAM," and that, "The annual Mathematics and Science clinics, FAWE girls clubs and community-based interventions will be strengthened and popularized." There is attention given to increasing the enrolment of girls in universities, and also to increasing resource allocation for girls' education. Overall FAWEGAM has had tremendous success in ensuring that gender concerns are represented in many aspects of the new policy.

FAWE congratulates FAWEGAM on the role it played in the formation of a gender responsive education policy. "FAWEGAM is a key stakeholder in the attainment of EFA and the empowerment of girls and women..." Mrs. Chow concludes. "Because of its exemplary performance... and the leading role it plays... it is one of the most shining beacons of hope in the challenge of ensuring gender equity and parity in The Gambia."

FAWEZA's Work in Policy: Re-entry for Adolescent Schoolgirl Mothers in Zambia

"Pregnancy is not something that you can put somewhere so that you can forget about it for a while. It is with you all the time... I was raped, but it seems a girl who is raped bears all the blame... I did not have the courage to get up and go to school. In fact, I realized that school was over for me..."

So begins the story of one Zambian girl who, but for Zambia's re-entry policy,

would never have completed her education. Unwanted teenage pregnancy can be a terrifying and major obstacle to a girl's schooling. Until 1997, Zambian girls who became pregnant were expelled. However, thanks to the ongoing policy work of organizations like Fawe Zambia (FAWEZA), stories such as the above no longer have to end in tragedy, with young single mothers

sentenced to a life of poverty that comes with lack of education.

FAWEZA's work in the context of the re-entry policy has recently centred around implementation, monitoring and evaluation. The policy itself was introduced in 1997, but policy work does not end when a policy is introduced.

The story of the aforementioned Zambian girl continues, "My aunt went to school and told the Headmistress that I was pregnant and could not continue with my education. The Headmistress asked to see me. When I went to see her she told me that I could go back to the same school after weaning my baby..." Lack of knowledge, and resistant attitudes towards the re-entry policy threaten to be a major obstacle to its implementation.

Dissemination of information, and education about the policy are therefore of primary importance.

From 2002 to 2005, FAWEZA has concentrated its efforts on a number of initiatives in conjunction with the re-entry policy. Firstly, it has campaigned for the adoption of the implementation guidelines it developed at a 2001 workshop, when it examined the procedures being followed by schools, and discovered many weaknesses in the implementation process. (For example, it was discovered that pregnant girls were often not adequately counselled, and did not

HISTORY OF THE RE-ENTRY POLICY

The history of Zambia's re-entry policy began in 1995, when the Zambia Association for University Women held a conference on the situation of the girl-child in Zambia, in preparation for the Fourth World Conference on Women in Beijing, and proposed to the government that schoolgirls who became pregnant should be readmitted. With the creation of FAWEZA in 1996, another voice was added to the call for policy change, and FAWEZA was able to play a major role in advocating for re-entry because the first chairperson, Dr. Kabunda Kayongo, was a cabinet minister who pushed for cabinet approval. The call was finally heeded in September 1997, when, at a conference on girls' education in Lusaka, Zambia, the Minister of Education, Dr. Syamukayumbu Syamujaye announced a re-entry policy for schoolgirl mothers.

However, as the second FAWEZA chairperson Barbra Chilangwa remarked at the National Symposium on Female Participation in Education in 1998, "One of the problems affecting female participation in this country is that there has been only 'lip service' or... 'pen service' in support of women, with grandiose policy statements which are not translated into action." Thus began the next phase in the policy work of FAWEZA, ensuring that the re-entry policy for schoolgirl mothers was properly implemented, and that people were aware of its existence.

One of the first steps that FAWEZA took was to hold a series of drama performances across the country to inform people about the policy. These were performed by school children themselves, primarily at school functions. FAWEZA also made effective use of print and electronic media.

Then, in 2001, FAWEZA took an important step towards the monitoring of the policy when it convened a workshop to examine the procedures being followed by schools, and to develop uniform implementation guidelines, and a tracking and monitoring system.

receive adequate assurance that they were free to continue their education after giving birth.)

While some of the recommendations FAWWEZA submitted to the Ministry of Education were informally adopted, the recommendations were at last formally examined by the Ministry in 2004. The Ministry's Equity and Gender Component Manager said that new guidelines about the re-entry policy would be sent to schools before the end of the year, but FAWWEZA, never content to rest on its laurels, did a re-examination of the guidelines and refined them even further. According to FAWWEZA's 2004 Annual Report, "FAWEZA intends to extensively disseminate the guidelines to schools and communities." The new guidelines should be out by mid-May 2005.

Another FAWWEZA accomplishment, which affects the re-entry policy, is the establishment of Student Alliance for Female Education (SAFE) clubs throughout the country. SAFE clubs, which operate under the auspices of FAWWEZA, use mentoring and peer mentoring to improve the well-being of the girl-child. Among other things, the clubs help girls make informed choices, resist negative pressure, build self-esteem, discuss issues openly and freely, and avoid risky behaviour. While the clubs seek to help girls to avoid the circumstances that would necessitate re-entry in the



first place, they also help to raise awareness about the re-entry policy, and remove the stigma against re-entry girls.

Part of FAWWEZA's ongoing success with policy issues in general can be attributed to its close relationship with the Ministry of Education. Another 2004 accomplishment was the signing of a memorandum of understanding with the Ministry of Education, allowing FAWWEZA to participate in girls' education in a more integrated manner. In the memorandum, the Ministry of Education (MOE) promises to, "make available to FAWWEZA and to its members any such resources that will facilitate the work of the organization in advancing female education," and to, "sub-contract FAWWEZA or its members who have comparative advantages over the MOE, in terms of skills or experience or resources to carry out specific activities in the MOE work plan."

So how have FAWWEZA's efforts impacted schoolgirl mothers? In 2003, over 50% of pregnancy cases in Zambia were readmitted.

FAWEZA's advocacy

campaign for effective implementation of the re-entry policy was recently documented by a FAWWEZA commissioned consultant. It was also documented in the FAWWEZA Best Practices in Girls' Education in Africa series, and presented at the Technical Workshop and Policy Consultation on Scaling UP Good Practices in Girls' Education in Sub-Saharan Africa, in June 2004.

It is hoped that other countries will be able to make use of the lessons learned from FAWWEZA's successful re-entry policy campaign. However, as FAWWEZA Executive Director Penina Mlama has remarked, "While many countries now recognize the importance of giving adolescent mothers a second chance to continue with their education... only a handful have re-entry policies in place."

The value of Zambia's re-entry policy cannot be underestimated. As the Zambian girl, whose story began this article, concluded, "I am lucky to get a second chance in life... My education is my priority now."

Sensitization of Parliamentarians by FAWEMO Mozambique

“What is the role of women in the development of a country? Is it possible to develop your country without the participation of women and girls? Is it possible to develop any society putting girls' education in second place?” These are some of the questions FAWEMO Mozambique (FAWEMO) recently asked five of its women parliamentarians, who are also registered FAWEMO members.

Earlier this year FAWEMO decided that strategically working with parliamentarians should be a Mozambique chapter priority. FAWEMO therefore undertook a process of sensitization for parliamentarians as part of its advocacy work. The sensitization process, which is still going on, began with a series of meetings with the five parliamentarian FAWEMO members, two of whom are former teachers, and one of whom is a singer who sings about girls' education. At the meetings, FAWEMO presented the parliamentarians with Ministry of Education data on the status of girls' education in their provinces, using maps to aid the presentation.

The discussion initiated among the parliamentarians was enthusiastic. Because Mozambique has an alarmingly high dropout rate

for girls, particularly from primary to secondary school (see Graphic 1), the parliamentarians discussed the challenges facing girls, and the ways in which those challenges varied from region to region. For example, it was noted that in the North of Mozambique many girls marry early for cultural and economic reasons and are therefore forced to drop out of school. Whereas, in the South, many boys drop out of school and go to work in the mines of South Africa, returning with money which attracts young girls and results in pregnancies and drop outs. It was also noted that in some regions, such as Gaza province in the South, efforts had been made to sensitise parents and the community towards such things as organising cultural initiations during school holidays, so as not to interfere with girls' studies. But there was still much work to be done.

At the end of the discussion, according to FAWEMO, the parliamentarians were “impressed and very motivated. They agreed... about problems that were exposed, and recognized the problems, economic, social and cultural, that negatively affected the education of

women and girls.”

Having secured a renewed commitment from its five parliamentarians, FAWEMO then asked them to recommend the best way of briefing other members of parliament. The five parliamentarians recommended that FAWEMO invite two representatives from each province to a briefing chaired by Graca Machel, the FAWEMO chair, and a prominent human rights advocate. They also recommended that, in spite of the impressively high number of women parliamentarians in Mozambique (88 out of a total of 250), it was important to include male MPs in the process as well, as the issues to be discussed affected all Mozambicans. These recommendations were in line with the approach suggested for Malawi, during the recent sub-regional General Assembly. The participants argued that good MPs would not want to see their constituency doing badly in relation to others, and thus, the strategy of presenting parliamentarians with data on girls' education from their particular areas was a skillful one. In fact, rather than inviting two MPs from each province, FAWEMO now intends to extend an

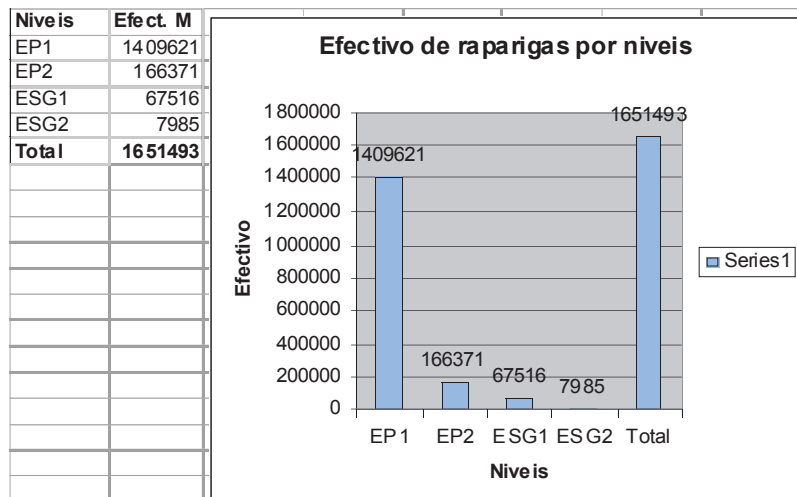
invitation to all parliamentarians through the speaker of the national parliament. The scheduled meeting will take place before the end of the year, and afterward the parliamentarians will be asked to commit to taking the information they have gained back to their constituencies, and discussing challenges to girls' education with communities and school head-teachers. FAWEMO has also set up local committees, which the parliamentarians will be encouraged to link up with in their respective areas.

In working with parliamentarians FAWEMO joins the ranks of other national chapters such as Uganda, which frequently nominates women of excellence from among the ranks of its parliamentarians, and Zambia, which recently presented research on law and reproductive health rights to parliamentarians, and arranged for 120 students to watch the national parliament in session. However, working with MPs is not an easy task. In fact, FAWEMO previously worked with parliamentarians by briefing the Social Affairs Committee, but contact with parliamentarians can be difficult to sustain, and

impact difficult to measure. Follow through is imperative. This is why FAWEMO (like FAWEMO Zambia, Rwanda and Malawi) has recently undergone advocacy training with a specialist from the UK Department for International Development (DFID).

This time around FAWEMO will approach the process with renewed commitment and determination. "FAWEMO observed or was able to notice that the parliamentarians assumed in a very determined way to

intervene in schools from their provinces to follow the participation of girls in schools," FAWEMO noted, after the initial meetings with its five MP members. Hopefully this is the beginning of a long and sustained relationship between FAWEMO and the parliamentarians of Mozambique.



2 (ESG2), only represent 10.1%, 4.1% and 0.4% respectively.

Girls' Enrolment Levels

The graphic shows that the number of girls in Primary Education (EP1; standard 1 to 7), represents 85% of the total number of female students enrolled in primary and secondary school in Mozambique during the academic year 2004 (MOE report, 2004).

Compulsory Gender Education at Midlands State University in Zimbabwe

What is the difference between gender equality and gender equity? If you were a student at Midlands State University (MSU) in Zimbabwe this year, you would most likely know the answer; gender equality refers to the elimination of all forms of discrimination based on gender, whereas gender equity, in an Education For All (EFA) context, refers to achieving the same girl-to-boy ratio in the education system as in the general population. Why would an MSU student know this? Every so often an intervention comes along which has the distinction of being the first of its kind. Such is true of Midland State University's new compulsory gender studies course.

In 2003 MSU approached FAWE with an interesting proposal - that gender studies be introduced at the Faculty of Education in the university. In addition, the establishment of a gender studies centre was proposed. MSU explained that, "Midlands State University... is a new institution of Higher Learning, focused primarily on development... Gender insensitivity, particularly in the form of discrimination against women, is one social factor that has significantly slowed down development." MSU further stated that it found itself, "compelled by

the sheer momentum of logic to introduce gender studies into its curricula and... to establish a high-level resource centre for gender studies." In light of this fantastic commitment, FAWE stepped in to help with development of MSU's first gender module.


By providing its expertise, and a FAWE grant, the gender module was jointly developed at a workshop in Nairobi at the end of August 2004. FAWE experts, versed in gender, education and development, were made available. FAWE also gave its expertise in

areas relating to gender responsiveness in the learning environment, sharing concepts such as the TUSEME Girls' Empowerment Programme (see p. 23) and Centres of Excellence (see p.13).

Initially, the course was targeted specifically at students in the faculty of education, because, as the introduction to the module explained, "the faculty of education trains teachers who go back into the schools to interact with the pupils and the parent community. If the teachers are empowered with


Introduction to
GENDER STUDIES
A Training Module for
Student Teachers

DRAFT



MIDLANDS STATE UNIVERSITY
FACULTY OF EDUCATION

In Collaboration with



Forum for African Women Educationalists
(FAWE)

knowledge and skills on gender, they will be able to empower and sensitize the nation.” However, the ultimate goal was to introduce gender studies as a core course for all students at the university.

“The Midlands State University considers the question of Gender as central to our social relationships and development efforts,” said the acting vice-chancellor, in his warm welcoming speech at the Training of Trainers Workshop in October 2004, “This is why we have embarked on these efforts to introduce gender studies to be undertaken by every student that passes through the university,” The Training of Trainers (TOT) workshop, held in Zimbabwe for the faculty and staff of MSU, was conducted to train heads of departments and lecturers on how to teach the new gender module.

“This workshop is historic in that it marks our first real and positive step towards a new area of excellency in Southern Africa. The MSU will be the Leader in Gender Studies in our sub region if our dream is realised.”

Acting Vice-Chancellor at the official opening of the MSU/FAWE Gender TOT workshop, 27 October 2004

FAWEZI, the FAWE Zimbabwe national chapter, also participated in the workshop, and was further instrumental in selecting three schools which were used by the MSU as case studies. (This was done by The Midlands FAWEZI Chapter.) Additionally, when the University advertised earlier this year for gender lecturers, they asked FAWEZI to assist them as evidence of the relationship and partnership established between the MSU gender studies program, and FAWEZI.

In her opening address at the TOT workshop, Professor Mlama, the Executive Director of FAWE, applauded MSU's innovation and commitment. “Quite a number of universities in Africa have courses on gender or they have gender studies departments,” she stated,

“However, in as far as I know, in as far as offering gender studies as a core course, the Midlands State University is the first in Africa.”

Clearly the introduction of mandatory gender studies at an institution of higher learning is a demonstrative intervention that could have the potential to become a best practice. As we speak, lecture halls full of MSU students are learning about gender analysis and how to combat gender constraints. FAWE hopes that successful lessons can be drawn from MSU's achievement. “You are going to be the torch bearer in this important area,” Professor Mlama said, “we are going to be looking to MSU for lessons and guidance.”

“Our academic board has already approved the incorporation of gender studies as a compulsory element of the university curriculum. All students will take and be required to pass at least one module in gender studies. All education students will take a module which gives them the content and methodology for teaching gender studies. In addition to this gender studies will be introduced as a specialist teacher education option that will be available at undergraduate and postgraduate level. We hope to eventually offer full degree and postgraduate degrees in Gender Studies.

The university is establishing a Gender Studies Centre that will run the teaching of Gender Studies. I can see the centre becoming the Centre of expertise that will attract students from all over Africa.”

Acting Vice-Chancellor at the official opening of the MSU/FAWE Gender TOT workshop, 27 October 2004

OVERVIEW OF THE MSU GENDER STUDIES MODULE

1. UNDERSTANDING GENDER
This unit presents the conceptual framework for gender studies. It includes the rationale for gender empowerment, asking the question: what is gender?
2. ANALYSING ISSUES FROM A GENDER PERSPECTIVE
This unit presents a framework for gender analysis.
3. IDENTIFYING GENDER ISSUES IN EDUCATION IN ZIMBABAWE
This unit aims to determine how gender issues constrain the education of both girls and boys in Zimbabwe.
4. COMBATING GENDER CONSTRAINTS IN EDUCATION IN ZIMBABAWE
This unit addresses the question: how can the education system - specifically schools - fight gender constraints?
5. APPLYING GENDER RESPONSIVENESS IN THE TEACHING/LEARNING PROCESS
The unit trains teachers in empowering methodology inside the classroom.
6. EMPOWERING GIRLS - AND BOYS
What is empowerment? Why should boys and girls be empowered? This unit describes what should be done using the TUSEME "Speak Out" girls' empowerment model from Tanzania.
7. CREATING A GENDER RESPONSIVE SCHOOL ENVIRONMENT
This unit moves out of the classroom to the wider school environment.
8. CONDUCTING GENDER RESEARCH
This unit looks at possible gender research areas in the classroom, school and community, and guides learners to take initiative in gender research.
9. MONITORING AND EVALUATION FROM A GENDER PERSPECTIVE
This unit discusses issues related to monitoring and evaluation, including knowing where one started, and what the indicators of success are.

FAWE Namibia takes steps toward scaling-up of TUSEME

Holding a workshop is like planting a seed. It can initiate a process that, with proper tending and nurturing, will lead to widespread growth and multiplication. As Mr. Stanley Simataa, Permanent Secretary in the Ministry of Basic Education, Sports and Culture, recently said at a training workshop in Windhoek, Namibia, “seize the opportunity provided to you to ensure that you plough back the knowledge and expertise gained during the workshop in your respective schools and clusters....” This is precisely what is happening in Namibia, and other African countries, with the TUSEME “Speak Out” process.

The seed for the replication of TUSEME was planted in June of last year, when, over the course of three days, a landmark meeting took place in Nairobi, Kenya. At the initiative of FAWE, and five other institutions, including the African Development Bank, the Commonwealth Secretariat, UNESCO, UNICEF and the World Bank, a workshop and policy consultation was held on the subject of Scaling Up Good Practices in Girls' Education. At the meeting, a series of best practices in girls' education were presented by various stakeholders, and

implications for scaling up were discussed. One of those best practices, identified by FAWE, was the TUSEME process.

FAWE Namibia (FAWENA), one of the FAWE National Chapters, was present for the discussion on TUSEME, a method which seeks to empower girls by encouraging them to identify and analyze the factors which lead to poor academic achievement and dropout. Using a participatory approach

involving the school community, problems are researched, theatrically presented and then discussed, and a plan of action is produced. (See The TUSEME “Speak Out” Process, below)

TUSEME's low cost relative to its impact, and the results it produces in terms of reduced dropout rates, reduced pregnancy rates, improved academic performance and empowerment of girls, make it a good practice for Sub-

The TUSEME “Speak Out” Process

TUSEME is a Kiswahili word, which means “Speak Out” TUSEME was initiated in Tanzania in 1996 by the Department of Fine and Performing Arts, Dar es Salaam University, as a result of stakeholders' concerns about girls' academic performance in secondary school. The project aspires to enable girls to express what they see as factors leading to poor academic achievement, schoolgirl pregnancy, sexual harassment, and dropout; and then to find ways through which the girls themselves can actively participate in the problem solving process. Girls use the “theatre for development” approach to research the factors that lead to high dropout rates, analyse the problems, express the outcomes in theatre performances, and conduct post-performance discussions with the school and community to arrive at viable solutions. A plan of action is prepared to implement the solutions, and TUSEME girls' clubs are established to monitor empowerment activities.

– Scaling Up Good Practices in Girls' Education, 23–25 June 2004, Nairobi, Kenya: Summary Report of Outcomes and Proceedings, p. 10.

Saharan Africa. After the June workshop, the stage was set for the scaling-up work of the FAWENA chapter.

The next step came in November, when the FAWENA regional secretariat hosted an International Training of Trainers workshop on TUSEME, attended by four delegates from FAWENA. The workshop provided them with the necessary knowledge to take TUSEME back to Namibia, and in March 2005, 115 participants, including 27 teachers from 10 different schools in various regions of Namibia, met at Hage Geingob High School (the FAWENA Centre of Excellence), to participate in TUSEME.

By going through the TUSEME process themselves, teachers and trainers, along with students from the high school, learned how to implement TUSEME, and take the concept back to their respective schools.

Tackling everything from poverty, to 'sugar daddies', to abuse and sexual harassment, the theatre performances produced during the workshop delved into a range of issues affecting girls' education at Hage Geingob High School, and on the third day, a TUSEME club was

launched at Hage Geingob High School itself.

From the identification of TUSEME as a best practice, to the International Training of Trainers workshop, to the Namibian Training of Trainers workshop, FAWENA's efforts provide an excellent example of how a best practice, once identified, can be replicated and spread.

The significance of FAWENA's replication of TUSEME was not lost on Mr. Simataa, who described TUSEME as "an empowerment initiative started in Tanzania in 1996 [that] has in true ADEA spirit spread to other countries in sub-Saharan Africa such as Ethiopia, the Gambia, Kenya, Senegal, Zambia, Malawi, Zimbabwe, Mali, Burkina Faso, Guinea, Chad, Rwanda and of course Namibia..." However, replication and mainstreaming of best practices to promote girls' education is an ongoing process; Namibia has taken the first step.

The next step for Namibia will be mainstreaming TUSEME into the education system. Mr. Simataa has promised that, "for schools participating in this workshop ... your success in establishing functional TUSEME clubs in

your respective schools will determine the degree to which the initiative will be replicated in other schools countrywide." Clearly there is potential for the mainstreaming of TUSEME in Namibia based on the success of the replication process in the first group of schools. FAWENA would like to congratulate FAWENA on the initiation of the replication process, and encourage it to maintain the momentum.

The potential for more Namibian girls' to benefit from TUSEME is real and tangible. As Mr. Simataa concluded, "We look forward to reaping the dividends of our investment in this intervention in the not too distant future."

FAWE Malawi finds a new home as part of organizational capacity building

A year ago, if you walked into the national secretariat of FAWEMA, you would have walked into a small, dingy, one-room office in the city of Blantyre in Southern Malawi. No more than two staff members would have been present to greet you. Today, however, you walk directly into ARWA House, a new office block in the heart of Malawi's political capitol, Lilongwe, which also houses Embassies, Civil Society Organisations and NGOs. You might notice the offices of the Canadian International Development Agency (CIDA) across the road as you proceed to the second floor, where you enter the spacious level which FAWEMA shares exclusively with the Civil Society Coalition for Quality Basic Education (CSCQBE), an alliance of Civil Society Organisations actively working in the basic education sector.

FAWEMA, one of 14 chapters under FAWE's strengthening program, intensified its capacity building activities in 2003 with the hiring of its first FAWE Attached Technical Assistant (FATA). With the UK Department for International Development (DFID) and the Open Society Initiative in Southern Africa (OSISA) subsequently providing additional funds, the stage was set for FAWEMA's recent capacity building endeavours.

Moving offices from the city of Blantyre, to the physical and political heart of Malawi, Lilongwe, was just one of the ways in which FAWEMA strengthened its organizational capacity during the last year and a half. In addition to the move, FAWEMA procured two

vehicles, a number of computers, new office furniture, a digital camera, a printer, a photocopier, and both telephone and email systems. It also engaged in the recruitment of new staff members, including an administrative assistant, a driver and an accountant (an important position, both symbolically and practically, for ensuring financial accountability to donors.)

However, this was not the extent of FAWEMA's capacity building activities. After two inter-chapter visits to Sierra Leone and Zambia (another Southern African chapter which has had great success in capacity building, and has its own office building, as well as the use of Ministry of Education provincial and district offices) FAWEMA undertook to emulate the process of decentralization successfully demonstrated by these two chapters. The move to Lilongwe, in addition to increasing FAWEMA's proximity to potential donors, facilitated the decentralization process because, previously, a concentration of FAWEMA members had existed in the South. However, with the main office in the centre of the country, the establishment and administration of provincial branches became a tangible goal, one which was achieved in February of this year, when three FAWEMA provincial branches were launched.

In addition to decentralization, FAWEMA has engaged in training workshops on governance and leadership, proposal writing skills, project and financial management, and monitoring and evaluation. It

has also undertaken the development of procedures manuals, and the drafting of an MOU with the Ministry of Education.

But how has all this capacity building work impacted girls on the ground? To some extent the answer is yet to be determined. Training workshops are only as successful as the results they produce when pertinent skills gained are practically applied, and procedures, once developed, have to be adopted. The provincial branches are new, and their impact has yet to be felt. However there are a number of visible achievements that have resulted from FAWEMA's capacity building, which FAWE hopes will be a precursor of things to come.

FAWEMA's physical position next to the Civil Society Coalition for Quality Basic Education has resulted in a collaborative relationship which has allowed FAWEMA to participate in such activities as budget monitoring for the Ministry of Education, originally given to CSCQBE. The membership of FAWEMA has increased from 150 members to 250 due to the decentralization process, and FAWEMA has stepped up its grassroots work, conducting two science camps and training mothers' groups.

"The most gratifying aspect of FAWEMA's advocacy work to date has been our involvement at the grassroots level," says FAWEMA National Coordinator Esther Msowoya. FAWEMA will undoubtedly be engaged in more and more of this work in the months and years to come.

FAWE Malawi finds a new home as part of organizational capacity building

If you were to turn your radio in Fotobi village, Ghana, to 105.9 FM, you would hear a fantastic sound: programming in support of girl child education, hosted by the FAWE Ghana Chapter. You might tune in to a program on Education Policy and the Gender Gap, or a discussion on Social and Cultural Norms and Practices, and how they effect the education of girls. This advocacy innovation is just one of the ways in which the FAWE Ghana Chapter has reached out to the community to raise the awareness of policy makers, implementers, parents, teachers, girls, community leaders, traditional leaders and the general public to the factors that affect the enrolment, retention and achievement of girls in school.

The programming on FAWE FM ranges from reports and discussions to music, drama and storytelling. Broadcasting in English as well as two local languages (Akan and Ewe) the station also tackles such issues as adolescent vulnerability, sexual abuse, violence, drug abuse and HIV/AIDS. There are even messages, discussions and debates for girls to build their self-esteem and empower them as potential advocates for change. "You have been a trailblazer for the entire FAWE community in sub-Saharan Africa," says



FAWE Executive Director Penina Mlama to the FAWE Ghana chapter, "...Commissioning of the FAWE Broadcasting FM at Fotobi village, right among the grassroots, is yet another first."

How did this innovative advocacy project get off the ground? According to the coordinator of the FAWE Ghana Chapter, Mrs. Vida Yeboah, the idea was born upon her return from the 7th Conference of the World Association of Communication Radio Broadcasters (AMARC) in Milan, Italy. "I could not shake off the idea of how much a broadcasting FM [could] contribute to FAWE Ghana Chapter's advocacy programmes," she remembers, "After all, I had spent 3 days among some of the world's experts... and [had] been bombarded with information, education and

communication about the power of Radio Broadcasting." (FAWE Ghana Chapter 10th Anniversary Newsletter, p.47) Indeed, the medium of radio had the potential to reach further than other media, especially in non-urban communities. After a feasibility study, and generous funding from the Rockefeller Foundation, it was two years before the FAWE Ghana Chapter was granted a broadcasting license. But despite the delays, and the necessary relocation of the broadcasting studio, the chapter ploughed ahead, installing studio equipment and a 60-meter mast erected to receive transmitter equipment. To cut down on costs, the FAWE Ghana Chapter's Secretariat staff, resource persons and members were trained in programming, with other part time workers and volunteers

helping to produce and present programmes as well. A technician was hired to man the transmitter on full time basis, and a Technical Advisory Team (TAT) was organized to assist the FAWE Ghana Chapter Secretariat to manage the FM Broadcasting on an advisory basis. At long last, in March 2005, FAWE FM 105.9 F.O.T.O.B.I was launched with an inaugural test transmission at 10:00 am. "We are grateful to all those who have, in diverse ways, helped... to make the FM a reality," says Mrs. Yeboah.

No stranger to advocacy work, the FAWE Ghana Chapter has also been involved in countless other advocacy initiatives, including an advocacy and counselling campaign against HIV/AIDS. Using various methods such as dissemination workshops on research findings (involving the media and a wide range of stakeholders), as well as mobile vans to do "town crying" and show videos on HIV/AIDS, the chapter has thrown itself into advocacy work full force. There have been official launches for the Advocacy and Counselling Campaign against the Spread of HIV/AIDS in 10 pilot districts.

Furthermore, peer educators have been trained to help spread information about the disease, and reduce the vulnerability of

their fellow girls. A manual for training adolescent school girls as peer educators has been produced, with tips such as: "Have accurate information and facts about the topics you are going to discuss", "be conscious of your audience" and, "ask for comments and questions; do not give the impression you know everything." The launch of Training Young Adolescent Girls as Peer Educators in the fight against HIV/AIDS: Engaging the Window of Hope took place on June 13th, 2003. Overall, one of the FAWE Ghana's chapters best advocacy tactic has been to use the "cascading" approach, which brings together a core group of leaders from various walks of life, and trains them in relevant issues. A core group might consist of "an opinion leader, mostly a member of the District Assembly and therefore a personality with both political and social standing; a tradition a leader who commands authority among all members of the community; a teacher or social worker who is committed to positive change and, of course a member of the FAWE Junior Club who has been trained in leadership skills and who can communicate with peers and other members of the community" (FAWE Ghana Chapter 10th Anniversary

Newsletter, p.32). The chapter also uses the 'all-hands-on-deck' approach, involving as many other organisations and stakeholders as possible in its initiatives.

"Advocacy has played an important and central role in FAWE Ghana Chapter's efforts at promoting the education of girls," the 10th Anniversary Newsletter of the FAWE Ghana Chapter declares, "It is a great source of encouragement to see how advocacy in support of girls education is gradually spreading to remote communities as a result of FAWE Ghana's leadership."

Video as an Advocacy Tool

Three videos have been produced by FAWE Ghana Chapter to be used as part of its advocacy program against HIV/AIDS:

- The Broken Chain - warns of the effect of polygamous or multiple relationships
- The Talisman - educates viewers that HIV/AIDS is not a spiritual curse
- Dangerous Cuts, Dangerous Habits - educates viewers to avoid habits that put them at risk for

FAWE Guinea awards the Agathe Prize



On December 17th last year, the day after Guinea's general assembly, AGUIAD (Association Guinéenne D'assistance Sociale), proudly accepted the 3rd Agathe Uwilingiyimana Award given by the FAWE Guinea chapter (FEG/FAWE-Guinée).

One of over a dozen countries in Sub-Saharan Africa to award the Agathe Prize, Guinea held the award ceremony in the auditorium of the Palais du Peuple, in Conakry. The event was attended by a host of media personnel from all genres, including radio, television and print media. Also in attendance were local NGOs and education partners.

Named in honour late Rwandan Prime Minister and FAWE founding member, Agathe Uwilingiyimana, the prestigious Agathe Uwilingiyimana prize seeks to reward outstanding projects and initiatives in the field of girls' education. The prize is given to individuals or organisations that have implemented projects demonstrating innovation, proven impact, reproducibility, significance to the community and sustainability. These projects must be geared toward improving female access to education, retaining girls in school, and improving girls' academic performance.

The award, in addition to allowing innovators in education to share their experiences with others education workers, and document their successful programmes, also serves as an advocacy tool to raise

public awareness. It identifies role models who are committed to the education of girls, and mobilizes stakeholders such as educators, policy makers and communities, to form collaborative partnership, and support the education of girls and women as a means to development.

It also serves to encourage financially those who initiate and execute projects favouring girls' education, according to the president of FEG/FAWE-Guinée. The prize is worth \$6000, with 60% of the funds going to further financing of the winning project, and 40% going to the winner.

At the May launching of

the competition, earlier in 2004, Penina Mlama, Executive Director of FAWE, reminded the assembled crowd, which again included media personnel, government representatives, international institutions, NGOs, teachers and students, that the award was named in honour of the assassinated Agathe Uwilingiyimana, for her contributions to girls-child education. The Minister for Social Affairs, Female promotion and Childhood, representing first lady Henriette Conte, concluded that, "to achieve Education for All (EFA), all development partners must foster a spirit of cooperation and harmony."

Burkina Faso Mainstreams Girls' Education Day

October 9th is an important day for girls' education in Burkina Faso; it also represents a landmark achievement for the FAWE Burkina chapter. It is National Girls' Education Day, and has been deemed so not by FAWE alone, but by the government of Burkina Faso itself.

With one of the lowest primary school net enrolment rates (NER) in West Africa, Burkina Faso also has great gender and regional disparities. The NER for girls is 29% and for boys 42%, leaving a gender gap of 13%, and the regions of greatest

poverty have the lowest enrolment rates. The Government's Ten Year Development Plan on Basic Education aims to address the gap by placing special emphasis on girls' and women's education. It is within this context that the Ministry of Education, Mathematics and Culture picked up on a FAWE idea.

Originally started by the FAWE Burkina chapter, Girls' Education Day was held last year on the 13th of March. In Fada N Gourma, numerous

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The Development of a Non-formal Education Centre in Mali

Kadiatou is a typical young woman from the Malian village of Makandiana. Like many girls in Mali, she has never had the opportunity to go to school, and thus has never acquired basic literacy skills. In most Malian villages, Kadiatou would have no chance at education, but in Makandiana, there is a different kind of school: a non-formal vocational centre for women and girls.

Officially opened in March 2000, the Makandiana Vocational Centre was born out of a study conducted in 1999. The FAWE Mali chapter, "Association Malienne Pour l'appui à la scolarisation des filles" (AMASEF/FAWE) was looking for a village in which to try a new demonstrative intervention: a non-formal school. Makandiana was selected for a number of

reasons. Firstly, it had a high percentage of young people (60% of the population), constituting a valuable untapped human resource that could contribute to the development of the village. Secondly, the Makandiana community is determined to promote development in the area.

After an interview with the women of the village, it was determined that among their many priorities, ranging from agriculture to health, educational opportunity for girls was high on their list.

They wanted the vocational centre to serve the young girls and women of the village who had never been to school. In the initial stages, it was to provide literacy skills and vocational training, including subjects such as civics, health

and hygiene, biology, and adolescent reproductive health.

Because the women were allowed to determine themselves what the training should consist of, a sense of ownership was instilled in them. The centre would be for the promotion of the women's own initiatives. They even wanted to plan a fund for the financing of those initiatives, in the spirit of entrepreneurship.

Since its construction, the school has become an important part of the village. Last year the centre trained 180 rural girls: 3 cohorts of 60 students ages 9-15.

Last year was also the year that a cooperative society of Makandiana women was formed. In January 2004, the society was created to complement the training activities of the vocational centre. The society aims to organize the women in the village into groups for the purpose of starting income generating activities. Last year alone, the 154-member society supported the Makandiana Centre with a contribution of 5 million Malian CFA (US\$ 10,000). Training also took place for the board members on administration of the centre and management of the society.

The development of the Makandiana Vocational Centre has been impressive. Thanks to AMASEF/FAWE, girls like Kadiatou have a chance at an education.

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participants, including those responsible for the Education Programme of UNICEF, the coordinator of the centre for the education of girls and women (CIEFFA), the secretary general of the province (representing the High Commissioner), directors and chiefs of the province, and representatives of religious and local authorities, gathered to be part of the awareness-raising event. Among other things, bursaries were awarded to needy girls.

The National Radio subsequently did a programme on Girls' Education Day, as did School Radio, but the real achievement came when the Ministry of Education, Mathematics and Literacy, taking up the idea, declared October 9th to be, Girls' Education Day throughout the country.

This October 9th, Girls' Education Day will be celebrated countrywide.

Cameroon tackles SMT

What better way to inspire young girls to peruse science subjects, than to present them with female doctors, pharmacists, mathematicians and other role models who have excelled in such subjects themselves? This is one of the approaches that FAWECAM Cameroon (FAWECAM) took during its national three-week science camp in 2003.

Like many FAWECAM chapters, FAWECAM has worked hard in recent years to promote the achievement of young girls in Science, Mathematics and Technology (SMT). Beginning with the Female Education in Mathematics and Science in Africa (FEMSA) project, which got underway in Cameroon in 1996, FAWECAM has been trying to give girls the confidence and support to excel in science subjects.

The first phase of FEMSA, a project of the Association for the Development of Education in Africa (ADEA) Working Group on Female Participation, was to conduct research to find out the state of girls' performance in mathematics and science subjects. Phase two involved creating FEMSA National Centres, executing small local actions in schools and engaging in sensitization at the national level.

The FEMSA project is now over, but SMT initiatives in Cameroon continue.

In 2003, a review of the FEMSA project was

conducted, and the question, "What happens after FEMSA?" was addressed. Almost immediately after the review, FAWECAM answered the question with a huge science camp in Bafoussam from the 4th to the 22nd of August 2003.

The objectives of the camp were: to give additional training to girls in mathematics, physics, chemistry, technology and life and earth sciences, to sensitise participants on the subject of girls' education in general and science education in particular, to apply innovative teaching practices in order to evoke interest in the sciences and expose girls to the advantages of scientific disciplines, and to sensitise the participants on the serious problem of sexually transmitted infections and HIV/AIDS.

110 young girls from across the country participated in the three-week science camp, which, in addition to instruction, arranged for female role models, such as doctors and economists to hold talks on subjects such as, "Why are girls not interested in the sciences?" and, "How to conquer timidity." Over the course of the camp, the participants were evaluated three times, and showed marked improvement. As one noted, "science camp will facilitate

my studies next year."

During the closing ceremony of the 2003 camp, the Governor of the Western province summed up his speech with the words, "Long live the education of young girls from Cameroon in the sciences!"

FAWECAM warmly echoes this sentiment.

The chapter also facilitated girls' participation in the sciences last year by supporting science clubs in schools and conducting a working session to harmonize various action plans for eight science clubs. It further adopted two modules on SMT, and supported the participation of the top five girls in the previous year's national exams, at a science camp in Senegal.

"It can be especially hard if you are pursuing a career path that people of your sex shy away from," the national president of FAWECAM notes, "It can be hard to stay focussed when other people are discouraging you and telling you that you cannot do something. No matter what other people say, stay true to your dream. If people tell you that you cannot do something, simply because you are a girl, prove them wrong."

FAWE Sierra Leone working from the grassroots

Few FAWE chapters can boast a membership like that of FAWE Sierra Leone (FAWE SL). In 1995 it was a twenty-person, one-room chapter. Today it has 586 members and a three-storey secretariat building. How did such a transformation occur? Since its inception, FAWE SL has implemented a process of strategic organisational capacity building reaching down to the grassroots. Its successful approach to growth has succeeded due to a combination of innovative strategies.

Firstly, FAWE SL has an unrestrictive membership policy. Through different tiers of membership, FAWE SL seeks to include both educated female (and male) decision makers, as well as other non-educated, but influential women in positions of authority in the community. It even has a membership category for non-nationals. This ensures that FAWE SL recognises both formal and informal talent inside and outside the country.

That is not to say that FAWE SL membership can be taken lightly. In fact, the chapter insists that all full members undergo a year of probation, and participate in training which includes attending a briefing session on FAWE, attending three consecutive regular meetings, observing the activities of the committees through which the

chapter works and selecting working committees in which to be enrolled. When the probationary period is complete, members are presented with an official certificate. The initiation process ensures member commitment to the FAWE cause, and provides members with adequate orientation and training to carry out the FAWE mandate.

Another strategy of FAWE SL's has been to establish regional branches. The National Secretariat does not arbitrarily start these branches. Rather, the Secretariat waits for an invitation to be extended from a local community. Because of FAWE SL's high profile in the country, new branches are established almost every year. For example, in 2003 seven new branches were initiated.

Furthermore, the branches are given the autonomy to choose their own programmes. By not imposing projects on communities, but rather letting them determine their own needs, the chapter gives ownership of the projects to the communities. This strategy has resulted in everything from the formation of peace clubs, to the institution of training for women in fish salting. It has proven highly successful for engaging FAWE SL in grassroots activity, and building the membership base

of the organisation.

The FAWE SL National Assembly, in order to keep up with the grassroots activity, upgrades its constitution every three years. This measure ensures that the constitution reflects the reality of the situation on the ground with regards to FAWE's mandate.

Another of the FAWE SL chapter's strength has been the use of the committee system. At both the national and branch level, multiple committees are set up to oversee the chapter's work. Branches are free to establish as many committees as they wish, for any purposes. The National Secretariat provides suggestions, such as Public Relations & Advocacy committees, but the branches are free to choose as they wish. Each branch, however, does have a standing committee made up of the chairpersons of all the other committees. This group meets once a month to present a status report, which ensures accountability of all the committees to the other branch members. It also encourages transparency within the organisation.

Overall, FAWE SL's organisational capacity building, with its grassroots focus, has proven highly successful. The chapter's strategies will soon be documented in a FAWE best practices booklet.

FAWE News

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Subregional Workshop



FRGRP Panel Review Members



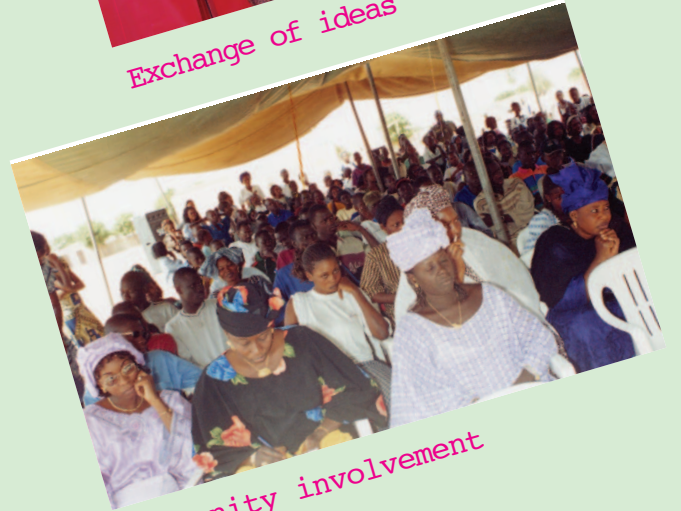
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