Forum for African Women Educationalists (FAWE)

FAWE Strategic Plan 2008 – 2012

Leveraging Our Strengths: Meeting New Challenges in Girls’ Education
FAWE Strategic Plan

2008-2012

Leveraging Our Strengths: Meeting New Challenges in Girls’ Education
Our Vision
A world in which all African girls have access to education, perform well and complete their studies, and gender disparities in education are eliminated.

Our Mission
To promote gender equity and equality in education in Africa by fostering positive policies, practices and attitudes towards girls’ education.
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<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tr>
<td>AAU</td>
<td>Association of African Universities</td>
</tr>
<tr>
<td>ADEA</td>
<td>Association for the Development of Education in Africa</td>
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<tr>
<td>ANCEFA</td>
<td>African Network Campaign on Education for All</td>
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<td>AU</td>
<td>African Union</td>
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<tr>
<td>CEMAC</td>
<td>Communauté Economique et Monétaire de l’Afrique Centrale</td>
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<td>CBOs</td>
<td>Community Based Organisations</td>
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<tr>
<td>CGI</td>
<td>Clinton Global Initiative</td>
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<tr>
<td>COE</td>
<td>Centre of Excellence</td>
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<tr>
<td>DRC</td>
<td>Democratic Republic of Congo</td>
</tr>
<tr>
<td>DUCE</td>
<td>Dar es Salaam University College of Education</td>
</tr>
<tr>
<td>ECOWAS</td>
<td>Economic Community of West African States</td>
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<td>EC</td>
<td>Executive Committee</td>
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<tr>
<td>EFA</td>
<td>Education for All</td>
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<tr>
<td>DI</td>
<td>Development Index</td>
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<tr>
<td>FTI</td>
<td>Fast Track Initiative</td>
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<tr>
<td>FASTEF</td>
<td>Faculty of Science Education, Technology and Training</td>
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<td>FAWE</td>
<td>Forum For African Women Educationalists</td>
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<tr>
<td>FGM</td>
<td>Female Genital Mutilation</td>
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<tr>
<td>HIV/AIDS</td>
<td>Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome</td>
</tr>
<tr>
<td>ICT</td>
<td>Information and Communication Technology</td>
</tr>
<tr>
<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
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<tr>
<td>MDGs</td>
<td>Millennium Development Goals</td>
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<td>MOE</td>
<td>Ministry of Education</td>
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<td>MOU</td>
<td>Memorandum of Understanding</td>
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<td>NC</td>
<td>National Chapter</td>
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<td>NEPAD</td>
<td>New Partnership for Africa’s Development</td>
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<td>NGO</td>
<td>Non Governmental Organisations</td>
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<tr>
<td>NORAD</td>
<td>Norwegian Agency for Development Cooperation</td>
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<td>ODA</td>
<td>Overseas Development Association</td>
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<tr>
<td>OVC</td>
<td>Orphaned and Vulnerable Children</td>
</tr>
<tr>
<td>PASEC</td>
<td>Programme of Analysis of Education Systems</td>
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<tr>
<td>PCO</td>
<td>Programme Coordination Officer</td>
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<tr>
<td>PPM</td>
<td>Programme Planning Manager</td>
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<tr>
<td>PSRP</td>
<td>Poverty Reduction Strategy Paper</td>
</tr>
<tr>
<td>RS</td>
<td>Regional Secretariat</td>
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<tr>
<td>SADC</td>
<td>Southern African Development Community</td>
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<tr>
<td>Sida</td>
<td>Swedish International Development Cooperation Agency</td>
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<tr>
<td>SIP</td>
<td>School Improvement Plan</td>
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<tr>
<td>SIPs</td>
<td>Sector Investor Programmes</td>
</tr>
<tr>
<td>SMT</td>
<td>Science, Mathematics and Technology</td>
</tr>
<tr>
<td>SP</td>
<td>Strategic Plan</td>
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<tr>
<td>SSA</td>
<td>Sub-Saharan Africa</td>
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<tr>
<td>UN</td>
<td>United Nations</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organisation</td>
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<tr>
<td>UNGEI</td>
<td>United Nations Girls’ Education Initiative</td>
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<tr>
<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
</tr>
<tr>
<td>UPE</td>
<td>Universal Primary Education</td>
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<tr>
<td>USAID</td>
<td>United States Agency for International Development</td>
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</tbody>
</table>
1 Note from the Executive Director

In the last decade, significant steps have been made towards achieving gender equality in education across Africa. Many sub-Saharan Africa countries have now concrete interventions to ensure free and compulsory primary education for all.

However poverty, gender bias, disease, conflict, and unfavourable teaching and learning conditions remain major obstacles to widespread educational provision in Africa. The Education for All (EFA) Goal number 5 and Millennium Development Goal number 2, of reaching gender parity in enrolment by 2005 have been missed by most African countries. It is clear, that unless strategies and actions are accelerated, both EFA goals and MDGs are unlikely to be achieved.

FAWE believes that education is a human right and that all citizens, including girls and women, must enjoy that right. That is why since its inception fifteen years ago, and as the leading African Non-Governmental Organization (NGO) advocating for girls’ education, FAWE works tirelessly with African governments to ensure that they provide quality education to all, with a particular emphasis on girls’ education. FAWE has been at the forefront of the promotion of gender equality and equity in education, thus progressively fulfilling its mission at all levels.

FAWE’s strength lies in unique and direct links with Ministries of Education (MOEs), funding partners and a wide array of education stakeholders. As a strategy to reach more girls within the disadvantaged regions of sub-Saharan Africa, FAWE continues to form strong partnerships with organizations and agencies at the continental, national and local levels. FAWE members, active in 33 sub-Saharan African countries, advocate, mentor and share their expertise at the national level to accelerate girls’ educational access, retention and performance. Yet, in order to make our work more impactful, FAWE National Chapters need to be strengthened, staff and members need to increase their competencies to harness the power of the mobilisation and activism of FAWE chapters at country-level.

This Strategic Plan 2008-2012 is FAWE’s vehicle for consolidating the important work we have been doing for the past 15 years, while striving to meet persistent and emerging challenges that hinder girls’ educational access, retention, performance and life chances. The Plan is the product of serious consultations with all FAWE stakeholders including members, Ministries of Education, funding partners and FAWE staff at regional and national levels.

We are at a crossroads and must surmount enormous challenges in order to live up to our ambitions and expectations for the girls of Africa. FAWE’s action has had undeniable impact across the African continent. This Plan provides FAWE an opportunity to consolidate its good practices and to scale up its successful models in order to reach all African girls, those who are out of school and those who never made it to schools, those who are excluded because of gender, ethnicity, age, poverty and socio-economic status, linguistic background, place of residence, disability or any other reason. If quality education for all is to be a reality, gender equity and equality issues must remain a priority in the African education agenda. It is proven that FAWE gender-responsive approaches benefit not just girls, but also help to increase educational quality wherever they are applied.
Although FAWE’s work is informed by global education trends, our objectives and activities during this Plan period will provide localized solutions in order to address specific challenges in African education, using a national or regional approach as may be necessary. Depending on countries’ needs, interventions will be designed to provide targeted solutions. For instance, provision of qualifying vocational training to girls in conflict or post-conflict situations will be a major undertaking. The effective implementation of this 2008-2012 Strategic Plan will be decisive in augmenting the impact of FAWE’s work on gender-responsiveness in education, as the organisation continues to foster equal and quality education for African girls at all levels.

I wish to thank all those who brought this Strategic Plan to fruition. I thank all who have endured the interviews, gave contributions, advice and critiques to develop and improve this document. Special thanks to Prof. Penina Mlama, outgoing FAWE Executive Director, for providing overall guidance and strategic direction in formulating this Plan.

I also wish to thank our donors and partners who have made it possible for FAWE to implement its programmes and activities over the years. I acknowledge and count on your continued support.

I am confident that five years from now, we will look back and say that FAWE’s efforts remain a great pathway to achieving the EFA goals and MDGs, as well as gender equity and equality in education across sub-Saharan Africa.

Dr. Codou Diaw
Executive Director
2 Introduction

2.1 Background

The Forum for African Women Educationalists (FAWE) has been in existence for fifteen years. FAWE’s work has borne significant fruits in promoting girls’ education in sub-Saharan Africa (SSA). Increased attention is now being paid to gender imbalances in education. Moreover critical steps have been taken towards enabling girls to have access to schooling, to complete their studies, and to perform well at all levels.

Founded in 1992 and registered in 1993 as a Pan-African Non-Governmental Organization (NGO) and headquartered in Nairobi, Kenya, FAWE has a growing network of 33 National Chapters (NCs).

2.1.1 FAWE’s Membership

FAWE’s membership includes women who are Ministers and Deputy Ministers of Education, female Vice-Chancellors and Deputy Vice-Chancellors, senior education policy makers and prominent educationalists. The membership base has grown significantly and membership in FAWE’s National Chapters has opened up to include both female and male education practitioners, researchers, gender specialists and human rights activists.

2.1.2 The Early Years (1992-2001)

In its initial phases, FAWE’s efforts were directed at advocacy to place girls’ education on the policy agenda, nationally and internationally. A 1998 FAWE External Evaluation Report noted that policy makers, education practitioners and members of communities, had increased awareness of the need for gender equality in most parts as a result of FAWE’s advocacy work through its National Chapters.

However, that report and subsequent reviews also pointed to the need to go beyond advocacy and to move more meaningfully towards influencing action on the ground to reduce gender disparities in access, retention and performance. The first FAWE Strategic Plan 2002-2006 set out to address this concern.

2.2 The Strategic Plan 2002-2006

FAWE's Strategic Plan 2002-2006 took inspiration from the Dakar Framework for Action. FAWE endeavoured to contribute to reaching the goal of gender parity in basic education by 2005.

The Plan was centred on the following strategic objectives:

1. Influencing policy formulation, planning and implementation in favour of increasing girls’ access, retention and performance in schools.
2. Building public awareness and consensus on the social and economic advantages of girls’ education through advocacy.
3. Demonstrating, through interventions on the ground, how to achieve increased access,

Figure 1: FAWE National Chapters

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1 A FAWE National Chapter is the implementing arm of FAWE at the national level. It is registered as a national NGO.
2 The Dakar Framework for Action commits governments to achieving quality basic education for all by 2015, with particular emphasis on girls’ schooling. It was adopted at the World Education Forum in 2000.
improved retention and better performance by girls.

4. Influencing replication of FAWE’s interventions and mainstreaming of successful interventions into broader national education policies and plans.

An assessment of the programmatic successes and challenges of the 2002-2006 Strategic Plan implementation process brought out many lessons in relation to governance, programme implementation, organisational growth and partnerships.

The assessment noted that although there have been some achievements towards gender mainstreaming, some NCs still face challenges in influencing Ministries to formulate comprehensive gender-responsive education policies and plans. Where some have the opportunity to participate in policy formulation, their contribution is weakened by the paucity of evidence-based information. It is also evident that in several countries where gender is considered in the policies, FAWE National Chapters have not yet managed to influence effective translation of gender-responsive policies and plans into action on the ground.

Other National Chapters experience difficulties engaging in educational and bureaucratic processes at the national level or in effectively influencing the wider education reform processes such as SWAPs, SIP, PSRP and FTI, among others. To address this challenge, National Chapters could forge stronger and more strategic partnerships in order to have greater impact.

Some FAWE National Chapters have undertaken successful interventions that have demonstrated what works in improving girls’ access, retention and performance. However, many Chapters still require additional skills for effective programme planning, implementation, monitoring and evaluation, as well as resource mobilisation.

It is also important to note that there are emerging issues, which add to the challenges in promoting gender equality in education. This calls for FAWE to step up its efforts and to continue undertaking interventions that demonstrate how to best address barriers to girls’ education.

Regarding the relationships between the Regional Secretariat (RS) and National Chapters NCs, a clear definition of roles between the two is needed. To effect smooth operations and clear demarcation of responsibilities, a Charter will be developed to clarify roles, responsibilities and expectations from both parties.

FAWE’s programmatic collaboration with its various partners such as national Ministries of Education and funding agencies has become even more necessary given the complexity of the factors giving rise to gender inequity and inequalities in education. It is therefore imperative that FAWE continue to strengthen existing strategic partnerships and forge new ones.

These lessons learnt have guided the formulation of the second Strategic Plan 2008-2012.

The Global Context

Achieving the wider EFA and Millennium Development Goals and improving the quality of education hinges upon achieving gender parity in access. The year 2005 was designated as the first international milestone for assessing countries’ progress in meeting the EFA goals and MDGs of gender parity at primary and secondary levels. This was preceded by intensive international and national actions for girls’ and women’s education.

The 2003/4 UNESCO Global Monitoring Report noted that much progress has been made in providing access to education. The overall (global) enrolment rate of girls’ to boys’ improved from 88% to 94%, between 1990 and 2000. However, the 2006 UNESCO Global Monitoring Report notes that despite increase in access, over 100 million children of primary school age are still not enrolled in primary schools; 55% of these are girls. Sub-Saharan Africa and South and West Asia account for 70% of out-of-school children around the world.

Unfortunately, improving access may in some cases come at the price of quality. Teacher-pupil ratios in most sub-Saharan African countries typically exceed 40:1, with some going as far as 70:1, especially where free primary education has been introduced. In order to improve the quality of girls’ education, more attention is being paid to reducing the teacher pupil ratio to 40:1 through new recruitments, as well as training teachers in strategies that would help accelerate attainment of universal primary education.
2.3 Fifteen Years On, FAWE’s Impact is Evident

Since its inception in 1992, FAWE has grown to become an integral part of the education movement in sub-Saharan Africa. Through its work, communities and families have adopted positive attitudes towards girls’ education, girls are empowered to perform better and schools have created enabling and favourable environment for girls to learn and perform well.

Indeed, FAWE has transformed education policies and plans across the African continent. It has reached out to communities to sensitise parents and leaders about the importance of educating girls. FAWE has trained myriad teachers and school managers in Gender-Responsive Pedagogy (GRP). FAWE has reached out to hundreds of thousands of African girls through its bursary programmes and youth empowerment-training model. Last but no least, FAWE has transformed gender-blind or gender-biased schools into gender-responsive schools in which both boys and girls’ needs are addressed resulting in better academic performance for both groups.

However, a lot still remains to be done to ensure that the maximum number of girls, from the vulnerable to the marginalized, from the excluded to the disabled, from those living in conflict-torn areas to those living in remote villages, from the displaced to the linguistic minorities, have access to quality education at all levels of the education system. FAWE’s Strategic Plan 2008-2012 sets out to address many of the neglected issues hindering girls’ access, retention, and academic achievement, while continuing to advocate for gender equity in education both at policy and community levels.

Our mandate is to demonstrate rather than undertake large-scale interventions (which is essentially the role of Ministries of Education), FAWE National Chapters need to be equipped with skills on how to influence Ministries to scale up FAWE’s successful demonstrative interventions.

### Table 1: FAWE’s Achievements in 2002 -2007

<table>
<thead>
<tr>
<th>Area</th>
<th>Number of Beneficiaries Reached</th>
<th>Number of Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarships for needy girls</td>
<td>46,200 girls</td>
<td>30</td>
</tr>
<tr>
<td>Empowerment of girls through the FAWE TUSEME model</td>
<td>79,500 girls</td>
<td>13</td>
</tr>
<tr>
<td>Promotion of Science, Mathematics and Technology (SMT) among girls</td>
<td>15,412 girls</td>
<td>12</td>
</tr>
<tr>
<td>Training in Gender-Responsive Pedagogy</td>
<td>399 teachers</td>
<td>12</td>
</tr>
<tr>
<td>Training in Sexual Maturation</td>
<td>36,000 girls</td>
<td>14</td>
</tr>
<tr>
<td>Non-formal education</td>
<td>5,965 girls</td>
<td>5</td>
</tr>
</tbody>
</table>
3 The Strategic Plan 2008 - 2012

3.1 The Formulation Process

The formulation of this Strategic Plan 2008-2012 involved a wide range of the FAWE’s stakeholders. Among them were FAWE members and staff, ministries of education, development partners and donors, community representatives, schools and students.

The participatory methodology adopted when drafting the new plan is reflected in the extensive consultations with staff and members of National Chapters, FAWE partners, donors and beneficiaries. The drafting of this Plan, was guided by two principles:

1. That it would not be a ‘business as usual’, closed-shop affair; instead, it would be a participatory endeavour that would include all major FAWE stakeholders.
2. That FAWE would, nonetheless, own, control and be at the centre of the process.

This whole reflection and introspection process was carried out in a spirit of sincerity, openness and optimism, and is a testimony of FAWE staff and members’ commitment to the organisation.

Interviews were conducted with the Chairperson of FAWE, Executive Committee members, FAWE Regional Secretariat staff, National Coordinators, donor agencies and development partners and ministries of education. External evaluations, inputs from the Nairobi and Lilongwe round-table discussions, Mid-Term Review of the 2002-2006 Strategic Plan, and reports of FAWE’s programmes and activities during the previous plan period were analyzed and the recommendations incorporated in this Plan.

A consultant coordinated the first stage of this Strategic Plan and produced the first draft. A second draft incorporating comments donors made during the 5th FAWE Donors’ Consortium meeting was produced by FAWE RS and representatives of NCs. FAWE’s Executive Committee approved this document during its 35th meeting, held in June 2007. Subsequently, additional comments from various donors were integrated in this final version of the Plan.

FAWE’s Executive Committee members and representatives of National Chapters conducted a SWOT analysis and participated in workshops over a period of five months to assess the organisation’s strengths and weaknesses, evaluate the changing context within which FAWE was operating and determine future directions.

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3 The sub-Saharan Africa Context

In their efforts to attain the EFA and Millennium Development goals, many governments in sub-Saharan Africa have initiated programmes to improve the access of girls to education. Net primary enrolments in sub-Saharan Africa have increased at a higher rate than all other regions in the world due to the introduction of free primary education.

Despite this, reviews show that access to education in sub-Saharan Africa is still far below the world average for all levels (pre-primary, primary, secondary and tertiary). For example, the world average net attendance ratio stands at 90% for boys and 86% for girls, while net primary school attendance ratios are 59% for boys and 52% for girls in West and central Africa and 66% for both girls and boys in East and Central Africa. (UNICEF State of the World’s Children 2006)

The situation is even worse at the secondary and tertiary levels. In many sub-Saharan African countries, only 24% of girls have a chance of getting secondary school education while gender disparities at the tertiary level are particularly pronounced, with twice as many male as female students. Furthermore, completion rates for girls in sub-Saharan Africa are also very poor compared to world averages. Sub-Saharan Africa is the region with the highest repetition rate in the world and girls repeat more often than boys. While girls outperform boys in examinations in many industrialised countries, the picture is different in sub-Saharan Africa: boys tend to achieve higher results in school examinations than girls, particularly in science, mathematics and technical subjects. (UNICEF State of the World’s Children 2006)

African countries show great diversity in relation to retention and quality of girls’ education. Patterns of poverty, access to education and educational quality differ enormously between and within countries. While some countries have already achieved gender parity at primary school level, others are still lagging behind. Country statistics often mask enormous inequities between rural and urban areas and between communities.

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1 See Appendix 5.3 for profiles of FAWE’s current Executive Committee Members
2 FAWE’s Donors’ Consortium meets every year to deliberate on FAWE’s programme work and explore potential partnerships. See Appendix 5.2 for a list of current donors and partners.
The achievement of the Plan’s objectives will depend on how well the strengths identified will be enhanced, opportunities exploited, and weaknesses managed. The external threats must also be effectively controlled. The operational environment within FAWE has a strong bearing on its performance. So does the external socio-economic, legal and political context, which also directly impacts FAWE’s operations. This creates challenges that must be considered in implementing this Strategic Plan.

### Table 2: SWOT Analysis

<table>
<thead>
<tr>
<th>Internal Origin Organisational attributes</th>
<th>Helpful To Achieving the Objectives</th>
<th>Harmful To Achieving the Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths</td>
<td>• Broad geographical reach, with strong local representation in 33 countries – facilitates tailoring of interventions to needs of each local situation.</td>
<td>• Challenges of governance, inter-regional communication (Francophone vs Anglophone), and internal cohesiveness for an organization dispersed across 33 countries.</td>
</tr>
<tr>
<td></td>
<td>• Influential, well-positioned membership dispersed across all countries – effective advocacy, drive, and initiative across organization.</td>
<td>• National Chapters are autonomous legal entities without a clear and binding operational mechanism to the organization as a whole.</td>
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<td></td>
<td>• Strong partnerships with national MOEs.</td>
<td>• High-level membership turnover due to political change (changes of senior MOE political appointees due to elections).</td>
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<tr>
<td></td>
<td>• Regional Secretariat serves as a centralized hub for management, coordination and knowledge exchange.</td>
<td>• Wide variation of capacities of the National Chapters.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrated ability to create innovative interventions to address emerging needs in girls’ education.</td>
<td>• 90% of funding has historically come from donors – variation in donor commitment could be destabilizing.</td>
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<tr>
<td></td>
<td>• Demonstrated ability to conduct effective advocacy at both policy and grassroots levels.</td>
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<td></td>
<td>• Growing, varied donor consortium and diversified donor group.</td>
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</table>

<table>
<thead>
<tr>
<th>External Origin Environmental Attributes</th>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Continued strong focus on education and gender in EFA and MDGs, among MOEs, and in donor funding priorities.</td>
<td>• Stabilisation of situation in some conflict/post-conflict areas, allowing the start of gender-responsive education initiatives.</td>
</tr>
<tr>
<td></td>
<td>• Partnerships with other organisations with similar or complementary objectives.</td>
<td>• Ongoing shortage of qualified teachers, especially those trained in gender-responsive methods.</td>
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<tr>
<td></td>
<td>• Continued development of new technologies that can be used in education - teaching tools/media as well as ICT as a focus of vocational training for girls.</td>
<td>• Shortage of gender-responsive teaching and learning materials.</td>
</tr>
<tr>
<td></td>
<td>• Willingness and readiness of MOEs to scale up gender-responsive models including female teacher training &amp; recruiting.</td>
<td>• Slow change of cultural and social attitudes towards girls' education (early marriage, excessive domestic work, sexual harassment, low value place on educating girls).</td>
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<tr>
<td></td>
<td></td>
<td>• Continuing poverty – an economic barrier to girls’ education.</td>
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<td></td>
<td></td>
<td>• Gender-insensitive school infrastructure.</td>
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<tr>
<td></td>
<td></td>
<td>• New or continued conflict/instability in some target countries, including gender-related violence.</td>
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<tr>
<td></td>
<td></td>
<td>• HIV/AIDS and other diseases continue to leave large numbers of orphans and cause attrition of teaching force in some countries.</td>
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</tbody>
</table>
at a low level. Consequently, it is highly unlikely that they will meet the goal of achieving gender equality in education by 2015.

Given that gender disparities in education remain persistent in most of Africa, this Strategic Plan is premised on the fact that FAWE’s initial vision remains as relevant today as at the organisation’s inception. Thus, FAWE will continue to play its leadership role in promoting gender equity in education in SSA. Most of our work in the next five years will focus on improving educational access and teaching and learning processes, particularly within the African countries ranking lowest in EDI5.

Given the high dropout rates and low levels of access and completion at post-primary education levels, many girls fall through the cracks of the formal education system. This Plan seeks to undertake demonstrative interventions to address issues such as girls’ education in conflict post conflict areas, vocational training and skills building for girls, non-formal education with emphasis on employability and income earning, gender in higher education. In addition, gender in Early Childhood Education and Development (ECD) may require more attention than given to date.

Thus, while rooted in continuity and leveraging the strengths developed during 15 years of advocacy for gender equity in education, this new Plan reflects FAWE’s renewed commitment to promoting education for all African girls, not simply those in the formal education system.

### 3.3 Strategic Objectives

FAWE’s mission is to promote gender equity and equality in education in Africa by fostering positive policies, practices and attitudes towards girls’ education. This mission has been translated into six (6) strategic objectives for the FAWE Strategic Plan 2008 - 2012. Three (3) of these objectives are a continuation from the 2002-2006 Strategic Plan, but with a new thrust.

1. **FAWE will continue to influence the integration of gender issues into education policies but will focus its policy advocacy efforts more on mainstreaming gender into the policies and systems by getting MOEs to commit to scaling up FAWE’s gender-responsive interventions.**

2. **FAWE will continue its core objective of conducting demonstrative interventions.** For greater efficiency and impact, this Plan will push for the mainstreaming of the FAWE Centre of Excellence Model, which is a consolidation of all of its successful approaches and models. The gender-responsive school will be comprised of a minimum required package (i.e. bursaries, Gender-Responsive Pedagogy, SMT, TUSEME, guidance and counselling, gender sensitive textbooks, gender-responsive facilities, community participation, sexual maturation) along with optional features, as the country-specific situation requires (i.e. HIV/AIDS, Rescue Centres for girls who are victims of violence, dormitories, literacy for mothers, etc.)

FAWE will also develop new programmes to address other girls’ education issues at post-primary levels such as vocational training and non-formal education in conflict or post-conflict situations, targeting specifically girls who are refugees or internally displaced. Literacy programmes in beneficiaries’ first language may also be designed, where necessary. In addition, programmes may be developed on gender in early childhood development and in higher education.

### Table 3: Budget Allocation by Strategic Objective (All Figures in USD)

<table>
<thead>
<tr>
<th>Strategic Objectives</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Policy Advocacy</td>
<td>1,005,550</td>
<td>856,800</td>
<td>850,850</td>
<td>806,225</td>
<td>794,325</td>
<td>4,313,750</td>
<td>19%</td>
</tr>
<tr>
<td>2. Scale-Up of Interventions</td>
<td>2,381,785</td>
<td>1,743,350</td>
<td>1,915,900</td>
<td>1,642,200</td>
<td>1,035,300</td>
<td>8,718,535</td>
<td>38%</td>
</tr>
<tr>
<td>3. Community Advocacy</td>
<td>417,690</td>
<td>417,690</td>
<td>524,790</td>
<td>500,990</td>
<td>274,890</td>
<td>2,136,050</td>
<td>9%</td>
</tr>
<tr>
<td>4. NC Capacity Building</td>
<td>1,730,855</td>
<td>1,547,000</td>
<td>624,750</td>
<td>559,300</td>
<td>464,100</td>
<td>4,926,005</td>
<td>22%</td>
</tr>
<tr>
<td>5. Restructuring</td>
<td>737,800</td>
<td>119,000</td>
<td>166,600</td>
<td>416,500</td>
<td>119,000</td>
<td>1,558,900</td>
<td>7%</td>
</tr>
<tr>
<td>6. Monitoring &amp; Eval.</td>
<td>238,000</td>
<td>220,150</td>
<td>309,400</td>
<td>83,300</td>
<td>214,200</td>
<td>1,065,050</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>6,511,680</td>
<td>4,903,990</td>
<td>4,392,290</td>
<td>4,008,515</td>
<td>2,901,815</td>
<td>22,718,290</td>
<td>100%</td>
</tr>
</tbody>
</table>

5 The following countries ranked low in the EDI and also have FAWE NCs: Burkina Faso, Burundi, Chad, Ethiopia, Ghana, Kenya, Mali, Mozambique, Niger, Rwanda, Senegal, and Zambia.
3. FAWE will continue to build awareness and consensus about the advantage of girls’ education, with this advocacy work now primarily targeting action at community and grassroots levels.

4. FAWE will implement a programme to build the capacity of its National Chapters to 1) improve their functionality in programme cycle management and implementation; and 2) strengthen their capacity in advocacy, fostering policy dialogue and influencing reform, as well as researching, documenting and disseminating successes. As a result, the National Chapters will be able to take a leading role in implementing FAWE’s Strategic Plan, while the Regional Secretariat will play a leadership, coordination, monitoring, and evaluation role.

5. FAWE will conduct an organisational restructuring both for better governance and for organisational efficiency, effectiveness, and cohesion. A Charter clarifying the operational relationships and responsibilities between FAWE National Chapters and the Regional Secretariat will be jointly formulated and signed.

6. FAWE will strengthen and institutionalise a Monitoring and Evaluation (M&E) system across the entire organisation. This will improve the review and documentation of the effectiveness and impact of FAWE’s programmes.

The ultimate expected outcome of all of FAWE’s work over the 5 year period is increased educational participation, improved educational performance and higher attainment rates of girls at all levels of education.

### 3.4 Budget Overview

Table 3 provides an overview of the budget that is required to support this Strategic Plan.

#### Table 4: Budget Allocation for Documentation and Programme Administrative Costs

<table>
<thead>
<tr>
<th>Category</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documentation &amp; dissemination</td>
<td>196,500</td>
<td>210,000</td>
<td>225,000</td>
<td>285,000</td>
<td>175,000</td>
<td>1,091,500</td>
<td>5%</td>
</tr>
<tr>
<td>Programme Administrative costs</td>
<td>1,039,680</td>
<td>782,990</td>
<td>701,290</td>
<td>640,015</td>
<td>463,315</td>
<td>3,627,290</td>
<td>15.97%</td>
</tr>
</tbody>
</table>

The above budget figures include funds for programme administrative costs and documentation and dissemination activities. These funds are allocated based on the weighting of each strategic objective relative to the overall budget, as follows:

Documentation and dissemination activities are important elements that permit FAWE to share and leverage its experiences and replicate its successes both inside and outside of the organisation. The funding required for these activities is relatively stable across the five-year period.

Programme administrative costs are incurred in the course of implementing FAWE’s strategic objectives and represent 15.9% of the total budget. These costs are projected to decline progressively during the five-year period to less than 50% of the amount required at the beginning of the period. This is partially due to efficiencies gained from the planned reorganisation, as well as those gained as FAWE continues to further leverage its best practice methods and models.

The details of each strategic objective can be found in section 3.5 below.
3.5 Strategic Objectives in Detail

Below are specific activities that will be undertaken under each Strategic Objective.

3.5.1 Objective 1: Policy Advocacy

To continue influencing the integration of gender issues in education policies and plans in order to improve girls’ access, retention and performance, with special emphasis on partnerships.

FAWE’s mandate is to promote girls’ education in Africa. It executes this mandate through established structures and in partnership with Ministries of Education and other like-minded organisations and stakeholders. Policies and plans offer a framework through which gender-related challenges in education can be addressed.

This is why, since its inception, FAWE has continuously sought to influence education policies and plans with a view of redressing gender disparities. This approach has borne positive results with the integration of gender issues in most education policies and plans in Africa. FAWE intends to leverage this success so that gender-responsive plans are translated into action through programmes on the ground.

Strong partnerships and alliances are key to this process and can help to minimize duplication of efforts, develop greater coherence and synergy in programmes and approaches, and facilitate scaling up and monitoring of programmes. Networking between and among National Chapters and regional collaboration will be accelerated. Links with MOEs, teacher training institutions and schools will be intensified.

Planned Activities

- Influencing the mainstreaming of gender into education sector policies and plans inline with EFA goals, MDGs and second AU Decade for Education as well as various sector plans and processes (SWAP, SIP, FTI, PRSP).
- Providing technical assistance and models to MOEs so that gender-responsive plans are translated into programmes on the ground.
- Providing technical assistance to ministries of education to replicate and mainstream successful FAWE interventions through national education policies and plans.
- Contributing to regional and global campaigns in order to influence global education directions towards attaining the EFA goals and MDGs.
- Facilitating the sharing of experiences between education officials so that they adopt and replicate FAWE models successfully mainstreamed in other countries.
- Commissioning action research and using the findings to influence policy.
- Forging new partnerships with like-minded and complementary organisations to collaboratively accelerate girls’ enrolment, retention and performance.
- Monitoring and evaluating the progress made and the impact of FAWE’s work at policy level and through partnerships, to improve girls’ enrolment, retention and performance.

Expected Outcomes

FAWE expects that its policy advocacy activities will impel more countries to mainstream gender into their education sector policies, and translate these policies into action.
<table>
<thead>
<tr>
<th>Activities</th>
<th>Results / Outputs</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Influencing the mainstreaming of gender dimension in education sector policies and plans in line with EFA goals and MDGs as well as various sector plans and processes (SWAP, SIP, FTI, PRSP)</td>
<td></td>
<td>Education sector policies and plans developed and integrated with gender-responsive policies.</td>
</tr>
<tr>
<td>Holding policy consultations and providing technical assistance to MOEs to translate gender-responsive policies into implementable plans</td>
<td></td>
<td>Number of policy consultations held.</td>
</tr>
<tr>
<td>Forging new strategic partnerships and strengthening existing ones to accelerate progress towards the achievement of gender equity and equality in Education</td>
<td></td>
<td>Implementable plans developed and implemented.</td>
</tr>
<tr>
<td>Contributing to regional and global campaigns in order to influence global education trends towards attaining the EFA goals and MDGs</td>
<td></td>
<td>Meaningful contribution to FAWE’s work.</td>
</tr>
<tr>
<td>Documenting and disseminating FAWE’s successful interventions emerging out of the Demonstrative Interventions</td>
<td></td>
<td>Number of partners identified and collaborative projects designed and implemented.</td>
</tr>
<tr>
<td>Providing technical assistance to ministries of education to replicate and mainstream successful FAWE interventions in national education policies and plans.</td>
<td></td>
<td>Number of operational core technical teams.</td>
</tr>
<tr>
<td>Organizing fora to facilitate sharing of experiences between education officials with a view to replicating FAWE successful models</td>
<td></td>
<td>Number of fora organized.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Budget (USD)</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>50,000</td>
<td>50,000</td>
<td>30,000</td>
<td></td>
<td></td>
<td>150,000</td>
</tr>
<tr>
<td>2009</td>
<td>50,000</td>
<td>50,000</td>
<td>30,000</td>
<td></td>
<td></td>
<td>150,000</td>
</tr>
<tr>
<td>2010</td>
<td>50,000</td>
<td>50,000</td>
<td>30,000</td>
<td></td>
<td></td>
<td>150,000</td>
</tr>
<tr>
<td>2011</td>
<td>50,000</td>
<td>50,000</td>
<td>30,000</td>
<td></td>
<td></td>
<td>150,000</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>200,000</td>
<td>150,000</td>
<td></td>
<td></td>
<td>550,000</td>
</tr>
<tr>
<td>Activities</td>
<td>Results / Outputs</td>
<td>Indicators</td>
<td>Budget (USD)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
<td>--------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participating in joint planning, monitoring and evaluation within</td>
<td>FAWE’s contributions integrated in outputs</td>
<td>Number of joint projects undertaken</td>
<td>2008 60,000</td>
<td>2009 60,000</td>
<td>2010 60,000</td>
<td>2011 60,000</td>
</tr>
<tr>
<td>mechanisms such as UNGEI, SWAP, SIPs, and GCE at the national levels</td>
<td>Effective collaboration through joint projects</td>
<td>Number of plans established or updated as a result of FAWE’s contribution</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quality of FAWE’s contribution to monitoring processes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commissioning Action Research and using the findings to influence</td>
<td>Action research undertaken</td>
<td>Number of action research reports produced</td>
<td>2008 100,000</td>
<td>2009 100,000</td>
<td>2010 100,000</td>
<td>2011 100,000</td>
</tr>
<tr>
<td>policy</td>
<td>Research reports produced and disseminated</td>
<td>Number and type of issues covered through action research</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitoring and evaluating the progress and impact of FAWE’s initiatives</td>
<td>Progress tracked and documented adjustments made to the programme as a result of</td>
<td>Number of monitoring visits and reports</td>
<td>2008 65,000</td>
<td>2009 65,000</td>
<td>2010 65,000</td>
<td>2011 65,000</td>
</tr>
<tr>
<td>for influencing education policies practices for gender</td>
<td>monitoring</td>
<td>Proportion of programmes monitored and evaluated</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>responsiveness</td>
<td>Impact of the programmes measured</td>
<td>Effect of programme adjustments made</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>activities</td>
<td>Programmes effectively implemented</td>
<td>Impact of the programmes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>2008 1,005,550</td>
<td>2009 856,800</td>
<td>2010 850,850</td>
<td>2011 806,225</td>
</tr>
</tbody>
</table>
3.5.2 Objective 2: Replication and Scaling-up of Interventions

To continue to replicate FAWE’s gender-responsive interventions in order to scale them up in more countries, while developing new models to address emerging challenges in girls’ education.

Under this objective, FAWE demonstrates successful interventions in each country so that the Ministries of Education can replicate and scale them up. In the new Plan, FAWE National Chapters will continue to replicate successful gender-responsive interventions while dialoguing with MOEs and convincing them to scale them up.

Consolidating FAWE Gender-Responsive Models

FAWE will consolidate the demonstrative interventions undertaken during the 2002-2006 Plan into one Gender-Responsive School model. This model features a core package, with additional optional components that countries can integrate according to their needs. FAWE’s experience in the various countries where the model has been implemented shows that it not only has a positive impact on girls’ retention and performance, but also contributes to overall educational quality for all pupils.

Figure 3: The Gender-Responsive School (COE) Model

Meeting New Challenges in Girls’ Education

Concurrently, FAWE will continue to develop new models that address the gender aspects of challenging issues in education such as conflict, HIV/AIDS, non-formal and vocational education.
training early childhood development and higher education, based on country needs and specificities.

**Planned Activities**

Evaluating key FAWE models selected for replication and scaling up.

- Undertaking baseline studies and situation analyses on specific emerging issues in relation to girls’ education.
- Undertaking on-going and new demonstrative interventions to improve retention and performance of girls at all levels.
- Supporting processes to influence the replication and scaling up of FAWE’s gender-responsive models as best practices in girls’ education by Ministries of Education.
- Expanding gender-responsive pedagogy in teacher education.
- Monitoring and evaluating the impact of the demonstrative interventions on girls’ access, retention and performance.

**Expected Outcomes**

FAWE expects that the replication and scaling-up of gender-responsive interventions will result in 1) higher levels of retention for girls, 2) improvement of girls’ performance in school, and 3) higher graduation rates for girls, at all levels of education.

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**Addressing Female Teacher Shortage: A New FAWE Demonstrative Initiative**

One of FAWE’s new demonstrative interventions will focus on promoting the recruitment of more female teachers, while showing girls themselves, as well as parents, that there is value in educating girls, since it can lead to gainful employment once they graduate. The idea is to target well-performing upper secondary school bursary recipients in the FAWE Centres of Excellence and groom them to become teachers by the time they graduate from secondary school.

A special after-school programme (and possibly during school breaks) will be designed in collaboration with teacher training colleges, especially those that have already adopted FAWE’s Gender-Responsive Pedagogy model. An agreement will be signed with the Ministries of Education to ensure that this programme’s graduates are automatically qualified to enter teacher-training colleges for more intensive training before they commence service. The girls would commit to teaching for a minimum number of years in order to go through the programme. This is to ensure that the investment is not lost and that they effectively enter and remain in the teaching profession within their communities.

This programme is a good vehicle to 1) Show governments innovative ways to reduce the deficit in female teachers; 2) Demonstrate to girls and parents in ‘recalcitrant’ communities that education can lead to a career and therefore is worth investing in; 3) Serve as a catalyst for change within communities, especially in rural areas, since graduates of the programme will serve within their communities and serve as role models to other girls; and 4) Serve as a model for replication in sectors other than education for instance technical fields and agriculture).

---

**Girls’ Education in Conflict and Post-conflict Situations**

Another FAWE demonstrative interventions in this Plan period will focus on providing vocational training to out-of-school girls in conflict and post-conflict situations.

The overall goal of the intervention is to integrate out-of-school girls into technical and vocational training institutions. In addition, the project will provide economic empowerment to those who graduate from the vocational training in fields that girls rarely venture in. The programmes will enable the graduates to set up innovative income-generating activities or assist them to find relevant employment within their communities.

As part of the implementation strategies for this programme, parents and other community members will be targeted for sensitisation in order to ensure that they support their girls to participate in programmes offered in vocational training centres.

FAWE will identify a number of vocational training centres within the specific conflict-affected regions to collaborate with. Support will be provided to the training centres to develop bridging programmes for girls. Also a capacity building programme will be effected for efficient implementation of the programme by the centres.
### Objective 2: Replication and Scaling-up of Interventions

<table>
<thead>
<tr>
<th>Activities</th>
<th>Results / Outputs</th>
<th>Indicators</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undertaking the evaluation of FAWE models that are slated to be replicated and scaled up</td>
<td>Models are evaluated and costed Gaps identified and models improved Models are confirmed as best practices</td>
<td>Evaluation Report produced Number of models evaluated Number of models selected for replication</td>
<td>400,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>400,000</td>
</tr>
<tr>
<td>Undertaking baseline studies and situation analysis on specific emerging issues on girls' education</td>
<td>Actual situation on the ground is fully understood Actual needs and issues identified</td>
<td>Number and type of baseline studies Nature of problems identified</td>
<td>150,000</td>
<td>100,000</td>
<td>115,000</td>
<td></td>
<td></td>
<td>365,000</td>
</tr>
<tr>
<td>Replicating FAWE gender-responsive school model Minimum package: bursaries, GRP, SMT, ICT, Tuseme, guidance and counselling, gender-responsive facilities, community participation, sexual maturation Additional features: HIV, rescued centre for vulnerable girls and other NC interventions</td>
<td>Gender-responsive schools replicated Increased number of marginalised girls accessing education, being retained and performing well School management trained in gender-responsiveness Teachers trained in Gender-Responsive Pedagogy Students equipped with life skills and more gender aware Gender-responsive infrastructure in place Needy girls supported with bursaries Teaching and learning materials reviewed and more gender-responsive Higher participation of girls in SMT subjects Communities sensitised on girls’ education and involved in school management</td>
<td>Number of gender-responsive schools established Number of marginalized girls gaining access to schooling, being retained and performing well at each intervention site Number of teachers and schools managers trained in gender-responsive pedagogy Number and type of teaching and learning materials reviewed Level of involvement of communities</td>
<td>865,000</td>
<td>675,000</td>
<td>675,000</td>
<td>570,000</td>
<td>310,000</td>
<td>3,095,000</td>
</tr>
<tr>
<td>Developing new demonstrative interventions to address issues affecting girls education at post primary level such as conflict and post conflict situation, shortage of female teachers, vocational training and skills building, non formal education and gender in higher education</td>
<td>New programmes designed to respond to specific challenges in girls’ education Programmes implemented Programme graduates placed in formal employment or assisted to start their own business</td>
<td>Number of girls participating int the programmes Number of girls performing well and completing the programmes Type and nature of competencies acquired by girls Fields in which girls are trained in Number of girls who are gaining a living as a result of the training Number and type of placements</td>
<td>300,000</td>
<td>400,000</td>
<td>500,000</td>
<td>500,000</td>
<td>300,000</td>
<td>2,000,000</td>
</tr>
</tbody>
</table>
## Training pre-service and in-service teachers in gender-responsive pedagogy
Advocating for more teacher training institutions to mainstream gender-responsive pedagogy in their curricula
Integrating GRP in SMT Monitoring the application of GRP within classrooms

Increased number of teachers trained in GRP
GRP mainstreamed in teacher training colleges
Teaching and learning methodologies gender-responsive
Teachers applying GRP within classrooms
Girls’ performance and achievement improved
Positive attitudes towards girls’ education of teachers and school management

Number of teachers trained in GRP
Impact of GRP on girls’ performance and achievement
Number of teacher training institutions that have mainstreamed GRP in their curricula
Number of institutions applying GRP
Number of teachers applying GRP
Attitudinal changes in teachers, management and students

Number of teachers trained in GRP
Impact of GRP on girls’ performance and achievement
Number of teacher training institutions that have mainstreamed GRP in their curricula
Number of institutions applying GRP
Number of teachers applying GRP
Attitudinal changes in teachers, management and students

### Documenting and disseminating FAWE’s successful interventions emerging from the demonstrative interventions
FAWE’s successful interventions documented and disseminated
FAWE’s successful interventions recognized as best practices

Number and type of FAWE’s successful interventions documented and disseminated
Number and type of best practices identified
Level of interest in FAWE best practices and publications

### Monitoring and evaluating the impact of the demonstrative interventions on girls’ access, retention and performance
Regular monitoring conducted
Progress tracked and documented
Adjustments made to the programme as a result of monitoring, programmes continuously improve
Impact of the programmes measured

Number of monitoring visits
Number of monitoring reports collected
Type and effect of adjustments made

### Providing administrative support for implementation of replication and scaling up programme
Programmes effectively implemented

Number of programmes effectively implemented
Impact of the programmes

### Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Results / Outputs</th>
<th>Indicators</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training pre-service and in-service teachers in gender-responsive pedagogy</td>
<td>Increased number of teachers trained in GRP</td>
<td>Number of teachers trained in GRP Impact of GRP on girls’ performance and achievement</td>
<td>170,000</td>
<td>180,000</td>
<td>180,000</td>
<td>180,000</td>
<td>140,000</td>
<td>850,000</td>
</tr>
<tr>
<td>Advocating for more teacher training institutions to mainstream gender-responsive pedagogy in their curricula</td>
<td>GRP mainstreamed in teacher training colleges</td>
<td>Number of teacher training institutions that have mainstreamed GRP in their curricula</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrating GRP in SMT</td>
<td>Teaching and learning methodologies gender-responsive</td>
<td>Number of institutions applying GRP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitoring the application of GRP within classrooms</td>
<td>Teachers applying GRP within classrooms</td>
<td>Number of teachers applying GRP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls’ performance and achievement improved</td>
<td>Positive attitudes towards girls’ education of teachers and school management</td>
<td>Attitudinal changes in teachers, management and students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documenting and disseminating FAWE’s successful interventions emerging from the demonstrative interventions</td>
<td>FAWE’s successful interventions documented and disseminated</td>
<td>Number of monitoring visits and type of FAWE’s successful interventions and best practices identified</td>
<td>16,500</td>
<td>10,000</td>
<td>40,000</td>
<td>30,000</td>
<td>20,000</td>
<td>116,500</td>
</tr>
<tr>
<td>FAWE’s successful interventions recognized as best practices</td>
<td>Number of monitoring reports collected</td>
<td>Number of programmes effectively implemented</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitoring and evaluating the impact of the demonstrative interventions on girls’ access, retention and performance</td>
<td>Regular monitoring conducted</td>
<td>Number of programmes effectively implemented impact of the programmes</td>
<td>100,000</td>
<td>100,000</td>
<td>100,000</td>
<td>100,000</td>
<td>100,000</td>
<td>500,000</td>
</tr>
<tr>
<td>Progress tracked and documented</td>
<td>Adjustments made to the programme as a result of monitoring, programmes continuously improve</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Impact of the programmes measured</td>
<td>Number of programmes effectively implemented impact of the programmes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providing administrative support for implementation of replication and scaling up programme</td>
<td>Programmes effectively implemented</td>
<td></td>
<td>380,285</td>
<td>278,350</td>
<td>305,900</td>
<td>262,200</td>
<td>165,300</td>
<td>1,392,035</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities</th>
<th>Results / Outputs</th>
<th>Indicators</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>2,381,785</td>
<td>1,743,350</td>
<td>1,915,900</td>
<td>1,642,200</td>
<td>1,035,300</td>
<td>8,718,535</td>
</tr>
</tbody>
</table>
3.5.3 Objective 3: Community Advocacy

To advocate for girls’ education and gender equity in education at community level

Over the last decade, FAWE has made considerable progress in creating awareness on the importance of girls’ education amongst different stakeholders, especially policy makers.

However, given the persistence of low retention for girls, trailing performance of girls compared to that of boys, and the relatively low value placed on girls’ education in many communities across SSA, it is necessary to reach out to communities in order to promote girls’ education, especially those in rural or remote areas or from excluded and marginalized groups.

In this Strategic Plan, FAWE’s additional efforts will be directed towards persuading communities at grassroots level to take concrete action to remove the obstacles that hinder the education of girls. Communities will be equipped with skills to engage authorities to fulfill the educational needs of their communities; they will also be mobilized to be more involved in their children’s education e.g. participate effectively in school management committees, strengthen teacher/parent associations, contribution to school improvement projects, etc.

Planned Activities

- Undertaking advocacy for promoting girls’ educational access, retention and performance with a focus at the community and grassroots levels.
- Forging and strengthening partnerships with the media, networks and coalitions to relay girls’ education advocacy messages to communities.
- Raising the visibility of NCs’ positive contributions to the education of girls through goodwill community events.
- Rewarding high-performing girls so that they serve as peer role models to other girls.
- Promoting girls’ education by providing literacy courses to members of mothers clubs and community advocacy groups.

Expected Outcomes

The outcome of this FAWE community advocacy programme will be the empowerment of communities to effectively contribute to the education of girls in their communities. FAWE expects that grassroots advocacy activities will bring about changes at the community level that will ultimately result in 1) higher levels of school attendance by girls, 2) improvement of girls’ performance in school, and 3) higher graduation rates for girls, at all levels of education.
### Objective 3: Community Advocacy

<table>
<thead>
<tr>
<th>Activities</th>
<th>Results / Outputs</th>
<th>Indicators</th>
<th>Budget (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing and implementing NC advocacy strategies</td>
<td>Advocacy strategies developed and implemented</td>
<td>Number of community members reached</td>
<td>220,000</td>
</tr>
<tr>
<td>Producing advocacy materials</td>
<td>Innovative and user-friendly advocacy materials produced</td>
<td>Quality and usability of advocacy materials</td>
<td>130,000</td>
</tr>
<tr>
<td>Organizing field days, and open days targeting communities</td>
<td>Effective communication with targeted communities</td>
<td>Number of advocacy campaigns organised</td>
<td>210,000</td>
</tr>
<tr>
<td>Partnering with community, opinion, and faith-based leaders at community level for enhanced communication with the community</td>
<td></td>
<td>Type and number of leaders partnered with Level of attitudinal change.</td>
<td>560,000</td>
</tr>
<tr>
<td>Organizing the media award for excellence in promoting girls’ education</td>
<td>Effective reporting and publicity on how to increase girls’ participation in education, Journalists awarded for excellence in reporting Media kits developed Visibility of NC raised</td>
<td>Number of media bodies, advocating for girls’ education Number of awards given Number of media days and briefings organised Availability and quality of Media briefing kit Degree of visibility of NC achieved</td>
<td>180,000</td>
</tr>
<tr>
<td>Organizing media days, briefings and press releases</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying top performing girls through a selection committee</td>
<td>High performing girls identified and rewarded More girls motivated to perform well Award recipients serve as peer role models</td>
<td>Number of awards given Number of top performers rewarded Impact of awards on girls’ motivation and performance</td>
<td>630,000</td>
</tr>
<tr>
<td>Organising award ceremonies Mentorship and role modelling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documenting and disseminating FAWE’s successful strategies in advocacy</td>
<td>FAWE’s successful strategies in advocacy documented and shared with target audiences</td>
<td>Number and quality of FAWE’s advocacy strategies documented and shared Quality, effectiveness and usability of advocacy materials Level of public interest in FAWE’s advocacy materials and strategies</td>
<td>100,000</td>
</tr>
<tr>
<td>Monitoring and evaluating the impact of the advocacy activities at community level on promoting girls’ access retention and performance</td>
<td>Progress tracked and documented Adjustments made to the programme as a result of monitoring Impact assessed</td>
<td>Number of monitoring visits Number of monitoring reports collected and evaluation results Number of adjustments made Impact of the programme</td>
<td>325,000</td>
</tr>
<tr>
<td>Providing administrative for implementation of community advocacy activities</td>
<td>Programmes effectively implemented</td>
<td>Number of programmes effectively implemented</td>
<td>341,050</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>2,136,050</td>
</tr>
</tbody>
</table>
3.5.4 Objective 4: Capacity Building of National Chapters

To build the capacity of National Chapters to improve their functionality and their ability to deliver programmes and influence policy

Although many National Chapters in the FAWE network are well staffed and coordinated, there is variation in their capacities and strengths. This calls for strengthening of National Chapters so that they can better implement programmes, better engage with and influence national educational policies, and effectively advocate for the promotion of girls’ education. Through the capacity building programme, NCs will be equipped with competencies to drive the implementation of policy and grassroots advocacy, as well as gender-responsive interventions in their respective countries. The RS will continue to provide expert, logistical, and financial support and overarching services such as coordination, monitoring and evaluation and knowledge management. This will permit FAWE to conduct these activities on a much larger scale and with higher quality and greater consistency than has previously been possible.

During the previous plan period, 14 National Chapters were under a strengthening programme and results have shown that with capacity building of staff, NCs perform much better. FAWE plans to give attention to its remaining 19 National Chapters during this Plan period.

**Planned Activities**
The capacity building programme will train NCs in the 4 major areas: Programme cycle management, Policy engagement, and Advocacy and Resource mobilisation

**Expected Outcomes**
The NC capacity building activities will enable FAWE to improve the functionality of NCs to deliver programmes and influence policy. This will ultimately result in: 1) Higher level of school attendance by girls, 2) Improvement of girls’ performance in school, and 3) Higher graduation rates for girls, at all levels of education.

### Table 5: FAWE Capacity Building Programme

<table>
<thead>
<tr>
<th>Category</th>
<th>Type of Training</th>
<th>Expected Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme Cycle Management</td>
<td>• Programme planning, • Programme administration and implementation • Financial management • Monitoring and evaluation, • Reporting and documentation</td>
<td>Organisational functionality improved Programme effectively implemented Evidence based data produced to inform programme design and implementation</td>
</tr>
<tr>
<td>Advocacy</td>
<td>• Community advocacy • Policy advocacy • Lobbying and forging strategic partnerships</td>
<td>Communities mobilised to support girls’ education NCs equipped to effectively influence policy and legislation</td>
</tr>
<tr>
<td>Policy Influencing</td>
<td>• Policy analysis and knowledge of development trends, • Policy instruments and trends, declarations and conventions • Gender analysis, mainstreaming and budgeting</td>
<td>NCs equipped to effectively influence gender mainstreaming in national education policies and plans</td>
</tr>
<tr>
<td>Resource Mobilisation</td>
<td>• Proposal writing • Fundraising</td>
<td>NCs able to mobilise more resources to support their programmes</td>
</tr>
<tr>
<td>Activities</td>
<td>Results / Outputs</td>
<td>Indicators</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Carrying out a needs assessment on NCs’ capacity to influence policy</td>
<td>Needs assessment reports</td>
<td>Number of training sessions held</td>
</tr>
<tr>
<td>Developing training modules on policy</td>
<td>Number of persons trained</td>
<td>Extent to which skills gained are utilised</td>
</tr>
<tr>
<td>Training National Chapters to acquire skills to better understand policy</td>
<td>Impact of training received</td>
<td></td>
</tr>
<tr>
<td>processes and utilise policy tools</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carrying out a needs assessment on NCs’ capacity to conduct advocacy</td>
<td>Needs assessment report report</td>
<td></td>
</tr>
<tr>
<td>Developing training modules on advocacy</td>
<td>Number of training modules developed</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organising national Training of Trainers (TOTs) on advocacy</td>
<td>A core group of skilled advocacy trainers</td>
<td>Number of training sessions organised</td>
</tr>
<tr>
<td></td>
<td>Number of resource people trained</td>
<td>Effectiveness of TOTs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCs conducting training at community level</td>
<td>Community members trained</td>
<td>Number of community members trained</td>
</tr>
<tr>
<td></td>
<td>Advocacy activities undertaken at community level</td>
<td>Number of communities reached</td>
</tr>
<tr>
<td></td>
<td>Number of advocacy activities undertaken</td>
<td>Effectiveness of advocacy activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitoring and evaluating NCs activities in community advocacy</td>
<td>Monitoring undertaken by NCs and progress tracked</td>
<td>Number of site visits and reports generated</td>
</tr>
<tr>
<td></td>
<td>Availability of evidenced-based data</td>
<td>Effectiveness of advocacy activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carrying out a needs assessment on NCs’ capacity in programme design</td>
<td>Needs assessment reports</td>
<td>Number of persons trained</td>
</tr>
<tr>
<td>and management</td>
<td>Training Modules available</td>
<td>Extent to which skills gained are utilised</td>
</tr>
<tr>
<td>Developing training modules</td>
<td>Number of persons trained</td>
<td></td>
</tr>
<tr>
<td>Training National Chapters to acquire skills in programme design and</td>
<td>Impact of training received</td>
<td></td>
</tr>
<tr>
<td>management</td>
<td>Amount of resources mobilised by NCs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of NCs staff trained</td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td>Results / Outputs</td>
<td>Indicators</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Establishing a training and resource centre for gender responsiveness in</td>
<td>Training programme designed</td>
<td>Number of gender-responsive models</td>
</tr>
<tr>
<td>education</td>
<td>Training and resource centre established</td>
<td>Number of gender-responsive training materials</td>
</tr>
<tr>
<td></td>
<td>Training materials available</td>
<td>Number and type of training offered</td>
</tr>
<tr>
<td></td>
<td>Training conducted</td>
<td>Number of persons trained and utilising the skills gained</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Effectiveness of the training programme</td>
</tr>
<tr>
<td>Developing training modules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing gender responsive models</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offering on-site and distance training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitoring and evaluating the implementation of the Capacity building programme</td>
<td>Progress of capacity building programme tracked</td>
<td>Number, and quality of monitoring and evaluation activities</td>
</tr>
<tr>
<td></td>
<td>Effectiveness of the capacity building programme assessed</td>
<td>Frequency of monitoring and evaluation activities</td>
</tr>
<tr>
<td></td>
<td>Impact of the capacity building programme assessed</td>
<td>Effectiveness and impact of the capacity building programme</td>
</tr>
<tr>
<td>Providing administrative support for the implementation of the capacity building</td>
<td>Programmes effectively implemented</td>
<td>Number of programmes effectively implemented</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.5.5 Objective 5: Organisational Restructuring

To undertake organisational development in order to ensure the sustainability of the organisation and enhance the effectiveness of its structures and programmes

In order to effectively implement objectives 1 through 4 of this Plan, an organisational review and restructuring for improved functionality of RS and National Chapters is necessary. Roles and responsibilities also need to be clarified and redefined where necessary. In relation to governance, it is also important to ensure that the statutory organs continue to operate effectively and that the membership is kept vibrant, particularly considering the size of FAWE’s network of National Chapters.

Planned Activities

- Conducting an organisational and staff assessment at the RS to prepare for the organisational restructuring.
- Restructure RS to align it to the demands of the new Strategic Plan.
- Reviewing and revising the governance structure of the organisation at all levels (General Assembly, Executive Committee, Membership both at the Regional and National Chapter level).
- Expanding the reach of the organisation through the creation of new NCs especially in countries where gender inequities are exacerbated by conflict.

Expected Outcomes

The organisational restructuring activities go hand-in-hand with National Chapters capacity building in realigning FAWE to work in new ways, both to increase the effectiveness of existing human, financial, and intellectual resources as well as to address new challenges in girls’ education.

Membership & Governance Challenges

Due to the success in promoting girls’ education at both primary and secondary levels and the growing expectations of the larger community for FAWE to provide solutions, FAWE has had to expand rapidly. It is therefore necessary to review the FAWE constitution and the governance structures.

There is also a need to review the membership criteria in order to respond to the development of the organisation. In addition, the organisational structure, roles, responsibilities and status of the National Chapters and Regional Secretariat and their capacity to effectively respond to the varying and increasing demands require attention.

---

See appendix 5.1 for details on organisational review and structure
## Objective 5: Organisational Restructuring

<table>
<thead>
<tr>
<th>Activities</th>
<th>Results / Outputs</th>
<th>Indicators</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducting organisational assessment</td>
<td>Assessment conducted</td>
<td>Number and type of recommendations made in the assessment report</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>80,000</td>
</tr>
<tr>
<td>Conducting RS staff skills assessment</td>
<td>Staff skills assessed.</td>
<td>Restructuring plan available</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Applicability of recommendations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restructuring RS for optimal coordination, technical assistance provision,</td>
<td>New organisation structure in place</td>
<td>Number of positions filled</td>
<td>100,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100,000</td>
</tr>
<tr>
<td>monitoring and evaluation</td>
<td>Organisation functions adequately staffed</td>
<td>Level of functionality of the restructured RS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providing staff development opportunities</td>
<td>Restructuring completed</td>
<td>Effectiveness of the restructuring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signing a Charter by RS and NCs, which clearly specifies the roles and</td>
<td>Staff training needs identified</td>
<td>Type of training provided</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>responsibilities of the RS and NCs</td>
<td>adequate training provided</td>
<td>Effectiveness of training provided</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Charters signed</td>
<td>Number of Charter agreements signed between NCs and RS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Roles and responsibilities clarified</td>
<td>Adherence to the charter by RS and NCs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communications between RS and NCs enhanced</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishing new NCs especially in countries experiencing conflict</td>
<td>5 New Chapters established</td>
<td>Number of new Chapters established</td>
<td>60,000</td>
<td>40,000</td>
<td></td>
<td></td>
<td></td>
<td>100,000</td>
</tr>
<tr>
<td></td>
<td>FAWE network expanded in sub-Saharan Africa</td>
<td>Functionality of new NCs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reviewing the governance structure of the organisation at all levels</td>
<td>Governance structure reviewed and adjusted</td>
<td>Review report available</td>
<td>30,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30,000</td>
</tr>
<tr>
<td></td>
<td>FAWE membership categories redefined</td>
<td>Level of effectiveness of FAWE’s governance structures and processes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organising FAWE EC meetings</td>
<td>Policy guidance provided</td>
<td>FAWE EC meetings reports produced</td>
<td>50,000</td>
<td>100,000</td>
<td>100,000</td>
<td>50,000</td>
<td>100,000</td>
<td>400,000</td>
</tr>
<tr>
<td>Organising FAWE Regional Assemblies</td>
<td>NCs provide input to inform FAWE’s governance and programmes</td>
<td>Quality of NC input and exchanges</td>
<td>100,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>200,000</td>
</tr>
<tr>
<td></td>
<td>Knowledge and experience shared among NCs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organising FAWE General Assembly</td>
<td>EC elected or renewed</td>
<td>Outcomes of the GA</td>
<td>200,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>400,000</td>
</tr>
<tr>
<td></td>
<td>Governance matters reviewed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sharing of experiences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providing administrative support for programme implementation</td>
<td>Programmes effectively implemented</td>
<td>Number of programmes effectively implemented</td>
<td>117,800</td>
<td>19,000</td>
<td>26,600</td>
<td>66,500</td>
<td>19,000</td>
<td>248,900</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>737,800</td>
<td>119,000</td>
<td>166,600</td>
<td>416,500</td>
<td>119,000</td>
<td>1,558,900</td>
</tr>
</tbody>
</table>
3.5.6 Objective 6: Institutionalise Monitoring and Evaluation

To institutionalise an effective monitoring and evaluation system across the entire organisation

M&E is a critical component of this Strategic Plan. Following the Mid-Term Review of the 2002-2006 Strategic Plan, recommendations were made to strengthen FAWE’s monitoring and evaluation system.

Under this objective, FAWE aims to further review and mainstream its monitoring, evaluation, documenting and reporting system and instruments across the organisation. This will allow FAWE to: 1) Better manage the operation of its programmes based on timely feedback, 2) Generate measurements and indicators to assess overall programme impact and effectiveness as well as trends across multiple programmes over time, and 3) Continuously improve its programmes.

Planned Activities

- Reviewing and improving existing M&E system and tools and developing new ones as required
- Partnering with M&E specialists and specialised institutions to provide training to RS staff
- Monitoring regularly the implementation of FAWE’s work programmes at regional and national levels
- Conducting periodic evaluations of specific programmes
- Documenting and reporting progress made in implementing FAWE’s programmes using evidence-based data, including the generation of measurements and indicators to assess overall programme impact and effectiveness, as well as trends across multiple programmes over time

Expected Outcomes

The institutionalisation of an effective monitoring and evaluation system will enable FAWE to 1) Generate measurements and data that allow it to assess the impact and effectiveness of its programmes; 2) Track progress, draw lessons and identify trends over time and 3) Utilise lessons learnt to improve its programmes.
## Objective 6: Institutionalise Monitoring and Evaluation

<table>
<thead>
<tr>
<th>Activities</th>
<th>Results / Outputs</th>
<th>Indicators</th>
<th>Budget (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewing and improving FAWE’s existing M&amp;E systems and tools</td>
<td>User-friendly and functional M&amp;E system developed M&amp;E reports generated and effectively utilised to adjust programme implementation Implementation of FAWE’s work programmes regularly monitored Periodic evaluations on specific programmes</td>
<td>Level of effectiveness and efficiency of the new M &amp; E system Number of M&amp;E tools developed and adequately used Number of NCs effectively using the online programme tracking system Number of progress reports produced</td>
<td>110,000 85,000 15,000 15,000 5,000 230,000</td>
</tr>
<tr>
<td>Documenting and reporting progress made in implementing FAWE’s programmes using evidence-based data</td>
<td>Reports produced regularly and used adequately Publications produced Website regularly updated</td>
<td>Number and quality of progress reports produced Adequacy of the solutions provided Level of interest in the FAWE documents and website Number of website visits</td>
<td>5,000 5,000 5,000 5,000 5,000 25,000</td>
</tr>
<tr>
<td>Disseminating reports, materials throughout the FAWE network through a multi-media system Improving communication within the entire FAWE network using new information and communication technologies</td>
<td>FAWE reports, materials disseminated widely Reduced communication costs Improved communication between NCs and RS</td>
<td>Number and type of reports disseminated Level of visibility of FAWE’s programmes Frequency of interactions between NCs and RS Quality of communication throughout the FAWE network</td>
<td>75,000 95,000 80,000 50,000 50,000 350,000</td>
</tr>
<tr>
<td>Identifying and partnering with M&amp;E specialised institutions to benefit from training opportunities</td>
<td>M &amp; E specialised institutions identified Partnerships established RS Staff trained in M&amp;E</td>
<td>Number of staff trained and effectively using acquired M&amp;E skills Quality and Effectiveness of training received</td>
<td>10,000 10,000 20,000</td>
</tr>
<tr>
<td>Coordinating the Mid-Term Review</td>
<td>Mid-Term Review conducted Relevant recommendations implemented Programme adjustments made</td>
<td>Feasibility of the recommendations of MTR Nature of recommendations Effectiveness of adjustments made</td>
<td>150,000 150,000</td>
</tr>
<tr>
<td>Coordinating the development of FAWE’s 3rd Strategic Plan</td>
<td>The 3rd FAWE Strategic Plan is developed and produced Strategic Plan adopted and endorsed by all FAWE stakeholders FAWE’s Strategic direction of defined</td>
<td></td>
<td>120,000 120,000</td>
</tr>
<tr>
<td>Providing administrative support for implementation of M &amp; E programme</td>
<td>Programmes effectively implemented</td>
<td>Number of programmes effectively implemented</td>
<td>38,000 35,150 49,400 13,300 34,200 170,050</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>238,000 220,150 309,400 83,300 214,200 1,065,050</td>
</tr>
</tbody>
</table>
3.6 Resource Mobilisation

The implementation of the Strategic Plan 2008 – 2012 will require a total of US$22,718,290.

Firstly, FAWE will continue working with its Donors’ Consortium to mobilise funds for the Plan. A total of US$18,081,277 was raised for the previous Strategic Plan through this source. The predictability of funding greatly facilitated FAWE’s work during the previous period. FAWE anticipates that the Donors’ Consortium will fund at least a comparable amount for the current Strategic Plan, which covers the next five years.

FAWE will continue to dialogue with its Donor Partners\(^6\) with a view to securing five-year funding commitments for this Plan.

Secondly, FAWE will increase its efforts to bring new Donors to the Consortium and anticipates that it will raise US$3,000,000 through such new sources. FAWE will also seek funding from the private and corporate sectors and plans to generate an additional US$1,800,000 through these sources.

The projected amounts are as follows:

<table>
<thead>
<tr>
<th>Source</th>
<th>Projected Amount (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existing Donors</td>
<td>18,000,000</td>
</tr>
<tr>
<td>New Donors</td>
<td>3,000,000</td>
</tr>
<tr>
<td>Corporate Sector</td>
<td>500,000</td>
</tr>
<tr>
<td>Individuals</td>
<td>50,000</td>
</tr>
<tr>
<td>Internal Sources</td>
<td>1,250,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22,800,000</strong></td>
</tr>
</tbody>
</table>

During this period, all National Chapters will be trained in Proposal writing, Resource Mobilisation, and Financial Management and Reporting in order to help them become more self-sufficient. FAWE will also explore other sources of funding for the National Chapters.

\(^6\) See Appendix 5.2 for a list of FAWE’s current donors and partners.

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Finance and Resource Mobilisation Challenges

Despite FAWE’s success in mobilising resources for programmes, and the increased percentage of funds raised by National Chapters, the issue of donor dependency continues to threaten the sustainability of the organisation. This calls for renewed efforts to diversify sources of funding. There is also particular need to pay attention to opportunities at the national level.

In addition, although their fundraising initiatives have improved significantly, the National Chapters still require more skills for resource mobilisation for the implementation of their work programmes. The capacity building programme is even more critical because in the Strategic Plan 2008-2012, the National Chapters will take full responsibility for programme design and implementation as well as resource mobilisation.
This Strategic Plan forms the backbone of our activities in the coming five years.

FAWE’s National Chapters will be equipped with necessary skills to ensure that national educational policies and plans are not only gender-responsive but are translated into action with concrete follow-up mechanisms. It is expected that by the end of this Strategic Plan, the FAWE Gender-Responsive models will be mainstreamed and owned by most African Ministries of Education.

The efforts towards community advocacy will translate into attitudinal change where parents appreciate and internalise the benefits of girls’ education. This plan takes into account the fact that for girls to access education, their families must provide a conducive environment and support them in acquiring quality education.

This Strategic Plan pays special attention to the emerging challenges in education, such as HIV/AIDS, conflict, and vocational training for girls among others.

FAWE’s Strategic Plan 2008-2012 is the vehicle through which the organisation will fulfill its mandate and mission in order to ensure that gender disparities in education are eliminated and all African girls access quality education.
5 Appendices

5.1 Organisational Restructuring

The implementation of the 2008-2012 FAWE Strategic Plan calls for a review of the organisational structure. A key enabler for effective strategy implementation is the ability to align organisational structure, and hence align and focus resources, with strategic goals and objectives. The effective implementation of this strategy will require that FAWE reorganise its structure in order to align the Regional Secretariat and the National Chapters to the demands of the plan.

FAWE will also initiate the relevant statutory processes to revise the FAWE Constitution in order to invigorate and broaden FAWE membership for wider representation. The revision will also ensure that the Constitution is responsive to the emerging challenges and that its various organs are effective.

The six strategic objectives in the 2008-2012 Plan require new and enhanced skills and competencies at the Regional Secretariat and National Chapter levels to effectively position the National Chapters to implement the Strategic Plan, and the Regional Secretariat to provide leadership, coordination and monitoring and evaluation.

A significant change from the last structure is the creation of three senior positions: Senior Programme Coordinator (SPC) and Senior Finance and Administration Officer (FAO). In addition a position for Fundraising and Resource Mobilisation Specialist (FRMS) will be created either on a part time, contractual or retainer basis.

1. The Senior Programme Coordinator (SPC) will be responsible for coordinating the planning, design and implementation, monitoring and evaluation of FAWE programmes. Reporting directly to the Executive Director, he or she will thoroughly understand education and gender issues, as well as the challenges that exist at country level, which can affect FAWE’s programme delivery. The position is expected to handle FAWE programmes at regional level and oversight at national level through the Programme Coordinating Officers. She or he will ensure that National Chapter programmes and activities are aligned to the strategic objectives of the FAWE 2008-2012 Plan. He or she will be responsible for overseeing the implementation of all programmatic initiatives emanating from Executive Director’s office or RS. All Programme Coordinating Officers (PCO) will report to him or her.

2. The Senior Finance and Administration Officer (FAO) will ensure effective financial management for the organisation as well as handle all administrative and human resources-related issues. He or she is expected to have knowledge and experience in finance and human resources or finance and business administration. He or she will oversee all administrative support provided to the Programmes and ensure effective management of the human resources of the organisation as a whole. He or she will supervise both an Accountant and a Human Resources and Administrative Officer (HRAO).

3. The Fundraising and Resource Mobilisation Specialist (FRMS) will play a key role in mobilising funds and other resources, both in Africa and abroad. The person recruited for this post will be dynamic, resourceful, persuasive, well connected in fundraising circles and able to support the overall FAWE programme. The skills required for this position include proposal-writing, ability to explore new sources of funding, to dialogue with donors, to research and anticipate funding trends and policies, and excellent oral and written communication skills.

This change is intended to enable the Executive Director to dedicate more time to develop FAWE’s strategic vision and leadership in gender and education, enhance the organisation’s image, relate with donors and other partners as well as mobilise resources. Apart from these three positions, there will be:

1. The Programme Coordination Officers (PCOs), who will be responsible for providing leadership, coordination, technical assistance, monitoring and evaluation to the National Chapters’ programmes. Each PCO will be responsible for the coordination of a group of National Chapters. The positions will be filled with staff specialised and experienced in programme coordination. This includes skills in
advocacy, policy analysis, programme design, planning, implementation, monitoring and evaluation, which are all essential to the implementation of the six strategic objectives of FAWE 2008-2012 Strategic Plan.

2. Monitoring and evaluation will be mainstreamed in all the programmes during this Strategic Plan 2008-2012. Thus, at Regional Secretariat, a Monitoring and Evaluation Officer (MEO) will coordinate this area. He or she will require skills and experience in monitoring and evaluation as well as programme coordination. He or she will be able to provide support to all programme staff, both at Regional Secretariat and National Chapters levels. This staff member will also develop tools and systems to facilitate the effective mainstreaming of M&E throughout the entire FAWE network. He or she will work closely with the Communications and Research Officer to produce routine and periodic publications on FAWE’s work.

3. The Communications and Research Officer (CRO) will be responsible for collecting, collating, analyzing and managing a depository of trends and information on girls’ education, coordinating ICT, as well as internal and external communication, including press releases and news appearances. He or she will ensure that FAWE’s work is disseminated and major events publicized. She or he will be responsible for the content and updating of the FAWE website as well as for producing all promotional material regarding FAWE. This person will be resourceful, well connected in journalism circles and possess excellent written and oral communication skills.

4. A Human Resources and Administrative Officer (HRAO) will work under the supervision of the Senior Finance and Administrative Officer. He or she will handle all HR-related issues, including coordination of hiring and release of staff, staff development and training, staff paperwork and settling-in issues. In addition, he or she will perform other administrative tasks as directed by the Senior FAO, including but not limited to supervision of the pool programme assistants and other support staff as well as administration of the FAWE Internship Programme.

5. An Accountant will also work under the supervision of the Senior FAO. He or she will perform routine accounting tasks including but not limited to payroll, preparation of payments for travel requests and other services provided to FAWE.

6. A pool of versatile Program Assistants will provide administration support to all PCOs on a rotational basis so as to be familiarized with all supportive functions.

7. An internship programme will be instituted to capitalise on the talents of young graduate students who have area knowledge, but are searching for experience in their respective field. They will provide additional support to PCOs according to needs identified in collaboration with the Human Resources and Administration Officer.
5.2 Donors and Partners

The following is a list of FAWE’s donors and partners as at December 2007

**Major Donors**
Carnegie Foundation
DANIDA (Denmark)
DFID (U.K.)
European Union
Ford Foundation
International Labour Organisation
Ministry of Foreign Affairs, Finland
Ministry of Foreign Affairs, Ireland
Ministry of Foreign Affairs, Netherlands
NORAD (Norway)
Plan WARO
Rockefeller Foundation
Royal Norwegian Government
Sida (Sweden)
UNESCO
UNFPA
UNICEF
UNIFEM
USAID
World Bank

**Key Partners**
ADEA
ActionAid International
Africa Women’s Network
ANCEFA
Association for Strengthening Higher Education for Women in Africa
Association of African Universities
Children in Crisis
Commonwealth of Learning
Cordaid
Global Education Campaign Congress
International Youth Foundation
Ministries of Education in sub-Saharan African Countries
Mvule Trust
Open Society Initiative for Southern Africa
OXFAM
Plan International
UNESCO BREDA
UNGEI
Winrock International
5.3 Executive Committee Members

Hon. Simone de Comarmond*, Chairperson of FAWE is one of the 5 founding members. She has had a long and distinguished career in government having been Minister of Education for five years, during which she founded the FAWE National Chapter in Seychelles. She later served as Minister of Tourism and Transport for close to 10 years.

Hon. Beth Mugo* is the Vice-Chair of FAWE and a Deputy Minister of Education in Kenya. She is a prominent business woman in Nairobi and formerly led the Professional and Business Women Association of Kenya (BPWAK).

Hon. Alice Tiendrébeogo* is a founding member of FAWE and is serves as Honorary Secretary. She has served as Minister of Education in Burkina Faso and heads the National Literacy Foundation. She is the Chairperson of FAWE Burkina Faso, which she also founded.

Prof. Emebet Mulegeta*, FAWE Honorary Treasurer, is a prominent educationalist and associate professor of Psychology at Addis Ababa University. She a well-known researcher on gender having headed the Centre of Research, Training and Information on Women and Development (CRIPTW), as well as the Institute of Development Research (IDR). She is also the current chairperson of the FAWE Ethiopia Chapter.

Prof. Esther Mwaikambo** is a renowned paediatrician and Vice-Chancellor of the Hubert Kairuki Memorial University in Tanzania.

Hon. Fay Chung is a founding member of FAWE. She served as Minister of Education in Zimbabwe and held prominent posts at various international agencies such as UNICEF and UNESCO. She is a also a founder member of Association for Strengthening Higher Education for Women in Africa (ASHEWA).

Hon. Francisca Espirito Santo** has served as Minister of Education in Angola and also as Governor of Luanda. A prominent educationalist in Angola, she is currently establishing the FAWE Angola Chapter.

Prof. Mary Okwakol** is the Vice Chancellor of the Busitema University in Uganda and a Zoology Professor at Makerere University, she was also served as Deputy Vice Chancellor of Gulu University. She is currently the Chair of the FAWE Uganda Chapter.

Hon. Mame Bousso Samb Diack** is a prominent educationalist and Member of Parliament in Senegal. She was head of the Girls’ Education Unit at the Ministry of Education, which registered great success in increasing girls’ access at the primary level of education. She is now Chair of the FAWE Senegal Chapter.

Hon. Dr Becky Ndjoze-Ojo is Deputy Minister of Education in Namibia. She is a well-known researcher in Linguistics. She is currently Vice-Chair of the FAWE Namibia Chapter.

Hon. Rosalie Kama Niamayoua**, is the Minister of Education in the Congo (Brazaville). She is currently the Chair of the Bureau of Ministers of Association for the Development of Education in Africa (ADEA). She is in the process of founding the FAWE Chapter in Congo.

Dr. Codou Diaw, is the FAWE Executive Director. She has long experience as a researcher in gender and education and has worked with various international agencies such as the World Bank and JICA.

* Management Committee Members

** Programmes Committee Members
5.4 FAWE Members

**Full Members**

1. Hon. Namirembe Bitamazire  
   Minister of State for Primary Education  
   Ministry of Education  
   Uganda

2. Mrs. Mwatumu Malale  
   Chairperson  
   FAWE Tanzania  
   Tanzania

3. Hon. Gennet Zewide  
   Ambassador of the Federal Democratic Republic of Ethiopia to India  
   Ethiopia

4. Prof. Leah Marangu  
   Vice Chancellor  
   Africa Nazarene University  
   Kenya

5. Prof. Florida Karani  
   University of Nairobi  
   Kenya

6. Mrs. Naomy Wangai  
   Former Director of Gender (Retired from the Ministry)  
   Ministry of Education  
   Kenya

7. Mme. Francisca Espirito Santo  
   Vice Governor  
   Luanda Province of Angola  
   Angola

8. Prof. Lydia Makhubu  
   C/o University of Swaziland  
   Kwaluseni Campus  
   Swaziland

9. Prof. Dorothy Njeuma  
   Vice Chancellor  
   University of Yaoundé  
   Cameroon

10. Mrs. Barbara Chilangwa  
    Permanent Secretary, Ministry Community Development and Social services  
    Zambia

11. Mme. Monaicha Cheikh Mohaya  
    Secrétaire Générale du Gouvernement République Fédérale Islamique des Comores

12. Ms. Sebtuu Nassor  
    Commissioner of Education  
    Department of Education Vuga  
    Zanzibar

13. Prof. Olive Mugenda  
    Vice Chancellor  
    Kenyatta University  
    Kenya

14. Dr. Primrose Kurasha  
    Vice Chancellor  
    Zimbabwe Open University  
    Zimbabwe

15. Dr. Beatrice Wabudeya  
    Former Minister in the Office of the President  
    Ministry of Education  
    Uganda

16. Hon. Halimatou Haman Adama  
    Ministre  
    Ministère de l’Education de Base  
    Cameroun

17. Prof. Mary Okwakol  
    Vice Chancellor  
    Busitema University  
    Uganda

18. Ms. Bishagar Therese  
    Ministry of Education  
    Kigali Health Institute  
    Rwanda

19. Hon. Prof. Arthur M R A Lydia Brito  
    Minister of Higher Education, Science and Technology  
    Mozambique

20. Prof. Rosalind Mutua  
    Vice Chancellor  
    Kiriri Women’s University  
    Kenya

21. Hon. Christine Churcher  
    C/o FAWE Ghana  
    Ghana

22. Mrs. Macsuzy Mondon  
    Minister for Health  
    Republic of Seychelles

23. Dr. Jeanne d’Arc Mujawamariya  
    Minister for Education in Charge of Primary and Secondary Education  
    Ministry of Education, Science, Technology and Scientific Research  
    Rwanda

24. Hon. Naledi Pandor  
    Minister of Education  
    South Africa
<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Position</th>
<th>Organization/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Ms. Ruth Hiyob Mollel</td>
<td>Ministry of Science, Technology and Higher Education</td>
<td>Ministry of Science, Technology and Higher Education Tanzania</td>
</tr>
<tr>
<td>27</td>
<td>S.E. Mme. Awa Gueye Kebe</td>
<td>Ministre de la famille et de la petite enfance Building Administratif 6ème Etage</td>
<td>Ministre de la famille et de la petite enfance Building Administratif 6ème Etage Republique du Sénégal</td>
</tr>
<tr>
<td>28</td>
<td>Hon. Mrs. Hajyi Bintu Ibrahim Mousa</td>
<td>Minister of State for Education</td>
<td>Minister of State for Education Nigeria</td>
</tr>
<tr>
<td>29</td>
<td>S.E. Mme. Rafiatou Karimou</td>
<td>Ministre des Enseignements Primaire et Secondaire</td>
<td>Ministre des Enseignements Primaire et Secondaire Benin</td>
</tr>
<tr>
<td>30</td>
<td>Hon. Ms. Fatou Lamin-Fye</td>
<td>Secretary of State for Education</td>
<td>Secretary of State for Education The Gambia</td>
</tr>
<tr>
<td>31</td>
<td>Hon. Mrs. Beth Mugo</td>
<td>Assistant Minister of Education</td>
<td>Assistant Minister of Education Ministry of Education, Science and Technology Kenya</td>
</tr>
<tr>
<td>32</td>
<td>Dr. Antonia Joaquin da Costa Xavier</td>
<td>Deputy Minister of Education</td>
<td>Deputy Minister of Education Ministry of Education Mozambique</td>
</tr>
<tr>
<td>33</td>
<td>Prof. Margaret Kamal</td>
<td>Deputy Vice Chancellor</td>
<td>Deputy Vice Chancellor Moi University Kenya</td>
</tr>
<tr>
<td>34</td>
<td>Hon. Dr. Naomi Katunzi</td>
<td>Permanent Secretary</td>
<td>Permanent Secretary Ministry of Higher Education, Science and Technology Tanzania</td>
</tr>
<tr>
<td>35</td>
<td>Dr. Hope Cynthia Sadza</td>
<td>Executive Chairperson of the Women’s University in Africa</td>
<td>Executive Chairperson of the Women’s University in Africa Education Services Centre Zimbabwe</td>
</tr>
<tr>
<td>36</td>
<td>Hon. Constance Simelame</td>
<td>Minister of Education</td>
<td>Minister of Education Ministry of Education Swaziland</td>
</tr>
<tr>
<td>37</td>
<td>Hon. Anna Andrew Kachikho</td>
<td>Minister for Education</td>
<td>Minister for Education Ministry of Education Malawi</td>
</tr>
<tr>
<td>38</td>
<td>Hon. Becky Ndjoze-Ojo</td>
<td>Deputy Minister of Education</td>
<td>Deputy Minister of Education Ministry of Education Namibia</td>
</tr>
</tbody>
</table>

**Founding Members**

1. The Late Hon. Vida Yeboa Coordinator FAWE Ghana Chapter Ghana

2. Hon. Simone de Comarmond Chairperson - FAWE Seychelles

3. Hon. Paulette Missambo Ministre de l’Etat Charge de l’Education Nationale et de la Condition Feminine Gabon

4. Dr. Fay Chung Member, FAWE Executive Committee Zimbabwe

5. Hon. Alice Tiendrebeogo Hon. Secretary, FAWE Executive committee FAWE Burkina Faso Burkina Faso

**Prominent Women Educationalists**


3. Dr. Meria Damalisy Nova-Phiri Ministry of Health and Population Malawi

4. Dr. Enala Tembo-Mwase Dept of Paraclinical Studies School of Veterinary Medicine The University of Zambia Zambia
5. Mme. Bousso Samb /Diack  
Députée à l’Assemblée Nationale  
Assemblée Nationale  
Senegal

6. Dr. Rosina Akua Acheampong  
Ghana

7. Mme. Souley Aissatou  
Secrétaire Exécutif de la Commission Nationale  
Nigérienne pour l’UNESCO  
Commission Nationale Nigérienne pour  
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8. Dr. Emebet Mulegeta  
Coordinator  
Centre for Research Training and Information on  
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**Female Associate Members**

1. Prof. Jadesola Akande  
Executive Director  
Women Law and Nigeria

2. Chief (Mrs) Veronica Iyabo Anisulowo  
Former Minister of State for Education, Nigeria

3. Ms. Eleonore Margueritte Nerine  
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4. Hon. Patience Adow  
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5. Hon. Christine Amoako-Nuama  
Minister for lands and Forestry  
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6. Prof. Neo Mathabe  
Acting Vice Chancellor and Principal  
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7. Hon. Esi Sutherland-Addy  
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8. Hon. Christiana Thorpe  
Founding chair  
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9. Hon. Margaret Clerke-Kwesie  
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10. Dr. Mamphela Ramphele  
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11. Hon. Aicha Bah Diallo  
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12. S.E. Fatoumata Camara Diallo  
Presidente  
AMASEF/FAWE  
Mali

13. S.E. Aminata Tall  
Ministre d’état  
Senegal

14. H.E. Graça Machel  
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Communidade  
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**Male Associate Members**

1. Kalonzo Musyoka  
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2. Karega Mutahi  
Permanent Secretary  
Ministry of Education  
Kenya

3. Hon. Mamadou Ndiaye  
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4. Hon. Armoogum Parsuramen  
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5. Hon. Amanya Mushega  
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6. Hon. Joseph Mungai  
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7. Hon. Dr. Edward K Makubuya  
Minister of Education and Sports  
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8. Hon. Dr. George Nga Mtafu  
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9. Hon. Henry Kosgey  
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    Guinee

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14. S.E. M Moustapha Dicko  
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