

**THE FORUM FOR WOMEN EDUCATIONALISTS (FAWE) PROMOTING  
GENDER EQUITY IN EDUCATION: A COMPARATIVE PERSPECTIVE  
OF FAWE'S INTERVENTION IN KENYA AND VARIOUS OTHER  
COUNTRIES IN AFRICA**

**A PAPER SUBMITTED FOR 2<sup>ND</sup> AFRICE INTERNATIONAL CONFERENCE  
VENUE: UNIVERSITY OF NAIROBI-KENYA SCIENCE CAMPUS-NGOMG  
ROAD**

**DATES: 18<sup>TH</sup> -19<sup>TH</sup> JUNE, 2015**

**HOST: COLLEGE OF EDUCATION AND EXTERNAL STUDIES-UNIVERSITY  
OF NAIROBI**

**CONFERENCE THEME:**

**“EDUCATION IN AFRICA: REFLECTIONS BEYOND 2015 MDGs-  
COMPARATIVE PERSPECTIVES”**

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FAWE was founded in 1992 with the specific goal of campaigning to bring about greater access, retention and completion in girls' schooling in Sub Saharan Africa as well as improved academic performance for girls. In twenty (20) years of existence, FAWE has emerged as an authority on girls' schooling in the region, earning response and recognition at international, regional and national levels. The organization has influenced governments to review and reform policies which hinder girls' access to education. Countries have adopted gender responsive policies and subsequently experienced improved enrollment, retention and performance of girls in school.

Today the organization sits on various global educational forums including: the UNGE, GLOBAL Advisory Committee and the global campaign for education. It has received internal awards that recognize its influential role in the campaign for gender equity in education. The first of these was the UNESCO Comenius medals in 1994 and in 2008 the Henry R. Kravis Price in leadership. The result of FAWE's work has been that some 12 million girls and women have had the chance to attend school and overcome material deprivation and social and political exclusion.

This paper will capture FAWE's achievements in three categories namely: FAWE; the first fifteen (15) years of advancing education in Africa in 1992 – 2007, then 2008 – 2012 and lastly it will zero in on FAWE KENYA CHAPTER and its achievements, challenges and way forward.

From 1992 to 2007, FAWE has realized various achievements as discussed below:

### Education in figures

880 million*	Illiterate adults worldwide, the majority are women Sub-Saharan Africa.
113 million*	Out-of-school children worldwide
67 percent +	Of African boys entering primary school complete the cycle
65 percent +	Of African boys entering primary school complete the cycle
a60 percent *	Of out-of-school children worldwide are girls
26 percent +	Of African boys attend secondary on average
21 percent+	Of African girls attend secondary school of average.

\* source: UNESCO EFA Global Monitoring Report 2008.

+ source: UNESCO EFA Global Monitoring Report 2006.

## **FAWE's Work in Context**

Access to education is a fundamental human right yet millions of children worldwide remain deprived of education and illiterate due to poverty or cultural, religious, physiological or demographic factors. The situation is particularly of concern for girls and women on the one hand, and for sub-Saharan Africa on the other hand. More than half of African children who enter primary school do not finish the cycle and the inequalities worsen as levels of education increase.

Landmark protocols such as the Jomtien conference, the World Education Forum held in Dakar, Senegal, in 2000 and the Millennium Development Goals (MDGs), also of 2000, have recognized these disparities and advocated strongly for access to basic education for all children, and for gender equity in education.

Indeed, gender equality is a fundamental requirement for development. The empowerment of girls and women through education brings immense benefits not only at individual level but at community and country level too. Livelihoods are improved, families are healthier, civic education and liberties are enhanced. Educated girls become educated women who have the knowledge, skills and opportunity to play a role in governance and democratic processes and to influence the direction of their societies.

FAWE has developed practices and models over the past 15 years that could lead to noteworthy advances in educational quality and gender equity in Africa over the next decade if adapted by governments.

### **SSA countries that have achieved gender parities in access**

Botswana	* Madagascar	* Rwanda
Republic of Congo	* Malawi	* Swaziland
* Kenya	Mauritius	* Zambia
Lesotho	Namibia	

Source: UNESCO Gender parity Index, 2005.

FAWE countries.

## Major achievements in 15 years

Strategic area	Achievement
Policy influence	Establishment of stronger partnership between FAWE National Chapters and ministries of education through MoUs in 14 countries.
Community advocacy	Establishment of a strong grassroots networking promoting female education in sub-saharan Africa in over 30 countries.
Replication and mainstreaming	Mainstreaming gender sensitive practices into national education policies and plans in 17 countries.
Demonstrative interventions	<ul style="list-style-type: none"> <li>• Empowering youth, especially girls, using the Tuseme (Let Us Speak Out, model in 14 countries).</li> <li>• Creating and developing the Gender-Responsive School (GRS) or Centre of Excellence (COE) model in 10 countries.</li> <li>• Creating and developing the Gender-Responsive Pedagogy (GRP) model in 13 countries.</li> <li>• Enhancing girls' participation and performance in Science, Mathematics and Technology subjects in 12 countries.</li> <li>• Documenting seven best practices that have emerged from various demonstrative interventions.</li> </ul>

### Transforming girl's education.

FAWE's work is to encourage governments, international organizations and local communities to enact policies and provide positive learning environments that treat girls and boys equally. The organization uses a four-pronged approach to transform girl's education and to achieve gender equity and equality in in education across Africa.

- Policy advocacy – influencing governments and other partners to review existing educational policies and adopt strategies to achieve greater and better participation of girls in education.
- Community advocacy – building public awareness on the social and economic value of girls
- Education so that citizens themselves take responsibility for the task and collectively work to support the agenda.
- Demonstrative interventions – developing and promoting models that demonstrate that contexts can be created that are conducive to girls' enrollment, continuation and successful completion of the school cycle.

- Replication and mainstreaming – encouraging governments to adopt and generalize innovations that have demonstrated positive impacts on girls' schooling.

The organization works through National Chapters in 35 countries in Sub-Saharan Africa. Several of these countries have experienced more rapid progress in girls' education than countries in which FAWE does not have a presence.

### **Gender Policies enacted through FAWE's intervention**

Table 4: Gender policies enacted through FAWE's intervention

Country	Achievement
Burkina Faso	Policy on promoting girls' education
Burundi	Draft national policy on girls' education
Cameroon	Gender responsive EFA plan Integration of gender in education sector strategy
Chad	Policy on girls' and women's education Gender responsive EFA
The Gambia	Gender responsive EFA plan, Draft policy on sexual harassment
Ghana	Gender responsive EFA
Kenya	Gender responsive EFA Kenya Education Strategic Plan Kenya Educational Sessional Paper No. 1 of 2005 Gender policy on education
Liberia	Gender responsive EFA
Malawi	Incorporating gender in national education policy Gender responsive EFA
Namibia	Education policy and guidelines on girls' education Gender responsive EFA
Rwanda	Gender responsive EFA Sub-sector policy on girls education
Senegal	Gender responsive EFA Integrating gender issues within the education sector
Seychelles	Gender responsive EFA
Tanzania	Gender responsive EFA Secondary Education Development Plan (SEDP)
Uganda	Sub-sector policy on girls' education Gender policy on education

Zambia	Abolition of examination fees Gender responsive EFA Incorporating gender in national education policy
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Girls' access to school as well as their retention, completion and performance are determined by existing national policies. Yet studies have shown that education policies in many countries do not take into account the unique conditions that prevent girls from accessing and completing basic education.

The influential role played by FAWE and its partners has resulted in the enactment of gender-specific education policies, the design of gender sensitive programmes and the review of broader policies to incorporate gender issues.

### **Demonstrating what works**

Table 5: FAWE's key demonstrative interventions

Initiative	No. of schools	No. of countries
Bursaries to disadvantaged girls	+200	27
Close collaboration with MOE (ownership and mainstreaming & signing of MoU)	-	14
Science, Mathematics and Technology (SMT) programme for girls	45	12
Tuseme (Let Us Speak Out) Youth Empowerment	300	14
Gender-Responsive Pedagogy (GRP)	44	13
Improvement of physical school environment	12	9
HIV/AIDS prevention	+200	7
Guidance and counselling (incl. Peer counselling)	7	7
Boarding and dining facilities	12	9
Community sensitisation (Mothers' Clubs)	+400	5
Sexual maturation management	+30	14

FAWE's mandate is not to embark on large-scale activities but to demonstrate what works in girls' education through targeted demonstrative interventions from which best practices emerge that can be incorporated into national education policies.

Particularly successful interventions are the Gender-Responsive School (GRS) or Centre of Excellence (COE); the Tuseme Youth Empowerment model; Science, Mathematics and Technology (SMT) programmes; and Gender-Responsive Pedagogy (GRP). Over 80,000 girls in 21 countries benefited from FAWE's interventions in 2007 alone.

Among FAWE's planned future interventions are programmes to educate girls from conflict and post-conflict areas through technical and vocational education, and to address female teacher shortage through accelerated teacher training programmes for selected beneficiaries of FAWE's bursaries.

#### **Extent of FAWE's main interventions, 2002 – 2007**

Intervention area	No. of beneficiaries	No. of countries
Scholarships for disadvantaged girls	46,200 girls	27
Training in Sexual Maturation Management	36,000 girls	14
Empowerment of girls through Tuseme model	79,500 girls	14
Promotion of Science, Mathematics and Technology (SMT)	15,412 girls	12
Training in Gender-Responsive Pedagogy (GRP)	399 teachers	13
Non-formal education	5,965 girls	5

#### **Bursaries**

Poverty is a major cause of poor access to education, retention and completion for girls in sub-Saharan Africa. When families cannot afford to educate all their children and must make a choice, preference often goes to boys.

One of FAWE's actions to support girls' schooling was the introduction of a bursary scheme to enable bright girls from poor families to obtain quality education support. These grants cover a full academic cycle and cater for school fees, stationery and sanitary materials, amongst other needs.

The 16 girls who benefited from the first FAWE Ethiopia Bursary Programme completed secondary school in 2007. Two thirds of them passed the O-Level national examinations and were admitted to public universities.

FAWE bursaries have been replicated in Benin, Burkina Faso, Burundi, Cameroon, Chad, Ethiopia, Gabon, The Gambia, Ghana, Guinea, Kenya, Liberia, Malawi, Mali, Mozambique, Namibia, Nigeria, Rwanda, Senegal, Sierra Leone, Swaziland, Tanzania, Togo, Uganda, Zambia, Zanzibar, Zimbabwe.

2003	Bursaries introduced 10 countries 1,000 beneficiaries
2007	27 countries 46,2000 beneficiaries
Impact	Increased enrolment of girls Better rates of completion Improved performance in national examinations

### **Tuseme (Let Us Speak Out)**

In many African communities, girls are socialised to be submissive and unquestioning. This undermines their participation in the classroom and ultimately affects their performance in national examinations. Whereas when girls are empowered to speak up for themselves, they can overcome gender-based constraints, especially those imposed by traditional cultures.

One of FAWE's flagship programmes is the empowerment of girls through the innovative Tuseme (Let Us Speak Out) model which uses theatre-for-development techniques to address concerns that hinder girls' social and academic development. Tuseme trains girls to identify and understand the problems that affect them, articulate these problems and take action to solve them.

Significantly, the Tanzanian Ministry of Education and Culture officially adopted the model in 1999 and plans to have mainstreamed it into the country's 1,890 secondary schools by the end of 2009. Tuseme has also been incorporated into the Kenya Education Sector Support Programme.

Tuseme has been replicated in Burkina Faso, Chad, Ethiopia, The Gambia, Guinea, Kenya, Malawi, Mali, Namibia, Rwanda, Senegal, Tanzania, Zambia, Zimbabwe.

1996	Tuseme introduced 1 country 27 schools
2007	14 countries 300 schools 80,000 beneficiaries in total
Impact	Improvements in girls' self-esteem and in their leadership, social and life skills. Teachers' positive attitudinal change towards girls Significant reduction in sexual harassment

### **FAWE's SMT programme**

#### Features

Science camps, clubs and study tours

Use of profiles on women achievers in science

Exposure to role models

Awards to female achievers in SMT subjects

#### **Impact**

improved instructional materials for SMT subjects

Girls' positive attitudinal change to SMT

Greater confidence for girls tackling tough challenges

Enhancement of girls' chances for career progression

### **Science, Mathematics and Technology**

Many girls in sub-Saharan Africa do not participate significantly or perform well in mathematics, science and technology subjects. This situation becomes more pronounced as the level of education increases and a combination of factors, including cultural practices and attitudes and biased teaching and learning materials, perpetuate the imbalance.

In order to increase and sustain access, interest, participation and performance of girls in SMT subjects at all levels. FAWE initiated its Science, Mathematics and Technology

(SMT) model which train teachers in gender-responsive SMT curricula, teacher and learning materials, and classroom practices.

The SMT model involves not only teachers but education planners, curriculum developers, publishers and women leaders, and sensitises parents and stakeholders on the importance of girls' participation in SMT.

The SMT mode has been replicated in Burkina Faso, Cameroon, Kenya, Malawi, Mali, Mozambique, Swaziland, Tanzania, Uganda, Zambia, Zanzibar, Zimbabwe.

1995	SMT introduced
2007	12 countries 123 schools 15,412 beneficiaries in total
Impact	Higher rates of girls' participation in SMT subjects. Improved performance of girls in national examinations Improved teachers' attitudes towards girls' abilities and participation in SMT

#### HIV/AIDS in SSA, 2005

	Women
Women represent more than 50% of adults living with HIV	<b>23 countries</b> Benin, Botswana, Burkina Faso, Central African Republic, Chad, Cote d'Ivoire, D.R. Congo, Equatorial Guinea, Eritrea, Gabon, Gambia, Guinea-Bissau, Malawi, Niger, Rwanda, Senegal, Somalia, South Africa, Swaziland, Uganda, United Rep. Of Tanzania, Zambia, Zimbabwe.
Women represent more than 60% of adults living with HIV	<b>14 countries</b> Angola, Burundi, Cameroon, Congo, Ghana, Kenya, Lesotho, Mali, Mozambique, Namibia, Nigeria, Sierra Leone, Togo
	Children
Over 100,000 orphans due to AIDS	<b>15 countries</b> Angola, Botswana, Burkina Faso, Burundi, Cameroon, Central African Republic, Congo, Cote d'Ivoire, D. R. Congo, Ghana, Malawi, Mozambique, Nigeria, Rwanda, Zambia

Over 1,000,000 orphans due to AIDS	<b>5 countries</b> Kenya, South Africa, Uganda, United Rep. of Tanzania, Zimbabwe
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Source: UNESCO EFA Global Monitoring Report, 2008.

### **HIV/AIDS programme**

HIV/AIDS has a negative impact on girls' enrolment and participation in school. More girls than boys are affected by the epidemic given the high incidence of sexual assault and early marriage. Furthermore, when parents are infected or die from HIV/AIDS, girls often act as family caregiver.

FAWE introduced an HIV/AIDS programme in 1996 to protect girls against infection and equip them with the knowledge and skills to cope with infection. The programme gives girls the knowledge and confidence to avoid high-risk behaviour and enables them to prevent other problems such as teenage pregnancy, abortion, abortion-related health complications, and early childbearing responsibilities. Girls participating in the programme also learn counselling skills.

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#### Features of GRP training package

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##### **Gender responsive:**

- Teaching and learning materials
  - Lesson plans
  - Language in the classroom
  - Classroom interaction
  - Classroom set-up
  - Management of sexual maturation
  - Strategies to eliminate sexual harassment
  - School management system
  - Monitoring and evaluation
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In 2007, 6,292 student teachers were training following the adoption of the model in three teacher training colleges in Ethiopia, Senegal and Tanzania.

### **Gender-Responsive Pedagogy**

Teaching quality has a significant impact on academic access, retention and performance. Yet many teachers in sub-Saharan Africa, conditioned by male-dominated values in their

communities, employ teaching methods that do not provide equal opportunity for girls and boys. Neither do these methods take into account the individual needs of learners, especially girls.

In 2005, FAWE initiated the Gender-Responsive Pedagogy (GRP) model to address the quality of teaching in African schools. The model equips teachers with the skills to understand and address the specific learning needs of both sexes. It also develops teaching practices that engender equal treatment and participation of girls and boys in the classroom and in the wider school community.

The GRP model has been replicated in Burkina Faso, Chad, Ethiopia, The Gambia, Guinea, Kenya, Malawi, Namibia, Rwanda, Senegal, Tanzania, Uganda, Zambia.

2005	GRP introduced
2007	13 countries +6,600 teachers trained
Impact	Improvements in girls' retention and performance Greater participation of girls' in the classroom Improved gender relations within schools.

#### **FAWE's COEs**

<b>Features</b>
Gender-responsive school management training for head teachers
Gender-responsive pedagogy training for teachers
SMT programme for girls
Bursaries for underprivileged girls
Empowerment training for girls and boys
Sexual maturation management programme targeting girls
Gender-responsive school infrastructure
Community involvement in school management
<b>Features</b>
Lower drop-out rates
Reduction in teenage pregnancy among students
More girls in school committees and leadership

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Greater participation by girls in classroom processes

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Higher gender awareness among boys in mixed COEs, resulting in easier gender relationships within schools and surrounding communities.

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### **Centres of Excellence**

Many girls out of school or suffer poor academic performance because of unfavourable learning environments. FAWE's experience shows that, by contrast, when girls have gender aware teachers, gender-sensitive community context, they excel academically and are better equipped to face life challenges.

The organization established Centres of Excellence (COEs) through which ordinary schools are transformed into institutions that offer quality education and pay attention to the physical, academic and social dimensions of both girls' and boys' education. The COE is a consolidation of FAWE's most successful models, including Tuseme, GRP and SMT, and academically, socially and physically responsive to the particular needs of girls and boys.

Centres of Excellence have been replicated in Burkina Faso, Chad, The Gambia, Guinea, Kenya, Namibia, Rwanda, Senegal, Tanzania, Zambia.

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1999	COEs introduced 4 countries 4 schools
200	10 countries 13 schools 5,368 beneficiaries in total
Impact	Improved academic performance and achievement girls Higher retention rates More girls in school committees and leadership roles

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### **Best practices emerging from FAWE's interventions**

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Country	Best practice
Ghana	Peer education to protect girls from HIV/AIDS
Kenya	Addressing HIV/AIDS in relation to girls' education

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Kenya	Transforming an ordinary school into COE
Rwanda	
Senegal	
Tanzania	
Sierra Leone	Providing girls' education in conflict resolution
Tanzania	Empowerment of girls through Tuseme
Uganda	Addressing sexual maturation in relation to girls' education
Zambia	School re-entry for adolescent mothers.

### **Achieving results**

Meaningful progress has been made in providing access to education for all children in sub-Saharan Africa. Net primary enrolments have increased at a higher rate than in other regions of the world due to the introduction of free primary education. Furthermore, governments have initiated programmes to improve access to education for girls. UNESCO's 2005 Gender Parity Index for the region showed that 11 countries had reached parity – seven of them FAWE countries – and a further weight were making rapid progress toward parity.

However, there is still a long way to go in closing the gender gap in access, retention, and achievement at all levels of education. Twenty-six countries in the region have not yet reached gender parity in primary education access. Transition rates from primary to secondary level are low, with less than 25 percent of girls having a chance of receiving a secondary school education. At tertiary level, there are twice as many male students as female.

Nevertheless, despite the challenges, a number of countries in which FAWE is active have seen marked improvement in enrolment, retention and completion rates in girls' schooling. This progress is in many cases well ahead of that of non-FAWE countries, as shown in the regional snapshot charts throughout this document.

These differentials strongly suggest that FAWE's work over the past 15 years has had an overall positive impact on girls' participation in education. With the continued support of its funding and strategic partners, FAWE will persist in its efforts to lead sub-Saharan African countries towards gender parity in access and improved educational quality and opportunities for African girls.

### Matrix of FAWE's Key Results and Impact between 2008 – 2012

Objective 1: Gender is mainstreamed into education policies and translated into action plans. Target: 25 countries		
Planned output(s)	Result outputs	Impact
Education policies and plans are reviewed from a gender perspective and results shared with MOE in at least 20 countries.	<ul style="list-style-type: none"> <li>• 19 National Chapters engaged Ministries of Education and other stakeholders and reviewed education policies or plans for gender responsiveness.</li> <li>• Gender gaps identified and shared with MOE and other stakeholders in the education sector.</li> <li>• Government informed on existing gender gaps in the policies and some governments (11) have taken action to address gender gaps by revising policies and plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Education policies and plans integrate the gender dimension e.g. TVET Policy in Rwanda integrated gender and the Policy on teenage mothers in Namibia has been revised.</li> <li>• New national girls education policies drafted in Rwanda, Uganda.</li> <li>• FAWE National Chapter are invited to serve on gender task force that formulates, or supervises the implementation of gender responsive education plans and policies (Benin, Madagascar, Mali, Tanzania, Uganda and Zambia). E.g. FAWE Mali was selected to serve as the NGO representative in the National Education Forum.</li> </ul>
Translation of policies into actionable plans in 10 countries	<ul style="list-style-type: none"> <li>• FAWE Kenya also influenced the inclusion of <i>Tuseme</i>, GRP, SMT and Sexual Maturation management into the Ministry of Gender and Youth Action Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• The Kenyan government allocates funds in the 2010/2012 MoE budgeted for COE replication in 72 constituencies</li> </ul>
FAWE network has contributed significantly to advancing the field of 'gender in education' in Africa and at global level.	<ul style="list-style-type: none"> <li>• Annually, FAWE Network contributes to several regional and international forums or meetings such as UNGEI, CONFEMEN meeting on teaching practice, UNESCO, Women Deliver, UNICEF, ADEA, MDG3 Conference on Women Empowerment and Employment in Copenhagen.</li> </ul>	<ul style="list-style-type: none"> <li>• New partnership for funding and strategic collaboration on girls' education issues at both regional and National Chapter level established.</li> <li>• FAWE's participation in regional and global campaigns has led to increased visibility of the FAWE network and consequently of gender issues in</li> </ul>

		<p>education in SSA had remained in the spotlight.</p> <ul style="list-style-type: none"> <li>FAWE became a task force member for UNGEI Global Advisory Committee.</li> <li>Joint programming e.g. the University of Cambridge's Centre for Commonwealth Education (CCE), collaborated with FAWE on the research project on FAWEs COE AIC Kajiado, Kenya.</li> </ul>
<p>Objective 2: FAWE's gender-responsive interventions are scaled up, new models are developed to address emerging challenges in girls' education. Target: 10 countries.</p> <p>Baseline figures: 13 COEs in 10 countries; Tuseme in 13 countries; GRP in 13 countries; SMT in 42 schools</p>		
Planned output	Result outputs	Impact
<p>11 existing COEs supported and new CoEs established in 10 countries with at least 2 FAWE's gender responsive intervention in it</p>	<ul style="list-style-type: none"> <li>11 new CoEs established (Benin, Ghana, Madagascar, Mali, Swaziland, Zanzibar, DRC, Malawi, Mali, Southern Sudan, Senegal.</li> <li>11 existing COE established and are implementing at least two of the following gender responsive interventions, Tuseme, GGRP, SMT, sexual maturation, providing guidance and counseling to boys and girls, etc.</li> <li>An estimated 2,373 girls and 3,820 boys, 280 teachers (97F &amp; 183M) benefitted annually from COE related interventions.</li> </ul>	<ul style="list-style-type: none"> <li>Improved access, retention and performance for boys and girls in most schools where FAWE is intervening.</li> <li>FAWE's experience shows that when teachers use the GRP approach, both girls and boys, but girls especially, participate more in and outside of the classrooms, gain confidence and perform better both in class and exams.</li> <li>In Burkina Faso, the Dipeo Primary School COE registered 304 pupils enrolled in 2008 – 155 girls and 149 boys compared to 285 pupils in 2007 – 130 girls and 155 boys. This represents an increase of 19 percent (25 girls) in girls' enrolment in one year. Furthermore, of the 304 pupils enrolled, 255 – 124 girls and 131 boys – performed exceptionally well in</li> </ul>

		<p>national examinations, with average scores of 80 percent for girls and 85 percent for boys.</p> <ul style="list-style-type: none"> <li>• In Chad Girls' retention in the COE is reached are record high of 98% in 2009 and in Namibia, 60% of bursary beneficiaries are amongst the top performers in academic achievement at their COE in 2009.</li> </ul>
FAWE's gender-responsive programmes have been replicated at national level	<ul style="list-style-type: none"> <li>• FAWE's gender-responsive initiatives. Including SMT, TUSEME, Bursary, gender advocacy training, girls clubs, sexual maturation, sensitization on HIV and AIDS have been replicated in non COE schools across 29 countries, in collaboration with the strategic partners and ministries of education.</li> <li>• FAWE Tanzania provided technical support and trained 330 people in 11 districts' in Tuseme, Life Skills, guidance and counseling.</li> </ul>	<ul style="list-style-type: none"> <li>• A total of 63,767 students (52,939 girls and 10,828 boys) received FAWE bursaries due to NC fundraising efforts.</li> <li>• Around 11,961 students have benefited due to FAWE's gender-responsive interventions resulting in greater gender awareness and increase in the retention and performance of girls at the schools.</li> </ul>
Out-of-school girls in 3 post-conflict countries are economically empowered through technical and vocational training (TVET)	<ul style="list-style-type: none"> <li>• A gener focused review of the TVET policies in the three countries was completed.</li> <li>• 19 TVET institutions were selected for the programme in the three countries and 19 MOUs signed.</li> <li>• 538 girls in Burundi, Sierra Leone and Liberia were selected and enrolled for TVET courses.</li> <li>• Existing TVET code of conduct from the various partner TVET institutions were reviewed and have integrated gender</li> </ul>	<ul style="list-style-type: none"> <li>• New gender responsive programme designed to respond to issues affecting girls in post-conflict situations.</li> <li>• Increased gender awareness on TVET issues among communities, TVET institutions, lecturers, students and MOES, etc.</li> <li>• More girls are enrolling in traditionally male dominated courses e.g. auto mechanics, building and construction, civil engineering, plumbing, etc.</li> <li>• Major gender gaps in the TVET centres are being addressed.</li> </ul>
6 TTCs have integrated GRP in	<ul style="list-style-type: none"> <li>• Teacher education policies and Teacher Trainign</li> </ul>	<ul style="list-style-type: none"> <li>• Increased awareness of gender issues in TTC</li> </ul>

<p>teacher training and management – Ethiopia (2), Kenya, Malawi, Tanzania, zimbabwe</p>	<p>Colleges (TTC) curricula reviewed to identify gender-related gaps.</p> <ul style="list-style-type: none"> <li>• 199 College Lecturers and management staff in 5 selected TTCs were trained in GRP</li> <li>• Gender gaps in 15 college curricular, policies and plans were identified and specific action plans developed.</li> <li>• Lesson plans and practicum tools for teacher trainees at TTC level revised to integrate gender.</li> </ul>	<p>among college administrators, lecturers and students.</p> <ul style="list-style-type: none"> <li>• A new partnership for replicating the GRP intervention in 4 GRZ TTCs in Malawi was established between FAWE Malawi and German Development Service (DED). DED committed 10,000 Euros for the period 2009/2012</li> </ul>
<p>Policy, practices and attitudes within universities are transformed to create more gender-responsive environment</p>	<ul style="list-style-type: none"> <li>• Baseline surveys and university gender profiles completed. The findings were disseminated to the various stakeholders within the universities, action plans to address gender gaps developed and are being implemented.</li> </ul>	<ul style="list-style-type: none"> <li>• The imbalance in gender distribution in the administration and academic staffing level established and university administrations are taking affirmative action to increase women participation in top management positions and are supporting mentorship and personal development especially for female lecturers</li> </ul>
<p>Gender research in Africa by female African researchers and institutions is supported to inform FAWE’s advocacy work</p>	<ul style="list-style-type: none"> <li>• 5 research studies on gender in education conducted research.</li> <li>• 5 new research institutions and research areas for phase 2 selected</li> </ul>	<ul style="list-style-type: none"> <li>• Research initiatives to inform FAWE’s advocacy and programming work.</li> <li>• FAWE secured funding for phase 2 of the gender research</li> </ul>
<p>Objective 3; community members effectively mobilized to contribute to girls’ education. Target: all 36 NCs.</p>		
<p>Planned output(s)</p>	<p>Result outputs to date</p>	<p>Impact</p>
<p>Members of communities linked to 20 COEs have taken concrete action to increase girls’ access, retention and performance.</p>	<ul style="list-style-type: none"> <li>• The local communities and leadership linked to 20 COEs have taken concrete actions to promote girls’ education. Action include; lobbying for the passing of by-laws to protect girls from early marriages; increased</li> </ul>	<ul style="list-style-type: none"> <li>• Actions by communities has contributed to a reduction in the number of unwanted pregnancies, forced marriages and dropouts.</li> <li>• Communities around COEs in 20 countries become</li> </ul>

	<p>participation in the management of the COES; provision of materials for constructing facilities; provision of food to support school feeding programs and counseling girls on sexual maturation.</p>	<p>actively involved in increasing girls' enrolment, retention and performance.</p> <ul style="list-style-type: none"> <li>• Increased coverage of girls' education issues in the media.</li> <li>• Journalist who had produced the best coverage in girls education in the country's media were honoured by the respective FAWE Chapters.</li> </ul>
<p>Girls are rewarded and motivated to remain in school and perform well in 32 countries.</p>	<ul style="list-style-type: none"> <li>• 1,031 girls from 20 countries received awards for outstanding academic performance</li> </ul>	<ul style="list-style-type: none"> <li>• Girls motivated to remain in school and perform well.</li> <li>• Community members take action to support girls education</li> </ul>
<p>Girls' education issues are prominently featured in the media in 10 countries</p>	<ul style="list-style-type: none"> <li>• 14 NCs mobilized media to report on girl's education</li> <li>• Over 85% of these journalists have since produced news stories or covered events related to gender and education in their respective media.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased visibility towards girls' issues and gender equality across the region.</li> </ul>
<p>NCs' successful community mobilization initiatives/events are documented and shared</p>	<ul style="list-style-type: none"> <li>• Three films on initiatives taken by FAWE NCs in collaboration with the communities to address issues of girls education has been produced – Burundi, Uganda and Zambia.</li> <li>• FAWE Rwanda has documented and shared its girls sexual maturation campaign initiative which is in the FAWE RS website.</li> <li>• FAWE Uganda documented its girls education week in both film and print</li> </ul>	<ul style="list-style-type: none"> <li>• Increased visibility towards girls' issues and gender equality across the region.</li> </ul>
<p>Shared learning is improved within the FAWE network</p>	<ul style="list-style-type: none"> <li>• NCs improved their communications and capacity to share information within the FAWE network through</li> </ul>	<ul style="list-style-type: none"> <li>• Improved and cheaper way of exchanging information within the network.</li> </ul>

	their web sites, newsletters, chapter exchange visit, and adoption and free	<ul style="list-style-type: none"> <li>• Use of VOIP application such as Skype facilitated a cheaper way of exchanging information.</li> <li>• Improved programme implementation through shared learning.</li> </ul>
Objective 4: Capacity-building provided to all NCs to improve their organizational functioning so as to improve programme delivery: results/output/impact		
Planned output(s)	Output Results	impact
NCs are better equipped to mobilize and utilize resources effectively	FAWE National Chapter Coordinators were trained in resource mobilization Overall fundas mobilized locally by all NCs increased by 9% over the period.	<ul style="list-style-type: none"> <li>• 18Cs forged new partnerships for resource mobilization</li> </ul>
NCs are better equipped to manage their programmes and to function from a results-oriented perspective	FAWE National Chapter Coordinators trained in project cycle management (PCM) 29 National Chapter strategic plans are aligned with the global FAWE SP and NCs reporting is closely linked to the overall FAWE outputs	<ul style="list-style-type: none"> <li>• A number of NCs have forged new partnerships and strengthened existing one for policy influencing.</li> </ul>
Objective 5: Organizational development carried out in order to ensure the sustainability and effectiveness of the organization		
Planned output(s)	Output Results	impact
9 NCs with operational weaknesses – Cameroon, Congo, DRC, Gabon, Niger, South Africa, Tanzania, Togo, Zanzibar	7/9 NC are currently operational	<ul style="list-style-type: none"> <li>• Enhanced implementation of FAWE’s strategic plan</li> </ul>
Governance is improved in RS & NCs are strengthened and improved	Successful FAWE’s 7 <sup>th</sup> General Assembly (GA) was held; FAWE constitution was amended to reflect current trends in the organization and a new EC was elected. 36 <sup>th</sup> to 41 <sup>st</sup> FAWE Executive Committee meetings	<ul style="list-style-type: none"> <li>• FAWE’s work is reviewed by EC and strategic directions is defined.</li> <li>• Governance issues such as organizational structures were address, weakness at NS level</li> </ul>

	<p>organized. FAWE 2008, 2008, 2012 Audits conducted. 26 National Chapters successfully held their General Assemblies respectively</p>	<p>identified and actions to reverse the undesirable situations are being implemented.</p>
<p>FAWE Regional Secretariat reorganization is completed</p>	<p>Redeployment of some existing staff to more appropriate positions, and the closure of some positions that were not core to the organization's strategic objectives Three new positions created were filled, namely Senior Programme Coordinating Officer (SPCO), Senior Finance and Administration Officer (SFAO) and Communications and Research Officer (CRO) FAWE's West African Sub-Regional Office established.</p>	<ul style="list-style-type: none"> <li>Regional secretariat staff aligned to the staffing requirements of the 2008-2012 Strategic Plan.</li> </ul>
<p>At least US\$15.1 million is mobilized for implementation of 2008, 2009 &amp; 2010 AWP</p>	<p>A total of USD 12.1 mobilized</p>	<ul style="list-style-type: none"> <li>Readjustment of the work programme match the total amount of resources mobilized.</li> </ul>
<p>FAWE-WASRO is permanently housed and operation</p>	<p>FAWE-WASRO was officially launched in December 2009 and office is operational</p>	<ul style="list-style-type: none"> <li>Internal and external communication within FAWE network enhanced</li> </ul>
<p>FAWE's internal and external communication is enhanced to support advocacy, research, information management and resource mobilization.</p>	<p>Communication strategy developed &amp; approved by EC. 30 NCs trained in communication and advocacy strategies. FAWE website redesigned.</p>	<ul style="list-style-type: none"> <li>Enhanced visibility of the FAWE network and new funding partners support FAWE's work.</li> </ul>
<p>Objective 6: An operational and effective M &amp; E system in place in the entire organization</p>		
<p>Planned output(s)</p>	<p>Result outputs to date</p>	<p>impact</p>
<p>M&amp;E system is operational at RS</p>	<ul style="list-style-type: none"> <li>Web-based M&amp;E system developed</li> </ul>	<ul style="list-style-type: none"> <li>M&amp;E system is operational</li> </ul>

level and relevant tools made accessible online to NCs.	<ul style="list-style-type: none"> <li>• Several technical features have been added to the web based M&amp;E system</li> <li>• The M&amp;E reporting tool tested and streamlined</li> </ul>	
RS and NC staff effectively uses M&E system for programme management, learning, adjusting strategies and document impact.	<ul style="list-style-type: none"> <li>• M&amp;E system pilot tested in 5 countries during the mid-year review.</li> <li>• For end year reporting, 20 NCs submitted their annual reports using the online M&amp;E system.</li> <li>• User manual shared with RS staff. M&amp;E system pilot tested in 5 NCs</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant information extracted from M&amp;E system to input into the end year report.</li> </ul>
GRP model evaluated and costed	GRP model evaluated	<ul style="list-style-type: none"> <li>• Model reviewed and is being revised</li> </ul>
COE model evaluated and costed	COE model evaluated	<ul style="list-style-type: none"> <li>• Model reviewed and plan to enhance its implementation developed</li> </ul>
FAWE 5-Year Strategic Plan Mid-term review conducted	Planned for 2012	<ul style="list-style-type: none"> <li>• n/a</li> </ul>

## **1. Executive Summary**

The Forum for African Women Educationalist (FAWE) mission is to promote gender equity and equality in education in Africa by fostering positive policies, practices and attitudes towards girls' education. Between 2008 and 2012, the FAWE network has significantly contributed to the promotion of gender equity across 34 countries where it intervenes.

This summary provides an overview of key achievements during the period 2012.

Nineteen FAWE National Chapters in consultation with the Ministry of Education, likeminded organizations and networks, reviewed various education policies and plans. As a result, 11 governments revised the existing national policies to reflect the needs of both boys and girls. This has created favourable policy environment to promote girls' participation in education. For example, in 2009 the government of Rwanda revised the National Technical Vocational and Training (TVET) policy to integrate gender. Whilst the government of the Democratic Republic of Congo enacted a policy that provides for free lower primary education to all eligible children including girls.

At Regional and global level, FAWE Network contributed to advancing gender issues through participation in meetings and forums. During these meetings, FAWE was able to share experiences on good practices and challenges in the promotion of girls' education. Partnership and alliances on girls' education have been established and strengthened. This has not only minimise the duplication of efforts but also helped to create greater coherence and synergy in advocating for policy changes that are gender responsive.

Over the past 10 years, FAWE developed a Gender Responsive School concept, a holistic approach to tackling all aspects of gender inequality in the school environment. This involves transforming the academic, social and physical environments and the surrounding community in order to address the specific gender needs of both girls and boys. During the reporting period, FAWE continued to support the transformation of 23 ordinary schools across 20 countries into FAWE's gender-responsive schools. Over 8,000 students and 250 teachers have benefitted from various interventions implemented in these schools.

For the effective implementation of its Strategic Plan, FAWE has continued to ensure that good governance structures and sound management of resources and programmes are in

effect throughout the organization. FAWE's Regional Secretariat has reviewed and revised its HR procedures manual to reflect changes in the Government of Kenya's labour laws and the current needs of the organization. In addition, the Regional Secretariat acquired a new financial system, the serenic navigator to increase transparency in tracking its income, expenditure and real time reports. The West Africa FAWE Regional Office has been established for effective coordination and monitoring FAWE National Chapters in the regions.

Despite all these success, FAWE encountered some challenges and threats during this reporting period. The current trend of donor shift in priorities from the education sector is a threat to achieving the EFA goals and MDGs. The theme for the 8<sup>th</sup> FAWE General Assembly meeting "New environment" is timely. It is an opportunity for FAWE members to explore avenues for ensuring the sustainability of the organization.

## **2. Introduction**

This three-year (2008-2012) report captures the key highlights of the results, impact and challenges encountered by the Forum for African Women Educationalist (FAWE) and its network during the first 3-years of its Strategic Plan 2008-2012. The report is submitted to the 8<sup>th</sup> FAWE General Assembly as part of the accountability procedures to inform the members about the work and key results achieved by FAWE during the past triennial.

In preparation towards the 8<sup>th</sup> General Assembly, a sub-General Assembly of FAWE National Chapters was held in Addis Ababa, Ethiopia in June 2011. Under the leadership and guidance by resource persons in advocacy and resource mobilization, FAWE National Chapters shared their experiences in advocacy and resource mobilization. The National Chapters also discussed issues relating to their role and contributions to the results and impact of their work. The conclusions and recommendations of the sub-General Assembly, has informed the report which will be presented during this 8<sup>th</sup> General Assembly by the nominated representatives of the sub-General Assembly.

During this reporting period 2008 – 2012, FAWE's work was guided by its 6 Strategic Objectives:

1. Gender is mainstreamed into education policies and translated into action plans in at least 25 countries.

2. FAWE's gender-responsive interventions are scaled-up, new models are developed to address emerging challenges in girls' education in 10 countries.
3. Community members are effectively mobilised to contribute to girls' education.
4. Capacity-building provided to all 34 National Chapters to improve their organizational functioning so as to improve programme delivery, results, output and impact.
5. Organizational development carried out in order to ensure the sustainability and effectiveness of the organization.
6. An operational and effective Monitoring and Evaluation (M&E) system in place throughout FAWE.

Two Thousand and Eight (2008) was a turning point for FAWE, a time when the organization recognized the need to adopt results oriented approach to programming and implementation. Based on this new approach, a wide range of outputs had to be introduced in line with emerging contextual trends. This shift which emphasises on reporting activities aims to focus more on achievements and outcomes aimed at positioning FAWE and its chapters achieve the strategic objectives.

The report focuses on 3 main areas; the results and impact, issues and challenges and the conclusion.

### **3. Summary of results and impact**

#### **4.1 National educational policies and plans revised to integrate gender**

Nineteen (19) FAWE National Chapters<sup>1</sup> in consultation with the Ministry of Education, likeminded organizations and networks reviewed various education policies and plans. The review identified gender gaps in the national educational systems at primary, secondary and tertiary levels. The policy reviews and consultation processes contributed to concrete actions by policy makers. Several Ministry of Education<sup>2</sup> have solicited for input from FAWE National Chapters regarding the integration of gender into national education policies and plans or adoption of the models developed by FAWE. FAWE National Chapters working in

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Benin, Chad, Ethiopia, Gambia, Ghana, Mali, Malawi, Sierra Leone, Swaziland, Togo, Tanzania, Uganda, Zimbabwe, Comoros, DRC, Guinea, Madagascar, Somalia and Zanzibar

Chad, DRC, Guinea, Mali, Madagascar, Tanzania, Uganda & Zambia

partnership with other likeminded organizations have influenced governments to make decisions that integrate gender into the national education policies. Eleven countries<sup>3</sup> have revised various education policies or plans for gender responsiveness. Table 1 gives some examples of key gender responsive policy decision taken by governments as a result of the policy review and ensuing advocacy.

Table 1: Examples of key policy decisions taken by governments

<b>Country</b>	<b>Key policy action taken by government</b>
Uganda	<b>In 2010</b> , the Gender Education Policy, which has been pending for 2 years, was adopted by Parliament, officially launched, and widely disseminated.
Chad	<b>In 2010</b> , the policy dissemination workshop by FAWE Chad led to the creation of the National Gender Team to monitor the integration of gender in the education systems.
Democratic Republic of Congo (DRC)	<b>In 2010</b> , the policy review findings have influenced the government's decision to make lower primary education free for all eligible children.
Burkina Faso	FAWE Burkina Faso in collaboration with MOE are developing a policy document on the elimination of sexual harassment in schools.
Ethiopia	The gender review findings of the college curricula at Kotebe Education College of Education in 2009 have led to more women being appointed to leadership positions in the Teacher training Colleges (TTCs). For example, 7 female lecturers were appointed as members of the academic commission. Previously there were only 2 females against 18 male members in the committee.
Rwanda	<b>2008</b> , the Girls Education policy was passed and approved by the Cabinet. <b>2009</b> , the National Technical Vocational and Training (TVET) policy was revised to integrate gender.

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Burundi, Congo, Comoros, Chad, Malawi, Namibia, Rwanda, Senegal, Sierra Leone, Uganda, Zambia

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Benin, Kenya, Ministry Of Education Are Translating Gender-Responsive Policies Senegal & Zambia Into Action Plans. For Example, In 2009, The Government Of Kenya Approved And Allocated A Budget For The Implementation Of The Scaling Up Of FAWE's Centres Of Excellence. FAWE Zambia served as a gender expert during the development of the Sixth National Development Plan.

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#### **4.2 FAWE network has contributed to the field of 'Gender in Education' in Africa**

During this report period, the FAWE network contributed to advancing gender issues at global regional and national levels. Various FAWE members and staff participated in over 20 international, regional and national meetings on education and gender annually. Participants in these events provided the opportunity for FAWE to share good practices and challenges in the promotion of girls' education, strengthen, existing partnerships, establish new ones, and explore areas of collaboration with potential partners. These partnerships and alliances have minimised duplication of efforts and developed greater coherence and synergy in advocating policy changes that are gender responsive.

As a result, various National Chapters signed Memorandum of Understanding (MoUs) with respective MOE, funding agencies and other strategic partners to define partnership and strategic roles for the promotion of girl's education in the respective countries. This has not only contributed to increased funding to girls programmes in some countries<sup>4</sup> but has led to increased visibility of the FAWE network and gender issues in education in sub-Saharan Africa. The number of solicitations for partnering with FAWE and requests for submitting joint proposals<sup>5</sup>, presentations and publications following FAWE's participations in these meetings is an indication that FAWE's intellectual contribution to the field of gender in education is valued and respected.

#### **4.3 Strengthen gender research to promote girls' education**

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<sup>4</sup> FAWE Uganda (FAWEU) has been contracted by the Ministry of Education and Sports (MoES) in Uganda, (with financial support under the African Development Bank (ADB) Education IV Project) to implement the Scholarship Programme and Gender Considerations in selected secondary schools that the MoES is developing into Centers of Excellence.

<sup>5</sup> Collaborations with University of Cambridge's Centre for Commonwealth Education resulted in a research project focused on positive factors on retention and performance for girls' education in Eastern Africa.

In respect of renewed focus on FAWE's role in the field of gender in education, new initiatives were started in 2009 focusing on higher education institutions and strengthening gender research to further inform FAWE's advocacy work. Six gender audits in 6 participant universities<sup>6</sup> have been conducted and gender profile produced. Five research studies on various topics including "Factors undermining female performance in higher education in Ethiopia" have been completed and disseminated.

Through the application of evidence-based research, FAWE has been able to demonstrate to policy and decision-makers the negative implications of ignoring women's educational needs. FAWE constructively engaged in dialogue with government, policy-makers, University management and other regional bodies and influenced the adoption of approaches and strategies that can help balance out these negative effects. These initiatives have significantly strengthened and opened up opportunities for FAWE to contribute to promoting women's education and professional development in Africa.

#### **4.4 Replicating and scaling up FAWE's successful interventions**

##### **4.4.1 FAWE's Centre of Excellence**

FAWE's mandate is to demonstrate through successful interventions, how to reduce gender disparities as a barrier to learning. FAWE has continued to replicate the gender-responsive school, commonly called the Centre of Excellence (COE). The COE is based on the premise that, to achieve gender parity, equitable access and educational quality at all levels of education, the physical, social and academic components of the learning environment need to be tackled simultaneously using holistic gender approach.

Currently, 23 schools are being transformed into FAWE's COEs across 20 countries. The schools are implementing various FAWE gender-responsive interventions including Tuseme Youth Empowerment Programme, Gender-Responsive Pedagogy, comprehensive scholarship package and Science, Mathematics and Technology (SMT). Over 8,000 students and 250 teacher have benefited from these interventions.

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<sup>6</sup> Copperbelt University in Zambia, Kenyatta University in Kenya, Universite des Comoros, Busitema University in Uganda, University of Swaziland and Universite Cheik Anta Diop

These interventions have contributed to positive change to the learning and teaching approaches in all participating schools. Learning environments are being transformed to be more responsive to the needs of the pupils as more girls have been retained in school. Teachers' capacities to understand and address specific needs of boys and girls have also been enhanced and pupils' participation and performance have improved.

As a result, FAWE COEs have recorded positive results for girls' access, retention, performance and transition for example;

- ◆ In Chad, 62.5% of students improved scores overall on national exams, 75% improved final exam scores. Girls' retention in the COE is at a record high of 98%;
- ◆ The Dipeo COE in Burkina Faso, girls' enrolment increased by 19% in 1 year in 2007 and the number of female teachers in the school increased from 0 in 2005 to 3 in 2009;
- ◆ In The Gambia, the girls enrolment progressed from 24 in 2003 to 70 in 2009;
- ◆ In Rwanda, the COE has reported improved academic performance for girls in Science subjects and an increased number of girls transiting to University by 15%. In the 2008 national examinations, the COE was ranked third and the best performing girl in the school also ranked third nationally;
- ◆ In Namibia, the 1,400 girls and 100 boys who received bursaries were motivated to remain in school. 60% of FAWE Namibia beneficiaries are amongst the top performers in academic achievement at their COE.

Ministries of Education in Comoros (1 school), Kenya (72 schools), Rwanda (1 school) and Uganda (35 schools) have initiated the processes of scaling-up FAWE's COE model in over 100 schools. During this reporting period, FAWE's COE and GRP models were evaluated for effectiveness and efficiency, and plans to revise these models based on the evaluations recommendations is underway.

#### **4.4.2 Gender Responsive Pedagogy in Teacher Training Colleges**

With regards to FAWE's GRP in TTCs, FAWE Ethiopia, Malawi, Zimbabwe and Tanzania have continued to work with 5 teacher training colleges (TTCs) to ensure that gender is integrated in the TTCs' curricula and the FAWE GRP model is adopted by the government and replicated in other TTCs. Gender policies have been developed within each participating institution and teaching practicum tools revised to integrate a gender dimension to ensure that teacher trainees apply such in their teaching practice.

FAWE Malawi in partnership with German Development Service (DED) has initiated the process of replicating the GRP intervention in 4 government TTCs and in 3 private TIC in Malawi.

#### **4.5 New gender-responsive programmes developed**

In a renewed effort to safe guard the gains and to respond to other challenges regarding equity, quality and relevance of education and learning, FAWE has developed new gender-responsive programmes.

##### **4.5.1 Technical and Vocational Education Training for Out-of-School girls**

FAWE initiated a 3 year project (2009- 2011) to provide out-of-school girls the opportunity to acquire technical, vocational and entrepreneurship skills in order to increase their prospects for employment in the formal and informal sectors. FAWE with support from the Danish International Development Agency (DANIDA), initially targeted 3 countries- Sierra Leone, Burundi and Liberia. So far, 538 'out of schools girls' have been enrolled into traditionally male dominated TVET courses in Burundi, Sierra Leone and Liberia. The successful implementation of the project has resulted in expanding the project to 3 other countries- Senegal, Somalia and Guinea for the period 2011-2013.

##### **4.5.2 Adolescent Sexual Reproductive Health Rights (ASRKR)**

With funding from the David and Lucille Packard Foundation, FAWE Regional Secretariat have also initiated a 3 year project (2010-2013) on "Adolescent Sexual & Reproductive Health Rights (ASRHR): fulfilling African Girls Rights through Education". This project is being implemented in Ethiopia, Ghana, Kenya, Rwanda,

Uganda and Zambia. The expected outcome of the project is that by 2013, 10,800 adolescent African girls from 30 schools in 6 countries and close to 10,000 individuals in surrounding communities, teachers and community facilitators will have improved knowledge and skills about adolescent girls' sexual and reproductive health and better access to reliable information and services on reproduction and sexuality. To date, 400 disadvantaged girls have been provided with bursaries to enable them to retain in the schools.

#### **4.6 Community members effectively mobilized to contribute to girls' education**

To maximize the effectiveness of its interventions FAWE engages itself with local communities to sensitize them on the importance of girls' education. The National Chapters have developed several advocacy and implementation strategies targeting communities as their support is considered crucial to ensure access, retention and performance of girls in education. As a result of these awareness meetings, communities across the 30 countries have taken several initiatives to support girls' education. These actions have subsequently contributed to improved school retention and completion rates especially among the girls. A brief overview of community initiatives is provided in Table 2 below.

**Table 2: community initiative to support girls' education**

National chapter	Initiative
Burundi, Burkina Faso, Gambia, Malawi, Namibia, Senegal & Sierra Leone	Mother's clubs have been established and members are supporting girls' education through mentorship and provision of school supplies. Mothers' Clubs play an important role in encouraging increased access, retention and performance of girls in school. These groups track girls not attending school and link them to schools through guidance and counselling. Their efforts have led to increased re-entry and retention of girls in schools.
Comoros	The community have fenced the school and put up a secure gate at CE de Hantsambou COE school
Chad	The community around the COE have instituted a law to prevent community members from marrying girls of less than 15 years of age.
Kenya	The community around Athwana COE are actively ensuring that girls are enrolled in school. They successfully lobbied the

	<p>Community Development Fund (CDF) Committee to allocate scholarship to some girls and have pledged to do so.</p> <p>The project to reconcile girls in the AIC Kajiado rescue centre with their families resulted in 20 girls returning home to their families during school holidays.</p>
Madagascar	Parents have put up a concrete wall around the COE Lycee Imerintsiasika School to provide a secure learning environment for these girls.
Malawi	The community initiated the process of moulding bricks for school construction and development. The local leaders are involved in promoting girls' education and changing cultural beliefs towards girls' education through the introduction of fines to any parent who fail to send their daughters to school. As a result, a number of girls who dropped out of school returned, resulting in reduced cases of absenteeism and dropouts
Rwanda	In collaboration with a consortium of partners, FAWE Rwanda launched a campaign called "Breaking the silence on menstruation to keep girls in school". This campaign was aimed at raising community awareness and also to lobby for the waiver of tax on sanitary pads. As a result the government approved the free distribution of sanitary pads in all primary and secondary schools in Rwanda.
Togo	20 children from Tchaoudji, Tchanda and Sotouboua communities have been sent back to school by their parents as a result of FAWE's mobilization activities on the importance of educating girls.
Uganda	Communities located in the West Nile region contributed labour and materials towards the construction of changing rooms for girls in 60 schools. Parents from 25 communities in Eastern region are providing educational materials such as text books, exercise books and pens to girls in 5 schools in Nebbi district. Girls clubs have also been formed in these 5 schools venues for empowerment, peer learning and support.
Zanzibar	As a result of the COE Vision workshop consultation processes at Kijini school, local partners; MOE, Action Aid and community members have constructed one block of 5 classrooms at Kijini with financial support from Action Aid and the MOE.
Zambia	Traditional leaders in partnership with FAWE Zambia have

	developed local laws to protect sexual and reproductive rights of schoolgirls so as to retain them in school.
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#### **4.7 National Chapters capacities strengthened**

FAWE has invested in both targeted training for the weaker chapters and in network-wide training for purposes of harmonization in its work and the organizational functions. Particular emphasis has been in the areas of programme planning, implementation, monitoring and evaluation, resource mobilization and financial management, administration, governance, advocacy and influencing policy to integrate gender. In addition, National Chapters were trained on the implementation of FAWE's gender-responsive models, including COEs, GRP and the *Tuseme* model for empowering youths to address gender inequity and inequalities.

The outcomes of the strengthening programme included enhanced capacity of National Chapters in programme planning, implementation and resource mobilization

#### **4.8 Organizational development carried out**

For the effective implementation of its Strategic Plan, FAWE has continued to ensure that good governance structures and sound management of resources and programmes are in effect throughout the organization.

At regional level, FAWE's work has been reviewed regularly by the Executive Committee members and its funding partners; the FAWE strategic direction has been closely monitored and kept on track. FAWE's Regional Secretariat has reviewed and revised its HR procedures manual to reflect changes in the Government of Kenya's labour laws and the current needs of the organization. New work approaches and systems have been adopted to improve efficiency and accountability at the Regional Secretariat and the National Chapters. The FAWE Regional secretariat acquired a new financial system, the serenic navigator which has been in use since March 2010. The system enables FAWE to increase transparency in tracking its income, expenditure and real time reports.

FAWE's West African Sub-Regional Office (FAWE-WASRO) has been established and was officially launched in December 2009. It is anticipated that the ASRO office would

ensure timely provision of technical support to the FAWE West African National Chapters, forge partnership and strengthen linkages with development partners in the region as well as to improve the coordination of activities at sub-regional level.

#### **4.9 Resource mobilization strategy development**

Sustainability and predictability in funding remains a major concern for many non-profit organizations, especially in view of the global financial crisis. Realizing the risks associated with changing funding priorities, the Executive Committee of FAWE has developed a Resource Mobilization Strategy.

#### **4. Challenges, threats and risks**

Despite all these success, FAWE encountered some challenges during this reporting period. These include communication difficulties between the FAWE Regional Secretariat and some National Chapters, difficult internal dynamics within certain National Chapters, and lack of full-time staff at some National Chapters. Limited staff capacity in programme planning, management, monitoring and evaluation affected programme planning and delivery.

Another key challenge has been the slow responsiveness of partner institutions that have committed to collaborating with FAWE on gender responsive interventions. Despite efforts made by FAWE Regional Secretariat and the National Chapters, implementation has been slowed down due to internal institutional issues. The risks compromising donor confidence in the projects as well as future funding for their expansion.

With regards to partnerships and collaborations, there is a lot of external demand and pressure on FAWE to engage in partnerships. The organization is not always able to respond favourably to these demands due to, either the capacity issues (partnerships require sometimes heavy HR and other resource commitments), or the implications of distracting FAWE from its core business and the pursuit of its strategic objectives. Many potential partners perceive FAWE as a possible implementing partner; the challenge is to manage expectations while presenting worthwhile relationships that can contribute to achieving FAWE's strategic goals in the long term.

The current trend of donor shift in priorities from the education sector is a threat to achieving the EFA goals and MDGs, only 5 years away from the 2015 target. The consequences will, no doubt, jeopardize the gains made by governments and

communities towards gender parity, equity and equality in education. Girls' education in Africa will be the most adversely affected.

FAWE, like many other non-profit organization is feeling the brunt and uncertainty funding, which intensifies some of the internal organizational decisions and programmatic choices. Given that it is no longer "business as usual"; FAWE's leadership is exploring other avenues to ensure sustainability and long-term, predictable funding and programming such as establishing the endowment fund. Furthermore, FAWE's management is also exploring potential public-private partnerships and innovative profit-making ventures that can generate funds to cover part of the organization's core operations and programmes.

### 5. Conclusion

FAWE has been successful in influencing governments to integrate gender in education policies at national, regional and international levels and have contributed to increasing educational quality through the replication of FAWE's successful gender-responsive models across 20 countries.

However, despite all these successes, the situations of acute lack of learning opportunities, coupled with persistent gender discrimination and poor quality of learning outcomes continue to confront sub-Saharan Africa. It is therefore essential that education and girls' education in particular is given the highest priority. This agenda is worthy of the full investment of FAWE's abilities, resources and creativity.

This is the reason why, FAWE is embarking on a new cycle of initiatives to fulfill its mandate related to the promotion of gender equity and equality in education in Africa. A range of activities are under way to explore and map the way forward into the next strategic direction 2013-2017. A series of consultative meetings and review process are currently in progress in preparation for the next strategic plan 2013-2017.

#### Impact of FAWE's most successful intervention

Intervention	No. of beneficiaries	No. of countries	Impact

Scholarships for disadvantaged girls	52,939 girls 10,828 boys	30	<ul style="list-style-type: none"> <li>◆ Improved access and retention for underprivileged girls</li> <li>◆ Low drop-out rates</li> <li>◆ Improved academic performance</li> </ul>
Creating a conducive environment through centres	11,893 students	20	<ul style="list-style-type: none"> <li>◆ Improved academic performance</li> <li>◆ Higher retention rates</li> <li>◆ Reduction in teenage pregnancy</li> <li>◆ Greater participation of girls in school committees, leadership roles and classroom processes</li> <li>◆ Improved gender relations in mixed COEs.</li> </ul>
Empowerment of girls through Tuseme model	13,626 students	18	<ul style="list-style-type: none"> <li>◆ Improvement in girls' self-esteem and in their leadership, social and life skills.</li> <li>◆ Teachers' positive attitudinal change towards girls.</li> <li>◆ Significant reduction in sexual harassment</li> </ul>
Promotion of science, mathematics and technology (SMT)	3,690 girls	12	<ul style="list-style-type: none"> <li>◆ Higher rates of girls' participation in SMT subjects</li> <li>◆ Improved test scores for girls participation in SMT programme</li> <li>◆ Improved teachers' attitudes towards girls' abilities and participation in SMT</li> </ul>
Training in Gender-Responsive Pedagogy (DRP)	1,370 teachers	12	<ul style="list-style-type: none"> <li>◆ Improvement in girls' retention and performance</li> <li>◆ Greater participation of girls' in the classroom</li> <li>◆ Improved gender relations within schools.</li> </ul>

Fund mobilized by FAWE Regional Secretariat (2010- 2012)

GRANT INCOME	2012 US\$ 12 months	2011 US\$ 12 months	2010 US\$ 12 months
Netherlands Ministry of Foreign Affairs	1,000,000	1,420,000	2,000,000
Danish International Development Agency	-	293,194	229,329
Royal Norwegian Ministry of Foreign Affairs (Norad)	812,927	799,544	817,676
NORAD-Gender in Education Research	341,210	217,219	-

Ford Foundation -International Fellowship Program	396,437	305,036	410,297
Ireland Ministry of Foreign Affairs	68,547		312,128
UNESCO through ADEA Secretariat	-	40,000	-
World Bank through ADEA Secretariat	250,000	240,000	274,917
Finland Ministry of Foreign Affairs	121,000	134,000	225,098
USAID through SAIC	-	20,000	124,820
UNICEF	28,000	32,438	58,625
UNICEF/DFID/UNESCO	-	13,942	15,769
UNGEI Secretariat	105,215	-	20,000
Canadian International Development Agency (CIDA)	-	19,161	-
Kravis Prize Award			250,000
The Rockefeller Foundation	100,000	100,000	-
The David & Lucile Packard Foundation	350,000	-	-
	3,573,336	3,708,701	4,738,659

#### **Funds Mobilized by FAWE National Chapter**

National Chapter	2012	2011	2010	Total
1. Benin	849	14,000	5,000	19,849
2. Burkina Faso	397,630	212,545	358,771	968,946
3. Burundi	21,675	101,818	32,662	156,155
4. Cameroon	0	0	2,195	2,195
5. Chad	22,611	27,117	30,061	79,789
6. Comoros	0	41,005	60,992	101,997
7. Congo	0	0	0	0
8. DRC	14,293	0	14,293	0
9. Ethiopia	154,323	159,976	201,845	516,144
10. Gabon	0	42,128	62,048	104,176
11. Gambia	126,256	139,521	141,714	407,491
12. Ghana	51,446	42,031	119,581	213,058
13. Guinea	0	201,500	23,293	224,793

14.	Kenya	405,523	333,691	402,888	1,142,102
15.	Liberia	210,654	213,369	323,065	747,088
16.	Madagascar	11,700	28,000	107,173	146,873
17.	Malawi	429,085	124,730	118,254	672,069
18.	Mali	96,034	79,784	58,869	234,687
19.	Mozambique	0	130,640	179,894	310,534
20.	Namibia	581,497	401,841	516,714	1,500,053
21.	Nigeria	12,800	0	28,651	41,451
22.	Rwanda	440,634	1040398	1,402,826	2,883,858
23.	Senegal	114,832	113,327	39,783	267,942
24.	Seychelles	0	7,700	0	7,700
25.	Sierra Leone	397,630	256,888	144,924	799,442
26.	Somalia	54,833	0	33,023	87,856
27.	Southern Sudan	0	3,713	0	3,713
28.	Tanzania	20,315	32,331	36,805	89,451
29.	Togo	27,356	41,828	55,900	125,084
30.	Uganda	1,614,570	1,391,056	1,512,718	4,518,343
31.	Zambia	1,910,921	1,668,096	1,248,260	4,827,276
32.	Zanzibar	43,050	65,414	93,891	202,355
33.	Zimbabwe	0	158,206	110,000	268,206
Total		7,160,516	7,072,652	7,451,800	21,684,969

## **FAWEK's Background, Vision and Mission**

### **Background**

Forum for African Women Educationalists Kenya Chapter – (FAWEK) is an organization that works in close partnership with the Ministry of Education to support girls and women to acquire education and training for development.

Registered as a non-governmental organization in Kenya in 1992 and registered in 1996 FAWEK is a membership organization with 600 members.

## **Vision**

To be a strategic national leader in supporting the government to provide quality education for all girls in order to enhance the lives of women in Kenya.

## **Mission**

To provide leadership in ensuring the equitable provision of education to girls in Kenya through monitoring the delivery of accessible and relevant education programmes for girls (and boys); and contributing to the attainment of gender parity and equity in education across the Republic of Kenya.

## **FAWEK's capacity**

FAWEK has members who are drawn from diverse educational backgrounds. Some of the members are Chancellors at Public and Private Universities. University lecturers are well represented within the membership.

Since we partner with Ministry of Education, Ministry of Health and Ministry of Gender among other, we have been able to recruit members with a demonstrated academic standing and with facilitation skills in both Mentorship and Life Skills.

Forum for African Women Educationalists have the past identified staff at Kenya Institute of Education, Ministry of Education, Teachers' Service Commission, Universities and at the National Theatre and trained them in its patent: Empowering Youth through "TUSEME" Let us Speak Out. These trainings have enable FAWEK to come up with a team of effective trainers. Currently, the organization has 15 trainers with one of them being the lead Consultant on Life Skills.

## **Resource and facilities available**

We have the following books for our reference

- i. Empowering youth through Tuseme "Let Us Speak Out" a Teachers' Handbook
- ii. Peer counselling & HIV/AIDS
- iii. Addressing sexual maturation issues (Series 1-9)
- iv. Tool kit for Girls Scholarship Programming and related Enhancement Activities; ideas, instruments and inspiration (USAID)
- v. Mentor's Guide for AGSP (USAID)

FAWEK has her offices at Kenya Education Staff Institute and will therefore be able to access classrooms and a playfield. However, the premises lack a swimming pool. A hall is available. The organization has photocopying facilities and computers. We also have a laptop and projector that will be used for presentations.

### **Monitoring & Evaluation**

FAWEK will undertake M& E of the youth who will have undergone training. FAWEK has consultants who have been used to monitor and evaluate previous youth empowerment projects at school level.

Youth will be monitored while in school on a termly basis or at their respective colleges. Those who will be on internship will also be monitored.

M& E will be conducted through phone calls and visits at their various venues. Quarterly reports on their progress will be documented and sent to the relevant offices.

#### **1.1 Related projects accomplished**

While FAWEK's core business is to support the government to provide quality education for all girls in order to enhance the lives of women in Kenya, we have found the inclusion of life skills training in our programs both inevitable and imperative. Thus Life Skills training is a co-component in the execution of our mandate. Below is an outline of the achievements we have so far realized over the years.

## **RELATED PROJECTS ACCOMPLISHED**

<b>2011 – 04</b>	National TOT for 32 secondary school teachers and 16 gender officers on youth empowerment.
<b>2011</b>	Mentorship & life skills training for Adolescent sexual Reproductive health rights project” beneficiaries in Nyanza and Western Kenya.
<b>2010</b>	Training on youth empowerment skills at Athwana secondary school in Meru. Training on girls empowerment skills at AIC Girls primary school in Kajiado.
<b>2009</b>	Training youth empowerment skills at Skills at Singiraine primary school in Kajiado.
<b>2008</b>	Training of 65 teachers on mentorship and life skills
<b>2005 – 2011</b>	Mentorship & life skills training in ambassador girls Scholarship program in 65 primary and secondary schools In all provinces in Kenya.

1. Ambassadors Girls Scholarship Program – AGSP – program from 2005 to 2012 that supports 1500 girls in both primary and secondary school with funds from USAID. This program is being implemented in the Coast, North Eastern, Nairobi, Western, Central, Rift Valley and Nyanza.
2. International Labour Organization – International Program on the Elimination of child Labour (ILO – IPEC) that supported 600 girls by preventing and withdrawing them from worst forms of child labour in coast province. A 2 year program from 2006 to 2008
3. The sexual maturation and hygiene practices – SM & HMP project funded by The Rockefeller Foundation in Nairobi and Bondo Districts (2005 – 2008).
4. FAWEK has supported and continues to support over 7000 girls country wide with bursaries and some of the girls have completed schooling and hold prominent positions in the society.
5. FAWEK implemented a UNICEF funded project on Feminine Hygiene for 28,000 girls in North Eastern and Nairobi Provinces. This is a 2 year program for year 2006 to 2008.

6. Gender in Education – FAWEK has worked in partnership with the Ministry of Education and provided technical expertise while serving as the secretariat in the Gender Policy in education development process.
7. Regarding replication and scaling up of best practices, FAWE Kenya has set up Centres of Excellence to serve as model schools on what works as a best practice in addressing girls' education.
8. FAWEK in partnership with the Ministry of Education has since 1996 worked on a range of policies to increase access, improve retention, enhance performance, raise public awareness and build consensus on the social and economic advantages of girls' education. This partnership has also enable the accomplishment of the formulation of policy framework and documents such as the Free Primary Education handbook, National Action Plan on Education For All, Sessional Paper No. 1 of 2005 and the Kenya Education Sector Support Programme (2005 – 2010) among others.
9. FAWEK has provided leadership and technical input to two NGOs namely Girl Child Network and Elimu Yetu Coalition, in the capacity of Chair and Vice Chair to the Executive Board of the two organizations respectively. FAWE Kenya has spearheaded a successful campaign for a tax waiver on sanitary towels.
10. FAWE Kenya receives funding from Regional Secretariat for projects such as the Gender Responsive teaching and learning skills of Science, Mathematics and Technical Subjects, "Tuseme" Speak Out Empowerment Program, Gender Responsive Pedagogy for teachers and Gender Responsive school environment.
11. FAWE Award for Media Excellence (FAME) award – Funded by FAWE Regional Secretariat where journalists are awarded for gender responsive reporting on issues hindering girls and women participation and achievement in Education.
12. AGATHE Award – Funded by FAWE Regional Secretariat – an award in honour of AGAthe Uwilingiyimana, a former Prime Minister of Rwanda who was brutally murdered during the Rwanda genocide – the award honours innovative Achievements for Female Education in Africa.
13. Survey on Free Primary Education in 8 Primary schools in Busia District.
14. Survey on Gender Violence in schools in Busia District.

FAWE was ranked among the 100 NGOs recognized internationally for their good work on education. FAWE was also ranked number 2 among the 7 African NGOs included above.

Former US President Bill Clinton applauded FAWE's achievements in addressing challenges in education when he spoke at the Clinton Global Initiative annual meeting held in New York USA from 19<sup>th</sup> to 22<sup>nd</sup> November 2011.

FAWE was one of the partner who participated in the Association for the development of Education in Africa (ADEA) from 12<sup>th</sup> February to 21<sup>st</sup> February 2012 held in Ougadongou, Burkina Faso, West Africa.

In conclusion, one can safely say that FAWE has contributed immensely in promoting gender equity in education.