



Forum for African  
Women Educationalists  
(FAWE)

# FAWE Annual Report 2007



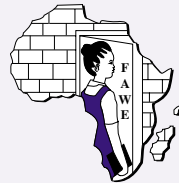
**Bringing gender-responsiveness to African education:  
advocacy, action and impact**



# FAWE

## Annual Report

### 2007



**Forum for African Women Educationalists (FAWE)**

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### **Our vision**

A world in which gender disparities in education are eliminated and all African girls access education, perform well and complete their studies.

### **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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## List of abbreviations and acronyms

AAI	Action Aid International
ADEA	Association for the Development of Education in Africa
AGSP	Ambassadors Girls' Support Program
ASHEWA	Association for Strengthening Higher Education for Women in Africa
AU	African Union
BPWAK	Business and Professional Women's Association of Kenya
CERTWID	Centre for Research, Training and Information on Women and Development
CGI	Clinton Global Initiative
CiC	Children in Crisis
COE	Centre of Excellence
ECCD	Early Childhood Care and Development
EFA	Education for All
GCE	Global Campaign on Education
GRP	Gender-Responsive Pedagogy
GRS	Gender-Responsive Schools
HIV/AIDS	Human Immuno-Virus/Acquired Immuno-Deficiency Syndrome
IDR	Institute of Development Research
IGAs	Income-generating activities
FATA	FAWE Attached Technical Assistance
FAWE	Forum for African Women Educationalists
FAWEK	FAWE Kenya National Chapter
FAWEZA	FAWE Zambia National Chapter
FTI	Fast-Track Initiative
M&E	Monitoring and Evaluation
MoU	Memorandum of Understanding
NCs	National Chapters
OXFAM	Oxford Committee for Famine Relief
RLCs	Remedial Learning Classes
SEIA	Secondary Education and Training in Africa
SMT	Science, Mathematics and Technology
<i>Tuseme</i>	[Let us speak out] FAWE's Youth Empowerment model
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNGEI	United Nations Girls' Education Initiative
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
VAGE	Violence Against Girls in Education
VAGs	Violence Against Girls

## A word from the Executive Director

Despite the world's commitment to achieving gender parity in primary and secondary education by 2005 and gender equality by 2015, educational access and attainment in Africa remain elusive for millions of children. This is especially so for girls living in poverty, in rural areas, in conflict zones and in geographically isolated and culturally sensitive regions.

FAWE's work is premised on the conviction that Africa cannot continue to short-change its girls. They are more than half of its youth and of its future. Our experience shows that when girls have teachers who are trained to meet their needs, textbooks that portray them in positive and equitable ways, a school environment that is welcoming and conducive to learning, and a community of adults who support them in their scholastic pursuits, they are not only better prepared to face challenges that hinder their education, they also excel.

During the past year, FAWE has focused increasingly on transforming educational processes, environments and agents through its gender-based programmes and models. From Gender-Responsive Pedagogy (GRP) training to girls' empowerment through *Tuseme* Clubs and Centres of Excellence (COEs), FAWE has reached over 51,000 girls, trained over 400 teachers, and directly supported 131 schools. The results of these actions are three-fold and speak volumes about FAWE's achievements in terms of gender-responsive advocacy.

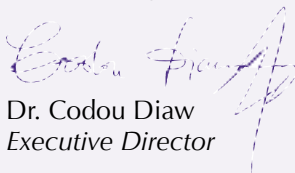
Significantly, an increasing number of ministries of education have made and are making girls' education and gender equity priorities in their policies. On the pedagogical side, three teacher training colleges adopted FAWE's GRP model in 2007 and are currently integrating it into their curriculum. As a result, 6,292 trainee teachers will enter the teaching force with increased awareness on how gender issues affect the education of girls and with the skills to better address these issues.

At the other end of the spectrum, 51,061 girls in nine African countries benefited from *Tuseme*, FAWE's Youth Empowerment model, putting them in a better position to fight gender bias, stereotyping and discrimination. *Tuseme*-trained girls are armed with improved problem-solving and other life skills as well as a better understanding of how prevailing gender relations contribute to their marginalization. Furthermore, FAWE's Gender-Responsive School (GRS) model, or COE, was replicated in 12 schools which have been transformed physically, socially and academically and have witnessed better academic performance by both girls and boys.

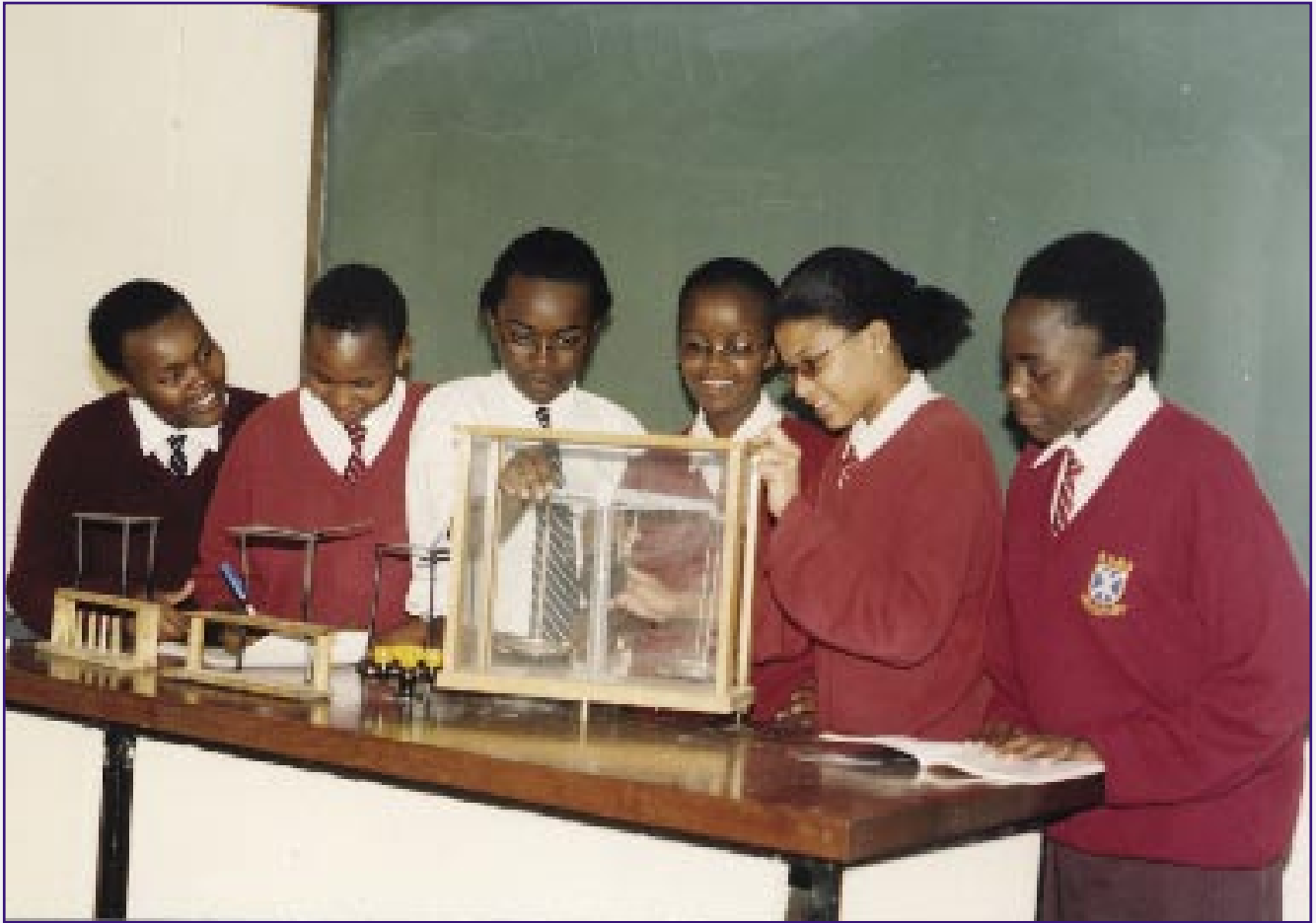
FAWE's mission remains to promote gender equity and equality in education in Africa by fostering positive policies, practices and attitudes towards girls' education. As we embark on our new strategic plan for 2008-2012, we will strive, with renewed commitment, to put larger numbers of girls into institutions in which they can receive quality education and training. We intend to use all the lessons drawn from this past year to strengthen our programme delivery and outcomes for the coming years.

We sincerely thank our funding and strategic partners and the institutions and individuals that have supported us and worked beside us to improve educational opportunities and life chances for girls across Africa and who will continue with us in this endeavour.

With best regards,



Dr. Codou Diaw  
Executive Director



*FAWE's gender-responsive SMT activities benefited over 3,500 girls in 2007.*

# 1. The year in retrospect

Two thousand and seven was an intense and active bridging year between FAWE's Strategic Plan 2002-2006 and its upcoming Plan for 2008-2012. Much was achieved during the year and this report details how FAWE, through integrated programmes, strong partnerships and determined leadership, strove to be more accountable, data-driven and results-oriented. FAWE focused on its four priority objectives: 1) influencing the inclusion of gender in education policies and plans; 2) building public awareness about girls' education through advocacy; 3) undertaking demonstrative interventions; and 4) influencing the replication and scaling-up of successful models for promoting girls' education.

Thus, in 2007 FAWE was instrumental in achieving the review of 16 national education policies and proposing gender-responsive alternatives to the respective ministries of education. As part of this proactive role, FAWE Kenya National Chapter (FAWEK) co-chaired the task force that spearheaded the formulation of the *Kenya Gender Policy in Education* document. In other countries, new research and surveys were commissioned to inform policy<sup>1</sup>.

Innovative approaches were employed to enhance advocacy. In Sierra Leone, FAWE's lobbying activities, in collaboration with the Lawyers' Centre for Legal Assistance and the Fifty/Fifty Group of Women, resulted in the enactment of gender bills into law<sup>2</sup>. FAWE also contributed meaningfully to advancing the gender agenda in education policy at various international forums.

The impact of FAWE's demonstrative interventions was evident in the improved access, retention and performance of girls in 42 schools. In Mballa II Secondary School in Cameroon, 62 girls who participated in FAWE's Science, Mathematics and Technology (SMT) programme improved their test scores by 4.2 percent over one academic year. Alongside such results, FAWE replicated its successful SMT, GRP, COE and *Tuseme* models as well as its scholarship awards in 21 countries. Over 80,000 girls benefited from these interventions in 2007 alone<sup>3</sup>.

A further significant activity for FAWE in 2007 was the development of its Strategic Plan 2008-2012. To enhance the implementation of this plan, a charter was developed to clarify the roles and responsibilities of both the Regional Secretariat (RS) and National Chapters (NCs). At the same time, in order to increase FAWE's impact and reach more girls in conflict and post-conflict countries, five new NCs were created in Angola, Congo, DRC, Sudan and Somalia. FAWE Somalia was officially launched while DRC and South Sudan held their inaugural meetings in December.

FAWE also held statutory meetings to define the organisation's direction and review governance matters. Ten NCs – Burundi, Cameroon, Ethiopia, Liberia, Madagascar, Malawi, Rwanda, Seychelles, Zambia and Zimbabwe – held their general assemblies, with six of them electing new executive committees. At the regional level, two executive committee meetings were held. FAWE reinvigorated and expanded its membership – comprising policy-makers and analysts, education practitioners and gender specialists – at regional and national levels to ensure enhanced governance.

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<sup>1</sup> Examples of studies include the impact of gender-based violence on girls' participation in education in Chad and obstacles to girls' education in four regions in Mali.

<sup>2</sup> Domestic Violence Act, Child Rights Act, and HIV/AIDS Act.

<sup>3</sup> *Tuseme* – 51,061; Bursary – 15,616; GRP – 6,292; COEs – 5,368 and SMT – 3,561.

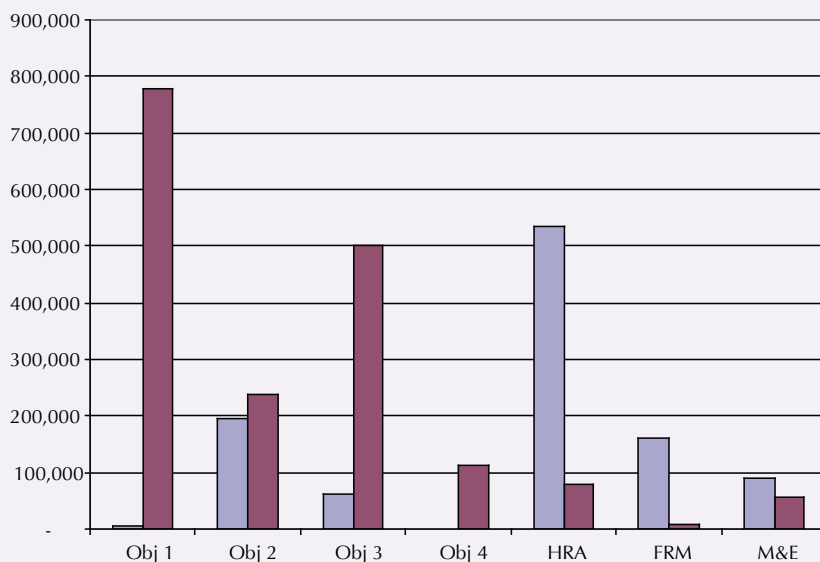
The capacity building programme for NCs<sup>4</sup> was crucial to a large share of these achievements. Monitoring and evaluation (M&E), human resources and administration, and resource mobilisation functions were instrumental in ensuring that programmatic activities were effectively and efficiently carried out. The successful implementation of the bridging year's programmes was made possible thanks to funds raised through FAWE's Donors' Consortium and other efforts. A total of US\$9,673,226 was mobilised by the RS and NCs. Overall, despite delays in disbursement of committed funding and the collection of 43 percent of these funds in the second half of the year, FAWE had a programme completion rate of 90.7 percent.

**Table 1.1: Summary of FAWE expenditure January-October 2007 (in USD)**

	Regional Secretariat	National Chapters	TOTAL
Objective 1	4,918	778,412	783,330
Objective 2	194,571	238,448	433,019
Objective 3	61,865	501,922	563,787
Objective 4	-	114,203	114,203
Human Resources	533,597	79,523	613,120
Finance & Admin	161,881	7,461	169,342
M&E	90,064	55,745	145,809
<b>TOTAL</b>	<b>1,046,896</b>	<b>1,775,714</b>	<b>2,822,610</b>

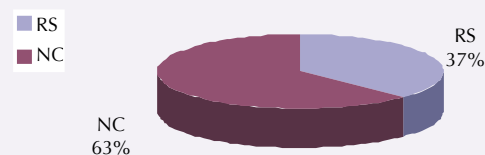
- Objective 1 To increase access, particularly of rural girls, the very poor, the geographically and culturally isolated or marginalized to education.
- Objective 2 To continue to stimulate policy reforms, particularly ensuring gender provisions in EFA NAPs and Education Plans.
- Objective 3 To strengthen the capacity of 14 National Chapters to acquire skills needed to promote girls' access, retention and performance.
- Objective 4 To influence replication and mainstreaming of best practices in girls' education into National Education Systems and practice.

**Figure 1: Expenditure by strategic objective**



Source : FAWE

**Figure 2: Expenditure share of Regional Secretariat & National Chapters**



<sup>4</sup> The capacity building programme was initiated in 2002 in 14 countries. In 2007, four additional NCs commenced their capacity building programmes (see section 2.4).

## 2. Making an impact in 2007

Most education policies, plans and practices in sub-Saharan Africa are not gender-responsive. This reduces the impact of interventions aimed at providing quality education to all children, especially girls. Where gender-responsive policies and plans do exist, they are rarely translated into strategies that can be implemented. FAWE worked to bridge this gap in 2007 through actions that helped enhance gender-responsiveness in education policies, plans and practices across Africa. Notably, FAWE re-centred the debate of the Dakar+7 EFA Regional Forum to ensure that the missed target of gender equity in enrolment by 2005 remained a key priority on the EFA agenda. As a member of the UNGEI Global Advisory Committee, FAWE contributed to the recommendations on gender made to the EFA and FTI High-Level Group Meetings.

### 2.1 Influencing policy reform

At country-level, FAWE and its NCs embarked on an analysis of the gender-responsiveness of existing education policies and plans. As a result, FAWE was able to influence ministries of education in a number of countries to address gender-related gaps identified in their policies and plans and to embark on educational reform processes. Outcomes of FAWE's policy engagement include:

- review of four policy documents in Ethiopia, Kenya, Senegal and Tanzania;
- coordination of the production and dissemination of the *Kenya Gender Policy in Education* document on behalf of the Kenya Ministry of Education;
- leadership roles of nine NCs – Chad, Kenya, Liberia, Malawi, Mali, Nigeria, Rwanda, Uganda and Zambia – in task forces and coalitions;
- organisation of seven meetings and forums on EFA gender goals in Burkina Faso, Burundi, Malawi, Mali, Nigeria, Senegal and Zambia.

As further evidence of FAWE's influential action, Ethiopia and Mali NCs signed MoUs with their respective Ministries of Education to ensure that gender reforms are institutionalised. FAWE Burkina Faso's involvement in the steering committee for the study on *Identification of Persisting Obstacles to Access, Retention and Performance of Girls in Schools* positioned it to better engage and influence the Ministry of Education. The Namibia NC's contribution to the review of the *Education Policy and Guidelines on Girls' Education* document and to the Namibian Constitution elevated it to membership of the Traditional Authority Against Harmful Traditional Practices Committee. Consequently, FAWE Namibia is at the forefront of efforts to remove barriers hindering girls' education in the country. FAWE Zanzibar's involvement in the

#### NCs influencing policy

FAWE Burundi held two consultative meetings with the Ministry of Education that resulted in the drafting of a national policy document for girls' education.

FAWE Malawi spearheaded the review and coordinated the dissemination of the *Re-admission Policy Guidelines*. The NC collaborated with education officers in 10 districts to achieve effective implementation of the guidelines.

FAWE Nigeria reviewed existing national policy documents, for instance the *International, African and Domestic Laws, Codes and Regulations*, to identify gaps that hinder girls' access to education. The process resulted in a new law on violence against girls in education and was followed by a communiqué to the Federal Ministry of Education before submission to the National Assembly.

development of the *Zanzibar Education Development Plan (ZEDP: 2008-2012)* enabled the Chapter to lead discussions in three thematic areas – gender, ICT and higher education.

*‘Finally FAWE’s gender-responsive models have found their rightful place: the Kenya Gender Policy in Education.’*

Elaine Mukuru, Chairperson, FAWEK

### **2.1.1 Research studies**

FAWE undertook action research geared towards informing policy, enhancing outreach to other stakeholders and guiding interventions on the ground. Five NCs commissioned studies and surveys on issues affecting girls’ education and the findings were used to influence policy reform processes and school-level practices as shown below.

#### **Surveys undertaken by NCs**

FAWE Chad completed a study on gender-based violence in schools that focused on the status of girls and how violence has impacted their academic performance and retention. It is anticipated that the Ministry of Education will use these findings to address the issues affecting girls’ academic performance and achievement.

FAWE Ethiopia conducted a gender-based study on *Curriculum and Institutional Cultures in Seven Colleges of Teacher Education*. Based on results of the study, the Ministry of Education embarked on a revision of the colleges’ curricula.

In Kenya, through the Chapter’s sexual maturation project, it was noted that cleanliness and general sanitation posed challenges in some schools in Western Kenya and Nairobi. The Chapter conducted a study to assess steps taken by schools to improve sanitation and general cleanliness. As a result, 400 schools in the project were awarded prizes as a way of encouraging school management to maintain high hygiene standards.

The FAWE Mali Chapter undertook a study on *Obstacles to Girls’ Education* in Banamba, Kati, Kangaba and Kita regions as well as on *Understanding the Issue of Gender Equity in Mali*. The results of these studies have been shared with the Ministry of Education for action.

FAWE Zambia conducted an attitudinal survey to determine what students perceived a gender-responsive school to be for the purpose of informing programme design. Analysis is ongoing and is due for dissemination in 2008.

FAWE furthermore continued to support action research in African universities to identify barriers to girls’ participation in tertiary education. The aim is for researchers to make specific recommendations that university administrations can adopt to address the problems identified and to boost girl’s education at tertiary level. Research was conducted at five universities in Nigeria, Kenya, Tanzania (two universities) and South Africa. A study carried out at Mzumbe University in Tanzania on *Examining the Persistence of Sexual Harassment in Higher Learning Institutions in Africa: A Case Study of Four Universities in Tanzania* recommended that a participatory approach be used to reinforce the existing university policies and student by-laws on sexual harassment. In order for this to be effective, the study suggested educating the student population on the subject, as well as establishing accessible and user-friendly guidance and counselling facilities for girls.

In order to further guide policy interventions and programming, FAWE enhanced the resources of its website, [www.fawe.org](http://www.fawe.org), and existing databases with updated information on national and regional statistics, results of research on education, and recent trends and strategies in girls' education. This and other valuable information related to education of girls and women was available to the 150 researchers, FAWE staff members, programmatic partners and media practitioners who utilised FAWE's resource centre during the year.

#### FAWE-funded university-based research

1. The Formulation, Implementation, Monitoring and Evaluation of Gender-Responsive University Policies on Sexual Harassment and Equal Employment at the University of Pretoria – South Africa.
2. A Communication Strategy for Combating Sexual Harassment in Kenyan Universities to Enhance Academic Performance and Career Development for Women – Kenya.
3. Sexual Harassment of Female Students in Nigerian Universities: Empirical Evidence and Solutions – Nigeria.
4. Examining the Persistence of Sexual Harassment in Higher Learning Institutions in Africa: A Case Study of Four Universities in Tanzania – Tanzania.
5. Gender-Based Potential Benefits and Weaknesses of E-Learning Technology in Higher Learning Institutions of Tanzania: The Case of Participation of Female Students in Science, Mathematics and Technology Disciplines – Tanzania.

## 2.2 Advocating for girls' education

In 2007 FAWE conducted advocacy activities at both national and international levels<sup>5</sup>, participating in regional and international meetings and networks on education in an effort to focus increased attention on girls' education. This activity contributed greatly to the expansion of FAWE's network and the dissemination of its gender-responsive models. Notably, the *Tuseme* Youth Empowerment model was presented during the International Consultative Forum on Transformation of Girls' Education in Nigeria and was adopted by partners as a viable model for girls' empowerment. FAWE is also a member of the Global Campaign for Education (GCE) and participated in events organised by GCE.

As part of advocacy campaigns, several NCs, including Cameroon, Comoros, Ethiopia, The Gambia, Guinea, Kenya, Malawi, Mozambique and Zambia, joined global partners in celebrating international days to push for the girls' education agenda. Events celebrated included International Women's Day, International Day of the African Child, Global Action Week, World Teachers' Day and International Literacy Day. FAWE Chad and Mali played a leading role in coordinating civil society in these events during which key players from government ministries, international agencies and civil society joined hands and made commitments towards addressing persistent issues affecting girls as part of their pursuit of achieving EFA goals.

Throughout 2007, FAWE continued to produce and disseminate advocacy materials and tools and to utilise innovative approaches to raise awareness on the barriers to and benefits of girls' education. Mass media channels

*'After months of advocacy and education through FAWE FM 105.9, the number of children working on pineapple farms has fallen drastically.'*

FAWE Ghana Circuit Monitoring Team

<sup>5</sup> See Appendix 1 for a list of meetings attended by FAWE.

were used to sensitise communities on educating girls. FAWE Burkina Faso, Rwanda and Zambia presented 24, 20 and 13 television programmes respectively. FAWE Ethiopia aired over 280 radio talk shows and programmes on topics such as early marriage, HIV/AIDS and the benefits of sending girls to school. Following these programmes, large numbers of girls expressed increased motivation to enrol and stay in school and to overcome barriers that hinder their achievement. FAWE Ghana undertook a survey to assess the level of listenership of its FM radio station as well as the extent to which the programmes promote girls' education. *The Students' Channel* addresses issues affecting students whilst in school. *Time with our Partners* creates a platform for FAWE's partners and other stakeholders to address important issues that impinge on the lives of women and girls. The survey showed that over 85 percent of respondents tuned in daily to the programmes.

Concurrently, campaigns for girls' education in Burkina Faso, Ghana, Mali, Namibia, Nigeria, Senegal, Uganda, Zanzibar and Zimbabwe, were enhanced by the production and dissemination of a variety of promotional materials such as T-shirts, fabric, posters, brochures and flyers.

### 2.2.1 Publications

The FAWE newsletter, *Making Visible the Invisible* (FAWE News Vol. 14, Nos.1 & 2), and the newsletters of the Burkina Faso, Ethiopia, Namibia, Rwanda, Uganda and Zimbabwe NCs raised FAWE's profile in its efforts to achieve EFA goals. As a result of this increased visibility, some NCs were tasked by ministries of education to take the lead in gender campaigns and processes. The Burkina Faso and Senegal Chapters coordinated National Girls' Education Day; the Malawi Chapter distributed new guidelines on re-entry policy; and FAWE Liberia publicised the new Girls' Education Policy.

These various roles and assignments ensure that FAWE maintains a leadership position in advocating for girls' education at national level.

#### Radio-based advocacy programmes

FAWE Burkina Faso collaborated with the Ministry of Human Rights in a radio broadcast on Children's Rights in which girls from selected schools participated and reached out to out-of-school girls. The Chapter subsequently received inquiries from numerous out-of-school girls motivated by the programme on how they can access school.

In Cameroon, the Chapter organised a series of live call-in radio programmes covering themes such as SMT and gender-based violence and providing information on the Chapter's programmes. Calls were received from Central and Southern Regions where girls' school participation is lowest, indicating improved awareness on girls' education.

In Chad, the NC worked closely with three radio stations – Radio FM Liberté, Radio Harmonie and the National Radio Broadcast – to air a series of educational programmes on FAWE's activities, especially the Girls' Clubs. This initiative has encouraged more girls to participate in radio talks and programmes and to speak out on problems they face.

FAWE Comoros received requests from previously unreached communities to undertake girls' education activities in their regions. This was a direct result of the 288 radio broadcast programmes facilitated by the Chapter.

FAWE Mali carried out various activities aimed at enhancing girls' education. The NC recorded audio and video sensitization clips which were aired regularly by local radio and television stations. Responses to the talk shows from a great number of listeners indicate that the programme is contributing to improving girls' education in Mali.

FAWE Nigeria organised a roundtable discussion with the media to develop an action plan to guide the media campaign on Violence Against Girls in Education (VAGE). As a result, a two percent increase in media coverage on VAGE was realised.

French versions of the handbooks *Empowering Youth Through Tuseme*, *The Gender-Responsive School* and *Gender-Responsive Pedagogy* were produced to facilitate replication in French-speaking countries. These handbooks were used for training in *Tuseme* and GRP in Senegal and GRP and COE in Guinea. The RS produced six issues of the *FAWE Newswire* internal electronic newsletter which were circulated to all NCs and contributed to improved internal communication.

## 2.3 Demonstrating best practices

As part of its strategic action to emphasise best practices in increasing girls' access, retention and performance, FAWE disbursed a total of 90 different grants to NCs to support demonstrative interventions on the ground. Of these, the key programmes supported are listed in Table 2.1 opposite.

Among the demonstrative interventions carried out in 2007, FAWE Gabon introduced community library services in rural areas to provide a conducive environment for girls' private study. A preliminary baseline survey indicates that these libraries benefit girls who lack a peaceful environment in which to do their homework. FAWE Guinea established a rescue centre targeting girls from war-torn areas and girls facing other social challenges. The centre provides a learning environment and counselling services.

Interventions such as these as well as those discussed below were also made possible thanks to a number of strategic partnerships. FAWE NCs worked closely with communities, governments, donors and individuals to ensure the effective implementation of these demonstrative exercises. Notably, UNICEF and USAID supported disadvantaged girls through grants to eight NCs: Ethiopia, Kenya, Namibia, Sierra Leone, Senegal, Tanzania, The Gambia and Uganda. Ministries of education also provided financial support to FAWE Chapters in Ghana, Liberia, Namibia, Rwanda, Senegal and The Gambia. Other major partners include Rockefeller Foundation, Plan WARO, UNESCO, Oxfam and Save the Children.

**Table 2.1 Main grants for demonstrative interventions**

Grant category	No. of grants
Science, Mathematics and Technology	12
<i>Tuseme</i> and Girls' Clubs	11
Centres of Excellence	10
Bursaries for needy girls	10
Higher education research	6
Gender-Responsive Pedagogy training for teachers	4

Source: FAWE

### SMT interventions by NCs

FAWE Kenya trained 37 teachers, five head teachers and one MOE officer on GRP in SMT. These trainees organised a science camp for 60 girls and 12 new teachers which resulted in greater interest and active participation in SMT subjects by the girls who attended the science camp.

FAWE Namibia supported 48 girls of grades 10 and 12 in the informal settlement of Katutura with techniques to improve their performance in SMT subjects. Remedial lessons were conducted for challenging topics and coaching was provided on question-answering techniques.

FAWE Uganda initiated a re-orientation programme for head teachers and school management committees in SMT to support a policy to make science a compulsory subject at O-Level. Preliminary reports indicate that all O-Level students are taking science subjects and all girls now have the opportunity to take science.

FAWE Zambia organised an SMT expo for 100 teachers. The expo facilitated exchange of knowledge and skills on how to teach specific SMT topics which girls perceived as difficult. This event has led to enhanced student performance following the application of new peer-reviewed innovations on teaching SMT.

### 2.3.1 Science, Mathematics and Technology

Girls' participation and performance in SMT subjects in sub-Saharan Africa has been below average. To address this imbalance, FAWE awarded 12 grants to Burkina Faso, Cameroon, Kenya, Malawi, Mali, Mozambique, Tanzania, Uganda, Zambia, Zanzibar and Zimbabwe. The support included gender-responsive SMT activities in 42 schools, benefiting 3,561 girls and 271 teachers. One hundred and sixty-six teachers were trained in gender-responsive teaching in SMT and are currently using these teaching methodologies in their lessons. FAWE's SMT programme has had a positive impact on students learning achievements in the schools concerned, resulting in higher rates of girls' participation in SMT subjects; girls' positive attitudinal change towards SMT; improved teachers' attitudes towards girls' participation in SMT; and enhanced use of innovative and accessible SMT teaching methodologies by teachers.

### 2.3.2 *Tuseme* Youth Empowerment

FAWE's *Tuseme* [Let us speak out] model continued to give girls the opportunity to engage in dialogue with their peers, teachers, parents and community. In 2007, *Tuseme* was replicated by two additional NCs (The Gambia, Senegal), bringing to 13 the number of countries in which *Tuseme* has been replicated to date. The model was also scaled up in-country by Ethiopia, Malawi, Mali, Namibia and Zambia. A total of 416 teachers were trained and 51,061 students in 131 schools benefited from the theatre-based model during the year. The students developed action plans to address their problems and significant improvement was noted in girls' attitudes, self-esteem, leadership and life skills. The beneficiaries in turn reached out to their peers through *Tuseme* Clubs. In some schools, the establishment and support of study groups helped improve the academic performance of *Tuseme* students and also led to a significant reduction in sexual harassment. Other results included enhanced relations between head teachers, teachers and students; improved sexual maturation management; and improved teachers' attitudes towards girls.

**Table 2.2 *Tuseme* beneficiaries by country**

National chapter	Teachers	Students	Schools
Ethiopia	18	2,500	5
Gambia	18	3,000	6
Guinea	20	622	8
Kenya	35	10,400	5
Malawi	25	5,000	10
Mali	155	939	50
Namibia	15	7,600	5
Senegal	30	5,000	10
Tanzania	100	16,000	32
<b>Total</b>	<b>416</b>	<b>51,061</b>	<b>131</b>

Source: FAWE

### 2.3.3 Girls' Clubs

In addition to the *Tuseme* Clubs, seven new Girls' Clubs were established – four by FAWE Comoros and three by FAWE Togo – to support 6,500 girls in 150 schools and institutions. Activities in these clubs include development of life skills, adolescent reproductive health, empowerment techniques, guidance and counselling, and theatre.

### 2.3.4 Centres of Excellence

FAWE continued to strengthen its GRS model throughout the year through its COEs. Thirteen COEs in 10 countries, namely Burkina Faso, Chad, Gambia, Guinea, Kenya, Rwanda, Senegal, Tanzania and Zambia, were supported in their actions to create gender-responsive school environments, including GRP, girls' empowerment programmes, a supportive school community, gender-sensitive sanitation

facilities, hygiene education and counselling. This resulted in a significant increase in access, retention and academic performance for girls in these schools. A total of 5,698 students – 3,562 girls and 2,136 boys – have benefited from FAWE’s COE intervention since inception.

**Table 2.3 Impact of FAWE’s GRS model in 2007**

Academic performance	Empowerment of girls
<ul style="list-style-type: none"> <li>Improved pass rate in national exams from 75% in 2002 to 98% in 2007 at Kajiado Girls’ Primary School, Kenya</li> <li>60% of top performing students nationally in Rwanda were girls from the COE at FAWE Girls’ School</li> <li>Higher retention rates for girls at all COEs</li> <li>Lower drop-out rates at all COEs</li> </ul>	<ul style="list-style-type: none"> <li>Reduction in teenage pregnancy among students at all COEs</li> <li>More girls in school committees and leadership roles</li> <li>Greater participation by girls in classroom processes</li> <li>Boys in mixed COEs have higher gender awareness, resulting in easier gender relationships within schools and surrounding communities</li> </ul>

Source: FAWE

### 2.3.5 Bursaries

During 2007, a total of 15,616 bright but disadvantaged girls benefited from FAWE’s bursary scheme. These grants cover a full academic cycle and cater for school fees, stationery and sanitary materials, amongst other needs. Ten NCs – Ethiopia, Ghana, Kenya, Liberia, Malawi, Nigeria, Tanzania, Zanzibar and Zimbabwe – received bursary grants to support 3,800 girls. In Ethiopia, the Chapter is supporting 31 girls for a full cycle from FAWE grants, while the 16 pioneer students who were the first beneficiaries of the FAWE Ethiopia Bursary Programme completed grade 12 in 2007. This programme was a considerable success since two thirds of the girls passed the O-Level national examinations and were admitted to public universities.

Furthermore, 20 NCs mobilised resources locally to support 11,816 girls. Notably, FAWE Ethiopia mobilised resources through USAID’s Ambassadors Girls’ Scholarship Program to support 240 girls from eight secondary schools in three regions: Harari, Somali and Afar.

### 2.3.6 Gender-Responsive Pedagogy

A key component of the COE is gender training for teachers and administrators. FAWE disbursed four grants to facilitate GRP training of trainers for teachers, school inspectors and ministry of education officers. A total of 44 school inspectors and 261 lecturers in Ethiopia, Senegal and Tanzania were trained and in turn reached 6,292 student teachers – 3,716 in Ethiopia, 756 in Senegal and 1,820 in Tanzania. In Senegal, the 44 school inspectors have been posted throughout the country’s 11 regions to monitor and enhance teacher performance. The combined strategy of pre- and in-service training has ensured a more rapid dissemination of the GRP training model in schools and education systems.

Concurrently, teachers in FAWE COEs where the GRP model was developed and piloted continued implementation of the model at school level, resulting in enhanced academic performance for both girls and boys.

*‘Thanks to the training on Gender-Responsive Pedagogy in SMT, my classroom has balanced, healthy competition.’*

Issa Diabate, Teacher, ECICA Mali

### 2.3.7 Remedial Learning Classes

In order to continue supporting girls' academic performance, six NCs, in Gabon, Namibia, Senegal, Togo, Zambia and Zimbabwe, organized Remedial Learning Classes (RLCs) through which over 5,000 girls benefited from tutorials to tackle challenging subjects. In particular, FAWE Zambia (FAWEZA) supported 63 centres and conducted RLCs for 3,150 girls to prepare them for school leaving examinations in grades 7, 9 and 12. In order to evaluate the contribution of the RLCs towards girls' performance in the Government Republic of Zambia Examinations, especially in the centres hosting RLCs, FAWEZA conducted an analysis of participants' scores. Records indicated that 90 percent of the girls enrolled in these classes obtained full certificates. Since 2005, a total of 5,550 girls have attended RLCs and efforts are underway to mainstream RLCs into schools.

### 2.3.8 Non-formal education

The campaign "Anyone, anywhere can be an active learner" was run by FAWE Burkina Faso, Guinea, Kenya and Liberia. The programme opened doors to learning for 2,192 women and girls who could otherwise not access formal education due to age, work schedules, costs, transportation, social constraints, illness or family responsibilities. The women beneficiaries were equipped with literacy and other skills, tools and resources to support their children's learning and to practice gender equity among their children. These women have become increasingly involved in door-to-door information campaigns, encouraging other parents to enrol their daughters in school and advocating for girls' rights to education.

### 2.3.9 Mothers' Clubs

A total of 677 Mothers' Clubs were strengthened to enhance girls' retention and re-entry to school. In addition to literacy classes, mothers gained skills and confidence to effectively participate in parents' associations and local meetings. They also facilitated study groups, tutoring sessions and mentoring programmes for girls, thus contributing to their retention and performance. In Zambia and Malawi, where the FAWE Mothers' Clubs are very active, many mothers have become effective community leaders and facilitated the rescue of over 45 out-of-school girl mothers who have since been re-admitted to school.

**Table 2.4 No. of women joining school as a result of "Anyone, anywhere" campaign**

Country	No. joining
Burkina Faso	877
Guinea	200
Kenya	100
Liberia	101
<b>Total</b>	<b>1,278</b>

Source: FAWE

#### Mothers' Clubs

FAWE Gambia Mothers' Clubs have been instrumental in reaching marginalised girls. Forty-nine Mothers' Clubs were active in the Gambia's Upper Region alone in 2007. Following an evaluation of these clubs, 10 received seed money from the Chapter to commence income-generating activities (IGAs). Proceeds from these IGAs have been used to support needy girls in the region, leading to improved access and retention.

FAWE Liberia sensitised 1,800 community members in 15 communities. Some 375 mothers were identified, selected as club members, trained in small business management and given seed money to initiate micro-enterprises. These enterprises are now operational and generate income for the mothers as well as for the education of the girls under their care.

## 2.4 Building NC capacity

FAWE's Attached Technical Assistance (FATA) programme which was initiated in 2002 to build NC capacity was completed in the following 12 countries in 2007: Burkina Faso, Chad, Ethiopia, The Gambia, Guinea, Kenya, Malawi, Mozambique, Namibia, Tanzania, Uganda and Zambia. The aim of the FATA programme is to increase the capacity of NCs in governance, programme design and implementation, M&E. It also considerably improves NCs' functionality and ability to mobilise resources. Consequently, between 2003 and 2007, FAWE NCs registered a significant increase in the funds they mobilised at country level, from US\$3,712,613 to US\$6,531,057 in 2007.

Through a grant from the Finland Ministry of Foreign Affairs, the strengthening programme was extended to a further four countries – Liberia, Senegal, Zanzibar and Zimbabwe – during the year. The NCs were assessed to determine their specific capacity building requirements, including the functionality of the secretariat, governance status and programme implementation. Gaps were identified and plans to address these gaps have been developed. All remaining Chapters are scheduled to participate in the strengthening programme starting from 2008.

## 2.5 Replicating and mainstreaming FAWE models

Throughout 2007, FAWE guided the replication of *Tuseme*, COEs and GRP, its three most successful models in girls' education, in 13 countries. As noted in section 2.3.2, *Tuseme* was replicated by the NCs of Senegal and The Gambia while the GRP model, which had been piloted in selected schools, was replicated in three teacher-training institutions<sup>6</sup> and integrated into their curricula for pre-service teachers.

FAWE NCs and RS worked closely with ministries of education and provided technical expertise in mainstreaming these models. The decision by the Senegal Ministry of Education to mainstream GRP into the national teacher training curriculum is a direct result of this type of collaboration. FAWE's GRP, *Tuseme*, COEs and Sexual Maturation Management models have all been incorporated into the *Kenya Gender Policy in Education* document while in Tanzania, *Tuseme* was mainstreamed into the Secondary Education Development Plan.

*‘Through Tuseme, I have learnt to appreciate, respect and defend girls’ equal rights to education.’*

Peter Tutu, Student, Kamulanga High School, Zambia

<sup>6</sup> Ambo College in Ethiopia, FASSTEF (Faculté des Sciences et Technologies de l'Éducation et de la Formation) in Senegal, and Mkwawa University College of Education (MUCE) in Tanzania.



*A significant increase in national examination pass rates has been noted among girls from COEs.*

### 3. Looking ahead

The fact that EFA and MDG gender parity goals in education were not met for 2005 is testament to the great deal of work that remains to be done in this area. In spite of the progress made to date, gender disparities in education persist in much of Africa while high drop-out rates and low access to post-primary education still prevent many girls from attaining an effective education. Given these prevailing disparities, FAWE faces pressure at both national and regional levels to expand its programmes while using more targeted approaches to reach more disadvantaged girls, especially those affected by HIV/AIDS, conflict or disability.

Nevertheless, with the commitment and continued support of its funding and strategic partners, FAWE aims to rise to these challenges in the years ahead. FAWE thus faces the task of building the capacity of its NCs further so they are able to influence policy-making processes more effectively. FAWE must find ways of ensuring that its gender-responsive models are replicated and scaled up in more countries in order to reach more girls. Furthermore, FAWE must ensure that its programmes focus on providing qualifying competencies for girls at post-primary levels to prepare them adequately for the job market.

FAWE's Strategic Plan for 2008-2012 will be a key element in leveraging our strengths to meet the challenges in girls' education in sub-Saharan Africa. The Plan will add impetus to the capacity building of the organisation, especially at the NC level, so that it can fulfil its mandate of improving girls' educational access, retention and performance. To continue transforming African education and schools and provide all African girls with better educational opportunities and life chances, FAWE has planned a series of activities for 2008. FAWE will:

- strengthen the capacity of NCs for effective implementation of programmes;
- reinforce collaboration with ministries of education to effectively influence gender mainstreaming in education policies and plans;
- forge new partnerships and strengthen existing ones with like-minded organisations for concerted efforts towards achieving EFA gender goals;
- commission action research and use the findings for advocacy and to influence education policy and plans;
- develop new demonstrative interventions to address persistent or neglected challenges in girls' education;
- evaluate and document its successful models with a view to replicating and scaling them up;
- advocate at grassroots level to enhance community support to girls' education;
- review its organisational structure for effective governance and improved functionality.

Through these actions, FAWE will continue to lead efforts at all levels to improve girls' access to both formal and non-formal education, to enhance teaching and learning processes and environments from a gender perspective, and to achieve gender equality and equity in education. It is with a sense of urgency that FAWE will continue to take significant steps in 2008 and beyond towards provision of quality education for all African girls and gender-responsiveness in education across the continent.

*‘We are pleased and proud to recognise and celebrate the important and inspirational work being done by the leaders, staff and volunteers of FAWE.’*

Henry Kravis, founder, The Henry R. Kravis Prize in Leadership

## **4. Financial Report**

*Extract from the 2007 Independent Auditor's Report*

### **To the members of the Forum for African Women Educationalists**

#### **Report on the financial statements**

We have audited the accompanying financial statements of Forum for African Women Educationalists set out on pages 6 to 16 which comprise the balance sheet as at 30 September 2007, statement of income, expenditure and changes in fund balances and cash flow statement for the year then ended, and a summary of significant accounting policies and other explanatory notes. We obtained all the information and explanations that, to the best of our knowledge and belief, were considered necessary for the purposes of our audit. The financial statements are in agreement with the books of account.

#### **Executive Committee's responsibility for the financial statements**

The Executive Committee is responsible for the preparation and fair presentation of these financial statements that give a true and fair view of the state of affairs of the organisation. This responsibility includes: designing, implementing and maintaining internal controls relevant to the preparation and fair presentation of financial statements that are free of material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

#### **Auditor's responsibility**

Our responsibility is to express an independent opinion on these financial statements based on our audit. We conducted our audit in accordance with International Standards on Auditing. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance as to whether the financial statements are free of material misstatement. The financial statements for the year ended 30 September 2006 were audited by other auditors whose report dated 8 November 2006 gave an unqualified opinion.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal controls relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal controls. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

## Opinion

In our opinion, proper books of account have been kept by the organization, and the financial statements give a true and fair view of the financial position of Forum for African Women Educationalists as of 30 September 2007, and of its financial performance and its cash flows for the year then ended in accordance with the accounting policies described in Note 1.



Ernst & Young  
Certified Public Accountants  
Kenya-Re Towers, Upper Hill  
Off Ragati Road, P.O. Box 44286 – 00100 GPO  
Nairobi

18 January 2008

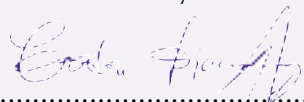
## Statement of income, expenditure and changes in fund balances for the year ended 30 September 2007

<b>Income</b>	<b>2007 US\$</b>	<b>2006 US\$</b>
Grant income	2,820,088	2,862,247
Interest income	81,280	87,120
Other income	50,690	22,510
Rent income	33,223	31,015
Gain on foreign exchange differences	<u>3,866</u>	<u>658</u>
<b>Total income</b>	<u><b>2,989,147</b></u>	<u><b>3,003,550</b></u>
<b>Expenditure</b>		
Expanding access	623,509	1,070,603
Stimulating policy reform	407,677	444,691
Strengthening National Chapters	1,010,438	1,252,948
Influencing replication and mainstreaming of best practices	213,392	153,286
Human resource and administration	580,162	544,661
Finance and resource mobilisation	167,512	188,187
Monitoring and evaluation	<u>159,645</u>	<u>223,983</u>
<b>Operating expenditure</b>	<u><b>3,162,335</b></u>	<u><b>3,878,359</b></u>
Provision for doubtful debts	20,671	-
Depreciation of property	18,853	18,853
Amortisation of prepaid lease rentals	<u>2,607</u>	<u>2,607</u>
	<u>42,131</u>	<u>21,460</u>
<b>Total expenditure</b>	<u><b>3,204,466</b></u>	<u><b>3,899,819</b></u>
Deficit for the year	(215,319)	(896,269)
Add fund balances brought forward	<u>4,242,682</u>	<u>5,138,951</u>
Fund balances carried forward	<u>4,027,363</u>	<u>4,242,682</u>

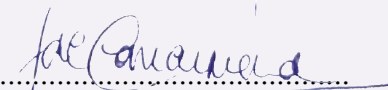
## Balance sheet as of 30 September 2007

ASSETS	2007 US\$	2006 US\$
NON-CURRENT ASSETS		
Property	830,538	849,391
Prepaid operating lease rentals	<u>239,817</u>	<u>242,424</u>
	<u>1,070,355</u>	<u>1,091,815</u>
CURRENT ASSETS		
Cash and bank balances	414,499	576,956
Receivables and other deposits	53,315	74,340
Fixed deposits	<u>2,629,701</u>	<u>2,628,422</u>
	<u>3,097,515</u>	<u>3,279,718</u>
<b>TOTAL ASSETS</b>	<b>4,167,870</b>	<b>4,371,533</b>
FUND BALANCE AND LIABILITIES		
Fund balance	<u>4,027,363</u>	<u>4,242,682</u>
CURRENT LIABILITIES		
Other payables and accruals	<u>140,507</u>	<u>128,851</u>
<b>TOTAL FUND BALANCE AND LIABILITIES</b>	<b>4,167,870</b>	<b>4,371,533</b>

The financial statements were approved by the Executive Committee on 5 November 2007 and signed on its behalf by:



Executive Director



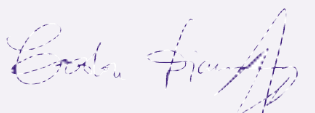
Executive Committee Member

## Statement of Executive Committee's responsibilities on financial statements for the year ended 30 September 2007

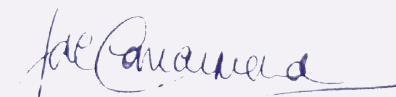
The Kenyan Non-Governmental Organisations Co-ordination Act requires the Executive Committee to prepare financial statements for each financial year, which give a true and fair view of the state of affairs of the organisation as at the end of the financial year and of its operating results for that year. The Executive Committee is also required to ensure the organisation keeps proper accounting records, which disclose, with reasonable accuracy, the financial position of the organisation. The Executive Committee is also responsible for safeguarding the assets of the organisation.

The Executive Committee accepts responsibility for the annual financial statements, which have been prepared using appropriate accounting policies supported by reasonable and prudent judgements and estimates, in conformity with the requirements of the organisation. The Executive Committee is of the opinion that the financial statements give a true and fair view of the state of the financial affairs of the organisation and of its operating results. The Executive Committee further accepts responsibility for the maintenance of accounting records that may be relied upon in the preparation of financial statements, as well as adequate systems of internal control

Nothing has come to the attention of the Executive Committee to indicate that the organisation will not remain a going concern for at least the next twelve months from the date of this statement.



.....  
Executive Director



.....  
Executive Committee Member

5 November 2007

## 5. Appendices

### Appendix 1: FAWE on the international scene

- **Clinton Global Initiative (CGI):** FAWE attended the CGI meeting in New York in September, which brought together governments, civil society organizations and private sector companies and trusts for joint problem-solving of global issues. For the first time, education was on the agenda and FAWE's Executive Director was a panelist in the session "Strategies for Young and Adolescent Girls".
- **Association for the Development of Education in Africa (ADEA) Working Group (WG) Meeting:** FAWE participated in the ADEA Consultative Working Group Leaders and Coordinators and Steering Committee meetings.
- **African Union (AU) Decade for Education in Africa:** FAWE was charged with the responsibility of leading the thematic area on "Gender and Culture" in the 2nd Decade for Education in Africa. An MoU between FAWE and the AU is currently being drafted.
- **The World Bank Global Symposium:** FAWE shared its 15 years' experience on girls' education and its gender responsive models at a World Bank Symposium on the theme "Education, a critical path to gender equality and women's empowerment".
- **Spanish–African Women's Network:** FAWE's participation in a workshop to launch a new African-Spanish women's network opened another opportunity for a new partnership and joint programming. The Vice-President of the Spanish Government, the Embassy of Mozambique in Spain and the Spanish International Cooperation Agency organised the workshop. The purpose of the newly formed network is to promote dialogue and mutual knowledge between African and Spanish women and to promote the inclusion of gender equity in development cooperation policy.
- **The 3rd Secondary Education and Training in Africa (SEIA) Regional Conference:** FAWE presented research findings on "Gender in Secondary Education". The high-level participation of African ministers of education and donor partners created an opportunity for FAWE to highlight the importance of ensuring that gender is a priority in secondary education. The specific objectives of the conference were to discuss with sub-Saharan African policy-makers issues and recommendations relating to the SEIA Synthesis Report; to reach consensus with major stakeholders on practical strategic solutions for a sustainable expansion of post-primary education and training in sub-Saharan African countries in view of economic growth targets; and to improve harmonisation of donor capacity building for SEIA quality and relevance in view of (a) the renewed focus on secondary education and training; and (b) the effects of the Education for All-Fast-Track Initiative (EFA-FTI).
- **Action Aid International (AAI):** FAWE participated in the AAI's workshop on Violence Against Girls (VAGs) where strategies on prevention, management and – in the long term – elimination of violence against girls in schools were discussed and reviewed.

## Appendix 2: FAWE Executive Committee members

**Hon. Simone de Comarmond\*** is the Chairperson of FAWE and one of the five founding members. She has had a long and distinguished career in government. She was the Seychelles Minister of Education for five years, during which she founded the FAWE National Chapter in the country. 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 has led the Business and Professional Women's Association of Kenya (BPWAK).

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

**Prof. Emebet Mulegeta\*** is FAWE's Honorary Treasurer and a prominent educationalist and associate professor of Psychology at Addis Ababa University. She is a well-known researcher on gender, having headed the Centre for Research, Training and Information on Women and Development (CERTWID), as well as the Institute of Development Research (IDR). She is currently 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. Dr. 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 also a founding member of the Association for Strengthening Higher Education for Women in Africa (ASHEWA).

**Hon. Francisca Espirito Santo\*\*** is a prominent educationalist in Angola and is currently establishing the FAWE Angola Chapter. She has served as Minister of Education in Angola and as Governor of Luanda.

**Prof. Mary Okwakol\*\*** is Vice-Chancellor of Busitema University in Uganda and professor of zoology at Makerere University. She also served as Deputy Vice-Chancellor of Gulu University. She is currently 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 (Brazzaville). She is currently Chair of ADEA's Bureau of Ministers. She is in the process of founding the FAWE Chapter in the Congo.

**Dr. Codou Diaw** is the FAWE Executive Director. She has extensive 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

## Appendix 3: FAWE Regional Secretariat staff

Dr. Codou Diaw	<i>Executive Director</i>
Ms. Lornah Murage	<i>Programme Officer</i>
Ms. Marema Dioum	<i>Programme Officer</i>
Ms. Rose Washika	<i>Programme Officer</i>
Ms. Hendrina Doroba	<i>Programme Officer</i>
Ms. Antonina Mulamula	<i>Science, Mathematics and Technology Officer</i>
Ms. Lucy Wanjiku	<i>Communications Officer</i>
Mr. Simon Mbugua	<i>Human Resources and Administration Officer</i>
Mr. Enock Warinda	<i>Monitoring and Evaluation Officer</i>
Mr. Joseph Nyabicha	<i>Finance and Resource Mobilisation Officer</i>
Mr. Francis Kabue	<i>Accountant</i>
Mr. Joab Owiro	<i>Graphic Designer/Desktop Publisher</i>
Ms. Juliana Lyakurwa	<i>Resource Centre Assistant</i>
Ms. Agnes Murandah	<i>Research/Conference Centre Assistant</i>
Ms. Lucy Wairi	<i>Administrative Assistant</i>
Ms. Dora Lumasia	<i>Administrative Assistant</i>
Ms. Pauline Kamangara	<i>Secretary</i>
Ms. Caroline Ochieng	<i>Secretary</i>
Ms. Christine Kinyua	<i>Secretary</i>
Mr. Zeddiel Bundi	<i>Office Assistant</i>
Mr. Daniel Mutisya	<i>Caretaker</i>
Mr. Joseph Muiruri	<i>Driver/Messenger</i>

## Appendix 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. Naomi Wangai  
Former Director of Gender  
(Retired from the Ministry)  
Ministry of Education  
Kenya
7. Mme. Francisca Espirito Santo  
Governor of Luanda Province  
Angola
8. Prof. Lydia Makhubu  
University of Swaziland  
Kwaluseni Campus  
Swaziland
9. Prof. Dorothy Njeuma  
Vice-Chancellor  
University of Yaoundé  
Cameroon
10. Mrs. Barbara Chilangwa  
Permanent Secretary  
Ministry of Community Development and  
Social Services  
Zambia
11. Mme. Monaicha Cheikh Mohaya  
Secretary General of the Government  
Federal Islamic Republic of the Comoros
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  
Minister  
Ministry of Basic Education  
Cameroon

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. Hon. 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
25. Ms. Ruth Hiyob Mollel  
Ministry of Science, Technology and Higher  
Education  
Tanzania
26. Hon. Rosalie Kama Niamayoua  
Ministry of Primary and Secondary Education  
in Charge of Literacy  
Republic of Congo
27. Hon. Mrs. Awa Gueye Kebe  
Minister of Family Affairs and Early Childhood  
Senegal
28. Hon. Mrs. Hajyi Bintu Ibrahim Mousa  
Minister of State for Education  
Nigeria
29. Hon. Mrs. Rafiatou Karimou  
Minister of Primary and Secondary Education  
Benin
30. Hon. Ms. Fatou Lamin-Fye  
Secretary of State for Education  
Department of State for Education  
The Gambia
31. Hon. Mrs. Beth Mugo  
Assistant Minister of Education  
Ministry of Education, Science and Technology  
Kenya
32. Dr. Antonia Joaquim da Costa Xavier  
Deputy Minister of Education  
Ministry of Education  
Mozambique
33. Prof. Margaret Kamal  
Deputy Vice-Chancellor  
Moi University  
Kenya
34. Hon. Dr. Naomi Katunzi  
Permanent Secretary  
Ministry of Higher Education, Science and  
Technology  
Tanzania

35. Dr. Hope Cynthia Sadza  
Executive Chairperson of the Women's  
University in Africa  
Education Services Centre  
Zimbabwe
36. Hon. Constance Simelame  
Minister of Education  
Swaziland
37. Hon. Anna Andrew Kachikho  
Minister for Education  
Malawi
38. Hon. Becky Ndjoze-Ojo  
Deputy Minister of Education  
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