



2019-2023 Strategic Plan

*Enabling Access to
Education and Training for
Girls and Women in Africa*



FAWE

Forum for African Women Educationalists
Forum des éducatrices africaines



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Correct Citation: FAWE. (2019). FAWE 2019-2023 Strategic Plan. Nairobi, Kenya: Forum for African Women Educationalists (FAWE)

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*Front cover picture: FAWE Mali beneficiaries posing for a photo outside their classroom.
Photo credit: FAWERS/Nancy Wong*

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Acknowledgements

The FAWE 2019-2023 Strategic Plan development was made possible through valuable contributions by individuals, institutions and partner organizations to whom FAWE is highly indebted.

We would like to acknowledge the leading role of Center for Research and Innovations in East Africa (CRI) in the evaluation of the previous strategic plan and the technical input into the development of this new strategic plan. FAWE specifically recognizes the CRI team members including: Dr. Jackline Nyerere, Andiwo Obondoh, Elijah Otiende, Dr. Milcah Chokah, Calleb Okoyo, Shem Osomo and Faith Nzama.

We extend our sincere gratitude and appreciation to all the National Coordinators, National Chapter Board Members and Alumni from the 18 National Chapters namely: Kenya, Malawi, Sierra Leone and Senegal, Uganda, Zambia, Tanzania, Mali, Togo, Zimbabwe, Madagascar, Rwanda, Ethiopia, Benin, Gambia, Somalia, Namibia and Eswatini that tirelessly participated in the content development.

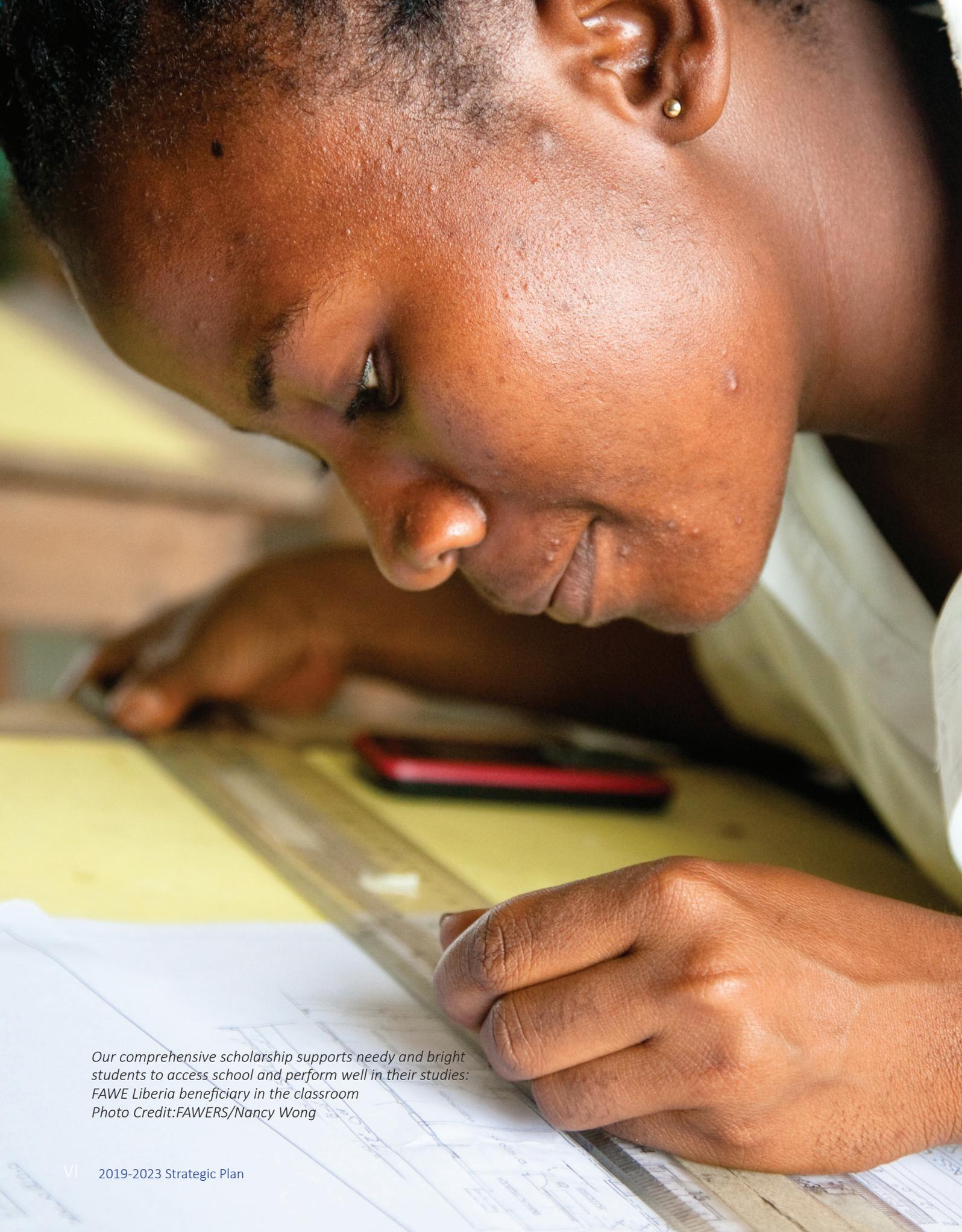
We are immensely grateful to the FAWE Africa board namely: Professor Naana Jane Opoku-Agyemang (Chairperson), Prof. Rosalie Kama-Niamayoua (Vice Chairperson), Prof. Fay King Chung (Honorary Secretary and Founding Member), Prof. Genevieve Mwayuli (Honorary Treasury), Hon. Alice Tiendrebeogo (Founding and current Board Member), Hon. Simone De Comarmond (Founding and current Board Member), Prof. Anastasie Gasogo (Board Member), Ms. Chikondi Mpokosa (Board Member), Prof. Joy Constance Kwesiga (Board Member), Prof. Christine Dranzoa (Board Member), Ministries of Education and partners of the National Chapters that participated in this process. We are equally grateful to

the FAWE network strategic partners, UNESCO, UNICEF, MasterCard Foundation, KARANTA Foundation, and the Africa Network Campaign for Education for All (ANCEFA) for their time and contribution in shaping this process. FAWE is indebted to all participants who attended the visioning and validation workshops, held in August and November 2018 respectively in Nairobi, for their time and valuable input.

Special thanks goes to FAWE development partners Echidna Giving, MasterCard Foundation and the Kuwait Foundation for the Advancement of Sciences (KFAS)/ Al-Sumait Prize for their financial contribution to the evaluation of the 2013-2017 Strategic Plan and the production of this strategy 2019-2023.

It goes without saying that the staff of an institution determine its success. In a very special way, we appreciate the staff of FAWE Regional Secretariat for their exceptional dedication to FAWE's work and great determination towards achieving FAWE's vision and mission. We recognize each staff's contribution in developing and successfully completing this strategy. Special mention goes to FAWE Africa's Executive Director Martha R.L. Muhwezi for her strategic leadership of the Regional Secretariat and the technical support team; Teresa Omondi-Adeitan (Deputy Executive Director and Programmes Lead), Kelvin Omwansa (Monitoring and Evaluation Lead), Lilian Nanzala (Human Resource Lead) and Juliet Kimotho (Advocacy and Communication)

We are confident that this Strategic Plan will continue to position FAWE as the symbol of advocacy for education rights for girls and women in Africa.



*Our comprehensive scholarship supports needy and bright students to access school and perform well in their studies:
FAWE Liberia beneficiary in the classroom
Photo Credit:FAWERS/Nancy Wong*

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Acronyms and Abbreviations

ABPM	Activity Based Planning and Management
AGEF	African Girls Education Fund
AIDS	Acquired Immune Deficiency Syndrome
AU	African Union
AU-CIEFFA	African Union's Centre for the Education of Girls and Women in Africa
CRI	Centre for Research and Innovations
CSO	Civil Society Organization
CSP	Country Strategy Paper
EC	Executive Committee
ED	Executive Director
FAWE	Forum for African Women Educationalists
GA	General Assembly
GES4CESA	Gender Equality Strategy for the Continental Education Strategy for Africa
GRP	Gender Responsive Pedagogy
IT	Information Technology
KM	Knowledge Management
MEL	Monitoring Evaluation and Learning
MDGs	Millennium Development Goals
NCs	National Chapters
NGO	Non-Governmental Organization
PEA	Political Economy Analysis
RECs	Regional Economic Commissions
RS	Regional Secretariat
SDGs	Sustainable Development Goals
SP	Strategic Plan
VfM	Value for Money
WASRO	West Africa Sub Regional Office
WHO	World Health Organization

Foreword



**Prof. Naana Jane
Opoku-Agyemang**
Chairperson
Fawe Africa

The five African Women ministers of Education, fondly known as the Founding Mothers of FAWE, believed that women in decision making positions have the potential to make a significant difference. During our early years, 27 years ago, our efforts were focused on advocacy to place girls' education on the policy agenda at national and international level. Our focus thereafter went beyond advocacy, moving towards influencing action across Africa to reduce gender disparities in access, retention and performance.

Today, FAWE finds herself in a very dynamic environment where socio-political trends, particularly in the educational sector in Africa call for responsiveness to contextual changes. This adaptation would empower FAWE to address emerging issues, mitigate causes against and enhance effects of girls' and women's education, promote the rights and welfare of girls and women in adversity and empower them to be self-reliant and productive members of their societies.

In order to remain a learning catalyst, become a facilitator of change processes and an innovator of sustainable, gender responsive interventions, FAWE will, through this Strategic Plan, seek to empower girls and women in Africa with skills, values and competencies to achieve their full potential. This new thrust around the development of skills, competencies and values has been well articulated in the vision, mission and goal of FAWE.

Similarly, as a thought leader on the education of girls and women in Africa, FAWE's strategic plan presents a world of opportunities for like-minded organizations, technical partners, development partners and strategic partners to identify potential areas of collaboration and partnership that could further advance shared goals. There is therefore the need for collaborative commitment towards exceptional execution of the 2019-2023 Strategic Plan, in order to achieve the four strategic objectives by the end of the strategic planning period. Concerted effort demands participation, consideration and integration of many key variables or activities, along with an effective feedback or control system, to keep focus on the process of execution over time. I hereby call upon our National Chapters to embrace the new strategic outlook of FAWE and work towards the harmonization of their respective chapter strategies, such that we collate our efforts for greater impact of our envisioned common goal.

Overall, I humbly invite governments of countries where FAWE operates, research centers, universities, private sector, current and potential partners to come on board and identify areas of shared interest outlined in this strategy. This strategy will serve as a strong entry point for the development and strengthening of our collaboration as we push the African girls' education agenda on the continent.

We thank you for your continued contribution to the success of the FAWE network over the last 27 years and we look forward to achieving our vision and mission and realizing our broad strategic objectives articulated in the FAWE Strategic Plan for 2019-2023.

Naana Jane Opoku-Agyemang

Prof. Naana Jane Opoku-Agyemang
Chairperson, FAWE Africa



Frances David, A FAWE Liberia TVET beneficiary fixing a car Photo Credit: FAWERS

Executive Summary



Martha R. L. Muhwezi
Executive Director
FAWE Africa

Welcome to FAWE's 2019 - 2023 strategic plan. This plan is a product of deep reflections from feedback received from our beneficiaries, partners and various stakeholders, and internal reflections from lessons learned and successes during the implementing the previous strategy. FAWE remains an ever evolving Institution that adopts approaches which respond to the needs of her beneficiaries and stakeholders at large.

In March 2018, FAWE embarked on evaluation of its 2013 - 2017 Strategic Plan. This exercise revealed a number of challenges experienced by FAWE during the implementation of the strategy. The challenges included; the ever-changing socio-economic and political environment in many African countries, the enormous task of motivating and retaining membership, the increasing difficulty of mobilizing resources to attain financial sustainability especially in the context of shifting donor priorities, the demand for building up institutional capacity to increase the organization's effectiveness in implementing its mandate and, staffing constraints at the Regional Secretariat (RS) which affected the organization's ability to support and closely monitor delivery of its strategy. These findings significantly informed the development of this Strategic Plan.

A representation of eighteen (18) out of thirty four (34) chapters were interviewed during the development of this strategy, namely; Kenya, Malawi, Sierra Leone, Senegal, Uganda, Tanzania, Ethiopia and Somalia (Eastern Africa); Rwanda (Central Africa); Zambia, Zimbabwe, Namibia and Swaziland (Anglophone Southern Africa); Madagascar (Francophone Southern Africa), Gambia (Anglophone West Africa) and Benin, Togo, Mali (Francophone West Africa). The choice of chapters was determined by regional representation, language as well as their performance in terms of implementation of the 2013- 2017 Strategic Plan. Additionally, useful information was gathered from international and national partners in the education sector/networks, government agencies, private sector and development partners advancing women and girls' education agenda in Africa. Data was collected through face to face interviews, online interviews, review of case studies and visits to chapters.

August 2018 saw FAWE convene a visioning and consensus building workshop where representatives from FAWE Africa Board, National Chapters, FAWE Regional Staff, FAWE Alumni, Ministry of Education Officials of four (4) member countries (Kenya, Malawi, Sierra Leone and Senegal) among other key FAWE partners agreed on the theory of change and the key pillars on which to anchor the new strategy. The draft plan was further presented to the FAWE National Chapters for validation in October 2018. The 60th FAWE Africa board meeting held in March 2019 in Nairobi, Kenya approved the FAWE Strategic Plan 2019 - 2023.

This Strategic Plan explains FAWE's work in a region where over 130 million girls between the age of six (6) and seventeen (17) face multiple challenges ranging from; low family income, reside in remote or informal settlements, girls with disability and/or belonging to a minority group, out of fifteen (15) million girls of primary school age, half may never enter a classroom and over thirty four (34) million female adolescents in Sub-Saharan Africa are out-of-school thus missing out on the chance to acquire vital skills for work, active citizenship and survival (UNESCO GMR 2016). Without a second chance, these girls will be denied equal opportunities in work and life forever.

Nevertheless, there are various efforts in place to address challenges of education in Africa. The African Union’s blueprint Agenda 2063, the Continental Education Strategy for Africa (CESA, 2016-2025), Gender Equality Strategy for Continental Education Strategy for Africa (GES4CESA 2016-2025) , the Sustainable Development Goals (SDG 4 and 5), and the Education Sector Plans for many African countries are current policies/plans that are creating momentum for change and transformation of girls’ and young women’s education. FAWE believes that nothing short of a paradigm shift and total systemic transformation of the education systems will help girls and women develop to their full potential through education and training.

FAWE’s new Strategic Plan takes adaptive and rights based approach to remain responsive to contextual changes, address emerging issues, mitigate challenges faced in education by the girl child, promote the rights and welfare of girls and women in adversity and empower them to be

self-reliant and productive members of their societies. To champion girls’ and women’s rights in dynamic environments around Africa, FAWE will remain a learning catalyst, facilitator of change processes and innovator of sustainable gender-responsive interventions.

The organization will also be guided by a robust theory of change: that when every girl and young woman is provided with opportunities to nurture skills and competencies then they can achieve their full potential; and that appropriate and holistic approaches to girls’ and women’s issues are essential to create progressive, inclusive and safe environments for them to become useful members of their societies.

Our four strategic objectives are:

1. To facilitate access to quality education and training opportunities by girls and women across Africa, in order for them to develop relevant skills to achieve their full potential in all realms of life.

Mission

To promote gender responsive policies, practices and attitudes and foster innovations that will provide opportunities for African girls and women to prosper in all realms of their lives

Vision

A just and inclusive Society in which all African girls and women have access to quality education and training to achieve their full potential.

Mission

Goal

Goal

Empower girls and women through quality education and training to give them necessary skills, competencies and values to be productive members of their societies.

Vision

Values

Core Values

- Professionalism
- Accountability
- Integrity
- Diversity
- Results oriented
- Respect for Human Rights

2. To advocate for the integration of gender responsive approaches and policies in African education systems, in order to inculcate skills and competencies in girls and women to enable them to contribute to and transform their societies.
3. To work towards a strong institutional capacity for FAWE to deliver its mandate.
4. To build vibrant research, evidence based and knowledge management systems within FAWE network so as to inform policies, new approaches and set the pace for girls' and women's education agenda in Africa.

The Regional Secretariat has consequently been organized into the following departments:

- i. Business Development (for resource mobilization and funding partnerships)
- ii. Programme Management
- iii. Advocacy and Partnership (Influencing and strategic positioning of FAWE)
- iv. Communications
- v. Research and Knowledge Management
- vi. Finance and Administration

One of the key tools for FAWE to achieve its strategic objectives, is adoption of a new business model which will ensure programmatic, organizational and financial sustainability for the Regional Secretariat (RS) and the National Chapters. This business model will also enable National chapters to scale up successful FAWE programme models, deepen impact achieved in the previous strategic plan and deliver more change at more cost-effective and sustainable rates. Important ingredients of the new business model consist of establishing a kitty of unrestricted funds, strong funding partnerships and diversified funding base. When fully operationalized, the model will address striking challenges witnessed in the implementation of 2013-2017 strategic plan.

Another key process in achieving the strategic objectives was the revision of the organizational structure that was aimed at responding to the needs of FAWE members, attract and retain qualified, committed and dedicated staff with fresh ideas and confidence to apply new initiatives and innovations, enhance an organization culture that is empowering, recommend an optimal number of staff to implement the plan, merger of teams for efficient management and to ensure the overall success of this

new strategy. Notable changes include; i) introduction of the position of Deputy Executive Director to support the Executive Director in the overall management of FAWE and to provide leadership in implementation of programmes, ii) matching job descriptions to desired programme outcomes. For instance, the Knowledge Management Officer would be responsible for scaling up FAWE's role on monitoring and evaluation, research, documentation and positioning FAWE as a resource hub on girls and women's education in Africa, iii) re-introduction of West Africa Sub Regional Office. This office hosts a majority of FAWE francophone chapters. FAWE prioritises the need to respond to the unique needs of the Francophone chapters. This decision is also an initial step towards plans to re-establish FAWE sub regional offices that represent Eastern Africa, Central Africa, Southern Africa and possible Northern Africa region.

In terms of our new programme work, FAWE will be engage in early childhood development, education of girls and women in conflict and post conflict situations, climate change and resilience in learning environments, educations for economic opportunities for out of school girls and encouraging more girls and women to take up various leadership positions in their communities.

Overall, FAWE will need an estimate budget of USD 30,122,242 to successfully implement its new strategy. This therefore calls for renewed commitment and engagement with current FAWE partners and reaching out to new and non traditional partners to support actualisation of FAWE's strategies. We have developed a robust monitoring and evaluation framework that includes accountability for results to ensure our fidelity to this plan.

We believe that the new strategy will serve as a strong entry point in the advancement of the African girls' and women education agenda and ultimately build the momentum to achieve gender equity and equality in the Continent.



Martha R. L. Muhwezi
Executive Director, FAWE Africa.



FAWE Forum for African Women Educationalists
Forum des educatrices africaines

FAWE - Ethiopia Chapter

FAWE - Ethiopia Chapter

FAWE - Ethiopia Chapter



*FAWE Ethiopia-
MasterCard Foundation
cohort II scholars'
graduation day 2018.
Photo credit: FAWERS/
Juliet Kimotho*

1. Introduction

1.1 Background

FAWE is a Pan-African Non-Governmental Organization (NGO), led by African women working towards equality in education across the continent. The organization was founded by five African women Ministers of Education in 1992 and was initially supported by development partners within the Association for the Development of Education in Africa (ADEA). Since then, FAWE has engaged with governments, local partners, schools and communities to advocate for gender mainstreaming and influence the development and implementation of policies, and interventions to promote girls' and women's education in Africa.

FAWE's Regional Secretariat (RS)/Headquarters is based in Nairobi, Kenya. The organization runs as a network of 34 National Chapters, spread across 33 countries in Francophone, Anglophone and Lusophone Africa. Tanzania has two chapters, one for the mainland and the other for Zanzibar. At the national level, FAWE members are largely drawn from the education sector though, professionals from other sectors become members by invitation. At the regional level, membership is composed of female ministers and deputy ministers of education, female vice chancellors and deputy vice chancellors, senior female education policymakers and prominent educationalists.

FAWE is governed by 11 Board members who are elected at the Members General Assembly convened every three years. The Regional Secretariat is managed by an Executive Director, who reports to the FAWE Africa Board. The Executive Director oversees the day to day operations of the Secretariat. FAWE National Chapters are similarly governed by a National Board and the chapter secretariat headed by National Coordinator or Executive Director.

FAWE has registered tremendous progress in the last five years, particularly in making the girls' education agenda remain at the top of regional/national agendas, and in lobbying for enactment of gender responsive policies and plans.

At the community level, the issues affecting girls' education have taken such prominence to the extent that there is a notion that the boy child has been neglected and excluded from some of the programmes. From the review, it was further established that there was significant reduction in dropout rates and increased retention of girls in schools supported by the FAWE national chapters, especially in basic education.

Teachers and school administrators have demonstrated capacity to implement the gender responsive initiatives and models developed by FAWE (Mothers' Clubs, Gender Responsive Pedagogy, *Tuseme* (girls' empowerment model) and holistic scholarship packages). Significantly, several NGOs, and governments (e.g. Sierra Leone, Uganda, Rwanda, Tanzania, Botswana, Zambia, Malawi, Gambia and Mali among other member chapters) adopted for replication or scale up selected FAWE demonstrative models. FAWE's Alumni Network has expanded, and in many cases alumni have demonstrated that they are giving back to their local communities and to younger girls. At the regional level, FAWE influenced the agenda of the AU's Continental Education Strategy for Africa (CESA) and developed the AU Gender Equality Strategy for CESA (GES4CESA), and remains the organization of choice for partners with interest in expanding girls' education in Africa. The successes were attributed to active engagements and viable partnerships with inter-governmental agencies and governments at all levels, funding partners, implementing partners and communities. These engagements facilitated resource mobilization, policy influencing, shared learning and technical backstopping.

However during the 2013-2017 Strategic Plan period, FAWE experienced a number of challenges including the ever-changing socio-economic and political situation in many African countries, the enormous task of motivating and retaining membership, the increasing difficulty of mobilizing resources to attain financial sustainability in a context of changing donor priorities, the demand for building up institutional capacity to increase effectiveness in implementing its mandate, and staffing constraints at the Regional Secretariat which affected the organization's ability to support and closely monitor delivery and implementation

of its strategy. Because funding from the RS was limited during this period, NCs did not align their priorities and resource mobilization strategies with FAWE RS. Despite these challenges, the organization maintained an effective working relationship with other like-minded organizations, which included sister networks, government ministries, NGOs, the African Union, and numerous donors. Their technical, financial and material support enabled FAWE to deliver services to underprivileged girls across the Continent.

This five (5) year Strategic Plan covers the period of 2019-2023 and marks a significant milestone in the life of the organization. The strategic objectives are built on what FAWE has learnt and achieved in the past. The SP intends to have girls and young women in adversity develop the skills and competencies needed to achieve and transform their communities. Significantly, the Strategic Plan is developed at a time when many organizations and governments in Africa are taking stock of their performance and are repositioning themselves to deliver goals 4 and 5 of the Sustainable Development Goals (SDGs) and the AU's Continental Education Strategy for Africa (CESA). For the last 27 years, FAWE has been evolving, learning from its successes, challenges and environmental changes as it grows in size and profile. While the previous strategic plans made tremendous achievements in enabling African women and girls access quality education, this fourth strategic plan (2019-2023) seeks to direct FAWE's focus to imparting knowledge and inculcating skills and competencies that will enable African girls and young women to be at the forefront of driving the development agenda of the African continent. The choice of FAWE's proposed interventions is informed by past experience, global trends, as well as the African Union (AU) and national governments' priorities.

1.2 Purpose of Developing FAWE 2019 – 2023 Strategic Plan

The purpose of this strategic plan is threefold: First, it provides the FAWE network with a renewed strategic focus over the next five years across Africa. The strategic plan informs all within the organization and partners, about the vision and mission, values and strategic direction of the organization. It defines a shared understanding of direction and philosophy through which all staff, members and partners will operate. Particularly, FAWE's work will be guided by the agreed statements on future direction and defined strategic objectives, against which the organization's successes and failures will be measured.



A group discussion comprising of board members, FAWE Regional Secretariat staff, National Coordinators and alumni at the validation workshop of the 2019-2023 Strategic Plan. Photo credit: FAWERS/Eric Gachoka

Second, within the current environment in Africa where political, economic and technological changes have become more rapid and extensive, this Strategic Plan provides a basic framework to enable FAWE to cope with such changes more creatively. The strategic plan will enable FAWE members, Board and staff to make critical decisions and to act boldly in the face of the various adversities facing girls and women in Africa.

Third, the strategic plan provides stability for FAWE's operations and avoids sudden programme changes. At the same time, it is flexible enough to allow the organization to align to the dynamic operating context and realign to fit within the changing needs of the organization.

1.3 The Process of Developing the Strategic Plan

The development of FAWE's 2019-2023 SP was preceded by an evaluation of the implementation the expired SP (2013-2017). The evaluation identified the achievements, challenges, impact and lessons learnt. The threats and opportunities the organization faced were also identified. This evaluation established FAWEs' relevance, effectiveness, efficiency, sustainability and the current status of the political economy in the wider context of technological and education sector trends. The evaluation further informed this new strategic plan by anchoring it in the African Union and national governments' priorities as well as the SDGs and other global education sector dynamics. The views of FAWE members, Board, staff,

representatives of the National Chapters, and partners undergird the analysis and ideas in this strategy. These were obtained through a participatory process managed by the Regional Secretariat between May and September, 2018. Consultative meetings convened by FAWE RS in Nairobi in August and late October, 2018 (bringing together the representatives from FAWE Africa Board, Regional Secretariat (RS) core technical teams and FAWE key partners) resulted in a consensus on the vision, mission, new theory of change and the key pillars of the SP.

1.4 Planning Assumptions

The following are some of the planning assumptions identified:

- a) UN and AU ready to work with and support FAWE RS;
- b) Technical and financial resources available for the strategy;
- c) National Chapters have the capacity to roll out the plan;
- d) MoE and relevant state agencies ready to work and support NCs; and,
- e) Communities ready to drop negative social norms and harmful cultural practices.





*Our Center of Excellence model outlines priority areas in ensuring girls concentrate in the classroom.
Photo credit: FAWERS*

2 Strategic Analysis

2.1 Context Analysis

Currently, there are more girls and women out of school, facing extraordinary adversities compared to the last 10 years (UNESCO, 2016). The required skills and competencies needed to succeed in life are changing frequently, driven by rapid socio-economic and technological changes. Societal needs have become more complex, dynamic and require that girls and young women develop skills, values and competences that go beyond traditional academic knowledge. It is therefore imperative for FAWE to continue promoting education access, equity and quality that respond to these rapidly changing needs. FAWE's new strategic push is to ensure that girls learn and feel safe while in school, acquire skills to effectively compete in the labor market, learn the socio-emotional and life skills necessary to navigate and adapt to the changing world, make decisions about their own lives, and contribute to the progress of their communities, nations and the world at large. FAWE believes that educating girls is a strategic development priority for Sub-Saharan Africa.

Evidence shows that educated women tend to be healthier, participate more in the formal labour market, earn higher incomes, have fewer children, marry at a later age, and enable better health care and education for their children, should they choose to become mothers (UNESCO, 2016). The cumulative impact of female education can help lift households, communities, and nations out of poverty (World Bank's *Education Strategy 2020*¹). Yet, despite the well documented benefits of educating women, 130 million girls between the age of six (6) and seventeen (17) are out of school, and 15 million girls of primary school going age — half of them living in adversity in Sub-Saharan Africa — will never enter a classroom (UNESCO, 2016). In Nigeria, for instance, there are almost five and a half million out-of-school girls, while there are over one million in Ethiopia. Furthermore,

¹ World Bank, (2011); Education strategy 2020

The first lady of Zambia H.E Esther Lungu (in yellow) viewing innovations at the FAWE Girls Education Conference exhibition booth held in August 2017, in Lusaka Zambia



over 34 million out-of-school female adolescents are missing out on the chance to learn vital skills for work and survival. The slow educational progress for African girls will have lifelong effects, as almost a quarter of young women aged 15-24 today (116 million) in Africa, who have not completed primary school, lack skills for work (UNESCO, 2016).

2.2 The Momentum to 2023

Education systems across Sub-Saharan Africa (SSA) have made tremendous progress in increasing the number of children enrolled in primary schools over the last two decades since the launch of the Millennium Development Goals (MDGs), and later the Sustainable Development Goals (SDGs). The *EFA Global Monitoring Report* (2015) and the World Bank's *Education Strategy for 2020* have both drawn attention to what they term as the crisis of "schooling without learning" across developing countries. Pritchett and Banerjee, in their 2013 article, warn that the learning crisis is "both deep and widespread" and call for nothing short of total systemic transformation of education systems. In the same vein, the African Union's long-term development blueprints (Agenda 2063) and CESA (2016/2025), as well as the education sector plans by many African countries highlight the importance of quality basic and technical education in enhancing the overall quality of the region's human capital and socio-economic transformation prospects. In this context, it goes without

saying that FAWE must re-strategize to ensure that the girls and young women it supports access quality and relevant education that equips them for today's world of work. The global compacts, regional and national development plans and sector specific strategies provide FAWE a perfect platform for pushing its agenda of enhancing girls and young women's equitable access to relevant education of good quality.

According to UNESCO GMR 2016 (Global Monitoring Report), the 'learning crisis' of our time is eroding the significant gains made in enrolment. So far, the enrolment gains are not translating into actual desired learning outcomes for millions of school children, particularly underprivileged children. An estimated 130 million children worldwide are attending school but do not attain even the most basic numeracy and literacy skills. This learning crisis provides FAWE additional opportunities to re-focus its actions for African girls and women on both enrollment and learning outcomes, so that they can acquire the 21st century skills and competencies necessary to navigate and adapt to the changing world. FAWE believes that "growth, development, and poverty reduction depend on the knowledge and skills that people acquire, not necessarily the number of years they sit in a classroom. It is for this reason that FAWE will make a paradigm shift in girls' education and training of young women by focusing on actual learning outcomes, such as competencies for the world of work, values and life skills necessary for them to participate in

the job market and to contribute to their communities and societies.

2.3 Stakeholder Analysis

Figure 1 provides an outline of FAWE’s stakeholders in Africa. In addition to cultivating new partnerships through stakeholder mapping, the organization will continue to maintain and sustain healthy relationships with organizations working to improve girls and young women’s education in the region. At the core of FAWE’s new business model is the partnership strategy which will continue to be enhanced and refined every six months in response to emerging trends, new programming needs, and expectations from our strategic allies.

2.4 SWOT Analysis

From modest beginnings, the organization has over the last 27 years grown in size and scope to position itself as the champion of girls’ and women education in Africa. The operational and external environment made up of socio-economic, legal and political factors has a strong bearing on FAWE’s performance. The factors further create challenges that the strategic plan will address in order to achieve its stated goals. FAWE believes that the achievement of the planned objectives will depend on how the identified strengths are enhanced, opportunities exploited, weaknesses managed and external threats effectively neutralized. Table 1 below shows the organization’s strengths, weaknesses, opportunities and threats:

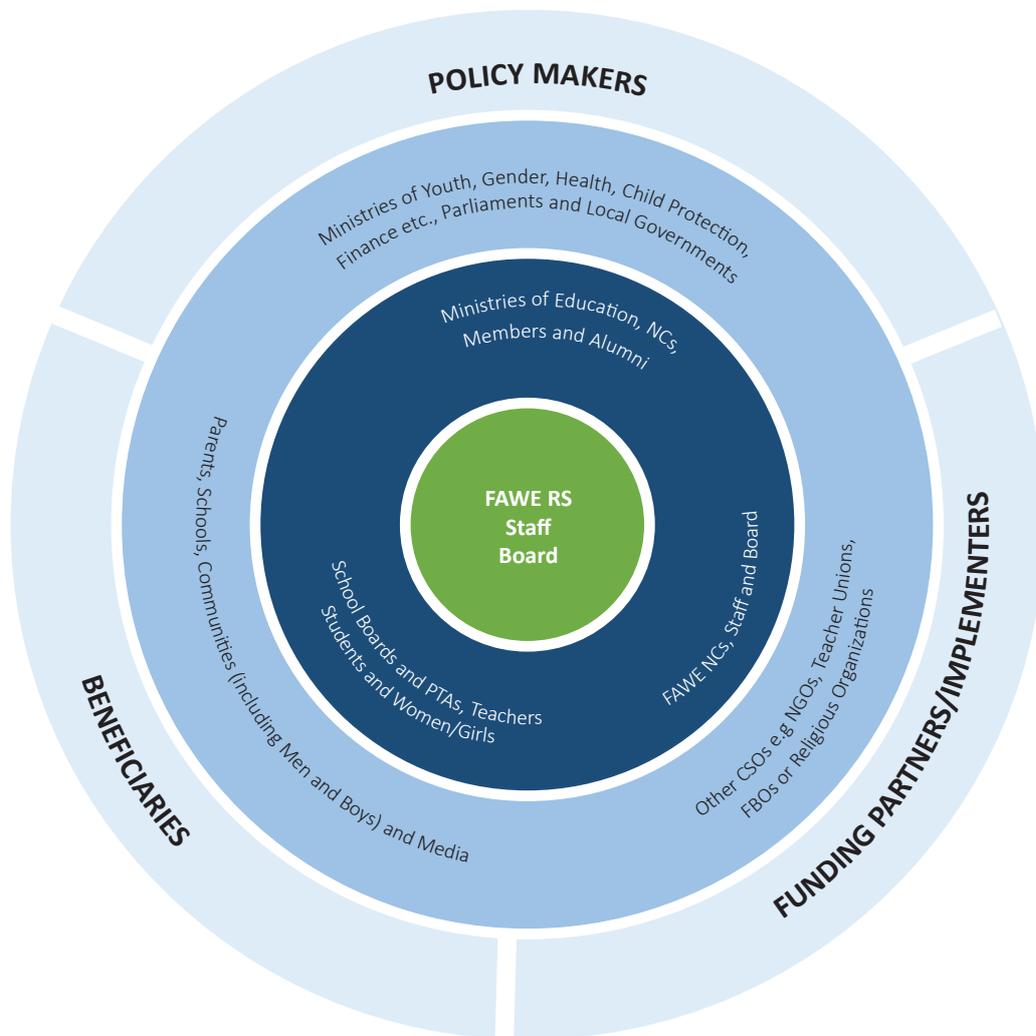


Figure 1: Outline of FAWE’s stakeholders in Africa

Table 1: SWOT Analysis

Internal factors likely to facilitate FAWE in achieving the stated strategic objectives

- ✓ Broad-based partnerships with inter-governmental agencies and governments at all levels, funding partners, implementing partners and local communities.
- ✓ Favorable political-economy of girls' education as girls' education agenda remains a priority for many partners in the region.
- ✓ FAWE national chapter Boards' and NC members' longstanding commitment to girls' education agenda is a great asset to the network.
- ✓ FAWE RS and selected national chapters' ability to mobilize financial and human resources.
- ✓ NCs close relationship with their governments particularly ministries of education, present FAWE with platforms to address gender equality matters in education across the continent.
- ✓ Robust network with active national chapters, members and alumni spread over 33 countries across Africa and in the current plan period.

STRENGTHS



External spaces, platforms, initiatives or partners FAWE can leverage on to deliver the strategy

- ✓ FAWE's presence in 33 countries offers a unique opportunity which if well exploited will promote girls' education agenda across Africa.
- ✓ Governments, through Ministries of Education, in African countries have acknowledged the need for gender responsive policies that are sensitive to the plight of girls.
- ✓ There is growing willingness by national governments to work with organizations such as FAWE in policy reforms.
- ✓ There is great potential to strengthen or form strong partnerships with other organizations with similar or complementary objectives e.g., ANCEFA, GCE, GPE, CAMFED, UNESCO, UNICEF, UN Women, among others.
- ✓ Major development partners such as the World Bank, UNESCO, UNICEF and the African Union have acknowledged the urgent need to address the crisis of "schooling without learning" by calling for nothing less than total systemic transformation of education.
- ✓ There is great potential for FAWE to expand and increase its membership pool to include all professional women interested in education and reskilling of girls.



OPPORTUNITIES

WEAKNESSES

Internal factors likely to affect, hinder or frustrate delivery of the strategy

- ✓ Board members and secretariats in some national chapters have limited capacity to mobilize adequate resources and build effective partnerships.
- ✓ FAWE RS is inadequately staffed, resulting in inadequate capacity to mobilize resources and effectively provide technical, monitoring and advisory support to national chapters.
- ✓ The absence of evidence-based technical approach which impacts negatively on the operations and confidence of strategic partners and donors.
- ✓ FAWE as a brand has been less visible than it should have been in the previous plan period due to inadequate documentation and communication of her activities, interventions and achievements.
- ✓ FAWE has no fully-fledged research unit to spearhead research activities for purposes of generating evidence to inform advocacy initiatives. An over-reliance on consultants who are quite expensive whenever there is urgency.



External factors which may hinder or undermine delivery of the strategy

- ✓ Ever-changing government priorities across the region
- ✓ While there are gender responsive policies in almost all the countries, lack of government resources to support girls' education remains a major challenge.
- ✓ Changing funding landscape of major funding partners may greatly affect the operations and implementation of FAWE programmes, even though the political-economy of girls' education is likely to remain favorable over the SP period.
- ✓ Over-dependence on the traditional donors without diversifying to other funding opportunities like local businesses, corporate foundations and leveraging the government funds like constituency development funds (CDF) in Kenya for example.
- ✓ The growing perception that FAWE and the AU/CIEFFA are pursuing the same mission and competing for the same resources.



THREATS





Our Tuseme youth empowerment model encourages girls and boys to be change makers in their own right.

Photo credit: FAWE

3 Strategic Direction

The strategic direction of FAWE comprises the mandate, vision, mission, core values, strategic objectives and strategies.

3.1 Mandate

FAWE's mandate is to engage with governments, schools, institutions and communities to develop and implement policies and practices that promote girls' and women's education.

3.2 FAWE's Vision, Mission and Goal

Vision

A just and inclusive Society in which all African girls and women have access to quality education and training to achieve their full potential.

Mission

To promote gender responsive policies, practices and attitudes and foster innovations that will provide opportunities for African girls and women to prosper in all realms of their lives

Goal

Empower girls and women through quality education and training to give them necessary skills, competencies and values to be productive members of their societies.

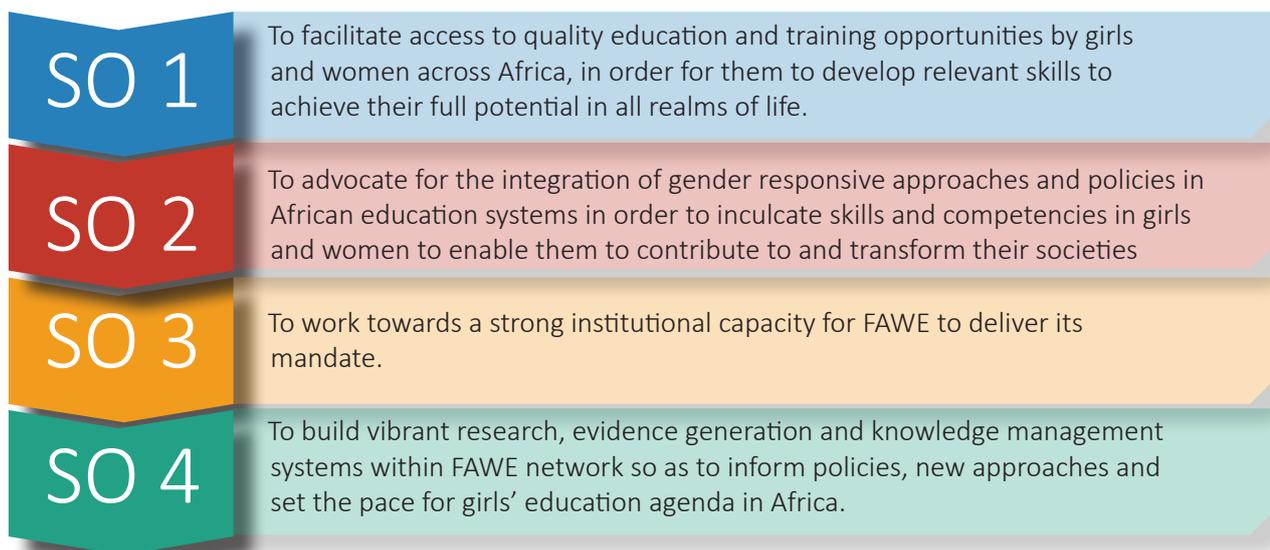
3.3 Core Values

Our core values are:

- Professionalism;
- Accountability;
- Integrity;
- Diversity;
- Results oriented; and
- Respect for Human Rights

3.4 Our Strategic Objectives

FAWE will endeavour to achieve the following four strategic objectives during the strategic plan period.



3.5 Our Key Result Areas

Aligned to the four strategic objectives above, the eight strategic results or pathways to change for this plan period will include:

- i. Successful models on girls' education documented and scaled up
- ii. New models in selected areas innovated and tested
- iii. Education policies, plans and budgets are gender-responsive
- iv. Community engagement is robust in addressing issues affecting girls and women
- v. Improved evidence and knowledge management on gender issues in education
- vi. Documentation and shared learning
- vii. Organizational and network strengthening
- viii. Robust resource mobilization and new business initiatives

3.6 Our approach

Informed by the regular political economy and education sector analysis, FAWE will adopt an **adaptive programming approach** throughout the SP period in order to remain responsive to contextual changes, address emerging issues, mitigate cause/effect of girls' and women's education, promote the rights and welfare of girls and women in adversity and empower them to be self-reliant and productive members of their societies. Consequently, the organization will blend this approach with the **rights-based approach** to the development in order to focus on championing enabler rights of girls and women in dynamic environments around Africa. FAWE will seek to remain a learning catalyst, facilitator of change processes and innovator of sustainable gender responsive interventions during this strategic plan period. In order to deliver this SP, FAWE will be guided by **the new business model**, to focus on mobilizing financial and human resources within and out of Africa through strategic partnerships with international development partners, UN bodies, regional economic communities (RECs), national governments, local communities, businesses, philanthropists and FAWE beneficiaries.



THE INSTUTIONS OF MARRIAGE

Marrige is a formal union between a man and a woman who have agreed to live together as husband and wife. In this union the give brought all the procedures recognized by law.

PURPOSE OF MARRIAGE It provides the individual of love, comfort, affection, consultation and generally a relative peace of mind. Through this the couples are able to discuss private or personal issues.

PROBATION ON CHILD BEARING It is a moral obligation for every normal person to many and bear children so that the society does not get extinct.

LEGITIMATE AVERAGE FOR MARRIAGE Marriage average provides a legitimate avenue for sexual satisfaction - Sexual intercourse is important aspect of marriage because it is through sexual intercourse that children are born into family.

A FAWE Ghana beneficiary from Nsaba Girls School in Ghana. Photo credit: FAWERS/Nancy Wong



*Africa Ministers of Education at the International Girls Education Conference convened by FAWE in August 2017 in Lusaka, Zambia.
Photo credit: FAWERS/Larissa Byll Cataria*



4 Our Strategic Focus and Activities

4.1 Our Theory of Change

Working closely with strategic partners, state agencies, families, teachers, local communities, alumni, members and other key stakeholders, the FAWE network will create and contribute to positive change that is favorable to girls and young women in their societies across Africa. At FAWE, we believe that when every girl and young woman is provided with opportunities to nurture skills and competencies then they can achieve their full potential; and that appropriate and holistic approaches to girls' and women's issues are essential to create progressive, inclusive and safe environments for them to become useful members of their societies.

Our outcome statement on girls and women in Africa is; empowerment through education and training with relevant knowledge, skills, values and competencies needed to achieve their full potential. This will be realized through four intermediate outcomes: improved access to quality education and training; responsive systems, plans and budgets; robust research and evidence; a vibrant and capable network. We will pursue eight pathways to these outcomes as outlined in Figure 2 and detailed in the subsequent section on Key Result Areas (KRAs) and Possible Interventions. Key Performance Indicators (KPIs) for each of the KRAs are outlined in Annex I in Chapter 6.

4.2 Key Result Areas and Proposed Interventions

SO 1: To facilitate access to quality education and training opportunities by girls and women across Africa², in order for them to develop relevant skills to achieve their full potential in all realms of life;

a) Scale up successful models on girls' education

During this plan period, FAWE intends to undertake reviews, analysis and costing of at least five successful interventions from the past strategy period. The five models which will be targeted in this period include; gender responsive pedagogy (GRP); girls' mentorship and scholarships; youth empowerment; technical, industrial, vocational education and training (TIVET); and science, technology, engineering and mathematics (STEM). Brief details on these models are outlined in the Glossary

² especially those in extreme adversities



section on page 41. The resultant documentation will be used to inform FAWE's own scale-up efforts and for lobbying and influencing other partners to take up, mainstream, replicate and push to scale the successfully tested models.

b) Innovate and develop new gender responsive models

In addition to the existing models, FAWE intends to innovate new gender-responsive business models that will address current and emerging needs of girls and women. The models will be in the areas of early childhood development, reproductive health rights, child protection (prevention and response to violence against girls in school), early marriages

and pregnancies, out of school children, non-formal education, school-based gender related violence, climate change and resilience within learning environments. The innovated models will integrate social systems approach for ease of pushing them to scale when there is enough evidence on their feasibility. On the other hand, the previous models such as GRP, mother clubs, TIVET, STEM and *Tuseme* will be re-modelled to integrate emerging issues. FAWE will also seek to respond to emerging challenges to girls' education including early child marriages and pregnancies, child abuse and emergencies.

c) Community mobilization and engagement

FAWE, through its national chapters, intends to continue engaging local communities in addressing issues affecting girls and young women. The NCs will be supported to undertake local campaigns through community media, traditional leaders and champions. The NCs will draw up context specific community campaign plans aimed at addressing harmful cultural practices affecting girls/women such as early marriages, female genital mutilation (FGM), teenage pregnancies and school related gender based violence. FAWE will further engage political, religious, traditional and opinion leaders in elaborate community driven campaigns to influence them to eradicate harmful cultural practices. FAWE will come up with alternative approaches to rites of passage and other sustainable ways of promoting education of girls and women. In addition, FAWE intends to work with local groups for mothers, youth and fathers to put pressure on communities to provide girls, especially those living in adversity, with opportunity to learn and feel safe while in school, complete all levels of education with skills to effectively compete in the labour market. Efforts will be made to re-model the existing mother groups so that they are all inclusive. The organization intends to join/form local networks and work with like-minded organizations to promote community approaches that empower girls and women to take actions in improving their plight and fighting negative practices targeted at them. FAWE will explore the use of participatory approaches such as REFLECT (Regenerated Freirean Literacy for Community Empowerment techniques) as a proven community empowerment approach. FAWE will work to foster and promote girls' and women's agency to mitigate obstacles stopping them from accessing quality education.

The proposed activities, indicators and tentative costs are contained in Annex 1.

SO 2: To advocate for the integration of gender responsive approaches and policies in African education systems in order to inculcate skills and competencies in girls and women to enable them to contribute to and transform their societies.

a) Advocacy and policy influence for gender responsive policies, plans and budgets

FAWE will continue to advocate for and monitor implementation of AU's CESA and agenda 2063, engage with RECs (EAC, SADC and ECOWAS) on issues affecting girls and young women and support NCs in their advocacy efforts to engender education sector and other relevant policies, plans and budgets. Similar to the SADC gender policy, FAWE will work with East African Community (EAC) and Economic Community of West African States (ECOWAS) to develop sub-regional girls' education policies based on the GES4CESA. This is in line with the African Union's call on heads of states, governments and regional bodies as listed, to make the development of infants and young children an urgent priority (as contained in AU's Agenda 2063).

List of Regional Bodies

- Arab Maghreb Union (UMA)
- Common Market for Eastern and Southern Africa (COMESA)
- Community of Sahel-Saharan Common Market for Eastern States (CEN-SAD)
- East African Community (EAC)
- Economic Community of Central African States (ECCAS)
- Economic Community of West African States (ECOWAS)
- Intergovernmental Authority on Development (IGAD)
- Southern Africa Development Community (SADC)

The proposed activities, indicators and tentative costs are contained in Annex I.

At regional and national levels, FAWE will also engage with development partners such as UN bodies, the World Bank, the African Development Bank, Foundations and Bi-lateral agencies not only to prioritize girls' education and invest in systemic transformation of education for the purposes of addressing the current crisis of "schooling without learning", which more than anything else greatly affects girls and women. FAWE will endeavor to strengthen the role of

FAWE Africa members to influence policies and practices at regional, international and global levels. At the national level, all NCs will be supported and encouraged to join local EFA networks, girls' education movements, technical working groups and become active members of Local Education Groups (LEGs) in their respective countries.

SO 3: To work towards a strong institutional capacity³ for FAWE to deliver its mandate

FAWE will be restructured and re-organized for the purposes of having a strong and vibrant network in Africa. To achieve this, FAWE RS will position herself as facilitator and capacity builder. In particular, the following will be considered:

- (a) **Improving technical capacity of RS and NC staff:** The organization intends to focus on improving capabilities, skills and knowledge of staff at the regional secretariat and the national chapters. FAWE will prioritize performance contracting and capacity development of staff in the areas of resource mobilization, project design and management, report writing, advocacy and communication, rights-based approach to programming, gender issues and financial management. Another priority area of capacity building will be in policy, planning, budgeting and data literacy so as to facilitate the NCs engagement in the local education groups (LEGs) which is critical because they are the education sector coordination and dialogue mechanism that is at the core of sector planning and piloting at national level. To effectively deliver the capacity building mandate, FAWE will strengthen the institution by recruiting skilled and experienced professionals to drive the agenda of strengthening the national chapters. Furthermore, FAWE will tap into the existing pool of experienced members and alumni, at the national and regional level to provide services at limited cost or on pro-bono basis.
- (b) **Membership mobilization and leadership development:** - FAWE has a pool of experienced and qualified members as additional resource persons to support strategic plan implementation and governance. During this strategic period, FAWE will create new national chapters, develop a tracking system for alumni and intensify the recruitment of members at the regional and national levels. The regional secretariat and national chapters will have set targets and the national chapter with the highest paid up membership will be

awarded during the General Assembly. Membership will be open to professional women from all sectors, particularly those with a track record of ensuring that girls and young women in Africa acquire relevant skills for the world of work. Some of the interventions FAWE plans to undertake are recruitment and maintenance of more members and sustaining the interest of current members by engaging them in FAWE activities, organizing annual marketing campaigns to raise FAWE's profile, organizing outreach activities targeting relevant networks and professional associations e.g. teacher unions, law societies, association of engineers and education coalitions among others. Through membership drives and mobilization, during this plan period, FAWE will seek to increase and expand its membership base across Africa. FAWE plans to aggressively bring on board new members and revitalize the FAWE passion. The organization will also seek to improve resource mobilization, policy development and oversight/management skills for regional and national boards.

FAWE also seeks to revamp her sub regional offices beginning with West Africa and possibly scale-up in Eastern, Central, Southern and Northern Africa regions.

- (c) **Strong linkages and revamped alumni:** FAWE further intends to strengthen the linkage between the national chapters, especially the executive committees and the regional board, for purposes of having a functional, coordinated and unified organization. Over the years, the organization has realized an emerging disconnect between national chapters and the regional body. During this strategic plan period, FAWE will strengthen alumni associations: All the NCs will facilitate registration of alumni associations with national authorities and support them to plan for and carry out relevant activities throughout the year including recruitment of more members. NCs will be requested to host alumni associations for a period of two years and engage them in chapter activities and other relevant local campaigns on voluntary basis (pro-bono) as a way of giving back.
- (d) **Using FAWE new business model to mobilize new resources:** FAWE intends to increase her resource base by carrying out a series of fundraising events, mapping out local and international donors, and proactively engaging and linking with local donors to support girls' and women's education. FAWE will tap into the recently launched African Girls Education Fund (AGEF) to leverage on her (FAWE's) resource mobilization. In this strategic plan period, FAWE will use a road map of three steps determination of resource gaps, analysis of external environment and matching potential

³ capacity in this case may stretch from networking, advocacy, resource mobilization, leadership, programming (technical), VfM, MEL to financial management fields, among other areas of interest to FAWE

donors with unfunded outcome areas in the new business plan. Details of how to expand our resource base over the plan period are contained in the new business model in Chapter 5.

The proposed activities, indicators and tentative costs are contained in Annex 1

SO 4: To build vibrant research, evidence generation and knowledge management systems within FAWE network so as to inform policies, new approaches and set the pace for girls' education agenda in Africa

a) Regional knowledge hub for evidence on girls' education and empowerment of women

At the regional secretariat, FAWE will commission and coordinate an annual political economy and trends analysis to produce an Annual State of Girls' Education Report for Africa. In addition, FAWE will prepare guidelines and tools for NCs to use in tracking national education plans and budgets. Highlights from national plans and budget analysis will be consolidated into a regional learning paper on patterns and trends in the education sector planning and financing annually and will be used to lobby for reforms on planning and financing girls' education at regional, sub-regional and national levels. FAWE will also seek to promote and leverage the use of Information and Communication Technology (ICT) for documentation and shared learning within the FAWE network. The generated evidence will be used to inform annual advocacy strategies and influence policy processes and decisions in favor of girls and women. In addition to using the evidence for policy engagement, robust and real time evidence will also be used in promoting learning within the network and raise FAWE's profile at regional and national levels, making the organization regain the technical and thought leadership positions once held in regards to gender and girls' education matters. This will be coordinated by the Monitoring Evaluation and Learning team in the new Research and Knowledge Management Department.

b) Establish linkages and build strong partnerships with Research Institutes, Think Tanks and Universities

The organization will seek active and structured partnerships with relevant and selected research institutes, think tanks and universities at regional and national levels. This will be coordinated by our

Research and Knowledge Management Unit and guided by clear terms of reference spelt out in specific MoUs (Memoranda of Understanding). The linkages and partnerships will seek to achieve the following objectives:

- i. Develop joint research proposals, strategies, work plans and raise funds to support delivery of joint research activities
- ii. Jointly lead annual political economy and trends analysis
- iii. Jointly write and publish annual state of girls' education reports in Africa
- iv. Prepare and update guidelines and tools for budget and financial analysis
- v. Undertake joint initiatives to promote learning and adaptation across FAWE network through different platforms and approaches e.g. regular webinars, skype conferences, learning papers and other related knowledge products
- vi. Build capacity of RS and NC staff on research, policy analysis, documentation and knowledge management
- vii. Undertake joint top-notch research and training consultancies

The proposed activities, indicators and tentative costs are contained in Annex 1.

Important Guiding Notes

FAWE RS will work through the NCs in delivery of all the SOs and remain a facilitator and capacity builder throughout the plan period; NCs to contextualize interventions to be relevant in each country;

FAWE RS will seek to establish a database of skills across the FAWE network, which will be updated once every year

 **FAWE** Forum for African Women Educationalists
Forum des éducatrices africaines

Towards Gender Equality in Education :
Positioning youth to champion Africa's Education agenda

CONFERENCE ON
EDUCATION IN

l'égalité
Position

&
23

MINISTER OF
GENERAL EDUCATION
ZAMBIA

MME. ANN THERESE
NDONG- JATTA
UNESCO

HIS ROYAL HIGHNESS
CHIEF CHAMU

*H.E Esther Lungu First Lady of Zambia (in yellow) alongside Dennis Wanchinga- General Education Minister, Mme Ann Therese Ndong Jatta-Director UNESCO Regional Office for East Africa and H.E Professor Sara Agbor- Commissioner AU HRST officiating the opening session of the FAWE convened Conference on Girls Education in Africa held in Lusaka, Zambia.
Photo credit: FAWERS/Larissa Byll Cataria*



5 Organisational Implications for SP Implementation

5.1 Leadership and Management Structure for 2019-2023 Strategy

The implementation of the 2019-2023 Strategic Plan calls for commitment by the entire network, RS, NCs, Boards, members and alumni to enhance the organization's operations. Specific decisions, with far reaching consequences, will be made to ensure that the organization remains relevant to its stakeholders.

5.1.1 FAWE Boards of Management

The organizational structure has been reviewed for the purposes of strengthening it to be responsive to the needs of members and to ensure effective implementation of this strategy. As a key enabler for effective strategy implementation, the structure has been aligned to the organizational strategic goals and objectives. The Africa Regional Board and NC boards has been reorganized to include professional women from different fields with interest in empowerment of girls and women. The proposal is to recruit and include representatives from chambers of commerce and industry teacher unions, professional societies and associations, the humanitarian sector and alumni. The NC secretariats will be expected to file their quarterly and annual reports with the regional secretariat; while on their part the NC Boards will hold policy discussions with the regional Boards every six months through skype conference calls and webinars.

5.1.2 New Structure and Delivery Departments

The delivery of this strategy will require the organization to retain a committed and dedicated staff with fresh ideas and confidence to apply new initiatives and innovations. A new position of Deputy Executive Director (DED) will be created to support the ED. The DED will also supervise all the Programme Departments to ensure proper coordination and effective execution of the Strategic Plan 2019-2023. This arrangement will free the ED from spending too much time on tracking internal controls and concentrate on strategic functions like networking, partnership building, donor relations, high-level



The FAWE TVET model enhances women and girls ability to pursue STEM oriented courses. Photo credit: FAWERS

policy engagements and representation. Based on the need to implement our goal and objectives, financial capacity, lessons learnt, the new role of facilitator and capacity builder, the organization will establish departments at the Regional Secretariat namely:

- i. Business Development (for resource mobilization and funding partnerships)
- ii. Programme Management (including implementation and oversight),
- iii. Advocacy and Partnerships (Influencing and Strategic Partnerships)
- iv. Communications
- v. Research and Knowledge Management
- vi. Finance and Administration

These departments will be headed by Programme Officers, all reporting to the Deputy Executive Director who will be reporting to the Executive Director. The department lead will form the management team at the Regional Secretariat. For this reorganization to be cost-effective, FAWE regional Board will facilitate and undertake an HR audit (Job Evaluation) of the available skill-sets and capabilities among the current staff members at the regional secretariat within the first six months of this SP implementation. The audit will also help to define the positions and to come up with the required job descriptions for each of the positions.

The proposed core functions under each of the departments will be as outlined in the Table 2 below.

Table 2: RS departments and functions

Program Management	Finance and Administration	Business Development	Advocacy	Research and KM ⁴	Executive Director Department	West Africa Sub Regional Office (WASRO)	Communications
Designs Plans and reports Implementation Oversight Monitoring Learning VfM Capacity building	Accounts Controls Budgets and reports Human resources Supply chain VfM Administration Capacity building	Business model Business plans Donor mapping New funding partnerships Proposals Donor relations VfM and reviews Capacity building	Agenda setting Strategies and plans Evidence collation Lead campaigns Communications IT Documentation Capacity building	Baseline PEAs ⁵ Partnerships Thematic studies Mid and end lines Knowledge products KM systems Capacity building	Strategic leadership and direction Capacity building National Chapter and Regional Secretariat Governance Donor relations and management value for Money accountability and transparency Programme coordination	Visibility of West Africa National Chapters Strategic Partnerships Coordination and Interlinkages of West Africa National Chapters Capacity Building	Visibility Publicity Branding Documentation Capacity Building
		Strategic partnerships with AU, RECS, UN agencies, CSO networks, foundations and other relevant Africa and global partners.					

Looking at the functions under each of the departments above FAWE will have the following personnel:

Programme Management Department (4)	Finance and Administration Department (7)	Business Development Department (4)	Executive Director Department	West Africa Sub Regional Office (WASRO) [1]
i. Designs, Innovations and Planning Officer ii. Implementation and Oversight Officer iii. Programme Officer iv. Programme Assistant Note: VfM and capacity building to cut across the five	i. Finance & Administration Director ii. Finance Officer (accounts, budgets, controls and reports) iii. ICT Officer iv. HR Officer v. Finance Assistant vi. Admin Assistant vii. Logistics Assistant Note: VfM and capacity building will cut across the six	i. Business Modeling and Planning Officer ii. Funding Partnerships and Donor Relations Officer iii. Proposals and Bids Officer iv. Resource Mobilisation Officer Note: VfM and capacity building will cut across the four	i. Executive Director ii. Deputy Executive Director iii. Executive Assistant	i. Coordinator West Africa Subregional Office
Advocacy Department (2)	Communications Department (2)	Research and KM Department (3)		
i. Advocacy and Partnerships Officer ii. Advocacy Assistant	i. Communications Officer ii. Communications Assistant	i. Knowledge Management Officer ii. Monitoring & Learning Officer iii. Research and Documentation Assistant *Note: Cross cutting - Capacity Building, Documentation and VfM		
Important Notes				
The relevant personnel will be determined after the proposed HR audit. They will be sustained or reviewed based on available resources, emerging needs and new projects.		Officers under each department will be determined based on need, required expertise and available resources or active projects.		
		FAWE Africa Board will consider the need for sub regional outposts or offices to support the regional secretariat in delivery of this strategy based on needs of different NCs, required expertise and available resources.		

The regional management structure is illustrated in Figure 3.

4 Knowledge Management
5 Political Economy Analysis

5.1.3 FAWE Network Structure

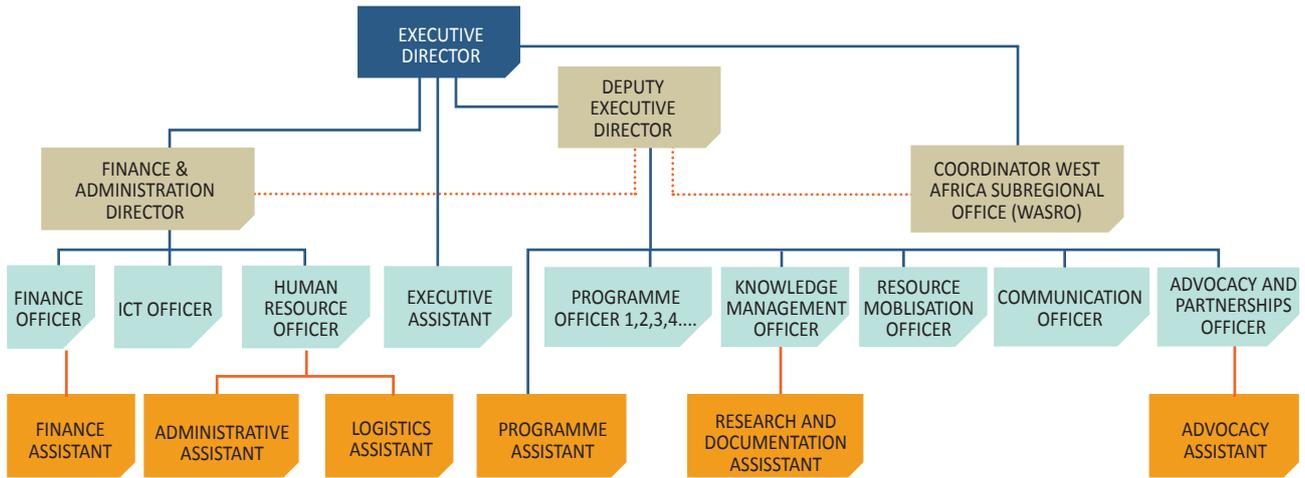


Figure 3: Illustration of the new FAWE Regional Management Structure.

As a regional network, FAWE will maintain its Regional Assembly as the supreme decision-making organ. The Regional Assembly will convene every three (3) years, bringing together all member chapters across Africa and representatives of Africa members and alumni. The Regional Secretariat in consultation with FAWE Africa Board will advise on the need to bring on board selected strategic partners based on theme, agenda and objectives of each regional assembly. When resources and opportunities allow, FAWE Africa Board may decide to convene sub regional special assemblies to look into urgent, special interest and emerging issues from time to time. Such special assembly's specific to any of the five (5) sub regions (North, West, East, South and Central) will be combined with training meetings and programme events for cost-effectiveness. Formal meetings of the Regional Assembly will be presided over by FAWE Africa Board Chair, or Deputy Chair or Board member on delegation, in case the chair is indisposed and technically supported by the Regional Secretariat.

The National Chapters will have National Boards elected by National Assemblies which will be expected to hold their meetings once every year. The National Assemblies will bring together all members and representatives of alumni. Such assemblies will be chaired by Chairpersons of National Boards, their deputies or designated members and technically supported by National Secretariats. The structure, composition and roles of different officers of National Secretariats will be determined by National Boards based on availability of resources and active

projects, but at the bare minimum there should always be a National Coordinator and Finance Officer. The FAWE network structure is shown in Figure 4 below.

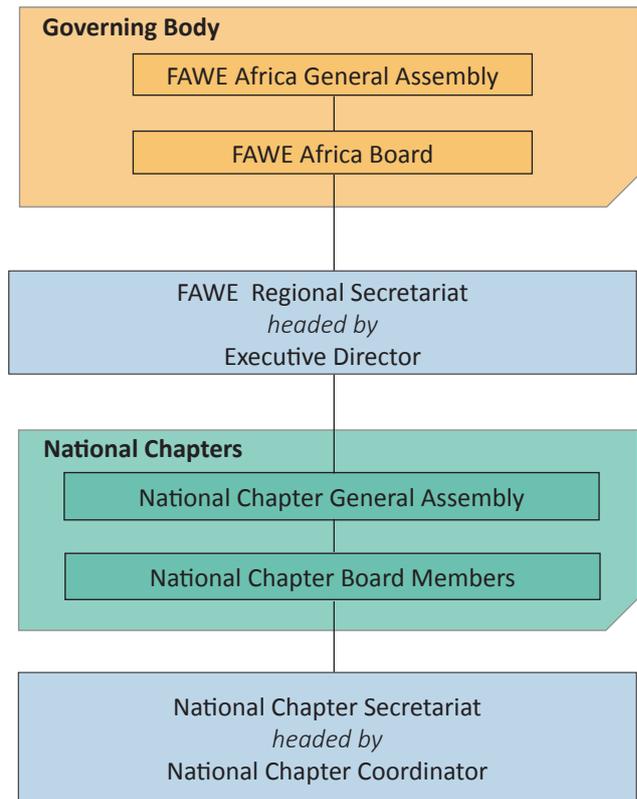
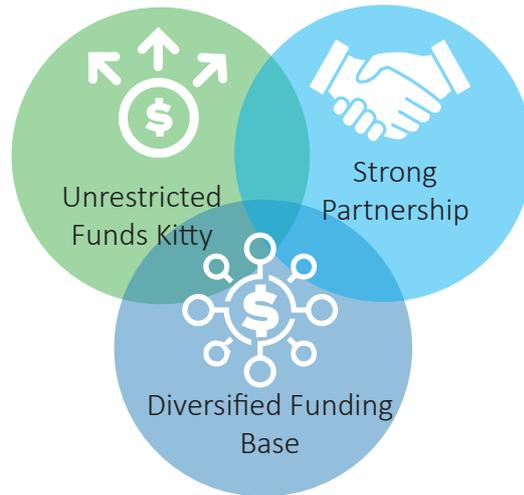


Figure 4: FAWE overall network structure

5.2 FAWE's New Business Model for 2019-2023

In order to implement this strategic plan, FAWE will develop a new business model which will ensure programmatic, organizational and financial sustainability for RS and NCs. Given that FAWE's past funding model was over-dependent on a traditional pool of donor grant sources (which have been steadily drying up), the new business model will be designed to allow FAWE RS and NCs to diversify their funding base. The new business model will propel FAWE RS to work closely with member NCs to scale-up successful models, deepen impact achieved in the previous plan period and deliver more change at more cost-effective and sustainable rates. The new business model is premised on the beacons and issues in Figures 6 and 7 below. The model will also help FAWE to develop strong relationships with stakeholders at global, regional and national levels. FAWE commits to pursue a diverse funding approach to fully finance this Strategic Plan: the full array of which will include membership fees or subscriptions; fees from technical services e.g. research, trainings and other consultancies; sales from education and research publications; rental income from office space; income from hospitality and conference facilities, income from reserves and endowment funds; grants from alumni and members, crowd funding (through social campaigns), donations and gifts

from stakeholders and supporters; cost recovery measures; grants and partnerships with local businesses; subcontracts, consortium and international aid.



5.2.1 Expanding FAWE Resource Base

Building from FAWE's cumulative experience, the organization intends to increase its resource base by, mapping out local and international donors, proactively engaging and linking with local donors to support girls' and women's education and carrying out a series of fundraising events. FAWE will leverage on the recently launched African Girls Education Fund (AGEF) to support its resource mobilization strategy. In this strategic plan period, FAWE will use a roadmap of three steps: determination of resource gaps, analysis of

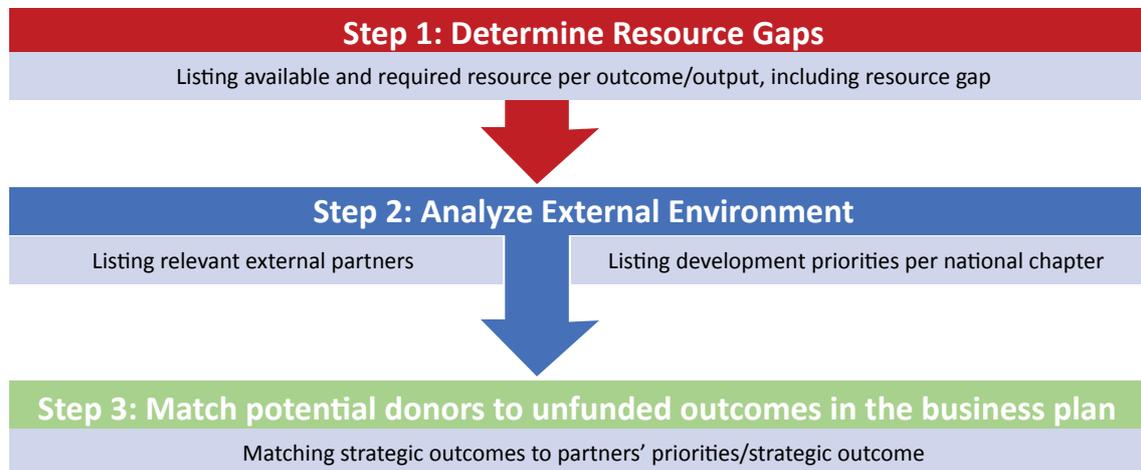


Figure 6: Steps towards expanding our resource base

external environment and matching potential donors with unfunded outcome areas in the new business plan.

Building from the roadmap above, FAWE will reshape its profiles and visibility to re-position itself as an organization of choice with local and international partners. FAWE will continue to apply and improve on the hybrid resource mobilization plan that was initiated during the previous strategic plan period, during which time the regional office undertook individual and collaborative (joint) initiatives with member NCs. The following resource mobilization and partnership opportunities will be considered by RS and the national chapters moving forward.

5.2.2 Seeking New Resources

The implementation of the Strategic Plan 2019 – 2023 will require a total of USD **30,122,242 (Thirty Million, One hundred and Twenty Two thousand, Two hundred and forty two)**. A number of strategies will be applied to mobilize these funds. Internally, FAWE will seek to raise USD **6,024,448** by expanding its self-financing sources including; enhancing membership drives, introduction of membership fees for different categories; expand rental income by constructing Phase 2 of FAWE house; alumni contributions; fundraising events like road shows,

dinners/cocktails; establishing a consulting arm to undertake research and provide other relevant technical services, partnerships with think tanks or research institutes; organizing and hosting pay-as-you attend technical/learning conferences and workshops; joining relevant consortia, networks and partnerships with like-minded institutions. Externally, FAWE will seek to raise USD **24,097,794** to support delivery of this SP. FAWE will increase efforts to bring on board new Donors and strengthen relationships with the current donors.

Deliberate efforts will also be directed at tapping the private and corporate sector as well as individuals and well-wishers. FAWE will use her credibility and network to strengthen her role in the African Girls Education Fund (AGEF) which was launched in Lusaka in 2017 and seek to leverage public funds from county and national governments in support of girl’s education. FAWE recognizes that resource mobilization has become a challenge to many organizations due to the global economic down turn. Resource mobilization will remain a significant component of this strategy because it will influence its successful implementation, delivery and impact.

National Chapters	Cross-Border	Regional Secretariat
<ul style="list-style-type: none"> • Joining relevant consortia if opportunity avails • NCs to market themselves for local and international funding. • Devise innovative ways of membership recruitment drives • NCs to work with RS to jointly target regional and international funding opportunities • Buying organisational land to build own offices • Leverage devolved funds • Target alumni to reciprocate 	<ul style="list-style-type: none"> • Joint proposal writing or consortia • Joint advocacy programmes • Bi-lateral partnerships with INGOs • Approach corporates, private foundations and individual philanthropists for grants • Bidding or applying for research, training and other consultancies • Build institutional capacities • Create resource mobilization or business development units with full time staff. • Diversify funding sources. 	<ul style="list-style-type: none"> • Continue to nurture current partnerships • Provide governance, donor compliance and finance management support to weak chapters • Introduce NCs to donors as appropriate • Preparation of multi-country programmes • Organize donor round tables for chapters and different partners • Construction of Phase two of the FAWE House whose business plan is already underway with a proposed model

Figure 7: Possible business development activities by RS and NCs

5.2.3 Illustrating the New Business Model

The Figure 8 below, which has four key pillars – building a strong profile, institutional strengthening, internal and external sources - represents our new business model.

Table 3 is a detailed summary of what constitutes each pillar in the new business model.

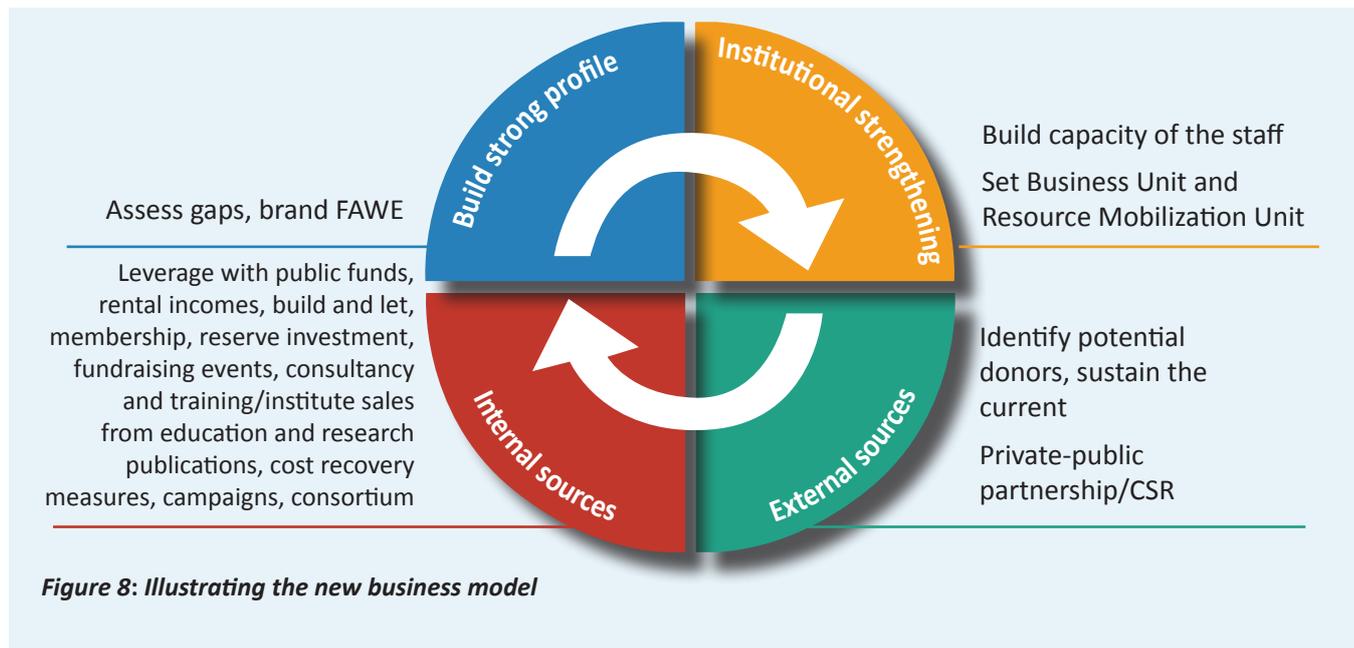


Figure 8: Illustrating the new business model

Table 3 is a detailed summary of what constitutes each pillar in the new business model.

Table 3: Details of the four pillars of our new business model

Building a Strong Profile	Institutional Strengthening	Internal Sourcing and Activities	External Sourcing
Assess gaps and bridge or address the identified gaps; brand and aggressively market FAWE as a re-brand; continue to play an active role in relevant networks; provide thought and technical leadership to relevant regional and national policy processes.	Build capacity of Boards, staff, members and alumni at both regional and national levels; set up 3 new units (business development, research, and advocacy and communications). When Boards, staff, members and alumni have improved capabilities they will seek to mobilize local communities to support FAWE activities and work with local governments to source financial support taking into consideration the competitive advantage.	Renting and leasing property/space; providing catering services; training and consultancy; building reserves; investments; sales of publications; and cost recovery measures. Others include identification of donor priorities and aligning them with FAWE priorities; seeking support from donor champions; identifying, profiling and mapping African philanthropists; lobby for referrals by partner governments, organizations that we already work with or other donors.	Fundraising events or dinners; campaigns or appeals through road shows; writing of proposals; undertaking research to find new donors (donor mapping), marketing the new SP, forming or joining consortium at national and regional levels; organizing donor round tables and conferences; RS and NCS to deliberately look for CSR support from corporates, philanthropists and friends of FAWE in Africa, Americas and Europe; developing at least one investment case per year; launching advocacy initiatives

5.3 Value for Money Policy and Framework for SP 2019-2023.

To complement the new business model, an innovative approach will be introduced. The Value for Money (VfM) policy and framework will help the organization assess the extent of the maximum benefits obtained from the goods and services the organization acquires and provides within the confines of available resource envelopes. Judgment is therefore required when considering whether VfM has been satisfactorily achieved or not. Apart from measuring the cost of goods and services, it will also take account of the mix of quality, cost/resource use, fitness for purpose, timeliness and convenience to evaluate whether or not, together, they constitute good value for FAWE, our partners and beneficiaries. FAWE RS will apply the 4Es principle in VfM analysis i.e. economy, efficiency, effectiveness and equity as defined below:

5.3.1 Value for Money Policy Objectives

The aim of this framework is to provide an effective input-process-output analysis for FAWE RS to ensure that its assets and resources are used economically, effectively and efficiently so that the organization can improve outcomes for the beneficiaries and other stakeholders and maintain evidence for what we are achieving or have achieved. At the outset of delivery of this strategy, we will focus on the economy, effectiveness, efficiency and equity indicators, understanding the initial inputs and activities that should be guided by specific VfM indicators and will continue throughout the life of the strategy.

During implementation, FAWE RS will largely be driven by focus on results and prudent management of funds. Below is an indication of how and where FAWE RS will be able to provide VfM for donors as well as several indicators that will be considered in our monitoring approach. The following set of objectives will drive VfM application throughout this plan period.

Table 4: Defining the 4Es in Value for Money Analysis

Economy	<ul style="list-style-type: none"> Careful use of resources to save expenses, time or effort (\$ to inputs)
Efficiency	<ul style="list-style-type: none"> Delivering the same level of service for less cost, time or effort (Inputs to outputs)
Effectiveness	<ul style="list-style-type: none"> Delivering a better service or getting a better return for the same amount of expense, time or effort (Outputs to outcomes/ Cost effectiveness/ \$ to impact)
Equity	<ul style="list-style-type: none"> Is equal access by all categories of beneficiary groups

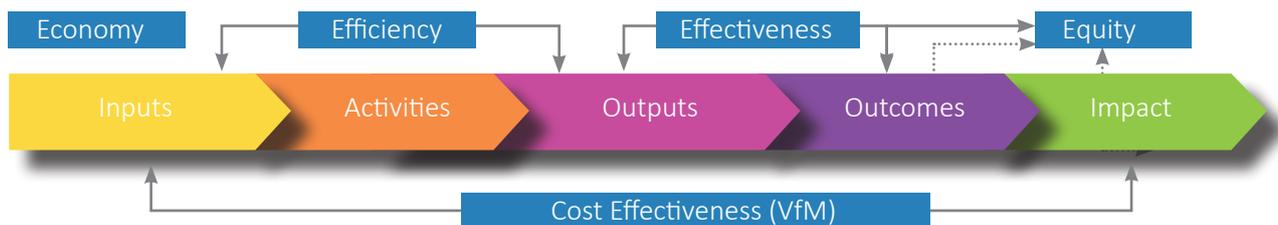


Figure 9: Four 'E's of Value for Money

- a) Develop use of business intelligence to inform our decisions by better understanding of our cost drivers, how these relate to performance and compare to others.
- b) Integrate Value for Money principles within existing governance, management, strategic and operational planning and review processes.
- c) Ensure all staff understand what Value for Money is and how this can be achieved. Enable and encourage them to see Value for Money as part of their routine activities.
- d) Improve our approach to procurement and obtain maximum benefit from goods, works and services procured.
- e) Promote and embed a culture of continual improvement and Value for Money.
- f) Actively demonstrate our commitment to Value for Money to all stakeholders.

5.3.2 Value for Money Indicators

Table 5: Value for Money indicators

VfM Pillar	Definition	Description	Illustrative VfM Indicators
Economy ($\$$ to inputs)	Economy – is careful use of resources to save expenses, time or effort.	Continually improve service offerings, utilise resources fully, and realise potential savings from economies of scale and scope in our programmes.	<ol style="list-style-type: none"> 1. Average fee rates; unit costs 2. Percentage of consultants that are national 3. Percentage of consultants that are long-term 4. Admin costs as percentage of total spend 5. Cost savings ($\\$)
Efficiency (inputs to outputs)	Efficiency – is delivering the same level of service for less cost, time or effort.	FAWE RS to work with the right international and local implementing partners, and adopt the right systems and processes. FAWE RS already established relationships with key national and regional stakeholders and drivers of change will ensure efficiency of our activities.	<ol style="list-style-type: none"> 1. Average cost per partnership 2. Partner leverage ratio 3. Percentage of partnerships resulting in sustainable practice change 4. Satisfaction rating of partners and national chapters.
Effectiveness (outputs to outcomes) Cost Effectiveness ($\$$ to impact)	Effectiveness – is delivering a better service or getting a better return for the same amount of expense, time or effort.	FAWE RS to focus on setting measurable output milestones and outcomes. Achieve lasting change in communities, institutions and behaviour of individuals, leaving behind systemic change. Ensure that measurement systems, programme analysis and the understanding of education systems, look beyond the implementation period and achieve sustainable outcomes. Ensure that programme impacts are not achieved at the expense of other values.	<ol style="list-style-type: none"> 1. Number of women with access to education. 2. Number of women with improved access to education per $\\$1$ spent 3. Number or % of girls and young women with necessary 21st Century skills. 4. Number of beneficiaries per $\\$1$ spent (cost-benefit ratio);

VfM Pillar	Definition	Description	Illustrative VfM Indicators
Equity	Equity – is fairly distributed access by all categories of beneficiary groups	Ensure that benefits of FAWE RS are fairly distributed by undertaking systemic interventions that are inclusive of the poor and marginalised women. Pay specific attention to the inclusion of women and other marginalised groups, who are particularly underserved but also provide a huge potential for contribution to transformation of their societies if targeted appropriately.	Percentage of beneficiaries that are poor, female, young, old, rural, peri-urban and urban.

5.3.3 FAWE’s Approach to Value for Money

Different approaches to measuring VfM will be appropriate at different stages of the strategy and useful VfM evidence will require a range of measures. It is envisaged that quantitative and qualitative data on the VfM indicators will be collected, analysed and results interpreted on an annual basis. FAWE RS will take a parallel but mutually reinforcing approach to measure VfM achievement, at regional and national chapter level, programme level and at partnership level. At regional level, data on VfM indicators will be collected to measure the overall strategic performance. At national chapter level, data on VfM will be collected to reflect the partner scenario in achieving or seeking to achieve VfM in terms of the culture of the chapter, adopting good practices, clearly defining the chapter’s aims, strategies and policies, institutional accountability, together with appropriate controls and oversight. At the level of FAWE RS, the assessment of VfM will take many forms and will include benchmarking an activity against similar activities in other organizations by reporting on indicators.

5.3.4 Value for Money Reporting

Once in a year, in the last quarter of the year, FAWE RS will constitute a team with adequate orientation to VfM at a minimum. The VfM reporting tool will be completed by a team comprising four (4) staff with skills in the following: VfM orientation, MEL skills, Programme and Finance Management. To complete the report, a score will be filled in each statement that is applicable and relevant. Each answer should be supported by evidence and examples, to be summarised in the supporting Value for Money Report. Other qualitative observations should also be recorded

in the report to corroborate evidence. In preparing their answers, the evaluators should conduct interviews with relevant FAWE RS staff and review relevant FAWE RS documents such as finance manual, project management or operations manual, intervention strategies, and any other relevant documentation.

5.4 Monitoring, Evaluation and Learning (MEL)

5.4.1 Performance Measurement Framework (PMF)

A template for data aggregation and reporting has been designed and is attached for use by RS MEL Team in tracking results and measuring performance of the strategy every quarter. It is based on outcome and output indicators, assumptions, milestones for each year and source/type of evidence/data to be collected (the proposed PFM template is attached to this strategy as **Annex II**)

5.4.2 Regular Monitoring to ensure Fidelity of Implementation

The monitoring and Learning Coordinator under the Programme Management Unit at the regional secretariat will coordinate inter-departmental review of delivery of this strategy after every six (6) months. The purpose of these reviews will be to identify challenges, document learnings, discuss adaptation points and monitor progress with interventions and track delivery of strategic activities. As part of FAWE’s internal control process, these bi-annual reviews will focus on the following two (2) areas:

Relevance and effectiveness of approaches	Ongoing learning and adaptation
<ul style="list-style-type: none"> ❖ Work plan implementation status – extent to which activities are implemented as scheduled and as designed (fidelity of implementation) ❖ Any emerging results from the interventions (planned/unplanned, positive/negative) ❖ Follow up of potential case studies and stories of change ❖ Assessing potential for sustainability e.g. extent to which FAWE activities are being embedded into NC plans and education structures/systems 	<ul style="list-style-type: none"> ❖ Emerging lessons from implementation - what is working and why? What is not working and why? ❖ What and how local partners and schools are learning from FAWE interventions and how these lessons are being applied to improve learning. ❖ Have they adapted any approaches or activities from what they have learnt? Has that worked or is further adaptation needed? ❖ How are the key learnings being documented and shared with partners and across the network?

5.4.3 Annual Reviews and Reflections

Led by the Monitoring and Learning Coordinator, RS plans to conduct programme/strategic reviews and reflections with stakeholders as a strategy of tracking progress. FAWE will find the most cost-effective ways of engaging key stakeholders such as representatives of regional Board, RS, NCs, relevant ministries, members and alumni on reflections around successes, challenges and lessons emerging from delivering the strategy. Virtual methods such as webinars, skype conferences/calls will be employed. Outcomes of such reflections will be documented and shared with all the stakeholders who will also review any changes in the regional context (as informed by annual political economy analysis –PEA) that need to be considered in the plans for the subsequent year. During the annual review discussions (reflections), the stakeholders will reflect on the strategic assumptions vis-a-vis the other lessons to assess if there is any need to adjust designs of given programmes/projects, and whether the SP assumptions are still valid and whether there is need to change the approaches and indicators being tracked.

5.4.4 Reporting on both Processes and Results

FAWE, in this strategic plan period, will pay attention to reporting on results and impact. While processes will be analyzed for learning and adaptation, they will have minimal emphasis. A results based reporting template will be designed for use by FAWE RS for quarterly and annual re-

ports. Reporting will center on the progress as measured using the indicator milestones and results being achieved at both output and outcome levels. RS will work with and support NCs to develop their own customized results-oriented reporting templates. Tied to this will be effective documentation of what we do, writing of most significant stories of change and dissemination/sharing of achievements, challenges and learnings.

5.4.5 Baseline Study, Mid-term Review and end of Strategy Evaluation

Led by Research and Evaluation Coordinator under Research and KM unit at the Regional Secretariat, FAWE will conduct a baseline study, mid-term review and end term evaluation for the strategic plan for purposes of setting base values, tracking delivery of the plan and assessing overall impact at the end. FAWE will adopt the outcome harvesting approach during mid-term review (after year two (2) of implementation) and end of strategy evaluation (during year five (5) of the strategy) in order to obtain critical reflections and analysis of what is working/worked in which context, for which group of beneficiaries. In addition, a Qualitative Comparative Analysis Framework will be used to assess the different factors or set of factors and circumstances that led to the results achieved as well as analysis of blockers and obstacles in cases of failure.



5.5 Sustainability Principles for the New SP

Learnings from the past plan (2013-2017) will inform the delivery of this strategy and implementation of all ongoing programmes/projects. FAWE sustainability strategies will be anchored on the following eight (8) principles;

5.5.1 Sustainable Programme Designs

FAWE's core sustainability agenda will be inbuilt in our programme designs as we will seek to apply innovative techniques, ensure beneficiaries and stakeholders get more involved in implementation of interventions and work through our national chapters, members and alumni. These will ensure that core principles and approaches of FAWE models will continue to be applied at the end of this period or when project specific funding ends.

5.5.2 Sustaining Interventions and Results

Since FAWE interventions and activities will be led by national chapters, members and alumni, it is almost guaranteed that the innovations or new practices meant to improve the plight of girls and young women will continue beyond this strategy period. RS will work closely with NCs, alumni and members to find the most feasible ways to ensure initiatives are sustained.

5.5.3 Knowledge Transfer and Mentorship

Proposed actions shall be implemented by experienced RS officials working closely with experts in National Chapters, local NGOs, Ministries of Education and other relevant government agencies. In this process, they will be expected to transfer skills, experiences and new ways of working to these local experts (through mentorship and coaching), a practice which will no doubt equip them to continue supporting girls and young women even after the strategy ends. As RS officers mentor NC staff, the NCs will in turn be mentoring the local partners, young women and girls. Our mentorship approach will ensure that these mentees not only improve their capabilities but also take up new roles in supporting girls and young women.

5.5.4 FAWE's Partnership Approach

FAWE will work with like-minded organizations to scale-up, replicate and finance selected program interventions. Our commitment to working directly with NCs, government agencies, relevant ministries, local NGOs/institutions, schools, members and alumni as primary implementing partners, is in itself a sustainability strategy.

5.5.5 Strengthening Capabilities of Local Actors

FAWE plans to build capacity of the NC and staff in selected areas as a strategy to establish strong and capable staff and systems to sustain programme interventions. The capacity building initiatives and interventions we are proposing to invest in NCs and other local partners in our member countries is meant to enable all actors to carry

Our comprehensive scholarship initiative enables more girls access education opportunities and receive the quality education they deserve. Photo credit: FAWERS



on with the campaigns to address issues affecting girls and young women beyond this strategy. As we work with our member NCs, we plan to undertake due diligence or organizational capacity assessments from which capacity improvement plans will be drawn. Thereafter, the NCs will be given technical support to improve their capabilities to implement their plans during this period. NCs will be expected to do the same with their local partners. When identified gaps are addressed and capacities strengthened for local actors, interventions and results are likely to be sustained beyond the plan period.

5.5.6 Learning and Adaptation

As outlined below, both RS and NCs will be required to adopt an adaptive programming approach which will allow learning and adaptation throughout implementation of this strategy. As RS, NCs and local partners adopt new techniques and adapt learnings from FAWE interventions/ models to improve their practices, sustainability will be assured.

5.5.7 VfM as a Sustainability Strategy

FAWE will adopt a VfM approach to programme delivery and budget management, where cost-effectiveness and cost-benefit analysis will be the main driving factors in policy and programme decisions. When this happens, cost drivers will be assessed and best value for the network maintained at all times to ensure that NCs, local partners

and schools can take up some, if not all, relevant FAWE interventions during and after the strategy.

5.5.8 Financial Sustainability

During the plan period, FAWE (both RS and NCs) will purpose to carry out aggressive resource mobilization activities with the aim of raising required funds as guided by the new business model for successful delivery of this strategy. FAWE, through its various partnerships and networks will also advocate for AU, UN agencies, Ministries of Education, local NGOs, colleges and schools to prioritize activities and set aside or ring-fence some targeted resource envelopes that will support education or training of girls and young women.

5.5.9 Other Sustainability Measures will include

Beginning all projects with the end in mind by designing all projects with in-built exit strategies; starting new chapters/ reviving collapsed chapters and calling all chapters to action as they align their plans to this regional strategy; encouraging peer learning among NCs; integrating emerging issues as appropriate; revamping alumni and activating all membership categories.

Annexes

Annex 1: Work Plan with Tentative Cost Estimates

SO I: To facilitate access to quality education and training opportunities by girls and women across Africa⁶, in order for them to develop relevant skills needed to achieve their full potential in all realms of life.

Key Result Areas	Target	KPIs ⁷	Activities	Indicative Milestones & Budgets				
				2019	2020	2021	2022	2023
Successful models scaled up	5	# of models costed & packaged	Analysis, costing, documentation	1	2	3	4	5
				0	0	0	0	0
	5	# of partners mainstreaming	Scale up plans, partnerships, advocacy, delivery	1	2	3	4	5
		# of partners scaling up models; #/% increase in beneficiaries		5,964,280	5,219,265	4,198,242	2,690,278	615,270
New innovative models designed & piloted	4	# of new models designed & piloted	Identification, design, orientation of select NCs, rollout, reviews	1	1	1	1	4
		#of models taken up by NCs & partners		154,708	13,104	1,604	1,685	1,769
Community & national level campaigns	33	# of local campaigns held	Local campaigns, local leaders, community media, girls & women agency	5 NCs	5 NCs	6 NCs	7 NCs	10 NCs
		# of community leaders engaged # of girls & women directly involved #/% reached by campaigns # & type of issues raised or addressed		158,951	70,882	71,316	44,200	44,200
Administration Cost				75,000	75,000	75,000	75,000	75,000
Staff Costs (To be Inbuilt in Project Costs)				200,000	200,000	200,000	200,000	200,000
Total				6,552,939	5,578,251	4,546,162	3,011,163	936,239

⁶ especially those in extreme adversities

⁷ KPIs – Key Performance Indicators

SO II: To advocate for education systems in Africa to integrate gender responsive approaches and policies to nurture skills and competencies for girls and women to contribute to and transform their societies.

Key Result Areas	Target	KPIs	Activities	Indicative Milestones & Budgets				
				2019	2020	2021	2022	2023
Education policies influenced to respond to issues & needs of girls & women	33	# of NCs with capacity to influence policies	Set policy agenda, tools, analysis, advocacy	5 NCs	10 NCs	20 NCs	30 NCs	40 NCs
		#/% of policies reformed						
		# & type of issues emerging from these reforms		115,800	133,250	110,950	31,750	31,750
Education Sector plans integrates issues of girls and women	33	# or % of plans improved	NCs in LEGs ⁸ , joint review of plans	5 NCs	10 NCs	20 NCs	30 NCs	40 NCs
		# of NCs with capacity to influence plans						
		# & type of issues covered in the plans		20,000	20,000	20,000	20,000	20,000
Education gender sensitive budgets to address issues affecting girls and women	33	# or % of budgets tracked & gender sensitive	Finance analysis, budget tracking, budget dialogues	5 NCs	10 NCs	20 NCs	30 NCs	40 NCs
		% increase in budget allocation						
		# NCs with capacity to track budgets		10,000	10,000	10,000	10,000	10,000
Regional advocacy to influence UN, AU and RECs' policies to respond to issues affecting girls and women	5 (policy papers & direct engagements)	#/% of policies reformed	Sector analysis; policy papers; technical working groups and dialogue forums.	1	2	3	4	5
		# & type of issues emerging from these reforms						
Administration Cost				75,000	75,000	75,000	75,000	75,000
Staff Costs (to be built into Project Costs)				200,000	200,000	200,000	200,000	200,000
Total				420,800	438,250	415,950	336,750	336,750

8 Local Education Groups



Front view of the FAWE Regional Secretariat offices. Photo credit: FAWERS

SO III: To work towards a strong institutional capacity⁹ for FAWE to deliver its mandate

Key Result Areas	Target	KPIs	Activities	Indicative Milestones & Budgets				
				2019	2020	2021	2022	2023
Capacity of RS & NC staff improved in programming, MEL, fundraising, results-based reporting, ICT and governance, among other areas	15	# of RS board & staff trained # of NC boards & staff trained # & type of skills or issues covered	Needs assessment, training plan + materials, teams, roll out, reviews & reports	3 for RS (1 for board & 2 for staff)	3 for NCs (1 face to face, 2 online)	3 for NCs (1 face to face, 2 online)	3 for NCs (1 face to face, 2 online)	3 for NCs (1 face to face, 2 online)
				418,258	814,003	334,998	400,000	800,000
New units established to improve delivery of SP targets	5 full-fledged units	# new units established #old units reorganized # of new staff recruited & deployed	HR audit, skills analysis, matching skill sets with needs, deployment, new hires	Audit, analysis, matching, deployment	Annual reviews & gap filling			
				38,000	38,000	38,000	38,000	38,000

⁹ Capacity in this case may stretch from networking, advocacy, resource mobilization, leadership, programming (technical), VfM, MEL to financial management fields, among other areas of interest to FAWE

Key Result Areas	Target	KPIs	Activities	Indicative Milestones & Budgets				
				2019	2020	2021	2022	2023
New business model established & implemented	80% increase in \$	# of business plans; # of new partners \$/% increase in core funding #new resource mobilization activities #NCs supported to raise own resources	Modelling, planning, partnerships, roll out (marketing campaigns, bids, consortia)	20% increase in \$	40% increase in \$	60% increase in \$	70% increase in \$	80% increase in \$
				10,000	15,000	20,000	25,000	30,000
Current membership strengthened to fully engage in FAWE activities	70% of members engaging actively in network activities NB: Track type and value add of their actions	# of current members engaged in FAWE activities	Mobilization, awareness, updates, involvement, and space to engage	20% increase	40% increase	50% increase	60% increase	70% increase
				20,000	22,000	20,000	20,000	20,000
New members mobilized, enrolled & engaged	70% increase in membership	#number of new members by category	Roll of members at RS & all NCs; Recruitment drives; Annual updates	Roll of members & 10% from new categories	30% increase in membership	50% increase in membership	60% increase in membership	70% increase in membership
				20,000	22,000	20,000	20,000	20,000
Alumni equipped to support RS & NCs achieve their mission	60% of alumni supporting FAWE activities	# & category of alumni registered or revitalized # alumni active in RS/NC activities # NCs with effective systems to track alumni	Outreach, support alumni to plan, build linkages, registration, involve alumni in NC events, rollout of alumni plans	Alumni tracking system; registration & plans	15% increase in number of alumni & their activities	30% increase in number of alumni & their activities	45% increase in number of alumni & their activities	60% increase in number of alumni & their activities
				34,000	34,000	34,000	34,000	34,000
Administration Costs				75,000	75,000	75,000	75,000	75,000
Staff Costs(to be inbuilt on Project costs).				200,000	200,000	200,000	200,000	200,000
Total				785,258	1,183,003	701,998	767,000	1,167,000



One of our beneficiaries of the TVET initiative in Liberia fixing an engine.
Photo credit: FAWERS

SO IV: To build vibrant research, evidence generation and knowledge management systems within FAWE network to inform policies, new approaches and set pace for girls’ agenda in Africa

Key Result Areas	Target	KPIs	Activities	Indicative Milestones & Budgets				
				2019	2020	2021	2022	2023
Regional Knowledge Hub established & functional	16 documentaries or reports & knowledge products	Online regional knowledge hub with data base; # of projects or initiatives documented; # & quality of knowledge products; # of NCs capacitated in KM	Setting up hub & data base; documentation of projects; Writing knowledge products; uploads; Building capacity of NCs on KM	Hub & data base + online support to NCs	2 Documentations + 2 knowledge products + online support to NCs	2 Documentations + 2 knowledge products + online support to NCs	2 Documentations + 2 knowledge products + online support to NCs	2 Documentations + 2 knowledge products + online support to NCs
				116,436	108,039	103,850	96,204	13,133

Key Result Areas	Target	KPIs	Activities	Indicative Milestones & Budgets				
				2019	2020	2021	2022	2023
Effective Monitoring & learning throughout SP period	10 field support & monitoring visits; 5 learning events (face to face or online)		Field monitoring activities and learning events	2 field monitoring visits to NCs & 1 learning event	2 field monitoring visits to NCs & 1 learning event	2 field monitoring visits to NCs & 1 learning event	2 field monitoring visits to NCs & 1 learning event	2 field monitoring visits to NCs & 1 learning event
Robust research, analysis & evaluation to inform program interventions & policy initiatives	8 partnerships 8 studies	# of linkages & partnerships; # PMF ¹⁰ functional # & quality of new studies; # of NCs with improved research & evidence capacity	Link with universities & think tanks; PEA, baseline, mid line, end line, joint studies & capacity building	2 Linkages or partnerships; 1 thematic study, 1 initial PEA, Baseline & support to NCs	2 Linkages or partnerships; 1 thematic study, 1 PEA update & support to NCs	2 Linkages or partnership; 1 thematic study, 1 PEA update, mid line & support to NCs	2 Linkages or partnerships; 1 thematic study, 1 PEA update & support to NCs	2 Linkages or partnerships; 1 thematic study, 1 final PEA final, end line
				97,800	99,070	134,600	127,200	127,200
Effective communications and information sharing among members & partners		# & type of communication products; # & type of reports or briefs shared # of NCs with improved communication capacity	Communication plan; rebranding; online newsletters; project briefs, annual reports; project reports, videos, etc.	quarterly online newsletter; annual reports; project reports; videos	quarterly online newsletter; annual reports; project reports; videos	quarterly online newsletter; annual reports; project reports; videos	quarterly online newsletter; annual reports; project reports; videos	quarterly online newsletter; annual reports; project reports; videos
				37,200	37,200	37,200	37,200	37,200
Administration Support				75,000	75,000	75,000	75,000	75,000
Staff Costs (to be inbuilt on Project Costs)				200,000	200,000	200,000	200,000	200,000
Total				600,883	595,059	620,650	605,604	522,533

10 Performance Measurement Framework

Annex 2: Proposed Performance Measurement Framework (PMF) for FAWE SP

SP Goal	Empower girls and women in Africa through education & training with relevant skills, competencies and values they need to achieve their full potential								
IMPACT	Indicator 1	Girls are empowered across Africa with skills, competencies and values to achieve their full potential in all realms AU will play their role and closely with FAWE; WB, UN agencies and MoEs across Africa continue to focus on education & training of girls and women.						Assumptions	
		Type of data to be collected; tools for data collection & Source of evidence:							
	Indicator 2	# of girls and women to benefit from FAWE Interventions across Africa							
		Type of data to be collected; tools for data collection & Source of evidence: Research & Learning Questions:							
SO1	To facilitate access to quality education and training opportunities by girls and women across Africa¹¹, in order for them to develop relevant skills they need to achieve their full potential in all realms of life.								
OUTCOME 1	Outcome Indicators	Key processes or pathways	Baseline 2019	Milestone 1 2020	Milestone 2 2021	Milestone 3 2022	Target 2023	Assumptions	
Access to education & training opportunities increased for girls & women	Qualitative: Nature & quality of opportunities available	As in the work plan in Annex 1 above						African governments respond to FAWE and increase support to girls education; Communities mobilize girls & women.	
		Achieved							
	Quantitative: Total # of girls & women accessing opportunities	Type of data to be collected; tools for data collection & Source of evidence:							
		Research & Learning Questions							
		Achieved							
		Type of data to be collected; tools for data collection & Source of evidence: Research or Learning Questions:							
INPUTS	(USD)	(USD)	(USD)	(USD)	Totals		RS (%)		
Output 1.2	Indicators	Key Activities	Baseline 2019	Milestone 1 2020	Milestone 2 2021	Milestone 3 2022	Target 2023	Assumptions	
Successful models scaled up by NCs and other partners	1.1. # of models costed, packaged and upscaled	As in the work plan in Annex 1 above	1	2	3	4	5	Impeccable analysis on approaches & costs done; RS & NCs able to agree on models ready for scale up; local partners willing to take up & mainstream initiatives	
		Achieved							
	Type of data to be collected; tools for data collection & Source of evidence:								
	Indicator 1.2 # either mainstreamed or scaled up models;	Key Activities	Baseline 2019	Milestone 1 2020	Milestone 2 2021	Milestone 3 2022	Target 2023		

¹¹ especially those in extreme adversities

Output 1.2	Indicators	Key Activities	Baseline 2019	Milestone 1 2020	Milestone 2 2021	Milestone 3 2022	Target 2023	Assumptions
New innovative models piloted	2.1: # of new models piloted	As in the work plan in Annex 1 above	-	1	1	1	1	NCs ready to support and test new innovations; FAWE partners willing to fund new pilots;
		Achieved						
	Type of data to be collected; tools for data collection & Source of evidence:							
	2.2 #/% increase in beneficiaries	Key Activities	Baseline 2019	Milestone 1 2020	Milestone 2 2021	Milestone 3 2022	Target 2023	
		As in the work plan in Annex 1 above						
Achieved								
Output 1.3	Indicators	Key Activities	Baseline 2019	Milestone 1 2020	Milestone 2 2021	Milestone 3 2022	Target 2023	Assumptions
Community & national level campaigns	3.1: # of local campaigns held; # of community leaders engaged; # & type of issues raised	As in the work plan in Annex 1 above	5	5	6	7	10	Members and alumni ready to join hands to support NC led campaigns; Community members, champions, leaders and local media support the campaigns; Agenda for identified campaigns attractive & appealing to key actors;
		Achieved						
	Type of data to be collected; tools for data collection & Source of evidence:							
	3.2: # of girls & women directly involved & #/% reached by campaigns	Key Activities	Baseline 2019	Milestone 1 2020	Milestone 2 2021	Milestone 3 2022	Target 2023	
		As in the work plan in Annex 1 above						
Achieved								
		As per annex 1						

SO2 To advocate for education systems in Africa to integrate gender responsive approaches and policies to nurture skills and competencies for girls and women to contribute to & transform their societies.								
OUTCOME 2	Outcome Indicators	Key processes or pathways	Baseline 2019	Milestone 1 2020	Milestone 2 2021	Milestone 3 2022	Target 2023	Assumptions
Education policies, plans & budgets integrate gender and address issues affecting girls & women	Qualitative: Policies, plans & budgets integrate gender and are gender sensitive	As in the work plan in Annex 1 above	5	5	6	7	10	Policies, plans and budgets are accessible for review;
		Achieved						
	Quantitative: #/% of policies, plans & budgets improved	Type of data to be collected; tools for data collection & Source of evidence:						Technical partners ready to work with FAWE research team to conduct robust analysis;
		Achieved						
Type of data to be collected; tools for data collection & Source of evidence:								
Research or Learning Questions:								
INPUTS	(USD)	(USD)	(USD)	(USD)	Totals		RS (%)	
Output 2.1	Indicators	Key Activities	Baseline 2019	Milestone 1 2020	Milestone 2 2021	Milestone 3 2022	Target 2023	Assumptions
Education policies & plans integrating gender	2.1 #/% of policies reformed; #/% of plans improved; # & type of issues	As per work plan in Annex 1	5	5	6	7	10	Other civil society, technical and policy partners ready to work with NCs.
		Achieved						
	Type of data to be collected; tools for data collection & Source of evidence:							
	2.2 #/% of policies & plans influenced	Key Activities	Baseline 2019	Milestone 1 2020	Milestone 2 2021	Milestone 3 2022	Target 2023	
Output 2.2	Indicators	Key Activities	Baseline 2019	Milestone 1 2020	Milestone 2 2021	Milestone 3 2022	Target 2023	Assumptions
Education budgets incorporate gender	2.1 #/% of budgets are gender sensitive	As in the work plan in Annex 1 above	5	5	6	7	10	GPE gender mainstreaming guides available for use;
		Achieved						
Type of data to be collected; tools for data collection & Source of evidence:								

SO3		To work towards a strong institutional capacity ¹² for FAWE to deliver its mandate.							
OUTCOME 3	Outcome Indicators	Key processes or pathways	Baseline 2019	Milestone 1 2020	Milestone 2 2021	Milestone 3 2022	Target 2023	Assumptions	
Capacity of RS & NC staff improved in programming, MEL, fundraising, results-based reporting, ICT and governance, among other areas	Qualitative: # of staff, board, alumni & members mobilized, retooled or recruited	Achieved		3	3	3	3	Genuine capacity needs of staff, board, members and alumni identified through HR led capacity assessments & skills audits	
		Type of data to be collected; tools for data collection & Source of evidence:							
	Quantitative:	Type of data to be collected; tools for data collection & Source of evidence:							
	Changes, adaptations and transformations arising from new skills or recruits	Research or Learning Questions:							
		Type of data to be collected; tools for data collection & Source of evidence:							
INPUTS	(USD)	(USD)	(USD)	(USD)	Totals		RS (%)		
Output 3.1	Indicators	Key Activities	Baseline 2019	Milestone 1 2020	Milestone 2 2021	Milestone 3 2022	Target 2023	Assumptions	
Capacity of staff, board, alumni and members strengthened	# of new staff recruited and # staff reskilled or retooled	As in annex I						RS units able to work as a team and deliver as one;	
		Achieved							
	Type of data to be collected; tools for data collection & Source of evidence:								
	# of board, alumni and members capacitated	Key Activities	Baseline 2019	Milestone 1 2020	Milestone 2 2021	Milestone 3 2022	Target 2023	Staff ready to embrace learning culture and develop strong learning agenda	
Output 3.2	Indicators	Key Activities	Baseline 2019	Milestone 1 2020	Milestone 2 2021	Milestone 3 2022	Target 2023	Assumptions	
New business model established & fully implemented	# of business plans		20%	40%	60%	70%	80%	Donor interest on girls education and women issues sustained over SP period	
	# of new partners & amount of new resources								
Output 3.3	Indicators	Key Activities	Baseline 2019	Milestone 1 2020	Milestone 2 2021	Milestone 3 2022	Target 2023	Assumptions	
	# new members mobilised		20%	40%	50%	60%	70%	Other professionals willing to join FAWE across the region	
	# of alumni associations revamped								

12 Capacity in this case may stretch from networking, advocacy, resource mobilization, leadership, programming (technical), VfM, MEL to financial management fields, among other areas of interest to FAWE



One of our FAWE Liberia TVET beneficiaries showcasing her house construction skills. Photo credit: FAWERS

SO4	To build vibrant research, evidence generation and knowledge management systems within FAWE network to inform policies, new approaches and set pace for girls' agenda in Africa.							
OUTCOME 4	Outcome Indicators	Key processes or pathways	Baseline 2019	Milestone 1 2020	Milestone 2 2021	Milestone 3 2022	Target 2023	Assumptions
Vibrant research, evidence generation & knowledge management systems	Qualitative: knowledge hub, new studies, publications	Achieved		4	4	4	4	Think tanks, universities and research institutes willing to partner and work with FAWE
	Quantitative: FAWE regains thought leadership position across Africa	Type of data to be collected; tools for data collection & Source of evidence:						
	Research or Learning Questions:							
INPUTS	(USD)	(USD)	(USD)	(USD)	Totals		RS (%)	
Output 4.1	Indicators	Key Activities	Baseline 2019	Milestone 1 2020	Milestone 2 2021	Milestone 3 2022	Target 2023	Assumptions

Regional knowledge hub established & functional	# of projects documented & uploaded to a data base; # & quality of knowledge products; # of NCs capacitated on KM							There is sufficient capacity, interest and resources to develop and follow this through
		Achieved		4	4	4	4	
		Type of data to be collected; tools for data collection & Source of evidence:						
Output 4.2	Indicators	Key Activities	Baseline 2019	Milestone 1 2020	Milestone 2 2021	Milestone 3 2022	Target 2023	Assumptions
Robust research and evaluation	# of research linkages & partnerships; # of NCs with improved research & evidence capacity	Achieved						FAWE being sought after and FAWE seeking others for partnerships; NCs have right staff in place with interest in research & evidence to be capacitated
		Key Activities						
		Achieved						
	# & quality of new studies e.g. baseline, mid line, end line, PEAs & thematic studies	Key Activities						
Output 4.3	Indicators	Key Activities	Baseline 2019	Milestone 1 2020	Milestone 2 2021	Milestone 3 2022	Target 2023	Assumptions
Effective Monitoring & learning throughout SP period	PMF operational and used to monitor delivery of this SP		3	3	3	3	3	RS MEL team has adequate staff and resources to monitor fidelity of implementation of this SP;
		Achieved						
	Research & learning questions tracked throughout	Achieved						RS & NC teams ready for continuous learning & adaptation
		Key Activities						
	# of learning events organised; # of periodic learning papers published	Achieved						
		Type of data to be collected; tools for data collection & source of evidence:						

Annex 3: Glossary of FAWE Interventions in the Previous SP (2013-2017)

- a) FAWE's **comprehensive scholarship packages**, which enable bright students from economically disadvantaged backgrounds to enroll in school, stay on to complete the school cycle at all levels, and perform well in national examinations. Every year, about 17,000 girls and boys benefited from FAWE's bursary support.
- b) FAWE's **Tuseme (Let us Speak Out) youth empowerment model**, which enhances girls' self-esteem, leadership, social and life skills, and promotes a positive attitude amongst boys towards girls' education. *Tuseme* plays a key role in raising girls' knowledge about their sexual and reproductive health to enable them to make informed decisions about their sexual and reproductive health.
- c) FAWE's **Gender-Responsive Pedagogy (GRP)** develops the skills of teachers and school administrators, supporting them in attending to the specific needs of girls and boys. Since 2005, over 20,000 teachers have benefited from FAWE's GRP training, which contributed to the improvement in girls' retention and performance.
- d) FAWE's **Science, Mathematics and Technology (SMT) programme**. Since 2005, over 15,000 students have benefited from this programme, resulting in higher rates of girls' participation in SMT subjects, improved test scores for girls, improved attitudes amongst teachers towards girls' abilities, and positive attitudinal change amongst girls towards these subjects.
- e) FAWE's **mothers' clubs**, which enable women to advocate at the grassroots level, mobilize community support, and raise awareness on the socio-economic benefits of girls' education.
- f) FAWE's **Technical and Vocational Education and Training (TVET) - "Economic Empowerment of Girls in Post-Conflict Situations through Vocational Training"** which provides out-of-school girls with the opportunity to acquire technical, vocational and entrepreneurship skills traditionally reserved for males and incorporates entrepreneurship training and grants provision to graduates who cannot enter the formal employment sector. TVET also provides scholarships for continuing education, establishes strategic alliances among key stakeholders, facilitates the creation of graduates' associations, and conducts policy advocacy and community mobilization activities (*Source: FAWE Strategic Plan | 2013–2017 pg.14*).





*The FAWE Early Childhood Education Gender Responsive Pedagogy encourages access to compulsory basic education for children irrespective of their backgrounds
Photo credit: FAWERS*



Students from Ndejje Secondary school, a FAWE beneficiary school, in Uganda headed to their classrooms. Photo credit: FAWERS

FAWE Development & Strategic Partners





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