



FAWE

Forum for African Women Educationalists  
Forum des Educatrices Africaines

FAWE



*Annual Report 2009*



## *Our Vision*

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

## *Our Mission*

To promote gender equity and equality in education in Africa by fostering positive policies, practices and attitudes towards girls' education.

## *Hope for all African girls...*

All of the Voices... of the girls in this report share one thing: they had all lost hope. They were brilliant but they were gravely hampered by financial and social constraints that did not permit them or their families to finance their schooling. Then, they were brought to Forum for African Women Educationalists (FAWE), and there was hope again. FAWE did not stop at giving these girls hope; the role of FAWE is to help get such children back on track and help them find solutions to fulfill their educational aspirations. Bursaries are only one aspect of this support. FAWE also provides psycho-social support to girls in difficulty. It empowers them, advocates for their education, and supports them through their schooling.



# Contents

1	Introduction	9
2	Instilling Gender in Policies: FAWE's Advocacy Work	11
3	Contributing to Quality: Engendering Learning and Teaching!	17
4	Change at the Grassroots: Engaging with Community	22
5	Generating Funds and Resources	25
6	Building the Best Team: Organisational Development	26
7	Institutionalisation of Monitoring and Evaluation	27
8	Looking Ahead	28
9	Financial Report for the Period of January to December 2009	30

# List of Abbreviations and Acronyms

ADEA	Association for the Development of Education in Africa
ASHEWA	Association for Strengthening Higher Education for Women in Africa
AWP	Annual Work Programme
CCEM	Commonwealth Conference of Education Ministers
CoE	Centre of Excellence
CONFEMEN	Conférence des Ministres de l'Éducation des pays ayant le Français en partage
COMED	Communication for Educational Development
Danida	Danish International Development Agency
DED	German Development Service
DRC	Democratic Republic of Congo
EC	Executive Committee
ED	Executive Director
EFA	Education for All
FAWE	Forum for African Women Educationalists
GA	General Assembly
GIMAC	Gender is My Agenda Campaign
GR	Gender-Responsive
GRP	Gender-Responsive Pedagogy
GRS	Gender-Responsive School
IEC	Information, Education and Communication
INEE	Inter-Agency Network for Education in Emergencies
MDGs	Millennium Development Goals
MoE	Ministry of Education
MoU	Memorandum of Understanding
NC	National Chapter
NCC	National Chapter Coordinator
NGO	Non Governmental Organisation
NGTT	National Gender Technical Teams
NORAD	Norwegian Agency for Development Cooperation
PASEC	Programme d'Analyse des Systèmes Educatifs
RS	Regional Secretariat
SMT	Science, Mathematics and Technology
SP	Strategic Plan
SSA	Sub-Saharan Africa
TTC	Teacher Training College
TVET	Technical Vocational Education and Training
UNGEI	United Nations Girls' Education Initiative
UNICEF	United Nations Children's Fund



## A Word from the Chairperson

**Hon. Simone De Comarmond**

Since the turn of the century the world has been experiencing serious economic and social transformation challenges. The global financial meltdown has forced governments to review budgets and cut down on spending. These cutbacks have affected families, particularly from vulnerable groups in Africa. Education, in particular the education of the African girl, has taken a lower priority. The Forum for African Women Educationalists (FAWE), whose mission is to promote the education of girls, has had to push the throttle even harder to realize its objectives. This has meant a re-doubling of efforts to ensure that girls receive a high quality of learning, if they are to forge ahead in this highly competitive global village.

This Report is a rendition of our successes as well as our challenges. We have achieved good results in spite of the hurdles that have bestrewn our route. Our results for 2009 indicate that we have achieved what we planned to do.

- In policy advocacy, 14 National Chapters (NCs) reviewed their portfolio.
- Six countries translated gender-responsive policies into action plans, in great part, thanks to FAWE's influence.
- the Kenyan Government allocated funds in the 2009/2010 budget for the replication of FAWE's Centre of Excellence (CoE) model in 72 constituencies.
- FAWE's CoE and Gender-Responsive Pedagogy (GRP) models were evaluated for effectiveness and efficiency. These are being revised based on the evaluations' recommendations.

FAWE will strive to safeguard these gains and continue to embrace the *Education for All* agenda, to ensure Africa's achievement of the Millennium Goals. While access is still a problem in some countries, the real challenge lies in achieving equity, quality and relevance of education and training. Our strategy relies on partnership with all agencies relating to education and learning. Education ministries and institutions play a pivotal role, and thus, are our primary partners. Mutual collaboration brings positive results. Together we can crush all the barriers that impede the achievement of our mutual goals.

At the continental level, we are cementing our links with African institutions such as the African Union, the African Development Bank and the United Nations Economic Commission for Africa. These organizations recognize our work and are willing to collaborate in areas that empower African girls and women.

As women we remain true to ourselves especially in face of adversity. Our tenacious spirit and the joy of seeing our daughters develop to their full potential drives us to achieve our intent. Our National Chapters are a source of inspiration and we look up to them as torch bearers for the eventual education of all the girls in our continent. Our successful chapters have developed and sustained links with various partners. We thank all those who helped us, and by extension, the girls of Africa.

*Let us do it for our girls - they are Africa's future.*



## A Letter from the Vice Chairperson

**Hon. Aicha Bah Diallo**

Seventy-five million children do not have access to school, two-thirds of all children not attending school are girls and 33 million of these girls live in Africa. We have been fighting for many years to improve the situation and such numbers still daunt us. However we have made some progress as well, and we know that many external factors (wars, strong cultural habits, poverty, and the world economic crisis) often explain such terrifying numbers.

In 2009, FAWE Centres of Excellence (CoE) recorded positive results for girls' access, retention, performance in school and in transition to university. For example in the The Gambia, FAWE contributed to the increase in the number of girls enrolled from 24% in 2003 to 70% in 2009. In Rwanda, the FAWE Centre of Excellence (CoE) reported improved academic performance for girls in Science subjects and the number of girls transiting to university increased by 15%. In Namibia, 60% of FAWENA beneficiaries are amongst the top academic performers in national exams. Girls' retention in the FAWE CoE stood at a record high of 98 % in Namibia. In Chad 62.5% of FAWE students improved their scores in national exams.

In 2009, FAWE's Science, Mathematics and Technology (SMT) programme was successfully implemented in 74 schools and learning centres in 13 countries reaching over 4,000 students and 131 teachers. In addition to FAWE's main programmes (CoE, SMT, Gender-Responsive Pedagogy and *Tuseme*). FAWE National Chapters (NCs) implemented various gender-responsive activities at the country level, reaching over 15,000 girls through bursaries.

Nonetheless, a lot still remains to be done. FAWE needs to keep pushing for policy transformation to achieve improved retention and transition of girls at system level, as well as quality education and equality for girls and boys. We must continue sensitizing all stakeholders about the need for reducing gender disparity in our schools and communities. We must continue demonstrating what works with our different demonstrative interventions (for gender-responsive schooling, *Tuseme* for girls' empowerment, Science, Mathematics and Technology for girls, Gender-Responsive Pedagogy for teachers) so that more governments could scale up interventions, as some are already doing in a few countries. We need to foster and develop strategic partnerships with all structures (Ministries of Gender or Women's Affairs, of Youth, and of Finance; sister NGOs, as well as funding and other strategic partners) that could contribute to the reversal of gender disparities in education and improve girls' and women's empowerment.

Every time I visit an African country where FAWE has a Chapter, I am proud to see the difference we are making for girls and women, thanks to a strong partnership with governments, local and strategic partners, and communities. When I meet bright, dynamic, young girls and women, such as those featured in this report who have benefited from one of FAWE's many programmes, I smile and think about how far we have come after 17 years of promoting African girls' and women's education.

# Introduction

2009 has been an exciting one for the Forum for African Women Educationalists (FAWE) when its Regional Secretariat (RS) introduced a result-based approach and shifted the focus from activities to achievements and outcomes. This was done to ensure that the impact of FAWE's contributions to the improvement of gender equality and educational quality in Africa's systems, as well as to the EFA and MDGs is measurable and traceable.

## FAWE: 2009 Targets

- Influencing the development and adoption of gender-responsive education policies and plans in at least 10 African countries.
- Improving access, retention and performance through gender-responsive interventions at school and community levels in all Chapters .
- Supporting greater community involvement through improved communication with, and mobilization of all actors.
- Equipping FAWE NCs with skills to deliver high-quality programmes.
- Implementing a comprehensive monitoring and evaluation system to track and document progress and streamline reporting.

**Table 1: FAWE Beneficiaries in 2009**

Gender-Responsive Interventions	Female	Male	Total
Bursaries	15,426	5,344	20,770
Tuseme	8,950	2,028	10,978
CoEs	6,243	3,456	9,699
SMT	3,690	-	3,690 <sup>1</sup>
GRP for Teachers	311	410	721
Girls' Awards	468	-	468
Others	18,162	-	18,162
Total	53,250	11,238	64,468

Throughout 2009 FAWE made contributions through policy briefs, paper presentations, strategic collaboration with like-minded organizations to inform global debates towards attaining the Millennium Development Goals (MDGs) and EFA gender goals. The number of solicitations for partnering, submitting joint proposals and requests for FAWE publications has increased. It is clear that FAWE's intellectual contribution to the field of gender in education is valued and respected<sup>2</sup>. Twenty-one FAWE National Chapters (NCs) are at various stages of

<sup>1</sup> Reduction due to programme beneficiaries graduating or leaving school, and the fact that implementation is devolved to chapters and schools. The last grant from the RS was given in 2008. However programme materials will be reviewed and revamped and a partnership with SMASSE established to integrate the gender dimension into their SMT teacher training programme.

<sup>2</sup> Collaborations with the University of Cambridge's Centre for Commonwealth Education resulted in a research project focused on positive factors of retention and performance for girls' education in Eastern Africa.



“I was lucky enough to have been born into a family with a mother who knew the importance of education. Despite the fact that we were very poor, she insisted that my father took all of us nine girls to school. After my father’s death, everyone in the village told my mother that she should get us married because she could not afford our school fees anymore. All hope vanished; I was desperate because I wanted to pursue my studies. Then I met with FAWE,” says Caroline Kanyago Kalogala, fourth-year law school student at Makerere University.



“My mother was sick and could not do much agricultural work to support us anymore. I was staying with my aunt who was poor as well and could not support my school fees. I thought it was the end of the story for me as far as going to school was concerned. I was desperate and did not know who to turn to anymore,” says Doreen Muhumure, a law student who met with FAWE at the right moment in her life.

transforming 23 ordinary schools into gender-responsive schools, and continue to make steady progress. In 2009, 64,468 students and teachers benefited from gender-responsive interventions compared to 48,357 beneficiaries in 2008 (Table 1). This Annual Report captures the progress made by the FAWE network towards achieving the results set for 2009.

Most of FAWE’s programmatic work is made possible thanks to core funding by the governments of the Netherlands, Norway, Finland, Ireland, the World Bank through the Association for the Development of Education in Africa (ADEA), UNESCO, and countless private individuals. In addition FAWE receives programmatic grants from Danida, the Rockefeller Foundation, the Ford Foundation, UNICEF, UNGEI and other partners. We are deeply grateful to all our funding and strategic partners and all FAWE stakeholders for and their continued support to our work. We appreciate the visionary understanding that FAWE can make a substantial contribution to improving education opportunities for girls and women in Sub-Saharan Africa.



## Instilling Gender in Policies: FAWE's Advocacy Work

Advocacy is one of the key strategies in FAWE's efforts to ensure Education for All (EFA) and especially for girls. One of FAWE's key objectives for 2009 was to influence the integration of gender issues into education policies and plans in order to improve access, retention and performance of girls. As can be seen from the overview given in Table 2, 2009

saw a lot of African nations renewing their commitments to addressing gender issues in education policies.

### Advocacy Highlights

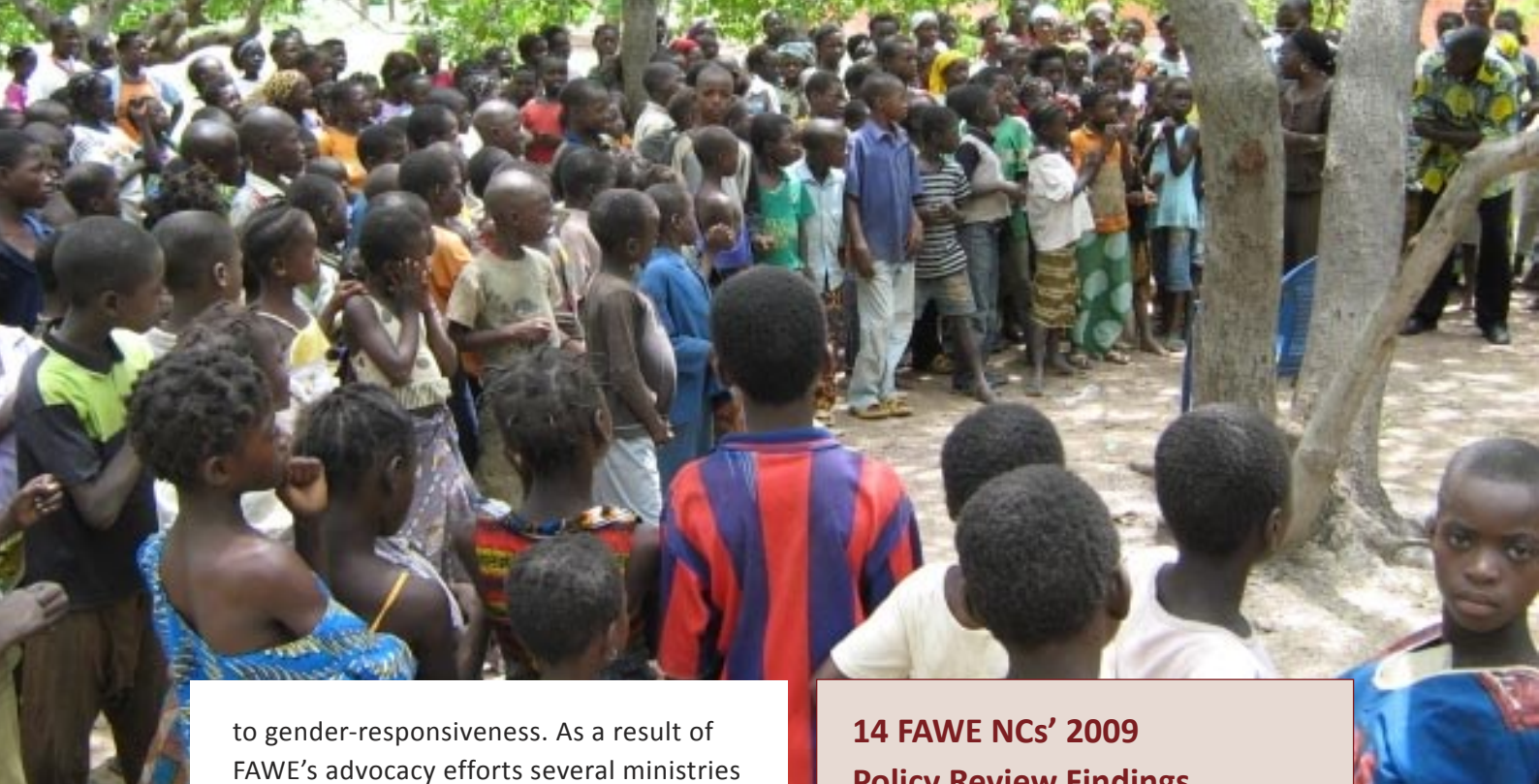
As a direct outcome of the policy reviews, as shown in Table 2, seven countries revised various education policies with regard

**Table 2: Advocacy Results in 2009**

Planned Output (Advocacy)	
Education policy and plan documents are gender-responsive in 10 countries.	14 NCs reviewed policy. <ul style="list-style-type: none"> <li>Benin, Congo, Chad, Ethiopia, The Gambia, Ghana, Mali, Malawi, Sierra Leone, Swaziland, Sierra Leone, Togo, Uganda, Zimbabwe</li> </ul> 7 countries revised various education policies for gender-responsiveness. <ul style="list-style-type: none"> <li>Burundi, Congo, Comoros, Malawi, Namibia, Chad &amp; Sierra Leone</li> </ul> 5 NCs are reviewing policy. <ul style="list-style-type: none"> <li>Madagascar, Rwanda, Senegal, Southern Sudan, Togo, Zanzibar<sup>3</sup></li> </ul>
Gender-responsive education policies are translated into action plans in 6 countries.	6 countries translated gender-responsive policies into action plans. <ul style="list-style-type: none"> <li>Burundi, Comoros, Kenya, Namibia, Senegal, Zambia</li> </ul> 4 MoEs implementing gender-responsive education action plans <ul style="list-style-type: none"> <li>Burundi, Kenya, Senegal and Zambia</li> </ul>
6 NCs have a documented process of influencing integration of gender into national policies.	<ul style="list-style-type: none"> <li>4 case studies drafted for Kenya, Namibia, Tanzania &amp; Zambia</li> <li>Documentation for Burkina ,Faso and Mali soon to be completed</li> </ul>
Gender issues on the agenda of at least 15 regional and global fora and initiatives.	FAWE was invited and contributed to over 15 regional and international fora <sup>4</sup>

<sup>3</sup> Zanzibar is considered separately from mainland Tanzania as it has autonomy over its education sector.

<sup>4</sup> See list annexed to this report



to gender-responsiveness. As a result of FAWE's advocacy efforts several ministries of Education (MoE) reverted to the FAWE NCs and RS for inputs on gender integration or the adoption of models developed by FAWE.

### **National Chapters: The Backbone of FAWE Advocacy**

Beyond the key CoE, science, mathematics and technology (SMT) and gender-responsive pedagogy (GRP) programmes, FAWE National Chapters (NCs) implemented various gender-responsive activities at the country-level, reaching over 15,000 girls through bursaries.

FAWE has also made substantial contribution through the NCs in highlighting and undertaking advocacy gender issues in education at the national and regional levels. These included EFA National Coalitions, Day of the African Child, World Education Day, International Literacy Day, UNICEF's Fight Against Child Soldiers, Global Campaign for Education Week, Youth, Adult Literacy and Lifelong Learning, National Girls' Education Day (s), International Women's Day, and Beijing +15 among others.

Nevertheless FAWE cannot and will not rest on its laurels as much remains to be done, as can be seen from the findings of the 14 FAWE NCs that reviewed national policies

### **14 FAWE NCs' 2009**

#### **Policy Review Findings**

- Gender-gaps in national education systems at primary, secondary and tertiary educational levels
- Gender inequity in staffing, remuneration and promotion
- Inadequate gender-responsive structures such as latrines, hostels and dormitories
- Inequities in resource allocation
- Gender-bias in educational opportunities

on education. Given the non-linear nature of policy-making and influencing, heavily dependent on multiple factors, actors and contexts, it is challenging to precisely quantify FAWE's contributions in this area. What is certain, however, is that without FAWE's representation and interventions, gender issues would have been overlooked during many of these proceedings.

### **FAWE National Briefs**

Looking at nation-wise performance, we see very positive results of FAWE's advocacy work, especially in many cases with regard to all-important issues such as access, retention, performance and the eventual transition of girls to higher education. As can also be seen below, governments in many countries across Africa are ensuring that crucial policies are being sanctioned and implemented accompanied with sizeable budgets.

## FAWE National Briefs

**Chad:** 62.5% of students improved their overall scores at national exams, 75% improved final exam scores. The retention of girls in the CoE is at a record 98%. These achievements would have been difficult without the teachers and school leaders trained by FAWE, who focused on the gender equity/equality issue.

**Comoros:** the MoE is making good on its promise to replicate the CoE model in two other islands.

**Kenya:** in 2009 the government sanctioned a budget for its 2007 decision to scale up FAWE's CoE model in 72 constituencies. FAWEK is in consultation with the MoE's relevant offices to ensure that the gender components are well executed on the ground.

**Mali:** besides leading the National Coalition for EFA, FAWE Mali was selected to serve as the NGO representative in the National Education Forum.

**Namibia:** the policy for teenage mothers was revised and approved by the Cabinet. The 1,400 girls and 100 boys who received bursaries were also motivated to remain in school and improved attendance. In all, 60% of FAWENA beneficiaries are amongst the top academic performers at the school!

**Rwanda:** following the successful review of two policy documents in 2008, the NC influenced the government to integrate gender into the national Technical Vocational Education and Training (TVET) policy. The CoE also reported improved academic performance for girls in science and an increase by 15% of girls transiting to university. The Rwanda MoE is also in the final stages of construction of a second CoE, *FAWE Girls Rukara*

in the Eastern Province. FAWE Rwanda is also replicating best practices in *Tuseme*, GRP and child-friendly school approaches in 48 secondary schools and 54 primary schools in the country.

Over 9,788 girls have benefited from the *Tuseme* empowerment programme. FAWE Rwanda also

conducted an investigation on why few girls access university education and to understand the pronounced gender disparities at the university leadership level. The outcome of the study will be shared with stakeholders and used by FAWE Rwanda as a lobbying tool to address gender disparities at university level.

**Sierra Leone:** FAWE Sierra Leone had an 85% success rate in national exams for all FAWE school students.

**Tanzania:** FAWE Tanzania is continuing to work with the MoE to replicate *Tuseme* in over 150 secondary schools.

**The Dipéo CoE in Burkina Faso:** the Dipéo CoE had 324 students in 2009, more than half of them (176) girls. Teachers practice GRP in the classroom and the number of female teachers in the school has increased from none in 2005 to three in 2009.

**The Gambia:** the number of girls enrolled has gone up from 24% in 2003 to 70% in 2009.

**Uganda:** a draft gender policy was produced and, thanks to FAWE's leadership, education stakeholders agreed to collaboratively document good practices in promoting girls' education for nationwide replication

**Zambia:** FAWE Zambia took specific measures to improve access to, and competency in, reading, assessing pupils for reading competency under its Reading Circle programme. For most pupils these were below expected levels, particularly in rural schools, and a baseline was established to measure changes in the reading competency of girls. To encourage reading FAWE Zambia provided library services to 7,562 pupils operating in Lusaka, Kabwe and Copperbelt through its Mobile Library initiative. However, due to the enrolment patterns at high-school level, more boys benefit from the Mobile Library.

**Table 3: NC Partnerships and MoUs**

National Chapter	Partner
Chad	2 new partnerships Lead Chad, Swiss Cooperation
Ethiopia	3 MoUs on enhancement of young women and girls' reproductive rights. <ul style="list-style-type: none"> <li>Addis Ababa University, Hawassa University, SIDA/NEWA</li> </ul>
The Gambia	1 partnership envisaged. ECOWAS Female Parliamentarians (ECOFEPA)
Ghana	3 new partnerships <ul style="list-style-type: none"> <li>World University Services of Canada (WUSC), Associate for Change (AFC), Kojina Media Ghana (KMG)</li> </ul> 2 MoUs <ul style="list-style-type: none"> <li>WUSC, KMG</li> </ul>
Liberia	1 partnership with Finchurchaid (FCA) strengthened.
Mozambique	3 partnerships on campaigning for girls' education Nucleo Das AssociaCoEs Femininas da Zambezia (NAFEZA), Unidade de Desenvolvimento do Ensino Basico-Laboratoro (UDEBA), (Fundacao da Mulher Unido Contra a Pobreza (FUMUCOP)
Namibia	1 MoU. <ul style="list-style-type: none"> <li>National Coalition of Adult Literacy in Education</li> </ul>
Rwanda	<ul style="list-style-type: none"> <li>5 new partnerships with education stakeholders.</li> <li>4 new MoUs</li> <li>CHAMP, ActionAid, UNICEF, AED</li> </ul>
Somalia	1 partnership strengthened on promoting girls' access to basic education through bursaries <ul style="list-style-type: none"> <li>Diakonia Sweden</li> </ul>
Tanzania	1 partnership to establish Tanzania Girls' Education Initiative <sup>5</sup> <ul style="list-style-type: none"> <li>UNICEF</li> </ul>
Uganda	1 partnership strengthened on gender in the workplace <ul style="list-style-type: none"> <li>Oxfam Novib</li> </ul>
Zambia	2 partnerships strengthened on campaign VAG in schools <ul style="list-style-type: none"> <li>YWCA, WILDAF</li> </ul>
Zimbabwe	<ul style="list-style-type: none"> <li>1 MoU on EFA campaign</li> </ul> Zimbabwe Education Coalition

### Collaboration and Projects: National and International

International and national projects and collaborations are another important aspect of FAWE's work. In 2009, at the first ever ADEA/World Bank Meeting of Ministers of Education and Finance, Senior FAWE representatives shared a policy brief and

made a case for gender budgeting in the education sector as well as increasing investments for girls' education and gender equity in education. FAWE's contribution to a conference convened by Plan Netherlands and the Dutch Ministry of Foreign Affairs in schools resulted in Plan Netherlands approaching FAWE for a joint five-year

<sup>5</sup> FAWE Tanzania is Secretary of the Task Team.

collaboration. Other events where RS and NC staff contributed include:

- development of a toolkit for girls' education in collaboration with COMED;
- Inter-Agency Network for Education in Emergencies (INEE);
- Netherlands' Girl Child Conference;
- Packard Bell Foundation African Women Leaders consultations;
- ADEA Steering Committee;
- the drafting of education-related plans and advocacy documents such as the Africa-America Higher Education Initiative's communications to the US Congress in support of African Higher Education; and
- FAWE became a task force member for UNGEI Global Advisory Committee.

**Table 4: Overview of Replication and Scaling-up of FAWE Interventions**

Planned output-2009	2009
Final grant provided by FAWE RS to 12 existing CoEs.	11 grants released to support existing CoEs.
New CoEs established in 10 countries - Benin, Liberia, Madagascar, Malawi, Mali, Mozambique, Senegal, Southern Sudan, Swaziland, Zanzibar. Support to recently established CoEs in Comoros, Togo, Uganda and Zambia.	13 CoEs being established. 4 CoEs established and implementing gender-responsive programmes- Comoros, Togo, Uganda and Zambia.
CoEs replicated in 4 countries - Comoros, Kenya, Namibia and Tanzania.	2 MoE replicating: <ul style="list-style-type: none"> <li>• Rwanda built a new CoE.</li> <li>• Kenya voted a budget to replicate in 72 constituencies.</li> <li>• 2 Countries replicating- Chad and Comoros.</li> </ul>
SMT programme in 37 schools in 10 countries is documented and shared for replication purposes.	<ul style="list-style-type: none"> <li>• 2 NC have documented SMT programme- Malawi, Zanzibar</li> <li>• 3,690 girls-direct beneficiaries</li> </ul>
Module for SMT is updated, printed and disseminated.	Revision of the module halted while new direction is being explored for FAWE SMT initiative.
FAWE's gender-responsive programmes are adopted and/or replicated at national level.	29 NCs adopted or replicated FAWE's gender-responsive initiatives. A total of 63,767 students (52,939 girls & 10,828 boys) received FAWE bursaries thanks in most part to USAID's AGSP and NC fundraising efforts
Economic empowerment through TVET programme is implemented for out-of-school girls in 3 post-conflict countries - Burundi, Liberia, and Sierra Leone. National TVET policies have become gender-responsive.	23 TVET institutions were selected for the programme in the three countries. 400 girls in Sierra Leone and Liberia were selected and enrolled for TVET courses. 200 girls are soon to be selected in Burundi.
6 TTCs have integrated GRP in teacher training and management - Ethiopia (2), Kenya, Malawi, Tanzania, Zimbabwe.	3 NCs have reviewed TTC policy and curricula. 199 college Lecturers and management staff in TTCs trained in GRP 311 females and 410 male teachers benefited from trainings. The Model is being replicated in 4 TTs in Malawi.
Policy, practices and attitudes within universities are transformed to create a more gender-responsive environment.	4 universities gender profiles completed and 3 in progress.
Gender research in Africa by female African researchers and institutions is supported to inform FAWE's advocacy work.	5 research institutions, in collaboration with FAWE, are conducting research in gender at all levels of the education system.

## **Impact of the CoE:**

### **A Head Teacher Speaks**

“FAWE’s Centre of Excellence in Kajiado district in Kenya ranked top in Science, Mathematics and Technological subjects in national primary school certificate exams in 2008. Transition rates at AIC Kajiado improved from 85% in 1999 to 100%. In 2008, AIC Kajiado was the only public school that managed to send girls to the National school from Kajiado District. The school is also a force to reckon with in co-curricular activities. AIC was ranked the best school at district, province and national music festivals”.

**Nicholas Muniu,  
Head Teacher FAWE CoE, AIC Kajiado,  
Kenya**

### **How ordinary schools become CoEs**

Following consultations with MoEs, MoUs are signed, after which baseline surveys are conducted and a vision workshop held with all stakeholders. This is followed by various trainings for teachers and students, or monitoring progress following the establishment of the CoE. Currently, 21 NCs are at various stages of transforming 23 ordinary schools into gender-responsive schools. An evaluation of the first six CoE established since 2003 is almost complete.

## Contributing to Quality: Engendering Learning and Teaching!

**B**eyond access and gender parity, however, educational quality remains a paramount challenge in Africa. In its quest to remove gender disparities as a barrier to learning, FAWE developed gender-based strategies and demonstrative interventions, such as the gender-responsive school, commonly called the Centre of Excellence (CoE), the Gender-Responsive Pedagogy (GRP), *Tuseme*, a gender based youth empowerment model, the Science, Mathematics and Technology Programme for Girls.

### The Gender-Responsive School: A FAWE Centre of Excellence (CoE)

The CoE is a consolidation of the various interventions developed over time such as gender-responsive pedagogy for teachers, the *Tuseme* empowerment for girls' (now including boys), bursary provision, science, math and technology (SMT) for girls, management of sexual maturation, HIV and AIDS prevention among others. From 2003 to 2009 the CoE intervention has been replicated in 13 countries.

The existing CoEs have been supported by NCs to sustain and accelerate transformation of their school environments into gender-responsive environments through a package of activities. This has improved access, retention and performance for 6,243 girls and 3,456 boys as direct beneficiaries in a year. The details of all the above may be seen at a glance in Table 5, below.

In 2009, eight FAWE NCs concluded consultations with their respective MoE, and selected communities for new CoEs. Five NCs signed an MoU each and held vision workshops, which resulted in development of an action plan by all stakeholders present.

### GRP Equips Teachers to Meet Girls' Needs

Gender-responsive pedagogy (GRP) or teaching is truly a crucial element in transforming the classroom, the learning experience and eventually the lives of thousands of girls across Africa. In 2009, FAWE continued to work with teacher training colleges (TTCs) in Ethiopia, Kenya, Malawi, Tanzania and Zimbabwe. The process of integrating the GRP model into nine TTCs<sup>6</sup> curricula has been initiated.

<sup>6</sup> This includes 4 Govt. TTCs in Malawi supported by the Germany Development Service (DED)

**Table 5: Establishment, Replication and Support of CoEs**

Planned Output	Key Action Taken
New CoEs Established	7 NCs concluded consultations with MoE and community & held vision workshops. <ul style="list-style-type: none"> <li>• Benin, Ghana, Madagascar, Mali, Mozambique, Swaziland, Zanzibar</li> </ul>
	5 NCs identified schools for transformation concluded consultations with MoE and signed MoU. <ul style="list-style-type: none"> <li>• DRC, Malawi, Mali, Southern Sudan, Senegal</li> </ul>
	4 NCs implemented various GR intervention in CoEs for transformation <ul style="list-style-type: none"> <li>• Comoros, Togo, Uganda, Zambia</li> </ul>
Existing CoEs Replicated	3 MoE are replicating the FAWE COE model in collaboration with NC <ul style="list-style-type: none"> <li>• Rwanda (+1), Comoros (+2), Kenya (+72)</li> </ul>
Existing CoEs Supported	4 NCs supported girls with bursaries – 2,173 girls and 230 boys <ul style="list-style-type: none"> <li>• Burkina Faso, Chad, Namibia, Tanzania</li> </ul>
	9 NCs constructed and equipped school facilities, provided school feeding, water supply and/or transport, or undertook other interventions such as revision of teaching and learning materials, fund-raising, welfare, and training in HIV & AIDS prevention. <ul style="list-style-type: none"> <li>• Burkina Faso, Comoros, Chad, Guinea, Kenya, Namibia, Rwanda, Togo and Uganda.</li> </ul>

### Results Speak for Themselves

In Mali 240 girls of six schools, supported through remedial SMT classes led to 95% passing the national exam, compared to 60% in 2008.

In Samfya primary school in Zambia, math scores improved from 48 to 70% and science scores from 54 to 64%.

National Gender Tasks Teams (NGTTs) were established and trained in gender analysis and advocacy; 199 college lecturers and management staff in five selected TTCs were trained in GRP: Ethiopia (45), Malawi (41), Tanzania (69) and Zimbabwe (44). This was possible because of a Project Cooperation Agreement with UNICEF/UNGEI East and the Central African Regional Office.

Following a successful GRP training workshop in Karonga TTC in Malawi, a new partnership was established between FAWE Malawi and German Development Service (DED) for replicating the GRP intervention and DED committed 10,000 Euros for 2009-2010. GRP training of trainers (ToT) has been replicated in four government TTCs in Malawi. Meanwhile, FAWE Zambia

trained 24 teachers in the use of the *TALULAR* methodology which develops and uses locally made teaching/learning materials, especially for science, mathematics and technology (SMT).

### Girls Conquer the Toughest Subjects!

Science, mathematics and technology are traditionally thought of as subjects that are not only difficult to master but also subjects in which girls fare poorer than boys. It is true that even today, the participation of girls in SMT subjects continues to be below average in Sub-Saharan Africa (SSA).

A combination of factors, including cultural practices, gender-biased attitudes and teaching/learning materials, perpetuates this situation. **But no longer!** In 2009 FAWE's SMT

### Awards to motivate high-performing girls

429 girls from 10 NCs received awards for outstanding academic performance. These awards, aimed at motivating girls to remain in school and perform well, included computers, clothing and toiletries, books and school materials, as well as cash prizes.



programme was successfully implemented in 74 schools and learning centres in 13 countries reaching over 4,000 students and 131 teachers.

The programme visibly improved interest, participation and performance of girls in these subjects. Activities included science days, remedial classes, SMT camps, teacher to develop gender-responsive teaching and learning materials using local resources.

### Tuseme: Empowering Girls to Speak Out

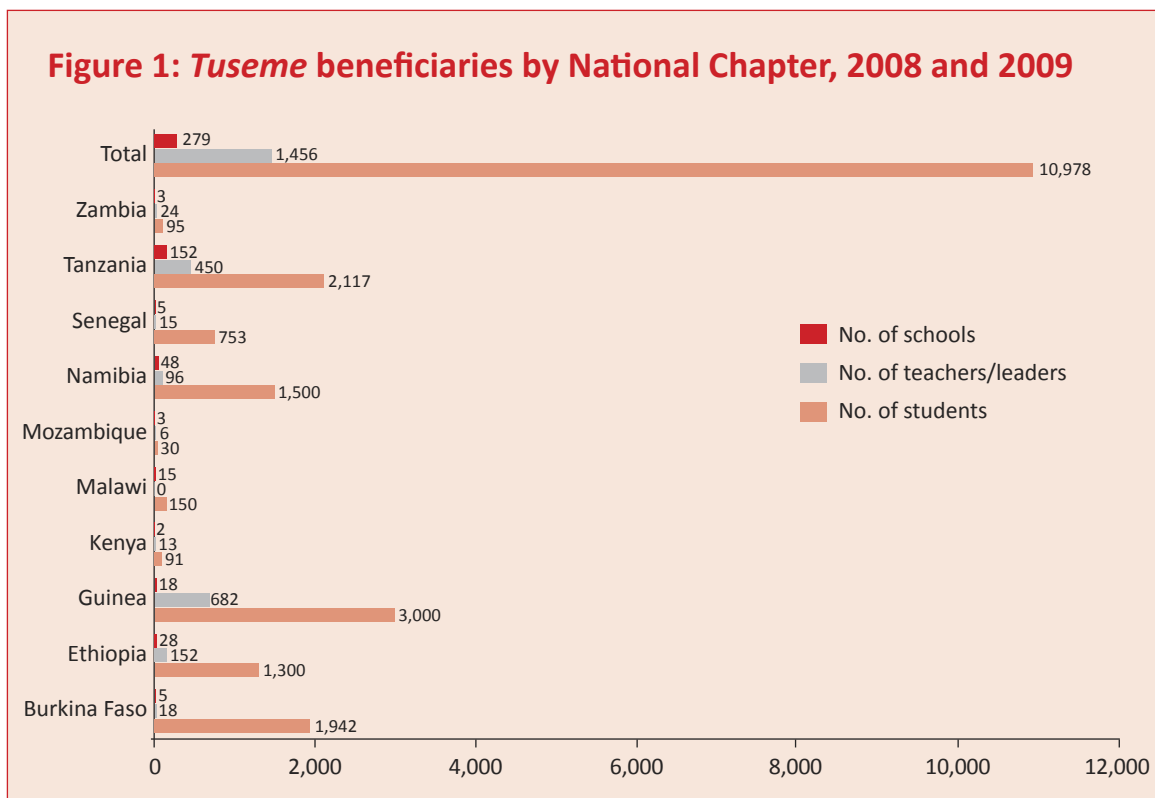
*Tuseme*, is one of FAWE’s flagship models and simply means ‘Let Us Speak Out’. It is an empowerment programme which uses theatre-for-development techniques to address concerns that hinder girls’ social and academic development. The *Tuseme* youth empowerment model was introduced in 1996 and has led to an improvement in girls’ self-esteem and in their leadership, social and life skills, teachers’ positive

attitudinal change towards girls and significant reduction in sexual harassment. It has enabled boys to de-link from gender discriminatory attitudes and practices.

Figure 1 below examines its performance, with regard to NCs, in 2009.

### Skills Training Opens New Doors for Girls

In 2008, FAWE initiated a TVET programme in Burundi, Liberia and Sierra Leone — countries emerging from conflict. This programme, funded by the Danish aid agency DANIDA, provides out-of-school girls the opportunity to acquire technical, vocational and entrepreneurship skills to increase prospects for employment in the formal or informal sectors. The project not only trains girls in careers traditionally reserved for males, but also equips TVET teachers with GRP skills. Another component is to influence the integration of gender issues into TVET policies and plans in each country.





“I am Dr. Violet Okaba Kayom, a teaching assistant at Makerere Medical School, pursuing a Masters degree in Paediatrics. After emerging as the fourth-best student in the certification examination in Uganda, I started panicking instead of celebrating because I knew my family situation. My father had lost his job, my mother, a primary school teacher, could barely feed the seven of us. ‘How would I pay for my tuition?’ I spent many nights silently crying and asking God to come to my rescue because I wanted to study very badly. Then the miracle happened: FAWEU came to my life and paid for my year in advanced education. I was so happy, could not believe my eyes. From there, nothing could stop me anymore; I got a scholarship and finished my first degree. Then I was invited to come and teach in the same university where I got my degree from. I feel like there are no more limits for me. I will keep it up and help other girls in need.”

A review of TVET policies in the three countries in 2008 revealed gender gaps in policy implementation as well as opportunities for girls. Field studies conducted in the three countries have led to a redesign of the initial proposed project.

In 2009, FAWE Burundi, Liberia, Sierra Leone assessed and identified TVET centres, established steering committees, and sensitized over 1,430 community members. A total of 19 TVET institutions were selected with seven in Burundi, six in Liberia and six in Sierra Leone. FAWE Liberia has signed a MoU with each of the six TVET institutions, and reviewed and revised existing programme and codes of conduct to integrate the gender dimension.

As the result of a wide recruitment campaign, over 1,000 applications were received in each country; however, the programme could only accommodate 200 girls in each country. So far, 400 girls are enrolled for vocational training in mechanics, electrical, masonry, woodworking etc.

### Girls Can, Too

“I never knew girls could do such jobs even though I dreamt about it. When I told my brother my wish to try the test after we heard the sketch on the radio where a woman was fixing somebody’s car, he laughed at me and said that I could never do such a thing, that I better find a husband very quick. Now I am here and doing very well, I am so happy and thankful to FAWE and the Danida people. Very soon, I will be able to take care of myself and my mother.”

**Fatoumata Camara, 25 year-old mechanic majoring student at the Makeni School**

**Table 6: Gender in Education Research Project: Topics and Partners**

Participating Institutions	Research Area
ASHEWA- Zimbabwe	Factors contributing to gender disparities in secondary and tertiary education in Lesotho, Swaziland, Zimbabwe
Institute of Gender Studies, Addis Ababa University- Ethiopia	Female Students in Ethiopia’s Higher Education Institutes: Challenges and Coping Strategies
SACMEQ/University of Witwatersrand –South Africa	Gender Gaps in Academic Achievement in 14 African Countries: Evidence from SACMEQ
Cheikh Anta Diop University- Senegal	Gender Disparities in Higher Education in Senegal: Challenges and Prospects for Young Women
PASEC/CONFEMEN	Gender and academic achievement in Francophone Africa.

## Gender Research to Improve Girls' Education

In 2009, FAWE launched a research initiative towards strengthening gender research to improve girls' and women's education in Africa. The Regional Secretariat selected five African research institutions<sup>7</sup> and signed a MoU with each institution. The grant is not only for research but also for mentoring junior gender researchers. The Project is coordinated by a Postdoctoral Research Fellow.

## African Women in Higher Education Institutions

Thanks to support from the Rockefeller Foundation FAWE also initiated the "African Women in Higher Education Institutions" project.

A gender audit was performed at eight African universities. As a result of the gender profile of each University, an advocacy programme was initiated seeking to transform recruitment and promotion policies and practices to render them gender-responsive and equitable towards women. Preliminary evidence from the baseline survey in four universities

shows that University Management is male-dominated, and that there are marked gender imbalances in academics (only 10.7% female professors in four universities). For instance, Copperbelt University has no female Professor or Assistant Professor and female staff are concentrated in middle and lower administrative ranks. The ratio is slightly better at Senior Lecturer level at an average of 17.5 %.

In addition, FAWE is the Ford Foundation International Fellowships Programme's (IFP's) International Partner in Kenya and oversees implementation and overall management of its activities since 2005. This programme has a strong social justice component and most Fellows have strong ties with their communities and return after graduation to serve the same communities. In 2009, 14 Fellows were selected for the eighth round of fellowships, and 50% of whom are women. The Kenya Programme organised the send-off of 48 members of the seventh cohort in Tanzania, including 16 Kenyan Fellows, who joined universities in the US, Europe and South Africa.

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<sup>7</sup> Institute of Gender Studies in Ethiopia, Laboratoire Genre in Senegal, Association for the Strengthening of Higher Education in Africa (ASHEWA) in Zimbabwe, Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ)/University of Witwatersrand (Wits) in South Africa, and the Programme d'analyse des systèmes éducatifs de la CONFEMEN (Conférence des Ministres de l'Éducation des pays ayant le Français en partage)

## Change at the Grassroots: Engaging with Community

Change comes not just from those who wield authority and create policy, but also from a fundamental change in the perception of the community at the grassroots level. In 2009, FAWE focused on mobilizing communities in 10 countries where gender disparities in education

persist. According to the EFA Global Monitoring Report 2010, getting girls to school demands a concerted effort and political leadership to change attitudes and household labour practices. Community members of nearly nine CoEs took action to promote girls' enrolment, retention and

**Table 7: Overview of Community Advocacy**

Planned Output	Achievements in 2009
Members of communities linked to 10 CoEs have taken concrete action to increase girls' access, retention and performance	Communities and local leadership linked to 9 CoEs have taken concrete action to promote girls education
10 NCs have adequate communication skills and tools to effectively mobilise communities	FAWE facilitated a communication & advocacy strategies workshop for 31 NCs. NCs developed country-level action plans. FAWE Comoros, Malawi and Rwanda developed communication strategies and are implementing
Girls' education issues are prominently featured in the media in 10 countries	14 NCs mobilised media to report on girls' education. Over 85% of these journalists have since produced news stories or covered events related to gender and education in their respective media
	7 NCs established formal partnerships with the media
In 36 countries, girls are rewarded and motivated to remain in school and perform well	429 girls rewarded for outstanding performance and motivated to remain in school and perform well.
NCs' successful community initiatives/events are documented and shared.	Three films were produced on issues affecting girls' education and action taken by FAWE NCs in collaboration with communities in Burundi, Uganda and Zambia. <sup>8</sup>
Shared learning is improved within the FAWE network.	A number of NCs undertook exchange visits and networked during regional training workshops that brought together all the National Coordinators.

<sup>8</sup> *Violence Against Girls in Zambia, Teenage Pregnancy in Zambia & Burundi, Advocacy for Increasing Investments in Girls' Education in Uganda*

performance in school (Table 8). These actions contributed to a reduction in the number of unwanted pregnancies, forced marriages and dropouts. Additionally, FAWE NCs, as members of national Gender Working Groups or Taskforces, contributed to promoting girls' and women's education in Africa. Several Chapters commemorated FAWE girls' education weeks/days, *Tuseme* debates and organized media campaigns to create public awareness on the importance of girls' education.

FAWEs actions include: lobbying for the passing of bye-laws to protect girls from early marriage; increased participation in the management of the CoEs; provision of materials for constructing facilities; provision of food to support school feeding programmes; and counselling girls on sexual maturation.

In addition, NCs have concluded partnerships with media professionals to reach out to communities. Furthermore, high-performing girls, particularly in SMT subjects, are rewarded with prizes.

As a direct outcome of communication and advocacy strategies workshop, many chapters developed country-level action

plans that will contribute to a network-wide campaign in 2010-2011.

In Rwanda, for instance, the strategy has been to mobilize communities as well as decision-makers at MoE level. As a result, the MoE has committed allocation of a special budget line for girls' education.

### Alliances with the Media Pay off

The importance of forging alliances with the media to carry advocacy messages to targeted audiences cannot be underestimated. However, the NCs found the costs of media broadcasts were quite high. Consequently, several have established, or are in the process of establishing, media partnerships to focus public attention and support without the associated costs. FAWE Burundi established partnership with 12 local radio stations, while FAWE Chad has negotiated time to air a regular radio programme on girl's education. FAWE Swaziland entered into a partnership agreement with Media Women's Association of Swaziland (MWASWA). FAWE Rwanda entered into a partnership with television and radio stations as well as newspapers. It is negotiating with the *New Times* newspaper to increase its coverage of the issues.

**Table 8: Community Support for Girls' Education**

<b>Chad</b>
A community-instituted a law to prevent community members from marrying girls below 15 years of age.
<b>Kenya</b>
The project to reconcile girls in the AIC Kajiado rescue centre with their families led to a drop in the number of girls remaining in school (from 60 to 40) during school holidays instead of returning home to their families.
<b>Uganda</b>
Awareness campaigns among school management committees and PTAs of 60 primary schools in five regions resulted in parents providing local materials for constructing school facilities for girls.
<b>Malawi</b>
Local leaders in Mchinji district, in Central Region of Malawi, introduced a fine of one chicken for any parent who fails to send a girl child to school. As a result, a number of girls who dropped out of school have returned, resulting in reduced cases of absenteeism and dropouts.



“I am from a family of six, with struggling parents who could hardly make ends meet; even feeding the family was a challenge for our parents. When my father lost his job, the situation became even worse because my mother could no longer pay our school fees. I was really desperate, when my father came home one day with a newspaper talking about FAWE Uganda helping disadvantaged girls who wanted to study. I thought it was a miracle,” says a brilliant young lady, Jackie Kaija, who teaches Mathematics and Physics at Makerere University in Kampala.

Furthermore, 14 FAWE NCs<sup>9</sup> met journalists from various media to sensitize them on the issues and to lobby for greater coverage. Over 80% of these journalists have since covered gender and education. Areas receiving particular media focus include gender disaggregated data in education; girls’ access, retention and academic performance; sexual maturation; and child labour. FAWE Rwanda organised a workshop during the Genocide Commemoration to remember the women and girl victims of the 1994 genocide. Issues covered in the media included factors affecting girl’s education such as post-genocide trauma and poverty affecting orphans, especially girls. This resulted in greater prioritization of girls’ education at the national level.

<sup>9</sup> Burundi, Chad, Comoros, Ghana, Liberia, Madagascar, Mali, Namibia, Rwanda, Senegal, Swaziland, Uganda, Zambia and Zanzibar



## Generating Funds and Resources

**R**esource mobilization training started in 2008 and was supplemented in 2009 by individualized refresher training in fund raising, proposal writing or grant management for chapter staff and members, depending on their identified needs. Despite FAWE's work and the help of many donors like the governments of the Netherlands, Norway, Denmark, Finland, Canada, Ireland, UN agencies such as UNICEF and UNESCO, The World Bank, the Rockefeller Foundation, the Ford Foundation, and a host of private donors, a lot remains to be done to achieve gender parity and equality in education in Africa.

### Money Matters

Sustainability and predictability in funding remains a major concern for many non-profit organizations, especially during the ongoing global financial crisis. Considering the risks associated with changing funding priorities, the FAWE Executive developed a Resource Mobilization Strategy, and an Investment Strategy, which were presented at the 8<sup>th</sup> FAWE Donors Consortium meeting in Kampala in February 2010. A Resource Mobilization & Partnerships Officer will be recruited soon to support the

implementation of the Resource Mobilization Plan. In addition, a practical investment policy has been drafted for submission to the EC, while the feasibility of building Phase II of FAWE House is being explored as a revenue-making source for the organisation.

Furthermore, Friends of FAWE (FoF) was incorporated in the United States in May, 2009 and tax exemption status applied for. This was set up to diversify the organization's funding sources and to start an endowment fund for FAWE.

The Regional Secretariat prepared a budget of US\$3.9 million for 2009. FAWE mobilized US\$3,708,701, representing over 95% of the budgeted amount, exclusive of balance carried forward from 2008. In 2009, NCs had successful fundraising drives, raising a total of US\$7,072,652 from more than 20 funding partners in all<sup>10</sup>. Notably, FAWE Uganda, FAWE Sierra Leone and FAWE Zambia remain an inspiration to the network in fundraising. Unfortunately Funds mobilized at country level are down for almost all chapters going from 7,451,800 in 2008 to 7,072,652 in 2009, which is a decrease of 5.09% most likely due to the current global economic downturn.

<sup>10</sup> See Section 9 for a breakdown of amounts raised by NCs.

## Building the Best Team: Organisational Development

### Training and Workshops

In 2009, in addition to providing grants to the Chapters for specialized training at national level, FAWE also organized several workshops to train NC Coordinators in policy analysis and advocacy for gender mainstreaming, communication, and results-based monitoring and evaluation. As a result, 22 of the 33 NCs have aligned their Strategic Plans to the mega Strategic Plan 2008-2012 and have moved to internalize and adopt a results-based approach to their work.

### Governance

With regards to this crucial area, FAWE supported statutory meetings to review

### E-Learning

E-learning has become a very good way to facilitate continuous skills development in a cost-effective manner. Thanks to a MoU signed with the African Virtual University (AVU), FAWE will be able to use tools and platforms already developed by AVU to deliver tailored, self-paced online courses to its staff and beneficiaries.

governance structures and programme implementation. Sixteen NCs successfully held general assemblies and addressed governance issues such as organizational structure, election of national office bearers, accountability and sustainability. This enabled the organization to continue improving its effectiveness at both national and regional levels, as well as to maintain a strong and active membership.

### Structure and Staffing

In order to ensure effective implementation of its Strategic Plan, FAWE is continuing the restructuring started in 2008. An internship programme has been instituted at the Regional Secretariat. A hosting agreement was reached for FAWE's sub-Regional Office for West Africa (FAWE-WASRO), which was officially launched in December 2009. The office is currently housed by the *Institut Fondamental d'Afrique Noire* (IFAN) located at the University Cheikh Anta Diop in Dakar.





## Institutionalising Monitoring and Evaluation in the FAWE Network

**F**AWE is finalizing the development of its new web-based results-based monitoring and evaluation system which will be accessed across the entire organisation. The goal is to improve programme quality through consistent tracking, evaluation, documenting and reporting of programmes results and impact. The system is being finalized before testing. FAWE staff was

introduced to the online system during a Regional M&E Workshop.

Both the Centre of Excellence and the Gender-Responsive Pedagogy models were positively evaluated in 2009. The recommendations are being used to update or revise the models for optimized implementation and impact.



“My name is Hilda Thropao and I am a lawyer at the State Attorney Ministry here in Kampala. I am one of many teenage girls in Africa who made the wrong decision of getting pregnant too early in my life. I first met with FAWEU when I was a very brilliant girl with a scholarship to attend one of the best high schools in Uganda. Then, I got pregnant (I was in S4 grade) and had to drop out of school. I lost the bursary and my parents could not afford my school fees. I was desperate. I thought of the brilliant future I had spoilt because I did not know how to prevent a pregnancy; my life was over. Like a miracle, FAWE was following up on me and discovered that I was sinking in desperation. They took it from there and guided me throughout until I finished my first law degree. Now, I try to help younger girls avoid making the same mistakes. I hope to go for a Masters degree in law very soon. I thank God and I thank FAWE and the donors, thanks to whom a lot of girls made it here in Uganda”



## Looking Ahead

Despite a challenging economic context and a reduced budget, FAWE successfully implemented its planned programmes and activities during 2009. The organisation will continue executing its Strategic Plan 2008-2012. A formative mid-year review will be conducted in 2010 to help assess outcomes to date and serve as an opportunity to make adjustment where necessary.

### Policy and Advocacy

FAWE will continue its work of influencing the mainstreaming gender into education policies and their translation into action plans in 25 countries. Education Policies will be reviewed in nine countries. Eight countries are targeted for translation. The FAWE network will continue to contribute significantly to advancing the field of gender in education' in Africa.

### Community Advocacy

Community members will be effectively mobilized through different activities to contribute to girls' education promotion by 15 NCs. Successful community mobilization initiatives/events will be documented and shared. The network of FAWE beneficiaries will start in Uganda and later link up with

beneficiaries from other countries in coming years.

### Replication and Scaling-up of Interventions

FAWE will develop new gender-responsive interventions to address emerging challenges that affect girls' education in Africa. Once such issue is that of Adolescent Sexual and Reproductive Health and Rights, which is closely linked to access retention and transition into post primary-education. The replication of Centres of Excellence as well as the Gender-Responsive Pedagogy will continue in a bid to improve the quality of education girls and boys received in schools. Through the three-year TVET project in post conflict situation, 600 out-of-school girls are set to empower themselves economically and to contribute to the rebuilding of their war-torn country in meaningful ways. FAWE's efforts in gender research and higher education will continue as well.

### NC Capacity-building

Capacity-building will continue to improve the organizational functioning of all NCs. Staff from 25 NCs will receive individualized training to develop their skills and

competencies. Working systems will be improved in all NCs to ensure rational management of resources, accountability and transparency. FAWE RS and NCs staff will be trained in using e-learning platforms. Common HRM guidelines will be developed and shared with all NCs. Governance processes will be strengthened at the NC level and between RS and the NCs, and five Training of Trainers sessions will be organised to expand the pool of FAWE trainers.

### Organizational Development

Organizational development will be carried out in order to ensure the sustainability and

effectiveness of the organization. At least US \$4,1million is planned to be mobilized for implementation of 2010 AWP FAWE's internal and external communication will continue its work to support advocacy, information management and resource mobilization.

FAWE's programme objectives would be impossible to fulfill without the support of funding and strategic partners and friends. FAWE is grateful for the goodwill and continued support of its partners over the past year and counts on their valuable support and collaboration through the remainder of our strategic plan period.



"I am Lamoaka Stella Laura, and have just got my Bachelor's degree in Computer Science after a lot of struggle along the way; but I made it. I met with FAWEU at a time when I thought I did not have any more hope to finish school. My father died when I was only in my S.2., We were nine children and I was going to drop out of school because we could not pay for it. Then FAWEU came into my life and followed me all the way till graduation; always making sure that I was going to school and helping me to find support when necessary. I am so grateful to them. I am doing some volunteer work for the FAWEU office while looking for a job. I am planning to start helping young children in need as soon as I get settled myself."



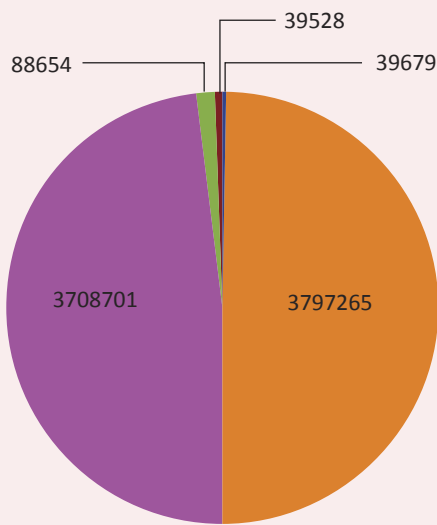
"I was only a child when both my parents died leaving seven children in a very difficult world", says a very pretty and well-dressed 26 year-old businesswoman, seated in the conference room at FAWE's 8th Donors' Consortium meeting in Kampala, Uganda. "I did all sorts of small jobs to continue going to school and to provide some food for me and my siblings at least once a day". Grace Nangyonga is one of the many girls who were guided and financially supported by FAWE to pursue their education against all odds.

Together we can give hope to many African girls in need of education and guidance, just a little push to go further, to create more success stories such as Grace's, all over Africa.

# Financial Report for the Period of January to December 2009

## A. Revenue

From January to December 2009 in USD



- Total Revenue
- Total Revenue from Funding Partners
- Total Revenue from Internal Sources
- Interest Income
- Rent Income

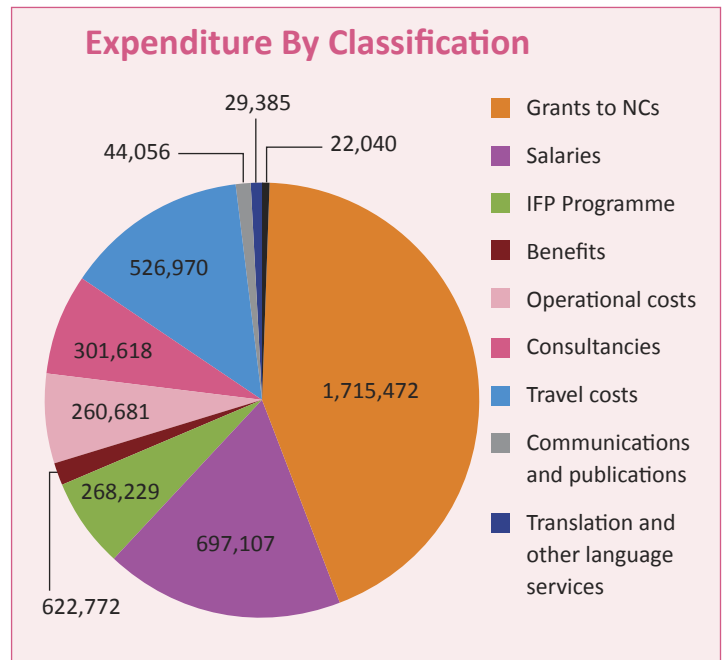
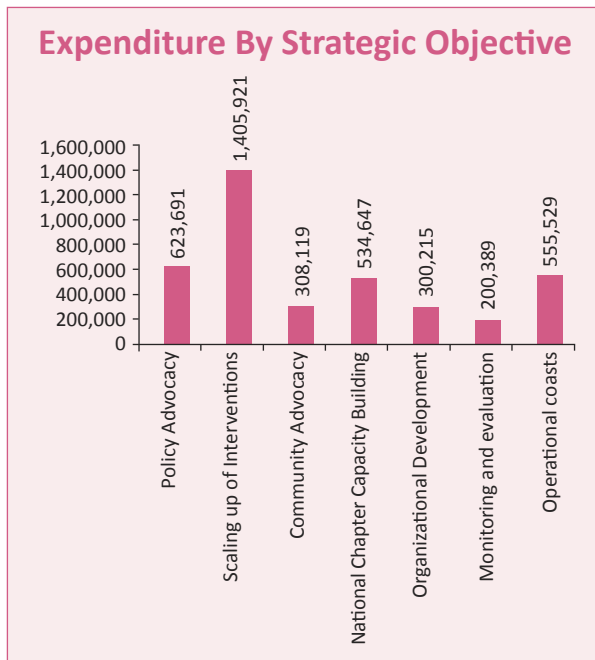
**Table 9: Funds received between January & December 2009**

Funding partner		Amount received
Ministry of Foreign Affairs – Netherlands		1,420,000
NORAD – Norwegian Agency for Development Cooperation	Core funding	799,544
NORAD – Norwegian Agency for Development Cooperation	Research	217,219
Ford Foundation		305,036
Danish International Development Agency		293,194
The World Bank (through ADEA)		240,000
Finland – Ministry of Foreign Affairs		134,000
Rockefeller Foundation		100,000
Ministry of Foreign Affairs – Ireland		74,167
UNICEF ESARO		46,380
UNESCO (through ADEA)		40,000
USAID – (through SAIC)		20,000
Canadian Agency for International Development CIDA		19,161
UNICEF/UNDP Consortium		13,942
<b>Total</b>		<b>3,708,701</b>

## B. Expenditure

Total Expenditure was US\$ 3,928,511

- Administrative and communication grants to all functioning National Chapters (NCs)
- Grants to NCs to implement FAWE programmes and initiate replication of FAWE gender-responsive models
- Grants to FAWE NCs for policy and community advocacy.
- Capacity-building and research workshops
- Statutory meetings
- Operational costs, including staff salaries, benefits and office running costs.
- Monitoring visits to National Chapters.



FORUM FOR AFRICAN WOMEN EDUCATIONALISTS  
REPORT OF THE EXECUTIVE COMMITTEE  
FOR THE YEAR ENDED 31 DECEMBER 2009 (Continued)

5. APPROVAL OF FINANCIAL STATEMENTS

The financial statements were approved at a meeting of the Executive Committee held on 23/02 2010.

BY ORDER OF THE EXECUTIVE COMMITTEE

  
Secretary

Date 23/02/2010

FORUM FOR AFRICAN WOMEN EDUCATIONALISTS  
STATEMENT OF EXECUTIVE COMMITTEE'S RESPONSIBILITIES  
ON THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2009

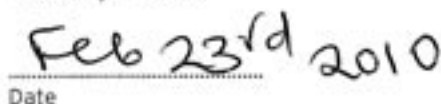
The Kenyan Non-Governmental Organisations Co-ordination Act requires the Executive Committee to prepare financial statements for each financial year, which give a true and fair view of the state of affairs of the organisation as at the end of the financial year and of its operating results for that year.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

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

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

  
Executive Director

  
Honorary Treasurer

  
Date



**ERNST & YOUNG**

REPORT OF THE INDEPENDENT AUDITORS (Continued)  
TO THE MEMBERS OF  
FORUM FOR AFRICAN WOMEN EDUCATIONALISTS

OPINION

In our opinion, proper books of account have been kept by the organization, and the financial statements give a true and fair view of the financial affairs of the organisation as at 31 December 2009, and of its financial performance and its cash flows for the year then ended in accordance with the accounting policies described in Note 1.

Nairobi

24-03- 2010

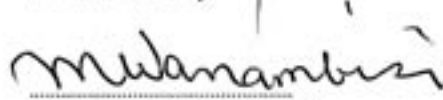


FORUM FOR AFRICAN WOMEN EDUCATIONALISTS  
BALANCE SHEET  
AS AT 31 DECEMBER 2009

ASSETS	Notes	2009	2008
		US\$	US\$
		12 Months	15 Months
<b>NON-CURRENT ASSETS</b>			
Property	10	1,181,379	806,972
Prepaid operating lease rentals	11	<u>233,952</u>	<u>236,559</u>
		<b>1,415,331</b>	<b>1,043,531</b>
<b>CURRENT ASSETS</b>			
Cash and bank balances	13	1,514,384	1,991,277
Receivables and other deposits	14	7,788	14,447
Fixed deposits	15	<u>2,548,476</u>	<u>2,701,948</u>
		<b>4,070,648</b>	<b>4,707,672</b>
<b>TOTAL ASSETS</b>		<b><u>5,485,979</u></b>	<b><u>5,751,203</u></b>
<b>FUND BALANCE AND LIABILITIES</b>			
Fund balance		<u>4,971,207</u>	<u>5,346,007</u>
<b>CURRENT LIABILITIES</b>			
Other payables and accruals	16	173,562	87,977
Deferred income	17	<u>341,210</u>	<u>317,219</u>
		<b>514,772</b>	<b>405,196</b>
<b>TOTAL FUND BALANCE AND LIABILITIES</b>		<b><u>5,485,979</u></b>	<b><u>5,751,203</u></b>

The financial statements were approved by the Executive Committee on 23-02-2010  
and signed on its behalf by:

  
Executive Director

  
Executive Committee Member

The notes set out on pages 11 to 18 form an integral part of these financial statements.

## FAWE Funding and Strategic Partners

FAWE 's Funding Partners	FAWE's Strategic Partners
Ministry of Foreign Affairs – Netherlands	Plan International
Ministry of Foreign Affairs – Ireland	Clinton Global Initiative (CGI)
Ministry of Foreign Affairs – Finland	The African Union (AU)
Canadian Agency for International Development (CIDA)	Association for the Development of Education in Africa (ADEA )
Danish International Development Agency (DANIDA)	Association for the Strengthening of Higher Education for Women in Africa (ASHEWA)
Norwegian Agency for Development Cooperation (NORAD)	Conférence des Ministres de l'Éducation des pays ayant le français en partage (CONFEMEN)
The World Bank (through ADEA)	Global Campaign for Education (GCE)
The United Nation Agency for International Development (USAID – through SAIC)	Femmes Africa Solidarité (FAS)
United Nations Fund for Children (UNICEF ESARO)	Gender is My Agenda Campaign (GIMAC)
United Nations Educational, Scientific and Cultural Organization (UNESCO -through ADEA)	International Day of African childhood... and its Youth (IDAY)
UNICEF/UNDP Consortium	Addis Ababa University Institute for Gender Studies (Ethiopia)
Ford Foundation	Kenyatta University (Kenya)
Rockefeller Foundation	University of Witwatersrand (South Africa)
	Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ)
	Busitema University (Uganda)
	Centre for Commonwealth Education (Cambridge University, UK)
	Laboratoire Genre et Recherche Scientifique (Université Cheick Anta Diop, Senegal)
	University of Yaoundé I (Cameroun)
	University of Comoros (Comoros)

## FAWE Executive Committee Members

Hon. Simone de Comarmond <i>Chairperson</i> FAWE P.O. Box 510 Mahe Seychelles	Hon, Catherine Abena <i>Member</i> <i>Ancienne Secrétaire d'état</i> Ministère des enseignements secondaires s/c FAWE Cameroun BP 31222 Yaounde Cameroon
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## FAWE Regional Secretariat Staff

### **Dr. Codou Diaw**

#### **Executive Director**

Codou Diaw has combined experience of over 20 years. She is a specialist in gender and education, with particular emphasis on equity in education policies as well as prospects for girls' education and women's literacy. Prior to joining FAWE, She was Deputy Director for Education at JICA's Regional Office for West and Central Africa. She has worked as a Consultant for the World Bank, for UNESCO BREDa and for other NGOs. She has also worked for over 10 years in academia and as a translator/interpreter.

### **Ms. Rissalatou Sant'Anna**

#### **Senior Finance and Administration Officer**

Rissa Sant'Anna has more than 15 years of international experience in accounting and treasury operations. She has worked with Price Waterhouse in Ghana and with the Central Bank of West African States in Senegal.

### **Ms. Hendrina Doroba**

#### **Senior Programme Coordination Officer**

Hendrina Doroba has over 20 years' experience in teaching and social development work. She has worked with the Commonwealth Education Fund project under Oxfam GB Zambia and has developed and coordinated in-service training programmes for Mathematics teachers.

### **Ms. Marema Dioum**

#### **Programme Officer**

Marema Diokhane Dioum is the Programme Coordination Officer for Chapters in West Africa and is based at the sub-regional office for West Africa (FAWE WASRO). She is FAWE's focal point for the Association for the Development of Education in Africa (ADEA). She has worked with ministries of education at continental and national levels.

### **Dr. Josephine Munthali**

#### **Programme Officer**

Dr. Josephine Munthali manages FAWE programmes in Southern Region. She is an experienced researcher (Gender and Development, Education and Sustainable Development). She was the Executive Director of the Child Support Project. She worked for the Scottish Catholic International Aid Fund as Africa Projects Officer. She has engaged in Consultancy work with a number of organisations.

### **Ms. Jacinta Ogolla**

#### **Programme Officer**

Jacinta Ogolla is responsible for the FAWE's programme coordination and monitoring for French-speaking Central and East African Chapters. She served as the Executive Director for Mobile Education for Life International (MELI) for 6 years and taught French at Booker Academy (Mumias Sugar Company) for 15 years.

### **Ms. Fatoumata Thiam**

#### **Communications and Advocacy Officer**

Fatoumata Thiam is responsible for developing and coordinating the communication and advocacy activities of FAWE's Regional Secretariat. She has 10 years experience in communication and public relations. She has worked for UNICEF for, AfDB and Shell Oil Company in Guinea.

### **Ms. Jennifer Mutua**

#### **Monitoring & Evaluation Officer (Programme Officer)**

Jennifer Mutua is responsible for the coordination of M&E activities within the FAWE network. Prior to joining FAWE She was as a UN Volunteers, through UNDP, providing technical support to the Kenyan government on the M&E system that tracks the implementation of the country's economic blueprint.

### **Ms Arti Issar**

#### **Consultant - HR and Training**

Arti Issar is responsible for coordination of Human Resource and Training function in FAWE Secretariat. She has worked in Public sector, Private sector, Donor and Non-Governmental Organisations in the areas of Finance, Human Resource Management and Administration.

### **Mr. Francis Kibue**

#### **Accountant**

Francis Kibue holds a Bachelor of Commerce qualification and is a Member of the Institute of Certified Public Accountants of Kenya. He has over 14 years' experience in financial management in both commercial industry and international non-profit organisations.

### **Ms. Jane Muriuki**

#### **Programme Assistant**

Jane Muriuki supports the programmes section in logistics, travel arrangements and administration. She has worked as a Bilingual secretary in Shelter-Afrique and as a Personal Assistant to the General Manager in Petroleum Company. She is married and blessed with two girls and one son.

### **Ms. Lucy Wairi**

#### **Executive Assistant**

Lucy Wairi provides support to the Executive Director. She was a Programme Assistant to FAWE Programme Officers for many years and coordinated translation work for the organisation. Prior to joining FAWE She worked for the African Academy of Sciences as a Bilingual Secretary and for a travel company. She holds a B.A. (Hons.) degree from the University of Nairobi.

### **Mr. Zeddiel Bundi**

#### **Office Assistant**

Zeddiel is responsible for office reception and secretarial duties at Regional Secretariat office for the past 10 years. He also handles office supplies and assists staff in various capacities.

### **Mr. Joseph Muiruri**

#### **Driver/Caretaker**

Joseph is responsible for driving the Executive Director and other staff. He also in charge of overseeing FAWE house grounds maintenance and equipment He has been working for FAWE for the past 10 years.

### **Ms. Everlyn Anyal**

#### **Programme Coordinator**

#### **Ford Foundation International Fellowship Programme**

### **Ms. Phelisia Wagude**

#### **Programme Assistant**

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