

FAWE

Forum for African Women Educationalists
Forum des éducatrices africaines



Strategic Plan

(2024-2028)

Advancing Quality Education
for Girls and Women in Africa



STRATEGIC PLAN

2024 - 2028

Advancing Quality Education for Girls and Women in Africa



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Acronyms and Abbreviations

ADEA	Association for the Development of Education in Africa
AU	African Union
CESA	Continental Education Strategy for Africa
COVID-19	Corona Virus Disease 2019
FGM	Female Genital Mutilation
GEM	Global Education Monitoring
HIV	Human Immunodeficiency Virus
M&E	Monitoring and Evaluation
MERL	Monitoring, Evaluation, Reporting, and Learning
MOE	Ministry of Education
NCs	National Chapters
NGO	Non-Governmental Organization
PTA	Parents Teachers Association
RS	Regional Secretariat
SDG	Sustainable Development Goal
SSA	Sub-Saharan Africa
STEM	Science, Technology, Engineering and Mathematics
STISA	Science Technology and Innovation Strategy for Africa
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNESCO UIS	UNESCO Institute for Statistics
UNICEF	United Nations Children’s Fund

Acknowledgement



FAWE Africa Board and Members take a group photo at the General Assembly held in Nairobi, Kenya on 23rd November 2023.

We wish to express our heartfelt appreciation for all contributions to the development of the FAWE Strategic Plan 2024-2028. The commitment, expertise, and collaborative efforts of various stakeholders have been instrumental in shaping our vision and objectives for the next five years.

We extend our deepest gratitude to the FAWE Africa Board for their thought leadership and active participation in the entire process of developing the strategic plan. Your valuable insights, feedback, and recommendations have greatly enriched this strategic plan, ensuring its relevance and effectiveness in addressing the challenges and opportunities ahead. We would like to profoundly appreciate the FAWE Regional Secretariat's invaluable support and insights that have greatly enriched this plan.

We sincerely appreciate the National Chapters' inputs, insights, and feedback during the planning process. These have been instrumental in ensuring that the plan is relevant, comprehensive, and responsive

to the needs and priorities of our diverse context.

We acknowledge and appreciate the dedication and support of the DeBi Consulting Associates team for their expertise in shaping the strategic plan. Your tireless efforts in conducting research, analyzing data, and facilitating consultations have been invaluable to the overall success of this endeavor.

Lastly, we express our gratitude to our funding partners and supporters who have demonstrated their commitment to our mission. Your financial contributions and continuous support have enabled us to make a meaningful difference in the lives of millions of girls and women across Africa. We are deeply grateful for your trust and belief in our work.

As we embark on this exciting journey to implement the FAWE Strategic Plan 2024-2028, we look forward to your continued encouragement, cooperation, and collaboration. Together, we can create a brighter future for girls and women and achieve lasting social change in education.



IsDB
البنك الإسلامي للتنمية
Banque Islamique de Développement



FAWE

Forum for African Women Education
Forum des femmes africaines

Projet :

Initiative pour
l'intérêt
Initiative et
des fil
des sci
de l'ing
thématique
M, au Togo.



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Members of
FAWE Tuseme
club in Lomé
Togo happily
pose for a
photo during
the FAWE
Togo Annual
General
Meeting held
in August
2023.

Foreword

With great pleasure and anticipation, I introduce the FAWE Strategic Plan 2024-2028. I am honored to present this roadmap, which charts the course for FAWE's work in advancing gender equality and girls' and women's empowerment through education.

Education is a fundamental human right, and ensuring equal access and opportunities for all is at the core of FAWE's mission. Over the years, FAWE has made significant strides in promoting gender-responsive education systems and empowering girls and women across Africa. However, the barriers and challenges millions of girls face in accessing quality education persist, and our work is far from completion.

The FAWE Strategic Plan 2024-2028 represents our vision for the future. It is a comprehensive framework that sets ambitious goals and strategies to address the complex issues hindering the realization of gender equality in education. Through the tireless efforts and collaboration of our dedicated staff, members, partners, and donors, we have developed a plan that we believe will make a lasting impact.

Our strategic plan is guided by the principles of inclusivity, impact orientation, involvement, integrity, and innovation. We recognize the need to engage diverse stakeholders, including governments, civil society organizations, donors, and communities, to amplify our impact and forge collaborations that leverage resources and expertise. Only through collective action can we create the equitable education systems we envision.

This plan focuses on three strategic objectives. Each objective is aligned with specific activities and milestones designed to bring about tangible change. By focusing on these key broad areas, FAWE can break down barriers, challenge social norms, and create an enabling environment for girls and women to thrive through education.

As FAWE embarks on this journey, I want to express our gratitude to all those who have contributed to developing this strategic plan. Our sincere appreciation goes to our members, partners, donors, and staff members for their invaluable input, insights, and support. Without your dedication and collaboration, this plan would not have been possible.

Together, let us reaffirm our commitment to achieving gender equality in education. Let us strive for nothing less than empowering every girl and woman to realize her full potential. Through our combined efforts, we can transform lives, uplift communities, and build a more equitable and prosperous Africa.

On behalf of FAWE, I invite you to join us on this transformative journey as we implement the 2024-2028 Strategic Plan. Together, we can create a future where no girl is left behind, and where every woman is empowered through education.

aicha bah diallo

Hon. Aïcha Bah Diallo
Chairperson, FAWE Africa Board



Executive Summary

The FAWE Strategic Plan 2024-2028 sets a bold vision for promoting gender equality and advancing girls' and women's empowerment through education across Africa. Guided by our unwavering commitment to ensuring equitable access to quality learning, this plan charts a path toward advancing quality education for girls and women in Africa.

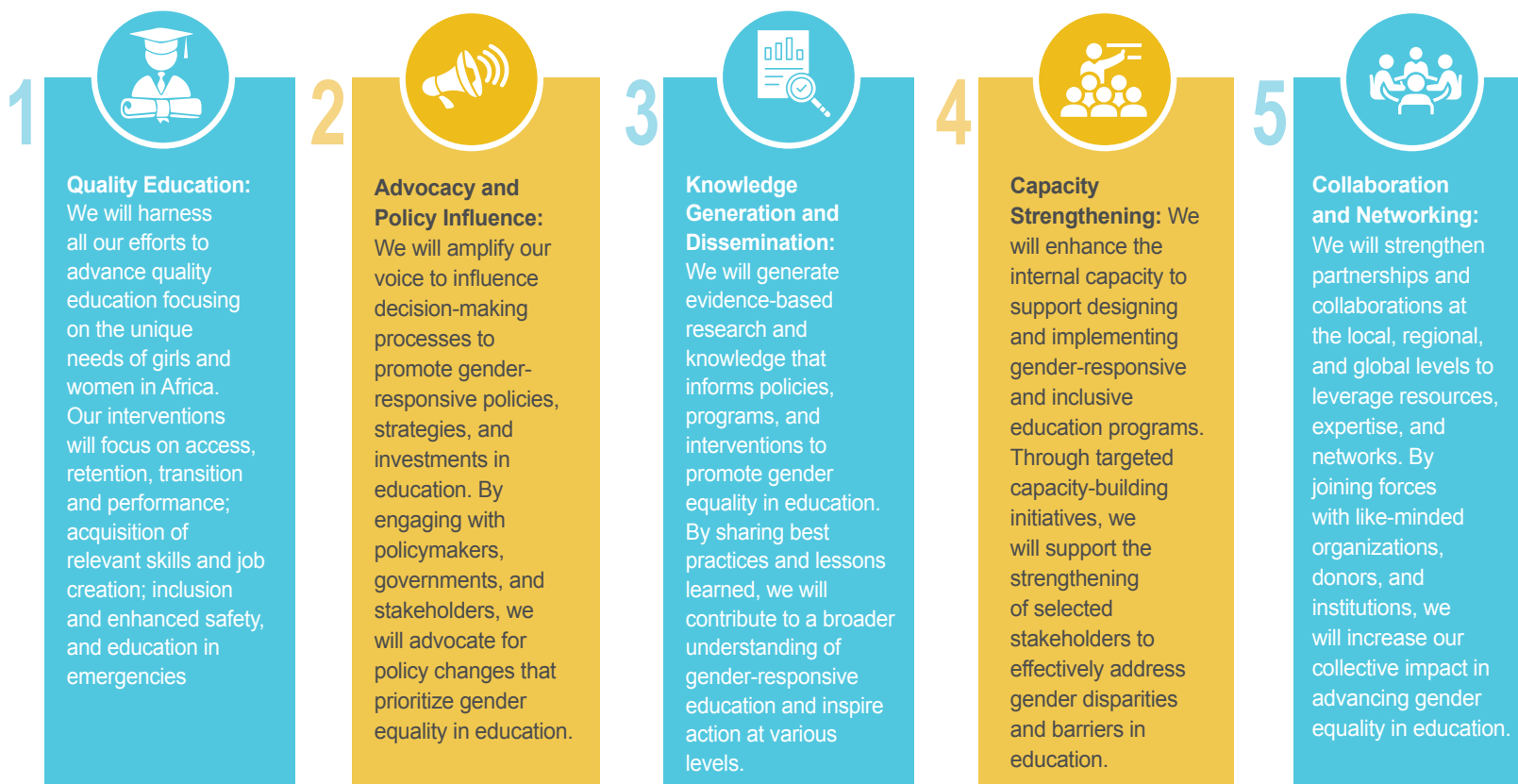
We envision an equitable and inclusive society where all African girls and women thrive. This is possible through creating inclusive, gender-responsive education systems that eliminate barriers and promote equal opportunities for girls and women. With a focus on strengthening advocacy

efforts, building partnerships, and developing innovative approaches, we aim to address the complex challenges girls and women face in education.

In the next five years FAWE's focus will be on results from three strategic objectives; SO1: To enhance provision and access to quality education and training opportunities for girls and women in Africa, SO2: To enhance the generation and utilization of research evidence to inform education policy and practice, and SO3: To strengthen institutional capacity and enhance the operational effectiveness of the FAWE network.

The strategic objectives of this plan revolve around five pillars:

The strategic objectives of this plan revolve around five key pillars:



To achieve these objectives, we will implement various strategies, including policy advocacy campaigns, resource mobilization efforts, capacity-building workshops, research studies, and networking events. We will also leverage digital technologies and innovation to reach more girls and women in remote and marginalized communities.

The FAWE Strategic Plan 2024-2028 represents a comprehensive framework that guides our work over the next five years. It embodies our commitment to support African countries in achieving their national educational goals and creating a just and equitable society. Together with our members, partners, donors, and stakeholders, we are confident that we can create lasting social change and empower future generations of girls and women through education.

By implementing this plan, we will advance the FAWE vision of a gender-equal society where every girl and woman can fully exercise her right to education and thrive.

martha r.l. muhwezi

Martha R.L. Muhwezi
Executive Director, FAWE Africa





[Stock photo]



1 Introduction

1.1 Background

At FAWE, we are driven by a powerful vision: a future where every girl and woman in Africa has access to quality education while transitioning from one level of education to another, unlocking their full potential and transforming their lives for the better. As a pan-African organization dedicated to promoting gender equality and education, we believe education is fundamental to empowering individuals, communities, and nations.

In line with our mission, we have developed a comprehensive strategic plan to guide our efforts over the next five years. This strategic plan reflects our commitment to addressing the unique challenges faced by girls and women in Africa, while also leveraging our strengths and embracing emerging opportunities. It outlines our strategic priorities, goals, and actions to create lasting change.

Our strategic plan is built on a foundation of collaboration and partnership. We recognize synergy's effectiveness in tackling the complex issues surrounding gender inequality and education and how the two interlink. Therefore, we actively seek to engage governments, civil society, development partners, private sector, communities, and individuals in our shared journey towards gender-responsive education systems in Africa.

This strategic plan aims to strengthen FAWE's organizational capacity and leadership, enhance

our programmatic impact, and foster sustainable development and growth. We will prioritize the areas where we can make the most significant difference, focusing on improving access to quality education, enhancing the quality of teaching and learning, promoting gender-responsive policies and practices, and advocating for systemic change at national and regional levels. We will prioritize the areas where we can make the most significant difference, focusing on improving access to quality education, promoting transitioning from one level of education to another, enhancing the quality of teaching and learning, promoting gender-responsive policies and practices, and advocating for systemic change at national and regional levels.

Our strategic plan recognizes the urgent need to address the challenges exacerbated by pandemics such as COVID-19. We will adapt and innovate our approaches to ensure that girls and women are not left behind in the wake of this crisis, but rather empowered to navigate the changing landscape and seize opportunities for growth and success.

FAWE's strategic plan is a roadmap for action and impact. We are committed to monitoring and evaluating our progress, learning from our experiences, and continuously improving our strategies to achieve our shared vision.

1.2 Contribution to Education Development in Africa

FAWE's work contributes to several Sustainable Development Goals (SDGs), including SDG 4- Quality Education, and SDG 5- Gender Equality. By advocating for gender-responsive education policies and practices, FAWE aims to ensure inclusive and equitable quality education for all, focusing on girls and women.

Over the years, FAWE has actively supported and implemented the Continental Education Strategy for Africa (CESA) objectives, which aim to improve access, equity, quality, and relevance of education in Africa. FAWE also collaborates with other stakeholders to implement CESA's priority actions. FAWE's work also contributes to the aspirations of Agenda 2063, particularly in relation to gender equality and women empowerment. FAWE supports the Africa Union's commitment to ensuring women's rights to access quality education, leadership, and economic empowerment.

FAWE works to influence governments and other partners to review existing educational policies and adopt strategies to achieve greater and better girls' participation in education. This is driven by the recognition that without appropriate national education policies in place, there can be no effective gender transformation in education systems. FAWE supports ministries of education and education policymakers to influence education policy in favour of increasing access, improving retention, promoting re-entry, and enhancing the performance of girls in school.



FAWE's Science Technology Engineering and Mathematics (STEM) Model aims to increase and sustain access, interest, participation and performance of girls in STEM subjects at all levels.

Impact-Oriented

A close-up portrait of a smiling woman, likely from an African tribe, wearing elaborate traditional jewelry. She has a headband with colorful beads and silver discs, and large, multi-strand beaded earrings. The background is a blurred savanna landscape under a blue sky with a single cloud.

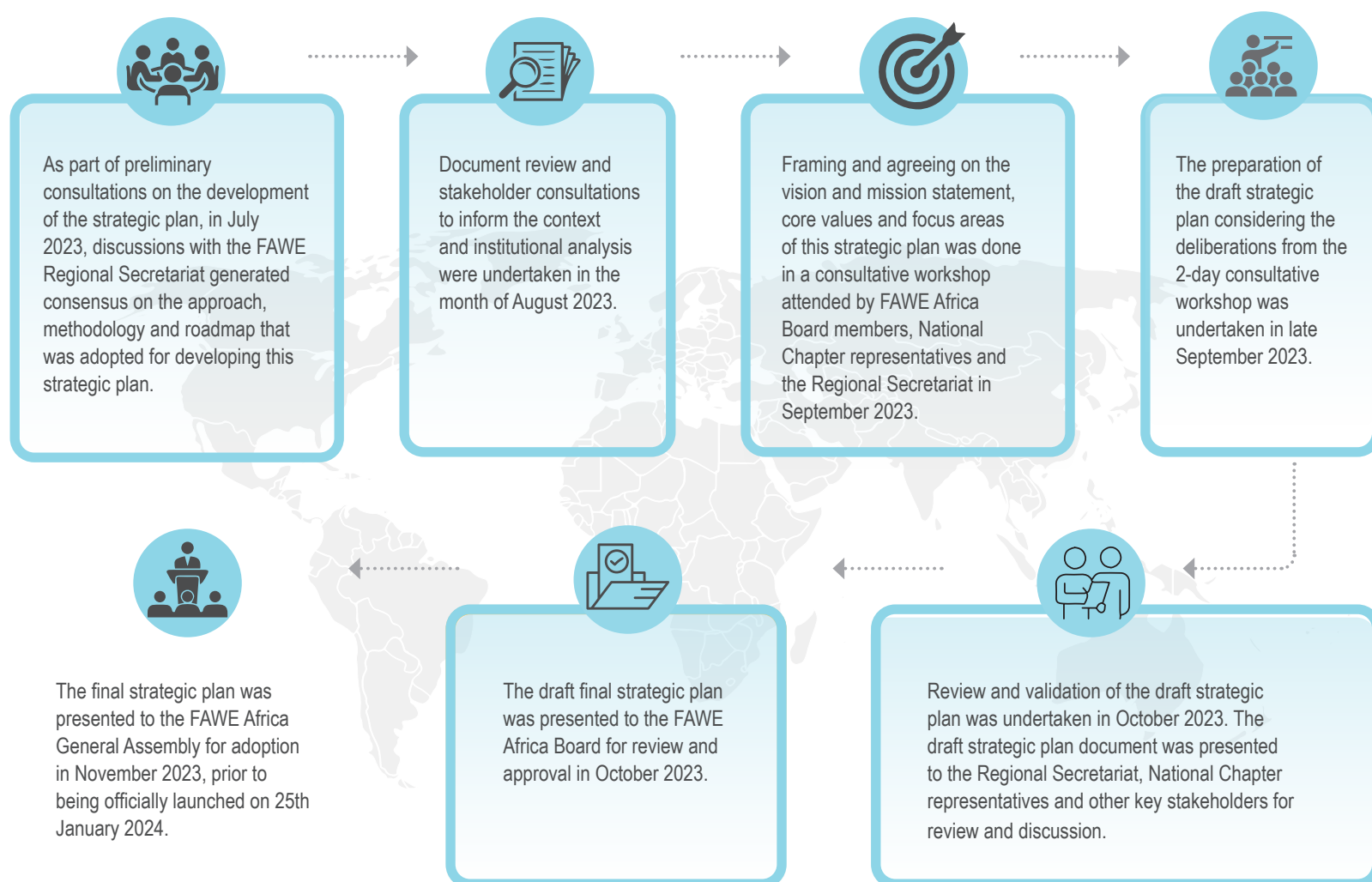
We prioritize meaningful results and long-term outcomes for girls and women, educators, and the educational system with a focus on creating positive and lasting impact on individuals, communities, and society.

[Stock photo]

1.3 Process of developing the 2024-2028 Strategic Plan

The strategic plan development process was all-inclusive and participatory. It significantly benefited from stakeholder input starting with the staff from the FAWE Regional Secretariat, the National Chapters, the FAWE Africa Board and several other key stakeholders who included partners and government representatives. The process followed the following steps:

STRATEGIC PLAN DEVELOPMENT PROCESS



2 Who we are



2.1 About FAWE

FAWE is a member-based Pan-African Non-Governmental Organization (NGO), led by African women working towards equality in education across the continent. FAWE's main objective is to empower girls and women through education.

FAWE 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).

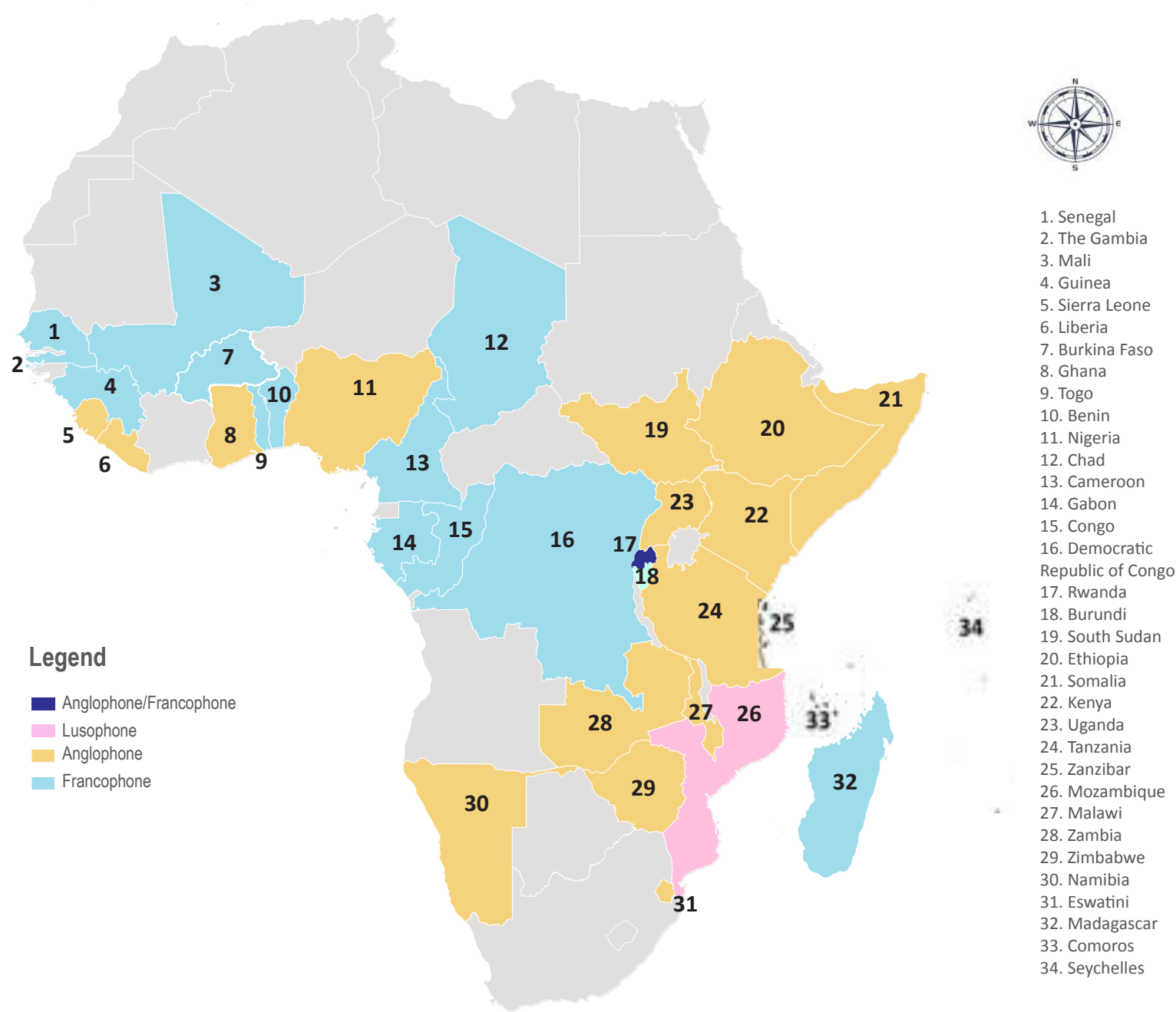
Over the past three decades, FAWE has engaged with governments, local partners, schools, and communities to advocate for gender mainstreaming and to influence the development and implementation of policies, and interventions to promote girls' and women's education in Africa.

FAWE's Regional Secretariat (RS) and headquarters is based in Nairobi, Kenya. FAWE 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,

although 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 National Chapters



2.2 FAWE's Track Record

Over the past three decades, FAWE has been a dedicated champion for the advancement of girls' and women's education and empowerment in Africa. This period has witnessed significant progress in the field of education, and FAWE has been a key player in driving this transformation.

Advocacy



FAWE's work has contributed to developing, and influencing education policies, plans, and practices across Africa, and enhancing gender responsiveness in education.

Description of Achievement

- Led the development and adoption of Gender Equality Strategy for the Continental Education Strategy for Africa (GES4CESA) on behalf of AU.
- Member of UNGEI Global Advisory Committee, contributing to the Education for All agenda.
- As a member of CIES, FAWE has advocated for gender mainstreaming across all levels of education.
- Supported the development of the policy on Ending Violence Against Women and Girls (EVAWG).
- As chair Gender is My Agenda Campaign (GIMAC), led CSOs in convening, fundraising, and reporting to the African Union Gender Directorate.
- Worked with the EAC to develop the Gender Action Plan, and a score card on select articles of the Maputo Protocol.



Sisters in arms! Eunice (left) and Bérénice Hagbegnon, active members of FAWE's Tuseme Club pose for a photo after a riveting drama performance in Togo's capital of Lomé.

FAWE Demonstrative Models



FAWE's has demonstrated best educational practices through effective models and encouraged the adoption of these models by governments and educational institutions.



Amoding Gladys, a beneficiary of FAWE's STEM Model looks through a microscope during a Science class in Uganda.

- 1 Gender Responsive Pedagogy (GRP): Successfully implemented in 24 SSA countries enhancing girls' performance and retention in education.
- 2 Technical Vocational and Education Training (TVET): To empower girls and women with a focus on skills development through TVET and entrepreneurial training.
- 3 Centers of Excellence (CoE): Aims to address challenges related to school physical environment, academic environment, and social environment.
- 4 Science Technology Engineering and Mathematics (STEM): Aims to promote mentorship of girls and women, encouragement of female learners and teachers to take up STEM subjects.
- 5 TUSEME 'Let's Speak Out.': Enhances girls' self-esteem, leadership skills, and promotes communities' positive attitudes toward girls' education.
- 6 School Related Gender Based Violence (SRGBV): Seeks to address SRGBV in a holistic and integrated manner, to get schools and communities to identify SRGBV, design tailored strategies to prevent and respond to SRGBV.
- 7 Mothers' clubs: Enables women to advocate at the grassroots level, mobilize community support, and raise awareness on the socio-economic benefits of girls' education.

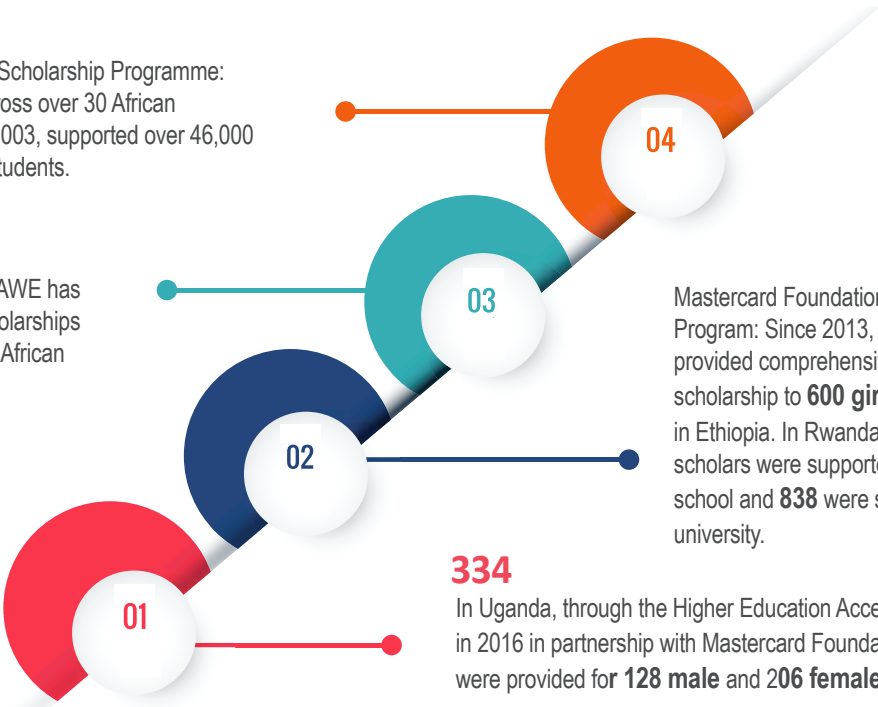


Power to read! Graduates under the FAWE/Mastercard Foundation Scholars Program stand on stage on graduation day in Kigali, Rwanda.

Scholarships

46,000 Comprehensive Scholarship Programme:
Implemented across over 30 African
countries since 2003, supported over 46,000
disadvantaged students.

Commonwealth Scholarships: FAWE has
helped secure postgraduate scholarships
in the UK for students in various African
nations.



National Chapters.

34 Growing number
NCs, currently 34.

A network of members
in SSA with a significant
footprint.

Spread across sub-Saharan
Africa in Anglophone,
Francophone, and
Lusophone countries.



Partnerships.

- Global Affairs Canada in promoting Sexual Reproductive Rights of Girls in Ghana and Uganda
- Ford Foundation on ending teenage pregnancies in Kenya.
- Oxfam Kenya on promoting women participation in politics in Kenya.
- French Embassy Senegal on promoting quality education for girls in Burkina Faso, Gabon, and Senegal
- Sexual Violence Research Initiative (SVRI), research on sexual violence
- MasterCard Foundation (Scholars, Higher Education Access, and Imarisha Msichana Program)



FAWE through her national chapters works with ministries and other policy makers to implement policies that will achieve greater and better participation of girls in education.



2.3 Who We Work With: Stakeholders and Partners

FAWE engages with a diverse stakeholders and partners who play crucial roles in working towards gender equality, girls’ education, and women’s empowerment in Africa. These stakeholders form a collaborative network that works together with FAWE to transform education systems, advocate for gender equality, and create educational opportunities for girls and women in Africa. FAWE’s engagement with these stakeholders is crucial for driving meaningful change and achieving its mission.

	Category of Stakeholders	Primary stakeholders
	Policy Makers/ Influencers	- Ministry of Education, Youth, Gender, Health, Child Protection, Finance and Labour - Parliaments - Local Governments - Alumni Networks - National Chapters
	Partners	- Civil Society Organisations - Non-Governmental Organisations - Faith Based Organisations - Private Sector
	Implementers	- FAWE National Chapters - FAWE RS - Teachers Unions
	Beneficiaries	- School Boards & Parents and Teachers Association - Teachers - Parents - Schools - Students - Girls & Women - Communities (including Boys & Men)



Beneficiaries of the Sustained Business Start-ups through Enhanced Female Youth Employable Skills programme work on their seaweed project in Zanzibar.



Participants of the FAWE Mastercard Foundation Students Entrepreneurship Fund showcase their products for sale in Kigali, Rwanda.



A FAWE/ Mastercard Foundation Students Entrepreneurship Fund participant attends to her goats which she sells for profit.



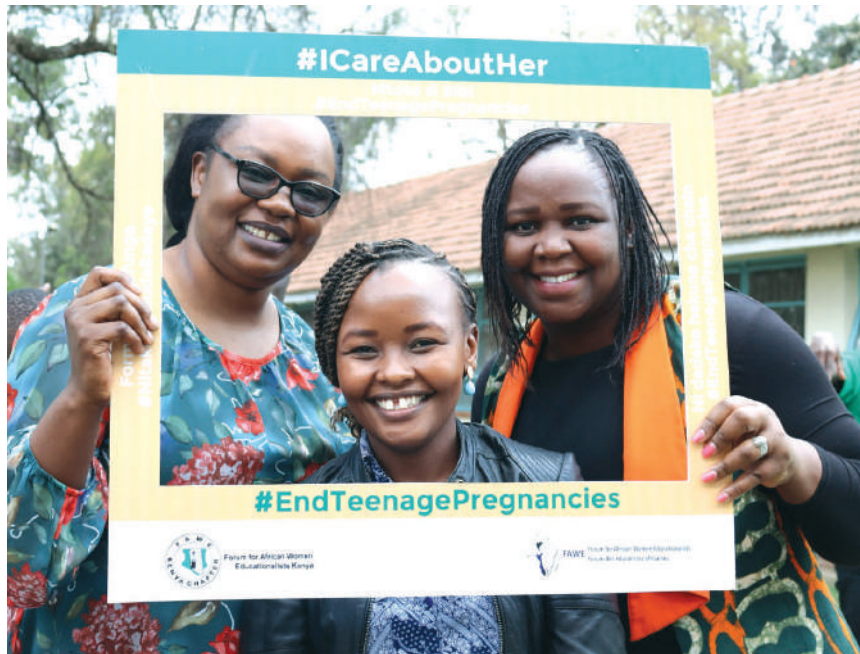
Beneficiaries of the Sustained Business Start-ups through Enhanced Female Youth Employable Skills programme at an energy class session in Bamako, Mali.



A beneficiary of the Sustained Business Start-ups through Enhanced Female Youth Employable Skills programme at an energy class session in Bamako, Mali.



A FAWE/ Mastercard Foundation Students Entrepreneurship Fund participant showcases her plants for sale in Kigali, Rwanda.



FAWE's programme Officer Ms. Naomi Kamitha (center) poses for a photo with Ms. Teresa Omondi-Adeitan, FAWE Deputy Executive Director and Ms. Terry Otieno, Former FAWE Kenya National Chapter Coordinator at the launch of the 'I Care About Her Campaign'.



FAWE Executive Director Ms. Martha Muhwezi shakes hands with the Kenyan Cabinet Secretary for Education Hon. Ezekiel Machogu (right). Hon. Machogu was the guest of honor at the 3rd Triennial International FAWE Conference on Girls' Education in Africa.



FAWE staff at the 2023 end year annual review meeting and retreat in Nanyuki, Kenya.





FAWE staff and National Chapter Coordinators pose for a photo outside FAWE headquarters in Nairobi, Kenya in November 2023.



(From left)
FAWE Africa
Executive
Director
Ms. Martha
Muhwezi,
FAWE Board
Member
Dr. Jeanine
Kekeli
Agounke
(center)
and FAWE
Deputy
Executive
Director
Ms. Teresa
Omondi-
Adeitan at
the FAWE
Togo General
Assembly in
Lome, Togo.



(From left) FAWE Zanzibar National Chapter Coordinator Ms. Winnifred Mamawi, FAWE Zambia Executive Director Mr. Costern Kanchele, FAWE Malawi National Chapter Coordinator Mr. Wesley Chabwera, FAWE Ghana National Chapter Coordinator Mr. Richard Amoani and FAWE Eswatini Board Member Prof. Nonhlahla Sukati at a past team building activity in Nairobi, Kenya.

**Beneficiaries of the Sustained Business Start-ups
through Enhanced Female Youth Employable Skills
programme tend to their seaweed farm in Zanzibar.**



3 How we work: Our approach

3.1 Key Elements of Our Approach

FAWE follows a comprehensive and holistic approach to promoting gender equality, girls' education, and women's empowerment in Africa. The key elements of FAWE's approach are deliberately

designed and appropriate to influence policy reform and positive change in the community where FAWE works in partnership with other stakeholders.



4 The Context

4.1 Overview

The context analysis highlights the key education indicators, the underlying socio-economic issues, and the prospects and opportunities to tap into. The analysis also identifies factors that pose risks to FAWE's efforts in making meaningful contribution towards advancing quality education for girls and women. These insights combined with a clear understanding of the external environment and internal capabilities have guided FAWE's strategic decisions and actions contained in this strategic plan.

4.2 Key Education Indicators

Enrolment, Retention & Transition



12 million

Globally, the out-of-school population fell by just 9 million, while it increased in sub-Saharan Africa (SSA) by 12 million in 2022. - UIS, GEM Report



4.2%

By 2022, the female out-of-school rate was 4.2% higher than the male rate.²



52 million

As of 2019, 52 million girls were not in school in SSA, 4 million will never go back to school compared to 2 million boys.



23%

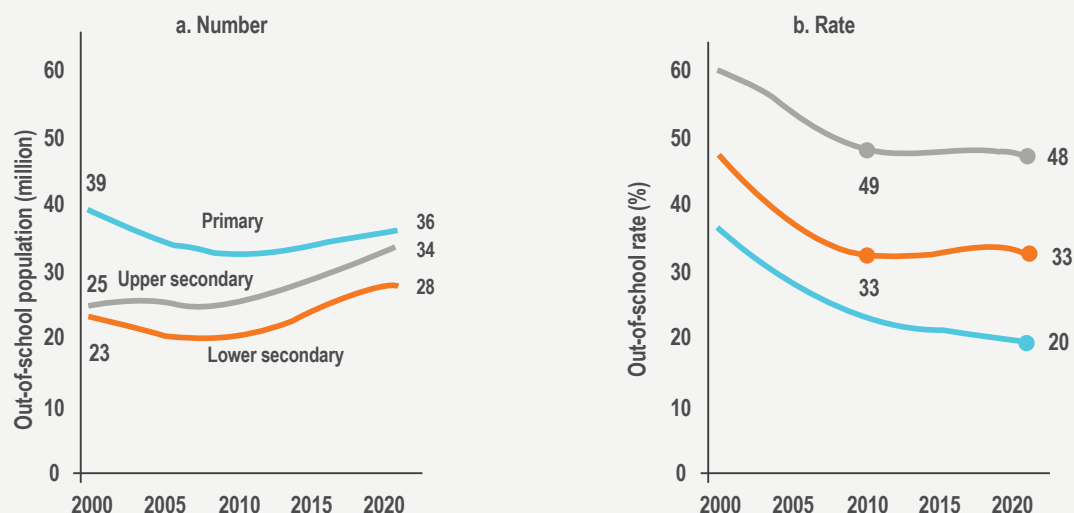
Girls face early disadvantages in education, with 23% out of primary school compared to 19% of boys. - UNESCO.



9.4%

The gross tertiary education enrollment ratio in SSA is 9.4%, way below the global average of 40%. - UNESCO UIS (2018)

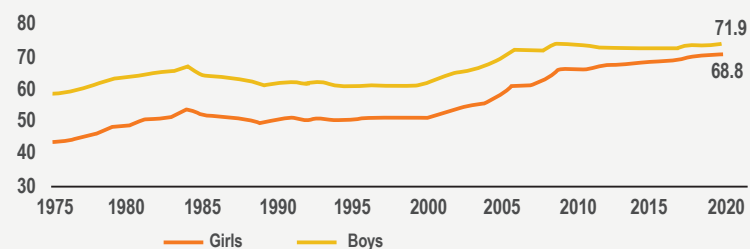
Out-of-school number and rate by age group, sub-Saharan Africa, 2000-2021



Source: UIS, GEM Report, 2022.

Primary School completion rate in SSA

Primary completion rate in sub-Saharan Africa, by sex, 1975-2020 (percentage)



Source: World Bank and UNESCO Institute for statistics, 2022



40 million

In SSA, around 40 million more young individuals will discontinue their education between 2015 and 2025.¹

70.3%

The primary level completion rate in SSA stood at 70.3% in 2022, with 68.8% girls and 71.9% boys.¹⁰

9.4%

SSA 9.4% of students transition to tertiary level, significantly lower than the global average of 38%.

84-88

Globally, young women in secondary education increased from 102 to 105 per 100 young men, achieving gender parity. In SSA, the ratio improved from 84 to 88, but it remains the region with the largest disadvantage for young women.

Science, Technology, Engineering and Mathematics (STEM)

25% Less than 25% of African higher education students are in STEM fields, with most students studying social sciences and humanities.

30% The share of females graduating from tertiary education engineering fields is below 30% for many SSA countries.

COVID-19 and its Impacts on Girls' and Women's Education



56%

Across SSA, there was an increase in the prevalence of adolescent pregnancies during COVID-19. Approximately 56% of adolescent girls dropped out of school due to pregnancy.

Status of SDGs



SDG 4: Quality Education

67% of children in SSA complete primary school by age 15, among those who do, **30%** achieve the minimum proficiency level in reading.



SDG 5: Gender Equality

• In 2021, globally, **750 million women and girls** were married before the age of 18 and at least **200 million women in SSA**.

• In 2021, **1 in 4 women and girls** aged 15-49 in SSA (24.7%) had undergone female genital mutilation, the practice is almost universal in Djibouti, Guinea and Somalia.



SDG 10: Reduced Inequalities

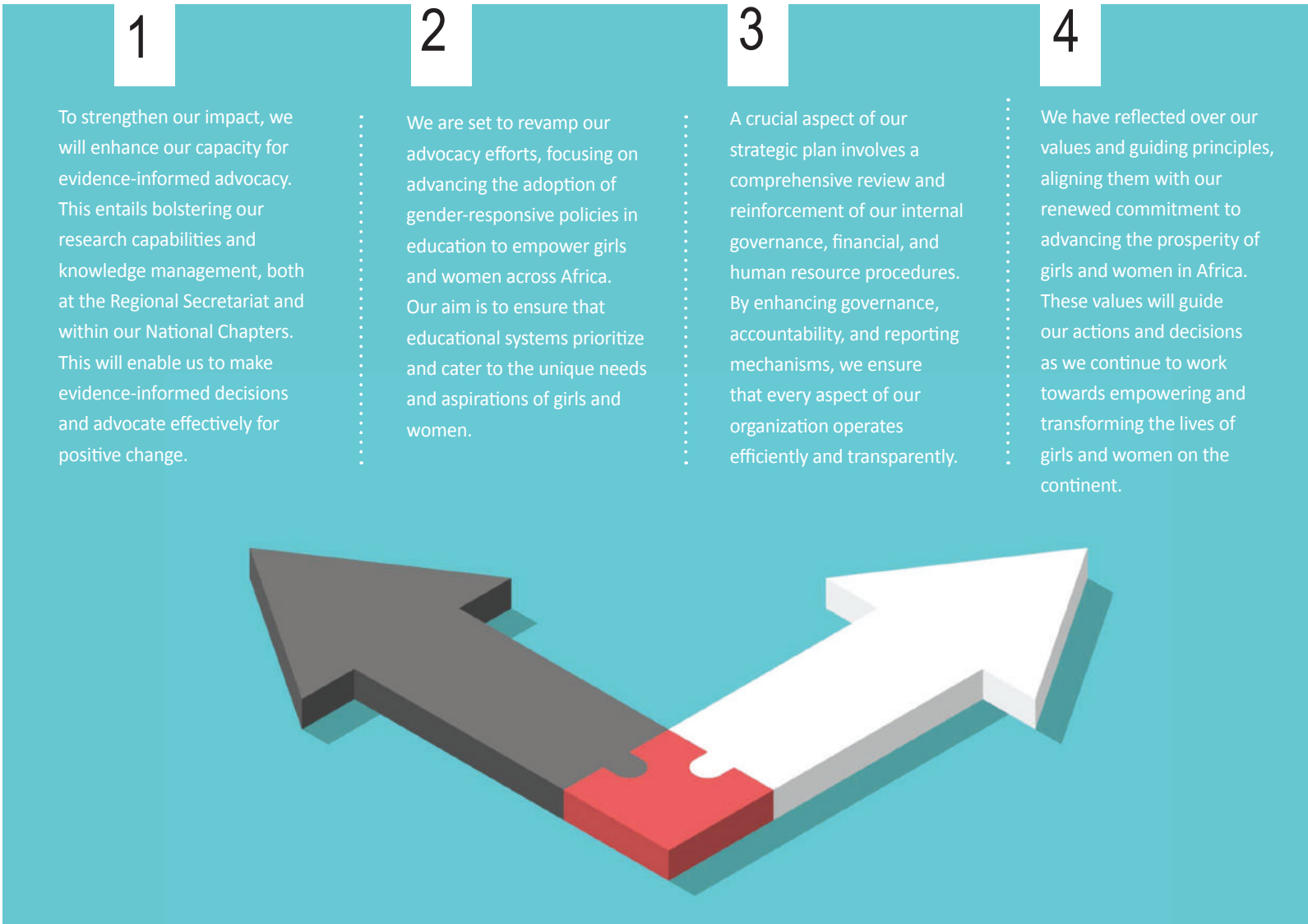
• By 2021, **about 44 million women and girls** had been forced to flee their homes due to climate change, war, conflict, and human rights violations.



4.3 Institutional Context – Gap Analysis

As FAWE, we have contributed to a remarkable impact over the last three decades. Our 2019-2023 strategic plan marked a turning point, intensifying our efforts to advocate for gender-responsive education policies, imparting skills in girls and women, and strengthening our institutional capacity. We also prioritized research

and knowledge management to pioneer innovative approaches for the girls’ education agenda in Africa. However, our work is not done. Recognizing the gaps in our efforts and the evolving challenges facing girls’ and women’s education in Africa, we have outlined a responsive strategic plan.



Inclusivity

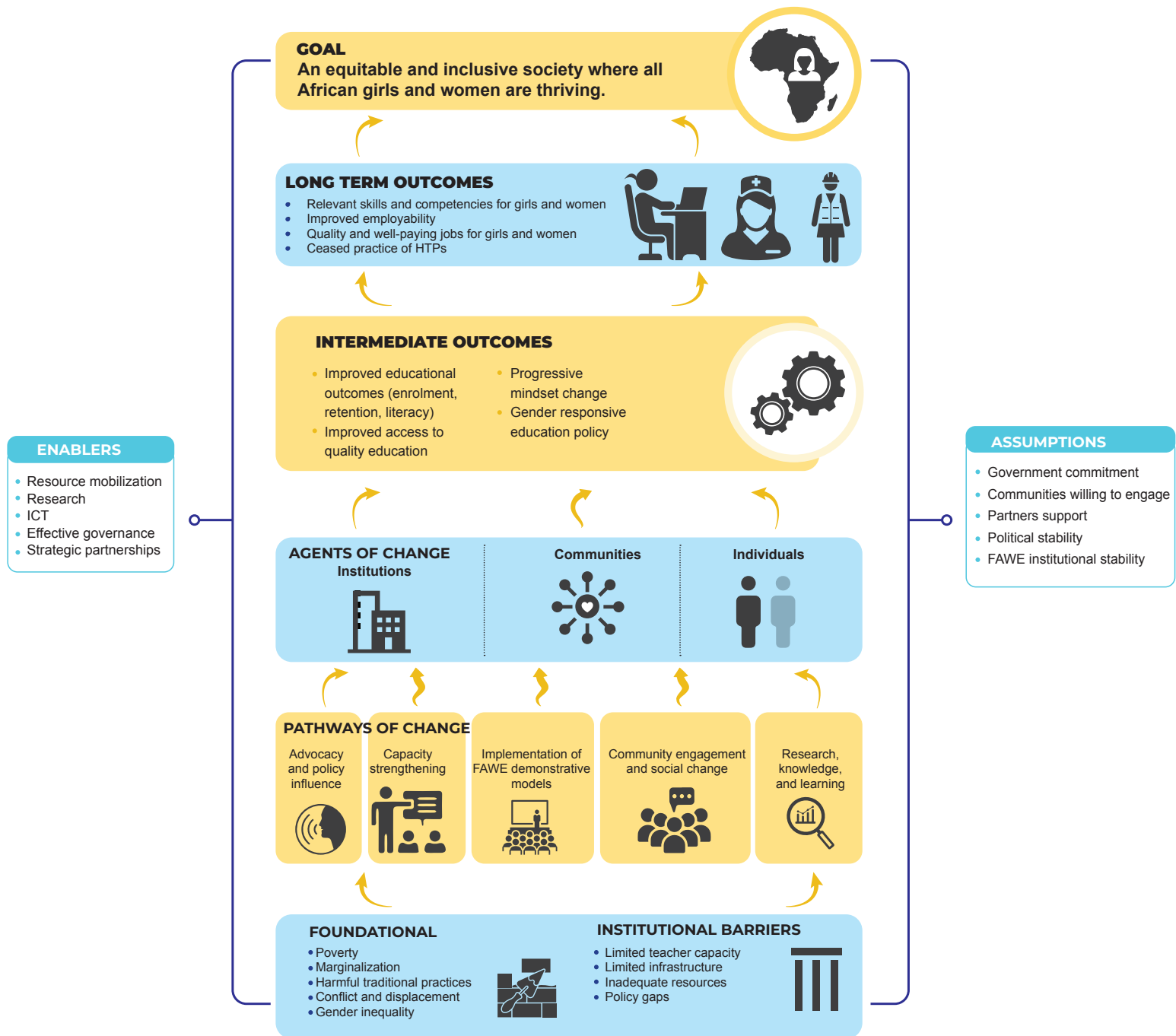


We promote equity in education, working to ensure equal access to quality education for all African girls and women, including those with disabilities regardless of their socio-economic background, geographical location, or cultural context.



5

Our Theory of Change



6

Strategic Framework

FAWE's Gender Responsive Pedagogy Model trains teachers to be more gender-aware and develops teaching practices that engender equal treatment and participation of girls and boys in school.



Our Vision

An equitable and inclusive society where all African girls and women are thriving.



Our Mission

To promote gender responsive policies, practices, and attitudes in education to enhance equal opportunities for African girls and women.



Kenyan Cabinet Secretary for Education Hon. Ezekiel Machogu (in blue suit) meets with fellow Ministers for Education in Africa from various countries and FAWE Board members before the commencement of the conference.



Our Motto
Education for Change



6.4 Values and Guiding Principles

At FAWE, our values and guiding principles form the bedrock of our work towards promoting gender equality, girls' education, and women's empowerment in Africa. These principles guide our actions and shape our decision-making process, ensuring that we stay true to our mission and vision. They define who we are and serve as a compass in our journey toward a more equitable and inclusive African society. Our 5 I's are:



Innovation

Ms. Oumou Tangary, a beneficiary of the Sustained Business Start-ups through Enhanced Female Youth Employable Skills programme at an energy class session in Bamako, Mali.

[Courtesy: FAWE Mali]

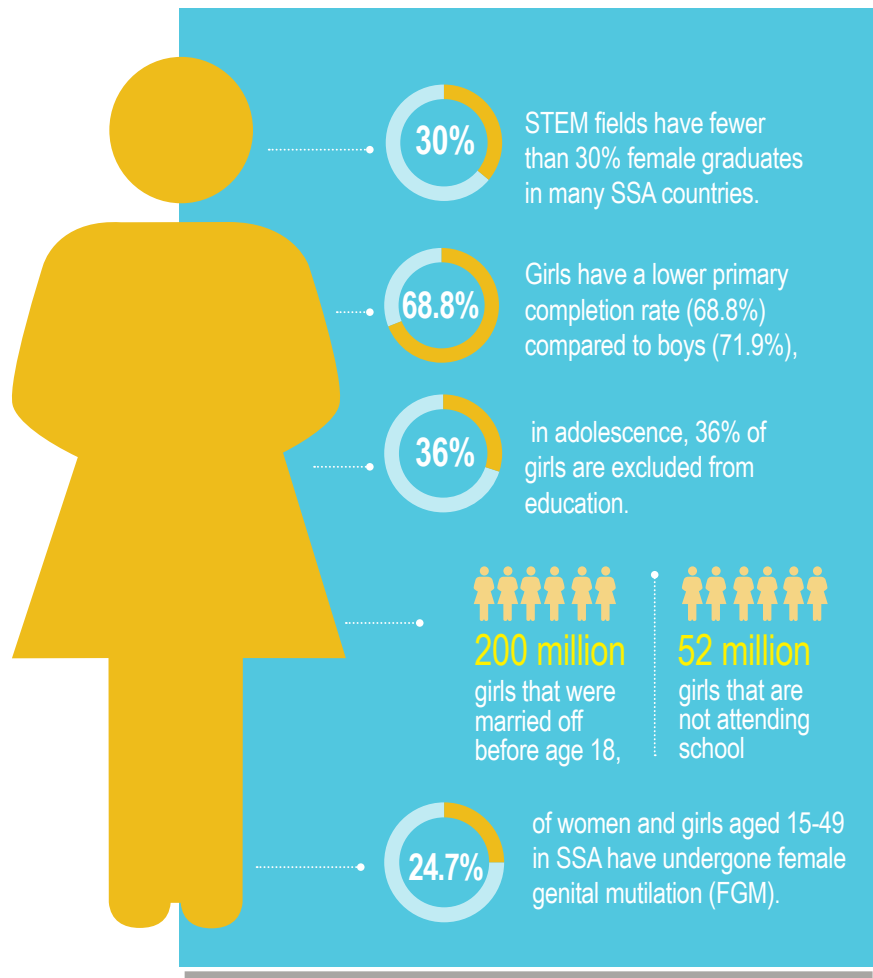
We utilize creative solutions, research, and technology integration to overcome educational challenges faced by women and girls.



Students of YY Okot College in Uganda make a presentation of their Science project at their school.

6.5 Strategic Objectives

This strategic plan will pursue three strategic objectives over the next five years. The strategic objectives highlight the specific areas of work that FAWE has prioritized based on an institutional analysis, reflections on FAWE’s main objective, and an extensive context analysis. The emphasis for this strategic plan has not deviated significantly from the previous plan. However, a renewed focus on doing things differently while consolidating gains from the previous strategic plan period is prioritized. In this section, we elaborate on the three strategic objectives, the strategic interventions, and the anticipated outcomes. Detailed activities are attached as Annex 1: Key Activities & Performance Indicators.



6.5.1 Strategic Objective I: To enhance provision and access to quality education and training opportunities for girls and women in Africa.

Overview:

Quality education involves delivering foundational and advanced skills in secure, inclusive settings with skilled teachers. UNESCO and UNICEF highlight two key indicators: cognitive development and emotional growth. Currently, 52 million girls are not attending school, in adolescence, 36% of girls are excluded from education. Girls have a lower primary completion rate (68.8%) compared to boys (71.9%), and STEM fields have fewer than 30% female graduates in many SSA countries. Furthermore, 200 million girls were married off before age 18, 24.7% of women and girls aged 15-49 in SSA have undergone female genital mutilation (FGM). These issues, exacerbated by poverty and social norms, worsened by the COVID-19 pandemic require urgent action. We will intervene in several areas to enhance access to quality education.

Intervention Area	Strategic Actions	Outcomes
Access, retention, transition, and performance for girls and women	- Advocate for increased financing for education by governments - Advocate for the implementation of policies to ensure inclusive and continuous education for women and girls. - Address harmful cultural norms and barriers to education for girls and women	Equitable access to quality education and enhanced academic performance
Acquisition of relevant skills for employment, decent jobs, and entrepreneurship	- Support governments in developing gender responsive TVET policies - Promote economic empowerment for girls and women - Promote participation of women and girls in STEM subjects	Empowerment through the education and skill development of girls and women
Inclusion and enhanced safety in the education system	- Advocate for the development and implementation of policies that prioritize inclusion and safety in education. - Advocate for and support the development of appropriate and accessible school infrastructure.	An inclusive and secure learning environment, for girls' full participation and achievement in education
Mainstreaming of FAWE demonstrative models in country education systems	- Scale up the implementation of FAWE demonstrative models within country education systems. - Development of new FAWE Demonstrative Models - Leverage eLearning to support roll out of FAWE demonstrative models	Improvements in quality, equity, and inclusiveness in education.
Education in emergencies	- Advocate for child rights to education in emergencies - Support and collaborate on education in emergencies initiatives	Ensure the right to education for girls and women in a safe and supportive environment

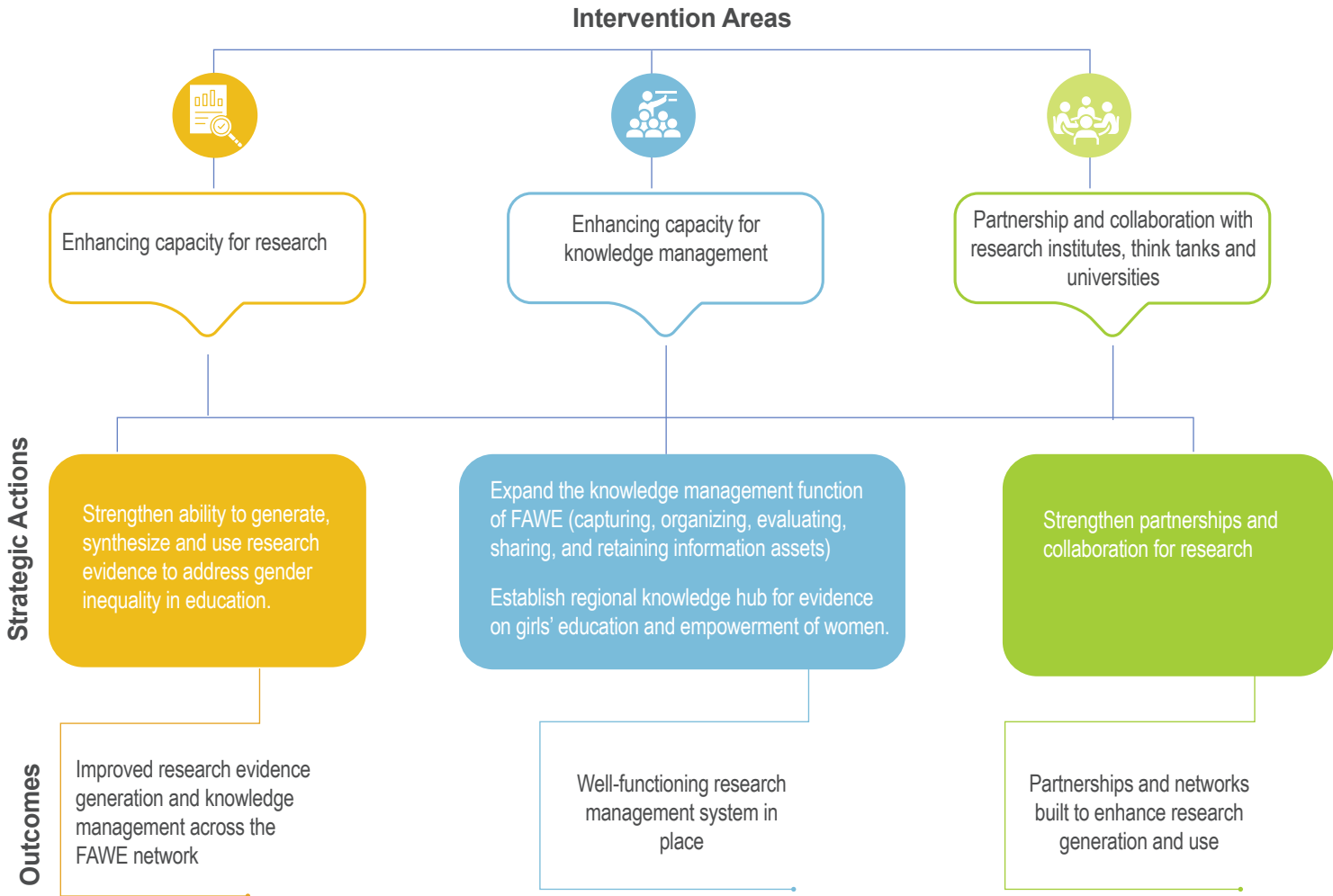


6.5.2 Strategic Objective 2: To enhance the generation and utilization of research evidence to inform education policy and practice.

Overview:

FAWE recognizes that investing in research generation and the use of up-to-date, relevant data in its advocacy work in education policy and practice is imperative. We believe utilizing research evidence to influence interventions targeting specific girls’ and women’s issues will ensure targeted and more impactful strategic actions. We will

continue to invest in research evidence generation that is aligned with our mission while aligning with global and regional development agenda. We will ensure that the interventions that target women are based on gender-sensitive research that is responsive to the needs of girls and women at all levels and in all settings in Africa.



6.5.3 Strategic Objective 3: To strengthen institutional capacity and enhance the operational effectiveness of the FAWE network.

Overview:

Organizational governance involves processes and structures for decision-making, accountability, controls, and behaviours designed to accomplish an organization’s objectives. It also encompasses establishing an organizational culture and identity to promote shared values. A strong governance system can enable an organization to achieve its objectives

more efficiently and effectively. This focus area is inward-looking and will mainly focus on reinforcing the internal organisational capacity of FAWE. It aims to build on existing organisational strengths while addressing emerging capacity gaps, to enable FAWE to implement interventions effectively and efficiently. It will focus on several strategic objectives that address priority areas in institutional strengthening at the Regional Secretariat and National Chapters.

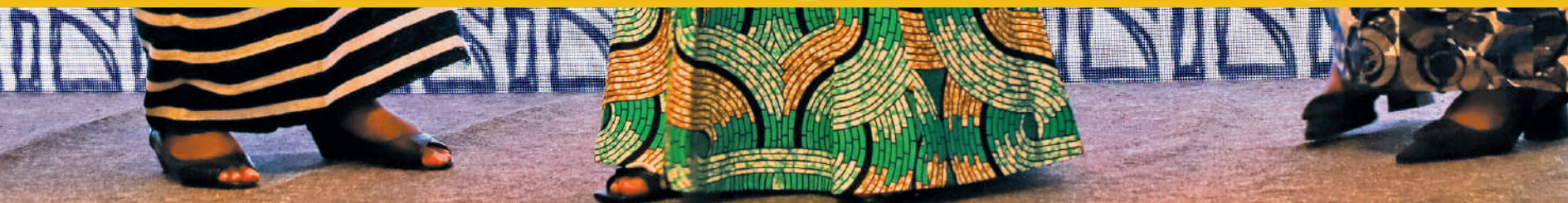
	Intervention Area	Strategic Actions	Outcomes
	Resource mobilization and grants management	- Strengthen network capacity for resource mobilisation - Enhance staff capacity in utilization of grants management framework	Increased funding for the FAWE RS and National Chapters.
	Governance and organizational structures	- Enforce appropriate internal controls, oversight, and compliance mechanisms. - Reorient FAWE network on objectives, goals, and identity. - Optimize utilization of finance, human resource and administration system	A robust governance system enabling the achievement of objectives more efficiently and effectively.
	Programming capacity	- Strengthen the technical capacity of FAWE RS and NCs in program cycle management. - Enhance monitoring, evaluation and learning. - Socialize NCs on the 2024-2028 SP	Improved adaptive programming and results-driven implementation.
	Communication and visibility	- Develop and operationalize a communication strategy and plan. - Rebranding of FAWE - Sustained digital media presence and campaigns.	Increased recognition of Brand FAWE and shared identity among National Chapters.
	Partnership and collaboration	- Enhance alumni involvement - Forge strategic alliances	Creation of a robust network and support system

Integrity



Dr. Jiddere Kaibo, FAWE Nigeria Board Chairperson proudly lifts a plaque awarded to FAWE Nigeria during the FAWE 30-year anniversary. Looking on are FAWE Africa Board Member Dr. Chikondi Mpokosa (right) and Ms. Epua Ewa, Executive Director for FAWE Nigeria.

We hold ourselves accountable to the highest standards of excellence, transparency, and responsible governance.





A Fawe/ Mastercard Foundation Students Entrepreneurship Fund participant showcases her bags for sale in Kigali, Rwanda.

7 Implementation and coordination

7.1 Financial Resource Needs

The estimated budget for the implementation of this strategic plan is USD 57,868,481. FAWE’s programmatic focus (SO 1 and SO 2) is projected to utilize over 75% of the budget, with the rest going to SO 3, whose focus is institutional strengthening and capacity to enhance the operational effectiveness of the FAWE network.

Strategic Objective (SO)	Year					
	2024 (USD)	2025 (USD)	2026 (USD)	2027 (USD)	2028 (USD)	TOTAL (USD)
SO 1: To enhance provision and access to quality education and training opportunities for girls and women in Africa.	8,171,559	8,239,512	8,372,407	8,958,476	9,764,739	43,506,693
SO 2: To enhance generation and utilization of research evidence to inform education policy and practice.	430,082	620,178	930,267	995,386	1,084,971	4,060,885
SO 3: To strengthen institutional capacity and enhance the operational effectiveness of the FAWE network.	1,965,912	2,024,830	2,064,108	2,103,387	2,142,666	10,300,903
Total	10,567,553	10,884,520	11,366,783	12,057,249	12,992,375	57,868,481

7.2 Resource Mobilization

Successful implementation of FAWE's 2024-2028 strategic plan will not only depend on the commitment of the stakeholders, but also on the availability and efficient utilization of resources required to undertake the planned activities. This strategic plan will be supplemented by a resource mobilization strategy establishing the framework for delivering increased, stable, and sustainable funding to achieve FAWE's ambitious agenda.

7.3 Implementation of the Strategic Plan

The strategic plan will be implemented at the National Chapter and the Regional Secretariat level. To facilitate the implementation at the country level, FAWE National Chapters will update or align their strategic plans to the FAWE Africa strategy and develop corresponding work plans and budgets. On an annual basis, FAWE will develop work plans and budgets that are premised on the strategic plan. FAWE will also develop or participate in programmes or projects that translate the strategic plan into action. These programmes will run for various periods over the tenure of the strategic plan.

7.4 Governance and Management

This section presents FAWE's governance and management arrangements that will facilitate the implementation of the strategic plan.

7.4.1 FAWE Africa Board

FAWE is governed by an eleven-member FAWE Africa Board that provides overall policy guidance and direction to FAWE. The Board's membership is drawn from various sub-regions of sub-Saharan Africa that meet twice a year. To provide policy guidance and direction, the Board approves FAWE's work programmes and budgets. The Board admits new members into FAWE, who the General Assembly ratifies. The Board approves the creation of regional and national offices and any other representations, including



FAWE's Gender Responsive Pedagogy Model trains teachers to be more gender-aware and develops teaching practices that engender equal treatment and participation of girls and boys in school.



A FAWE/ Mastercard Foundation Students Entrepreneurship Fund participant at her chicken farm in Rwanda.

recognition of National Chapters, appoints the Executive Director, and approves the appointment of senior officers at the Secretariat. Besides overseeing the management of FAWE assets and overall corporate governance, the board represents and speaks on behalf of FAWE at international fora.

7.4.2 Regional Secretariat

The Regional Secretariat is managed by an Executive Director, who reports to the FAWE Africa Board. The Executive Director oversees the day-to-



FAWE's Comprehensive Scholarship Packages enable bright but economically disadvantaged girls and women enroll in school, stay on to complete the school cycle at all levels and transition into tertiary education, acquire skills and contribute to the development of their communities.

day operations of the Secretariat. The Regional Secretariat will work closely with the National Chapters to implement the strategic plan. The Regional Secretariat in Nairobi, Kenya, provides coordination and technical support to National Chapters and monitors and evaluates the entire organization's work. Specifically, it prepares, implements, and monitors detailed work programmes of the organization, and provides communication liaison with individual members, funding partners, and strategic partners. The Regional Secretariat also supports the functions of the FAWE Africa Board and the General Assembly by preparing background documentation and maintaining proper books of accounts and audited reports for the smooth running of the organization. The FAWE Africa Board and Regional Secretariat Organogram is attached below.

7.4.3 National Chapters

The National Chapters are governed by National Boards elected by National Assemblies which hold their meetings once every year. The National Assemblies bring together all members and representatives of alumni. Such assemblies are 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 are determined by National Boards. A National Coordinator heads the chapter secretariat. The National Chapters implement FAWE programmes and interventions at the country level, working directly with Ministries of Education (MoE), strategic partners, and communities to ensure that programmes are effectively implemented and fully supported by all stakeholders.

7.4.4 FAWE Africa Alumni Network

The FAWE Alumni Network is an association of African young women and men who have benefited from FAWE's interventions at regional or national chapter level. Through the alumni association, FAWE harnesses the intellectual and technical resource and energies of these young women and young men and utilizes it to foster positive change to the social, cultural, and economic context in which girls' education is provided in Africa and inspire schoolgirls and boys to remain focused on education.

Membership to FAWE alumni associations is not limited to graduates of FAWE Centres of Excellence or of scholarship programmes but is open to any graduate who was a student in a school or training institution where FAWE implemented an intervention that they may have directly or indirectly benefited from. The members voluntarily come together

to form local/sub-national, national, and regional associations. Every FAWE Alumni Network exists under the auspices of the FAWE National Chapter to which it is affiliated and draws its legitimacy. The FAWE Alumni Network offers every alumnus the opportunity to stay involved with and connected to the FAWE Chapter and fellow alumni. In each country, the alumni network is organized into forums at national and sub-national level. The FAWE Africa Alumni Network is constituted by members representing each national alumni forum. Each National Alumni Forum elects and submits three (3) members to represent them on the FAWE Africa Alumni forum. At FAWE Africa level, members from the various National Alumni forums elect a seven (7) member Regional Executive Committee to execute regional level activities. Elections are held after every three years.

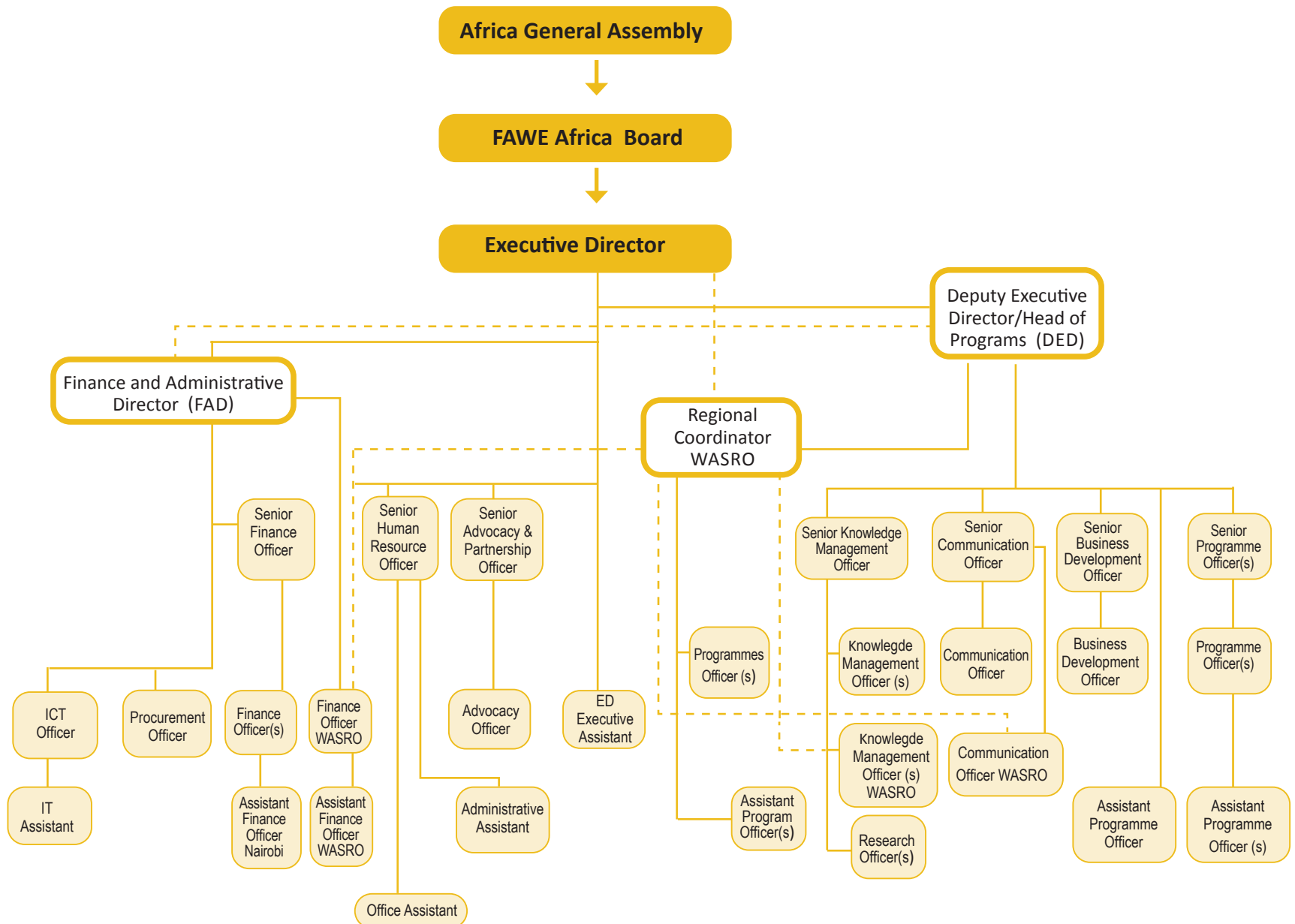


A group photo session after the opening ceremony of the conference at the 3rd Triennial International FAWE Conference on Girls' Education in Africa.

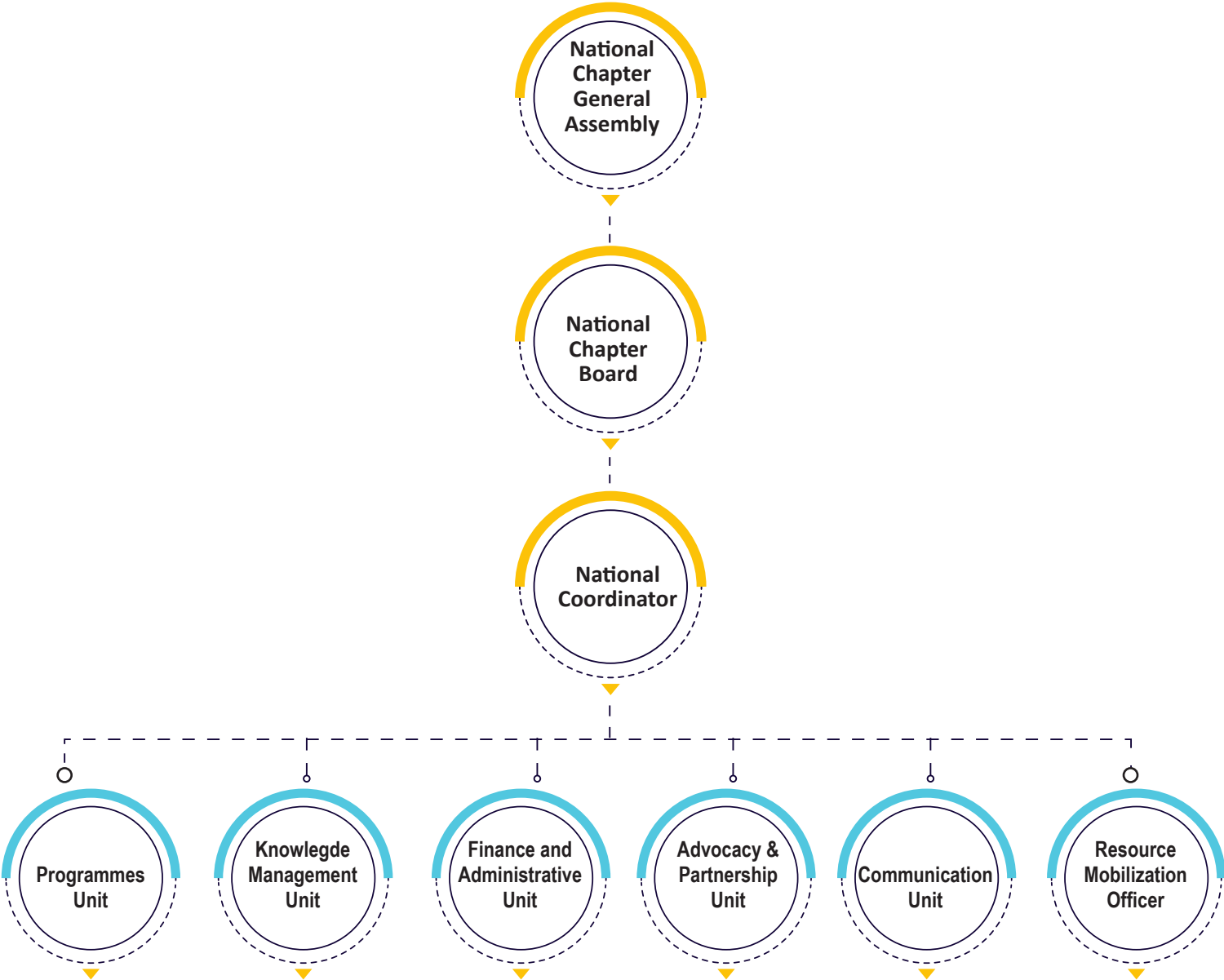


FAWE's Gender Responsive Pedagogy Model trains teachers to be more gender-aware and develops teaching practices that engender equal treatment and participation of girls and boys in school.

FAWE AFRICA & REGIONAL SECRETARIAT ORGANOGRAM



NATIONAL CHAPTER ORGANOGRAM



NB: National Chapters Organograms vary.

8 Monitoring, Evaluation, Reporting and Learning

8.1 Overview

For FAWE, the overall goal of monitoring, evaluation, reporting, and learning (MERL) is to track and demonstrate realization of results from the implementation of this strategic plan. The MERL framework's main purpose is four-fold and includes to:

- Enhance monitoring and evaluation (M&E) to derive results, lessons, and best practice from evidence.
- Strengthen FAWE's capacity in evidence-informed programming, M&E, and knowledge management.
- Ensure that knowledge generated by FAWE and its partners in advocacy, programme implementation and lessons learnt is deliberately captured, curated, and disseminated widely.
- Promote greater transparency and accountability, through the generation of sound information.

A MERL Committee comprising of the Executive Director, Head of Programmes, Heads of Units and Programme Officers will oversee the implementation of the strategic plan. The MERL Committee will hold quarterly meetings to review the status of strategic plan implementation as it relates to their respective areas. The committee will report annually to the FAWE Africa Board on the progress of the strategic plan implementation.

8.2 Monitoring

Monitoring the strategy implementation will involve the following:

- **Analysis and Reporting** – Information and data obtained on progress of implementation will be obtained from National Chapters and Regional Secretariat reports, analysed, and documented on a quarterly and annual basis.
- **Validation** – This will involve checking or verifying whether reported progress is accurate or not through field visits, partner feedback or surveys.
- **Indicator Performance Tracking** – Achievement of quantitative indicators outlined in the results framework will be tracked in a database and disaggregated based on gender and special interest groups (e.g., persons with disability or youth) where applicable. Periodic summaries will be generated for reporting as well as for assessing the rate of indicator achievement, based on milestones and measurable outputs.
- **Stakeholder Participation** – FAWE RS will obtain feedback from the NCs, partners and beneficiaries on progress and proposed actions through quarterly stakeholder consultations. This will provide avenues for discussions on emerging issues during the strategy implementation period. Feedback from stakeholders will be used to examine outcomes and course-correction where necessary.



FAWE through her national chapters works with ministries and other policy makers to implement policies that will achieve greater and better participation of girls in education.

8.3 Evaluation

FAWE will conduct annual performance reviews, midterm review and end term review of this strategic plan.

- **Annual performance reviews** – Annual reviews of the strategic plan will be conducted to ensure that required changes to strategies and key activities are evidenced-informed by information from the quarterly reviews and continuous monitoring. The findings from the annual reviews will be shared with stakeholders as appropriate. Lessons from the annual reviews will be used to inform periodic reviews in program design and strategies.
- **Mid-term review** – An independent mid-term review of the strategic plan will be undertaken to identify progress made in implementing the strategy and in the contribution to the achievement of the overall goal, challenges affecting implementation as well as lessons learnt. The findings of the mid-term review will provide critical recommendations for the remaining half of the strategic plan. The MERL committee will be responsible for overseeing the implementation of actionable recommendations from the validated mid-term review report.
- **End-term review** – The end-term review will be conducted at least six months before the end of the strategic plan period in 2028. The review will assess the impact of FAWE’s work through the implementation of the strategy. The review will also examine sustainability, constraints, lessons learnt, mitigation measures and provide recommendations for the next strategy.

8.4 Reporting

Reporting on the strategy implementation will be two-fold.

- **Quarterly reporting** – Every quarter (once every 3 months), FAWE will document progress towards implementation of the strategy, the achievement of results, challenges and lessons learnt.



FAWE's Tuseme (Swahili for 'Let Us Speak Up') youth empowerment model trains girls and boys to identify and understand the problems affecting them, articulate these problems and take action to solve them.

- **Annual reporting** – Every end of year, FAWE will develop an annual report documenting results. The report will also document lessons learnt and how they have been applied to inform programming. Annual reports will be disseminated to all stakeholders through appropriate forums.
- **Stakeholder forums** – These forums will be held annually to review progress, share lessons learnt and document results. Key stakeholder groups will include National Chapters, development and implementing partners.
- **Annual reflective workshops** – periodic forums for the Regional Secretariat and National Chapters will be organized to reflect on emerging issues during strategy implementation. These forums will provide opportunities for collaborative learning and adaptation of programmes and interventions to enhance achievement of FAWE's goal.
- **Pause and reflect sessions** – FAWE will organize and facilitate a series of pause and reflect sessions with National Chapters and decision-makers to generate lessons and make recommendations about partnerships and generate recommendations about joint work.

8.5 Learning

FAWE is a highly recognized institution in the areas of education and gender. Over the period of this strategic plan, FAWE plans to harness this by ensuring that research products and lessons learnt from its work and that of National Chapters and its partners is documented and made accessible to all stakeholders to influence policy and action at national and regional levels. Opportunities for learning and reflection will be provided through various channels.

Involvement



We foster collaboration and partnerships with various stakeholders to create a collective impact in advancing girls' and women's education in Africa.

Annexes

Annex 1: Key Activities & Performance Indicators

Strategic Objective	Strategic Action	Activities	Performance Indicators
SO1: To enhance provision and access to quality education and training opportunities for girls and women in Africa.	Advocate for increased financing for education by governments	Conduct research and policy analysis that identifies gaps in education funding	Study commissioned and findings disseminated
		Hold policy dialogue forums on education financing with policy makers and education officials	Number of policy dialogue forums held in NCs
		NCs join local education groups (LEGs) to raise profile on increased education financing	Number of LEGs meetings attended in-country
		Participate in technical working groups for education budgeting and tracking	Number of technical working groups attended
		Support the participation of community members in budget making process	Issues presented by community members in budget making process
	Advocate for the implementation of policies to ensure inclusive and continuous education for girls and women.	Training for NCs on gender-sensitive policy mainstreaming	Number of trainings conducted on gender sensitive policy mainstreaming
		Support NCs to engage governments in developing gender sensitive policies in education	Number of policies reviewed/ developed
		Sensitization of policy makers and education officials on gender sensitive policies	Issues raised leading to policy review or implementation
		Provide comprehensive scholarships packages for economically disadvantaged students	Number of disadvantaged students provided with comprehensive scholarships
	Address harmful cultural norms and barriers to education for girls and women	Conduct research on best practices to engage communities on harmful cultural norms on girls' and women education	Study commissioned and findings disseminated
		Facilitate NCs to conduct community sensitization forums on child marriage, FGM, teenage pregnancy	Proportion of communities committing to address harmful cultural practices

Strategic Objective	Strategic Action	Activities	Performance Indicators
		Support the formation and strengthening of community action groups	Number of action groups formed or strengthened, and issues addressed
		Conduct youth led community outreach programs on SRH	Number of youth-led outreach programs conducted
	Support governments in developing gender responsive TVET policies	Conduct employment skills gaps analysis	Study commissioned and findings disseminated
		Provide technical assistance for gender sensitization of TVET curriculum	Number of TVET curriculum reviewed
		Training of TVET facilitators and government officials on GRP	Number of trainings conducted and appreciation of GRP
		Popularize TVET initiatives for girls and women	Number of initiatives for popularization conducted
		Provide TVET scholarships for girls and women	Number of scholarship recipients completing studies
	Promote economic empowerment for girls and women	Partner with local enterprises for apprenticeships for girls and women	Number of MOUs signed with local enterprises and girls and women enrolled for apprenticeships
		Provide access to financial resources, and guidance in business development	Number of startups provided with financial and business support
		Facilitate networking and establishment of women led business groups	Number of women led business groups established.
	Advocate for the development and implementation of policies that prioritize inclusion and safety in education.	Conduct comprehensive policy analysis on inequality and safety in schools	Study commissioned and findings disseminated
		Facilitate governments to develop safety framework in schools	Number of safety frameworks developed/ reviewed
		Facilitate inclusive and safety-focused dialogue forums	Number of safety dialogue forums conducted
	Advocate for and support the development of appropriate and accessible school infrastructure.	Convene meetings with education officials and partners to create awareness and importance of inclusive and appropriate school infrastructure	Number of meetings with education officials and partners.
		Hold community meetings to raise awareness on inclusive and appropriate school infrastructure	Number of community meetings held
		Conduct gender-sensitive assessments to identify the specific needs and vulnerabilities of girls, women, and children with disability	Study commissioned and findings disseminated
	Scale up the implementation of FAWE demonstrative models within country education systems	Conduct impact study on FAWE demonstrative models in enhancing women and girls' education	Study commissioned and findings disseminated

Strategic Objective	Strategic Action	Activities	Performance Indicators
		Convene forums for dialogue on mainstreaming of FAWE demonstrative models at national level	Number of governments committing to mainstreaming of the demonstrative models
		Facilitate trainings for education officials, teachers, and students on demonstrative models	Number of trainings conducted for education officials, teachers, and students.
	Development of new FAWE Demonstrative Models	Conduct needs assessment	Assessment conducted.
		Develop demonstrative models	Number of new models developed
		Pilot new demonstrative models	Number of new models piloted
	Leverage eLearning to support roll out of FAWE demonstrative models	Blend technology-based teaching strategies on FAWE demonstrative models.	Number of FAWE demonstrative models blended with technology
		Conduct training to teachers and students to achieve adoption of eLearning.	Number of trainings conducted for teachers and students.
		Purchase equipment for demonstrating integration of eLearning to FAWE demonstrative models	Number of demonstration workshops carried out.
	Advocate for child rights to education in emergencies	Advocate for the endorsement of the Safe Schools Declaration by all African States and Territories	Number of African states and territories that ratify and endorse the declaration
		Advocate for policies that support education in emergencies	Number of policies developed that support education in emergencies
	Support and collaborate on education in emergencies initiatives	Equip teachers with skills, knowledge, and attitudes to be effective facilitators through continuous teacher professional development	Number of teachers trained on provision of education in emergencies
		Work with partners to develop an emergency sensitive learning curriculum	Context specific crisis sensitive curricular developed
SO2: To enhance generation and utilization of research evidence to inform education policy and practice.	Strengthen ability to generate, synthesize and use research evidence for advocacy in favor of girls and women	Develop a comprehensive research strategy	Research strategy developed
		Training of FAWE staff at RS and NCs to enhance knowledge and skills in conducting research.	Number of staff trained on research
		Collaboration with policy research think tanks to improve staff capacity to undertake research.	Number of joint policy research conducted
		Undertake joint initiatives to promote learning and adaptation across FAWE network	Number of joint learning initiatives across FAWE network
		Recruit qualified staff for the research department	Number of staff recruited
	Expand the knowledge management function of FAWE (capturing, organizing, evaluating, sharing, and retaining information assets)	Develop knowledge management strategy (process, tool, plan)	Knowledge management strategy developed



Strategic Objective	Strategic Action	Activities	Performance Indicators
		Recruit qualified staff for knowledge management	Knowledge management staff recruited
		Train FAWE staff on knowledge management.	Number of FAWE staff trained on knowledge management
	Establish regional knowledge hub for evidence on girls' education and empowerment of women.	Prepare guidelines and tools for NCs to track national education plans and budgets	Number of guidelines and tools developed
		Produce an Annual State of Girls' Education Report for Africa	Annual report disseminated/ Number of people reached
		Produce regional learning papers on patterns and trends in the education sector planning	Number of papers published
		Automate documentation-sharing & learning within the FAWE network.	Automation of documentation-sharing and learning within FAWE
		Subscribing to relevant journals and databases	Number of subscribed journals and databases
	Strengthen partnerships and collaboration for research	Develop joint research proposals, strategies, workplans and raise funds to support delivery of joint research activities	Number of successful research proposals per year
		Establish network with research institutes, think tanks and universities	Number of networks established
SO3: To strengthen institutional capacity and enhance the operational effectiveness of the FAWE network	Strengthen network capacity for resource mobilization	Develop resource mobilization strategy	Resource mobilization developed
		Recruit resource mobilization staff	Resource mobilization staff recruited
		Train RS/NC staff and Boards in resource mobilization	Number of staff and board members trained
	Enforce appropriate internal controls, oversight, and compliance mechanisms.	Conduct a governance audit	Number audit recommendations implemented
		Develop a governance manual	Governance manual developed
		Train FAWE RS and NCs on corporate governance	Number of staff and board members trained on corporate governance
		Implement governance audit recommendations	Percentage of recommendations implemented
	Reorient FAWE network on objectives, goals, and identity.	Conduct reorientation sessions with NCs	Number of persons reoriented
		Develop and implement FAWE identity enculturation strategy	Enculturation strategy developed
	Review and automate finance, human resource, and administration system	Procure an Enterprise Resource Planning (ERP) system	ERP procured
		Train staff on how to use ERP	Proportion of staff trained and using ERP modules
	Strengthen the technical capacity of FAWE RS and NCs in program cycle management.	Conduct learning needs assessment and train NC staff in program cycle management	Capacity development plan developed

Strategic Objective	Strategic Action	Activities	Performance Indicators
		Conduct learning needs assessment and train RS staff in program cycle management	Capacity development plan developed
		Establish peer learning exchanges among NCs	Number of peer learning exchange conducted
		Formation of communities of practice	Number of communities of practice formed
	Enhance monitoring and evaluation capacity.	Develop M&E Plan/ Strategy	M&E strategy developed
		Training of staff (NC/RS) on M&E	Number of staff trained on M&E
		Conduct quarterly review meetings	Proportion of RS/NC staff participating in review meetings
	Enhance advocacy capacity	Support research themed on women and girls' education – to set the evidence-based advocacy agenda	Research conducted and disseminated within FAWE network and partners
		Develop advocacy tool kit on key issues	Advocacy tool kit developed and disseminated to FAWE network
		Conduct themed advocacy campaigns	Number of advocacy campaigns conducted/Reach of advocacy campaigns
		Training of RS/NC staff on advocacy	Number of staff trained (disaggregated by RS and NC)
		Conduct meetings with women parliamentarian's caucus	Number of meetings held, and issues discussed
		Commemorate relevant international (Day of African Child, Teachers Day, 16 Days of Activism)	Number of people reached with key information
		Review 2023-2027 advocacy strategy	Advocacy strategy for 2028- 2032 developed
		Attend regional and international conferences/ seminars/ dialogue roundtable on girls and women education	Key agreements from the roundtables
	Develop and operationalize a communication strategy and plan.	Develop communication strategy and policy.	Extent of operationalization of communication strategy (based on KPIs within the strategy)
	Rebranding of FAWE	Review and redesign FAWE logo.	Redesigned FAWE logo
		Review brand guidelines.	New FAWE brand guidelines
		Re-design and update FAWE website & other online platforms e.g., X, LinkedIn, and Facebook.	Redesigned FAWE website and online platforms
		Disseminate information on new brand	Number reached with information of new branding
	Socialize NCs on the 2024-2028 strategic plan.	Launch of the strategic plan and publish abridged version of the strategy.	Number reached during launch of strategic plan
		Meetings with NCs to unpack the 2024-28 strategic plan	Number of NCs reached during the unpacking sessions



Strategic Objective	Strategic Action	Activities	Performance Indicators
	Sustained digital media presence and campaigns.	Technical support to RS and NCs on social media management	Number of staff trained (disaggregated by RS and NC)
		Social media campaigns on important international day	Number of people reached with key information during campaigns
		Run social media updates on key issues on girls and women education	Number of people reached with key information on social media
		Monitor and analyze performance of digital media presence	Number of reports analyzing KPIs on FAWE digital media presence
	Enhance alumni involvement	Develop alumni database	Alumni database developed and continually updated
		Support the establishment or renewal of alumni networks	Number of newly established alumni networks
		Develop communication/feedback mechanism e.g., create online/ social media group for FAWE alumni	Number of communication threads on developed social media platforms
		Initiate joint projects supporting girls and women education	Number of joint projects initiated
		Organize alumni events/ re-unions	Number of alumni attending events
		Establish awards for recognition of active alumni networks	Number of alumni awardees
	Forge strategic alliances (Government, development partner, private sector, and communities)	Conduct partner mapping	Number of updates to partner database
		Develop MOUs and partnership agreements	Number of partners newly engaged
		Collaborate on joint initiatives with shared agenda on girls and women education	Number of joint initiatives with partners
		Host annual partnership forum	Number of partners attending forum



[Courtesy: FAWE Malawi]



FAWE Forum for African Women Educationalists
Forum des éducatrices africaines

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