



*FAWE: 15 years of advancing
girls' education in Africa*

Our vision

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

Our mission

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





FAWE House, Nairobi, Kenya.

Preface

The strategies adopted by FAWE in working for gender equity and equality in African education over the past 15 years have had important outcomes. Schools in which FAWE has undertaken interventions have recorded increased rates of enrolment, retention and completion for girls. Girls have been enabled to improve their academic performance overall and acquire social skills that allow them to better their quality of life and enhance their life chances. An encouraging number of countries in sub-Saharan Africa have consequently adopted and integrated into their education systems the policies and innovations championed by FAWE.

In these pages, FAWE shares some of its accomplishments in advocating for African girls' education. It outlines its ideology and approach, sets its work in context, discusses its advocacy work and its most outstanding interventions, and highlights evolutions in girls' education in the countries where it has a presence.

The remarks made by Fay Chung, one of FAWE's founding members, at the first meeting to create the organisation in 1992 still ring true today: 'We are not helpless as a group. We need to have a vision of where we want to go, realising that each day, there is something positive we can do.'

FAWE's work shows that the lives of African girls can be changed if there is a strong voice articulating their concerns and continuously reminding educational authorities and other stakeholders of their responsibility to bring about gender-responsiveness in education. While parents, local communities, governments and the international community have repeatedly shown commitment to supporting girls' schooling since the 1990 World Conference on Education for All (EFA) in Jomtien, Thailand, they must be reminded to keep the promises made since then. This is FAWE's overarching task.

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Making a mark

FAWE was founded in 1992 with the specific goal of campaigning to bring about greater access, retention and completion in girls' schooling in sub-Saharan Africa, as well as improved academic performance for girls.

In its 15 years of existence, FAWE has emerged as an authority on girls' schooling in the region, earning respect and recognition at international, regional and national levels. The organisation has influenced governments to review and reform policies that hinder girls' access to education. Countries have adopted gender-responsive policies and

subsequently experienced improved enrolment, retention and performance of girls in school.

Today, the organisation sits on various global education forums, including the UNGEI Global Advisory Committee and the Global Campaign for Education. It has received international awards that recognise its influential role in the campaign for gender equity in education. The first of these was the UNESCO Comenius Medal in 1994 and the most recent, the 2008 Henry R. Kravis Prize in Leadership.

Kravis Prize celebrates FAWE's achievements

FAWE was awarded the 2008 Henry R. Kravis Prize in Leadership in recognition of its exemplary work in championing the cause for girls' education in Africa. The prize, which carries a \$250,000 award, recognised that FAWE, through advocacy, practical interventions and best practices, had influenced governments and development agencies to introduce policies and implement programmes that promote girls' and women's education.

The result of FAWE's work has been that some 12 million girls and women have had the chance to attend school and overcome material deprivation and social and political exclusion.



Aminata Kandor

Sierra Leone

At age 14, Aminata was illiterate and had been married off to a man who was over fifty years of age and had children older than her. Her father was killed by rebels and her mother had no means of caring for her children so she forced Aminata to marry this well-to-do relative.

FAWE's sensitization work on girls' education moved the man to enrol Aminata at the FAWE School for Girls while keeping her as wife at home. Aminata

admired her school mates who were still enjoying their childhood. She eventually disclosed her marital status to the head teacher. FAWE carried out an investigation, took legal action and the husband gave Aminata up.

A FAWE member took care of Aminata until she completed primary school. She did her secondary school with the support of a FAWE scholarship. She is now in the second year of a nursing course.

Awa Keita

Mali

'My name is Awa Keita and I'm in 9th grade. Things were hard for me because my parents could not afford to buy me the things I needed for school. On Saturdays and Sundays, I would sell peanuts and oranges so I could afford to keep going to school.

I wanted to stop school in the 7th grade but thanks to FAWE, I'm now in 9th grade. Because of the bursary

I got from FAWE Mali I no longer have any financial problems and I can study without having to sell snacks. The bursary includes a pack at the beginning of the school year with exercise books, bags, pens, text books, geometry sets, school uniforms and money for school fees and other needs. Four other girls besides myself receive this bursary.'



Table 1: Education in figures

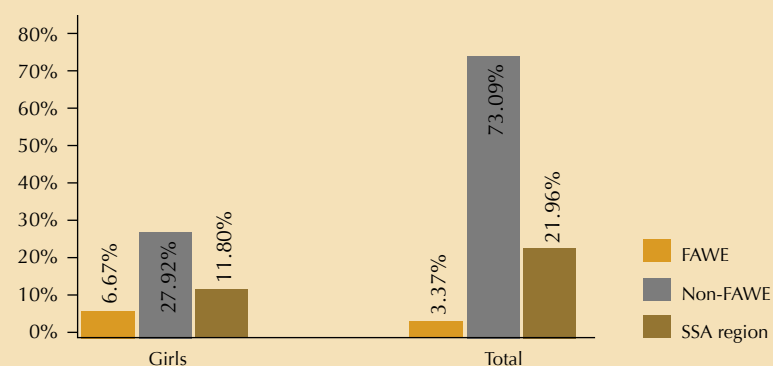
880 million *	illiterate adults worldwide, the majority are women from sub-Saharan Africa
113 million *	out-of-school children worldwide
67 percent †	of African boys entering primary school complete the cycle
65 percent †	of African girls entering primary school complete the cycle
60 percent *	of out-of-school children worldwide are girls
26 percent †	of African boys attend secondary school on average
21 percent †	of African girls attend secondary school on average

* Source: UNESCO EFA Global Monitoring Report 2008

† Source: UNESCO EFA Global Monitoring Report 2006

Regional Snapshot

Average change in out-of-school children in FAWE and non-FAWE countries* 1999-2005



Source: Figures computed from the UNESCO EFA Global Monitoring Report, 2007

* Countries that reported data

FAWE's work in context

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

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

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

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

Table 2: SSA countries that have achieved gender parity in access

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

Source: UNESCO Gender Parity Index, 2005

* FAWE countries

Yvonne Kakenya

Kenya

Yvonne ran away from home to escape early marriage and female circumcision. She was rescued by friends and transferred to the FAWE Centre of Excellence in Kajiado.

'When I was 12, my dad tried to marry me off to a boy who was younger than me. I said no and he chased me away from home. I ran away to my aunt where I stayed for one year. My uncle was circumcising his daughters and decided I would be included. But I managed to escape. I ran away to another aunt who lived far away.

Once a girl is circumcised, she is immediately given away in marriage. I did not want this to happen to me.

While I was at my aunt's house, I met some girls who were attending school and I explained my problem. They took me to their head teacher. I told her my story and she allowed me to stay in the school. Later, she brought me to my current school which has a programme for rescued girls. I would like to become a lawyer when I complete my studies.'

Shemsa Uwase

Rwanda

'I was a new student in Senior Two. During our Mathematics lesson the teacher was asking simple questions but he asked me a very difficult question that wasn't at my level. Because I failed to answer, when the other students went for break he told me to remain kneeling in class.

He told me he wanted me to be his girlfriend. He said that if I let him, he would give me marks for free but if I didn't allow him he would give me zero in each subject and many punishments. He went out of the class and gave me five minutes to think about it.

My friend Anita came in and asked me why I was

unhappy. When I told her, she advised me to accept and went out. Then another friend, Mary, came in. When I told her my problem, she was shocked and reminded me of Tuseme. She told me to refuse and if he continued forcing me I should tell him that I would report him.

After a few minutes the teacher came back. I was still afraid but when he asked for my answer, I said 'no'. He told me I would regret it. When it was time to go home I passed by the office and told the headmistress. Later, the teacher was told to leave and I continued with my studies.'

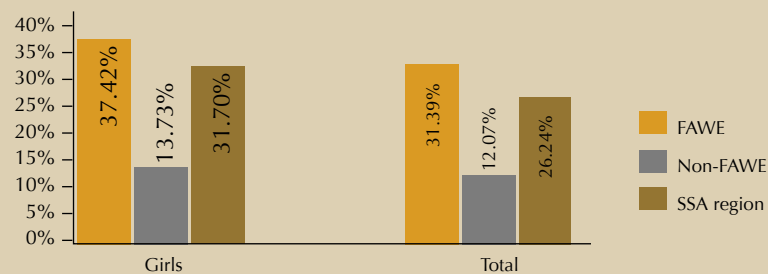


Table 3: Major achievements in 15 years

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

Regional Snapshot

Average change in primary education net enrolment ratio (NER) in FAWE and non-FAWE countries* 1999-2005



Source: Figures computed from the UNESCO EFA Global Monitoring Report, 2007

* Countries that reported data

Transforming girls' education

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

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

The organisation works through National Chapters in 35¹ countries in sub-Saharan Africa. Several of these countries have experienced more rapid progress in girls' education than countries in which FAWE does not have a presence.

¹New FAWE National Chapters are in the early stages of being established

Hafsoit Athoumane

Comoros

Hafsoit was enrolled in primary school in Hantsambou in 2000 but had to leave school in 2004 due to her parents' separation. Hafsoit's mother could not raise her children alone or afford the cost of Hafsoit's school materials. She decided to keep Hafsoit at home to do the household chores and take care of her younger brothers and sisters while she worked at the market selling her goods.

In 2005, FAWE Comoros began to target the school in Hantsambou and made it a 'Friend of FAWE' school. Thanks to FAWE's sensitisation work and the organisation's provision of school materials to 'Friend of FAWE' schools, Hafsoit's mother became convinced that only education could reduce poverty. Hafsoit returned to school in 2006. She is in now in 5th grade and is performing well.



Caritas Nyiramirimo

Rwanda

'When I was in primary six, I fell sick for a while. When I recovered, I was not allowed to continue my studies. The only reason given was that I was a girl and the first-born.

After three years, other children advised me to go back to school but my parents refused. I was 16 then. I decided to proceed though I would miss school on some days because I would have to work to earn

money to buy school supplies and pay fees. To my own amazement, I passed the primary leaving exams.

I started secondary school without the necessary requirements. The school authorities accepted me and I started studying even before paying school fees. After a few days, I was informed that I had received a scholarship from FAWE Rwanda. Currently, I am studying well though I have some eye problems.'



Nancy Finnoh

Sierra Leone

Nancy was a housemaid at age 16. She was always sad when her age-mates went to school. She asked her aunt to send her to school but the aunt refused, saying that Nancy was too old for primary school. Through a FAWE Peace Club visit, Nancy's story reached the teacher in charge. She visited Nancy's home and explained to her aunt about the PROMAL project which caters for over-aged girls. The aunt accepted and Nancy was enrolled on the project. She performed so well in both academic and skilled work that she was transferred to the normal school. After two years, she took the primary school examination. At present, she is a star secondary school student on a FAWE scholarship.

Table 4: Gender policies enacted through FAWE's intervention

Country	Achievement
Burkina Faso	Policy on promoting girls' education
Burundi	Draft national policy on girls' education
Cameroon	Gender responsive EFA plan Integration of gender in education sector strategy
Chad	Policy on girls' and women's education Gender responsive EFA plan
The Gambia	Gender responsive EFA plan. Draft policy on sexual harassment.
Ghana	Gender responsive EFA plan
Kenya	Gender responsive EFA plan Kenya Education Strategic Plan Kenya Educational Sessional Paper No. 1 of 2005 Gender policy on education
Liberia	Gender responsive EFA plan
Malawi	Incorporating gender in national education policy Gender responsive EFA plan
Namibia	Education policy and guidelines on girls' education Gender responsive EFA plan
Rwanda	Gender responsive EFA plan Sub-sector policy on girls education
Senegal	Gender responsive EFA plan Integrating gender issues within the education sector
Seychelles	Gender responsive EFA plan
Tanzania	Gender responsive EFA plan Secondary Education Development Plan (SEDP)
Uganda	Sub-sector policy on girls' education Gender policy on education
Zambia	Abolition of examination fees Gender responsive EFA plan Incorporating gender in national education policy
Zanzibar	Integrating gender in the Zanzibar Education Development Plan, 2008-2012

Influencing policy



Girls' access to school as well as their retention, completion and performance are determined by existing national policies. Yet studies have shown that education policies in many countries do not take into account the unique conditions that prevent girls from accessing and completing basic education.

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

Aster Shimeles

Ethiopia

Aster Shimeles was granted a FAWE scholarship which she says changed her life. As her parents are very poor they were not able to buy her school materials. She had to walk for an hour to get to school everyday. She was also responsible for household chores as she was the eldest child. Sometimes she was forced to miss school.

'After FAWE started to help me, my parents' attitude improved. They began to think that I could achieve remarkable results and they freed me from the

household labour. Now I use public transport to get to school and I can buy books and whatever I need,' she says.

Aster wants to be a mechanical engineer. Some of her teachers have told her this field is very tough but Aster is determined. She says, 'The development of a country is achieved through hard work of both men and women. The support provided by organizations like FAWE is crucial to realize this. We also need to attest that girls are capable of registering remarkable results.'

Nancy Ayaka

Uganda

'I met this man who made me believe that he was God's gift to me. He lured me to have sex with him and I ended up getting pregnant. My mother was shocked but she wasn't about to give up on me. She decided to look after her grandchild so that I could go back to school.

I returned to school six months after giving birth and continued with my education. I worked hard and got the grades that qualified me to enter secondary school. And so now, I am a secondary school girl, and a prefect, at that!'



Teenage pregnancy is a major cause of girls dropping out of school. FAWE's advocacy has resulted in the adoption of a re-entry policy to enable schoolgirls who become pregnant to resume their studies after giving birth. First adopted in Botswana in 1994, the policy allows adolescent mothers to overcome the challenges associated with teenage pregnancy and improve their life chances through effective education.

Twelve countries have adopted FAWE's re-entry policy: Botswana*, Burkina Faso, Ethiopia, Ghana, Guinea, Kenya, Malawi, Namibia, Nigeria, Tanzania (Zanzibar), Uganda and Zambia.

* Non-FAWE member

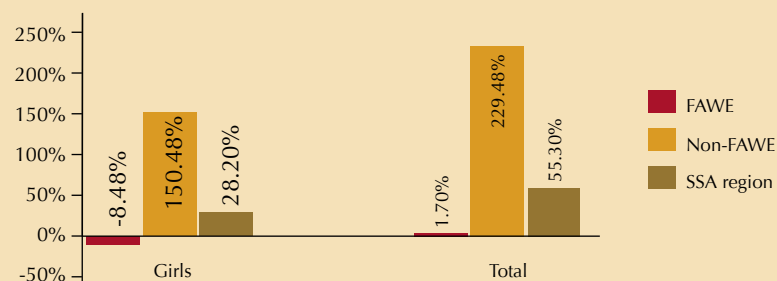
Demonstrating what works

Table 5: FAWE's key demonstrative interventions

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

Regional Snapshot

Average change in primary education drop-out rate in FAWE and non-FAWE countries* 1999-2005



Source: Figures computed from the UNESCO EFA Global Monitoring Report, 2007

* Countries that reported data



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

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

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

Unnamed girl

Zambia

'I am 18 years old and I am an orphan. I used to live with my uncle. Now I live at the FAWEZA Safe house and am doing my eleventh grade.

My uncle was forcing me into early marriage. Unfortunately for me, I could not overcome my situation and I was abused.

I came to FAWEZA and reported everything. The people at FAWEZA were understanding and welcomed

me. I was taken in by a woman who treated me like her own child up. With the help of FAWEZA and my 'aunt' (the woman who took care of me), I managed to go back to school.

My appreciation goes to FAWEZA and my aunt who helped me and are still helping me today. May they continue helping orphans and poor people who cannot afford to meet their education costs.'

Maria Simon Oshakati

Namibia

Before joining the Ambassador's Girls Scholarship Programme (AGSP), Maria, 18, almost dropped out of school. 'My mother died in 1992 and my father in 2000. My grandmother whom I lived with also passed away in 2006', says Maria. After her grandmother's death, Maria, at 16, was the eldest girl in the house and had to care for the younger ones.

Because of her household chores, Maria would arrive at school late everyday. Although she was an AGSP scholar, she still had to cover 10km from home to school and back on foot daily.

'FAWENA's networking with other partners helped me to get a bicycle to solve the distance problem. This encouraged me to study hard so that I did not disappoint my mentors. Thanks to ELCAP for the bicycle.'

Maria is currently doing her Grade 11 supported by the AGSP sponsorship. 'It is because of the scholarship that I scored the highest points at my school in the Junior Secondary Certificate exams in 2007. I dream of becoming a police officer to combat crime and fight domestic injustices in Namibia.'

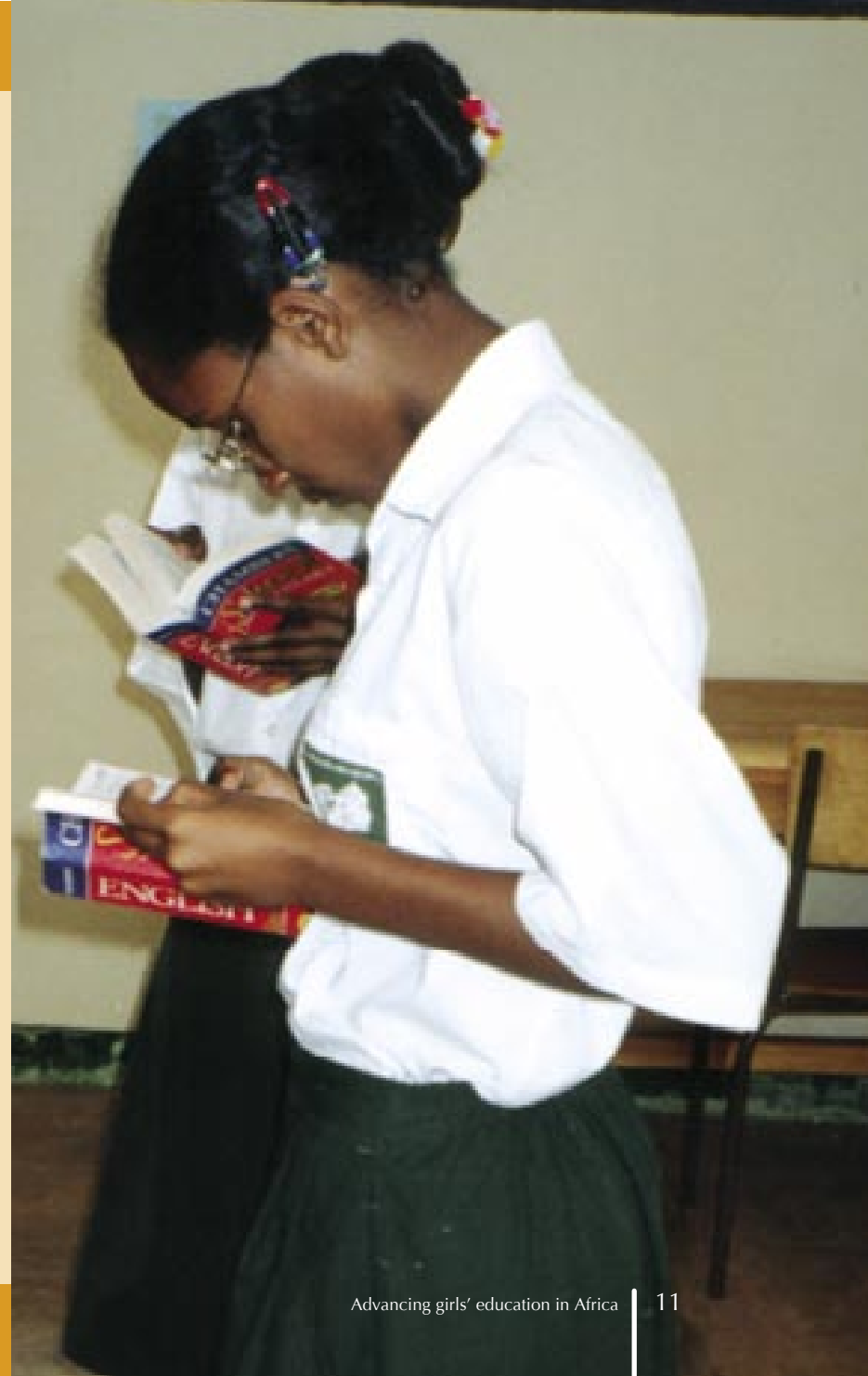
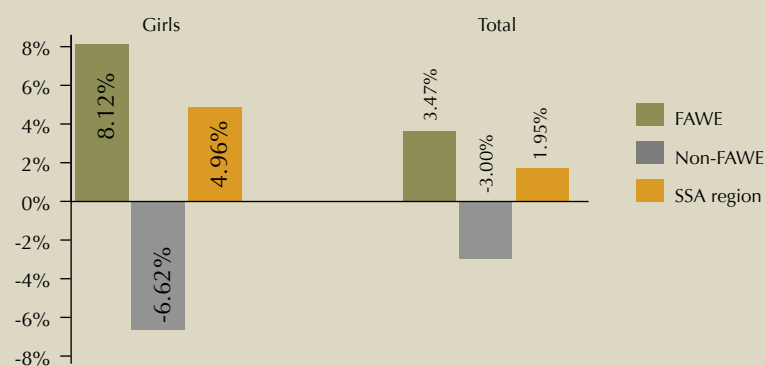


Table 6: Extent of FAWE's main interventions, 2002-2007

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

Regional Snapshot

Average change in primary school survival to last grade in FAWE and non-FAWE countries* 1999-2004



Source: Figures computed from the UNESCO EFA Global Monitoring Report, 2007

* Countries that reported data



Bursaries

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

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

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

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

2003	Bursaries introduced 10 countries 1,000 beneficiaries in total
2007	27 countries 46,200 beneficiaries in total
Impact	Increased enrolment of girls Better rates of completion Improved performance in national examinations

Ababa Kiflemikael

Ethiopia

Ababa Kiflemikael's parents understood the advantages of education but they were too poor to help her pursue studies. She had to walk two hours and twenty minutes to school.

Then Ababa got a FAWE scholarship and no longer had to walk long distances to school. She could also buy her school uniform and school materials and scored high marks in her high school leaving certificate exam.

'If I had not been supported by FAWE it would have been difficult to get everything needed for

my schooling. I would also have been affected psychologically. Now everything is all right with my studies. I want to study hard and to be a physicist,' she says.

Ababa would like to fight gender inequality. 'In the rural areas women are given to husbands at a young age because people believe that a girl will not be successful in education. Some people are surprised when they see women succeeding. I want to be a role model in this regard.'

Micheline Byukusenge

Rwanda

'I am 16 years old. My parents were illiterate and poor but I studied hard at school because despite their situation, they never stopped me from studying. When I reached primary 6, I was supposed to sit for the national exams. Our family was huge and school fees were a problem. So people started advising me not to sit the exams or to deliberately fail myself.

But my parents were supportive of my education and I went ahead and did the exams. I scored 78.5%. I was

very pleased and never lost hope of going to secondary school. My parents managed to get a few necessities to start me off and I went to school although I started the term late. I felt if I succeeded in the first term, I would in the rest. During that term, I was informed that I was to be sponsored by FAWE Rwanda. From then, I began studying well.'





Tuseme (Let Us Speak Out)

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

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

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

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

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

Oh Lord, will I know one day what happiness is?
 What love is?
 Born in anxiety,
 Grown up in despair
 Will I die in misfortune?
 Without knowing happiness?
 Without knowing freedom?
 No time for entertainment
 Always in the same mood.
 Hatred is growing in my heart.
 Sadness was our standard of behaviour.
 Ah, Tuseme!
 It is to you that I owe this great honour
 For it is to you that I dare say 'No'
 Yes! No to that injustice which was around me
 No to that lack of consideration which we did not
 deserve
 Oh, No!
 Yes! Because definitely, we are the noblest ones
 We are the richest and proudest ones in society
 Yes! We women, mothers, aunts and sisters

Let me glorify myself and value my own person
 Let me reveal what is inside me, what I was deprived
 of
 Expression is dear to my heart
 Freedom is something grandiose to me and it is thanks
 to Tuseme
 That I got it and that I have the desire to smile and be
 serene
 To live in peace and truth, because it calms and
 soothes
 Dear friends, relatives and brothers
 Dear compatriots, please, help me sing
 Sing its praises without secrets or lies
 Since the light that shines in my body and my heart
 comes from Tuseme
 Because there are things that gold cannot buy
 Freedom is one of them
 A big thank you to you, Tuseme
 Oh, Yes! A very big "Pasha" to FAWE
 Tuseme, 'let us express ourselves freely'.



'Jessica was one of my best friends. We used to talk a lot. I realised she was hiding something. One day I plucked up the courage to ask her about it: her uncle was abusing her. He always beat her when she refused to have sex with him.

We took a bus and went to the city dispensary. It was a real shock when the doctor told us that Jessica pregnant. She cried so much that she ended up collapsing on the floor.

We made a plan to hide from her uncle and go to one of her relatives but the next time she came to see me, she had made up her mind to have an abortion. She talked about discontinuing her education and causing shame in the community.

I told her Tuseme supports the welfare of girls and gives courage to speak out about every problem we have in any kind of situation. Jessica went to the police for help. Her uncle was later taken to court and finally put in prison.

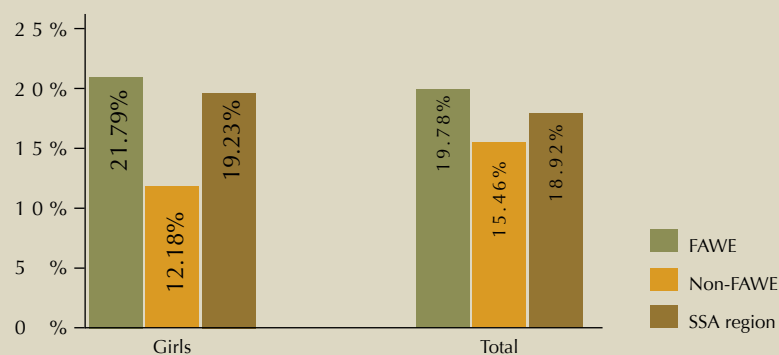
Jessica now lives with her aunt and her baby girl. She still goes to school and tells everyone about Tuseme. Girls out there, speak out about your problems and we will find a solution. Keeping quiet is not the medicine.'

Table 7: FAWE's SMT programme

Features
Science camps, clubs and study tours
Use of profiles on women achievers in science
Exposure to role models
Awards to female achievers in SMT subjects
Impact
Improved instructional materials for SMT subjects.
Girls' positive attitudinal change to SMT.
Greater confidence for girls in tackling tough challenges.
Enhancement of girls' chances for career progression.

Regional Snapshot

Average change in primary school life expectancy (SLE) in FAWE and non-FAWE countries* 1999-2005



Source: Figures computed from the UNESCO EFA Global Monitoring Report, 2007

Science, Mathematics & Technology

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

In order to increase and sustain access, interest, participation and performance of girls in SMT subjects at all levels, FAWE initiated its Science, Mathematics and Technology (SMT) model which trains teachers in gender-responsive SMT curricula, teaching and learning materials, and classroom practices.

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

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

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

See Table 7 for more information on impact.

Catherine Aloikin

Uganda

'I studied Electrical Engineering at Makerere University with government sponsorship and gained a first class degree. I worked at an IT company before joining MTN Uganda where I now work as a Senior Engineer in Packet Switched Networks.

I am the fourth born in a family of ten children. My mother had been a housewife for a long time by the time my father passed away in December 1997. I did not know anything about FAWEU but my elder brother wrote to my school stating that we'd lost our father and would appreciate any help with school fees. I started receiving bank slips at the end of the term with

two thirds or more of the school fees already paid. It was a huge relief.

When I reported for S.5, the headmistress told me about FAWEU and asked me to write a letter requesting a scholarship. I wrote it but was not sure what to expect. I spent about two and a half weeks into the next term sitting at home with no money. At the end of the third week, I reported to school. I had no idea that FAWEU had already paid my fees for the term and I could have reported on the first day. From then on, I had a smooth time till I finished high school.'



Saran Sissoko

Mali

'I am in my second-last year of Chemistry at ECICA. Chemistry students before us were not able to conduct experiments because of lack of materials. But all of us from my class have carried out many experiments because of FAWE Mali's assistance. These experiments have helped us to put into practice our knowledge in chemistry theory. We will have stronger capabilities than students older than us and our level of education will be higher.

My wish is that FAWE continues this generosity towards girls forever because now there will be many women scientists. I was a little afraid of science subjects but I now have self-confidence. After my secondary school certificate, I'd like to study science subjects at university up to Masters level.'

Angela Rugo

Rwanda

'Girls do not underestimate yourselves. You should never think boys are any better than you are. What boys can do, you can do if you have self-confidence and determination. Some girls say, "Mathematics is for boys, that's why I fail." But it's a matter of interpreting what the teacher says, using concentration, determination and patience. If you underestimate yourself everyone else will too.'

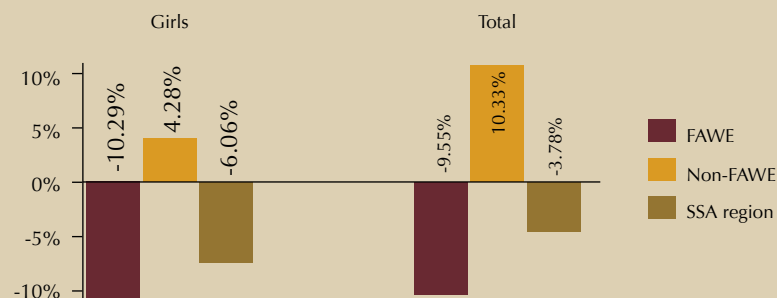
Table 8: HIV/AIDS in SSA, 2005

Women	
Women represent more than 50% of adults living with HIV	23 countries Benin, Botswana, Burkina Faso, Central African Republic, Chad, Cote d'Ivoire, D.R. Congo, Equatorial Guinea, Eritrea, Gabon, Gambia, Guinea-Bissau, Malawi, Niger, Rwanda, Senegal, Somalia, South Africa, Swaziland, Uganda, United Rep of Tanzania, Zambia, Zimbabwe
Women represent more than 60% of adults living with HIV	14 countries Angola, Burundi, Cameroon, Congo, Ghana, Guinea, Kenya, Lesotho, Mali, Mozambique, Namibia, Nigeria, Sierra Leone, Togo
Children	
Over 100,000 orphans due to AIDS	15 countries Angola, Botswana, Burkina Faso, Burundi, Cameroon, Central African Republic, Congo, Cote d'Ivoire, D.R. Congo, Ghana, Malawi, Mozambique, Nigeria, Rwanda, Zambia
Over 1,000,000 orphans due to AIDS	5 countries Kenya, South Africa, Uganda, United Rep of Tanzania, Zimbabwe

Source: UNESCO EFA Global Monitoring Report, 2008

Regional Snapshot

Average change in primary school repeaters in FAWE and non-FAWE countries* 1999 - 2005



Source: Figures computed from the UNESCO EFA Global Monitoring Report, 2007

* Countries that reported data

HIV/AIDS programme



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

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

Gloria Ngumi

Kenya

'I am 12 years old and I am a peer counsellor in the HIV/AIDS Tuseme Club in my school. Many times I am called to make a presentation in a workshop or to speak to girls and boys about HIV/AIDS. For this, I have to prepare my notes well and make a booklet on what I want to speak about. I use magazines, books and Tuseme information sheets, and consult adults when preparing my work for presentation.

I find peer counselling fun. When I had to give a lecture to class 5 on HIV/AIDS, the pupils were very active and they asked many questions. In my lectures, I always tell the young people to abstain from sex to

avoid HIV/AIDS. I remind them to avoid drug abuse because it leads them to make wrong choices in life. I encourage them to report any cases of rape or forced sex to an official or adult so that they can get help. I have noted that since the Tuseme Club started its work in our area, there has been visible behaviour change among young people.

I would like to continue lecturing more on HIV/AIDS in many places. I will work hard to succeed in my education because I want to become a doctor or an accountant.'

Angela

Zimbabwe

'Through the AIDS club, I have learned I should abstain from sex because of STDs and HIV/AIDS. I learned that I should tell other children to abstain from sex so that we may all be healthy and stop HIV/AIDS.'



Features of GRP training package

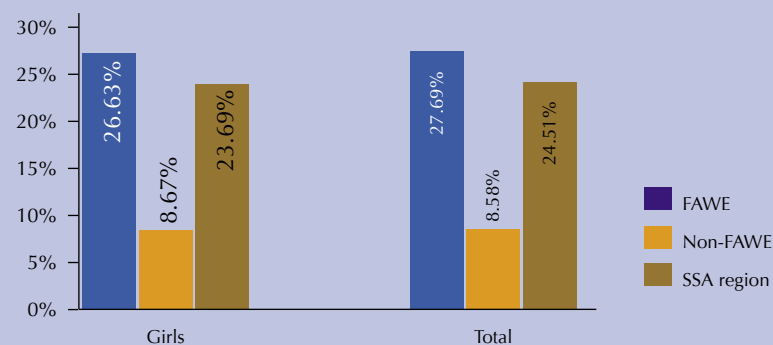
Gender-responsive:

- teaching and learning materials
- lesson plans
- language in the classroom
- classroom interaction
- classroom set-up
- management of sexual maturation
- strategies to eliminate sexual harassment
- school management systems
- monitoring and evaluation

In 2007, 6,292 student teachers were trained following the adoption of the model in three teacher training colleges in Ethiopia, Senegal and Tanzania.

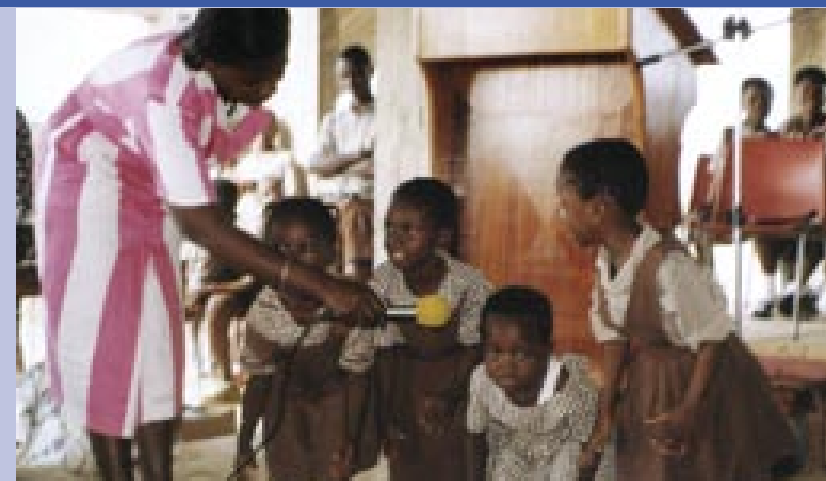
Regional Snapshot

Average change in primary-to-secondary transition in FAWE and non-FAWE countries* 1999-2004



Source: Figures computed from the UNESCO EFA Global Monitoring Report, 2007

* Countries that reported data



Gender-Responsive Pedagogy

Teaching quality has a significant impact on academic access, retention and performance. Yet many teachers in sub-Saharan Africa, conditioned by male-dominated values in their communities, employ teaching methods that do not provide equal opportunity for girls and boys. Neither do these methods take into account the individual needs of learners, especially girls.

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

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

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

Joe Ngonda Saa

Namibia

'I have been a science teacher for 13 years. I attended a gender-responsive pedagogy training workshop organized by FAWE which was an eye opener and totally changed my teaching process. Before the training, I had no idea about gender issues and their relevance in teaching and learning processes. I thought gender issues were mere concerns of a few women who would like to have sympathy from the authorities. But after attending the workshop my attitude changed and I now understand and squarely address the needs of boys and girls.

I have improved my language use in the classroom and I am now keen in using the gender lens to check whether the textbooks I give my learners are gender-responsive. Since many science books were written using males as the starting point, I make sure the examples I give in class also include females taking the lead in experiments. I used to organize experiments with the understanding that boys would take the lead. Now I clearly spell out how the group work is to be

shared, the composition and the leadership.

For quite a long time I had been treating sexual harassment as normal and many times it went unreported. After the training I realized the damage it causes and how it affects learners' academic performance. Now I discourage any act of sexual harassment in the classroom.

Before the training, I never imagined that sexual maturation was a problem and if not managed well can affect the academic performance of learners. Now I do not make jokes about girls who are uncomfortable about their breasts or boys whose voices are cracking. Instead I reassure them that the physical changes they are experiencing are normal.

My general attitude and perception as far as masculinity and femininity are concerned has changed for the better and this has improved the way I handle the teaching and learning process.'



Emma T.K M'Bama

Malawi

The new teaching method has improved relationships among teachers, among pupils, between pupils and teachers and between the school and the community. We've seen improved performance among girls due to the participatory teaching methods.

Kenneth Kachoka

Malawi

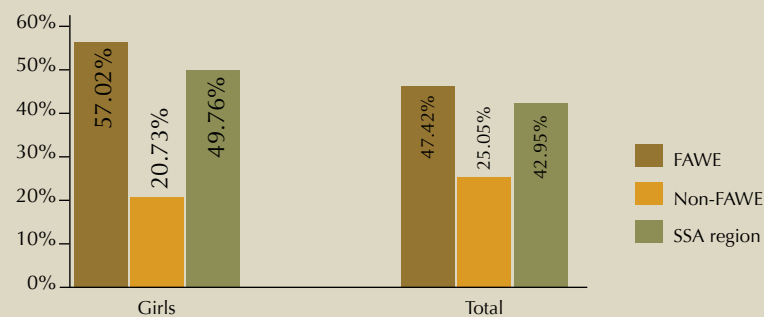
We have introduced gender-responsive registers for all classes in the school. This is a departure from the old practice in Malawi where schools enter names of boys first in the registers and girls' names come last. The new practice makes girls feel equally important when a teacher is going through the register.

Table 9: FAWE's COEs

Features
Gender-responsive school management training for head teachers
Gender-responsive pedagogy training for teachers
SMT programme for girls
Bursaries for underprivileged girls
Empowerment training for girls and boys
Sexual maturation management programme targeting girls
Gender-responsive school infrastructure
Community involvement in school management
Impact
Lower drop-out rates
Reduction in teenage pregnancy among students
More girls in school committees and leadership roles
Greater participation by girls in classroom processes
Higher gender awareness among boys in mixed COEs, resulting in easier gender relationships within schools and surrounding communities

Regional snapshot

Average change in secondary education net enrolment ratio (NER) in FAWE and non-FAWE countries* 1999-2005



Source: Figures computed from the UNESCO EFA Global Monitoring Report, 2007
* Countries that reported data

Centres of Excellence

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

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

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

1999	COEs introduced 4 countries 4 schools
2007	10 countries 13 schools 5,368 beneficiaries in total
Impact	Improved academic performance and achievement for girls Higher retention rates More girls in school committees and leadership roles

See Table 9 for more information on impact.

Nenkai Methiaki

Kenya

Nenkai Methiaki escaped from early marriage at age 9 and went to the FAWE Centre of Excellence at AIC Kajiado where she was enrolled in school for the first time. She ended up as the top student in her year in the primary school national exams in 2004. Nenkai joined Kenya's top girls' secondary school and is performing well.

'I am 14 years old. I am from a family of seven children, one boy and six girls. Growing up was a struggle. It was very difficult to get food and other needs. My mother was married when she was only 15, so my father was much older. Due to lack of money, none of my sisters went to school; instead the first three were married when they were as young as 14 and 16 years old. As they got married, my father was getting happier since his cows were multiplying. When I was 9, my older sister told me she was going to get married. She was 13. There was a school near our home so we would see other kids going and coming from school. We would ask for their books though we did not know how to read.

When my mother informed my sister of our father's decision, she was furious and said that she would not. Since my father did not want to return the dowry and break the relationship, he said that I should go to the man's home, grow up there and get married. Since my father was unwilling to listen, my sister and I arranged to escape. We had heard that the head teacher of AIC Girls' Kajiado helped girls. We went to the office and asked to see her. She allowed us into the school and promised to support us if we were willing to study. We did an interview and though we had not gone to school before, we passed! In class, I felt shy since I was the oldest. Slowly but surely, I started feeling free. I was courageous enough to go to the blackboard and answer questions. I started doing well and I finished in sixth place at the end of the first term. I met many people from FAWE and the thing that motivated me most was when they told me, "you can make it".'

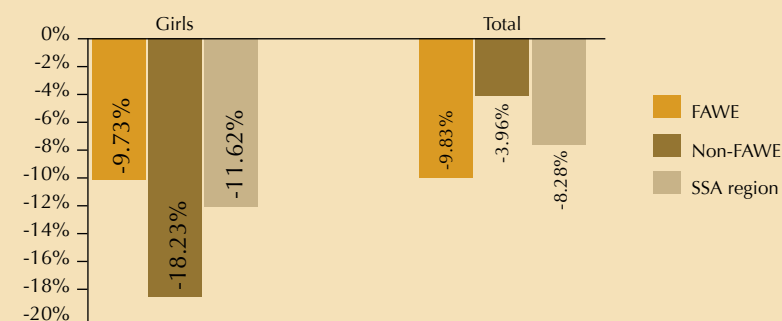


Table 10: Best practices emerging from FAWE's interventions

Country	Best practice
Ghana	Peer education to protect girls from HIV/AIDS
Kenya	Addressing HIV/AIDS in relation to girls' education
Kenya	
Rwanda	Transforming an ordinary school into a COE
Senegal	
Tanzania	
Sierra Leone	Providing girls' education in conflict situations
Tanzania	Empowerment of girls through Tuseme
Uganda	Addressing sexual maturation in relation to girls' education
Zambia	School re-entry for adolescent mothers

Regional Snapshot

Average change in secondary school repeaters in FAWE and non-FAWE countries* 1999-2005



Source: Computed from the UNESCO EFA Global Monitoring Report 2007

* Countries that reported data

Achieving results

Meaningful progress has been made in providing access to education for all children in sub-Saharan Africa. Net primary enrolments have increased at a higher rate than in other regions of the world due to the introduction of free primary education. Furthermore, governments have initiated programmes to improve access to education for girls. UNESCO's 2005 Gender Parity Index for the region showed that 11 countries had reached gender parity – seven of them FAWE countries – and a further eight were making rapid progress toward parity (see p. 4).

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

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

These differentials strongly suggest that FAWE's work over the past 15 years has had an overall positive impact on girls' participation in education.

With the continued support of its funding and strategic partners, FAWE will persist in its efforts to lead sub-Saharan African countries towards gender parity in access and improved educational quality and opportunities for African girls.

Milestones

1992

FAWE created by African women policy-makers in education.

Associations existing in Burkina Faso, Cameroon and Madagascar join FAWE as National Chapters (NCs).

1993

FAWE registered as international NGO, Kenya.

3 FAWE NCs created* – Ghana, Malawi, Seychelles.

1994

8 FAWE NCs created* – Ethiopia, Gabon, Guinea, Kenya, Mozambique, Uganda, Zambia, Zimbabwe.

FAWE awarded UNESCO Comenius Medal for its contribution in the field of educational innovation in Africa.

FAWE creates Agathe Uwilingiyimana prize for innovators in female education.

1995

Science, Mathematics & Technology model introduced (FEMSA).

4 FAWE NCs created* – Mali, Sierra Leone, South Africa, Zanzibar.

1996

Tuseme youth empowerment model introduced.

HIV/AIDS programme introduced.

4 FAWE NCs created* – Benin, Nigeria, Senegal, Tanzania.

1997

3 FAWE NCs created* – Rwanda, The Gambia.

1998

6 FAWE NCS created* – Burundi, Chad, Côte d'Ivoire, Liberia, Niger, Togo.

1999

Bursary programme introduced.

Centres of Excellence introduced.

Tuseme officially adopted by Tanzania Ministry of Education and Culture.

2001

1 FAWE NC created* – Comoros.

2002

FAWE House officially opened in Nairobi.

2004

Re-entry policy for adolescent mothers adopted.

2005

Gender-Responsive Pedagogy model introduced.

2006

1 FAWE NC created* – Somalia.

2007

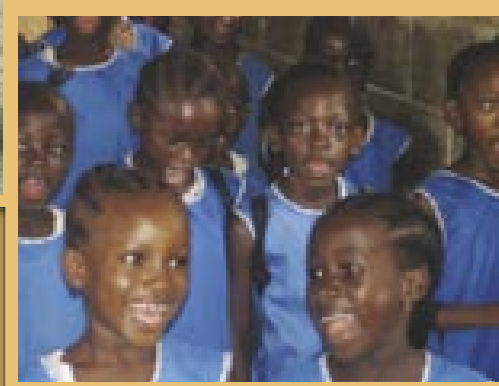
Gender-Responsive Pedagogy model adopted in teacher training colleges in Ethiopia, Senegal and Tanzania.

4 FAWE NCs created* – Angola, Congo, Democratic Republic of Congo, South Sudan.

2008

FAWE awarded Henry R. Kravis Prize in Leadership.





Forum for African Women Educationalists
Supporting girls and womens to acquire education for development

Forum des éducatrices africaines
Promouvoir l'éducation des filles pour le développement

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