

## **From the Executive Director**

2006 is the final year of FAWE's Revised Strategic Direction (2002-06), as well as a year after the FAWE Mid-Term Review (MTR). During the year, FAWE made substantial contribution towards the worldwide goal of improving female education and also towards addressing emerging issues from the MTR. Since no single program or strategy can accomplish all the outcomes that FAWE aspires to address, efforts were made to focus on each of the four FAWE's Strategic Objectives. For example, significant efforts were made both at the Regional Secretariat and at the National Chapter (NC) levels to significantly and tangibly influence policy environment in favour of girls' education. A series of dialogues with ministers of education and other policymakers, as well as statements by government officials, reflected a growing awareness at the highest policy levels of the need to address gender imbalances in education. Similarly, many NC work programmes were drafted to specifically include definite tasks to improve girls' access, retention, performance and progression.

Advocacy through the media and the production of materials and manuals continued to maintain the visibility of FAWE and keep girls' education concerns on the continental and global agenda. A major success was the publication of different sets of materials aimed at influencing policy dialogues. Among the materials produced included FAWE Gender Responsive Pedagogy (GRP) documents, research papers by the FAWE Resident Guest Researcher Programme researchers, and FAWE publications (e.g. newsletters and calendars).

Demonstration of what works best at the NC level was advanced. Grants were disbursed to the various NCs to support their efforts towards implementation of demonstrative interventions. For example, bursary grants were disbursed to continue supporting the disadvantaged girls, while new efforts of training teachers using the FAWE's GRP modules was initiated. For example, in order to arouse interest among girls to pursue Science, Mathematics and Technology (SMT) subjects, FAWE conducted a series of

gender responsive SMT teaching methodology training at the 11 SMT chapters. The trained teachers commenced lesson planning and teaching using the acquired techniques.

Efforts towards mainstreaming of FAWE's best practices were evident in Kenya, Tanzania, and Senegal. In both Kenya and Tanzania, efforts were targeted at mainstreaming FAWE Centres of Excellence (COEs) and Tuseme Girls' Empowerment model, while Senegal mainstreamed *Gender in Education*.

FAWE still featured in international arena. In most cases, they presented papers that highlighted the Forum's contribution towards curbing girls' inaccessibility to education in sub-Saharan Africa. Besides these fora, the NCs were trained in monitoring and evaluation, financial management and resource mobilization, as well as gender responsive pedagogy. These training sessions were implemented to answer some of the needs identified in the FAWE MTR.

The Forum's effort to forge and strengthen partnerships bore fruits at all levels. This was evidenced by the chapters' ability to mobilize their own funds from local and international donors. At the Regional Secretariat (RS) level, resource mobilization efforts included the organisation of the fourth Donors Consortium meeting in Lilongwe, Malawi. During this meeting, pledges for continual support for the planned activities were made.

As we get into a new year, FAWE will strive to have an implementable Strategic Plan (2007-12). Efforts are underway to draft this plan. A series of three sub-Regional workshops were organised where the NC coordinators attended. The aim of the workshops was to solicit ideas from the coordinators on what they considered vital for inclusion in the new plan. Key issues that will need addressing include enhancement of activities recommended in the MTR, increased implementation of activities that promote SMT in schools, closer monitoring for impact of all the grants that FAWE has disbursed to the NCs, and mainstreaming of best practices within the NCs. The sections that follow outline FAWE's accomplishments in 2006.

## **Highlights of 2006**

### ***FAWE Roundtable Meeting, Nairobi***

FAWE organized a Roundtable meeting in January, which aimed at charting the way forward in response to the FAWE Mid-Term Review Report. Dr. Richard Sack, a consultant, prepared a synopsis and synthesis of the report and facilitated the roundtable. The discussion on the way forward was based on the four major areas emerging from the report as follows:

- Monitoring and Evaluation
- Transparency and selection criteria
- Relations between the Regional Secretariat and the National Chapters
- Capacity building in the Regional Secretariat and the National Chapters

This roundtable meeting was expected to inform the Lilongwe roundtable (pre-donors consortium meeting) and help move the process of the discussion one step forward in the overall effort to chart out the way forward for FAWE and to provide the stakeholders an opportunity to have an input into the next FAWE Strategic Plan 2007-2011.

### ***4<sup>th</sup> FAWE Donors Consortium Meeting***

The 4<sup>th</sup> FAWE Donors Consortium Meeting was held in Capital Hill Hotel, Lilongwe from 6<sup>th</sup> – 8<sup>th</sup> March. It brought together ten (10) donor representatives from NORAD, UNICEF/ESARO, World Bank, ADEA, The Rockefeller Foundation, SIDA, UNESCO, UNICEF/WCARO and Ireland Aid. The purpose of the meeting was to assess the extent of the activity implementation of the 2005 Work Programme, as well as to deliberate on funding commitment for 2006. The Minister for Education gave the welcoming remarks. The meeting gave the donors the opportunity to visit one of the chapter's demonstrative interventions at Mitundu Secondary School.

### **New Centres of Excellence**

In collaboration with the Ministry of Education, both FAWE Zambia and Chad launched new Centres of Excellence at Kamulanga Secondary School and Kelo respectively. Following the launch, vision workshops were conducted. The participants at the workshop included MoE personnel, local community leaders, parents, teachers, and students. This brings the total number of FAWE COEs to twelve.

### **ADEA Biennial in Libreville, Gabon**

FAWE participated in the 2006 biennial meeting of the Association for the Development of Education in Africa (ADEA), which took place in Libreville, Gabon, from 27 to 31 March 2006 under the theme of *Effective Learning, and Effective Education and Training Systems*. FAWE organized a session on “*Equipping Teachers with Skills in Gender Responsive Teaching and Learning*”, within the framework of the gender responsive pedagogy model. In addition, FAWE presented videos on gender responsive pedagogy recorded at AIC Kajiado Primary School, Kenya, FAWE Girls’ School, Rwanda, and Mgugu Secondary School, Tanzania. The meeting was attended by Ministers of Education and Training, high-level representatives of multi- and bilateral organizations working in the field of development, representatives of NGOs, researchers, practitioners, and other education professionals in sub-Saharan Africa. After the meeting, and the side sessions, the Ministers of Education for Swaziland, Uganda, Zanzibar and Malawi expressed keen interest to have the Modules adopted in their educational systems and took copies for further discussions at home.

### **FAWE Executive Committee Meetings**

Both the 33<sup>rd</sup> and 34<sup>th</sup> FAWE Executive Committee meetings were conducted in June and November in Kigali, Rwanda and Naivasha Kenya respectively. The agenda included a round table meeting on the Midterm report of the existing Strategic Plan, with a special emphasis on the way forward for the next Strategic Plan. The latter EC meeting reviewed the FAWE 2007 Work Programme and Budget and approved it.

### **Mainstreaming FAWE Best Practices**

The mainstreaming process was advanced in Kenya, Tanzania, and Senegal. In Kenya, extensive work with the Ministry of Education was realized, whereby the FAWE Kenya co-chaired the development of the Gender and Education Policy Draft, which has provided for the mainstreaming of Tuseme and Gender Responsive Pedagogy. Besides, the Kenya’s Education Sector Strategy was drafted to guide the implementation of gender provisions in the Kenya Education Sector Support Programme 2005–2010 (Gender Investment Programme). In Tanzania, the Technical Committee conducted 3 meetings on mainstreaming, followed by development and approval of the Action Plans by the MOE. Follow-up on the 2 best practices – Tuseme empowerment and COE were being mainstreamed.

### **In-Service Teacher Training on Gender Responsive Pedagogy**

In-service teacher training on the skills for a gender responsive school was undertaken at schools in 5 national chapter COEs – Burkina Faso’s Dipeo, Gambia’s Sambang, Kenya’s Athwana, Tanzania’s Mafinga, and Zambia’s Kamulanga. Action Plans were developed and are currently being implemented at the COEs.

### **Sub-Regional Monitoring and Evaluation Training**

In order to keep track and evaluate the effectiveness and impact of the activities for FAWE in improving access, retention and performance for girls according to the FAWE Revised Strategic Direction 2002 – 2006, FAWE ensured that most of their national chapter staff were equipped with relevant skills on M&E. A total of four sub-Regional workshops were conducted in Mozambique, Mali, Burundi, and Liberia. A total of **69 persons** were trained in these workshops. Out of these, **19** were national chapter coordinators, **26** were NC Programme Officers, while 24 were resource persons. These resource persons were picked from the national chapters by the Executive Committee, and were meant to assist the chapters in monitoring the implementation of activities (*See Table for details*).

Venue	NCs in attendance	Number & Type of participants			TOTAL
		NC Coordinator	Resource persons	NC Programme Officers	
<i>Mozambique</i>	Tanzania, Kenya, Zanzibar,	6	6	6	<i>18</i>

	Mozambique, Zimbabwe, Zambia				
<i>Mali</i>	Benin, Mali, Guinea, Chad, Burkina Faso, Senegal, Togo, Gabon	7	9	8	24
<i>Burundi</i>	Comoros, Cameroon, Burundi, Madagascar	3	4	5	12
<i>Liberia</i>	Ghana, Liberia, Gambia, Nigeria, Sierra Leone	3	5	7	15
<b>TOTAL</b>		<b>19</b>	<b>24</b>	<b>26</b>	<b>69</b>

## **Part 1: Overview**

2006 is the last year for the FAWE's Strategic Plan (2002-06). In developing this Plan, FAWE was informed by lessons and best practices that have emerged from its work over the last ten years and, more importantly, the realization that progress towards implementation of the EFA goals as spelt out in the Dakar Framework for Action need to be greatly accelerated. FAWE still actively grapples with the enormous challenge of *ensuring accelerated action on the ground* to ensure not only increased access for girls, but also access to quality education, complete retention, and quality performance. The activities for 2006 targeted increasing access in 18 national chapters and strengthening the other 14. Further efforts were made in ensuring that the capacity of the national chapter personnel was enhanced for efficient implementation of the programmes, especially monitoring and evaluation. The national chapters' primary tasks were based on FAWE's four main strategic objectives, which were also categorized into four programmatic objectives (see box for details).

### FAWE's Strategic Objectives

1. **Influencing policy formulation, planning, implementation, monitoring and evaluation in favour of increasing access, improving retention and enhancing the performance of girls.**
2. **Building public awareness and consensus on the social and economic advantages of girls' education through advocacy.**
3. **Demonstrating, through interventions on the ground, how to achieve increased access, improved retention and better performance of girls.**
4. **Influencing replication and mainstreaming of best practices from the demonstration interventions into broader national education policy and practice.**

#### Programmatic Objectives

1. **To increase access particularly of rural girls, the very poor, the geographically and culturally isolated and marginalized.**
2. **To continue to stimulate policy reform particularly ensuring gender provision in EFA and Education policies and plans.**
3. **To strengthen the capacity of 14 national chapters to acquire skills needed to promote girls' access, retention, and performance.**
4. **To influence the replication and mainstreaming of practices in girls' education into the national education systems and practice.**

**The following section of the report provides a brief overview of the region-wide implementation and accomplishments of the strategic objectives.**

#### **Objective 1: Influencing Policy Reform**

FAWE continued to stimulate policy reform particularly by ensuring gender provision in EFA and Education policies and plans. The following achievements were realized:

##### ***Review of Policy Documents***

A Gender review of all policy documents undertaken, opportunities and gaps identified and shared with stakeholders in a workshop. The Draft Gender and Education Policy has been formulated and shared with stakeholder. Implementation strategies for the policy have also been developed. For example, the Rwanda Education policy was reviewed for gender responsiveness under the ANCEFA programme, thus making available the draft of the Gender in Education Policy. Similarly, in **Malawi** and **Zambia**, the analysis of gender gaps and opportunities in national policy documents was undertaken and reports submitted to stakeholders.

##### ***FAWE Resident Guest Researcher Programme (FRGRP)***

The FAWE Resident Guest Researcher Programme (FRGRP), launched in 2004, is a programme that provides short-term grants to selected guest researchers from universities in Africa to conduct 3-month action research, based on themes identified by FAWE each

year. The first phase of the programme, initiated in 2004, has produced three research reports now in press. These include:

1. *The Status of Women in University Functioning: A Case of Three Universities in Africa* by Dr. Edith M. Okiria from Makerere University, Uganda.
2. *A Conceptual Model for Intervention Strategies Towards Gender Equality in Science and Mathematics Using Constructivist-based Teaching Strategy* by Dr. Augustinah N. Duyilemi from Adenkule Ajasin University, Nigeria.
3. *Gender Differentials in Science and Technology* by Dr. Peter O. Ogunjuyigbe from Obafemi Awolowo University, Nigeria.

*For the 2005-06 period, three awards were granted and all the studies completed and submitted to FRGRP panel of reviewers for assessment. The table is a summary of the studies already completed.*

<b>Theme</b>	<b>Title of Study</b>	<b>Details of Author</b>
<b><i>Theme 1: Challenges of Reducing Impact of HIV/AIDS on Girls' Education</i></b>	The Challenges of reducing the impact of HIV/AIDS on Girls' Dropout Rate in Primary Education in Tanzania: An Assessment of the Effectiveness of the Current Efforts and Methods	Dr. Aggrey Raphael Kihombo Senior lecturer Department of Economics Mzumbe University <b>Morogoro, Tanzania</b>
<b><i>Theme 2: Sexual Harassment/Gender Violence in Institutions of Higher Learning</i></b>	Sexual Harassment in Institutions of Higher Learning: Using the victims, the harassers and other stakeholders to develop a training manual for the Empowerment of Female students	Prof. Obert P Ndawi Faculty of Education Midlands State University P.O. Bag 9055 <b>Gweru, Zimbabwe</b>
<b><i>Theme 3: The status of Girls' Education in sub-Saharan Africa: Five Years After Dakar</i></b>	<i>Cultural and Environmental Influences on the Education of Girls in Mbororo Community in Cameroon</i>	Dr. Yuh Euphrasia Faculty of Education Department of Educational Psychology University of Buea, Buea, <b>Cameroon</b>

***ADEA Biennale Meeting***

The 2006 Biennale of Education was held in Libreville, Gabon, March 27-31. The theme of the meeting was *Characteristics, Conditions and Factors underlying Effective Schools and Literacy and Early Childhood Development Programs*. These Biennial Meetings are the high point of the activities and life of the Association. The main objective of the meetings is to encourage and sustain frank and open discussions between African ministers of education, development agencies, and other education professionals. This year's meeting built on lessons learned during the previous Biennale. It was envisaged that through this meeting, more exploration on how African education systems could improve the quality of education would yield fruits. FAWE's presence has been paramount in these meetings. The themes of the last seven biennials are as follows:

Year	Theme	Venue
1991	Textbook provision and library development in Africa	Manchester, UK
1993	Improving the Implementation of Education Projects in Africa through Ownership	Angers, France
1995	Formulating Educational Policy in Sub-Saharan Africa	Tours, France
1997	Partnerships for Capacity Building and Quality Improvements in Education in Africa	Dakar, Senegal
1999	What works and What's new in Education: Africa Speaks!	J'burg, South Africa
2001	Reaching Out, Reaching All--Sustaining Effective Policy and Practice for Education in Africa	Arusha, Tanzania
2003	The Quest for Quality: Learning from the African Experience	Grand Baie, Mauritius
2006	Characteristics, Conditions and Factors underlying Effective Schools and Literacy and Early Childhood Development Programs	Libreville, Gabon

## **Objective 2: Advocacy**

### ***Advocacy Materials***

As part of the advocacy campaign towards the promotion and advancement of girls' education, several advocacy materials were published and disseminated by the Regional Secretariat and the National Chapters. Among the titles produced included: English version of FAWE News on Tuseme – **Vol. 13 No.4**; French version of “Speaking out – Girls' Voices” – **Vol. 13 No.3**; FAWE Ethiopia Newsletter ‘TIMMAR’; FAWE Namibia Newsletter; and FAWE Zimbabwe Journal. FAWE's latest version of the newsletter – **Vol. 14 No. 1&2** echoed loudly FAWE's intentions of *making visible the invisible*. For example, the passing of the Sexual Offences Bill into law in Kenya was seen to have a direct influence towards the achievement of EFA goals.

### **Exhibitions**

A series of exhibitions were organised during the 4<sup>th</sup> Donors Consortium Meeting in Lilongwe, Malawi; the 33<sup>rd</sup> and 34<sup>th</sup> FAWE Executive Committee meetings in Kigali, Rwanda and Naivasha, Kenya respectively; and 3<sup>rd</sup> and 4<sup>th</sup> Management Committee meetings in Rwanda and Kenya. The main documents displayed were the FAWE News, Annual Reports, COE materials, posters and all the FAWE best practices booklets and CDs.

### **Website**

FAWE has advanced the process of updating its website, which is meant to be full-fledged interactive and dynamic and wholly database driven. The address still remains – [www.fawe.org](http://www.fawe.org). It is full of new publications and documents, details of FAWE membership and governance, posters, and programmatic activities within the National Chapters.

### **International meetings**

Internationally, FAWE sought to influence and increase universal campaigns on girls' education. The participants presented papers and actively participated in key issues (see box below).

## **FAWE ON THE INTERNATIONAL SCENE**

### **Review of AU Decade of Education**

FAWE participated in the above meeting organised by the African Union in Ethiopia in January. The aim of this meeting was to conduct a detailed review of the AU Decade of Education document.

### **NEPAD Meeting**

In January, NEPAD organised a meeting in South Africa where FAWE's presence was paramount.

### **Association for the Development of Education in Africa (ADEA) Biennial Meeting**

FAWE participated actively in the ADEA Biennial Meeting that was organised by ADEA and held in Gabon in March. During this meeting,

### **Launch of UNGEI West Central Africa Region**

In April, FAWE in collaboration with United Nations Girls' Education Initiative (UNGEI) participated in the launch of the UNGEI West Central Africa Region. The launch was held in Dakar, Senegal.

### **EFA Meeting**

Given that EFA is vital in FAWE's programmes, efforts were made by FAWE to attend and participate in the EFA meeting held in Bergen in May. In this meeting, issues still impeding the success of girls' education in sub-Saharan Africa were addressed.

### **Femme Africa Solidarité (FAS)**

In June, FAWE actively participated in the 8<sup>th</sup> Pre-Summit Consultative Meeting on Gender Mainstreaming in the AU. This meeting was held in the Gambia

### **FAWE West African Chapters' Meeting**

In May, Plan International in collaboration with FAWE organised a strengthening programme that brought together all the FAWE West African Chapters together. In this meeting, held in the Gambia, the chapters tackled matters that had potential in improving partnerships and programme implementation.

Other meetings included:

- Global Women's Network on Action for Children in Jordan in May.
- ANCEFA/FAWE Initiative Consultations in Tanzania in September.
- COL PCF4 in Jamaica in November.

## **Information Dissemination**

FAWE's resource centre was continuously updated with information, including books,

DVDs, CDs, journals, and pamphlets. New documents were acquired and disseminated to the national chapters. In addition, the existing databases, including national and regional statistics and results of research on education and other relevant information on female education from other partners, were updated.

### **Partnership**

A lot of efforts were made by FAWE to strengthen the existing partnerships and create new ones. At the NC level, the members continued to enhance activities through strengthening of their partnerships with governments, agencies, universities, education agencies, NGOs, and donors. The main partners were UNICEF, Plan International and UNESCO.

### **Objective 3: Demonstrative Interventions**

Since FAWE National Chapters are the engines that drive FAWE, a myriad activities aimed at increasing girls' access were implemented. These activities included provision of grants, community sensitization programmes, promotion of Science, Mathematics and Technology (SMT) subjects among girls and teachers, collaboration with NGOs engaged in promoting girls' education, and support for countries in conflict or post-conflict situations. The following is a summary of the achievements.

### **Grants**

During this reporting period, **4** new grants were awarded to the National Chapters (NCs). However, activities focused on monitoring the impact of already disbursed grants. Specific follow-up activities were advanced, including measuring the impact of the access grants earlier awarded. The grants that formed the focus of monitoring included **Conflict Grant** disbursed to *Burundi, Sierra Leone, Guinea, and Nigeria*; **General Access** awarded to *Cameroon and Benin*; and **SMT** grants disbursed to 11 chapters – *Tanzania, Malawi, Zambia, Zimbabwe, Mozambique, Kenya, Uganda, Mali, Cameroon, Burkina Faso, and Zanzibar*.

## SMT

During the year, FAWE engaged in specific activities aimed at advancing SMT programmes in the 11 SMT countries. Among the activities included follow-up on the 3 SMT frameworks on SMT Gender Responsive Pedagogy, organisation of gender responsive science camps, and development of SMT databases. As a result of this effort, 313 teachers from 10 NCs were trained in the FAWE SMT frameworks. These included Cameroon – 36, Malawi – 33, Tanzania – 38, Mozambique – 51, Kenya – 40, Mali – 16, Burkina – 21, Zimbabwe – 18, Zambia – 36, and Zanzibar – 24 teachers. After the training, all these teachers came up with action plans from which the NCs developed proposals for funding from FAWE.

## Higher Education

Follow-up and monitoring of the Higher Education grants was advanced. For example, Mid-Term Activity Reports were received and the 2<sup>nd</sup> tranche of grant disbursed to 6 Universities within 5 national chapters. The details are as shown.

Chapter	University	Topic of Study
Rwanda	Kigali Institute of Technology (KIST)	<i>Promoting Gender Equality at KIST</i>
Uganda	Islamic University	<i>Strategies for enhancing women's English and communication skills for upward mobility</i>
Ghana	Kwame Nkrumah University of Science and Technology	<i>Towards Effective Role Modeling for Female Undergraduates in SMT Courses</i>
Nigeria	Adenkule Ajasin University	
Tanzania	University of Dar es Salaam and Mzumbe University	

Besides disbursement of second tranche of the grants, FAWE also ensured that other grants were disbursed to Dar es Salaam University College of Education (DUCE) for their pre-entry programme for female science students. As a result of this effort, reports were received from Tanzania on the project “*Beyond Access: Experiences of Women Participation in Higher Education in Tanzania*”.

### **Girls Clubs**

During the previous year, FAWE supported 120 schools and institutions and managed to reach upwards of 6,500 girls through the girls' clubs activities. As a continuation of these activities, FAWE, through the NCs conducted a series of girls' empowerment programmes. The key activities included life skills, adolescent reproductive health, empowerment techniques, guidance and counseling, and theatre performance among others.

### **Bursary Grants**

FAWE continued to focus on the provision of bursary to the needy girls. A closer follow-up was done on the girls who had benefited earlier. However, only **6** NCs received additional bursary grants during the year and managed to assist **222** new **girls**. For example, Chad supported **15 girls**, Ethiopia – **15**, Malawi – **4**, Kenya – **11** (including 4 from UNESCO), Zanzibar **167**, and Tanzania **10 girls**. FAWE Zanzibar managed to support more girls since their bursary scheme focused mainly on the provision of meals for the hungry girls.

### **Centres of Excellence (COEs)**

FAWE still maintained and worked with the existing 10 COEs. In addition, two new COEs were initiated in Kamulanga in Lusaka, Zambia and another centre at Kelo, in Chad. A closer monitoring of the already disbursed bursary grants was done. A total of 282 girls were tracked and their performance noted. The table shows the details of the number of beneficiaries within these COEs within the past two years.

<b>Centre of Excellence</b>	<b>Beneficiaries (2005)</b>	<b>Beneficiaries (2006)</b>
Hage Geingob – Namibia	15	16
Lufilyo – Tanzania	15	24
Mgugu – Tanzania	58	43
Mafinga – Tanzania	20	30
AIC Kajiado – Kenya	37	37
Athwana – Kenya	30	30
Sambang Upper Basic – Gambia	69	96

FAWE Girls School – Rwanda	6	6
<b>TOTAL</b>	<b>277</b>	<b>282</b>

### **Gender Responsive Pedagogy**

A total of **65** teachers were trained into gender responsive pedagogy in Burkina Faso [7], Zambia [31], Kenya [19], and Gambia [8]. Following the training, these teachers decided to implement the skills acquired and embarked on the development of gender responsive lesson plans and teaching methodologies.

### **Situation Analysis**

Situation Analysis and Assessment of the schools for gender responsiveness was undertaken for COEs in **Rwanda** (FAWE Girls’ School), **Burkina Faso** (Dipeo), **Namibia** (Hage Geingob), **Tanzania** (Mgugu, Lufilyo and Mafinga) and **Kenya** (Kajiado and Athwana), followed by Action Plan development.

### **AGATHE**

FAWE continued with closer monitoring of the Agathe Awards for Kenya, Guinea, and Burkina Faso. All the 1,126 girls earlier reached through this award were contacted through their schools. This tracking has enhanced the status of the impact of the grant.

### **FAME**

Activities for the year focused on a closer follow-up of all the awards given. These awards are given as a token of hard work to female journalists who promote girls’ access. Closer collaboration with the **12 journalists** (Kenya – 4; Ethiopia – 4; and Mali - 4) so far awarded for their efforts to promote girls’ education was ensured.

### **Administrative Support**

A total of **30** out of the total 32 available administrative support grants were processed and wired to the NCs to cater for their operational costs. The **2** NC Coordinators hired for Kenya and Swaziland were inducted in Nairobi and have commenced work at their NCs. FAWE Madagascar, Malawi, Mozambique and Nigeria moved offices into new locations

to enhance Secretariat accessibility (by partners and donors) and improve programme implementations.

### **Strengthening Programme**

Similarly, as part of the strengthening programme for the 14 NCs, activities were focused on 3-target areas, namely: functionality of the secretariat, governance, and implementation of programmes. Assessment of these NCs indicated that the secretariats have become functional since 8 out of the 14 NCs (*Ethiopia, Chad, Burkina Faso, Kenya, Mali, Guinea, Mozambique, and Malawi*) have functional secretariats. They are all equipped with functional telephones and faxes, computers, and basic communication equipment. In addition, all the 14 NCs managed to acquire office space and basic facilities. This has enhanced communication and implementation of activities. With regards to human resources, financial management, and communication systems, a total of 12 NCs have put in place all the necessary facilities and personnel (except Mali and Burkina Faso). Similarly, 12 NCs (except Rwanda and Malawi) conducted their annual General Assemblies. All the NCs had functional ECs, whose structures were well laid out (except Mozambique).

### **Programme Planning**

In terms of programme planning, the NCs recorded significant achievements. All the 14 NCs now prepare annual workplans, based on their Strategic Plans. They also periodically submit quarterly and annual reports although there has been some problem of quality and failure to meet the deadlines. 11 NCs (except Mali, Namibia, and Chad) have functional Strategic Plans. These plans are carefully followed and used to develop annual workplans. 10 NCs have undertaken the demonstrative programme of Centres of Excellence (except Mali, Uganda, Malawi and Mozambique). All the 14 NCs have received training in M&E. The training included development of performance indicators, monitoring plans, data collection instruments and analysis methods, as well as basic skills into monitoring and evaluation. 5 NCs (Ethiopia, Namibia, Uganda, Malawi, and Tanzania) were trained in 2005, and are already applying the M&E skills. 11 NCs (Except Uganda, Gambia, and Mozambique) have undertaken the empowerment of girls'

demonstrative intervention – TUSEME. To enhance gender responsive teaching, teachers in 10 COEs were trained into GRP. The teachers that were trained are already applying the GRP in their teaching. Guinea will conduct the same training in December. Last, but not least, in order to accelerate training and speedy monitoring of activities within the NCs, a pool of Gender Responsive Pedagogy, TUSEME and COE resource persons were trained and are currently being used to train different NCs.

#### **Objective 4: Replication and Mainstreaming of Best Practices**

The main thrust of this objective is to influence the replication and mainstreaming of best practices in girls' education into the national education systems and practice. During the year, FAWE managed to press for replication of their best practices in three national chapters – Tanzania, Kenya and Senegal. In *Tanzania*, for example, the Technical Committee conducted 3 meetings on mainstreaming followed by development of action plan that was completed and approved by the Ministry of Education. This was followed by close monitoring of the **2** best practices (Tuseme empowerment and COE) being mainstreamed. In *Kenya*, Technical Team was established to support mainstreaming best practices in girls' education. The chapter also chaired the Technical Committee on Gender and Education Policy in Kenya where the proposed policy draft was completed and shared with stakeholder. In total, 10 meetings of the Technical Committee were held, and the implementation strategy was developed. The chapter, in collaboration with the Ministry of Education kept a closer follow-up on their **3** best practices – Tuseme, COE, and Sexual Maturation that are currently being mainstreamed in the Gender and Education Policy. In *Senegal*, the chapter and their Ministry of Education strived to mainstream gender in the education system initiated. As a result of this effort, the MOE trained 44 education practitioners (Inspectorate from the 11 regions) who are meant to act as trainers within the whole education sector.