



## The Forum for African Women Educationalists — Zimbabwe Chapter



### ORGANIZATION PROFILE

“Supporting women and girls acquire education for development”



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## Background

FAWEZI is part of the network of 34 National Chapters spread across countries in Francophone, Anglophone and Lusophone Africa affiliated to Forum for African Women Educationalists (FAWE), a Pan-African Non-Governmental Organization (NGO) based in Nairobi. FAWE is a Pan African Non-Governmental organization founded in 1992, with the goal to increase access, improve retention and enhance the quality of education for girls and women in Africa. FAWEZI was established in 1998 and registered as a private voluntary organization in September 1999 (Registration No: W/O: PVO: 11/99)

## Aim

*The aim of FAWEZI is to support girls and women to acquire education for development. FAWEZI exists to significantly reduce gender disparities in education and to ensure that more girls have access to education, complete their studies and perform well at all levels.*

*FAWEZI is committed to creating positive societal attitudes that reinforce and influence educational policies and practices in order to promote gender equity in schools at district, provincial and national levels through advocacy, lobbying and networking with all relevant stakeholders.*

## OUR CORE VALUES AND PRINCIPLES

### Transparency and Accountability:

The organization's members and staff will be open with public information and in all instances, will act responsibly in taking stock and accounting for work under their jurisdiction. Accountability and transparency within the organization will be both horizontal and vertical among peers, juniors and superiors.

### Integrity and honesty:

The organization's members, board and staff will at all times be honest, trusted, morally right, dependable and responsible for their own actions.

### Diligence:

The organization members and staff will be committed, proactive and go beyond the call of duty.

### Professionalism:

The organization's members and staff will be dedicated to their service to girls and other beneficiaries, value performance; hold high standards set in order to fulfil public trust and influence public policy in their area of expertise.

## TARGET GROUPS

FAWEZI has these main targets:

- i. The active agents of change, they are girls and women, local leaders, boys and men as well as the schools in their communities. Local leaders have the powers to influence communities to take part in projects and so may lead to failure or success of the program. Communities- women and men, boys and girls, the main communication objective is for them to understand the implication of educating girls and the need for them to support efforts being made towards educating girls. This is also the audience for community advocacy.
- ii. Policy makers: Zimbabwe Government Ministries of, E.g. Primary and Secondary Education, Higher and Tertiary Education Science and Development, Health and Child Care, Women Affairs, Gender and Community Development, Parliamentarians and other decision makers. These define and implement policies that affect the education of women and girls- communication centres on the need for policies that promote education (access and retention) of girls in schools. These are the audiences for policy advocacy.
- iii. Civil society organizations, donors and strategic partners such as universities and researchers: The focus is on encouraging them to invest in (support) interventions that have proven to be effective. FAWEZI's strategies should be promoted for a larger scaling across the nation, as well as continue to serve as an added argument in advocacy.
- iv. Media: Ensures publicity, through their mechanisms they can improve the image or make the programme appealing. In this way they also make known FAWEZI Programme contributions to improving educational access.



- v. Private Sector Banks, corporate world, embassies, companies, retail outlets, and other shops etc: Through cooperate social responsibility; they complement FAWEZI efforts in educating girls.
- vi. Coalitions and Thematic Committees: FAWEZI is a member of a number of coalitions that work to promote health, gender and education.

## STRATEGIC OBJECTIVES

- To influence the integration of gender issues into education policies and plans in order to improve girls' access, retention and performance.
- To scale up FAWEZI's gender-responsive interventions in order to come up with new models which address emerging challenges in girls' education, including, but not limited to, STEM education.
- To advocate for community support for girls' education and gender equity in education.
- To strengthen capacity of FAWEZI staff and members at all levels to effectively deliver programs.
- To undertake organizational develop development in order to ensure effective governance and sustainability of the organization.
- To institutionalize an effective monitoring and evaluation system.

## ORGANIZATIONAL STRUCTURE

*FAWEZI's supreme governing body is the National Executive Committee (NEC) made up of 14 women from the 10 provinces of the country. These are women strategically placed within various departments in education to influence positive change in favourof girls' education. In addition, the organization has a full-time secretariat which oversees the day to day running of the organization. FAWEZI is a membership organization and has over 500 members who help in advocacy, event running, networking, and mentoring. FAWEZI also has an active Alumni network, of past beneficiaries who wish to give back, that instigates its own projects and assists the Secretariat in project implementation.*



# What FAWEZI is doing for girls?

## 1. Influencing Education Policies

FAWEZI works closely with the Ministry of Primary and Secondary Education (MoPSE) and participates

in multiple collaborative forums together with like-minded NGOs. The Forums include:

- Zimbabwe Education Cluster
- Education Coalition of Zimbabwe (ECOZI)
- National Association of NGOs (NANGO)
- Women's Coalition of Zimbabwe (WCOZ)
- Zimbabwe National Council for the Welfare of Children (ZNCWC) Adolescents
- Gender Responsive Education Sector Planning (GRESPE) Core Team
- Adolescents Sexual Reproductive Health Forum.
- Girls not Brides

## 2. Demonstrative Interventions: Our Approaches

The organisation prides itself on evidence-based advocacy and Gender Responsive demonstrative interventions, these include:

### Tuseme [Let Us Speak Out]

One of our flagship models is the innovative Tuseme [Let Us Speak Out] empowerment programme, 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 act to solve them. Through drama, song, and creative arts, girls learn

negotiation skills, how to speak out, and self-confidence, decision-making, and leadership skills.

*Tuseme* was initiated at the University Of Dar es Salaam, Tanzania, in 1996 and enhanced by FAWE with gender-in-education and life skills components.

### The Gender Responsive Pedagogy Model

Teaching quality has a significant impact on academic access, retention, and performance of students.

Some teaching methods neither provide equal opportunities for participation between girls and boys, nor do they consider the individual needs of learners, especially girls. FAWE developed the Gender - Responsive Pedagogy (GRP) model to address the quality of teaching in African schools. The model trains teachers to be more gender aware and equips them with the skills to understand and address the specific learning needs of both sexes. It develops teaching practices that engender equal treatment and participation of girls and boys in the classroom and in the wider school community.

## Features of FAWE's GRP model

The GRP model trains teachers in the design and use of Gender-Responsive:

- Teaching and learning materials.
- Lesson plans.
- Language in the classroom.
- Classroom set up and interaction.
- Strategies to eliminate sexual harassment.
- Management of sexual maturation.
- School management systems.
- Monitoring and evaluation.

### Comprehensive Scholarship Packages

Include provision of scholarships, guidance and counselling, necessary materials, and mentoring components. These bursaries enable bright students from poor backgrounds to enrol in school, stay on to complete the school cycle at Primary, Secondary, and Tertiary level, and perform well in national examinations. As this programme is completely determined by funds, number of new recipients vary year to year.

### Science, Technology, Engineering, and Mathematics Subjects (STEM)

FAWEZI works with partners to achieve gender equity and equality in education. We cannot have gender equity and equality in education until women and girls are represented equally in all areas of study. The areas where girls are least represented are STEM fields. Facets of our society (government policy, public awareness, and educational processes) affect learners and quality of STEM education. STEM innovators also affect society back. It is a two-way street. So FAWEZI works with stakeholders and change makers to achieve gender equity and equality in STEM education and employment through targeted programs. We seek to ensure Zimbabwe's emerging STEM innovators include our bright young women, thereby increasing gender equality in our society at multiple levels and creating exponential change. FAWEZI's most recent programmes in STEM include:

Piloted the Integration of Gender in Science and Technology in Africa (IGSTA)

- Worked with the Ministry of Primary and Secondary Education (MoPSE) in running Science Camps in Schools
- Ran a number of competitions for girls: STEM essay competitions for girls (2018) , Innovative projects competitions (2017), STEM Radio quiz competitions (2016)
- Held science camps for Girls - Digigirlz Day in partnership with MICROSOFT Kenya (2015), Science Camp at Epworth High School (2017)
- Supported Provincial Girls awards in STEM.

- Exposed girls to site visits /excursions with companies and Universities like the Schweppes plant visit.
- Donated laboratory Equipment to 6 schools in the Epworth - Mabvuku -Tafara District (Oriel Girls, Tafara 1, Tafara 2, Domboramwari, Mabvuku and Epworth High Schools) and 3 state of the art weather stations to Oriel Girls, Manyame and Mabvazuva High Schools.
- Mentorship Sessions for girls by women in the STEM fields some of them FAWEZI Alumni
- Partnered with other stakeholders in STEM activities like Women in Technology event (2018) by The Technology Transfer, Commercialization & Licensing Centre at Harare Institute of Technology (HIT) and the Science Fare Zimbabwe.

### **Adolescent Sexual Reproductive Health Programs**

Through a range of programmes FAWEZI helps girls learn about growing up and sexual maturation management including issues of sanitary ware, Sexually Transmitted Diseases, and sexual violence. Our programmes related to Sexual and Reproductive Health Rights (SRHR) include:

- The formation of girls clubs in schools
- Guidance and counselling trainings for teachers
- Community stakeholder meetings
- Public advocacy campaigns to decrease the stigma of talking about SRH issues
- Workshops for young women on sexual health
- Events where information can be disseminated, and participants can receive free testing
- Information sharing around SRH service providers in given areas

### **Psychosocial support for Orphans and Vulnerable Children.**

This program aims to support emotional and social aspects of Orphans and Vulnerable Children so that they can live with hope and dignity.

### **Re-entry and Non-Formal Education Programmes**

This program aims to promote access to education for out of school children either to return to mainstream education or to access available second chance options. The project targets marginalized communities, girls, and other children with disabilities, ethnic minority communities, mining and farming communities. Features of FAWEZI's re-entry and Non-Formal Education interventions include:

- Providing school fees, sanitary wear, and uniforms to young women who fell pregnant during school
- Providing bursary support to orphans and students from other marginalized backgrounds

An online crowd funding campaign on [GlobalGiving.org](https://GlobalGiving.org)



## School Related Gender Based Violence (SRBV) –A Whole School Approach – Pilot Initiative

Forum for African Women Educationalists Zimbabwe Chapter (FAWEZI) along with the UN Girls' Education Initiative (UNGEI) with support from UNICEF, implemented a project using, A whole School Approach (WSA) to prevent SRGBV: Minimum Standards and Monitoring Framework (see Figure 1). Miske Witt and Associates (MWAI) were a technical partner in the initiative, building the capacity of FAWEZI to design and monitor interventions aligned to the minimum standards. A whole school approach is a strategy that takes into account the interconnectedness of schools, communities, and families in order to improve the school environment for students, staff, and community members

[UNICEF, GPE, UNGEI, 2016].The WSA was developed as a framework for policy makers and practitioners to establish policies and actions at school level. Premised on evidence of strategies to reduce violence against children, women and girls, the guide proposes eight domains and minimum standards [see figure 1 &2] that make a whole school approach and a set of process and impact indicators to steer monitoring and evaluation.



Figure 1: Domains of a whole school approach



Figure 1: Minimum Standards of a whole school approach

### Education in Emergencies

Education in emergencies is a critical, life-saving response that works to protect children in conflict and natural disasters and preserve their right to education. FAWEZI is supporting out of school girls and boys to access alternative education programmes through retired teachers, radio lessons and running mentorship sessions through mother support groups. The programme seeks to ensure that the children are prepared to return to formal or non-formal education.

### 3. Community and Policy Advocacy: Our Approaches:

FAWEZI engages in campaigns to advocate for the future Zimbabwe we wish to see. This is a Zimbabwe where boys and girls have the same access to education at all levels and are represented equally in industry at all levels. Our work with various policy and community advocacy campaigns are comprised as follows.

#### Policy Advocacy

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, Zimbabwe included,

do not consider the unique conditions that prevent girls from accessing and completing basic education.

As a result, although there has been commendable improvement in addressing girls' education, national education policies are still not comprehensively gender-responsive.

FAWEZI works to influence governments and other partners to review existing educational policies and adopt strategies to achieve greater and better participation of girls in education. FAWEZI recognizes that without appropriate education policies in place, there can be no effective gender transformation in education systems. FAWEZI therefore works closely with Ministries of education and education policy-makers at all levels to influence education policy in favour of increasing access, improving retention, and enhancing performance of girls in school. FAWEZI seeks to influence national education policies' review and plans for greater gender-responsiveness in the following ways:

- Engaging in policy dialogue, ministerial consultations.
- Developing strategic partnerships with government, civil society organisations, networks and education coalitions to reinforce the girls' education campaign.

#### Community Advocacy

Accordingly, our community advocacy work targets communities where these problematic attitudes and practices are the strongest. We work towards 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. FAWEZI employs numerous advocacy strategies to enhance community participation in the provision of girls' education. These include:

- Mobilizing communities to actively support girls' education. Communities pass by-laws to protect girls from early marriage; participate more in school management; provide materials for construction of gender-responsive school facilities; support school feeding programs; and counsel girls on sexual maturation.
- Reaching out through Mothers' Clubs. Mothers work to enhance girls' access, retention and performance in school through house-to-house sensitization initiatives, child rights community training events, income-generating activities, and literacy training.
- Participating in global and regional campaigns at national level. FAWEZI reaches out to

communities through its active participation in the Global Campaign for Education (GCE) Global Action Week, International Women's Day, World AIDS Day, International Literacy Day, the Day of the African Child, 16 Days of Activism Against Gender Based Violence, International Day of the Girl Child, International Day of Persons with Disabilities, and various national days on girls' education, children's rights and gender equality.

### **Most Recent Studies:**

- i. A Research on the implementation of the Re-entry Policy for Girls (Circular P.35),
- ii. A study on 'Women's entrepreneurship and girls education in Binga, Zimbabwe: Exploring the nexus'.
- iii. Review of Policies on the Integration Of Gender And Climate Change in Technical And Vocational Education And Training (TVET) in Zimbabwe
- iv. Desk review on knowledge attitudes and practices as they relate to Sexual Reproductive Health Rights
- v. Baseline & End line Survey- Maximizing Opportunities for Adolescent Girls and Young Women's Sexual Reproductive Health Rights
- vi. Baseline and End line Technical Report for the School Related Gender Based Violence - Whole School Approach Pilot Project
- vii. Baseline and Final Project Report- Empowered Adolescent Girls for Improved Quality of life

## **4. Replication and Mainstreaming**

This program area cuts across all the other programs and seeks to scale up proven best practices

### **Funding Partners**

- **Forum for African Women Educationalists- FAWE**
- **UNICEF**
- **Open Society Initiative for Southern Africa - OSISA**
- **Virginia Gilder Sleeves International Fund- VGIF**
- **Doenkers vzw**
- **Amplify Change**
- **HER Voice**
- **Action Aid Zimbabwe - Peoples Post Code Lottery**
- **UNESCO – Spotlight Initiative**
- **Global Giving**
- **Amplify Change**
- **FHI 360**
- **UN Girls Education Initiative (UNGEI)**
- **UNESCO**
- **USAID**

