THE WORLD BANK INDEPENDENT EVALUATION GROUP

An Independent Evaluation of the World Bank’s Support of Regional Programs

Case Study of the Forum for African Women Educationalists (FAWE)

Mai Le Libman
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### Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>ADEA</td>
<td>Association for the Development of Education in Africa</td>
</tr>
<tr>
<td>CAS</td>
<td>Country Assistance Strategy</td>
</tr>
<tr>
<td>CBOs</td>
<td>Community Based Organizations</td>
</tr>
<tr>
<td>COEs</td>
<td>Centers of Excellence</td>
</tr>
<tr>
<td>DGF</td>
<td>Development Grant Facility</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>FAWE</td>
<td>Forum for African Women Educationalists</td>
</tr>
<tr>
<td>IEG</td>
<td>Independent evaluation group</td>
</tr>
<tr>
<td>SGP</td>
<td>Small Grants Program</td>
</tr>
<tr>
<td>SSA</td>
<td>Sub-Saharan Africa</td>
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<tr>
<td>WGFP</td>
<td>Working Group on Female Participation</td>
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Preface

EVALUATION OBJECTIVES AND METHODOLOGY

This review of the Forum for African Women Educationalists (FAWE) is one of 19 reviews undertaken as part of an independent evaluation by the Independent Evaluation Group (IEG) of the effectiveness of World Bank support for multi-country regional programs over the past ten years (1995-2004). Twelve of the reviews, including this assessment, are desk reviews; the other seven reviews are in-depth field studies.

All reviews draw on core program documentation as well as program progress reports, existing self and/or independent program evaluations, related Bank country assistance strategies (CAS) and sector strategies, and interviews with key Bank staff. See Annexes H and I for a list of people interviewed and all documents reviewed, respectively.

This desk study drew substantially on four extensive evaluations carried out in 1998, 2001, 2003, and 2005. The 1998 external evaluation reviewed the mission, goals, and objectives as well as examined the governance and management structure, sustainability of the organization, and impact achieved during the 1993-1998 period. The 2001 and 2003 evaluations focused on the World Bank Development Grant Facility (DGF) support of FAWE. The fourth evaluation was a comprehensive mid-term review of the relevance, effectiveness, and efficiency of the revised Strategic Plan (2002-2006), and provided recommendations and lessons for areas to improve. All four evaluations reviewed publications, documents, and reports as well as interviewed FAWE members, donors, partners and other stakeholders.

EVALUATION CRITERIA

The 19 reviews use the IEG evaluation criteria of relevance, efficacy, and efficiency. In addition, they assess the Bank’s performance and examine the performance of the regional program’s participating countries. The key evaluative questions addressed under these criteria—designed to deal with the special characters of multi-country programs—are as follows.

Relevance

- **Subsidiarity**: To what extent is the program being addressed at the lowest level effective, and either complements, substitutes for, or competes with Bank country or global programs?
- **Alignment**: To what extent does the program arise out of a regional consensus, formal or informal, concerning the main regional challenges in the sector and the need for collective action? To what extent is it consistent with the strategies and priorities of the region/sub-region, countries, and the Bank?
- **Design of the regional program**: To what extent is program design technically sound, and to what extent does it take account of different levels of development and interests of participating countries, foster the confidence and trust among participants necessary for program implementation, and have clear and monitorable objectives?
Efficacy

- **Achievement of objectives**: To what extent has the program achieved, or is likely to achieve, its stated objectives, including its intended distribution of benefits and costs among participating countries?
- **Capacity building**: To what extent has the program contributed to building capacities at the regional and/or participating country levels?
- **Risk to outcomes and impact**: To what extent are the outcomes and impacts of the program likely to be resilient to risk over time? To what extent have the risks to project outcomes been identified and measures to integrate them been undertaken?
- **Monitoring and Evaluation**: Has the program incorporated adequate monitoring and evaluation processes and taken care of available findings?

Efficiency

- **Efficient use of resources**: To what extent has the program realized, or is expected to realize, benefits by using a reasonable levels of time and money?
- **Governance, management, and legitimacy**: To what extent have the governance and management arrangements clearly defined key roles and responsibilities; fostered effective exercise of voice by program participants and coordination among donors; contributed to or impeded the implementation of the program and achievement of its objectives; and entailed adequate monitoring of program performance and evaluation of results?
- **Financing**: To what extent have financing arrangements positively or negatively affected the strategic direction, outcomes, and sustainability of the program?

World Bank’s Performance

- **Comparative advantage and coordination**: To what extent has the Bank exercised its comparative advantage in relation to other parties in the project and worked to harmonize its support with other donors?
- **Quality of support and oversight**: To what extent has the Bank provided adequate strategic and technical support to the program, established relevant linkages between the program and other Bank country operations and an appropriate disengagement strategy for the program, and exercised sufficient oversight of its engagement?
- **Structures and Incentives**: To what extent have Bank policies, processes, and procedures contributed to, or impeded, the success of the program?

Participating Countries’ Performance

- **Commitments and/or capacities of participating countries**: How have the commitments and/or capacities of participating countries contributed to or impeded the success of the program? Have one or more countries exercised a primary leadership role?
- **Program coordination within countries**: To what extent have there been adequate linkages between the regional program’s county level activities and related national activities?
Executive Summary

Background

1. Sub-Saharan Africa (SSA) has made substantial progress in increasing girls’ access to education. Between 1960 and 1990, primary school enrollment rates increased by over 100 percent, and the gender gap in primary enrollment narrowed by some 36 percent. But even with these improvements, access to education is still limited and lower for girls than boys. In response to the continuing low access for girls and the global Education for All (EFA) declaration in 1990, five African women Ministers of Education initiated the Forum for African Women Educationalists (FAWE) to advocate and demonstrate ways to promote change.

Program Summary Description

2. FAWE, which was launched under the aegis of the Association for the Development of Education in Africa (ADEA)\(^1\) in 1992, is an autonomous, regional membership NGO. Located in Nairobi, Kenya, it brings together a diverse membership of African Ministers of Education, Vice-Chancellors, Directors of Education, and other prominent education policymakers from over 40 SSA countries.

3. FAWE’s overall goal is to increase female participation and performance at all levels of education in SSA. To advance this goal it seeks to:

   - Influence policy formulation, planning and implementation in favor of increasing access to, and improving retention and performance of girls
   - Build public awareness and consensus on the social and economic advantages of girls’ education through advocacy
   - Demonstrate through interventions on the ground how to achieve increased access, improved retention and better performance
   - Influence replication and mainstream best practices from the demonstrative interventions into broader national education policy and practice

4. While initially FAWE’s activities focused on regional policy analysis and advocacy, overtime its work has expanded to in-country development of National Chapters, demonstration projects, and national and local advocacy activities.

5. Donors have collaborated to pool resources for the implementation of FAWE’s programs at the regional level, and several also contribute directly to country level activities. Between 1993 and 2005, some 29 donors including bilateral agencies, international organizations, foundations, and NGOs contributed $34 million to FAWE. The World Bank provided about 10 percent of the total donor funding between FY96-04 through its Small Grants Program and Development Grant Facility (DGF). In FY06, the

\(^1\) ADEA is a partnership between governments and donors to support education policies in Africa.
DGF approved a new round of support for FAWE in the amount of $250,000 to be provided on an extended basis, as a sub-component of an umbrella grant to ADEA.

**Rational for a Regional Program**

6. FAWE is relevant to a major development challenge in Africa that has been formally identified by all countries as a priority issue. Although essentially a country issue, there are three main rationales for a regional program focused on girls’ education:

- Policies can be informed and programs strengthened by comparative analysis, standardization of data, and the exchange of knowledge and experience across countries, especially in a regional context in which there are shared socio-economic conditions and cultural/religious values
- Economies of scale can be gained from regional information, knowledge, and capacity building activities
- Regional advocacy can contribute to pressure for change within countries

**Quality of Design & Implementation**

7. On the whole, FAWE’s program and regional institutional structure is well designed. Its program was based on extensive consultations with national stakeholders and donors. Three of its features have proved particularly effective: a) its establishment as a membership organization involving high level officials, education leaders, sector experts, and practitioners; b) its combination of regional and country level activities; and c) its ability to adjust its activities to address new challenges or improve the effectiveness of the program. Yet, FAWE’s overall goal of achieving gender equity in education is too broad to serve as a program target, and its program objectives are process not outcome oriented.

8. FAWE’s governance structure gives the program regional legitimacy. Its members constitute the principal governing body, the General Assembly, which meets annually and affords members voice in the strategic direction of the program. Also, members of the Executive Committee rotate every three years, which opens the main decision-making process to broad-ranging input. An external evaluation notes, however, that FAWE is hampered by a rapid turnover of ministers and deputy ministers of education resulting in too frequent change in high level member participation in the governance.

9. FAWE is managed by a regional secretariat with responsibilities for activities at the regional, national and local level. This tiered secretariat role has helped link FAWE’s policy advocacy work to experience on the ground. But there is not always good coordination between the Secretariat and National Chapters in the implementation of initiatives in-country because their respective roles and responsibilities have not been clearly defined.
Program Achievements

10. Since its start in the early 1990s, FAWE has expanded its membership base to 39 individual members, supported the creation of 32 National Chapters, and made progress in advancing its objectives.

- It has *influenced policy* on specific issues (such as the return to school of girls after pregnancy) through analysis and advocacy, and on broad sector reforms through the participation of members on national EFA task forces and other policy processes.

- It has *built public awareness* through regional and national advocacy, and various in-country activities such as girls clubs and newsletters which have been a popular forum for girls to speak out.

- It has supported innovative *demonstrations* at the community level on how to achieve increased access and performance. One example is the establishment of Centers of Excellence, designed to be gender sensitive schools. There are now 12 Centers in eight countries, which have achieved increases in girls’ enrollment rates, grades and national test scores.

- Some activities have been *replicated and mainstreamed* into national education policies and practice, such as a bursaries program which has been introduced in 19 countries, and provided financing to over 10,000 girls.

11. These achievements are increasingly widespread, but they are not evenly distributed across the region for three main reasons: a) some National Chapters are much weaker than others and lack the capacity to implement many of the in-country activities; b) the overall level of resources which FAWE has to support National Chapters is limited, and, therefore, it allocates its funds on a selective basis; and c) direct donor funding for National Chapters is not well coordinated with funding from FAWE, which compounds the uneven distribution of benefits.

Effectiveness of World Bank Performance

12. The Bank’s support for FAWE is aligned with its overall regional objective of achieving education for all in Africa. Although the Bank was not an initial funder of FAWE, it has used its convening power to help mobilize and encourage the pooling of donor funds. It has also used some of FAWE’s work in shaping its own country operations. But generally there are not strong links between Bank country operations and FAWE.

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2 FAWE has a three-tier membership comprising full and associated individual members, and National Chapters as affiliate members.
1. Introduction

Challenges Facing the Sector

1.1 Sub-Saharan Africa (SSA) has made substantial progress in increasing girls’ access to education. Between 1960 and 1990, primary and secondary enrollment rates for girls have increased by 36 and 17 percentage points, respectively. The gender gap in primary enrollment rates has narrowed by 36 percent. But as shown in Table 1.1, even with these improvements, access to education is still limited and inequitable between males and females. Poverty, early marriage, and cultural and social norms have prevented girls from accessing and attaining education.

Table 1.1: Gross Enrollment Rates in Sub-Saharan Africa, 1960-1990 (percent)

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<tr>
<td><strong>Primary enrollment rates</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>54.4</td>
<td>62.3</td>
<td>88.7</td>
<td>81.9</td>
</tr>
<tr>
<td>Female</td>
<td>32</td>
<td>42.8</td>
<td>70.2</td>
<td>67.6</td>
</tr>
<tr>
<td><strong>Secondary enrollment rates</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>4.2</td>
<td>9.6</td>
<td>22.2</td>
<td>25.5</td>
</tr>
<tr>
<td>Female</td>
<td>2.0</td>
<td>4.6</td>
<td>12.8</td>
<td>19.2</td>
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1.2 In 1990, the World Conference on Education for All (EFA) was held to raise awareness of and increase consensus on the need to provide education for all. Over 300 participating countries and international organizations issued a declaration that included eliminating gender inequality as one of the six goals for countries to undertake as part of their education policies. In response to the EFA declaration and poor female enrollment rates, five African women Ministers of Education initiated discussions with funding agencies within the Association for the Development of Education in Africa (ADEA) to promote girls education in Africa. As a result of the discussions, the Forum for African Women Educationalists (FAWE) was set up in 1992 as part of a new ADEA Working Group on Female Participation (WGFP).

Regional Program Summary Description

1.3 In 1993, FAWE became an autonomous, regional membership NGO in Kenya with its own governing and management structures. It brings together African women

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4 ADEA is a partnership between governments and donors to support education policies.
5 The founders of FAWE are Dr. Fay Chung of Zimbabwe, Vida Yeboah of Ghana, Paulette Moussavou-Missambo of Gabon, Simone de Comarmond-Testa of Seychelles, and Alice Tiendrebeugo of Burkina Faso. Katherine Namuddu of the Rockefeller Foundation led the program on Female Participation in African Education.
6 See Annex A for background information on the program.
Ministers of Education, women Vice-Chancellors, and other prominent education policymakers from over 40 SSA countries\textsuperscript{7} to stimulate broad policy reform and undertake advocacy activities. It has a three-tier membership comprising:

- **Full members**—women Ministers and Deputy Ministers of Education, Vice Chancellors, Rectors and Deputy Vice Chancellors, Directors of Education, founding members, and prominent educationalists;
- **Associate members**—former Ministers and Deputy Ministers of Education, Vice Chancellors, and Directors of Education as well as incumbent women Ministers of other ministries and male Ministers of Education who are committed to FAWE’s objectives and mandate as associate members; and
- **Affiliate members**—National Chapters as well as those individuals and institutions invited by FAWE. There are currently 32 National Chapters\textsuperscript{8} across Sub-Saharan Africa.

1.4 FAWE’s overall goal is to improve female participation and performance at all levels of education in line with the EFA goals. Specifically, its main objectives are to:\textsuperscript{9}

- Influence policy formulation, planning and implementation in favor of increasing access to, and improving retention and performance of girls
- Build public awareness and consensus on the social and economic advantages of girls’ education through advocacy
- Demonstrate through interventions on the ground how to achieve increased access, improved retention, and better performance
- Influence replication and mainstream best practices from the demonstrative interventions into broader national education policy and practice

1.5 Through the Secretariat, FAWE supports activities at the regional, national, and local levels. Initially, it focused on regional policy and advocacy activities by generating and disseminating information on girls’ education, sponsoring meetings and workshops, and strengthening members’ capacity. Over time, its work expanded to country level activities that aimed to develop and expand National Chapters; strengthen national capacity for policy advocacy and program implementation; and support local demonstration projects such as Centers of Excellence (COEs, gender responsive schools), girls’ clubs, and bursaries.

1.6 Between 1993 and 2005, some 29 donors including bilateral agencies, international organizations, foundations, and NGOs contributed about $34 million to FAWE. Donors contributed to a common pool of resources to support activities of

\textsuperscript{7} FAWE membership list, 2005. See Annex B for a list of FAWE’s partners and participants.

\textsuperscript{8} The 32 National Chapters include Benin, Burkina Faso, Burundi, Cameroon, Chad, Comoros, Ethiopia, Gabon, Gambia, Ghana, Guinea, Kenya, Liberia, Madagascar, Malawi, Mali, Mozambique, Namibia, Niger, Nigeria, Rwanda, Senegal, Seychelles, Sierra Leone, South Africa, Swaziland, Tanzania, Togo, Uganda, Zambia, Zanzíbar, and Zimbabwe.

\textsuperscript{9} These four objectives are outlined in the revised Strategic Plan 2002-2006.
FAWE’s Annual Work Programs. The Bank first provided $30,000 in technical assistance in the initial two years of the program. It began its more substantial contribution in FY96-97, providing $415,000 through the Small Grants Program (SGP), and continued funding some $2.4 million through Window 2 of the Development Grant Facility (DGF) in FY98-04. The Bank’s contribution for the period FY96-04 was about 10 percent of total donor funding for those years. In FY06, the DGF approved a new round of support for FAWE in the amount of $250,000 to be provided on an extended basis, as a sub-component of an umbrella grant to ADEA through the DGF Window 1 longer-term funding.
2. **Relevance: Rationale, Alignment, and Design**

2.1 **Overall Summary:** FAWE reflects both a clear rationale and strong consensus on the need for a regional initiative focused on increasing girls’ access to education. Its creation, as a forum of educationalists committed to promoting girls’ education through analysis, advocacy, and innovative interventions was led by a group of women African education ministers. Designed to meet clear needs, it has evolved its program activities from regional advocacy to national interventions in order to achieve greater impact on the ground. But FAWE has not developed well-defined program objectives that clearly link its inputs and outputs to monitorable outcome objectives and its performance indicators focus more on processes than results.

**Subsidiarity Principle**

2.2 The principle of subsidiarity states that a program should be organized and carried out at the lowest level effective. In the case of FAWE, there are three rationales for adopting a regional approach:

2.3 **Common conditions provide a regional context for cross-country learning, sharing of knowledge, and comparative analysis.** The similar development constraints and condition of low female participation in education in the region is conducive to the exchange of knowledge and experiences across countries. Also, the common socio-economic conditions facilitate comparative analyses of policies and the standardization of data on girls’ education.

2.4 **Economies of scale can be gained from collective knowledge and capacity building activities.** FAWE envisages economies of scale from the replication and demonstration of successful experiences across countries. Building and disseminating knowledge and providing training on girls’ education on a regional basis can be a cost effective way to marshal the knowledge and competencies needed. The Bank states that its dissemination of successful local innovations in improving female participation in education brings lessons to individual countries at a substantially lower cost than could be realized by individual country experimentation.

2.5 **Regional advocacy and knowledge sharing can contribute to pressure for change within countries.** FAWE aims to influence national policies to improve girls’ access to education through advocacy and knowledge sharing. Knowledge and awareness of the issues can lead to consensus on gender disparities in education and contribute to pressure for change within countries.

**Alignment with Country, Regional, and Bank Goals and Strategies**

2.6 FAWE responds to a major development challenge of African countries and to growing recognition within these countries and the World Bank on the need for deliberate actions to achieve gender equity in education. Since 1990, global and regional conferences on EFA have highlighted issues in education needing priority attention,
including reduction of gender inequality, and most African countries have endorsed the conferences’ declarations. Participating SSA countries have “acknowledge[d] that the provision of basic education must be transformed . . . to improve the participation of girls and women in education.” Countries such as Ghana, Chad, the Gambia, Mozambique, Uganda, Mauritania, and Senegal have devised national policies to promote girls education. In Uganda, for example, the government prepared a five-year sector investment program for FY93-97 that envisaged universal education, including eliminating the gender gap. During the mid-1990s, the Mauritanian government adopted strategies to increase girls’ access to education, which included efforts to address the issues of distance from school, recruitment of female teachers, and establishment of girls’ scholarships.

2.7 FAWE’s objectives are also aligned with World Bank strategies and country programs. The 1995 education sector strategy contends that education policies should be gender-sensitive in order to encourage girls’ participation. In the 2005 sector strategy update, the Bank outlined implementation plans to focus its efforts in 31 countries with the largest gender disparities in basic education. Additionally, the African region sector strategy emphasizes “sharpening the strategic focus of lending” to provide “equitable access to education opportunities, especially for the poor and for girls.” It also states that the region will continue to encourage regional and global developing country partnerships on female education.

REGIONAL CONSENSUS

2.8 FAWE was established as a membership organization to build consensus on girls’ education. Its five founding women Ministers of Education believed that it was essential to “seek others who shared that vision . . . by strengthening each other through regular meetings and through building a network of mutual support and assistance.” Beginning with a total membership of 11, FAWE currently has 25 full members, 13 associate members, and 32 National Chapters, as shown in Table 2.1. The increase in members suggests a growing regional consensus. Further consensus has been built through

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10 About one global and 12 regional conferences have been held in Africa. The most recent meeting held in SSA for national EFA coordinators was in Dakar, Senegal on June 28 - July 2, 2004.
12 1995 CASs for Ghana, Chad, the Gambia, Mozambique, Uganda, Mauritania, and Senegal.
FAWE’s role as the chair of the ADEA Working Group on Female Participation,\textsuperscript{17} and its leadership in conferences, meetings, and workshops.

Table 2.1: FAWE’s Membership Has Expanded and then Shrunk

<table>
<thead>
<tr>
<th>Level and Type of Membership</th>
<th>Years</th>
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<tbody>
<tr>
<td></td>
<td>92</td>
</tr>
<tr>
<td>Full Members</td>
<td></td>
</tr>
<tr>
<td>Women Ministers of Education and Deputies</td>
<td>5</td>
</tr>
<tr>
<td>Vice Chancellors and Deputies</td>
<td>3</td>
</tr>
<tr>
<td>Prominent Women Educators</td>
<td>3</td>
</tr>
<tr>
<td>Associate Members</td>
<td></td>
</tr>
<tr>
<td>Male Ministers</td>
<td>0</td>
</tr>
<tr>
<td>Affiliate Members</td>
<td></td>
</tr>
<tr>
<td>FAWE National Chapters</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
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**DESIGN OF THE REGIONAL PROGRAM**

2.9 The design of FAWE’s approach and range of interventions facilitate the implementation of its activities and the achievement of its objectives. The strengths and weaknesses of its design can be summarized as follow:

2.10 **Quality assessments at design stage:** In the early phase of the program, FAWE consulted with various stakeholders and beneficiaries as well as commissioned studies on how best to accelerate girls’ education through a regional forum. The consultations and analyses focused on how to influence policy, increase awareness of the gender gap in education, and eliminate gender disparities in school.\textsuperscript{18} FAWE incorporated the findings and suggestions in the design of its work program. But more focused analyses of the obstacles and gaps in girls’ education could have been carried out to identify target groups and areas of priority.

2.11 **Ability to adjust and evolve as needed:** FAWE has revised and adjusted key elements of the program’s design to address new challenges and improve the effectiveness of the program based on lessons and recommendations from assessments and evaluations. For example, in response to the recommendations outlined in the 1998 external evaluation, FAWE retained the original mandate and its advocacy and policy activities. But to achieve more impact on the ground, it developed its first Strategic Plan

\textsuperscript{17} FAWE became the chair of the WGFP in 1999.

2000-2004 that included development of innovative programs to increase girls’ participation in education, enhanced the capacity of National Chapters, and focused its activities at the country level. The Strategic Plan was further revised to cover the period 2002-2006 to engage ministries of education and stakeholders in the program and strengthen the capacities of the National Chapters. These revisions incorporated lessons, challenges and achievements of previous evaluations and assessments as well as changes introduced by the Dakar goals of 2000.19

2.12 **Diverse and inclusive membership:** As discussed above in paragraph 2.7, FAWE’s diverse membership of individuals and institutions committed to its goals has contributed to consensus and awareness building. Moreover, it can stimulate and influence policy reforms through its high level members who are directly responsible for national education policies and programs.

2.13 **Multi-level operations:** FAWE’s multi-level operations were designed to broaden the reach and impact of its activities to the regional, national, and local levels. At the regional level, FAWE developed strategies with a goal to promote policy changes; strengthened the National Chapters; built members capacity through workshops, seminars, and training; and implemented a monitoring and evaluation system. At the national level, it aimed to provide financial and technical support to the National Chapters for basic start-up costs (i.e. seed money), national workshops and seminars, capacity building, research and experimental projects, resource mobilization, and establishment of Chapter Resource Centers. At the local level, FAWE provided grants and technical assistance, directly and through the National Chapters, to build awareness of policymakers and implement demonstration projects (such as COEs, Agathe Award, and grants) with the aim of having them adopted and scaled up in education strategies and programs.

**Clarity and Monitorability of Objectives**

2.14 FAWE’s overall goal to achieve gender equity in education in SSA is too broad to serve as a program target. In support of that goal it has four strategic objectives that set the overall direction of the program. These strategic objectives are: to influence policy, build awareness, demonstrate innovative intervention, and promote the replication and mainstreaming of good practices. FAWE also has a set of evolving program objectives to promote its strategic aims,20 which are developed on a multi-year basis to set priorities for its annual work plans. These two sets of objectives for the current period (2002-2006) are listed in Table 2.2. Although the objectives are clearly stated, there are weaknesses in the linkages among them and in their accompanying performance indicators. Specifically:


20 During the 1999-2002 period, the programmatic areas were policy and data analysis, advocacy, empowerment, interventions, partnerships, strengthening the Secretariat’s capacity, and monitoring and evaluation. In 2003-2005, the focus was on expanding access, stimulating policy reform, strengthening National Chapters, influencing replication and mainstreaming best practices, strengthening human resources and administration, mobilization of resources, and monitoring and evaluation.
• The strategic objectives are defined in terms of processes not monitorable results, and there are no accompanying performance indicators. The Bank Task Manager contends that FAWE is working towards developing such indicators to facilitate M&E of the strategic objectives.\textsuperscript{21}

• The program objectives, which are a mix of processes and outputs,\textsuperscript{22} do not specify how they will advance the achievement of the strategic objectives since there are no clear linkages, distinctions, or relationship between the two sets of objectives. For example, the aims to stimulate policy reform and replicate good practice are simply a repeat of the strategic objectives.

• Although FAWE has developed a log-frame that links each of its program objectives to planned activities, expected outcomes, and impact indicators within a specific time frame, and budget, many of its impact indicators track outputs rather than outcomes. Moreover, the stated indicators are a mix of inputs, outputs, and outcomes. For example, the indicator, “12 COEs strengthened,” is an output that has been categorized under expected outcomes (see Annex F).

**Table 2.2: FAWE’s 2002-2006 Stated Strategic Objectives versus Programmatic Objectives**

<table>
<thead>
<tr>
<th>Strategic Objectives</th>
<th>Programmatic Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Influence policy formulation, planning and implementation in favor of increasing access and improving retention and performance of girls</td>
<td>Stimulate policy reform particularly ensuring gender provision in EFA and education policies and plans</td>
</tr>
<tr>
<td>Build public awareness and consensus on the social and economic advantages of girls’ education through advocacy</td>
<td>Increase access particularly of rural girls, the very poor, the geographically and culturally isolated or marginalized</td>
</tr>
<tr>
<td>Demonstrate through interventions on the ground on how to achieve increased access, improved retention and better performance</td>
<td>Strengthen the capacity of 14 National Chapters to acquire skills needed to promote girls’ access, retention, and performance</td>
</tr>
<tr>
<td>Influence replication and mainstream best practices from the demonstrative interventions into broader national education policy and practice</td>
<td>Influence the replication and mainstreaming of best practices in girls’ education into the national education systems and practice</td>
</tr>
</tbody>
</table>

\textsuperscript{21} Bank staff interview, February 2006. See Annex G for FAWE’s strategic objectives from 1993-2006.

3. Efficacy: Outcomes, Impact, and Sustainability

3.1 Overall Summary: FAWE has made significant progress on all four of its strategic objectives, with some shortcomings. Since inception, FAWE has expanded its membership base, supported the creation of National Chapters in 32 countries, and piloted four COEs in local communities. But the distribution of benefits is uneven across the region, and the capacity of the Secretariat and National Chapters needs to be further strengthened to enhance the outcomes and sustainability of the program.

Achievement of Objectives

3.2 FAWE has made progress in influencing policies, raising awareness on girls’ education through advocacy, and targeting and replicating innovative interventions. But FAWE and National Chapters lack a strategy for scaling up successful experiences. Table 3.1 shows the areas of its achievements at the regional, national, and local levels, which are further discussed below.23

Table 3.1: Significant Achievements at the Regional, National, and Local Levels

<table>
<thead>
<tr>
<th>Areas of support</th>
<th>FAWE Levels of Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Regional</td>
</tr>
<tr>
<td>Influence policy</td>
<td>✓</td>
</tr>
<tr>
<td>Advocacy campaigns and activities</td>
<td>✓</td>
</tr>
<tr>
<td>Demonstrative innovations</td>
<td>✓</td>
</tr>
<tr>
<td>Replication and mainstreaming best practices</td>
<td>✓</td>
</tr>
</tbody>
</table>

3.3 FAWE’s aim to influence policy has been a major objective since the beginning, and significant progress has been made in this area. The 2005 mid-term evaluation reports that “all together this work on the policy front has represented a major effort of FAWE at regional and at country level, and thus, along with the promotion of access (Objective 1) has constituted the main thrust of FAWE in recent years. They have also been the areas where most progress was made.”24 These efforts have stimulated policy dialogue among members at the regional level, increased participation of members in the national EFA process, and influenced local leaders to adopt girls’ education programs.

3.4 Since inception, FAWE has promoted gender mainstreaming in national education programs and EFA plans to achieve gender equity by 2015. This policy advocacy work

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23 The discussion on the achievements of objectives is organized around the strategic objectives, drawing on external evaluations’ reporting of achievements of programmatic objectives.

has been advanced by FAWE members’ participation on the EFA task forces, committees, and other processes in the ministries of education. Since many members are high level policymakers, they can directly influence policies in their countries. Some Chapters are formal members of the national EFA Task Force such as in Rwanda (chair of the Task Force on girls’ education) and Kenya (Vice-Chair of the EFA Coalition).

3.5 At the regional level, FAWE has carried out research and forums to facilitate policy dialogue and sharing of national experiences. For example, FAWE organized and facilitated high level ministerial consultation to address teenage pregnancies and a policy forum to curb dropout rates. As a result, Namibia and Kenya Chapters ensured that the policy is designed into the national EFA plan and implemented into national programs, respectively. FAWE also conducted reviews of education policies and plans for gender responsiveness, which led to its development of a tool—*ABC of Gender Responsive Education Policies: Guidelines for Analysis and Planning*—to assist National Chapters and policymakers mainstream gender into education policies.

3.6 At the country level, National Chapters have advocated free primary education by eliminating examination fees as in Zambia; the promotion of “re-entry” policies enabling girls to return to school after pregnancy that has taken place in Zambia, Tanzania, and Kenya; Affirmative Action policies such as quota systems for girls as undertaken in Ethiopia; and the experimentation with mobile schools in areas with nomadic communities in Kenya, Ghana, and Nigeria.

3.7 FAWE’s intervention through grants and four piloted COEs influenced policymakers and community leaders to formulate and adopt policies conducive to girls’ education. For example, its successful support to the COEs has influenced the Ministries of Education to mainstream the COEs into the Tanzania Secondary Education Development Plan [2004-2009] and the Kenya Education Sector Strategic Plan 2005-2015. At the local level, FAWE’s support of the Kenyan COE influenced community chiefs to advocate for ending the practice of early marriage and enrolling girls in school. See Table 3.2 for an indication of the COEs’ impact.

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25 2003 Evaluation. FAWE Members from Burkina Faso, the Gambia, Guinea, Kenya, Malawi, Chad, Mali, Mozambique, Namibia, Rwanda, Tanzania, Uganda, Zambia, Cameroon, Seychelles, Swaziland, Sierra Leone, and Zanzibar are involved in the national EFA and education policies.

26 Information provided by FAWE secretariat to IEG review team, March 2006.


28 Information provided by FAWE secretariat to IEG review team, March 2006.
Table 3.2: The Centers of Excellence Have Increased Girls’ Access to Education in Four Communities

<table>
<thead>
<tr>
<th>Country</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kajiado, Kenya</td>
<td>Average score on national exams improved from 66% in 2000 to 75% in 2002. 67% of girls in 1997 went on to secondary school compared to 85% in 2001. Chiefs actively involved in advocacy for girls’ education. 600 students have been enrolled and 38 rescued before early marriage.</td>
</tr>
<tr>
<td>Gisozi, Rwanda</td>
<td>Top 2 girls in the 2002 national form 4 exam and 6 out of 10 top students were from FAWE Girls School in 2003. The enrollment of girls have increased from 160 in 1999 to 480 in 2001 and expected to reach 720 girls.</td>
</tr>
<tr>
<td>Diourbel, Senegal</td>
<td>In 2001, 56% boys and 47% girls passed. In 2003, 66% boys and 69% girls passed. Girls’ enrollment improved, girls’ grades improved. Community involvement in advocacy for girls’ education.</td>
</tr>
<tr>
<td>Mgugu, Tanzania</td>
<td>Average in-school pass mark in 2002 was 27.6% and rose to 54.9% in 2003. The position of the school in the zonal ranking for form 2 national exams moved from 169 in 2002 to 72 in 2003. Improved class participation and enrollment, increased community support.</td>
</tr>
</tbody>
</table>


3.8 FAWE has carried out advocacy campaigns to build awareness and consensus on the social and economic advantages of girls’ education at the regional, national, and local levels. The mechanisms used for advocating girls’ education have been through the media, award competitions, publications, information technology, and radio and television.

3.9 Advocacy campaigns at the regional level have played a role in creating a broad network of stakeholders through its members and National Chapters. As of early 2000s, FAWE and EFA advocacy activities reached about 258 ministers of education, directors of planning, EFA coordinators, and gender focal points. Informants cited in the 2005 ADEA evaluation noted that “FAWE has realized considerable results in putting the gender issue on the table in many countries.”

3.10 FAWE National Chapters have also advocated for gender mainstreaming at the country level through newsletters, girls’ clubs, reports, and award competitions. The newsletters have proved to be a popular forum for girls to speak out, and the popularity of the regional newsletters has influenced several National Chapters in Guinea, Gambia, Chad, and Rwanda to start their own.

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3.11 Public awareness on the importance of girls’ education has also been created among communities. Gender analyses in 13 countries showed that there is an increased level of attention to gender. Additionally, 203 girls who are members of FAWE girls’ clubs have benefited from training in advocacy.

3.12 FAWE has promoted programs that are innovative and demonstrate feasible and cost-effective interventions supporting girls’ education at the national and local levels through grants and programs. National Chapters have initiated and developed a number of innovative interventions that addressed household poverty, girls’ maturation needs, and practical arrangements for helping girls’ stay at school. See Box 3.1 for a summary description of some of the grants and programs that have been carried out.

**Box 3.1: FAWE’s Demonstration Programs Have Shown Results**

- **Agathe Uwilingiyimana Award.** Funded by FAWE and organized by the National Chapters, the Agathe Award is given out annually in recognition of innovative achievements by individuals, NGOs, organizations, youth or women’s groups, communities, or local governments. The award has been given out to programs with proven impact, novelty, significance to the community, replicability, and sustainability.¹ Prizes have included a project to provide schooling for destitute children in slum areas of Nairobi; an experimental bilingual training course in Burkina Faso; a rehabilitation program in Zambia for girls and women victims of commercial sex; and a program in Sierra Leone that provided literacy and skills training for village women, handicapped girls, school drop-outs and teenage mothers. According to the 2005 mid-term evaluation, the Award has raised awareness of girls’ education.

- **Experimentation and Demonstration Grant Program.** FAWE has funded projects that demonstrate and experiment with innovative, effective, and efficient ways of increasing female access, attainment, and achievement to education. It has provided grants to individuals and institutions for projects that have components of advocacy, research, policy analysis and review, innovations to reduce costs and prevent wastage, and capacity building at the tertiary level. It has awarded grants to the ministries of education, National Chapters, universities, research organizations, and NGOs in about 18 countries across SSA. One grant to the Equal Opportunities Research Project at the University of Cape Town contributed to research and workshops that led to the establishment of an Africa-wide Gender Institute at the University of Cape Town.

- **Centers of Excellence.** FAWE has established a total of 12 COEs in 8 countries. The creation of COEs has increased national test scores, enrollment rates, and community involvement (see Table 3.2). A 2001 evaluation noted that the COEs have changed attitudes in the communities. For example, attitudes changed among some parents in the Maasai community who were initially hostile to their daughters attending the school, but have accepted to educate girls.


3.13 FAWE envisages that the replication and mainstreaming of best practices forges linkages between interventions on the ground and national policy reform. It has
identified, documented, and disseminated best practices at forums, workshops, and through publications such as the “Best Practices” booklets.

3.14 Best practices have been replicated across a number of countries and communities. One particular program that has been scaled up in several countries is the Tuseme club, which is established to empower girls to understand and overcome problems that can hinder their academic and social development. Tuseme club is being implemented in 13 National Chapters—Kenya, Rwanda, Senegal, Guinea, Mali, Chad, Burkina Faso, Tanzania, Malawi, Zambia, Zimbabwe, Namibia, and Ethiopia. Some 29,610 girls and boys have been empowered as a result of the Tuseme club. The Club has been mainstreamed into the Kenya Education Sessional Paper (KESP 2005-2010) and Tanzanian Secondary Education Development Plan (2005 - 2009).

3.15 The experience with the Centers of Excellence has stimulated Ministry of Education in Kenya and Tanzania to request support for building additional Centers in their respective countries. A total of 12 COEs have been established in 8 countries—three schools in Kenya and Tanzania and one in Burkina Faso, Ethiopia, Gambia, Namibia, Rwanda, and Senegal. The Kenya COE realized high retention rates and improved the pass rate of students on the National Primary Examination from 65 to 85 percent. As a result of this success, the Ministry of Education of Kenya is replicating COEs in all 72 districts of the country.

3.16 Bursaries have been replicated as well. As of FY00, bursaries scheme was launched in 10 countries (Kenya, Ethiopia, Guinea, Tanzania, Zambia, Mali, Malawi, Ghana, Senegal, and Uganda) to provide girls in primary and secondary schools with an opportunity to attend school. As of FY06, most National Chapters are implementing the program including Cameroon, Mali, Tanzania, Burkina Faso, Rwanda, Uganda, Kenya, Ethiopia, Ghana, Guinea, Senegal, Namibia, Zambia, Zanzibar, Zimbabwe, Sierra Leone, Swaziland, Nigeria, and Madagascar. Over 10,000 girls have received bursaries.

3.17 While many interventions have been replicated, scaling up best practices varies across the National Chapters. Most Chapters do not have a framework or strategy to scale up innovative projects. It is difficult to assess whether best practices have been mainstreamed. Though there is some evidence that such interventions have been incorporated into national policies such as the Re-entry of Adolescent Mothers in Zambia and Ghana.

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31 Information provided by FAWE secretariat to IEG review team, March 2006.


33 FAWE. “Girls’ Education in Africa: The FAWE Response to EFA Highlights for the Year 2000.”

34 Information provided by FAWE secretariat to IEG review team, March 2006.

CAPACITY BUILDING

3.18 Capacity building is a core, underlying aspect of FAWE’s program. Significant resources have been allocated to capacity building of members, National Chapters, and the Secretariat. But insufficient progress has been made in building capacity of the National Chapters and the Secretariat as emphasized in the 2005 Mid-Term Evaluation.

3.19 **Members.** A core focus of FAWE is to strengthen members’ role by providing “mutual support and assistance…to strengthen the capacity of members.”\(^{36}\) Between 1993 and 1998, FAWE provided about 21 percent of the budget to enhance the capacity of members (individuals and National Chapters) through activities such as regional workshops, seminars, and ministerial meetings, and seed money to start-up National Chapters.\(^{37}\) In addition to support provided by sharing knowledge, members have been trained to monitor national education policies and progress of EFA. Rapid turnover of members, particularly ministers of education, has implications for the impact of this training, but this review does not have sufficient information to assess the overall effectiveness of the selection of members to be trained or the impact of the training programs.

3.20 **National Chapters:** FAWE has increasingly focused on creating and strengthening National Chapters to realize its mandate at the country level. About 38 percent of total expenditures supported the work of the National Chapters during the period 1999-2005 (see Annex E). Between 1998 and 2001, FAWE supported the development of the National Chapters’ yearly plans of work, development of indicators for monitoring and evaluation, office procedures, basic management skills, accounting and accountability, negotiation, bargaining and networking skills and the use of digital and new communication technology.\(^{38}\) In the revised Strategic Plan 2002-2006, one of FAWE’s programmatic objectives is to “strengthen the capacity of 14 National Chapters to acquire the skills needed to promote girls’ access, retention, and performance.” Specifically, activities were carried out to improve the National Chapters governance structure, resource mobilization, membership expansion, advocacy, policy, M&E, and program implementation. But a number of National Chapters are still weak and have not benefited much from FAWE support. The 2005 mid-term evaluation maintained that the “objective of strengthening the National Chapters has been the weakest area of FAWE’s work. While much effort and funds have been invested into this objective we conclude that the strategies are not meeting their original expectations are thus unlikely to assist in achieving their goals.”\(^{39}\)

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\(^{37}\) Ibid.


3.21 **Secretariat:** The revised Strategic Plan aims to strengthen the human resource capacity of the regional Secretariat to carry out the work program and provide support to the National Chapters. The Work Program allocated about 15 percent of total expenditures to human resource development and administration of the Secretariat in 2003-2005.\(^{40}\) But the capacity of the Secretariat staff to plan, analyze and advocate girls’ education, and engage in policy discussions has not been adequately strengthened.\(^{41}\) The 2005 Mid-Term Evaluation noted that strengthening the Secretariat has made insufficient progress.

**REALIZED DISTRIBUTION OF COSTS AND BENEFITS**

3.22 Although FAWE achievements are widespread, they are not evenly distributed across the region. The Strategic Plan aims to ensure fair allocation of resources across all National Chapters and the Secretariat.\(^{42}\) But actual funding and implementation of activities have differed greatly from one National Chapter to another. There are three main reasons for this variation:

- The ability to benefit varies according to the level of capacity of the National Chapters to implement activities and mobilize resources. To be awarded FAWE grants, National Chapters must have adequate capacity to initiate experimentation and demonstration projects as well as implement, monitor and evaluate the projects.\(^{43}\) In 2003 and 2004, grants were awarded to 14 and 11 National Chapters, respectively. The small numbers of grantees is a result of both the insufficient capacity of many National Chapters and/or poor communication and support between the Secretariat and National Chapters. Also, as discussed in paragraph 3.20, many National Chapters lack the capacity to mobilize needed additional funds directly from donors.\(^{44}\)

- The overall level of resources which FAWE has to support all National Chapters is limited, and, therefore, it allocates its funds on a selective basis. But it does not have a systematic method of allocating funds. Although it has developed criteria for selecting Chapters as beneficiaries of its support, its grants are not necessarily channeled to those selected. For example, FAWE aimed to provide a $12,000 administrative grant for work on increasing girls’ access to schools to each of 18 National Chapters that were not receiving support in other areas. But only 9 received grants in 2003 and 14 in 2004, while the rest of the support went to

\(^{40}\) See Annex E. Also based on discussion with the FAWE Secretariat on March 2006.


\(^{42}\) Ibid, p.5.


Chapters already receiving assistance for other program areas.45 As a result, some National Chapters have received limited support from FAWE, while others have benefited much more significantly.

- There is a lack of harmonization of direct donor funding for national chapters, in parallel with FAWE grants, which compounds the uneven distribution of benefits, as discussed more in paragraph 4.2.

**Risks to Outcomes and Impact**

3.23 FAWE has recognized and sought to mitigate some potential risks to outcomes and impacts of the program. In particular, these risks include:

- **Financing.** FAWE and National Chapters rely heavily on donor funding. Given the funding constraints, Chapters face the risk of not receiving funding from donors or FAWE to sustain achievements. This is further discussed below in paragraph 4.10.

- **Capacity.** The capacity of the National Chapters to support, maintain, and expand activities is a potential risk. As discussed above, FAWE is focusing on enhancing the capacity of the National Chapters to mobilize donor support and effectively implement activities as measures to mitigate any potential risks to outcomes of the program.

- **Commitment.** There is a risk that efforts to raise awareness and consensus at the local level may not be enough in the long term to maintain or increase demand for educational programs targeted at girls. A decline in members and partners could pose a risk to the sustainability of FAWE as a membership organization. Table 2.1 above shows that the number of members has slowly declined in the early 2000s. The number of National Chapters has also fluctuated between 31 and 35 during the last five years because Chapters either withdrew (such as Côte d’Ivoire) or did not commit to FAWE’s mandates to deliver required reports (such as South Africa and Niger).46 FAWE continues to undertake activities in advocacy and policy dialogue at the regional level in order to strengthen the commitment of members, National Chapters, and local leaders to promote girls’ education.

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46 Information provided by FAWE secretariat to IEG review team, February 2006.
4. Efficiency: Governance, Management, and Financing

4.1 Overall Summary: There were areas where FAWE did not realize efficiency gains from implementing a regional program—it was spread too thin, some activities took more resources than anticipated, and activities were duplicated due to poor coordination of regional and national level activities. The governance and management arrangements at the regional level are sound, but the roles and responsibilities of the Secretariat and the National Chapters are not clearly defined. While FAWE has mobilized a significant source of financing from diverse sources and partners, the coordination of the funding at the regional and national levels still needs to be consolidated.

Efficient Use of Resources

4.2 FAWE has made substantial progress as indicated above. In the initial five years, it established an effective membership, created an environment conducive to policy dialogue, established a network of partners, and promoted girls’ education. During this period, about 30 percent of the budget was used for office infrastructure, general administration, and program associated costs of the Secretariat. This includes processing project proposals, evaluation and monitoring, program travel, salary, supervision, and implementation. But this has decreased to an annual average of 15 to 18 percent of total costs as FAWE developed its Work Program and shifted focus to the National Chapters. In the latter eight years, FAWE has doubled the number of National Chapters and focused heavily on building capacity at the country level. But, there have been some inefficiencies in FAWE’s use of resources.

- **Spread too thin.** About 35 percent of the total budget during the 2003-2005 period was spent on building the capacity of National Chapters. But the basic annual capacity grant was insufficient to enable the National Chapters to function at a minimally effective level. Thus, inadequate capacity of a number of National Chapters has delayed implementation of activities at the national and local levels.

- **Cost overruns.** Some activities have cost more than originally anticipated. In 2004, the actual cost of activities focused on increasing access was twice as much as originally estimated.

- **Duplication.** The Secretariat has sometimes undertaken activities that have already been carried out by the National Chapters and vice versa. This problem has occurred particularly in relation to activities focused on increasing access.

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48 Information provided by FAWE secretariat to IEG review team, March 2006.
GOVERNANCE, MANAGEMENT, AND LEGITIMACY

4.3 FAWE institutional arrangement entails a General Assembly, Executive Committee, Technical Committee, Secretariat, and 32 National Chapters (see Figure 4.1).

Figure 4.1 FAWE Institutional Arrangements

![Diagram of FAWE Institutional Arrangements]

4.4 The General Assembly is the governing body that convenes all three levels of members. The Executive Committee provides the overall policy guidance, with a Technical Committee providing advisory services on its behalf. The Secretariat manages the program at the regional and national levels. See Box 4.1 for a detailed description of the governance and management bodies.

50 See Annex C for basic information on the program’s governance and management arrangements.
Box 4.1: FAWE Governance and Management Arrangements

Governance and management bodies at the regional level

- **General Assembly**—The Assembly, which constitutes all three levels of members, is the governing body of the Forum. It reviews the role and policies; elects members of the Executive Committee; approves admissions of new members; reviews reports and proposals from the Executive Committee; and considers policy and objective proposals. All members participate in the deliberations, but voting rights are entitled only to full members. The Assembly meets at least once in every three years, and held in any country with FAWE membership.

- **Executive Committee**—The Committee provides overall policy guidance to FAWE; approves the annual work program and budget; facilitates FAWE’s programs in members’ countries; admits new members; approves the creation of regional and national offices including National Chapters; appoints the Executive Director and senior officers of the Secretariat; and manages the finances of FAWE. The Committee meets at least once annually.

- **Technical Committee**—Reviews progress in the implementation of the work program. Review grant proposals and advise on awards. Studies, comments, and makes recommendations on FAWE.

- **Secretariat**—The Secretariat manages FAWE’s program. It prepares, implements and monitors work programs; prepares background reports for the Executive Committee and General Assembly; prepares annual budgets; commissions FAWE activities to consultants; and…”develop regional guidelines for implementation of Centres of Excellence, identify and recruit regional and national consultants to help in the implementation of various interventions...provide technical assistance in development of the project proposals, assist in mobilization of resources, and oversee the monitoring and evaluation of the project.” (2001 evaluation)

Governance and management at the national level

- **National Chapters**—The National Chapters are managed by structures similar to the regional level governance and management bodies. All chapters have their own constitutions. “Monitor the implementation of the project, provide regular briefings to the FAWE Secretariat on implementation activities, publicize activities of the Centres of Excellence and participate in the gender sensitization of key target audiences.” (2001 evaluation)

4.5 There are several notable features of the governance arrangements:

- **High level membership.** The high level composition of the members from ministers of education to policymakers in the governance structure has positioned FAWE to influence policy and facilitated advocacy.

- **Governing Body entirely comprised of members.** The governance body consists of all the members. The inclusive membership ensures that participating individuals have voice and role in the governance and management of the program. The General Assembly convenes all members to review policies, objectives, reports and proposals. But only full members have a vote in the Assembly.

- **Membership of governing body rotates.** The members of the Executive Committee rotate after serving a three-year term, which provides opportunities for others to participate in the decision making process.
4.6 The initial impetus of FAWE rested on the involvement of high level female policymakers. As noted in the 1998 evaluation, FAWE’s membership was unstable due to the high level political positions of most of its members and the rapid turn-over of African ministers. The 2005 Mid-Term Evaluation further noted that a decline in FAWE’s policy level members coupled with an increase in middle level professions in the National Chapters argued for a full review of the membership structure. This seems to be an issue that is overdue for attention.

4.7 The management structure, on the other hand, has certain shortcomings that have impeded the implementation of the program. The main issues, which primarily involve the roles and responsibilities of the Secretariat and National Chapters, are:

- A lack of understanding on the roles and responsibilities such as fund raising, donor relations, program planning and implementation, and allocation of funds.

- Inadequate provision by the Secretariat of technical support to address the needs of the National Chapters. In particular, there is an “insufficient technical support from the Regional Secretariat either in analysing programme documents or programme support during visits which are often taken to monitor or train in a specific activity such as TUSEME or COE.”

- Poor communication between the Secretariat and National Chapters, contributing to different expectations and understandings of the aims and implementation arrangements for specific interventions. The “compartmentalisation of activities [results in] . . . poor communication and a fragmentation of activities leading to an activity approach rather than a programmatic approach.”

- Lack of coordination between the Secretariat and National Chapters in implementing initiatives at the country and local levels. The Secretariat directly manages the COEs without collaborating with the National Chapters. For example, the Senegal National Chapter was isolated from the COE’s activities in the country.

4.8 The 2005 evaluation recommends that FAWE “define[s] clear roles and responsibilities for Regional Secretariat and Chapters so they complement each other instead of competing with each other and work towards a unified mandate and objective.”

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52 Ibid, p.84.
53 Ibid.
54 Ibid, p.102
4.9 At the national level, there are similar governance and management structures. But there are variations in composition, functions, and effectiveness of these bodies across countries. These differences reflect the diverse capacity of the National Chapters and conceptions about how FAWE can function most effectively within the context of their respective country. Similar to the regional Secretariat, there are significant weaknesses in the national institutional arrangements that include lack of trained staff, unclear roles and responsibilities, and lack of capacity.

FINANCING

4.10 FAWE has received the bulk of its funding from a wide range of donors including foundations, international agencies, government aid agencies, and NGOs. SSA countries have also contributed to country and local level activities such as COEs, bursaries, girls’ clubs. Overall, the level and sources of program financing has increased steadily from about $1.2 million in 1993/1994 to $3.3 million in 2005, reflecting annual donor funding cycles. But funding has fluctuated from a series of troughs and peaks during the 12 year period (see Figure 4.2).

Figure 4.2: Total Actual Donor Funding Has Increased Between 1993/4 and 2005

Sources and Note: Information on actual funding was provided by FAWE in March 2006. Reporting of financial data slightly varies depending on which documents are used. See Annex E for further detail on year to year information on contributions by donors.

4.11 FAWE’s total dependence on donors poses a risk to the sustainability of the program in the long-term, especially given this fluctuation in donor financing. For example, the Bank was not able to fund FAWE in FY05 because it was not approved for continued support under Window 1 DGF funding and thus had to exit the program as

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55 A sideway trend is a series of peaks and troughs at approximately the same level. A falling trend is a series of lower peaks and troughs. A rising trend is a series of rising peaks and troughs.
planned under Window 2. The gap in FY05 delayed implementation of programs that were expected to be funded by the Bank, which contended that “disengagement from DGF funding was smooth.” However, this created a financing gap at a time of evolving challenges to girls’ and women’s education in Africa. Reduction in DGF support has created the need for the FAWE National Chapters to intensify their resource mobilization activities at the national level with staff who have little or no skills in resource mobilization.”

**DONOR PERFORMANCE**

4.12 Donors have provided financial and technical support to FAWE. The initial donors provided funding to help launch the program and mobilize additional support. Only one of the initial core donors exited (see Annex E).

4.13 Donors have moved towards a more coordinated approach in support of FAWE. They have collaborated to pool resources for the implementation of FAWE’s work program at the regional level, and several donors are either providing unrestricted grants or multi-annual commitments. But donors are not coordinating support to fund FAWE as an integrated organization of regional and national level activities. The 2005 mid-term evaluation noted that “there is also no overall coordination among agencies with regard to the total support given to FAWE as an organisation, nor with regard to the how donor resources are shared between regional and country level.” There is a lack of harmonization in funding of national level activities. This creates unequal distribution of resources across the National Chapters, and between the National Chapters and the Secretariat (see paragraph 3.22 above). “While donors have constituted a consortium at the regional level, there is no corresponding coordination among donors for the purpose of coordinating contributions to individual Chapters.”

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56 World Bank, “Development Grant Facility: FY05 DGF Annual Review and FY06 Budget,” 2005, p.60
57 Ibid.
58 Donors who provided support to FAWE in 1993/4 include the Rockefeller Foundation, Carnegie Corporation, International Development Research Center, ADEA, Government of Norway (NORAD), and UNICEF.
60 Ibid.
5. Monitoring and Evaluation

5.1 During the initial years, FAWE did not have an internal monitoring and evaluation system. It has undertaken measures to appoint an M&E officer and develop mechanisms to measure the progress and achievements of objectives. FAWE has attempted to integrate M&E in its annual work program. Between 1999 and 2005, it allocated $463,035 for a number of M&E programs.

5.2 FAWE developed an Impact Assessment Framework as an instrument for evaluating six areas of the Work Program. The Framework provided specific objectives, the strategies to be carried out, and expected outcomes and indicators for measuring impact. It was piloted in two National Chapters (Ethiopia and Ghana) and four projects. The 1998 evaluation indicated that the Framework was a useful tool for gathering quantitative information at the project level, but it needed to include more qualitative indicators to be more effective.\(^{61}\)

5.3 A National Score Card was also created to assist FAWE and National Chapters collect baseline information on the status of girls’ education in each country, including data on primary school enrollment, resources for education, personnel in the sector, internal efficiency of the education system, and performance indicators.\(^{62}\) The Score Card has a framework to analyze data on girls’ education and help develop capacity for collecting, archiving, and disseminating data on girls’ education. Information on 20 countries has been collected and analyzed.

5.4 FAWE also provided support to help National Chapters develop their own monitoring and evaluation systems. For example, the Rwanda National Chapter developed an Assets and Auditing Committee that conducts monitoring and evaluation at the national level. The Ghana National Chapter issued a “Manual of Best Practices & Lessons Learnt in Developing Effective Advocacy in Support of Girls Education.” The 2005 evaluation contended that “some Chapters have adopted a practice of carefully tracking their experiences and recording developments in process and outcomes. This enables them to be quite clear as regards their own lessons learned, even if these are also checked through in-depth studies and external evaluations.”\(^{63}\)

5.5 FAWE’s governance and management bodies also play a role in monitoring progress and achievements involving monthly, quarterly, biannual and annual reports generated at both the national and the regional level. The Technical Committee takes on a monitoring role of the entire FAWE Work Program. The Secretariat documents the activities that have been carried out on a regular basis.

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\(^{61}\) FAWE, “External Evaluation Report,” 1998, p. 41. The projects included Kenya Alliance for the Advancement of Children Advocacy Programme; the Female Participation and Performance Study in Cheha District, Ethiopia; and two Policy Analysis projects in Uganda, and one carried out by the Uganda Association of University Women, and one by the Ministry of Education in Uganda.

\(^{62}\) Ibid, p.42.

5.6 Five evaluations have been conducted as well. These evaluations are very comprehensive and provide detailed analysis of progress and achievements against objectives. The 1998 external evaluation carried out by two consultants extensively assessed the achievements, strengths, and weaknesses of FAWE. Two subsequent evaluations of FAWE were focused specifically on the DGF’s support. The fourth evaluation of the Centers of Excellence is still in draft phase. The mid-term evaluation carried out recently reviews the program objectives and the organizational development of FAWE and National Chapters. This review makes “midcourse adjustments in the key elements of design” and the “major lessons learnt have been identified to improve the quality of the programme implementation.”

A full external evaluation is planned for 2006-2007 at the end of the Strategic Plan. See Box 5.1 below for a summary of the 1998 and 2005 evaluations.

**Box 5.1: Summary of Findings from the 1998 and 2005 External Evaluations**

**1998 Evaluation**
- FAWE was successful in achieving most of its goals and objectives. It established a membership of individuals and institutions across SSA; created an environment conducive to stimulating policies on girls’ education; and raised awareness on the issues affecting girls’ education through effective advocacy. But FAWE needed to achieve more impact on the ground. The evaluation recommended FAWE to:
  - Re-examine its work program in order to clearly define its purpose and focus of each activity, objective, expected output and indicators for measuring achievements;
  - Devote more attention to the evaluation of longer term impact and effects of activities
  - Explore the concept of focal point persons located in the National Chapters
  - Reconsider the roles and categories of members
  - Address financial sustainability
  - Expand and strengthen the capacity of the National Chapters
  - Develop a rolling five year plan for the Work Program and prepare annual Work Plans and budgets

**2005 Mid-term Evaluation**
- The mid-term review was carried out to assess FAWE’s implementation of the 2002-2006 Strategic Plan. The mid-term evaluation noted that the strengths are in the areas of targeted interventions, advocacy for policy development and systemic change, and raising awareness for the creation of an enabling environment for female education. FAWE has a diverse partnership from national to community level and close association with governments. But its major weaknesses that need to be addressed include unclear definition of the core objectives and strategies, lack of focus on country level initiatives, weak monitoring and evaluation system, limited capacity of the National Chapters, poor collaboration between the Secretariat and National Chapters, and financial sustainability.

5.7 Despite the various internal and external mechanisms in place, monitoring and evaluation remains uneven and unsystematic across activities and National Chapters. The Mid-Term Evaluation notes that “monitoring and evaluation are still weak, as they have not yet been properly integrated into the programme planning process. This is the result of a weak programme planning process, lack of PO [program officer] capacity in this area and the still inadequate use of the M&E officer.”

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64 Ibid, p.6.
65 Ibid, p.95.
capacity of the National Chapters and individuals who carry out the assessments. For example, there is little systematic monitoring of demonstrative interventions and grant activities. “Often this is attributed to insufficient personnel or resources, in particular at the local level where much of such monitoring would have to be done. The general reliance of local volunteers is also a problem in this regard.”\(^{66}\)

\(^{66}\) Ibid, p.79.
6. World Bank Performance

6.1 Overall Summary: The Bank did not play a leading role in initiating and supporting FAWE. But it became an important partner with expertise and knowledge in the sector. It has provided technical assistance and funding to FAWE, and helped leverage financial support from donors to support the program. The Bank internal structures and incentives have provided adequate support and oversight of the program, though disbursement of DGF funds was slow.

COMPARATIVE ADVANTAGE

6.2 Since 1990, the Bank has increasingly focused on girls’ education to improve enrollment rates and learning outcomes. It has mainstreamed gender equity education in a wide-range of areas as part of its poverty reduction mission. Additionally, the Bank has undertaken substantial analytical, advisory, knowledge-sharing, and capacity building activities in girls’ education. Its comparative advantage as a knowledge agency enables it to share experiences and knowledge across SSA.

6.3 The Bank’s convening power has helped mobilize support and commitment of donors and members. Its financial support to FAWE “sends a powerful message” to partners and “helps leverage funds from other donors.”

THE BANK’S COORDINATING ROLE WITH OTHER DONORS

6.4 The Bank primarily provided technical assistance to FAWE in the initial five years of the program. It has taken on a larger role in the partnership and gained a seat on the Donors’ Consortium since becoming a funder of the program in 1996. Specifically, it works with donors to coordinate pooling of funds to support FAWE’s annual work programs at the regional level. In addition, by using ADEA—a partnership of governments and donors that setup the Working Group on Female Participation—as an "umbrella agency" to channel its new round of support to FAWE, the Bank has significant leverage, as a core funder and founder of ADEA, in mobilizing support and stimulating dialogue with partners.

QUALITY OF SUPPORT AND OVERSIGHT

6.5 The Bank has supported FAWE at an arms-length, providing financial and technical support to FAWE. “The expenditure of DGF funds is already impacting on the students, parents, teachers, policy makers and the local communities and in general contributing to the achievement of EFA goals.” The Bank’s support has been used to

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67 Bank staff interview, February 2006.
68 See Annex D for basic information on the Bank’s role in the program.
strengthen capacity of the Secretariat and National Chapters, development of the Centers of Excellence, experimentation and demonstration activities, and knowledge sharing.

6.6 Supervision and oversight of the program have also been adequate. The Bank has ensured that financial audits, progress reports, and evaluations are carried out as required by the DGF. It has conducted supervision missions and reported on the achievements, progress, and shortcomings. But as one Bank staff noted, “the biggest block for global programs and partnerships is that we do not have earmarked budget for supervision of programs…We would do better if there’s a pot of money for supervision.” Given the limited budget, Bank staff has carried out supervision en route to other missions in the region.

STRUCTURES AND INCENTIVES

6.7 The internal structure has reinforced continued support and commitment of Bank staff to achieve education for all. The regional program is managed by staff in the Africa region with support from education specialists in HDNED. Bank staff working on mainstreaming education for all is highly knowledgeable and supportive of FAWE. An education sector specialist noted that “the Education Sector Board is very active. All sector managers are involved and aware of this program…There’s a consensus on and strategic reasons for supporting FAWE.”

70 This is evident when sector specialists in the region and network coordinated efforts to continue funding FAWE as a sub-component of the ADEA education program.

6.8 But the Bank’s disbursement procedures have delayed the release of DGF funds. There was no disbursement of funds in 1998, and about 90 percent of the funds in 2001 were delayed till 2002 due DGF disbursement and procurement procedures (see Table 6.1 below). One implication noted in the 2001 DGF evaluation was that “delay in release of the DGF funds (received in October 2000) meant activities could not start until the beginning of the year. These activities are expected to be completed by the middle of the year. This did not give adequate time to FAWE Secretariat or the Centres to plan systematically the implementation of the interventions. Simply there was too much to be done within a very limited time.”

<table>
<thead>
<tr>
<th>DGF Support</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated</td>
<td>400,000</td>
<td>475,000</td>
<td>475,000</td>
<td>400,000</td>
<td>400,000</td>
<td>400,000</td>
<td>400,000</td>
</tr>
<tr>
<td>Actual</td>
<td>0</td>
<td>475,000</td>
<td>501,987</td>
<td>42,500</td>
<td>800,000</td>
<td>400,000</td>
<td>220,000</td>
</tr>
</tbody>
</table>

Source: Estimated financial data are compiled from the Partnership Approval and Tracking System (PATS) database. FAWE provided data on actual expenditures to the IEG team on March 2006.

70 Bank staff interview, February 2006.

71 Information provided by FAWE secretariat to IEG review team in March 2006.

**LINKAGES TO OTHER BANK COUNTRY OPERATIONS**

6.9 FAWE complements Bank education strategies and activities by expanding and focusing specifically on increasing access and retention of girls. But the regional program does not have a strong link to country operations. Interview with the Task Manager contends that Bank country offices are aware of FAWE and have facilitated the implementation of some country level activities. “The products of FAWE’s work in the countries feeds into the Bank’s work at the country level.”

During the period FY94-05, the Bank has approved 67 education projects in SSA. While the majority of these projects promote girls education, most of them do not have any direct linkages to FAWE. Review of project documents show that the Bank has only collaborated with the Gambia National Chapter in the Third Education Sector Project.

**DISENGAGEMENT STRATEGY**

6.10 The Bank does not have a disengagement strategy. Having brought its support for FAWE under DGF Window 1, it plans to continue supporting FAWE for an unspecified period to help countries narrow the gender gap in education and achieve the 2015 EFA goals. Given the Bank’s commitment to the EFA goals, it will continue to work with donor partners to support educational development in Africa.

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73 Bank staff email communication, February 2006.

74 Reviewed the Project Appraisal Documents, Project Documents, Staff Appraisal Report and Implementation Completion Reports.

75 Bank staff interview, February 2006.
7. Country Participation

7.1 FAWE was initiated and has been governed by Ministers of Education and other key sector stakeholders from the outset. It has also mobilized some commitment from governments and local communities for activities of the National Chapters and Centers of Excellence. In all four cases of the pilot COEs, the Ministries of Education have directly provided financial resources. In two cases, the Presidents have contributed to the Centers either through the government or private donations.

7.2 Ghana’s National Chapter has served as a model for others. It constitutes a strong National Chapter that has developed an impressive program with strong partnerships and outreach at the national and local levels. It is developed with sufficient capacity and an extensive library of resources on gender and education, and is the first Chapter to intervene beyond school by advocating HIV/AIDS campaign. Some National Chapters have spent time in Ghana to learn from its practices and programs.


77 Bank staff interview, November 2005.
8. Conclusions

SUMMARY OF FINDINGS

8.1 FAWE demonstrates the relevance and value-added of a regional program that brings together a group of individuals and institutions in Africa to stimulate broad policy reform and undertake advocacy activities to address a dire educational issue in SSA. Evolving its program and objectives from regional advocacy to national interventions has further increased awareness and consensus, while the local innovative interventions have directly benefited girls and enabled replication of successful experiences. The FAWE’s governance and management arrangements have facilitated implementation. Further clarification of the roles and responsibilities of the Secretariat and National Chapters can help realize the efficiency of a regional program. Although FAWE has developed some monitoring and evaluation mechanisms, it is difficult to measure achievements because of uneven M&E across activities and broad and unclear objectives. Even with substantial progress made, the distribution of benefits is uneven across the region due to limited capacity of National Chapters, lack of donor harmonization of activities at the regional and national levels, and inadequate resources.

IMPLICATIONS FOR EFFECTIVE SUPPORT

- Regional knowledge networks can be cost effective ways to gather knowledge and information on an issue of common concern within a region or subregion, and bring relevant stakeholders from different countries together to build awareness, consensus, and the capacity to bring about change. But to affect policy change and implement programs, the network needs to establish effective linkages to national institutions and support interventions at the country level. While a network may gain credibility by beginning with an emphasis on knowledge sharing activities at the regional level, to go from consensus-building to promotion of change, it will have to shift the balance of its efforts to in-country activities.

- A regional knowledge network that aims to raise awareness and influence policy at the country level is likely to be most effective if its governing body comprises a high level of representation (such as Ministers and key policymakers) and broad range of stakeholders.

- There is a need for regional networks to develop a stronger understanding of how best to realize economies of scale in the capacity building that is needed to underpin in-country operations that they advocate. While some capacity activities might usefully be undertaken at a regional level, others probably need to be customized and implemented at the country level, and currently there is too little “good practice” knowledge on this point.

- For regional networks that are heavily dependent on multiple donors for financing, it is important that there be coordination among donors of the funding they are providing for activities at both the regional and national levels. While a pooling of resources at the regional level helps to promote program ownership and strategic
coherence, uncoordinated and/or earmarked funding for national level activities undermines efficient implementation.
## Annex A: Background Information on the Regional Program

### A1: Basic Information on the Program

<table>
<thead>
<tr>
<th></th>
<th>Program (or project) number</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td><strong>Program Dates</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Approval Date (estimated and actual)</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Completion Date (estimated and actual)</td>
<td>N/A</td>
</tr>
<tr>
<td>3.</td>
<td><strong>Sectoral or thematic areas</strong></td>
<td>Education</td>
</tr>
<tr>
<td>4.</td>
<td><strong>Regional or subregional</strong></td>
<td>Regional</td>
</tr>
<tr>
<td>5.</td>
<td><strong>Regional partnership or project</strong></td>
<td>Partnership</td>
</tr>
<tr>
<td></td>
<td>Does it comprise country projects? If yes, do the country projects:</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>• Conform to a template</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>• Address the same problem(s)</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>• Regularly interact with each other (e.g., through information sharing, research, M&amp;E)?</td>
<td>N/A</td>
</tr>
<tr>
<td>6.</td>
<td><strong>Rationale for the regional program:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Strategic focus: regional commons, trans-boundary problems, regional integration, or other cooperative actions?</td>
<td>Policy, advocacy, regional knowledge sharing, replication, and mainstreaming.</td>
</tr>
<tr>
<td></td>
<td>• Intended direct impact (regional/sub-regional and/or participating countries)</td>
<td>Regional, national, and local.</td>
</tr>
</tbody>
</table>
### Annex B: Partners and Participants in the Regional Program

<table>
<thead>
<tr>
<th>Country/Activity Level</th>
<th>Regional Program Level</th>
<th>Secretariat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General Assembly</td>
<td>Executive Committee</td>
</tr>
<tr>
<td>International/regional organizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Donor countries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing countries</td>
<td>Full, associate, and affiliate members</td>
<td>11 elected full members</td>
</tr>
<tr>
<td>Foundations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commercial private sector</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrialized country CSOs (including umbrella organizations)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing country CSOs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individuals (e.g., expert panel, advisors)</td>
<td></td>
<td></td>
</tr>
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</table>
## Annex C: Governance and/or Management Arrangements

<table>
<thead>
<tr>
<th><strong>General Assembly</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Name, location, internet address, etc.</td>
<td>FAWE General Assembly</td>
</tr>
<tr>
<td>2. Current size</td>
<td>79 members from Africa only</td>
</tr>
<tr>
<td>3. Current membership</td>
<td>Please see below</td>
</tr>
<tr>
<td>4. Membership criteria</td>
<td>Full, associate, and affiliate members</td>
</tr>
<tr>
<td>5. Membership responsibilities</td>
<td></td>
</tr>
<tr>
<td>6. Minimum annual financial contribution</td>
<td>None</td>
</tr>
<tr>
<td>7. Functions of General Assembly</td>
<td></td>
</tr>
<tr>
<td>8. Meeting frequency</td>
<td>Every three years</td>
</tr>
<tr>
<td>9. Decisions (vote proportion or by consensus)</td>
<td>Only full members can vote with a simple majority</td>
</tr>
<tr>
<td>10. Chair(s) of governing body</td>
<td></td>
</tr>
<tr>
<td>11. Legal status</td>
<td>Registered as an NGO in Nairobi, Kenya</td>
</tr>
<tr>
<td>12. Written charter and date</td>
<td>1999</td>
</tr>
<tr>
<td>13. Approved by</td>
<td></td>
</tr>
<tr>
<td>14. Other constitutional-level documents</td>
<td>Constitution</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Executive Committee</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Name, location, internet address, etc.</td>
<td>FAWE Executive Committee</td>
</tr>
<tr>
<td>16. Current size</td>
<td>11</td>
</tr>
<tr>
<td>17. Current membership</td>
<td>Please see below</td>
</tr>
<tr>
<td>18. Membership criteria</td>
<td>Must be elected and are full members</td>
</tr>
<tr>
<td>19. Membership responsibilities</td>
<td></td>
</tr>
<tr>
<td>20. Minimum annual financial contribution</td>
<td>None</td>
</tr>
<tr>
<td>21. Functions of regional organization</td>
<td></td>
</tr>
<tr>
<td>22. Meeting frequency</td>
<td>Annually</td>
</tr>
<tr>
<td>23. Decisions (vote proportion or by consensus)</td>
<td>Chairs of Executive Committee</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Management Body</strong></th>
<th></th>
</tr>
</thead>
</table>
| 24. Name, location, internet address, etc. | Professor Penina Mlama  
12th Floor, International House  
Mama Ngina Street  
P.O. Bost Box 53168  
NAIROBI, Kenya |
| 25. Current size and composition | Small |
| 26. Reports to | Executive Committee |
| 27. Tenure | |
| 28. Functions | |

<table>
<thead>
<tr>
<th><strong>Technical Committee</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>29. Name(s)</td>
<td>FAWE Technical Committee</td>
</tr>
</tbody>
</table>
30. Proportion from developing countries | All from developing countries
31. Tenure
32. Members appointed/removed by

The following information is from [www.fawe.org](http://www.fawe.org):

**Executive Committee Members:**

1. Prof. Bouli Ali Diallo FAWE Chair; Rector, University of Abdou, Moumouni of Niamey, Niamey, Niger
2. Hon. Clara Bohitile Vice Chair; Deputy Minister for Basic Education and Culture, Windhoek, Namibia
3. Hon. Dr. Everyn Kandakai Honorary Secretary; Minister for Education, Monrovia, Liberia
4. Dr. J. Thuli nhlengetfwa National Coordinator of Tuner Foundations Project on HIV/Aids- UN Inter Agencies, UNDP, Mbabane, Swaziland
5. Mrs. Beatrice Mukabaranga Vice-Rector, Kigali Institute of Education, Kigali, Rwanda
6. Dr. Eddah Gachukia Member, FAWE Executive Committee, Nairobi, Kenya
7. Prof. E. Mwaikamboh Vice Chancellor, the Hubert Memorial University, (HKMU), Dar es Salaam, Tanzania
9. Dr. Dina Jeanne Razafiangy FEMMADIES-FAWE, Membre du Comité Executif, Madagascar
10. Hon. Anne-Therese N'dong Jatta Secretary of State for Education, Department of State for Education, Banjul, Gambia
11. Prof. Penina Mlama Executive Director, FAWE, Nairobi, Kenya

**Full Members:**

Full members are women ministers and deputy ministers of education, women permanent secretaries in education ministries, or directors of education, prominent women educationalists and the five founder members.

1. Hon. Namirembe Bitamazire Minister of State in Primary Education, Kampala, Uganda
2. Mrs. Mwatumu Malale Permanent Secretary, Ministry of Education and Culture, Dar Es Salaam, Tanzania
4. Prof. Leah Marangu Vice Chancellor, Africa Nazarene University, Nairobi, Kenya
5. Prof. Florida Karani Deputy vice Chancellor, University of Nairobi, Nairobi, Kenya
7. Mrs. Beatrice Mukabaranga Vice-Rector, Kigali Institute of Education, Kigali, Rwanda
8. Mme. Francisca Espirito Santo Vice Ministra da Educacao para o Ensino Geral, Ministerio da Educacao e Cultura, Luanda, Angola
9. Prof. Lydia Makhubu Vice Chancellor, University of Swaziland, Kwaluseni, Swaziland
10. Prof. Elizabeth Mumba Deputy Vice Chancellor, University of Zambia, Lusaka, Zambia  
11. Prof. Dorothy Njeuma Vice Chancellor, University of Buea, Cameroon  
12. Mrs. Barbara Chilangwa Acting Permanent Secretary, Ministry of Education, Lusaka, Zambia  
15. Mrs. Macsuzy Mondon Permanent Secretary, Ministry of Education and Youth, Technical & Further Education Division, Seychelles  

**Founding Members:**  
1. Hon. Vida Yeboa Coordinator, FAWE Ghana Chapter, Accra, Ghana  
2. Hon. Simone De Comarmond Minister of Tourism and Civil Aviation, Mahe, Seychelles  
3. Hon. Paulette Missambo Charge de l'Education Nationale et de la Condition Feminine, Libreville, Gabon  
4. Mme. Alice Tiendrébéogo Présidente, Association des Femmes Educatrices Développement, Burkina Faso  
5. Hon. Fay Chung IICBA, Addis Ababa, Ethiopia  

**Female Associate Members:**  
Associate membership is drawn from serving male ministers of education who are committed to the FAWE mandate and have been invited by the Executive Committee at its discretion, Full members who have ceased to be full members by virtue of holding office, but have been invited by the Executive Committee to remain as members.  

1. Dr. Eddah Gachukia Former Executive Director of FAWE and Education Consultant, Riara Group of Schools, Nairobi, Kenya  
2. Dr. J. Thuli Nhlengetfwa Director, National Curriculum Centre, Manzini, Swaziland  
3. Dr. Sheila P. Wamahi Executive Director, Women Education Researchers, Nairobi, Kenya  
4. Mme. Vaohita Andrianarison Antananarivo, Madagascar  
5. Dr. Meria Damalisy Nowa-Phiri Blantyre, Malawi  
7. Mme. Marie Jose Bigendako Université du Burundi, Bujumbura, Burundi  
8. Dr. Rosina Akua Acheampong Accra, Ghana  
10. Mme. Elizabeth Gnanvo née Yededji Professeur-Assistant de Droit Privé, L'Université Nationale du Bénin (FASJEP/ENA), Cotonou, Benin  
11. Prof. Jadesola Akande Executive Director, Women, Law and Development Centre, Nigeria  
12. Hon. Christine Amoako-Nuama Minister for Lands and Forestry, Ghana  
13. Chief (Mrs.) Veronica Iyabo Anisulowo Former Minister of State for Education, Nigeria  

36
14. Ms. Eleonore Margueritte Nerine Antanarivo, Madagascar
15. Hon. Patience A. Adow Minister for Eastern Region, Koforidua, Ghana
16. Prof. Neo Mathabe Acting Vice-chancellor and Principal, Technikon SA Florida, South Africa
17. Hon. Esi Sutherland-Addy Research Fellow, University of Ghana, Accra, Ghana
18. Hon. Christiana Thorpe Founding Chair, FAWE Sierra Leone, Freetown, Sierra Leone
19. Hon. Margaret Clerke-Kwesie Ex-Deputy Minister of Education, Ghana
20. Dr. Mamphela Ramphele The World Bank, Washington DC, USA
21. Hon. Aicha Bah Diallo Director, Division of Basic Education UNESCO, Paris, France
22. S. E. Fatoumata Camara Diallo Presidente, AMASEF/FAWE, Bamako, Mali
23. S. E. Aminata Tall Presidente, FAWE Senegal, Dakar, Senegal
24. H. E. Graça Machel President of the national Commission of UNESCO, Maputo, Mozambique

**FAWE Technical Committee Members:**
1. Prof. Elizabeth Annan-Yao Professeur, Institute d'Ethno-Sociologie (IES) Université de Cocody, Abidjan, Cote d'Ivoire
3. Dr. Badara Aly Doukouré National Country Coordinator of SAGE/AED, Plan International (Guinée), Conakry, Guinea
4. Dr. Catherine Odora Hoppers Human School of Research, Pretoria, South Africa
5. Dr. Ulla Kann Regional Education Consultant, SIDA, Windhoek, Namibia
6. Dr. John Nkinyangi Executive Secretary, Intergovernmental Committee, MINEDAF, Pretoria, South Africa
7. Mme. Alice Tiendrébéogo Présidente, Association des Femmes Educatrices Développement, Ouagadougou, Burkina Faso
8. Dr. Ruth Teer-Tomaselli Acting Director, Graduate Programme in Cultural and Media Studies, University of Natal, Durban, South Africa
9. Mrs. Tisa Chifunyise Programme Manager, Education, Save the Children, Harare, Zimbabwe
10. Dr. Aisha Imam Executive Director, BAOBAB for Women's Human Rights, Lagos, South Africa

**Male Associate Members:**
1. Hon. Kalonzo Musyoka Minister, Ministry of Tourism and Information, Nairobi, Kenya
2. Hon. Armoogum Parsuramen Director, UNESCO-BREDA Regional Office, Dakar, Senegal
3. Hon. Amanya Mushega Former Minister of Education, Uganda
4. Hon. Joseph Mungai Minister of Education, United Republic of Tanzania
5. Hon. Dr. Edward K. Makubuya Minister of Education and Sports, Republic of Uganda
6. Hon. Dr. George Nga Mtafu Minister of Education, Science and Technology, Republic of Malawi
8. Prof. Romain Munenzi Minister of Education, Ministry fo Education, Kigali, Rwanda
9. S. E. M. Fidele Kentega Ministere de l'Enseignement de base et de l'Alphabetisation
10. S. E. M. Almany Fode Sylla Ministere de l'Enseignement de de la Formation Professionnelle
11. Hon Prof Moustapha Sourang Ministre de l'Education Republique du Senegal
12. S E M Moustapha Dicko Ministre de l'education Nationale
13. Karega Mutahi
14. Hon Mamadou Ndoye ADEA Executive Secretary, The World Bank
## Annex D: The World Bank’s Role in a Partnership

<table>
<thead>
<tr>
<th></th>
<th>Name of Task Manager or equivalent, location (within the Bank), internet address, etc.</th>
<th>FY99 – FY00</th>
<th>FY01 – FY04</th>
<th>FY06 (ADEA) – present</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Paud Murphy</td>
<td>Mercy Miyang Tembon</td>
<td>Dzingai Mutumbuka</td>
</tr>
<tr>
<td></td>
<td></td>
<td>202-473-6450</td>
<td>Senior Education Specialist</td>
<td>Sector Manager</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:pmurphy@worldbank.org">pmurphy@worldbank.org</a></td>
<td>HDNED</td>
<td>AFTH1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Focal point for girls’ education</td>
<td>202-473-4407</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>in the Bank</td>
<td><a href="mailto:mutumbuka@worldbank.org">mutumbuka@worldbank.org</a></td>
</tr>
<tr>
<td></td>
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<tr>
<td>2</td>
<td></td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Founder of the Partnership? [yes/no]</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Chair of governing body?</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>If yes, who?</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Member of the governing body?</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>If yes, who?</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>In-house secretariat? [yes/no]</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Implementing agency? [yes/no]</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Funding?</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>TF trustee? [yes/no]</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>TF manager? [yes/no]</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Funder to the sector(s)?</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1/ Could be a sector manager, country director, or department director.
2/ May involve responsibility for oversight and management of how trust fund resources are utilized.
### Annex E: Financial Data

#### Table E.1: Actual Sources of Funds, FY93-FY06 (US$ million)

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>World Bank, DGF</td>
<td>--</td>
<td>--</td>
<td>15,000</td>
<td>400,000</td>
<td>1,559,385</td>
<td>1,540,000</td>
<td>750,000</td>
<td>90,000</td>
<td>1,450,000</td>
<td>1,000,000</td>
<td>760,000</td>
<td>40</td>
</tr>
<tr>
<td>World Bank, TA</td>
<td>12,500</td>
<td>18,000</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
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<td>--</td>
</tr>
<tr>
<td>Rockefeller</td>
<td>727,644</td>
<td>578,500</td>
<td>531,500</td>
<td>575,439</td>
<td>550,000</td>
<td>1,559,385</td>
<td>1,540,000</td>
<td>750,000</td>
<td>90,000</td>
<td>1,450,000</td>
<td>1,000,000</td>
<td>760,000</td>
</tr>
<tr>
<td>Carnegie</td>
<td>184,500</td>
<td>125,000</td>
<td>125,000</td>
<td>250,000</td>
<td>250,000</td>
<td>250,000</td>
<td>25,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Norwegian Gov’t</td>
<td>71,995</td>
<td>95,764</td>
<td>614,205</td>
<td>648,971</td>
<td>1,028,416</td>
<td>1,056,399</td>
<td>844,424</td>
<td>904,210</td>
<td>1,392,689</td>
<td>1,062,712</td>
<td>632,864</td>
<td>592,593</td>
</tr>
<tr>
<td>ADEA Secretariat</td>
<td>50,000</td>
<td>375,000</td>
<td>150,000</td>
<td>68,000</td>
<td>31,982</td>
<td>130,630</td>
<td>172,294</td>
<td>39,915</td>
<td>96,551</td>
<td>825,000</td>
<td>40,000</td>
<td>20,000</td>
</tr>
<tr>
<td>Netherlands</td>
<td>151,307</td>
<td>151,740</td>
<td>101,280</td>
<td>45,471</td>
<td>480,728</td>
<td>153,000</td>
<td>480,728</td>
<td>153,000</td>
<td>480,728</td>
<td>153,000</td>
<td>480,728</td>
<td>153,000</td>
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<tr>
<td>UNESCO</td>
<td>96,833</td>
<td>24,055</td>
<td>146,138</td>
<td>46,500</td>
<td>85,000</td>
<td>20,000</td>
<td>37,670</td>
<td>40,000</td>
<td>20,000</td>
<td>20,000</td>
<td>20,000</td>
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</tr>
<tr>
<td>Ford Foundation</td>
<td>80,000</td>
<td>35,000</td>
<td>150,000</td>
<td>150,000</td>
<td>150,000</td>
<td>150,000</td>
<td>150,000</td>
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<td>150,000</td>
<td>150,000</td>
<td>150,000</td>
<td>150,000</td>
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<tr>
<td>SIDA</td>
<td>40,100</td>
<td>42,281</td>
<td>31,651</td>
<td>60,924</td>
<td>58,928</td>
<td>108,268</td>
<td>177,960</td>
<td>493,374</td>
<td>602,743</td>
<td>659,165</td>
<td>640,275</td>
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<tr>
<td>FINNIDA</td>
<td>38,081</td>
<td>36,185</td>
<td>36,085</td>
<td>45,927</td>
<td>45,393</td>
<td>50,088</td>
<td>218,001</td>
<td>218,001</td>
<td>218,001</td>
<td>218,001</td>
<td>218,001</td>
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<tr>
<td>Others</td>
<td>176,705</td>
<td>98,025</td>
<td>71,582</td>
<td>667,167</td>
<td>161,462</td>
<td>65,724</td>
<td>258,186</td>
<td>968,181</td>
<td>370,860</td>
<td>211,901</td>
<td>156,763</td>
<td>308,798</td>
</tr>
</tbody>
</table>

*Source:* FAWE Secretariat, February 2006. Information for DGF funding derived from the DGF proposals. Others category include: Irish Aid, CIDA, the Population Council, Commonwealth Secretariat, SDC, UNICEF, UNIFEM, DFID, UNFP, SAWOP, MacArthur Foundation, Advance Africa, DINIDA, ADB Bank, ANCEFA, IDRC, FEMNET, United Nation Methodist Church, and AAS.
### Table E.2: Total Expenditures for each Objective/Activity—Actual FY99-FY02 (US$ million)

<table>
<thead>
<tr>
<th></th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Policy and data analysis</strong></td>
<td>60,143</td>
<td>52,583</td>
<td>55,056</td>
<td>539,584</td>
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<tr>
<td><strong>Advocacy</strong></td>
<td>119,402</td>
<td>227,653</td>
<td>100,785</td>
<td>200,133</td>
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<tr>
<td><strong>Empowerment</strong></td>
<td>124,214</td>
<td>106,092</td>
<td>309,689</td>
<td>795,692</td>
</tr>
<tr>
<td><strong>Interventions</strong></td>
<td>413,946</td>
<td>613,087</td>
<td>404,872</td>
<td>355,548</td>
</tr>
<tr>
<td><strong>Partnerships</strong></td>
<td>348,404</td>
<td>395,100</td>
<td>322,613</td>
<td>965,734</td>
</tr>
<tr>
<td><strong>Strengthening organizational capacity (NCs)</strong></td>
<td>1,753,417</td>
<td>1,724,899</td>
<td>1,301,602</td>
<td>0</td>
</tr>
<tr>
<td><strong>Monitoring and evaluation</strong></td>
<td>17,777</td>
<td>10,603</td>
<td>26,618</td>
<td>165,250</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2,837,303</td>
<td>3,130,017</td>
<td>2,521,235</td>
<td>3,021,941</td>
</tr>
</tbody>
</table>

*Source:* FAWE Secretariat. February 2006. Email exchange.

### Table E.3: Total Expenditures for each Objective/Activity—Actual FY03-FY05 (US$ million)

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expanding access</strong></td>
<td>873,480</td>
<td>640,491</td>
<td>1,199,456</td>
</tr>
<tr>
<td><strong>Stimulating policy reform</strong></td>
<td>301,622</td>
<td>211,301</td>
<td>637,801</td>
</tr>
<tr>
<td><strong>Strengthening National Chapters</strong></td>
<td>1,110,274</td>
<td>793,361</td>
<td>1,462,680</td>
</tr>
<tr>
<td><strong>Influencing replication and mainstreaming of best practices</strong></td>
<td>38,416</td>
<td>286,976</td>
<td>105,967</td>
</tr>
<tr>
<td><strong>Human Resource and administration (Secretariat)</strong></td>
<td>574,018</td>
<td>485,059</td>
<td>441,840</td>
</tr>
<tr>
<td><strong>Finance and resource mobilization</strong></td>
<td>59,423</td>
<td>124,092</td>
<td>101,618</td>
</tr>
<tr>
<td><strong>Monitoring and evaluation</strong></td>
<td>16,669</td>
<td>61,549</td>
<td>164,569</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2,973,902</td>
<td>2,602,829</td>
<td>4,113,931</td>
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</tbody>
</table>

*Source:* FAWE Secretariat. February 2006. Email exchange.
<table>
<thead>
<tr>
<th>Goals/Mission</th>
<th>Program Objectives</th>
<th>Activities</th>
<th>Outcomes</th>
<th>Impact</th>
</tr>
</thead>
</table>
| Increase the access, attainment, and quality of girls’ education | Increase access, particularly of rural girls, urban slum and/or street girls, the very poor and geographically and culturally isolated or marginalized | • Provision of grants to 18 National Chapters to undertake access related activities to: (i) increase access to SMT for girls; (ii) increase access for girls in countries in conflict situations; (iii) address gender disparities in higher education.  
• Documentation and dissemination of best practices  
• Provision of administrative support to 18 National Chapters  
• Coordination, monitoring and evaluation of activities of 18 National Chapters | • A wide variety of activities delivered by NGOs and CBOs, making it possible for girls to access education. In particular: (i) more girls taking SMT subjects; (ii) more girls gaining access to education despite the conflict and pregnancies; (iii) increase access, retention and performance for women in higher education.  
• Efficient operations of National Chapter secretariats  
• Keeping track of effectiveness of activities to improve access | • Many difficult to reach children will have access to formal and non-formal school  
• Increased access, retention and performance of girls  
• More women attaining higher education  
• Enhanced ability to implement National Chapter work programs |
| Stimulate policy reform particularly ensuring gender provision in EFA and education policies and plans | Strengthening membership at regional and national levels to monitor progress in EFA  
• Documentation and dissemination of best practices  
• Participation in workshops, seminars, other international forums and consultations on girls’ education  
• Policy dialogue for Dakar plus 5  
• Action research  
• Production of advocacy material—newsletters, videos, CDs, etc.  
• Facilitating FAWE statutory meetings to provide policy | • Accelerated action towards achieving EFA gender goals  
• Best practices for replication by policymakers and practitioners  
• Gaps in policy implementation identified  
• Partnerships and networking established with organizations involved in policy formulation for girls’ education  
• MOE and other policymakers informed on gender issues in the EFA implementation  
• Increasing access, retention, and performance for women in higher education | • Increased policy attention to girls’ education  
• Increased access, retention, and performance of girls  
• Increased attention to girls’ education  
• Increased awareness of what needs to be done to address gender issues  
• More women attaining higher education  
• Gaps existing in girls’ education identified and addressed  
• Increased awareness of what needs to be done to address gender issues |
<table>
<thead>
<tr>
<th>Strengthen the capacity of 14 National Chapters to acquire skills needed to promote girls’ access, retention and performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Implementation of National Chapter work plans in 14 countries based on COE model</td>
</tr>
<tr>
<td>• Training National Chapters using capacity building modules</td>
</tr>
<tr>
<td>• Documentation and dissemination of best practices</td>
</tr>
<tr>
<td>• Administrative support to National Chapters</td>
</tr>
<tr>
<td>• Coordination and M&amp;E</td>
</tr>
<tr>
<td>• Increased access, retention and performance of girls</td>
</tr>
<tr>
<td>• 12 COEs strengthened</td>
</tr>
<tr>
<td>• National Chapters with the necessary capacity to implement policy formulation and implementation in favor of girls</td>
</tr>
<tr>
<td>• Increased capacity of National Chapters for governance, program design and implementation and support to COEs</td>
</tr>
<tr>
<td>• Availability of what works in girls’ education</td>
</tr>
<tr>
<td>• Education policymakers and practitioners sensitized on strategies to increase access for possible replication</td>
</tr>
<tr>
<td>• Efficient operation of National Chapter secretariats</td>
</tr>
<tr>
<td>• Keeping track of effectiveness of activities to improve access, retention and performance</td>
</tr>
<tr>
<td>• Improved participation of girls in education</td>
</tr>
<tr>
<td>• Increased access, retention, performance and achievement by girls and boys</td>
</tr>
<tr>
<td>• Enhanced ability to implement National Chapter work programs</td>
</tr>
<tr>
<td>• Presence of knowledgeable, efficient National Chapters as promoters of girls’ education at the grassroots level</td>
</tr>
<tr>
<td>• Increased knowledge about girls’ education</td>
</tr>
<tr>
<td>• Best practices identified, documented and disseminated</td>
</tr>
<tr>
<td>• Enhanced ability to assess National Chapters’ impact in promoting girls’ education</td>
</tr>
<tr>
<td>• Sustained promotion of girls’ education through efficient monitoring of National Chapters</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Influence replication and mainstreaming through policy dialogue at the national level</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Influence replication and mainstreaming through policy dialogue at the national level</td>
</tr>
<tr>
<td>• Mainstream gender in national education plans and policies</td>
</tr>
<tr>
<td>• MOEs informed on what works best in girls’ education</td>
</tr>
<tr>
<td>• Gender responsive educational policies and plans</td>
</tr>
<tr>
<td>• Replication and mainstreaming of best practices</td>
</tr>
<tr>
<td>• Increased access, retention and performance for girls</td>
</tr>
</tbody>
</table>
FAWE’s PROGRAMMATIC ACTIVITIES FOR 2005

Objective 1: To increase access particularly of rural girls, the very poor, the geographically and culturally isolated or marginalized

- Provision of grants to 18 National Chapters to undertake access related activities
- Supporting activities to increase access to SMT for girls
- Documentation and dissemination of best practices
- Support to FAWE National Chapters for activities aimed at monitoring the implementation of EFA at the country level
- Documentation and dissemination of best practices
- Provision of administrative and technical support to 18 National Chapters
- Coordination, monitoring and evaluation of the implementation of activities of 18 National Chapters
- More girls gaining access to education despite the conflict and pregnancies
- Increase access, retention and performance for women in higher education

Objective 2: To continue to stimulate policy reform particularly ensuring gender provision in EFA and Education policies and plans

- Membership national forum to monitor progress on EFA
- Mainstreaming gender in national education plans and policies
- Collation of data on the status of girls’ education at national level
- Facilitation of statutory meetings including the Executive Committee (two meetings) and the Technical Committee (two meetings).
- Action Research (FRGRP)
- 6th FAWE regional and sub regional General Assemblies
- Influencing global level policy and participation in international forums.
- Documentation and dissemination of best practices.
- Coordination, monitoring and evaluation.

Objective 3: To strengthen the capacity of 14 National Chapters to acquire skills needed to promote girls’ access, retention and performance

- Implementation of NC work plans in 14 countries based on the COE Model
- Influencing replication and mainstreaming through policy dialogue at the national level
- Policy Dialogue for Dakar plus 5
- Provision of administrative support to 14 National Chapters as required.
- Documentation and dissemination of best practices.
- Coordination, monitoring and evaluation of 14 National Chapter activities.

Objective 4: To influence the replication and mainstreaming of best practices in girls’ education into the national education systems and practice

- Influencing replication and mainstreaming through policy dialogue at the national level
- Mainstreaming gender in national education plans and policies

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## Annex G: FAWE’s Strategic Objectives

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Influence policy</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Influence educational policies relevant to female education to ensure access and survival of girls and women in the education system</td>
<td>Influence the formulation and adoption of education policies on girls’ education in order to increase access and improve retention and performance</td>
<td>Influence policy formulation, planning, monitoring and evaluation in favor of increasing access, improving retention and enhancing performance of girls.</td>
<td></td>
</tr>
<tr>
<td><strong>Advocacy</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Build public awareness, through the media, of the social and economic advantages of female education</td>
<td>Build public awareness and consensus on the social and economic advantages of girls’ education through advocacy</td>
<td>Build public awareness and consensus on social and economic advantages of girls’ education through advocacy.</td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrative innovations</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Generate ideas on cost-effective, demonstrative, innovations and identify mutual support groups and organizations</td>
<td>Undertake and support experimental and innovative demonstration program to increase girls’ participation in education</td>
<td>Demonstrate (through interventions on the ground) how to achieve increased access, improve retention and better performance of girls.</td>
<td></td>
</tr>
<tr>
<td><strong>Replication and mainstreaming</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Document and disseminate information on innovative strategies aimed at improving and accelerating female participation and support the replication of successful interventions</td>
<td></td>
<td>Influence replication and mainstreaming of best practices from the demonstration interventions into broader national education policy and practice</td>
<td></td>
</tr>
<tr>
<td><strong>Other areas</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Highlight priorities in the education of girls and women and build consensus on the kind of support needed for accelerated participation</td>
<td>Strengthen FAWE’s organizational capacity to effectively influence program that promote girls’ education</td>
<td></td>
<td></td>
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<tr>
<td>6. Stimulate governments, donors, NGOs to increase their investment in education, especially in a manner that can accelerate the education of girls</td>
<td>Monitor policies, practices and program that impact on girls’ education</td>
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<td>7. Promote women’s leadership and policy-making skills within education through targeted capacity building programs</td>
<td>Create and sustain partnerships with governments, donors, universities, NGOs, communities and other partners in education for effective implementation of programs to improve girls’ education</td>
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<td>8. Advocate for female education and promote sustained progress in the area by lobbying and empowering action groups in order to ensure the adoption and implementation of appropriate policies</td>
<td>Empower girls through education for effective participation in the creation of an equitable society</td>
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**Sources:** FAWE Constitution; “Girls’ Education in Africa: Promoting Partnership for Action on the Ground FAWE’s Strategic Plan 2002-2006.”
Annex H: Persons Consulted

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Annex I: References


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**Country Assistance Strategies by Annual Year**

1994: Burkina Faso, Cote d’Ivoire, Madagascar, Mali, Niger, Swaziland

1995: Burundi, Etiopia, Ghana, Mozambique, Senegal, Togo

1996: Burkina Faso, Cameroon, Chad, Congo, Eritrea, Kenya, Lesotho, Malawi,
Zambia

1997: Cape Verde, Etiopia, Ghana, Guinea Bissau, Guinea, Madagascar, Mauritanian, Mauritius, Mozambique, Niger, Senegal, Tanzania, Uganda, Zimbabwe


1999: South Africa, Zambia

2000: Burkina Faso, Comoros (Interim), Eritrea (Interim), Etiopia (Interim), Ghana, Mozambique, Nigeria (CAS Note), Sao Tome & Principe, Tanzania, Uganda

2001: Benin (Interim), Chad, Nigeria (Interim Update), West Africa

2002: Cote d’Ivoire (Interim), Madagascar (Interim), Mauritania, Mauritius, Nigeria (Interim), Rwanda

2003: Benin, Cameroon, Central Africa Region, Chad, Etiopia, Gambia, Guinea, Madagascar, Malawi, Mali, Mozambique, Niger, Senegal

2004: Ghana, Kenya, Zambia

2005: Burkina Faso, Cape Verde, Gabon, Nigeria, Sao Tome & Principe, Sierra Leone