

# FAWENA STRATEGIC PLAN 2008-2012



Ministry of Education, P/Bag 13186, Windhoek  
Tel: 264 61 2933143 Fax: 264 61 2933142  
Email: [fawena@mec.gov.na](mailto:fawena@mec.gov.na)

---

# **FAWENA STRATEGIC PLAN 2008-2012**

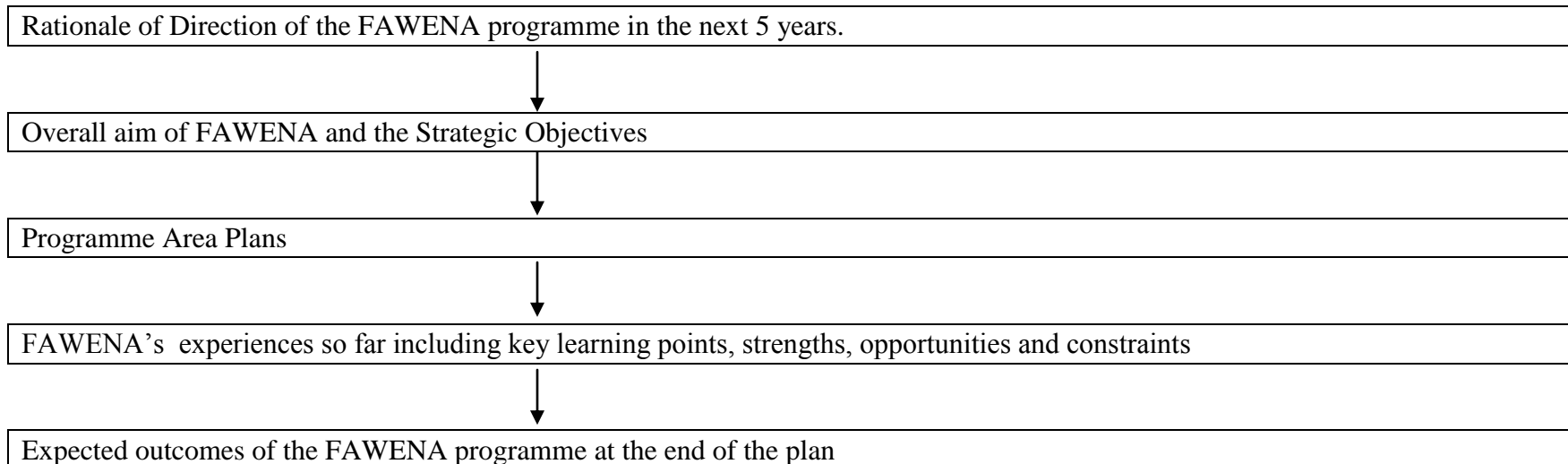
## **SECTION 1-INTRODUCTION**

The purpose of this Country Strategic Paper and the Programme Area Strategies attached, is to present FAWENA,s role in promoting girls' education in Namibia.

While the Country Strategy Paper provides a general overview of why FAWENA has made certain choices and what the organization envisages to achieve in the future, the Programme Area Strategies provide the detailed ways in which these aims and goals are to be achieved and how this will be measured.

This country Strategy paper covers the period 2008 until 2012. The Programme Area Strategies will be updated at least yearly to stay in tune with the development context.

The flow diagram below illustrates the thread of thinking in developing the Country Strategic Paper and the Programme Area Strategies.



---

## **SECTION 2- GENDER ISSUES IN EDUCATION IN NAMIBIA.**

The Government of the Republic of Namibia has made tremendous efforts towards eliminating gender disparities in schools despite many obstacles and exceptionally harsh conditions. Remarkable efforts have been made to ensure that every child gets access to quality basic education. However, access to education is still problematic and the quality is poor. The curricular are often irrelevant to the needs of the learners and the teaching and learning process is often not gender responsive.

In spite of human rights instruments that commit states to provide free and compulsory education at the primary level, the government still levy school fee which is a burden to many poor parents forcing their children to drop out. Other costs, such as books, uniforms, transport add to this. The government is still facing the problem of lack of hostel fees to accommodate learners to reduce the distance covered by girls to reach the nearest school.

In addition, many families require their children to work so as to supplement the family income. Apart from the ones who are economically active, many children especially girls are engaged in domestic chores that do not lead to marketable output, yet they are substantial enough to keep children, especially girls, out of school. As such, the number of girls dropping out of school has increased alarmingly in recent years mainly due to increased cost. According to UNESCO-BREDA, four in 10 children who enter primary school do not complete the cycle (UNESCO-BREDA (2005), *Education for All In Africa: Paving the way for Action*. This essentially means that many girls of school going age are still missing out.

Gender disparities in education in Namibia are also worrisome. In Namibia girls continue to face sharp discrimination and the 2005 target of gender equality has been missed by Namibia. The enrolment of girls in lower grades is at par with the boys but drastically decreases as they proceed to secondary and tertiary institutions. The number of female teachers in rural areas is very low. This essentially means that girls in the rural areas lack role models to emulate.

Sexual violence and harassment in school and out side school is still rampant and almost taken as normal. In most schools girls are repeatedly raped by teachers, fellow learners and community members. The threat of violence at school is one of the most significance barriers to learning.

The impact of HIV/AIDS pandemic has been devastating. UNAIDS predict that as of 2005 up to 20 per cent of educators in Sub-Saharan Africa have died from AIDS and countless more are infected by it. Of those carrying the disease, 58 percent are women, and girls are twice as likely to become infected as boys. In Namibia one in seven educators are HIV infected (Simataa, 2002).

In Namibia, Early Childhood Education (ECD) is still limited to few in urban areas while in rural areas, it remains a luxury. Early childhood education still remains under resourced and is not taken seriously.

---

## **SECTION 4- RESPONSE SINCE 1999**

Since 1999, FAWENA has been guided by FAWE's Mission, Goals, Objectives and Strategic Plans. The chapter therefore has been working together with its partners at national and local levels, to create positive societal attitudes, policies and practices that promote equity for girls in terms of access to, retention and performance and a good quality education. Transformation of education systems to achieve gender equity is still a central concern of FAWENA as a Chapter.

**FAWENA will be guided by the following strategic objectives:**

**Objective 1:** To continue influencing the integration of gender issue in education policies and plans in order to improve girls' access, retention and performance, with special emphasis on partnerships

**Objective 2:** To continue to replicate FAWENA's gender responsive interventions in order to scale them up, while developing new models to address emerging challenges in girls' education.

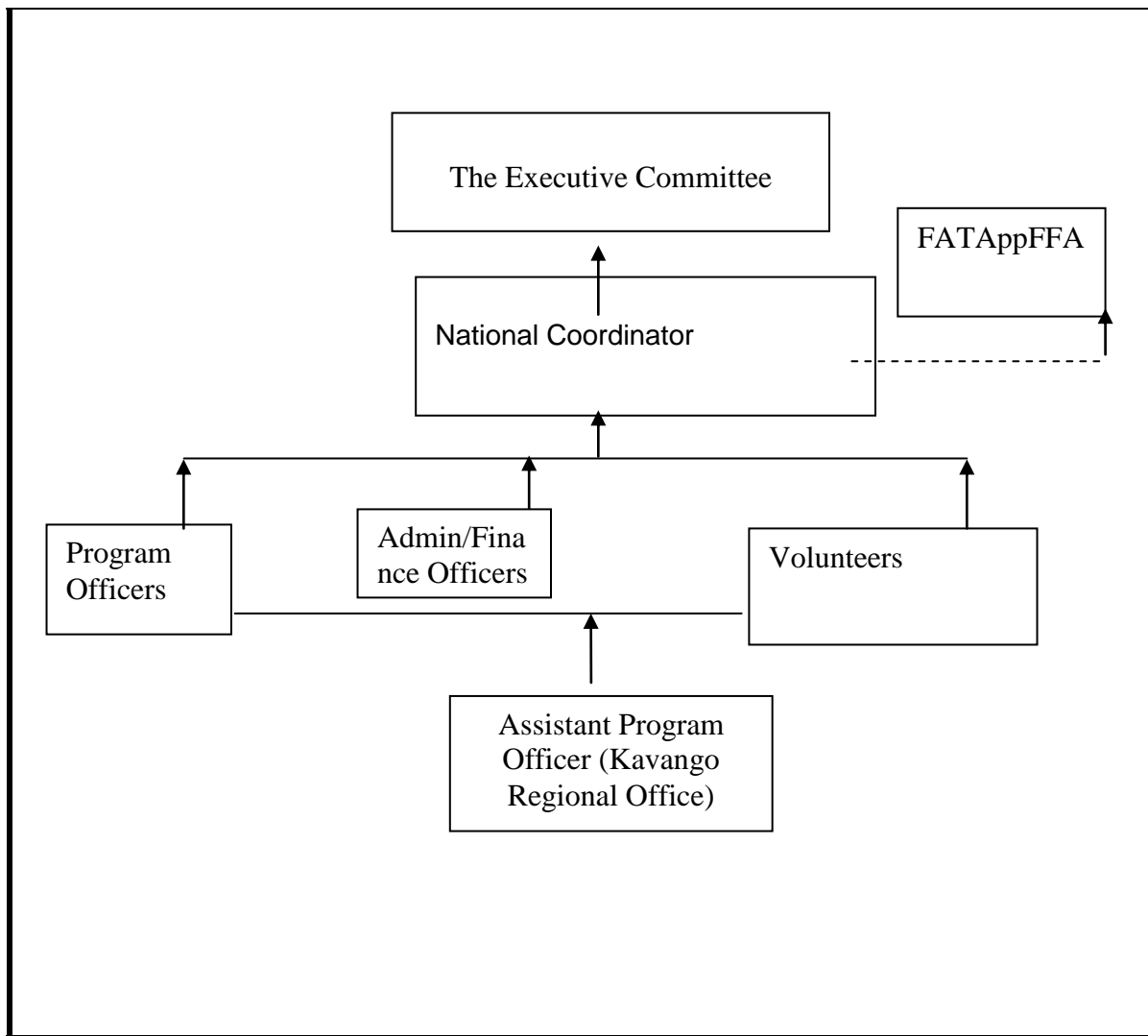
**Objective 3:** To advocate for girls' education and gender equity in education at community level.

**Objective 4:** To build the capacity of FAWENA to improve its functionality and its ability to deliver programmes and influence policy.

**Objective 5:** To undertake organizational development in order to ensure the sustainability of the organization and enhance the effectiveness of FAWENA structures and programmes.

**Objective 6:** To institutionalize an effective monitoring and evaluation system across the entire organization

**FAWENA ORGANOGRAM**



---

### **Key achievements and strengths.**

FAWENA has made tremendous achievement in ensuring that the orphans and vulnerable girls access, stay and perform in school through scholarship award. Since 2004, FAWENA has awarded scholarships to a total of 1000 girls and 100 boys in 11 regions. The regions covered include: Oshikoto, Oshana, Kunene, Otjozondjupa, Kavango, Khomas, Omaheke, Hardap, Karas , Caprivi and Erongo regions

The scholarship programme targets girls in primary and secondary schools. The scholarship covers school fees, school supplies, toiletries and transport. Through this programme 293 teachers have been trained in mentoring to assist the scholarship beneficiaries to address the psycho-social problems which hinder their academic and social development.

At the end of May 2007, FAWENA expanded its scholarship programme to include girls with special needs (the physically challenged girls). A total of 200 physically challenged girls are benefiting from the scholarship programme. The beneficiaries are spread over the following regions: Oshikoto, Oshana, Khomas and Caprivi regions.

Girls empowerment programme has enabled the girls to be able to identify the problems hindering their social and academic development and gone ahead to analyse the root causes of these problems and seek solution and take action on their own. This in essence has enabled them to make rational decisions on issues affecting their lives. So far FAWENA has established 21 clubs in 21 schools in Namibia. The impact of this programme is seen in the light of increased performance, reduced incidences of teenage pregnancy among the club members, enhanced peer counseling among students, reduced incidences of sexual harassment and increased awareness on the impact of HIV/AIDS, its mode of transmission and preventive measures.

135 San girls have been supported to access, stay and perform in school through the primary scholarship programme. A special programme bringing the San girls under scholarship together every year has proven to be effective in ensuring that they stay in school. This annual conference provides them with an opportunity to talk about the challenges they experience both at school and in the community which hinder their academic and social development. They are then exposed to role models to emulate.

Since 2004 FAWENA embarked on building the capacity of teachers in gender responsive pedagogy. So far a total of 293 teachers have been trained in gender responsive pedagogy. The contents of this programmes include; gender issues, gender responsive school, gender responsive teacher, language use in the class room, class room arrangement, gender responsive lesson planning, teacher – student interaction, student-student interaction, sexual maturation management, gender responsive school management and monitoring and evaluation.

---

Since 2006 FAWENA has trained 83 teachers from Hardap region in Early Childhood Development in collaboration with Ministry of Gender Equity.

Since 2002, FAWENA has been conducting science, mathematics and technology holiday school for grades 10 and 12. A total of 290 girls have so far benefited from the programme. The idea is to inspire more girls to develop interest and enroll in science subjects. During the holiday school, learners are given the opportunity to go through the topics they did not cover in their respective schools, the topics they regard as challenging and the techniques of answering question papers.

In the area of advocacy, FAWENA has been using both electronic and print media to advocate for the socio-economic benefits of girls' education. FAWENA produces and distributes its newsletter annually and this keeps other stakeholders informed of the activities of FAWENA.

FAWENA has a good working relationship with the Ministry of Education and this provides FAWENA with an enabling environment to meet with the policy makers with a view of influencing their thinking insofar as gender responsive policies are concerned.

In 2003, FAWENA established a Centre of Excellence as a demonstration school in Namibia. The physical infrastructure of the school has been improved to cater for the specific and practical needs of girls and boys. The teaching and learning resources are made available thereby creating enabling academic environment. The social environment is improved by drumming parental support in addressing issues that hinder academic and social development of their children. Hage Geingob High School was selected by the Ministry of Education to be FAWENA Centre of Excellence. Since then, the academic performance of Hage Geingob has improved. The school has since then registered zero teenage pregnancy rate.

Finally, FAWENA draws its membership from women and men in position and this enables the organization to have issues affecting girls incorporated in the national policies and practice.

### **Key Learning Points and Opportunities**

FAWENA has had a very broad focus with strong emphasis on demonstrative activities and capacity building of its members. However, the programme now needs to focus its work further and shift emphasis to outcomes and impact. This result-oriented approach will require FAWENA to apply a holistic approach if a meaningful impact is to be realized. This essentially means different interventions should target the same beneficiaries over a period of time. FAWENA should also begin to address issues affecting the boy child without necessarily losing focus on supporting girls and women education which is its very mandate. In this respect FAWENA will provide scholarships to 100 boys besides 1200 girls currently under the scholarship programme. Because of its broad focus, insufficient opportunities to link programme areas to create synergies and develop strong partnerships have been created.

- 
- Working in collaboration/ partnership with the Ministry of Education has enabled FAWENA to maintain efficiency and effectiveness in so far as the implementation process is concerned. FAWENA uses the Ministry of Education existing structures to reach the girl child at school. Further more the Ministry has provided FAWENA with office space and the Government of the Republic of Namibia gives FAWENA Government Strengthening Fund to the tune of N\$98,000 per year.
  - Monitoring and evaluation systems have been improved though need further development. FAWENA developed monitoring and evaluation tools for each intervention. However, a stronger emphasis on outcome and impact is still required. The programme area plans will have a particular focus on key indicators and measures.
  - FAWENA has not done much in influencing policy formulation, planning and implementation using the gender lens. During these five years, FAWENA will strive to convince policy makers and planners to revisit the bottle approach as the approach locks out young girls and boys from continuing with their studies. The policy ought to apply after grade 12 and not grade 10. To fulfill the human quest for education, the organization feels that there should not be any restriction insofar as age is concerned and learners who fail one grade should be allowed to repeat until they pass. This essentially means that FAWENA will lobby for more schools to be built.  
Another area FAWENA will advocate for is the need to have more boarding facilities for girls and boys at a subsidized rate. Many girls are dropping out of school due to long distances covered to school. Some girls and boys whose parents are working in the farms find it difficult to reach the nearest school.  
FAWENA will continue to lobby for the institutionalization of gender responsive pedagogy into the curriculum focusing on teachers training colleges.
  - FAWENA needs to focus rural based advocacy targeting members of the community. A lot has been done at national level through meetings, print and electronic media.
  - There is need to increase involvement of members in planning and implementation processes. The FAWENA Executive Committee will play an important role in shaping and directing the programmes.
  - Strong partnerships with other stakeholders should be developed in order to increase partners' involvement in FAWENA's programmes.



- 
- Recruitment needs to have clearer links with programme area strategy so as to increase employees involvement in achieving FAWENA's objectives.

## **SECTION 5-RATIONAL OF DIRECTION**

### **Policy**

The key mandate of FAWENA is to continue influencing the integration of gender issues in education policies and plans in order to improve girls' access, retention and performance, with special emphasis on partnerships. Over the years, FAWENA has not taken the lead in influencing policy formulation, planning and implementation of gender responsive policies. This is partly because most of the members do not have expertise on policy analysis. FAWENA will therefore focus on training its members on policy analysis to enable them participate and contribute to policy debates using gender lens.

### **Advocacy**

Advocating for girls' education and gender equity in education at community level is central if FAWENA has to achieve its mandate. For eight years, FAWENA has concentrated in advocacy and lobbying targeting policy makers, programme planners and to a limited extent reached out parents at the grass root level. FAWENA will focus on community advocacy aimed at sensitizing community members on the advantages of educating the girl child. Parents, opinion leaders will be targeted.

### **Girls' empowerment**

Many efforts to eliminate gender inequalities have been hindered by the disempowerment status of women. Many women display characteristics of disempowerment which include lack of self confidence, assertiveness and self esteem, inability or reluctance to make decisions, fear to challenge injustices, helplessness in fighting the injustices meted out to them and lack of courage to fight for their rights or to speak out.

Women acquire this status of disempowerment very early on in life. From a very early age the socialization processes raise the girl child to be subservient to boys and men, to leave them to make the decisions, not to speak out or to challenge them or the status quo. This is reinforced in the home, in school, by religious institutions and by the society at large. By the time the girls have reached teenage, the socialization processes have put them in an inferior place to boys and men and has disempowered them to accept the situation as given. FAWENA believes that efforts to eliminate gender inequality should include the empowerment of women from the

---

time they are young girls. FAWENA will therefore continue to train the school girls to be able to identify their problems, analyze the root causes of their problems, seek solution and take action. This will be done within the confines of the girls clubs.

### **Gender Responsive pedagogy**

The gender inequality pervading society pervading society are carried into the school environment. This is evidenced in school processes such as teaching, teacher-student interaction, school management, and the plan and design of the physical infrastructure. Teaching and learning materials, for example may contain gender stereotypes. Teachers are not always aware of the gender specific needs of both girls and boys. School management system may not sufficiently address gender constraints such as sexual harassment, and many schools do not have adequate or separate toilets for girls and boys. As a result, the schools do not provide a gender responsive environment for effective teaching and learning to take place. The curriculum used in teacher training institutions does not include gender responsive pedagogy which is a critical component in the teaching and learning process. FAWENA will continue to train teachers in gender responsive pedagogy targeting schools and teacher training institutions.

### **Science, Mathematics and Technology**

Women and under represented in most areas of science in Namibia. Women are not well represented in Science, engineering, and technology as students, teachers, professors, researchers and workers. In an increasingly technologically and scientifically advanced country, education is the key to scientific progress and education is crucial to involvement in scientific pursuit. Gaining access to scientific careers, whether they are in research, practical technology or industry requires certain levels of education. Young people cannot study at further or higher education level in science, engineering or technology without requisite school level preparation. Through out the years, FAWENA has noted the following;

- At higher education level, there is lower enrolment of women across all fields of study, but particularly in science.
- There are fewer female teachers of mathematics and science in Namibia. Women teachers seem to concentrate in other fields of study.
- Fewer girls choose to study in the science fields.

There is therefore a need to develop programmes aimed at encouraging girls to enroll in science, mathematics and technology subjects. FAWENA will therefore continue to offer science, mathematics and technology holiday school and organize science fares to motivate girls to enroll in science, mathematics and technology subjects.

---

### **Early Childhood Development**

FAWENA believes that there is social and educational value in Early Childhood Development programmes and hence the many convincing arguments for strengthening support to Early Childhood Education. Early Childhood Education plays a critical role in the social and psychological preparation of children, easing the home-to-school transition and promotion of cognitive development that supports higher achievement rates.

### **Poverty**

There are many social, economic and cultural factors that prevent girls from enrolling and staying in school. Poverty remains the single most important factor hindering girls' participation. One of the key barriers to girls' schooling is the cost of education. When school costs become too high for parents, daughters are the first to be taken out of school. It is for this reason that FAWENA has initiated the establishment of a scholarship scheme that can assist pay direct cost of financially disadvantaged girls and girls with special needs' education by way of bursary. FAWENA will continue granting scholarships to orphans and vulnerable girls and girls with special needs both at primary and secondary levels.

### **Capacity building and Organization for effective and efficient management**

FAWENA needs to build the capacity of its staff members to enable them to effectively and efficiently carry out their mandate. The organization will focus on the following skill areas; policy analysis, programme planning and management, proposal writing, financial management, advocacy and lobbying, gender analysis and research techniques. The chapter will ensure that regular General Assembly meeting are conducted and widen its membership base. Widen the membership to include other professionals. FAWENA will capitalize on the exchange visits to other FAWE chapters to share experiences on what works, what does not work and what can be done differently.

### **Monitoring and evaluation.**

Monitoring and evaluation is a critical component that the Chapter seeks to strengthen to help determine how FAWENA programmes can be improved. It will specifically enable the chapter to;

- Gather information to support proposals for continuation or expansion of the programme.
- The information will be used to gather new ideas to inform the new direction
- Assess to what extent the Chapter is succeeding at achieving its objectives and discover factors that influence the organization's success or failures.

- 
- Indicate the extent to which observed changes are the result of the programme intervention and assess whether or not the project is addressing the intended needs of the programmes.

**The following key approaches will be adopted:**

FAWENA will continue to work towards the empowerment girls using TUSEME strategy. Empowering girls to be able to identify their problems, analyze the root causes of their problems, seek solution and take action will be at the heart of FAWENA's work in building their capacities and facilitating change.

FAWENA will build on its existing partnerships but will work more flexibly with partners by developing a broader range of options for achieving shared development goals. Longer –term partnerships with both Government and Civil Society Organizations with clearly defined roles and responsibilities for both the partner organization and FAWENA will lead to more equal relations with a longer lasting and sustainable impact.

**SECTION 6- IMPLEMENTING THE FAWENA PROGRAMME**

FAWENA's programme over the next five years will be concentrated towards contributing to the following aim:

FAWENA believes in:

- Girls' empowerment
- Promotion of gender equality
- Gender responsive pedagogy
- Women in science
- Long term partnerships
- Building the capacity of its members to carry out its mandate.

**FAWENA will be guided by the following strategic objectives:**

**Objective 1:** To continue influencing the integration of gender issue in education policies and plans in order to improve girls' access, retention and performance, with special emphasis on partnerships

---

**Objective 2:** To continue to replicate FAWENA's gender responsive interventions in order to scale them up, while developing new models to address emerging challenges in girls' education.

**Objective 3:** To advocate for girls' education and gender equity in education at community level.

**Objective 4:** To build the capacity of FAWENA to improve its functionality and its ability to deliver programmes and influence policy.

**Objective 5:** To undertake organizational development in order to ensure the sustainability of the organization and enhance the effectiveness of FAWENA structures and programmes.

**Objective 6:** To institutionalize an effective monitoring and evaluation system across the entire organization

## **STRATEGIC OBJECTIVES IN DETAILS**

### **Objective 1: Policy Advocacy**

*To continue influencing the integration of gender issue in education policies and plans in order to improve girls' access, retention and performance, with special emphasis on partnerships*

#### **Planned Activities**

- Review existing Education policies and plans and identify gender gaps and influencing the mainstreaming of gender into education sector policies and plans.
- Commissioning a baseline survey and using the findings to influence policy.
- Forging new strategic partnerships and strengthening existing ones to accelerate progress towards the achievement of gender equity and equality in education.
- Documenting and disseminating FAWENA's successful interventions emanating from the demonstrative interventions.
- Holding policy consultations and providing technical assistance to the Ministry of Education to translate gender responsive policies into implementable plans.
- Organizing meetings and participating in other stakeholders meetings to facilitate sharing of experiences using gender lens.

### Expected Outcome

The ministry of Education sector plan and policies will be gender responsive.

#### Objective 1: Policy Advocacy

Activities	Results/ Outputs	Indicators	Budget (USD)					Total
			2008	2009	2010	2011	2012	
Reviewing the existing educational policies and plans using gender lens	Gender dimensions are integrated in the education policies.	Number of plans and policies reviewed and documented  Reports shared by stakeholders		5000.00			5500.00	10,500.00
Influencing the mainstreaming of gender into education sector policies and plans.	Gender dimensions are integrated in the education policies.	Number of education policies and plans that are gender responsive as a result of FAWENA's contribution.						
Commissioning a baseline survey and using the	Baseline survey undertaken. Baseline	Number of baseline studies conducted.		8334.00				8334.00

findings to influence policy.	survey report and findings disseminated to the relevant stakeholders.	Number and type of issues covered through the baseline studies.							
Forging new strategic partnerships and strengthening existing ones to accelerate progress towards the achievement of gender equity and equality in education.	Strong partnership formed. Active participation and meaningful contribution during partners' meetings.	Number and type of partners identified. Number and type of projects designed and implemented collaboratively. Number of education related coalition joined.	167.00	167.00	167.00	167.00	167.00	835.00	
Documenting and disseminating FAWENA's successful interventions emanating from the demonstrative interventions.	FAWENA's successful interventions documented and disseminated.	Number of FAWENA's documented interventions available.	1000.00		1000.00		1000.00	3000.00	
Holding policy	Policy	Number of		416.6	412.	416.6	412.67	1666.6	

consultations and providing technical assistance	consultations held Implementable plans developed.	gender responsive policy reforms translated into implementable plans.		7	67	7		8
Organizing meetings and participating in and contributing to other meetings organized by partners using gender lens.	Education officials and other stakeholders informed of FAWENA's successful interventions. Ministry of Education adopts FAWENA's best practices. Feedback received from the Ministry of Education.	Number of meetings organized.  Number of FAWENA best practices adopted.	83.34	83.34	83.34	83.34	83.34	416.70
<b>Total</b>			<b>1,250.34</b>	<b>14,001.01</b>	<b>1,663.01</b>	<b>667.01</b>	<b>7,163.01</b>	<b>24,752.38</b>

### **Objective 2: Replication and Scaling-up of Interventions**

*To continue to replicate FAWENA's gender responsive interventions in order to scale them up, while developing new models to address emerging challenges in girls' education.*

#### **Planned Activities**



- Awarding scholarships to the needy girls and boys in the 13 regions of Namibia focusing on both primary and secondary.
- Building the capacity of focal teachers in mentoring to effectively handle the psycho-social challenges girls and boys face.
- Introducing TUSEME into Primary Teaching Colleges of Namibia.
- Building the capacity of Early Childhood Development teachers in Teaching and Learning Using Locally Available Resources focusing on the remaining 12 regions of Namibia.
- Introducing gender responsive pedagogy to teachers training colleges and rolling the training to cover more schools in Namibia.
- Supporting capacity building of teachers, learners and community members on how to mitigate the impact of HIV/AIDS.
- Establishing girls' empowerment clubs in many schools in Namibia to provide them with a platform to express their views and discuss the challenges threatening their social and academic development.
- Promoting Science, Mathematics holiday school and extending the project to cover more schools in Namibia.
- Organizing conferences for the teenage mothers in school to discuss the challenges they are facing as young mothers in school.

Activity	Results/ Output	Indicators	Budget (USD)					Total
			2008	2009	2010	2011	2012	
Awarding scholarships to needy girls and boys in the 13 regions of Namibia	Scholarships awarded to needy girls and boys	Number and type of beneficiaries. Amount awarded.	398,913.79	200,000.00	200,000.00	200,000.00	200,000.00	1198,913.79
Building the capacity of focal teachers in mentoring to effectively handle the psycho-social challenges	Teachers equipped with mentoring skills.	Number of teachers trained.	-	-	-	-	-	

girls and boys face.								
Introduce TUSEME in primary Teachers Training Colleges of Namibia.	TUSEME introduced in Primary Teachers Training Colleges in Namibia.	Number of Colleges reached.		6000.00		6000.00		12,000.00
Build the capacity of Early Childhood Development teachers in how to Locally Available Resources during the teaching and learning process.	Increased number of trained ECD teachers	Number of teachers trained  Number of ECD trainings conducted						
Train teachers, in-service teachers and pre-service teachers in gender responsive	Increased number of teachers trained in gender responsive pedagogy	Number of Teachers training colleges reached. Number of student teachers		5,000.00		5,000.00		10,000.00

pedagogy.	Teaching and learning methodology gender responsive.	trained.						
Training teachers, learners and community members on how to mitigate the impact of HIV/AIDS	Teachers, learners and community members equipped with knowledge and skills on how to mitigate the impact of HIV/ AIDS	Number and type of participants trained.	5,000.00		5,000.00			10,000.00
Establish and strengthen the existing girls' empowerment clubs in more schools in Namibia.	New girls' clubs established and the existing ones strengthened.	Number of girls' clubs established.	16,334.00		5,000.00			21,334.00
Conduct Science, Mathematics and Technology holiday school and	Improved understanding of SMT subjects.	Number of girls reached		7,000.00	7,000.00	7,000.00		21,000.00

extend it to other regions.								
Organize conferences for the teenage mothers in school to discuss the challenges they are facing as young mothers.	Young mothers inspired to work hard and excel in their studies.	Number of conferences organized Number of attendees.		8,334.00	8,334.00	8,334.00		25,002.00
Organizing an annual All San girls' conference to provide them with a unique platform to discuss issues affecting their social and academic development.	San girls motivated to stay and complete their studies.	Number of conferences organized Number of San girls attended.	10,000.00	10,000.00	10,000.00	10,000.00		40,000.00
<b>Total</b>			<b>430,247.79</b>	<b>236,334.00</b>	<b>235,334.00</b>	<b>236,334.00</b>	<b>200,000.00</b>	<b>1338,249.79</b>

**Objective 3: Community Advocacy**

*To advocate for girls' education and gender equity in education at community level.*

### Planned Activities

- Undertaking advocacy for promoting girls' educational access, retention and performance with a focus at the community and grass root levels.
- Liaising with the media houses to relay girls' education advocacy messages to communities.
- Raising awareness on the need to eliminate gender based violence in schools.
- Lobby for more boarding schools for girls and boys.
- Lobby for s subsidized boarding fees.
- Sensitize parents on the benefits of parental involvement in the education of their daughters.

### Objective 3: Community Advocacy

Activity	Results/ Output	Indicators	Budget (USD)					
			2008	2009	2010	2011	2012	Total
Developing and implementing FAWENA's advocacy strategies	Advocacy strategies developed and implemented	Quality and usability of the materials						
Producing advocacy materials	Advocacy materials produced and distributed	Type and number of advocacy materials produced. Number of advocacy campaigns organized.	8,334.00	8,334.00	8,334.00	8,334.00	8,334.00	41,670.00
Collaborating with	Effective communication	Number of community	83.34	83.34	83.34	83.34	83.34	416.70

stakeholders at the community level for enhanced communication with the community	with targeted communities	members reached Number and type of community leaders partnered with. Level of attitudinal change.						
Organizing media briefings	Visibility of FAWENA raised	Degree of visibility of FAWENA raised Number of media briefings organized.	500.00	500.00	1000.00	1000.00	1000.00	4,000.00
Documenting and disseminating FAWENA's successful strategies in advocacy	FAWENA's successful strategies in advocacy documented and shared with target audience	Number and quality of FAWENA's advocacy strategies documented and shared. Quality, effectiveness and usability of advocacy materials. Levels of public interest		5000.00		8,334.00		13,334.00

		in FAWENA's advocacy materials and strategies.						
Raising awareness on the need to eliminate gender based violence in schools	Reduced rate of gender based violence in schools Increased awareness on dangers of gender based violence among the learners	Number of meetings organized		2,500.00	2,500.00	2,500.00	2,500.00	10,000.00
Lobby for subsidized boarding fees	Increased number of girls accommodated	Percentage decrease in boarding fees Number of girls accommodated.		5000.00		5000.00		10,000.00
Sensitizing parents on the advantages of parental involvement in the education of their daughters	Increased participation of parents in the education of their daughters	Number of parents attending Parents Teachers Association meetings (PTA)	1000.00	1000.00	1000.00	1000.00	1000.00	5,000.00
Monitoring and Evaluating the	Progress tracked and			500.00	500.00	500.00	500.00	2,000.00

impact of the advocacy activities at community level on promoting girls' access, retention and performance.	documented Adjustments made to the programme as a result of monitoring Impact assessed.							
<b>Total</b>			<b>9,917.34</b>	<b>22,917.34</b>	<b>13,417.34</b>	<b>26,751.34</b>	<b>13,417.34</b>	<b>86,420.70</b>

#### **Objective 4: Capacity building of FAWENA**

*To build the capacity of FAWENA to improve its functionality and its ability to deliver programmes and influence policy.*

##### **Planned Activities**

- Train members of FAWENA in Programme Cycle Management, Policy analysis & engagement, Advocacy & Lobbying, Financial Management, Resource mobilization and Gender.

##### **Expected Outcomes**

- Effective implementation of FAWENA programmes
- Increased attendance rate for girls
- Improved performance by girls
- Higher graduation rates for girls, at all levels of education.

#### **Objective 4: Capacity Building of FAWENA**

Activities	Results/ Outputs	Indicators	Budget (USD)					
			2008	2009	2010	2011	2012	Total



Training FAWENA members in programme cycle management (Programme planning, programme administration, financial management, M&E, Reporting and documentation)	Organizational functionality improved  Effective implementation of programmes  Evidence based data produced to inform programme design and implementation	Number of FAWENA members trained in programme cycle management.		10,000.00	10,000.00	10,000.00		30,000.00
Training FAWENA members in advocacy and lobbying (Community advocacy, Policy advocacy and lobbying & forging strategic partnerships)	Community mobilized to support girls' education FAWENA members equipped with knowledge and skills to influence policy and legislation	Number of FAWENA members trained.		8,334.00	8,334.00	8,334.00	8334.00	33,336.00
Training FAWENA members in policy analysis	FAWENA equipped with knowledge and skills to investigate and	Number of FAWENA members trained in policy	7,000.00			7,000.00		14,000.00

	interrogate existing policies using gender lens.	analysis.						
Training FAWENA members in gender analysis	FAWENA equipped with knowledge and skills to investigate and interrogate existing policies using gender lens.	Number of FAWENA members trained in gender analysis.		6,000.00		6,000.00		12,000.00
Training FAWENA members in resource mobilization	Increased financial base to support FAWENA programmes	Amount and type of resources mobilized.		6,000.00		6,000.00		12,000.00
<b>Total</b>			<b>7,000.00</b>	<b>30,334.00</b>	<b>18,334.00</b>	<b>37,334.00</b>	<b>8,334.00</b>	<b>101,336.00</b>

### **Objective 5: Organizational restructuring**

*To undertake organizational development in order to ensure the sustainability of the organization and enhance the effectiveness of FAWENA structures and programmes.*

#### **Planned Activities**

- Conducting an organizational and staff assessment at the FAWENA secretariat to prepare for the organizational restructuring.
- Reviewing and revising the governance structure of FAWENA at all levels (National and regional levels).

#### **Expected Outcomes**

Effective and efficient management of FAWENA as an organization.

**Objective 5: Organizational restructuring**

Activities	Results/ Outputs	Indicators	Budget (USD)					Total
			2008	2009	2010	2011	2012	
Conducting organizational assessment Conducting FAWENA staff skills assessment	Assessment conducted  Staff skills assessed	Number and type of recommendations made in the assessment report Restructuring plan available Applicability of recommendations		5,000.00	5,000.00	5,000.00		15,000.00
Reviewing the governance structure of FAWENA at all levels	Governance structure reviewed and adjusted	Review reports available  Level of effectiveness of FAWENA's governance structures and processes	5,000.00		5,000.00		5,000.00	15,000.00
Organizing FAWENA Executive Committee meetings	Policy guidance provided	FAWENA executive Committee reports produced  Feasibility of recommendations	166.67	166.67	166.67	166.67	166.67	833.35
Organizing FAWENA	Executive Committee	Outcomes of the General	7,000.00		7,000.00		7,000.00	21000

General Assembly	elected or renewed Governance matters reviewed Sharing of experiences	Assembly						
<b>Total</b>			<b>12,116.67</b>	<b>10,166.67</b>	<b>17,166.67</b>	<b>5116.67</b>	<b>12,116.67</b>	<b>51,833.35</b>

**Objective 6: Institutionalize Monitoring and Evaluation**

*To institutionalize an effective monitoring and evaluation system across the entire organization*

**Planned Activities**

- Reviewing and improving existing Monitoring and Evaluation system and tools and developing new ones as required.
- Monitoring regularly the implementation of FAWENA’s work programmes.
- Conducting periodic evaluations of specific programmes.
- Documenting and reporting progress made in implementing FAWENA’s programmes using evidence- based data.

**Expected Outcomes**

- Generation of measurements and data that will allow FAWENA to assess the impact and effectiveness of its programmes.
- Track progress, draw lessons and identify trends over time.
- Utilize lessons learned to improve FAWENA programmes.

**Objective 6: Institutional Monitoring and Evaluation**

Activities	Results/ Outputs	Indicators	Budget (USD)					
			2008	2009	2010	2011	2012	Total
Reviewing and improving	User-friendly and functional M&E system	Level of effectiveness and efficiency		5000		5000		10,000.00

FAWENA's existing M&E systems and tools Developing new tools	developed M&E reports generated and effectively utilized to adjust programme implementation	of the new M&E system Number of M&E tools developed and adequately used Number of progress reports produced.						
Documenting and reporting progress made in implementing FAWENA's programmes using evidenced – based data	Reports produced regularly and used adequately Publications produced.	Number and quality of progress reports produced	83.34	83.34	83.34	83.34		333.36
Conducting field visits to track the progress of FAWENA programmes.	Implementation of FAWENA's work regularly monitored Periodic evaluations on specific programmes	Number of field visits conducted.	10,000.00	10,000.00	8,000.00	8,000.00	8,000.00	44,000.00
<b>Total</b>			<b>10,083.34</b>	<b>15,083.34</b>	<b>8,083.34</b>	<b>13,083.34</b>	<b>8,000.00</b>	<b>54,033.36</b>

### Resource Mobilization

The 2008-2012 Strategic Plan will need **US\$ 1656,625.58** to have it implemented.

---

FAWENA will continue working with the current development partners supporting specific programmes. It is hoped that FAWENA will enter into partnerships with new donors and raise the funds required to support the proposed programmes.

**The projected amounts are as follows:**

<b>Source</b>	<b>Projected Amount (USD)</b>
Existing Donors	<b>U\$ 1198,913.79</b>
New Donors	<b>U\$ 448,711.78</b>
Corporate Sector	<b>U\$ 8,333.34</b>
Individuals	<b>U\$ 666.67</b>
<b>Total</b>	<b>U\$ 1656,625.58</b>

### **SECTION 8- FAWENA IN 2012.**

At the end of the plan period FAWENA Namibia will have the following characteristics:

- The leading national organization addressing socio-economic challenges hindering academic and social development of girls and women.
- Strong links with key development partners where partners are involved in planning, monitoring and evaluation of FAWENA programmes.
- The majority of programme activities are focused on the target regions.
- Active participation of members in implementing the chapter's activities.
- Documentation of FAWENA's best practices to be used nationally and internationally.
- A programme that is well known and highly regarded among government ministries especially the ministry of Education, NGO's, Community based organizations and other key development partners.