



FAWEMA

Forum for African Women Educationalists - Malawi Chapter



Together for her growth: Education and development for all

STRATEGIC PLAN

2024 - 2028



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FOREWORD



Standing on the continued success and impact of FAWEMA from the previous strategy we have maintained aspects in the previous strategy that propelled us to where we are today. The 2024-2028 Strategic Plan has been developed using a participatory process whereby the Board of Trustees, National Executive Committee members, Regional Chapters, District Chapters, Government Ministries, Development Partners and like-minded organizations and the Secretariat were involved. Together we have mapped out the journey which FAWEMA will travel for the next five years.

Cognizant of dynamics in the political, economic, socio-cultural, technological and legal environment in which we operate, the 2024-2028 plan seeks to prioritise the great role the young people have as agents of change in Malawi. In this strategy we have defined the FAWEMA Model of programming that is premised on the new Theory of Change. We believe that this Theory of Change appropriately defines us and the ideals that we stand for in our work of using education as a tool to transform and empower girls and boys and young women. .

The FAWEMA board is grateful for the support that our leadership, members and funding partners provide to us as we deliver on our vision and mission. We are committed to FAWEMA's strategic direction which guides the national chapters commitment to transform the local communities through education. We therefore welcome all like-minded partners and stakeholders in promoting a positive working environment which fosters staff's positive attitude towards transformative work to focus on our mission. We shall use like-minded partners and staff to implement the 2024-2028 Strategic Plan.

Maggie Madimbo

Maggie Madimbo, PhD.

BOARD OF DIRECTORS



ACKNOWLEDGMENTS

The development of this strategic plan is a result of numerous contributions from many FAWEMA members and stakeholders who were generous with their time and provided thoughtful input. Their valuable contributions have made this strategic plan a document that represent the thought process for FAWEMA for the next five years. Government partners, like-minded Non-Government Organizations (NGOs) and development partners provided strategic views on the past performance and future focus of the strategic plan.

All the three regional FAWEMA networks, together with District Networks, provided insightful input into the strategic plan most of which have been taken on board. Board members had an excellent buy-in into the plan through a day-long interactive workshop where their worthwhile ideas were seriously taken into consideration.

The task team from FAWEMA that was put together to steer the strategic plan development process was instrumental in their everyday guidance to the consultant. These hard working staff need to be commended for their dedication and commitment. Finally, FAWEMA appreciates the work of VML Global through Mr. Mahara Longwe in interviewing stakeholders, compiling input and providing expertise in the development of this strategic plan.



EXECUTIVE SUMMARY



The 2024-2028 Strategic Plan comes into being following the five-year implementation of the 2019-2023 one. It thus builds on the successes, challenges and lessons learnt in the implementation of the previous strategy. It also borrows from the fundamentals espoused in the Forum for African Women Educationists (FAWE Africa) Strategic Plan (2024-2028) while at the same maintaining a localized context to the situation in Malawi.

The previous strategic plan helped propel FAWEMA to where it is today as a vibrant and well-known institution spearheading girls' education in Malawi. Some of the notable achievements for the previous strategy include signing of Memorandum of Understanding (MOU) with the Technical Entrepreneurial Vocational Education Authority (TEVETA) to support girls' vocational skills; initiation and pioneering of the Mother Groups initiative that has been adopted by government; advocacy for the re-admission of girls dropped out of school culminating into the government Re-Admission Policy; integration of Gender Responsive Pedagogy (GRP) in Teacher Training Colleges; strong and positive resource mobilization drive leading to a diversified donor portfolio; education budget tracking and lobbying with SADC Parliamentarians; establishment of strong partnerships with government (Ministry of Education and of Labour) and non-governmental organizations (e.g. the iHEARD consortium); training of FAWEMA members as Trainer of Trainers (TOT); and support for climate change agenda through promotion of reusable menstrual pads, among others.

The 2019- 2023 Strategic Plan also had some challenges that slowed down the achievement of the set targets. Some of the challenges included lack of offices in the regions and districts to coordinate chapters at that level; limited SRHR interventions for non-club girls; more girls requiring support than the available support initiatives; inadequate support for teen mothers withdrawn from early marriages; dependency on donor funding; inadequate employable skills among girls and women where focus is generally on menial skills such as tailoring; poor mindset change on affiliation fees and inadequate employable skills among girls and women.

Emanating from the successes and challenges mentioned above, there are lessons that have been learnt over the past five-year period and some of them are that innovations motivate national adaptation as the case with the Re-Admission Policy and Mother Group concept and others; strengthening of partnerships through synergies with like-

minded organizations particularly on resource mobilization; presence of a project (s) in a district enhances membership drive; investing in early education protects girls from harm and that skills training is a powerful empowerment tool for girls and women.

The current strategic plan has built on the above-scenario and also after an assessment of the environment in which FAWEMA operates. Two assessment tools, Strengths Weaknesses Opportunities and Threat (SWOT) Matrix and a Political Economic Socio-Cultural Environmental Technological and Legal (PESTEL) Matrix, were used to assess the micro and macro environment in which FAWEMA operates. These were done in order to determine the internal and external enablers and de-enablers to FAWEMA's aspirations. The culmination of the all the above is a Theory of Change that presents a graphical pictorial focus of the journey that FAWEMA will travel in the next five years. For the first time, this current strategy has included the FAWEMA Model. This is a unique programming approach that identifies us as FAWEMA in supporting girls' education in Malawi. Our Motto is Together for her growth: Education and development for all.

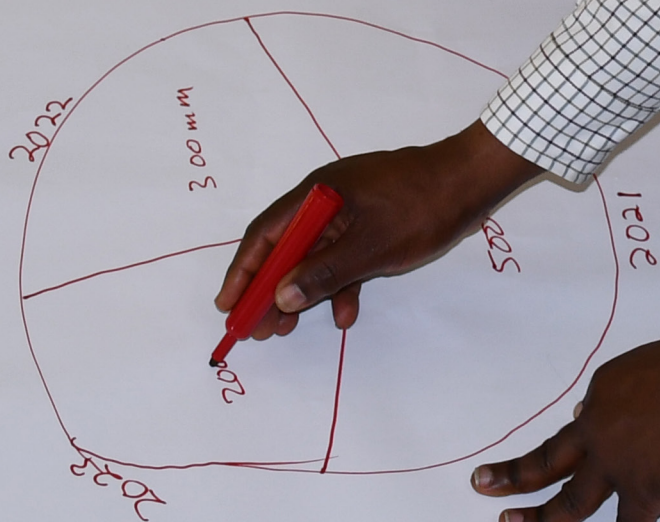
The discussions above led to the envisioning FAWEMA for the next five years and to this end a Vision and Mission were created including the core values that define who FAWEMA are. The Vision, Mission and Core Values were delivered from those of FAWE Africa while at the same time localizing them to the Malawi context. All of these defined the goal that FAWEMA will strive to achieve for the next five years which is to empower girls and women with innovative and employable skills, values and competencies they need to achieve their full potential. The strategic plan has maintained four Strategic Objectives that have been re-engineered in line with the FAWE fundamentals and strategic focus of FAWEMA. These strategic objectives include: to promote access to quality education and training for girls and women in Malawi; to strengthen education systems, policies and strategies to be gender responsive; to enhance institutional capacity of FAWEMA to deliver its mandate; and to facilitate research and knowledge management to influence policies, new approaches and set pace for girls' and women' education in Malawi.

Wesley Chabwera

Wesley Chabwera

EXECUTIVE DIRECTOR

KARONGA IN 3-YEARS TIME SERIES



ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immunodeficiency Syndrome	MOU	Memorandum of Understanding
AGM	Annual General Meetings	MoSWCD	Ministry of Social Welfare and Community Development
AGYW	Adolescent Girls and Young Women	MoYSC	Ministry of Youth and Sports
CONGOMA	Council for Non-Governmental Organizations in Malawi	MPHIA	Malawi Population-based HIV Impact Assessment
COVID 19	Coronavirus Disease	NEC	National Executive Committee
DEYS	Director of Education Youth and Sports	NESIP	National Education Sector Investment Plan
DHO	District Health Office	NGORA	Non-Governmental Organizational Regulatory Authority
ECD	Early Childhood Development	PESTLE	Political Economic Sociocultural Technological Legal and Environmental
EDM	Education Division Manager	SADC	Southern Africa Development Cooperation
EFA	Education for All	SDGs	Sustainable Development Goals
FAWE	Forum for African Women Educationists	SP	Strategic Plan
FAWEMA	Forum for African Women Educationists in Malawi	SWOT	Strengths Weaknesses Opportunities and Threats
FGDs	Focus Group Discussions	T/A	Traditional Authority
FMIS	Finance Management Information Systems	UNAIDS	Joint United Nations Agency for AIDS
GBV	Gender Based Violence	UNICEF	United Nations Children Fund
GoM	Government of Malawi		
HIV	Human Immunodeficiency Virus		
HSAs	Health Surveillance Assistants		
ICT	Information Communication and Technology		
iHEARD	Innovations in Health Rights and Development		
KII	Key Informant Interviews		
M&E	Monitoring and Evaluation		
MDAs	Ministries, Departments and Agencies		
MDHS	Malawi Demographic Health Survey		
MESIP	Malawi Education Sector Investment Plan		
MoE	Ministry of Education		
MoH	Ministry of Health		



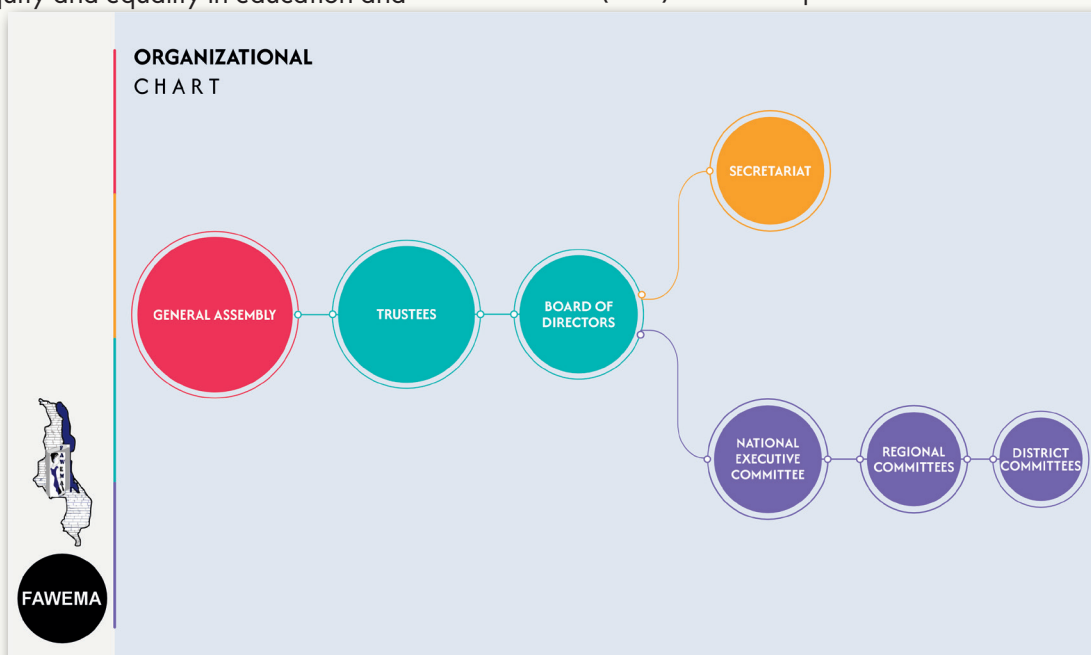
INTRODUCTION

Forum for African Women Educationists in Malawi (FAWEMA) is a registered non-governmental organization which brings together educationists to support and promote education for girls and women in Malawi. We work in close partnership with the Ministry of Education, Ministry of Gender, Ministry of Youth, Ministry of Health and other Ministries and partners to support girls and women to acquire education and training for development through advocacy and demonstrative interventions.

Our Identity

Forum for African Women Educationists in Malawi (FAWEMA) is one of the Forum for African Women Educationists (FAWE) affiliates and National Chapters, a pan African organization working towards advancing equality and inclusion in education across the continent. It is a network of education policy makers in Africa acting as an intellectual resource base that assists in the development of member countries' national capabilities to evolve, implement and improve strategies that have potential to accelerate female participation in education, and move towards the achievement of Education for All (EFA) and contributes to the delivery of goals 4 and 5 of the United Nations Sustainable Development Goals (SDGs).

The Malawian National Chapter was established in 1993 and was registered in March 2001 under the Trustees Incorporation Act of the Laws of Malawi. The trust was registered as a Malawian non-profit organization that aims at achieving gender equity and equality in education and women empowerment through coordinated efforts that bring educationists together to influence policy and set the stage for improved girls and women education in Malawi. The institution has a total membership of over 700 drawn from the three administrative regions of Malawi with functional presence in all 34 education districts through District Chapters.



FAWEMA's Mandate and Core Functions

According to the statutes of foundation, FAWEMA's core function is to mobilise and give a platform for educationists in Malawi to influence education policies and general education environment for girls to be able to excel in their education. As a national chapter FAWEMA does align to the functions of FAWE, its regional mother body, based in Nairobi, Kenya. As an institution, FAWEMA, operates in alignment with FAWE's fundamentals and has core values that encapsulates its foundations and principles.

At regional level, FAWEMA ascribes to the Southern Africa Development Cooperation (SADC) protocols on education and gender equality. FAWEMA also ascribes to the UN 2030 Sustainable Development Goals (SDGs) goals; 4, 5 and 10 on Quality Education, Gender Equality and Reduced Inequality, respectively. FAWEMA also ascribes to the six Education for All (EFA) goals, and the achievement of universal primary education. In this regard, FAWEMA aims at achieving gender parity in education.

The FAWEMA Organizational set up

At the pinnacle of FAWEMA establishment, there is a Board of Trustees that acts as an overall policy leadership entity. The Board of Trustees chosen at the Annual General Meetings (AGM) is the top policy making body that provides strategic direction and policy oversight of the national chapter. FAWEMA also has the National Executive Committee (NEC) that comprises of members drawn

from the regional chapters. Regional chapters are based in each of the three government administrative regions of Malawi. Below the AGMs are Thematic Groups that act as the technical advisory bodies to FAWEMA. FAWEMA District Chapters are the implementing organs of the organization at the grassroots. The Secretariat provides the coordination mechanism and acts as the networking hub of the member organizations. Traditionally, national chapters draw and align their strategic plans with the FAWEMA strategic plan. This is also the case with this strategic plan.

The 2024-2028 Strategic Plan Development Process

The development of the FAWEMA 2024-2028 Strategic Plan followed the guidance and framework provided by FAWEMA

Africa. Its development process therefore followed the finalization of the FAWEMA Africa Strategic Plan (2024-2028) and is thus aligned to it. The development of the strategic plan was facilitated by an independent consultant that was hired to lead the process. A Task Team from FAWEMA was constituted to offer technical advice and support to the consultant to make the process smooth.

The process started with literature review of the FAWEMA Africa Strategic Plan and the previous FAWEMA Strategic Plan (2019-2023). There were individual consultations with FAWEMA partners such as government ministries departments and agencies (MDAs), development partners, CSOs in education sector and others. Consultative meetings were undertaken with regional and district chapters and with the Board and NEC members.



SITUATION ANALYSIS

Background data on girls and education in Malawi

Education Specific Scenario

The Government of Malawi (GoM) policy on free education indicates that 81.5 percent of Malawi's children currently receive primary school education, up from 67 percent in 1994 (GoM, 2021). Gender parity has been achieved for Standard 1 and Standard 8 (National Education Sector Investment Plan-NESIP, 2022). While the trends are positive, the quality of education remains a challenge with large classrooms that lead to overcrowding of learners, limited supplies of teaching and learning materials and limited number of science, technology, engineering & mathematics (STEM) teachers. Under the Malawi Vision 2063, the overall goal in the education sector is to improve education quality, access and relevance, with a particular focus on primary education. Other areas of interest include special needs education for the girl child, improving functional adult literacy, providing education for out-of-school youth, expanding Early Childhood Development (ECD), and responding to the crisis created by Human Immunodeficiency Virus (HIV) and Acquired Immunodeficiency Syndrome (AIDS) and decentralisation

of administrative and planning responsibilities.

Efforts to increase and retain girls have achieved positive results in primary school education. However, girls' access to upper-level education such as secondary and tertiary levels continue to be a challenge. To increase the enrolment of girls in upper levels of education, the Ministry of Education has put in place a 50-50 Selection Policy in public secondary and tertiary institutions and overtime this has proved to be effective in addressing the gender gap in enrolment. The 50-50 Selection Policy is implemented along with the Re-admission Policy and provision of scholarships and bursaries that has increased the intake and retention of girls as they progress to upper levels of education.

In 2023, the Ministry provided bursaries to 30,552 vulnerable students out of which 72% were female. However not all needy female students were covered due to limited resources. It was also observed during consultations that despite providing the bursaries to girls, the dropout rate is still high. While the provision of bursaries is important, support should go beyond bursary to include uniforms, shoes, and other school materials.



Figure 1: Education enrolment in primary, secondary and public universities [Source: MoE, 2023 Annual School Census Report]

Key Education Indicators about girls

- Ratio for male to female in primary was 0.95, secondary was 1.01 and public universities was 1.5
- In 2023 female secondary completion rate was at 20.6 while for male was 24
- Lack of fees was the main reason for drop out. Only 25% of the total secondary girls' bursary applicants received bursaries
- In 2023 pregnancy was the second highest reasons for drop out in secondary school.

Figure 2: Key education indicators for girls [Source: MoE, 2023 Annual School Census Report]

The efforts made in improving girls' education are bearing fruits, as evidenced by more girls returning to school. According to Ministry of Education 2023 Annual School Census Report, about 75% of the total students who were re-admitted were female. The National Education Sector Investment Plan (NESIP) 2020-2030 recognizes the challenges girls face in accessing education.

Table 1 provides a summary of progress on education indicators. The results show that between 2017 and 2023, there was generally an overall increase in girls' enrolment as evidenced by an increase in Gender Parity Index. Among

Table 1: Comparative education statistics 2017 (base) and 2022 [Source: 2022 Education Statistics Report]

Sn	Indicator	Baseline (2017)	Progress (2022)	Progress
1	Net girls secondary school enrolment	16%	17.1%	Low achievement
2	Secondary school completion rate (boys)	24%	24	Low achievement
3	Secondary school completion rate (girls)	21.9%	20.6	Low achievement
6	Net Primary School enrolment rate	92%	91%	Low achievement
7	Boys Primary school completion rate	55%	46%	Off-track
8	Girls Primary school completion rate	51	50	Low achievement
9	Boys Transition rate to secondary	35.8	47.4	Low achievement
10	Girls Transition rate to secondary	40.9	47	Low achievement
11	Boys Secondary school completion rate	24	24.0	Low achievement
12	Girls Secondary school completion rate	20	20.6	Low achievement
13	Primary school dropout rate	3.2%	4.6%	Low achievement
20	Transition rate to secondary	40.9%	47%	Off-track

the indicators that registered improvement are Gender Parity Index for secondary school from 0.92 to 0.97 and survival rate to standard 5 which improved from 62 percent to 69 percent. However, fewer girls than boys complete secondary school due to dropouts.

Gender Equality and Social Protection

Gender Based Violence (GBV) continues to be the main barrier to the development of women and girls and a major concern in achieving equality in development. In Malawi, GBV is manifested in child marriage, harmful cultural practices, religious beliefs, low literacy levels, and low economic empowerment of women, among others. In addition, there are increased cases of cyber related GBV where males and females face specific threats, including online harassment, cyber stalking, and non-consensual distribution of intimate images and videos that often result in psychological harm, economic loss, and social isolation. Some of the cases that find their way into the justice are largely compromised for lack of evidence, patronage and corruption.

According to the 2016 Malawi Demographic Health Survey (MDHS), about 42% of women have experienced physical violence at the age of 15. According to the MDHS, women's

experience of sexual violence has a non-linear relationship with age. The percentage of women who have experienced violence among women aged 15-19 was reported to be at 29% and 38.6% among women aged 25-29. Husbands and ex-husbands are the main perpetrators of violence as

such girls who marry early are at a higher risk of physical violence and early pregnancies. MDHS 2016 reported that 53% of ever-married women reported their current husbands as perpetrators of the physical violence that they had experienced, and 31% reported former husbands as perpetrators. For never-married women, nearly all reported perpetrators were family members that included mothers or stepmothers, fathers or step-fathers, sisters or brothers, and other relatives and 6% reported a current boyfriend and 6% a teacher as a perpetrator

The Malawi Police Service Annual Report 2022 reported that from 2020 to 2022, reported cases for both rape and defilement decreased from 286 and 2343 to 223 and 1823 respectively. However, stakeholders revealed that more cases were not being reported due to various factors including corruption and failure by the community to report more cases, mainly those involving kinsmen.

Over the recent years, Malawi has experienced both climate and health related disasters. These changes the social economic environment and norms making girls more vulnerable. For example, a state of health emergency was declared and ordered closure of all schools and educational institutions in the country due to the Corona Virus (COVID19) pandemic, schools were closed for almost six months, which resulted in increased cases of teenage pregnancies, early and forced marriages (Ministry of Social Welfare and Community Development (MoSWCD, 2022).

Key Gender and Social Protection Indicators

- Of girls aged 15-19, 1 in 3 have completed primary school more than boys
- In rural areas, 3 in 4 girls have left school and are not likely to re-enrol
 - By age 18, 1 in 2 girls are married
 - By age 18, 1 in 3 women are pregnant

Figure 3: Key Gender and Social Protection Indicators

As a result of climate change and environmental degradation, natural hazards have intensified resulting in rising incidences of emergencies, displacement and migration of women, men, boys, and girls. The emergencies, displacements, and migration have exacerbated the vulnerability of rural populations especially women and the youth as they are exposed to risks of exploitation, human trafficking, and sexual harassment. Further in times of emergencies, the dignity and health of women, men, persons with disability and children are compromised due to lack of menstrual hygiene supplies, limited sanitary facilities, overcrowding in camps and shelters.

During floods and cyclones girls are forced to live in camps which in most cases are not safe for them. The existing policies and strategies related to disaster do not clearly spell out how the girls shall be protected as a vulnerable group during disaster risk management.

During the COVID 19 school closure, a 16-year-old girl thought school would never re-open and decided to marry.

"During the brief marriage, I lived in a little shop that could not accommodate a single bed. My husband beat me, I was starved and the shame of begging and slavish piecework in neighbouring fields was too much. I'm still too young to marry."

Figure 4: COVID 19 and Education 2021 [Source: UNICEF <https://www.unicef.org/malawi/stories/schoolgirl-shakes-covid-19-regret>]

Teen pregnancies and early marriages among girls which are also HIV-related risks, continued to erode girls' investments and perpetuate poverty among the at household level. Malawi's teenage pregnancy rate is currently 29%, among the highest in the sub-region (UNFPA, 2023). This is exacerbated by limited access to Sexual Reproductive Health and Rights (SRHR) among AGYW. Although the 2017 Constitutional amendment raised the age of marriage to 18, about 46% of girls are married before the age of 18, and 9% before the age of 15 (UNICEF, 2018). The Ministry of Gender Social Welfare and Community Development has developed the successor National Strategy for Ending Child Marriages that will address issues of early marriages. On the other hand, the Ministry of Health has developed the National Youth Friendly Reproductive Health Strategy to reduce incidences of teenage pregnancies. This strategic plan will draw lessons from both documents in its formation and implementation.

According to the National Gender Policy (2023-2030), there are high gender disparities in upper primary, secondary, and tertiary education. In addition, the participation of women and girls in STEM is still low though some improvements have been registered since 2016. High school dropouts among girls due to early pregnancies and marriages are still a challenge. In addition, there is limited availability of education support and/or bursaries especially for young women who return to school after being rescued from marriages. Similarly, most of the existing education support and/or bursaries do not target boys as such huge dropout rates among rural boys is high. At tertiary level, while access to university and technical education has improved, affordable and decent accommodation for students is a challenge resulting in increased sexual abuse and harassment.

There are serious gender disparities in labour participation of women and men in Malawi. The female labour force participation rate is lower (73%) compared to men (82%), which means that there are fewer women than men aged 15 – 64 years who are economically active to the total population. Most of the women and the youth are involved in non-wage employment such as agriculture and entrepreneurship however their productivity is heavily affected by low access to productive resources such as land and finances.

HIV and AIDS Status among girls

At the national level, good progress has been made in reducing HIV prevalence from 8.8% in 2018 to 5.1% in 2022. Results Assessment of the Malawi Population-based HIV and AIDS Impact Assessment (MPHIA) 2020- 2021 shows that Malawi has almost achieved the 95-95-95 treatment targets (88%-98%-97%). However, adolescent girls are at more risk of contracting HIV and STIs compared to their male counterparts. As of 2022, HIV prevalence rate for girls aged 15-24 was 2.91% compared to 1.7% for their male counterparts¹. It was also noted that the prevalence rate for women above 24 was the highest (13.25%).

Less than half (41.86%) of the young people aged 15-24 had knowledge about HIV prevention. Specifically, for AGYW of the same age group it was 41.1% while their male counterpart was 44.3% (UNAIDS, 2024). This calls for continued message to reach the majority of the AGYW who do not have comprehensive knowledge on HIV prevention.

Review of the 2019-2013 Strategic Plan

Key Achievement and Challenges (2019-2023 Strategic Plan)

Achievement

- Signing of MOU with TEVETA to support girls' vocational skills
- Initiation and pioneering of the Mother Groups initiative that has been adopted by government
- Advocacy for the re-admission of girls dropped out of school culminating into the government Re-Admission Policy
- Integration of Gender Responsive Pedagogy (GRP) in Teacher Training Colleges
- Strong and positive resource mobilization drive leading to a diversified donor portfolio

- Education budget tracking and lobbying with SADC Parliamentarians
- Vibrant regional and district FAWEMA chapters
- Visibility of FAWEMA at all levels e.g. at regional level the EDMs are patrons while DAESs are patrons for District Chapters
- Membership countrywide
- Competent and committed board and management
- Strong partnerships with government (Ministry of Education and of Labour) and non-governmental organizations (e.g., the iHEARD consortium)
- Training of FAWEMA members as Trainer of Trainers (TOT)
- Support for climate change agenda through promotion of reusable menstrual pads.
- Introduction of the One Member- One Learner Initiative by the Lilongwe City Chapter;

However, there were challenges that must be addressed to make FAWEMA improve on its programs. Some of the notable challenges include the following:

Challenges

- Lack of offices in the regions and districts to coordinate chapters at that level
- Limited SRHR interventions for non-club girls
- There are more girls requiring support than the available support initiatives
- Inadequate support for teen mothers withdrawn from early marriages
- Dependency on donor funding
- Poor mindset change on affiliation fees
- Inadequate training (capacity building) for district chapters
- Lack of funding from the central level to regional and district chapters
- Limited involvement of boys in some programmes
- Inadequate employable skills among girls and women. Focus is generally on menial skills such as tailoring

Lessons from Previous Strategic Plan

Influencing national adaptations through innovation

FAWEMA's innovative initiatives have led to government adaptation of those initiatives and scaling them up nationally. Some of them include the Mother Group concept, the Re-admission Policy and use of reusable menstrual pads.

¹ Source Spectrum/Naomi, DATIM

Strengthening partnerships through synergies

Partnerships with like-minded organizations broaden the resource base and enhances technical skills. For example, during the implementation of the previous strategic plan, FAWEMA established partnerships with various organizations such as under the Innovations in Health Rights and Development (iHEARD) and Breakfree consortia. The same is true for UN's Joint Programme for Girls Education (JPGE) and the Save the Children International SRHR project. These partnerships enhanced FAWEMA's program reach, visibility and resource base.

Leveraging project presence to enhance membership drive

It is easier to recruit membership in the districts where FAWEMA has project presence than in those districts that FAWEMA does not have projects. The districts that have running projects are more vibrant while those without are mostly idle.

Investing in early education protects girls from harm

FAWEMA has learnt that it is important to invest in girls early enough to prevent them from falling prey to some harmful cultural practices such as early/child marriages and teenage pregnancies.

Skills training is a powerful empowerment tool

Skills training programs for girls and women are critical to youth empowerment especially for those that do not make it to tertiary level education.

Environmental Assessment

To contextualize the Strategic Plan, a SWOT analysis and PESTLE analysis were conducted with staff members and stakeholders. The results of both analyses are depicted below:

SWOT Analysis

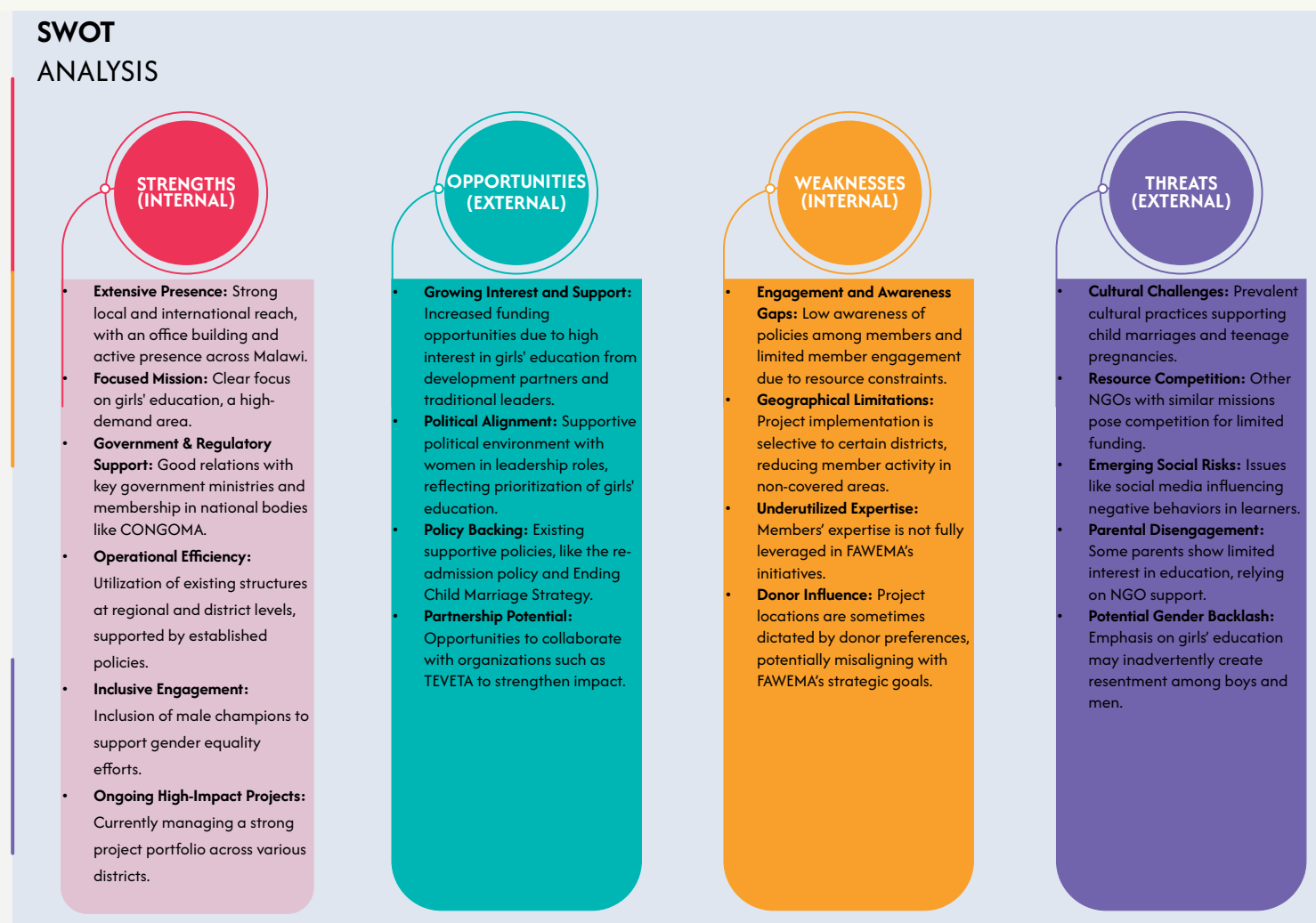


Figure 5: FAWEMA SWOT Analysis



PESTEL Analysis

Variable	Opportunities (Assets)	Threats (Needs)	Effects
Political	<ul style="list-style-type: none"> Political instability (negative for sustainability of the project) Strong political will on girls' education through policies and legal frameworks Political figures act as role models and mentors to girls CDF - bursaries and infrastructure 	<ul style="list-style-type: none"> Limited government commitment in investing girls education/support for gender programmes Restrictions on provision of SRH information and services Political interference in cultural practices Political consideration in selecting deserving students 	<ul style="list-style-type: none"> Girls drop out of school Existence child marriages Poverty among girls Support for girls' education Sub-optimal provision of SRHR services Inspired girls and women Disburse of girls' education More girls getting scholastic support Deserving girls left out of the programme
Economic	<ul style="list-style-type: none"> National budget provides support to girls' education - construction, bursaries Donors' funding girls' education 	<ul style="list-style-type: none"> Unstable economic environment affecting program delivery Frequent devaluation 	<ul style="list-style-type: none"> More programmes for girls' education Unmet needs of girls More support for girls' education Inadequate support to girls
Socio-cultural	<ul style="list-style-type: none"> Availability of community structures / leaders- these can be reached to assists in supporting education Various NGO in girls' education available in the communities Availability of the actual vulnerable AGYW/ ABYM 	<ul style="list-style-type: none"> Not all community leaders are committed to support girls' education Competition of NGOs affects implementation and how the project is reached in the communities (members tend to compare) Cultural practices that negatively affects education (initiation ceremonies) Gender norms and stereotypes 	<ul style="list-style-type: none"> Girls will drop out of schools Early pregnancies and child marriages
Technological	<ul style="list-style-type: none"> Proliferation of modern gadgets for information gathering and sharing 	<ul style="list-style-type: none"> Easy of information sharing Cyber bullying 	<ul style="list-style-type: none"> Girls acquiring new and updated information Fear and instability in girls' lives affecting their education
Environmental	<ul style="list-style-type: none"> Rise in linkages between education and climate change Cyclones, flooding, droughts 	<ul style="list-style-type: none"> Climate change mainstreaming Environmental degradation 	<ul style="list-style-type: none"> Awareness of addressing climate change by teachers and learners Loosing lives of people, livelihoods that affects education provision and support
Legal	<ul style="list-style-type: none"> FAWEMA is affiliated to FAWA Africa Registration to national regulatory bodies 	<ul style="list-style-type: none"> Smooth operations of FAWEMA Trust from donors 	<ul style="list-style-type: none"> Smooth FAWEMA operations Donor confidence





GUIDING CONCEPTS AND MODELS

As a network of educationists, FAWEMA's goal is to empower girls and women to achieve their full potential. While the support that FAWEMA provides to girls and women aligns with government and FAWE Africa standards, it also uniquely addresses the constellation of needs that effect the increased vulnerabilities, bottlenecks and risk among our target population. The guiding concepts for FAWEMA's work include the vision and mission statements as well as its core values. The Theory of Change for girls and women's support demonstrates the impact we strive to attain. These key concepts and models are described below.

Vision, Mission and Core Values

This Strategic Plan sets the following as vision, mission and core values for FAWEMA to achieve the Theory of Change.

Vision

A self-reliant and inclusive society where girls and women are creative, innovative and skilled for their well-being.

Mission

To promote gender responsive policies, attitudes and practices that provide opportunities to girls and women

through evidence-based interventions that to allow them to prosper.

Core Values

The following are the core values for FAWEMA that guide our thinking and aspirations. They represent us at our best of operations and they set us apart from the rest of other institutions in the education sector. They advance our vision and mission. These values are:

- a. Impact - oriented
- b. Innovation
- c. Inclusion
- d. Integrity
- e. Involvement
- f. Empowerment
- g. Accountability
- h. Responsibility

The FAWEMA Model

The FAWEMA model, premised on tested and proven feminist ideals that arises from the vision and mission, integrates the core values of the organization, and is depicted within the Theory of Change. The Model utilizes educationists to

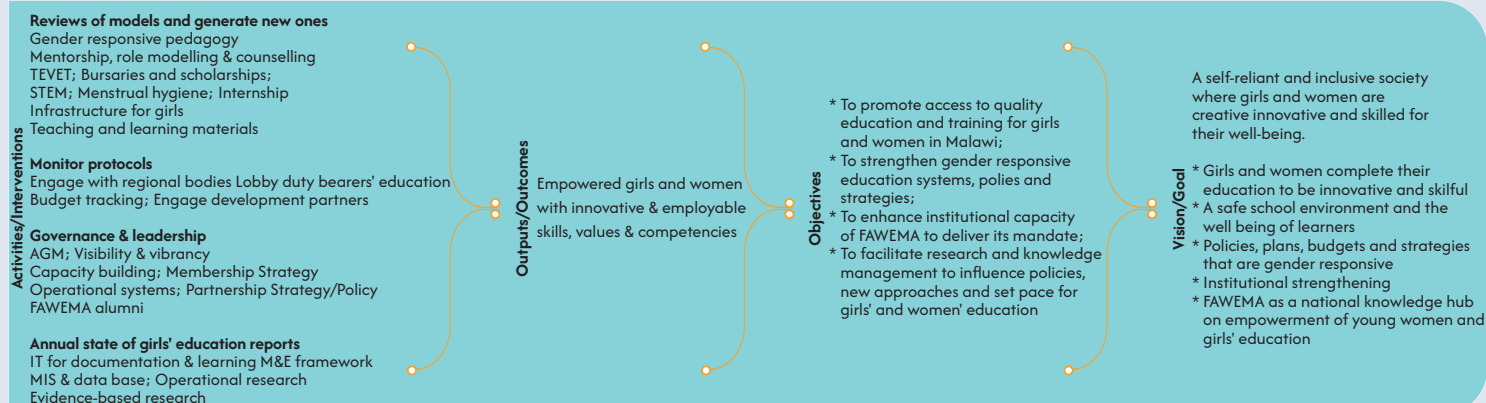


inspire change and growth among Malawian girls, boys, men and women. This model serves as the basis for current activities and the road map for scaling over the next five years.

FAWEMA Theory of Change

THEORY OF CHANGE

Mission
To promote gender responsive policies, attitudes and practices that provide opportunities to girls and women through evidence-based interventions that to allow them to prosper.



Assumptions
Availability membership networks; Government leadership and policy direction; Donor support; Economic and political stability; Dedicated and professional staff and board

GOAL, STRATEGIC OBJECTIVES, RESULTS AREAS AND STRATEGIC INTERVENTIONS

FAWEMA aims to achieve various targets from 2024-2028. This chapter outlines the road map to achieve specific targets by defining the goal, strategic objectives and strategic interventions to achieve some key result areas.

Goal

The goal of this strategic plan to empower girls and women with innovative and employable skills, values and competencies they need to achieve their full potential.

Strategic Objectives

This strategic plan sets out the following strategic objectives to achieve the stated result areas:

Strategic Objective 1: To promote access to quality education and training for girls and women in Malawi.

Key Result Area 1: Girls and women complete their education to be innovative and skilful

Strategic interventions:

- i. Undertake reviews, analysis and improvements of successful models and generate/adapt new ones
- ii. Promote gender responsive pedagogy from ECD through up to higher education
- iii. Support girl's mentorship, role modelling and counselling
- iv. Promote gender responsive technical, entrepreneurial, vocational and educational training (TEVET);
- v. Provide and lobby for girls' and boys' bursaries and scholarships;
- vi. Promote science, technology, engineering & mathematics (STEM) in schools, colleges and

universities;

- vii. Scale up the menstrual hygiene management approaches (e.g. promotion of reusable sanitary pads, washrooms/change rooms)
- viii. Support internship for young women and men in public, private, informal and CS sectors
- ix. Promote provision of infrastructure (e.g. girls' hostels) for girls' education at all levels
- x. Lobby for the provision of teaching and learning materials for girls' and boys' education.

Key Result Area 2: A safe school environment and the well-being of learners

Strategic Interventions:

- i. Promote sexual reproductive health and rights for adolescents
- ii. Prevent and respond to violence against girls in school through support towards implementation of the policies, plans, strategies and guidelines (e.g. SRGBV Guidelines and the FAWE SRGBV Manual etc)
- iii. Support mainstreaming of mental health and psychosocial programs targeting learners
- iv. Lobby for ending child marriages and early pregnancies with duty bearers at all levels,
- v. Advocate with the Ministry of Education for skills training programs for in and out of school youth,
- vi. Promote climate change resilient programs within learning environments.
- vii. Promote inclusive learning for all learners in Malawi (with disabilities, geographically marginalized etc).

Strategic Objective 2: To strengthen gender responsive education systems, policies and strategies

Key Result Area 1: Policies, plans, budgets and strategies that are gender responsive

Strategic Interventions:

- i. Monitor, lobby and support implementation of national and international protocols on girls' education including agenda 2063,
- ii. Engage with regional bodies including SADC on issues affecting girls and young women in line with the Africa Union's call on heads of states and governments and regional bodies of education
- iii. Lobby with duty bearers (Parliamentarians through the Parliamentary Committee on Education and the Parliamentary Women' Caucus) and line Ministries for policy support and gender responsive budgeting in education
- iv. Conduct budget tracking and awareness for the education sector;
- v. Engage with the development partners to support girls' education in Malawi

Strategic Objective 3: To enhance institutional capacity of FAWEMA to deliver its mandate (networking, leadership, technical & financial)

Key Result Area 1: Institutional strengthening

Strategic Interventions:

- i. Promote good governance and leadership for FAWEMA
- ii. Conduct Annual General Meetings (and one elective AGM meeting)
- iii. Enhance the visibility and vibrancy of FAWEMA.
- iv. Facilitate and build capacity of FAWEMA membership

- v. Conduct capacity building initiatives for FAWEMA staff
- vi. Develop/strengthen the FAWEMA operational systems (HR, Finance, Programmes, MEAL)
- vii. Engage experienced members and alumni to provide services to FAWEMA at limited cost or pro-bono basis
- viii. Develop the FAWEMA Membership Strategy
- ix. Develop the FAWEMA Partnership Strategy/Policy
- x. Strengthen the FAWEMA alumni

Strategic Objective 4: To facilitate research and knowledge management to influence policies, new approaches and set pace for girls' and women' education in Malawi.

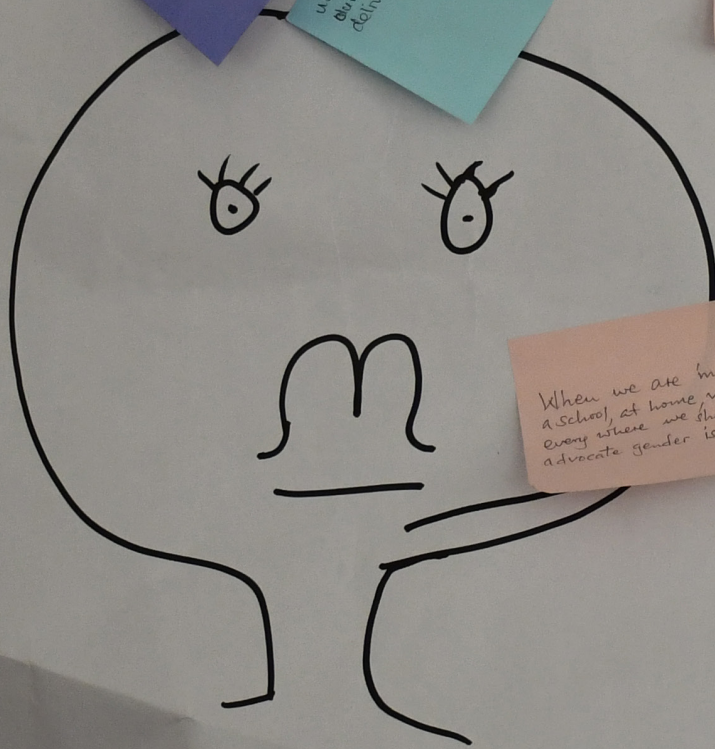
Key Result Area 1: FAWEMA becomes a national knowledge hub for evidence on empowerment of young women and girls' education

Strategic Interventions:

- i. Produce and disseminate annual state of girls' education reports for Malawi.
- ii. Promote and leverage use of IT for documentation and shared learning within FAWEMA network and with stakeholders
- iii. Develop an M&E framework for FAWEMA
- iv. Develop a management information system with a database
- v. Train staff in operational research (research design, data collection and analysis)
- vi. Utilize evidence-based research to inform FAWEMA annual advocacy strategies and influence policy processes and policy decisions in favour of girls and women.

THE HEAD

An idea or concept
I learnt



How to use with
at home.

use of language
during the lesson

Gender Bias and
Violence on
girls

Should observe
Emotional Intelligence
in class.

GRP teaching
methods
- Importance of
mainstreaming GRP
in the school setup

Gender
Responsive
Pedagogy

Methods used on
G & P will
promote equal
treatment to
both girls and
boys.

When we are in
a school, at home, etc
everywhere we should
advocate gender issues

Gender
Responsive
Language

The GRP teaching
and learning
method

SRHR issues

IMPLEMENTATION FRAMEWORK

Goal: The goal of this strategic plan to empower girls and women with innovative and employable skills, values and competencies they need to achieve their full potential.

Strategic Objective (SOs)	Key Result Area and Strategic Interventions	Key Performance Indicators	Time Frame					Responsible	Budget (MK)
			'24	'25	'26	'27	'28		
SO1: To promote access to quality education and training for girls and women in Malawi.	Key Result Area 1: Girls and women complete their education to be innovative and skillful	Educated, innovative and skillful girls							
	1.1.1 Undertake reviews, analysis and improvements of successful models and generate/adapt new ones	Number of reviews undertaken Number of new models generated						PM	10,000,000.00
	1.1.2 Promote gender responsive pedagogy from ECD through up to higher education	Number of GRP conducted per level of education						PM	428,817,245.00
	1.1.3 Support girl's mentorship, role modeling and counselling	Number of girls supported						PM	596,626,693.00
	1.1.4 Promote gender responsive technical, entrepreneurial, vocational and educational training (TEVET);	Number of gender responsive TEVET undertaken						PM	22,568,131,314.00
	1.1.5 Provide and lobby for girls' and boys' bursaries and scholarships;	Number of lobbying sessions conducted Number of girls supported with bursaries and scholarships						ED	9,679,499,314.00
	1.1.6 Promote science, technology, engineering & mathematics (STEM) in schools, colleges and universities;	STEM initiatives promoted						PM	3,000,000.00
	1.1.7 Scale up the menstrual hygiene management approaches (e.g. promotion of reusable sanitary pads, washrooms/change rooms)	Number of menstrual hygiene management approaches scaled up						PM	4,000,000.00
	1.1.8 Support internship for young women and men in public, private, informal and CS sectors	Number of internships supported						PM	596,626,693.00
	1.1.9 Promote provision of infrastructure (e.g. girls' hostels) for girls' education at all levels	Number of infrastructures supported by type						PM	6,000,000.00
	1.1.10 Lobby for the provision of teaching and learning materials for girls' and boys' education.	Number of teaching and learning materials provided by type						ED	5,000,000.00
	Key result area 2: A safe school environment and the learning of learners	Safe and secure learning environment provided							
	1.2.1 Promote sexual reproductive health and rights for adolescents	Number girls reached with SRHR programmes							3,000,000.00
	1.2.2 Prevent and respond to violence against girls in school through support towards implementation of the policies, plans, strategies and guidelines (e.g. SRGBV Guidelines and the FAWE SRGBV Manual etc)	Number of schools reached with GBV programmes							8,000,000.00
	1.2.3 Support mainstreaming of mental health and psychosocial programs targeting learners	Number of mainstreaming initiatives accomplished							4,194,606,862.00
	1.2.4 Lobby for ending of child marriages & early pregnancies with duty bearers at all levels,	Number of lobbying sessions on child marriages and teenage pregnancies undertaken							10,000,000.00
	1.2.5 Advocate with the Ministry of Education for skills training programs for in and out of school youth,	Number of advocacy sessions conducted							10,000,000.00
	1.2.6 Promote climate change resilient programs within learning environments.	Number of climate change programs conducted							5,000,000.00
	1.2.7 Promote inclusive learning for all learners in Malawi (with disabilities, geographically marginalized etc)	Number of inclusive learning programmes conducted by type of disability							10,500,000.00
SO2: To strengthen education systems,	Key Result Area 1: Policies, plans, budgets and strategies that are gender responsive	Gender equality for girls and women are protected from							

Strategic Objective (SOs)	Key Result Area and Strategic Interventions	Key Performance Indicators	Time Frame				Responsible	Budget (MK)
			'24	'25	'26	'27		
	1.2.1 Promote sexual reproductive health and rights for adolescents	Number girls reached with SRHR programmes						3,000,000.00
	1.2.2 Prevent and respond to violence against girls in school through support towards implementation of the policies, plans, strategies and guidelines (e.g. SRGBV Guidelines and the FAWE SRGBV Manual etc)	Number of schools reached with GBV programmes						8,000,000.00
	1.2.3 Support mainstreaming of mental health and psychosocial programs targeting learners	Number of mainstreaming initiatives accomplished						4,194,606,862.00
	1.2.4 Lobby for ending of child marriages & early pregnancies with duty bearers at all levels,	Number of lobbying sessions on child marriages and teenage pregnancies undertaken						10,000,000.00
	1.2.5 Advocate with the Ministry of Education for skills training programs for in and out of school youth,	Number of advocacy sessions conducted						10,000,000.00
	1.2.6 Promote climate change resilient programs within learning environments.	Number of climate change programs conducted						5,000,000.00
	1.2.7 Promote inclusive learning for all learners in Malawi (with disabilities, geographically marginalized etc)	Number of inclusive learning programmes conducted by type of disability						10,500,000.00
SO2: To strengthen education systems, policies and strategies to be gender responsive	Key Result Area 1: Policies, plans, budgets and strategies that are gender responsive	Gender equality for girls and women are protected from						
	2.1.1 Monitor, lobby and support implementation of national and international protocols on girls' education including agenda 2063,	Number of national and international protocols followed up					M&E	15,000,000.00
	2.1.2 Engage with regional bodies including SADC on issues affecting girls and young women in line with the Africa Union's call on heads of states and governments and regional bodies of education	Number of engagement meetings with regional bodies conducted					PM	15,000,000.00
	2.1.3 Lobby with duty bearers (Parliamentarians through the Parliamentary Committee on Education and the Parliamentary Women' Caucus) and line Ministries for policy support	Number of lobbying sessions conducted with MPs and government leadership					ED	20,000,000.00
	2.1.4 Conduct budget tracking and awareness for the education sector;	Number of budget tracking sessions conducted					ED	25,000,000.00
	2.1.5 Engage with the development partners to support girls' education in Malawi	Number of engagement sessions with development partners conducted					ED	5,000,000.00
SO3: To enhance institutional capacity of FAWEMA to deliver its mandate (networking, leadership, technical & financial)	Key Result Area 1: Institutional strengthening of FAWEMA	Institutional set-up of FAWEMA strengthened						
	3.1.1 Promote good governance and leadership for FAWEMA	Good governance for FAWEMA institutionalized					FAM	100,000,000.00
	3.1.2 Conduct Annual General Meetings (and one elective AGM meeting)	AGMs conducted					FAM	50,000,000.00
	3.1.3 Enhance the visibility and vibrancy of FAWEMA.	FAWEMA visibility enhanced						
	3.1.4 Facilitate and build capacity of FAWEMA membership	Capacity for FAWEMA members strengthened					FAM	20,000,000.00
	3.1.5 Conduct capacity building initiatives for FAWEMA staff	Capacity for FAWEMA staff strengthened					FAM	20,000,000.00
	3.1.6 Develop/strengthen the FAWEMA operational systems (HR, Finance, Programmes, MEAL)	FAWEMA operational systems in place					FAM	25,000,000.00
	3.1.7 Engage experienced members and alumni to provide services to FAWEMA at limited cost or pro-bono basis	Number of experienced members and alumni engaged					FAM	4,000,000.00
	3.1.8 Develop the FAWEMA Membership Strategy	FAWEMA Membership Strategy developed					FAM	20,000,000.00
	3.1.9 Develop the FAWEMA Partnership Strategy/Policy	FAWEMA Partnership Strategy developed					FAM	20,000,000.00
	3.1.10 Strengthen the FAWEMA alumni	FAWEMA alumni strengthened					FAM	15,000,000.00
SO4: To facilitate research and knowledge management to influence policies, new approaches and set pace for girls' and women' education in Malawi.	Key Result Area 1: FAWEMA becomes a national knowledge hub for evidence on empowerment of young women and girls' education	Girls' education information hub initiatives established at FAWEMA						
	4.1.1 Produce and disseminate annual state of girls' education reports for Malawi.	Number of girls' education reports produced and disseminated					PM	8,000,000.00
	4.1.2 Promote and leverage use of IT for documentation and shared learning within FAWEMA network and with stakeholders	Culture of use of IT established at FAWEMA					PM	3,000,000.00
	4.1.3 Develop an M&E framework for FAWEMA	FAWEMA M&E framework developed					M&E	4,000,000.00
	4.1.4 Develop a management information system with a data base	FAWEMA MIS developed					M&E	10,000,000.00
	Train staff in operational research (research design, data collection and analysis)	Number of staff trained in operational research					M&E	15,000,000.00
	Utilize evidence-based research to inform FAWEMA annual advocacy strategies and influence policy processes and policy decisions in favor of girls and women.	Evidence based research initiatives established at FAWEMA					M&E	5,000,000.00
Total (MK)								38,564,808,121.00

IMPLEMENTATION PROCESS

The Process

The successful implementation of this strategic plan calls for commitment from staff, the Board of Trustees, FAWEMA members, and key stakeholders including relevant government Ministries (Education, Youth, Gender and Labour) development partners and partner peer organizations. The involvement of key stakeholders is critical to increase name recognition and to mobilize financial and human resources for girls' education in Malawi. FAWEMA leadership shall strive to coordinate new momentum created by this strategic plan in order to ensure

that Malawian girls are educated, skilful and innovative.

Board and Management

FAWEMA senior management in consultation with the Board of Directors shall take the lead in implementing this strategic plan. The Program Manager and Finance and Administration Manager under the overall coordination of the Executive Director shall draft annual action plans to direct implementation. The annual action plans shall in turn form the basis for developing annual budget. The 5-year Strategic Plan together with the annual Action Plans and Budgets shall be presented to the Board of Directors ahead of the start of the fiscal year. The Executive Director shall update the Board on implementation on quarterly



MONITORING AND EVALUATION

basis, in order to track progress and provide opportunities for oversight and collaborative efforts where necessary.

Monitoring Progress and Reporting

Granular and active monitoring of the Strategic Plan's implementation will ensure that targets will be met, and challenges identified and addressed as they develop. The Executive Director, in close collaboration with the M&E Specialist, the PM and FAM will coordinate and execute strategic monitoring activities in-line with this Strategic Plan. The team shall meet on a quarterly basis to review progress, discuss challenges, and determine what amendments may be necessary. Mechanisms for monitoring will include field visits, monthly activity and financial reports, as well as data analysis reports.

Evaluation and Reporting

A robust and effective M&E system contributes significantly to the success of a strategic plan and its proposed strategies. FAWEMA will thus create an M&E system, which will incorporate all planned activities in this document. As stated above, FAWEMA will evaluate progress on a quarterly basis. Annual reports shall be produced and submitted to the Board. A comprehensive evaluation shall be conducted at the end of five years, to determine the extent to which the expected deliverables have been met, during which both internal and external stakeholders will be engaged. The final report from this exercise will be shared with all key stakeholders and other partners.

M&E Linked to Performance Management

During the period covered by this strategic plan, FAWEMA will delegate implementation activities and responsibilities

to the various departments. Management will assign specific tasks to individuals and/or project teams. In this way, implementation and progress will be linked to individual staff and reflected in the appraisal system. The lead M&E staff will create and monitor the performance management framework within this context.

CONCLUSION

This Strategic Plan provides a path to organizational development and growth which is both ambitious and realistic. This Plan is well-grounded in the current context of Malawi, as it addresses major concerns in the health sector and aligns with national and international policies. The process that was undertaken to incorporate contributions from the full spectrum of stakeholders has ensured that the perspective of all those contributing to and benefiting from the work of FAWEMA is represented in the final document. Guidance by an outside consultant with M&E experience in girls' education programs provided an important degree of objectivity in evaluating achievements to date, needed resources and the implementation process. FAWEMA is committed to adopting and executing this Strategic Plan and recognizes that its completion will result in strengthened networks, improved visibility, improved funding stability, enhanced service delivery, and scaling up of activities.

