"Every Girl Child Has a right to Education in Malawi"

[FORUM FOR AFRICAN WOMEN EDUCATIONALISTS]
FAWEMA ANNUAL FISCAL YEAR 2011/2012 1ST NOVEMBER 2011 TO 31ST OCTOBER 2012 - 2011-2012 (C)
STATEMENT FROM THE BOARD OF TRUSTEES

Welcome to FAWEMA’s Fiscal Year (FY) 2011/2012 Annual report. As you scheme through the pages, we share with you our project activities, achievements and also share with you our plans for the FY 2012/2013.

I am delighted that despite the difficult economic times, FAWEMA managed to deliver on most of its planned activities in the period under review. I am also delighted that FAWEMA (Tessa Malawi) received recognition as one of the 50 organisations internationally who received the 2012 Women Deliver Award.

Our mandate is to invest in girls and so continue to work very closely with Ministry of Education and the Ministry of Gender Children and Community Development to achieve the goal of gender parity in education and to challenge barriers that disadvantage girls. We are therefore pleased to be associated with the government efforts to attain the Millennium Development Goals particularly Goal Number 3 on gender equality and the associated Goal 5 on Maternal Health and the Goal 2 on Universal Education.

For the FY 2011/2012, we are particularly grateful to CIDA, FAWE Regional Secretariat, GIZ, Scottish Government (through Open University), NBS Bank, PLAN Malawi, UNAIDS (through Ministry of Gender), UNICEF, and WUSC. Inadequate financial support remains the biggest challenge, without which we are unable to reach more girls who continue to watch education opportunities slip by.

In a special way, allow me to acknowledge the support and words of encouragement that we have received from many individuals and from our members. Our gratitude also goes to the many selfless men and women who are paying school fees for needy girls, we say thank you so very much.

In conclusion, we continue to look forward with hope. The girls that we reach out to, will be assured of a better life for themselves and their families, and most of all, for mother Malawi.

Enjoy the report

Roy Hauya
Chairperson, Board of Trustees
1. ABOUT FAWEMA:

FAWEMA (Forum for African Women Educationalists in Malawi), a locally registered non-governmental organization, brings together women educationalists in order to support and promote girls’ and women’s education in Malawi.

Our Vision is to achieve gender parity in education.

Our Mission is to mobilize expertise and resources enabling girls and women to utilise their full potential in order to effectively contribute towards community and national development.

In order to achieve this FAWEMA has FIVE key objectives:

- To influence policy formulation, planning and implementation in favor of increasing access, improving retention, performance and achievement of girls in school.
- To demonstrate, through interventions on the ground, how to achieve the above objectives.
- To build public awareness and consensus on social and economic advantages of girls’ education through advocacy.
- To influence replication and mainstreaming of best practices from demonstrative interventions into broader national education policy and practice.
- To strengthen the capacity of the Secretariat for effective implementation of its mandate at the grass roots level.

WHY GIRLS’ EDUCATION ISSUES?

Prospects of continuing education beyond the primary level are difficult for many girls and women in Malawi due to many obstacles that prevail. EMIS data shows that less girls than boys complete secondary school or receive tertiary education. The 2011 World Economic Forum ranked Malawi 65 out of 135 countries in its Global Gender Gap Report due to the lack of women in education, in senior management positions and in parliament or ministerial positions.

It seems that reasons for this arise from the situation where young and adolescent girls are victims of sexual and physical violence, of sexually transmitted grades and of early pregnancy. There is also low uptake of messages on sexual and reproductive health rights and HIV/AIDS. Such ignorance and prevalent traditional practices seem to lure the girls into early marriage such that nearly 18% of adolescent girls aged 15-19 have children.
For secondary education, most rural parents find this very expensive because of poverty. For those learners who attend day secondary school, the long distances they walk make them very weary and tired such that participation in class deteriorates. Long deserted distances are also breeding ground for gender based violence to the disadvantage of girls. The lack of female role models and lack of job prospects compounds the lack of motivation for schooling.

To help minimise some of these obstacles, FAWEMA firstly focuses on the empowerment of girls through information on the right to education, human rights, sexual and reproductive health rights, assertiveness and confidence building. Secondly, FAWEMA establishes and conducts training for Mother Groups (Volunteer groups of women within the school community) so that they can follow up on absenteeism, provide social support to victims of violence and constructively deal with harmful cultural practices.

FAWEMA also supports the Ministry of Education in mainstreaming gender responsive teaching and learning in teacher training colleges. As a way of motivating girls to work hard in school and in science oriented subjects, FAWEMA conducts role modeling sessions for girls in senior primary and in secondary school to encourage girls to take science subjects and pursue science oriented careers. this has been necessitated by the myth that sciences are tough for girls. FAWEMA is also striving to support some of the needy girls with bursaries and scholastic materials.

2. WHAT WE HAVE DONE IN THE PAST FISCAL YEAR 2011/2012:

INFLUENCING EDUCATION POLICIES:

As part of policy influencing, FAWEMA participated in the Education Sector Implementation Plan (ESIP) review and planning process educational policy review to ensure increasing access to education for the girl child. We ensured that Girls Clubs have been included in the ESIP II Secondary Sector section. We also advocated for the inclusion of block grants for Mother Groups to empower the women who continue to positively influence community attitudes towards girls’ education in the rural areas. The ESIP II has also included bicycles to ease mobility problems faced by Mother Group members who cover long distances in their community mobilisation work.

On curriculum, FAWEMA has actively participated in meetings held at Malawi Institute of Education to engender the secondary school curriculum.
In conjunction with the Ministry of Education Technical Working Group on Teacher education, FAWEMA is lobbying for the automatic entry of TESSA (Teacher Education in Sub Saharan Africa) scholars into TTC once they qualify for entry.

COMMUNITY MOBILISATION AND ADVOCACY ON GIRLS’ EDUCATION

Mother Groups:

FAWEMA continues to establish Mother Groups and train them in preparation for community mobilisation work and provide appropriate social support to the girls. A total of 84 Mother groups were established and trained in Lilongwe, Kasungu, Lilongwe, Mzimba and Ntcheu. With funding from PLAN Malawi, FAWEMA is implementing the “Building skills for life” project. A total of 532 women and men were trained in sexual health and reproductive rights, Child Protection, and the Mother Group concept to help protect girls from violence and abuse that hinders their school attendance and retention. 1600 girls and boys from Mzimba and Kasungu were trained in SRHR, Child Protection, right to education for the girl child and the TUSEME concept. Another 240 adolescent males (“Male champions”) were trained to prevent violence against girls.

In addition, a total of 267 teachers were trained in SRHR, Child Protection, Mother Group concept and TUSEME (Speak Out) Concept.

After the training, FAWEMA continued to conduct Open Day community awareness meetings focussing on obstructive issues such as early and forced marriages, stigma and discrimination, HIV/AIDS, and the importance of educating girls, especially orphans and vulnerable children. These Open Day meetings were held at Malili Zone in Lilongwe Rural West, Kapalamula zone and Muluma zone in Ntcheu, Nkhamenya and Mkanda zones in Kasungu, at Kafukule and Ezondweni zones in Mzimba, and Dowa after TUSEME training and Mother Group training sessions reaching a total of 117 school communities.
FAWEMA also trained and empowered adolescent girls and boys to conduct consultations with community leaders and other community members, parents and guardians to campaign for their own education attainment.

As a result of these meetings and messages, some community members have taken concrete actions to increase girls’ access, participation and performance in school. For example, some Mother groups members have rescued girls from early marriage; have reported cases of sexual abuse to the Police and constructed temporary toilets for girls: In the picture below, girls returned to school after the Mother Group community sensitisation activities.
The traditional leaders in Ntcheu also committed to ensure no marriages for girls below 18 years. The Member of Parliament of Ntcheu South West Honourable Chimulirenji donated K30,000 to the two zones in Ntcheu as a way of motivating the girls clubs in the area to be active in their club activities.

In Mzimba, a seventeen year old from Tchetche village was prevented from early marriage at Luvwere Community day school. Her parents arranged her marriage to a man working in Lilongwe. Her parents had already received dowry for the marriage. She was to get married to the man upon finishing her Form 4. The arrangements were made without her consent. This girl narrowly escaped getting into marriage because the final arrangements of her wedding coincided with the TUSEME trainings where she was one of participants. The girl insisted that she wants to proceed with her education. The girl explained the whole issue to the facilitator of the training who intervened and discuss with the parties concerned. The arranged marriage was later cancelled.

**Strategic partnerships for policy lobby and advocacy:**

In collaboration with Save the Children, UNICEF and Action Aid, FAWEMA coordinated the formation of the Girls Education Network. Over sixty persons representing various organisations from government, quasi government and Non State Actors participated in the maiden meeting. The consensus was that the Network will be a platform for experience sharing and knowledge learning regarding best practices as well as research.

In conjunction with Every Child and the AGALI (The Adolescent Girls’ Advocacy & Leadership Initiative), FAWEMA organised an Open Day for community sensitisation on harmful cultural practices and importance of girls education including Role modelling to commemorate the International day of the Girl Child on 11th October 2012, thanks to the funding from Civil Society Education Coalition (CSEC). In order to show their commitment, the Traditional Authority Dzoole of Dowa, on behalf of the local leaders of the education zone, committed herself through a Social Contract to bar any marriages for girls below 18 years of age.

FAWEMA participated in a National Conference on menstrual hygiene management. Pleasantly so, the Ministry of Gender and the Conference stakeholders agreed that the FAWEMA’s menstrual hygiene pad was commendable. As a result, the hygiene pad intervention has been identified as one of the “Quick Win” interventions that can enhance education for girls in the country and accelerating the MDG III. FAWEMA is planning to work with Water Aid and Ministry of Gender to conduct an Open Day on Menstrual Hygiene pads.

FAWEMA actively participated in policy development and proposal writing meetings as a member of the EDUCAIDS SHAREFRAME. This network focuses on issues of adolescent sexual reproductive and health rights. It is based on the premise that there is a lot of misinformation and myths surrounding
issues of sexual and reproductive health rights. Unfortunately, girls become disadvantaged and this affects their schooling and completion.

Other network members include ACEM (Association for Christian educators in Malawi), YONECO (YouthNet and Counselling), TUM (Teachers Union of Malawi), FCR (Foundation for Children’s Rights), Livingstonia Synod and SASO (Salima AIDS Support Organisation).

Additionally FAWEMA was invited to co facilitate an Annual Girls Camp for adolescent girls drawn from Action Aid impact districts. The conference brought 96 girls and 20 Mother Group members.

The girls outside Parliament building

The conference was an eye opener for most of the girls who had never been outside of their rural 14 districts- Rumphi, Mzimba, Chitipa, Nkhatabay, Salima, Lilongwe, Dedza, Mchinji, Ntchisi, Chiradzulu, neon, Machinga, Phalombe, Nsanje.

On organisation capacity building, management, selected staff members participated in orientation/training on Gender Analysis; communication using photos/images; Data collection for M&E and Web management with support from WUSC. WUSC also supported training for Board members in their functional roles and general roles related to marketing the organization to prospective donors.

On financial management, fundraising and resource mobilisation, FAWEMA engaged the public and private sector to fundraise locally. FAWEMA maintained good relations with the existing donors through timely provision of financial liquidations, and narrative reports.
Girls Empowerment and “Building skills for life”:

Though the “Building Skills for life” and “Speak Out” Clubs, girls received training to empower them to understand and overcome problems that hinder their academic and social development. Girls and boys were empowered to speak out and express their identified problems, find solutions and take initiatives to solve the problems.

The “Speak Out” Club provides a forum for students to discuss their academic life and analyse their problems. This helps improvement in girls’ performance. For example, at Liwonde Secondary School the Girls Club has contributed to behavior change in girls in reducing drop outs. The pass rates have improved.

For example COE interventions have contributed towards the steady improvement in the pass rates for the girls: (define what COE is briefly).

<table>
<thead>
<tr>
<th></th>
<th>Junior Certificate</th>
<th>MSCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>2009</td>
<td>91%</td>
<td>98%</td>
</tr>
<tr>
<td>2010</td>
<td>95%</td>
<td>100%</td>
</tr>
<tr>
<td>2011</td>
<td>98%</td>
<td>100%</td>
</tr>
</tbody>
</table>

BURSARY

There are many social, economic and cultural factors that prevent girls from enrolling and staying in school. One of the key barriers is the cost of education. When school costs become too high for parents, girls are the first to be taken out of school. It is for this reason that FAWEMA has a bursary scheme that can assist pay direct cost of financially disadvantaged girls’ education by way of bursary.

The support includes assisting the girls with money for paying school fees, buying uniforms, pocket money and transport costs among other things. Below are the girls who were assisted in the year 2011/12. We have supported nine girls; eight from different secondary schools in Malawi and one from Mzuzu University as detailed in the profiles below;
(a) Angela Felix

She is a form 1 student at Liwonde girls Secondary School and comes from Nkasaulo. She lost her father when she was very young. She stays with her sister who does not work and is married to the husband who stays in South Africa. She is a self boarder and rents a house with her fellow students. They pay K2000 per month.

(b) Chikondi Kaponda

She is a Form 4 student at Liwonde Secondary School and is a self boarder. She comes from Molipa and stays with her parents, who are sick. She depends on ganyu (piece work) to pay her school fees.

(c) Elizabeth James

Elizabeth is a form 2 student at Liwonde Secondary School and comes from Nkansaulo. She lost her father and she is from the family of six children. She stays with an uncle, a brother to her mother, who has five children. The uncle works with Southern Bottlers as a labourer. The uncle finds it difficult to pay school fees for her and her cousin who is at Liwonde CDSS.

(d) Enelesi Mulauzi
Enelesi is a Form one student at Lilongwe Girls Secondary School. This is the second time she has been selected to a secondary school. She was first selected to go to St Michaels Secondary School but did not go because of financial problems. She has lost both her parents. They are three in their family and they take care of themselves. She is a third born and compared to the other children; she is the only one who has managed to proceed with her education.

(e) Evelyn Mangomba

She is a Second Year Biomedical students at Mzuzu University. She is a fourth born in a family of eight and she is the only one who has gone to a higher education. Her father died in 2007 and she lives with the mother who is too old and depends on subsistence farming.

FAWEMA paid for half of one semester fees. (Our mandate does not go beyond secondary education due to resource constraints but the FAWEMA National Executive Committee was deeply touched by her story, so this was a one off payment.) She still remains needy.

(f) Gloria Harold

She is a form 2 student at Mwatibu Community Day Secondary School. She is third born from a family of five and has three brothers and a sister. Both parents are physically challenged. Gloria is the only one who has managed to go this far with her education. Her siblings failed because of lack of school fees. Gloria’s vision is to
become a nurse. She admires the then Vice President of Malawi, Mrs. Joyce but who is now the President of the Republic Malawi.

(g) Ida Chamkoma

Ida is a Form 4 student at Mlodza Community Day Secondary School. She is an orphan and stays with a brother who does not have a permanent job, but does some piece work. The brother cannot afford to pay her school fees.

(h) Lucy Saopa

She is a form four student at Liwonde Secondary School and comes from Nkasaulo. She has lost her father and stays with the mother. She is a forth born in a family of six children. Her sister, Dorica is also at Liwonde Secondary school and she is in form four. Dorica’s school fees have been paid by Mwayi wa amai. The other four children are married. She is a self boarder and shares the house with other two girls and they pay K2,000 per month.

(i) Thokozani Nyirenda

She is a Form 2 student at Liwonde Secondary School and a self boarder. She comes from Nkasaulo. She stays with her grandmother. Her father is still alive but cannot afford to support her because he does not work.

The major challenges for implementing this project included the following:
Family responsibilities

Most of these girls are orphans. Some of them actually look after themselves without any guardian. This means that apart from concentrating on their studies, they are also needed for household tasks and part time jobs to generate income for their families and this explains why some of them are not doing well in their studies.

Low levels of parental education
A few of the lucky ones among these girls are either left with one parent or are living with their relatives. Most of the remaining parents and relatives have very low levels of education hence their low perception of the importance of education, especially for the girls.

Lack of parental care
Parents have the primarily responsibility for the proper upbringing and development of their children. They provide love, protection, security, guidance and above all, teach the children how to behave in a society. All these factors contribute positively to the children’s education. It can therefore be said that most of the girls on FAWEMA’s Bursary lack parental care as most of them have either lost one parent or both.

Lack of role models
In most of the communities that these girls stay in, the boys’ education is more favoured than the girls’ education. As a result there are very few educated women who can act as role models for the girls. FAWEMA will continue supporting all the girls on this bursary until they finish their secondary education. For the success of this whole program, FAWEMA also appreciates the importance of working together with all the communities that surround these girls. Our organisation therefore intends to continue participating in the campaign for girls’ education as proposed in this report. Many thanks to all the donors for making the 2011/2012 bursary possible.

<table>
<thead>
<tr>
<th>DONOR</th>
<th>AMOUNT (MK)</th>
<th>AMOUNT EXPENDED</th>
<th>BALANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAWE RS</td>
<td>165,000.00</td>
<td>0</td>
<td>165,000.00</td>
</tr>
<tr>
<td>NBS Bank</td>
<td>170,000.00</td>
<td>140,518.84</td>
<td>29,489.16</td>
</tr>
<tr>
<td>Christ Church of Canada</td>
<td>156,000.00</td>
<td>0</td>
<td>156,000.00</td>
</tr>
<tr>
<td>Eulla Mesquita</td>
<td>6,087.16</td>
<td>6,087.16</td>
<td>0</td>
</tr>
<tr>
<td>Elaine McNeil</td>
<td>20,000</td>
<td>20,000</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>517,078.16</strong></td>
<td><strong>166,606.00</strong></td>
<td><strong>350,481.16</strong></td>
</tr>
</tbody>
</table>
CENTRE OF EXCELLENCE (COE)
Liwonde Secondary School was established as a FAWE Centre of Excellence (COE) in 2010. As presented in the last report, a COE is a gender responsive school in terms of its academic, social and physical environment and its surrounding community. The teachers, parents, community leaders and members, including the boys and girls themselves are aware of, and practice gender equality. The school management Policies and Practices recognize and address the gender or sex based needs of both boys and girls. The students, both girls and boys, are empowered to practice gender equality and to protect the democratic and human rights of both genders.

The TUSEME Club at Liwonde continues to be vibrant and active. The Mother group continues to engage local communities on girls education issues. To maintain the momentum and to recognize good practice, the best performers at the COE identified and presented achievement awards to 10 students (3 boys 7 girls). Additionally, the Mother Group was given a bicycle for their mobility to reach out to the catchment area of the school.

In order to improve teaching and learning, an exchange visit was organised by FAWEMA for teachers at Ludzi Secondary School to share their award winning experiences in Learner Centred Education with their counterparts at the COE.

Of course one major challenge is that we have inadequate resources to implement all desired activities at the COE.

GENDER RESPONSIVE PEDAGOGY (GRP)
With funding from GIZ, FAWEMA has completed Gender Responsive Pedagogy (GRP) orientation in order to promote teaching and learning methodology which promotes gender balance and gender equity for all the public and private TTCs. In addition, FAWEMA conducted GRP orientation for the Montfort Special Needs College (GRP).

Plans are underway to mainstream gender and GRP in the ODL Open Distance Learning for teacher trainees in the public TTCs. The best entry point is deemed to be at Teacher training level as well as the Practice Schools so that as student teacher graduates, they easily translate into practice what they have learned.

FAWEMA’s intervention also extended to the school community including the School Management Committees, Parent Teacher Associations, Mother Groups and teaching staff at TTC Demonstration schools. In all, a total of 353 (186m/167F) participants have been sensitized in the period under review. Two extra GRP materials have been developed in collaboration with MIE and TTC lecturers.

TEACHER EDUCATION IN SUB-SAHARAN AFRICA (TESSA)
TESSA
With technical and financial support from the Open University of the UK (with Scottish Government funding), and under the overall guidance of the Ministry of Education through its Department for Teacher Education and Development, the TESSA project is being implemented in 4 districts namely Chikwawa, Mwanza, Dedza and Ntchisi; and in 25 Educational Zones. The main aim of the project is to increase the supply of qualified female applicants from rural areas through the Scholarship support. The idea is to provide access for rural women to teaching careers whilst remaining in their community. The project combines structured study to upgrade academic qualifications to the required level and supported inductions into teaching through school experience as a Teaching Assistant. The Scholars are given MK7,500.00 per school term as a bursary.

A total of 429 young women from Cohort 1, have sat the 2012 MSCE examinations. A total of 475 scholars have been recruited for the Cohort 2. Both groups of women have continued to receive a bursary to enable them to meet with their colleagues for group study and communicate with their tutors. A total of 171 Tutors and Mentors have continued to offer support to the Scholars using prepared guidelines and materials.

This project has positively influenced more women and other community members including local leaders to realize the importance of girls’ education. More parents in the target districts are encouraging girls to remain in school. Other education zones that have been targeted are asking if the project will be extended to their zones. It has created a demand for interest to in the programme.

There are some challenges confronting the project however. It has proved difficult to find female science tutors; some scholars have dropped out due to family matters or moved out of the district. On a positive note, the scholars feel proud, contented and honored because the learners address them as “Madam”, as qualified teachers.

**Unplanned activities**

FAWEMA participated in an international FAWE Conference on girls’ education in from 11th to 13th August 2012. An 11 member Malawi delegation travelled to Lusaka with the kind assistance of FAWE, FAWEZA, FAWEMA, WUSC, and individual FAWEMA members.

Additionally, FAWEMA is also proud to be associated with relief work. A girls’ hostel at Dzenza secondary school was gutted by fire. Based on the girls’ feminine hygiene needs, FAWEMA responded to a distress call and supported the 71 girls who were affected by providing underwear, ball point pens, tooth brushes, hygiene pads and notebooks.
Furthermore, FAWEMA organised a local fundraising activity to beef up its administration funds as well as bursary funds for needy girls in secondary schools and we continue to aggressively develop and market proposals, including mapping donors and learning their programmes calendars.

**LOOKING AHEAD IN 2012/2013**

FAWEMA is at a cross roads with its Strategic Plan expiring in 2013. Therefore, whilst trying to continue our day- to- day tasks set out above, 2012/2013 is a year of strategic review. Key issues revolve around emerging needs for girls' education. Organizational development is crucial in order to ensure the sustainability of the organization and enhance the effectiveness of its structures and programmes. Conducting organizational assessment will be continued and as always, reviewing governance structure of the organization at all levels.

Additionally, FAWEMA is looking for an opportunity to establish a training resource centre for gender responsiveness in education and developing gender responsive models to offer on-site and distance training. This will require more resources in terms of office space and recurrent expenses. Key issues to consider in the next strategic plan, inter alia, include programme reviews and reflection meetings with members.

Another course of action for FAWEMA is to look at restructuring its strategy and to introduce an internship programme to tap into developing expertise.

3. **MEMBERSHIP:**

FAWEMA currently boasts a membership of approximately 500. Members pay registration fees and an annual subscription that are determined by the General Assembly. FAWEMA members are “Educationists” or people who have passion or commitment to promote girls’ education in Malawi. The current membership is drawn primarily from, Education, Business and Administration sectors.

<table>
<thead>
<tr>
<th>REGION</th>
<th>FEMALE MEMBERS</th>
<th>MALE MEMBERS</th>
<th>TOTAL MEMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>North</td>
<td>178</td>
<td>45</td>
<td>223</td>
</tr>
<tr>
<td>Central</td>
<td>204</td>
<td>49</td>
<td>253</td>
</tr>
<tr>
<td>South</td>
<td>232</td>
<td>41</td>
<td>273</td>
</tr>
<tr>
<td>Total</td>
<td>614</td>
<td>135</td>
<td>749</td>
</tr>
</tbody>
</table>
4. FAWEMA STRUCTURE:

a. Board of Trustees

Roy Hauya Board Chair
Meria Nowa Phiri (PhD) Trustee
Esnath Kalyati Trustee
Gossam Mafuta Trustee
Jean Mkandawire Trustee
Stallard Mpata Trustee

b. Governance

FAWEMA is governed by an executive committee elected by the General Assembly of members. The Executive committee is comprised of:

The Chairperson - Virginia Kachigunda
Vice Chairperson - Fiddles Msowoya
Treasurer - Joyce Masache
Vice Treasurer - Elita Soko
General Secretary - Grace Kananza
Vice Secretary - Floney Kawaye
Members - Foster Phiri, Emmanuel Kondowe, Julita Ross, Perpetua Malitowe

c. The Secretariat

National Coordinator—Hendrina M. Givah
Project Officer GRP—Cecilia Njoka
Project Officer (TESSA) - Joyce Chitsulo
Project Officer (PLAN) - Chifundo Fukiza
Accountant—Bistone Kaphweleza
Administrative Assistant—Christina Buleya
Driver—Madalo Bvumbwe
Office Assistant—Happy Kabowa
d. Volunteers:
Lesley Gittings - Policy and Advocacy Technical Advisor - WUSC - CANADA
Believe Dhliwayo - HIV/AIDS, Gender & Human Rights Technical Advisor - WUSC - CANADA

FINANCES

In the fiscal year of 2011 – 2012 we received a total sum of **MK156,226,735**. This represents a 44% increase from FY 2010/2011 total sum of MK108,630,114 received.

<table>
<thead>
<tr>
<th>Item</th>
<th>Donor</th>
<th>Amount(MK)</th>
<th>Amount in USD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>GIZ</td>
<td>7,319,000.00</td>
<td>48,793</td>
</tr>
<tr>
<td>2</td>
<td>PLAN Malawi</td>
<td>48,922,156.00</td>
<td>326,148</td>
</tr>
<tr>
<td>4</td>
<td>Ministry of Gender</td>
<td>5,014,600.00</td>
<td>33,431</td>
</tr>
<tr>
<td>5</td>
<td>FAWE</td>
<td>5,490,750.00</td>
<td>36,605</td>
</tr>
<tr>
<td>6</td>
<td>Local Fund raising</td>
<td>353,348.00</td>
<td>2,356</td>
</tr>
<tr>
<td>7</td>
<td>Open University</td>
<td>89,126,881.00</td>
<td>594,179</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td><strong>156,226,735.00</strong></td>
<td><strong>1,041,512</strong></td>
</tr>
</tbody>
</table>

We give our grateful thanks to all who have donated to our shared vision for girls’ education in Malawi. Our work would not be possible without their generous support both in cash and in kindness. In 2011/2012, FAWEMA received support from UNICEF, Scottish government (through the Open University), PLAN Malawi, GIZ, Ministry of Gender and Community Development, the FAWE Regional Secretariat, WUSC. In addition to these donors, FAWEMA also receives funding from the receipt of membership fees from its Associate members, friends of FAWEMA and full membership. We are also grateful to individuals who are paying school fees to girls on FAWEMA’s beneficiary list of bursaries.

Having this support enables us to give many girls hope and confidence. Not only does it address problems for the child but for their families and the teachers. FAWEMA is aiming to be able to continue this beneficial role in times to come and to ensure generations of girls can progress in striving to make their own futures brighter.