THE FORUM FOR AFRICAN WOMEN EDUCATIONALISTS ZIMBABWE CHAPTER

2020 ANNUAL REPORT

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INTRODUCTION

This annual report highlights the major activities undertaken by FAWEZI in the year 2020. This includes the activities implemented under the Annual Work Plan for 2020 and other contributions and participation in national education activities. FAWEZI continued to work relentlessly to achieve its objectives, amidst major setbacks during the year the major one being the outbreak and spread of the COVID-19 Virus and the subsequent measures put in place to curb it.

ACKNOWLEDGMENTS

The organisation remains grateful for the continued partnership with the Women’s Coalition of Zimbabwe (WCOZ), Education Coalition of Zimbabwe (ECOZI), National Association of Non-Governmental Organizations (NANGO), Girls Not Brides (GNB), Zimbabwe National Council for the Welfare of Children (ZNCWC) and huge membership organizations in Zimbabwe who have given the space for engagement and participation on child rights, national gender and education issues.

FAWEZI also wishes to greatly appreciate the following partners for funding the organizations’ 2020 activities Amplify Change, United Nations Girls Education Initiative (UNGEI), Action Aid Zimbabwe, UNESCO and Forum for African Women Educationalists (FAWE). The organisation also extends gratitude to its online donors on Global Giving who have helped in raising money which has been used to support second chance education. We also wish to extend our great appreciation to other networking partners too numerous to mention, for their unrelenting moral and technical support towards achieving FAWEZI’s mandate of equalizing education opportunities for girls and women.
BACKGROUND OF FAWEZI

FAWEZI is affiliated to the Forum for African Women Educationalists (FAWE) which is based in Nairobi, Kenya. FAWE was founded in 1992 by five African women ministers of education — Hon. Simone de Comarmond of Seychelles, Hon. Paulette Missambo of Gabon, Hon. Dr Fay Chung of Zimbabwe, Hon. Alice Tiendrebéogo of Burkina Faso, and the late Hon. Vida Yeboa of Ghana. The forum was formalized and launched in September 1992. FAWE is a Pan African Non-Governmental organization (NGO) whose goal is to increase access, improve retention and enhance the quality of education for girls and women in Africa.

FAWEZI was launched in March 1998 and registered as a Private Voluntary Organization in 1999, Registration No: W/O: PVO: 11/99, founding members included: Dr Fay Chung, the former Minister of Education, Ednah Madzongwe, a Deputy Speaker, Dr Hope Sadza, a Public Service Commissioner, Mary Mubi, Zimbabwe’s High Commissioner in Namibia, Dr Tommie Samakange, a retired Educational Psychologist, the late Dr Sarah Kachingwe, Rudo Gaidzanwa, a Professor, the late Salome Nyoni who was then the Deputy Secretary of Women’s Affairs, and the former Principal of Belvedere Teachers College, Mrs Jane Makawa.
STRUCTURE OF FAWEZI

National Executive Committee (NEC):
FAWEZI is governed by a National Executive Committee, the (NEC) comprising of women from the ten provinces, selected every two years by country provincial chapters.

Membership:
FAWEZI's membership is drawn from the Ministry of Primary and Secondary Education (MoPSE): teachers, heads, officers, etc. and the Ministry of Higher and Tertiary Education: professors, administrators, etc. Provincial Committees head provincial chapters under the auspices of their Provincial Education Directors and similarly District Committees head district chapters under the patronage of District Education Officers. These structures continue as such to school level.

Alumni:
FAWEZI alumni is an association of young women and men who have benefited from the actions of FAWEZI. They run their own programs parallel with the FAWEZI secretariat with the following aims:
- Advocating for change
- Curating professional interaction
- Motivating new graduates
- Providing social networking
- Creating youth-led opportunities

Secretariat:
There is a full-time secretariat at national level responsible for overseeing all programmes, coordinating activities and liaising with other FAWEZI Chapters and the Regional Head Office in Nairobi Kenya.
The year 2020 has been a different one, the world was struck by a deadly pandemic, the COVID-19. Zimbabwe was no exception as the virus changed our daily lives too. In an effort to curb the spread of the virus, measures to restrict movement were imposed by governments internationally and locally. In Zimbabwe, the initial total 21 day shutdown on the 31st of March 2020 forced schools into early closure thereby affecting the plans of the learners and teachers. This meant that our work as an organization was also affected and had to be aligned to the new way of conducting business. As the NEC, we greatly applaud the Secretariat for their continued work in supporting education even during the difficult times in line with all the measures put in place to curb the virus. The Secretariat moved to virtual programming, where necessary, and also provided support to vulnerable learners during the lock down. I congratulate fellow NEC members for rising up to the challenge, we successfully held a virtual board meetings as is required by our constitution! We continued to carry out our administrative roles required for the organization to function. In closing, and on a rather sad note, the NEC lost one of its Board Members from the Bulawayo province –Mrs Barbara Gwasunda. May her dear soul rest in eternal peace.
Members of the National Executive Committee 2020

Irene Mkondo  
Chairperson

Dr R.B. Gora  
Vice Chairperson

Prof B. Mapuranga  
Secretary

R Tiriboyi  
Vice Secretary

Dr V. Denhere  
Teasurer

S. Magodo  
Vice Treasurer

Committee members

L. Dube  
Midlands

S. Zebron  
Mashonaland West

L. Mangena  
Matebelaland South

A. Mupinga  
Matebelaland North

R. Mujombi  
Mash East

A. Guma  
Manicaland

A. Makomeke  
Masvingo

The late B. Gwasunda  
Bulawayo
FAWEZI and many other organisations that support education in Zimbabwe, acknowledge the effects of COVID-19 on the education sector. The early closures of schools in March 2020 and later the phased school re-opening were major challenges for the Zimbabwe education sector. The impact of COVID-19 is already visible now and may continue to be seen in the coming years. Reports of many girls failing to write public examinations due to pregnancy were very disturbing. The New Education Amendment Act’s provisions on continued admission of girls during pregnancy is a positive move and there is need to support its implementation. It is imperative to refocus our interventions and ensure that no child is left behind. Education in emergencies has to become a major consideration for mainstreaming in education strategic plans. Although FAWEZI 2019 activities were abruptly stopped during the year, I am happy to say that the organization sailed through and managed to implement its annual work plan using alternative means wherever necessary. We are also grateful for having been conferred with the Excellence in Community Girls and Women Empowerment Award at the 2020 Zimbabwe National edition of the Environmental, Responsible Business and Corporate Social Responsibility Awards. This year saw the organization extending its interventions to more schools and communities in Chitungwiza and Shamva, continuing in Epworth-Mabvuku-Tafara and extending operations to new districts of Rushinga, Muzarabani and Bulilima. We are pleased to say amidst the pandemic FAWEZI thrived to maintain its relevance, our work did not stop but, we found ways of working whilst prioritising all the WHO stipulated guidelines. We immediately realized the need to support schools and communities in response to COVID-19 and donated Protective Personal Equipment, sanitary pads and food hampers for the vulnerable learners.
As the Secretariat, we are also grateful to God for the protection from the virus as we
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As the Secretariat, we are also grateful to God for the protection from the virus as we did not record any case of COVID -19. We look forward to better days in 2021 and the implementation of new projects.
FAWEZI Networks and Partnerships:

- Women’s Coalition of Zimbabwe (WCOZ) - as Cluster Lead for Education Cluster
- Zimbabwe National Council for the Welfare of Children (ZNCWC) - Mashonaland Region Chairperson
- Education Coalition of Zimbabwe (ECOZI) - Chairperson
- National Association of NGOs (NANGO)
- CSR Network Zimbabwe
- School Related Gender Based Violence - Working Group Member
- Women’s Coalition of Zimbabwe (WCOZ) - as Cluster Lead for Education Cluster
- Zimbabwe National Council for the Welfare of Children (ZNCWC) - Mashonaland Region Chairperson
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- CSR Network Zimbabwe
- School Related Gender Based Violence - Working Group Member
- Forum for African Women Educationalists- FAWE
- UNICEF- UN Girls Education Initiative (UNGEI)
- Open Society Initiative for Southern Africa - OSISA
- Virginia Gilder Sleeves International Fund- VGIF
- Doenkers vzw
- Amplify Change
- HER Voice
- Action Aid Zimbabwe - Peoples Post Code Lottery
- UNESCO – Spotlight Initiative
- Global Giving

Most Recent Funding Partners

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

In 2020 FAWEZI implemented five major projects

- Maximising Opportunities for Women and Girls SRHR Awareness.
- School Related Gender Based Violence - A Whole School Approach Pilot Initiative
- Empowered Adolescent Girls for Improved Quality of Life in partnership with Action Aid Zimbabwe, Leonard Cheshire Disability Zimbabwe and Aids Counselling Trust
- Prevention and Social Norms to End Violence against Women and Girls - Spotlight Initiative.
- Bursary Support

FAWEZI has representation in all the 10 provinces on Zimbabwe

Map guide

- 2020 major projects were running in Mashonaland Central – Shamva, Muzarabani and Rushinga Districts.
- Harare – Chitungwiza and Epworth Mabvuku Tafara District
- Matebeland South – Bulilima District
FAWEZI carried out the remaining activities under the project “Maximizing Opportunities for Adolescents Girls and Young Women’s SRHR Awareness”. The activities conducted were: various on line dialogues and monitoring and documentation of success stories. The project whose timelines were June 2018-July 2020 was a follow up to the original project on enhancing sexual reproductive health rights amongst girls and young women implemented 2016-2018 in selected schools and communities in the Epworth-Mabvuku-Tafara District. This second phase of the project overally sought to strategically use available opportunities and platforms to empower girls and young women with relevant information about their SRHR. Some of the activities conducted included, to date: training Guidance and Counselling teachers in delivery of the subject, supporting development of Guidance and Counselling materials, training for young women in SRHR, conducting community outreaches on SRHR, holding annual campaigns in communities and advocacy with Junior Parliamentarians. The project also carried out baseline, end line and close out meetings in the districts.
The monitoring visits made to project schools showed that the knowledge levels of the learners had increased and the secondary school learners were also indicating health seeking behaviour. FAWEZI recorded success stories at Ming Chang Primary where, in the past year no learner has either been married off or eloped. Increased awareness of SRHR information and services was noted at Wadzanai Primary, and at Madziwa Mine Primary. FAWEZI also made a follow up on action plans by Junior Councillors in the District following a training in August 2019 on leadership and SRHR. A Junior Councillor from Madziwa Rural Secondary School had successfully started an SRHR Club and was taking a leading role in equipping other young people with SRHR information.

**Sexual Reproductive Health and Rights (SRHR) online dialogue**

FAWEZI organized and conducted an online dialogue with junior councilors in the Chitungwiza and Shamva districts to discuss Sexual Reproductive Health Rights issues and challenges that they were facing as young people under the Coronavirus pandemic. The project, Maximizing Opportunities for Adolescents Girls and Young Women’s SRHR Awareness, came to a wrap in July. In August, FAWEZI submitted the end of project letters to the relevant stakeholders which are the District Administrator (DA), Provincial Education Director (PED), Provincial Administrator (PA), District Schools Inspector (DSI), and CEO of local authorities and Social Welfare.

**School Related Gender Based Violence – A Whole School Approach – Pilot Initiative**

There is heightened attention to school-related gender-based violence as a barrier to quality education and learning, particularly for girls and young women. According to recent estimates approximately 20-37% of 11-17-year olds experienced some form of emotional, physical and sexual violence in the past year [SRGBV WG, 2020]. Data from the VACS in Zimbabwe shows that more students (7% male and 4% female) experienced physical punishments in the hands of a male teacher and more male students were likely to perpetuate physical violence on their peers, both male and female. More girl students reported experiencing sexual violence perpetrated by teachers, compared to boys [Together for Girls, 2020].
In 2018, the Forum for African Women Educationalists Zimbabwe Chapter (FAWEZI) along with the UN Girls’ Education Initiative (UNGEI) with support from UNICEF, launched a pilot project using A whole School Approach (WSA) to prevent SRGBV: Minimum Standards and Monitoring Framework (see Figure 1). Miske Witt and Associates (MWAI) were a technical partner in the initiative, building the capacity of FAWEZI to design and monitor interventions aligned to the minimum standards. A whole school approach is a strategy that takes into account the interconnectedness of schools, communities, and families in order to improve the school environment for students, staff, and community members [UNICEF, GPE, UNGEI, 2016].

The WSA was developed as a framework for policy makers and practitioners to establish policies and actions at school level. Premised on evidence of strategies to reduce violence against children, women and girls, the guide proposes eight domains and minimum standards [see figure 1 & 2] that make a whole school approach and a set of process and impact indicators to steer monitoring and evaluation. Implemented over the period 2018-2020 during the impact of the COVID-19 lock down, there are a few lessons and recommendations derived from this pilot.

Over the pilot timeframe, FAWEZI led a series of visioning workshops, which laid the foundation for joint planning among the school community. These were followed by workshops with school heads and administrative staff from the district education offices in Gender Responsive Pedagogy. Schools developed action plans to operationalize the minimum standards which included a range of activities such as...
putting banners, posters, drawings on school walls, at water collection points, school tuck shop, school grounds- all of these had a message on zero tolerance to SRGBV. Stakeholder and parental engagement which saw the securing of school environments, supplying sanitary pads, building fences and fixing water taps through parent contributions.

In 2020, the main activities were: effective leadership workshop, SRGBV orientation for heads of schools, Child Rights, Participation, and Gender Equality, strengthening mechanisms for reporting, referral pathways, school codes of conduct and empowering learners through Tuseme/Speak Out Model. With MWAI in the lead a project end line was conducted.

School leadership and community engagement are at the core of the whole school approach (UNGEI, 2018). FAWEZI held a training on effective leadership with 35 participants including Deputy Provincial Education Directors (from Harare and Mashonaland Central) responsible for Learner Welfare, Psychological Services and Special Needs Education (LEPS), Education Inspectors in Guidance and Counselling and Provincial Educational Psychologist (PEPS), Representatives from the Harare Province - Learner Welfare Services Department Education Inspectors (EI) assigned to Guidance and Counselling tasks, Shamva and Chitungwiza DSI’s office - Remedial Tutor (RT) and District Lifelong Literacy Coordinator (DLLC), School Heads and a teacher from the project schools.

The workshop saw the leaders unpacking existing policies and circulars on SRGVBV and linking them to the Whole School Approach. Recommendations from this workshop included developing guidelines to operationalize policies including the training of more teachers and heads of schools in Gender Responsive Pedagogy.
All heads of schools in Shamva and Chitungwiza Districts were sensitized SRGBV and its effect on students, identification of all forms of SRGBV at school and community level, the drivers of SRGBV and the WSA to SRGBV. Two school heads from the project schools in each district gave presentations on their experiences and successes in implementing the WSA in their schools. The project was being implemented in five schools in Shamva District (Mutumba Primary and Secondary, Mupfure Primary and Secondary and Madziwa Rural Primary Schools) and five schools in Chitungwiza District (Tasimukira Primary, Seke 2 High, Seke 6 High, Zengeza 4 High and St Aidans Primary Schools). The Provincial Education Directors (Mashonaland Central and Harare) participated in these meetings. The orientation sought to ensure that all schools in the two districts would strengthen their response and prevention of SRGBV.

A WSA to SRGBV keeps children's rights, needs, safety, and protection at the center. A child rights approach aims to shift the power dynamics between adults and children, recognizing that children have inherent capacities, rights and responsibilities which need to be upheld and promoted (UNGEI, 2018).

FAWEZI held a three-day Tuseme Training of Trainers with 50 learners and 20 teachers from the project schools. Tuseme (‘Let Us Speak Out’ in Kiswahili) enables female youth empowerment and gender awareness by enhancing girls’ self-esteem, leadership, social and life skills, and promotes a positive attitude amongst boys towards girls’ education. It is an empowerment programme which uses theatre-for-development techniques to address concerns that hinder the social and academic development of girls. The Tuseme model was initiated at the University Of...
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According to the WSA, local entities such as women’s organizations, community leaders, the police, the judiciary, and child welfare agencies should partner with schools to prevent and respond to SRGBV. This includes awareness-raising, mobilizing, and advocacy work. All these efforts would advance prevention and help create a sense of ownership of leading efforts to address SRGBV among community members.

FAWEZI organized meetings with schools, government departments and local organizations in the districts. The meetings connected schools to SRGBV service providers and collaborations were initiated. Schools also engaged with women’s organizations, Social Services Department and were able to understand referral paths. The foundation of a whole school approach is the development and implementation of a comprehensive Code of Conduct that clearly outlines ethical norms and standards of acceptable behaviour for education staff, teachers, students, and parents (UNGEI, 2018). A comprehensive Code of Conduct also includes a set of school policies and procedures in relation to SRGBV.
FAWEZI designed activities to help schools develop and operationalize school Codes of Conduct, including reporting and referral pathways and linking with community organizations. The following Teacher Unions: College Lecturers of Zimbabwe, Progressive Teachers Union of Zimbabwe and the Zimbabwe Teachers Union contributes to shaping and aligning the Codes of Conduct to the national context. Each school managed to develop its final code of conduct with zero tolerance to SRGBV. Operationalization of the Codes of conduct was affected by the prolonged school closures.

FAWEZI engages in community advocacy work targeting schools and communities to address negative attitudes and practices. In line with advocacy work, FAWEZI held its celebrations of the International Day of the Girl Child (IDCG) on the 9th of October 2020 at Seke 2 High School. Girls and boys raised the challenges they were facing in the home and community as a result of COVID-19 and the lockdown. The issues raised by learners included teen pregnancy, sexual abuse, child marriage, lack of adequate food and sanitary wear, water shortages, illegal abortion, and fear around the uncertainty of their education. In the context of the COVID-19 pandemic, incidences of violence against women and girls increased. It is estimated that up to 85 million more girls and boys were exposed to bullying, physical and sexual harassment and violence as a result of the lockdowns, and trauma is aggravated by isolation [SRGBV WG,
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In partnership with UNESCO, FAWEZI implemented activities under the Spotlight Initiative (SI) whose overall vision is that women and girls realize their full potential in a violence-free, gender responsive and inclusive Zimbabwe. The SI is a partnership by the EU and UN to eliminate all forms of violence including Sexual and Gender Based Violence (SGBV) and Harmful Practices (HP), and addressing linkages with Sexual and Reproductive Health Rights.

FAWEZI implemented evidence-based programmes to promote gender-equitable norms, attitudes and behaviours. Specifically, FAWEZI conducted: orientation to non-teaching school staff on Sexual Gender Based Violence (SGBV), Sexual and Reproductive Health and Rights, Harmful Practices identification, reporting and response. In addition, we facilitated the setting up of extracurricular clubs for learners to reinforce positive gender norms in schools.

FAWEZI began the project in Rushinga, Muzarabani and Bulilima districts by holding stakeholder meetings to build consensus on the aim of the project and understand the areas of operation. The stakeholder meetings were also crucial in introducing FAWEZI to the District leaders and discuss opportunities for partnerships in addressing Sexual and Gender-Based Violence. Issues discussed in all districts included identifying initiatives that have worked in addressing SGBV in the past, facilities that are in place to assist young women, and what other Spotlight Initiative partners were currently working on in the other districts.
A total of 15 schools from Bulilima, Muzarabani and Rushinga had their learners trained in the TUSEM/Speak Out methodology. The total number of boys and girls trained were 693 and a total of 50 teacher mentors. FAWEZI used theatre performances to help the girls and boys to identify challenges that hinder their academic performance and also come up with solutions to them. Each of the 15 schools voted into place a Tuseme club which will lead the implementation of club activities in the schools. Theatre performances were used to help the girls and boys to identify challenges that hinder their academic performance and also come up with solutions to them. The learners voted for a 10 member TUSEME Club Committee to lead the implementation of their identified challenges.
FAWEZI in partnership with Action Aid Zimbabwe (AAZ), Leonard Cheshire Disability Zimbabwe (LCDZ) and Aids Counselling Trust (ACT) since 2019 has been implementing a project targeting Comprehensive Sexuality Education (CSE), Economic Empowerment (EE) and Violence against Women and Girls (VAWG). The project used three approaches – Tuseme, Stepping Stones and Auntie Stella – to create safe spaces for girls in and out of school, and to work with boys on girls rights – enabling girls to speak out about the issues that impact their lives, including violence and sexual and reproductive health, and take action to solve them. In 2020, project continued to train teachers on child safeguarding, participatory review, and donations to schools, mobile clinics, dialogues and campaigns.

Guidance and Counselling teachers and school administrators from 10 schools were trained in child safeguarding and the national case management system in two phases. Teachers appreciated the concept of child safeguarding, their responsibility regarding child safeguarding and reporting procedures. The major achievement recorded was facilitating the interface between teachers and duty bearers such as Department of Social Welfare, the ZRP Victim Friendly Unit and the Department of Learner Welfare and Psychological Services and Special Needs (LEPS) who they seldom meet. These are the main service providers and duty bearers in terms of child safeguarding. Concerns by one of the major concerns by teachers was the fear of reporting cases of abuse from learners because of the “tedious and complicated” court processes since the first person to be told remains the first witness.
FAWEZI handed over television sets and Guidance and Counselling room equipment to ten project schools in Shamva and Chitungwiza. The G & C room equipment consisted of hygiene packs, medical kits, and single bed mattresses and tapped water buckets. The purpose of this donation was to enhance the effectiveness of the teaching and learning of Guidance and Counselling (G&C). Adolescent girls were given sanitary pads.

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High School, Tafadzwa Primary School, Chaminuka Primary School, Madziwa Mine Primary and Secondary Schools received an additional 5000 liter mega tank per school to assist them in addressing water shortages within their respective schools.
As COVID-19 continued to affect schools and with the government announcing a phased re-opening of schools, FAWEZI donated personal protective equipment, tippy tap buckets, disinfectants, goggles and overalls. FAWEZI also handed over food hampers and sanitary pads to vulnerable children in the same schools to complement efforts in enhancing the level of preparedness for school opening. The most vulnerable girls and boys were also given food packs. Most families were going without food, with schools remaining closed children did not have access to the school feeding programme.

From the 27th and 29th of July FAWEZI trained the second group of teachers on Child Safeguarding and the National Case Management System in Shamva and Chitungwiza respectively. In attendance were Guidance and Counselling teachers and School Heads from project schools in Chitungwiza, and representatives from the Provincial and District Offices. Facilitators included Police VFU, officers from District Social Welfare, Health professionals, and FAWEZI. This activity was part of the project “Empowered Adolescent Girls for Improved Quality of Life”. FAWEZI is implementing the project with support from Action Aid Zimbabwe (AAZ) and in partnership with Leonard Cheshire Disability Zimbabwe (LCDZ) and AIDS Counselling Trust (ACT).
FAWEZI organized a Sexual and Reproductive Health outreach/mobile clinic at the Sharon Cohen School in Chitungwiza. The outreach gave adolescent girls access to holistic services (SRHR, psycho-social support and police services) under one roof and free of charge. This was done in partnership with Ministry of Health and Child Care (MoHCC), Chitungwiza Central Hospital, Ministry of Labour, Public Service and Social Welfare (MoPSLSW), Ministry of Local Government, Public Works and National Housing, Ministry of Primary and Secondary Education (MoPSE), Ministry of Women Affairs, Community, Small to Medium Enterprises, Zimbabwe Republic Police, Victim Friendly Unit (VFU), Youth Advocates Zimbabwe, REPSSI, New Start Centre, Population Services Zimbabwe and Chitungwiza City Health.

On the 28th of May, FAWEZI commemorated the Menstrual Health Day through an online dialogue with guest speakers from Chengeto Zimbabwe Trust, ZRP Victim Friendly Unit and the Department of Social Welfare. The dialogue engaged adolescent girls on menstrual health and hygiene management.
FAWEZI continued to scale up its advocacy through an online dialogue on access to justice for SGBV cases in Zimbabwe. A commemoration of the International Day of the African Child was held with a focus on building capacities of Guidance and Counselling (G&C) teachers, school administrators, ACT, LCDZ and other Civil Society Organizations (CSOs) on access to justice. The dialogue was facilitated by Chinga Govhati, a Lawyer and Child Rights Lobbyist, Kudzai Chigwedere from the National Prosecuting Authority and Superintendent Francis Mutema, the Acting National Coordinator Victim Friendly Unit.

FAWEZI in partnership with the Department of Victim Friendly Unit, DCROL, Chitungwiza municipality and the department of Social Welfare embarked on a mission to raise awareness on violence against women and girls at public water points in Chitungwiza. This came as a response to issues of abuse and violence of women and girls that were being reported in numerous meetings and workshops. The campaign successfully informed the community on the justice system services available during the lockdown and encouraged them to unite in taking action against Violence against Women and Girls at public water points in Chitungwiza.
FAWEZI in partnership with AAZ, ACT and LCDZ held a dialogue with the Zimbabwe Republic Police on reporting Sexual Gender Based Violence (SGBV) cases in Shamva. The meeting was attended by adolescent girls from Shamva, members from the Provincial Victim Friendly Unit Bindura, the Officer in Charge Station and Officer in Charge Crime Shamva, the VFU officers from Shamva, the Provincial Magistrate Mashonaland Central, National Prosecuting Authority (Bindura Magistrate Court), Police Intelligence Department Shamva District, the Department of Social Welfare, two teachers and members from the District Schools Inspectors office. To validate the project’s position with authoritative testimonials from the community itself and get responses from the duty bearers/ service providers on the issue(s) to be presented.

**Empowered Adolescent Girls for Improved Quality of life - End-line Survey Programme**

FAWEZI in partnership with AAZ, LCDZ and ACT conducted an end line survey programme which ran from the 7th of September to the 10th of September in Hopley and Chitungwiza then from the 21st to the 24th of September in Shamva. This programme was conducted so as to assess on whether the EAGIQL Project objectives in the log-frame were met and also to measure if the project managed to make the desire impact to the targeted populations which were adolescent girls in and out of school.
From the 28th to the 30th of September 2020, FAWEZI in partnership with Action Aid Zimbabwe, Leonard Cheshire Disability Zimbabwe and Aids Counselling Trust conducted project exit meetings in Hopley, Chitungwiza and Shamva respectively. These meetings were held so as to officially close the Empowered Adolescent Girls for Improved Quality of Life Project with the district officers. It also served as a platform to take note of what beneficiaries learnt and benefited from the program and also get testimonies from stakeholders on the success of the project.

**Bursary Support**

FAWEZI supported vulnerable girls with tuition fees, stationery and sanitary pads through on line fund raising. The beneficiaries were drawn from Epworth, Chitungwiza and Shamva Districts. The beneficiaries who were examination candidates also received support in terms of reading material and mentorship especially during the lockdown period. The bursary support program also includes teen moms who have previously dropped out of school due to pregnancy.

From the 22nd to the 25th September and 9-11 December 2020, FAWEZI National Coordinator Lydia Madyirapanze took part in the Joint Monitoring Visit (JMV) to Mwenezi and Chivi Districts in Masvingo and Muzarabani and Mazowe in Mashonaland Central Provinces, respectively. The visits were conducted to selected schools to gain deeper understanding of and on the re-opening of schools preparedness on current practices, successes and challenges among schools.
From the 25th and 28th of July, the FAWEZI Harare Provincial Chapter, with support from other individuals, donated blankets, sanitizers, face masks and sanitary pads to children at Mt Hampden Home. The gesture was aimed at supporting the vulnerable children at the home and also provided support in terms of the COVID-19.

FAWEZI got into a partnership with the Koneru Lakshmaiah University in India and supported Zimbabwean prospective students in making applications. As a result of this partnership, five of the Zimbabwean applicants who applied to the KL University were accepted under the 100% scholarship.
You can learn more about FAWEZI on our website, Facebook Page, Twitter, Blog, or by reading what others have said about us in 2020 through the following URLs.

https://www.herald.co.zw/just-in-vulnerable-children-get-support/
https://www.herald.co.zw/shamva-schools-get-relief-material/
https://www.herald.co.zw/schools-equipped-for-guidance-lessons/

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THANK YOU