REVIEW & STOCK TAKE OF FAWE 2013-2017 STRATEGIC PLAN

FINAL REPORT

By

Center for Research & Innovations in East Africa (CRI)

To

FAWE Regional Secretariat

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ACKNOWLEDGEMENT

This report presents evaluation results of the Forum for African Women Educationists (FAWE) 2013-2017 Strategic Plan. The report is a synthesis of several case studies involving eighteen (18) FAWE national chapters across Africa and the regional secretariat. The report was developed by the Center for Research and Innovation, East Africa (CRI, EA). It documents the experiences of FAWE stakeholders and partners in the implementation of the 2013-2017 Strategic Plan. The CRI team that conducted the field research and authored the report included Dr. Jackline Nyerere, Andiwo Obondoh, Elijah Marambo, Dr. Milcah Chokah, Calleb Okoyo, Shem Osomo and Faith Nzama.

The evaluation was carried out under guidance and with technical support from Hendrina Doroba, Martha Muhwezi, Kelvin Omwansa and Lilian Nanzala of FAWE Regional Secretariat. We extend our sincere gratitude and appreciation to National Coordinators of the four chapters visited namely FAWE Kenya, FAWE Malawi, FAWE Sierra Leone and FAWE Senegal for coordinating & facilitating national consultations during the review process. This review was made possible with the assistance and cooperation of many individuals, institutions and organizations to whom CRI and FAWE are very grateful. We are immensely grateful to the boards, staff, alumni, government Ministries of Education, and partners of the country chapters both who were visited (Kenya, Sierra Leone, Malawi and Senegal) and those who participated through online survey (Uganda, Zambia, Tanzania, Mali, Togo, Zimbabwe, Madagascar, Rwanda, Ethiopia, Benin, Gambia, Somalia, Namibia and Swaziland).

We are equally grateful to FAWE partners, UNESCO, UNICEF, Save the Children, USAID, The MasterCard Foundation, and the Africa Network Campaign for Education for All (ANCEFA) for their time and contribution to this process. CRI and FAWE are indebted to all participants in the study who gave their precious time and shared their thoughtful responses. We gained valuable input from stakeholders who attended the visioning workshop held in Nairobi at the end of the fieldwork. Our special appreciation to The MasterCard Foundation for funding the review process.

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EXECUTIVE SUMMARY

FAWE is operating in an environment characterized by the emergence of a large and increasing global learning crisis in developing countries[1]. The *EFA Global Monitoring Report*[2] and World Bank's *Education Strategy 2020*[3] have both drawn attention to what they term the crisis of "schooling without learning" across developing countries. Pritchett and Banerjee (2013) in their article warn that the learning crisis is "both deep and widespread" and call for nothing less than total systemic transformation[4]. The dynamic environment in relation to access, equity and quality education in Africa requires that FAWE strategizes to ensure relevance and effectiveness in supporting girls. Against this background FAWE RS contracted a team of experts from the Center for Research & Innovations in East Africa (CRI) to evaluate the past SP (2013-2017) and, using the findings, inform development of FAWE's new Strategic Plan for the period 2019-2023. Specifically, the evaluation sought to:

a) Assess the FAWE network (NC and RS) achievements, opportunities, challenges, and lessons learnt under the just concluded SP, taking into account issues of relevance, effectiveness, efficiency, impact and sustainability.

b) Analyze the environment within which education operates in Africa and also the general situation of gender equity both within and outside the education sector, identifying the mutually influencing relationships. While doing so, it will be important to look into the current global and continental issues affecting education in the African countries, region and the RECs.

c) Design the next FAWE SP that will reflect FAWE relevance and theory of change, express its comparative and competitive advantage, and spell its future policy and programmatic orientations. This should incorporate a resource mobilization strategy as well as value for money and performance measurement frameworks.

d) Design a business model that will enhance the organization's capacity to efficiently perform and achieve. This will be informed by the level of resourcing required (HR and financial) to adequately run the organization, challenges, strategies, opportunities and sustainability of FAWE programmes.

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[1] World Bank, (2017). http://www.worldbank.org/en/news/press-release/2017/09/26/world-bank-warns-of-learning-crisis-in-global-education

[2] UNESCO, (2013) Global monitoring report

[3] World Bank, (2011). Education strategy 2020

[4] Pritchett and Banerjee, (2013). Schooling Is Not Education! Using Assessment to Change the Politics of Non-Learning. Centre for Global Development

Evaluation of the strategic plan (2013-2017), among others involved visiting 4 FAWE National Chapters of Kenya, Malawi, Sierra Leone, and Senegal as case studies and getting online data from 18 countries Uganda, Tanzania, Ethiopia, Somalia and Zanzibar (Eastern Africa); Zambia, Zimbabwe, Namibia and Swaziland (Southern Africa); Ghana, Gambia, Liberia and Nigeria (Anglophone West Africa); Senegal, Burkina Faso, Benin, and Togo (Francophone West Africa); and Madagascar). The choice of participating countries was determined by regional and language representation as well as their performance. Additionally, the team gathered information from international and national partners such as NGOs, education networks, government agencies, and donors, which were also selected based on their level of engagement with FAWE in furthering women & girls' education agenda in Africa. At both regional and international levels, the following were targeted: MasterCard, Dubai Cares, David & Lucille Packard Foundation, ADEA, FK Norway, UNICEF, Plan International, UNESCO, Global Partnership for Education (GPE) and ANCEFA. At national level, the review team sought to engage with FAWE staff, local partners and beneficiaries through the FAWE Alumni. These were identified by the national chapters. Further engagements, and negotiations with FAWE Regional Team for consensus on emerging issues, priorities and pillars for the next strategy was done through a visioning and consensus building workshop held in Nairobi on August 20/21 2018.

In terms of key findings, the evaluation established that FAWE had been successful in a number of areas like advocacy and policy influence at national and regional levels. The success was attributed to active engagement with partnerships ranging from inter-governmental agencies and governments at all levels, funding partners, implementing partners and communities shared skills, resources and learning. It is clear that FAWE's vision and mission have remained relevant to the current situation, as FAWE chapters (members, staff and alumni) continue to live the FAWE dream. Most respondents however felt that the vision is a bit narrow and does not allow chapters to address the contextual and multiplicities of issues currently affecting girls such as climate change, child protection, economic hardships and reproductive health among others. Overall, evidence from the case studies show that the strategic plan remained aligned to national, regional and global priorities. There was further evidence to suggest that strategic plan implementation was on track. Some notable programmes and interventions over the plan period such as mother groups (Malawi and Sierra Leone), girls' clubs-TUSEME (Gambia, Zambia and Tanzania), which even though inclined towards access and limited on quality, had been very successful. Though

limited to project levels there have been interventions by FAWE that are related to quality including the training teachers in GRP and learner-centered active pedagogy, provision of bursaries for learning materials, and supporting classes in STEM.

Challenges experienced within the plan period majorly stemmed from the resource base that was largely dependent on donor funding, capacity especially at the national chapters to deliver on the objectives, and constraints in staff numbers at the regional office to closely monitor implementation. There were also notable weaknesses in terms of relations between the regional secretariat and national chapters which may have arisen out of divergent expectations as well as unclear delineation of duties and responsibilities. The 2013-2017 strategic plan may not have achieved much in fostering the culture of evidence generation to inform advocacy and policy influence. The general feeling by respondents was that there is need to strengthen chapters so as to share lessons learnt and success stories, diversify funding, build capacity in the areas of effective programme implementation, regular monitoring, evaluation and learning, as well as research and evidence building.

These findings have been critically reviewed to inform FAWE's new Strategic Plan 2019-2023.

1.0 REVIEW CONTEXT & BACKGROUND

In this section we look at the obtaining context during this period (2013-17) to provide background for review of performance of the strategic plan. The main issues discussed range from EFA goals, Agenda 2063, CESA to SDGs. The section concludes with a presentation of scope and objectives of the review.

1.1. FAWE SP and EFA Goals

FAWE reviewed the 2013-2017 strategic plan to inform a new strategic direction for the period 2019-2023. Through this process FAWE's sought to reaffirm its relevance and spell out its comparative and competitive advantage, as well as its future orientations. During the plan period Education for All (EFA) movement (a global commitment to provide quality basic education for everyone: children, youth and adults) was taking stock of the achievements towards EFA goals by 2015. At the World Education Forum held in Dakar in 2000, 164 governments, including 44 governments from Sub Saharan Africa, identified six goals which they pledged to achieve by 2015. Despite significant progress in education for all in most African countries, at least 31 of 44 SSA countries were not able to achieve the EFA goals by 2015, according to country profiles developed by UNESCO (Post 2015 assessment)[5]. Relatedly, following the Millennium Summit of the United Nations in 2000, all 191 UN member states at that time, and at least 22 international organizations, committed to help achieve eight (8) Millennium Development Goals (MDGs) by 2015. Table gives an overview of the performance of EFA goals relevant to FAWE as of 2015 (See Annex 1 for details). In summary, some of the greatest challenges identified to achieving EFA goals in Africa during this period were: - low ratio of girls to boys in school; severe lack of youth skills necessary for employment; and high drop-out rates as 42% of African school children leave school early.

1.2 FAWE SP and Agenda 2063, CESA 2016-25, GES4CESA and SDGs

Education systems across Sub-Saharan Africa (SSA) have made tremendous progress in increasing the number of children enrolled in primary schools over the last two decades since the launch of the *Education for All* global initiative and buoyed by the Millennium Development Goals. In 2015, there were more than 136 million children enrolled in schools in the region compared to just over 82 million in 1999[6]. Transition rates to secondary school have, however, not improved at the same pace, and they

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[5] UNESCO, (2015). Annual Report. Dakar Regional Office

[6] UNESCO, (2016). Education for people and Planet: Creating Sustainable Futures for All. Global Education Monitoring Report.

largely remained low in most countries. Internally-embedded constraints such as inequality and high drop-out and repetition rates continue to blight most education systems in the sub-Saharan region. During the review period the region still had the highest school dropout rate in the World whereby 42% of children enrolled in school do not reach the final primary school grade let alone secondary school[7]. SSA also has the highest share of children who have repeated grades; by 2015, nearly 12 million children (37% of global total) had repeated grades, a significant increase from 9.3 million who repeated in 1999. Recent studies have linked class repetition to poor quality education and subsequent poor academic achievement, low self-esteem, and dropping out of school altogether[8]**.** The proportion of those affected is certainly skewed against female and marginalized groups in the population.

In its current *Education Strategy 2020* - appropriately titled 'Learning for All' rather than 'education for all' - the World Bank emphasizes the fundamental importance of measurable learning outcomes and achievement for all children. The Bank warns that 'for too many students, more schooling has not resulted in greater learning'[9] . The Strategy states that 'learning for all' means ensuring that all students, not just the most privileged or gifted, acquire the knowledge and skills that they need. Recent studies have also drawn attention to what is termed as 'the learning crises or "schooling without learning" across developing countries[10]. According to UNESCO, the 'learning crisis' of our time is concerned with the fact that significant gains in enrolment are not translating into actual desired learning outcomes for millions of school children, particularly in developing regions. The report estimated that 130 million children worldwide are attending school but do not attain even the most basic numeracy and literacy skills. The World Bank on its part emphasized that "growth, development, and poverty reduction depend on the knowledge and skills that people acquire, not the number of years that they sit in a classroom[11].

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[7] UNESCO, (2017). 42% of African school children will drop out before the end of primary education. http://www.unesco.org/new/en/member-states/single-view/news/42_of_african_school_children_will_drop_out_before_the_end/

[8] Pesquisa, E. (2015). Factors associated with dropout rates in public secondary education in Minas Gerais. http://www.scielo.br/scielo.php?pid=S1517-97022015000300757&script=sci_arttext&tlng=en#fnI001

[9] World Bank, (2011). Education strategy 2020

[10] UNESCO, (2015). EFA Global Monitoring Report

[11] World Bank, (2011). Education strategy 2020

Overall, in recent years, there has been a gradual paradigm shift in the global education policy agenda from a focus on quantitative indicators towards a more coherent concern with actual student achievement, learning outcomes, and quality of education[12]. To succeed MDGs in post 2015 the Sustainable Development Goals (SDGs) or Global Goals for Sustainable Development were set by the UN in 2015, under the banner of "Transforming our World: the 2030 Agenda for Sustainable Development" - a collection of 17 global goals with separate list of 169 targets to achieve them were firmed up. The UN-led process involved its 193 Member States and global civil society. Implementation which began in earnest in 2016 has been described as "Localizing the SDGs" to highlight the role of local institutions and local actors, with the first progress report expected by the end of 2018. FAWE's next strategic plan will have to be aligned to this new global compact. It was a double coincidence that when the SGDs were being firmed up, most youth in the region still lacked the transferable skills that would not only help them access formal employment, but would also help them become job-creating entrepreneurs, and were therefore, either unemployed or underemployed[13] – majority of whom were female.

For the post 2015 Sustainable Development Goals (SDGs) framework to be a game changer in Africa, development efforts should focus on ensuring universal transformative education at all levels that promote relevant social & technical skills to prepare youth for the world of work. The African Union's long term development blueprint (Agenda 2063) as well as long term development visions that many African countries have developed highlight the importance of quality secondary and technical education as well as increased competence in STEM in enhancing the overall quality of the region's human capital and socioeconomic transformation prospects. These regional development plans and education sector specific strategies have elaborate descriptions of key challenges that the education sector is facing ranging from equity, quality and relevance. They provide FAWE with perfect opportunity to push her agenda of equity and enhancement of girls' education.

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[12] Uwezo, (2016). Are our Children learning?
[13] The African Capacity Building Foundation, (2017). Youth Employment in Africa: Capacity Building and Innovative Strategies from Botswana, Namibia, South Africa, and Swaziland. Occasional Paper No. 30, 2017

1.3 Review Scope and Objectives

The new SP will be a timely opportunity for FAWE network to push for a paradigm shift from access to issues of quality and inclusion, and the refocusing on gender equality rather than parity in relation with achieving the continental agenda (Agenda 2063, CESA 16-25 as well as the Gender Equality Strategy for CESA developed by FAWE on behalf of the AU) and global agenda (SDGs, especially 4 and 5). Specific objective of the evaluation were to:

a. Evaluate the FAWE network (NC and RS) challenges, achievements, lessons learnt and opportunities under the just concluded SP, taking into account issues of relevance, effectiveness, efficiency, impact and sustainability.

b. Analyze the environment within which education operates in Africa and also the general situation of gender both within and outside the education sector, identifying the mutually influencing relationships. While doing so, it will be important to look into the current global and continental issues affecting the Africa region.

c. Design the next FAWE SP that will spell out FAWE relevance, its comparative and competitive advantage, its future policy and programmatic orientations, etc. This will incorporate a resource mobilization strategy as well as value for money and performance measurement frameworks.

d. Design a business model that will support the organization's capacity to efficiently perform and achieve, assessing the level of resourcing required (HR and financial) to adequately run the organization, (and review?) challenges, strategies, opportunities and sustainability inherent with the proposed business model.

2.0 REVIEW APPROACH & METHODOLOGY

The main themes covered and discussed in this section include review process, frame of analysis, sampling, data collection techniques, challenges and limitations.

2.1 Review Process and Frame of Analysis

The evaluation/review of FAWE 2013-2017 Strategic Plan focused on achievements, challenges, lessons learnt as well as opportunities taking into account an abridged criteria of alignment, relevance, effectiveness, efficiency, impact and sustainability, among other factors. Additionally, the implied Theory of Change (ToC) was reviewed while also examining whether or not FAWE had employed any political economy approaches in delivering the SP, value for money practices assessed, resource mobilization strategies reflected on and the extent to which the outgoing SP had been articulated to the stakeholders for ownership and constructive engagement looked at. By and large, this review was guided by the realist evaluation approach, which underlines the importance of context in determining program or project outcomes by asking not just 'what worked in the just concluded strategy?' but also 'how or why it worked, for whom, in what circumstances?' The opposite was equally considered.

A broader systemic approach was embraced to understand FAWE strategy as being shaped and affected by multiple and possibly competing actors constituted with diverse and complex configurations of interests, motives, incentives, and diverse relations across the chapters. Both political economy and education sector analysis preceded the field work and followed a combination of top-down approach (to quickly develop a view of the education ecosystem in Sub-Saharan Africa) and bottom-up approach (to validate findings and generate greater depth through individual NC engagement). The top-down approach relied primarily on desk reviews and analysis of existing documents and key informant interviews with main actors, while the bottom-up approach involved interviews with and site visits to selected NCs (balance between those that showcased success stories and those that struggled over the period under review).

Since the review embraced a comparative approach with attention to possible systemic inequalities and exclusions affecting different countries/chapters, and considering the focus of FAWE, all datasets and analyses were appropriately disaggregated to build a more comprehensive and nuanced portrait of the relevance, effectiveness and impact of the current SP in diverse contexts to inform expectations for the new strategy. In the process, an audit of the FAWE network (NC and RS) and gender analysis of the outgoing strategy were emphasized; as well as synthesis of lessons – what worked, what did not work and why, in the past 5 years. Key stakeholders' thinking and priorities for the next 5 years have been summarized at the end of this report to inform new strategic directions for FAWE Network (RS & NCs).

2.2 Sampling & Data Collection Techniques

Data was collected through document reviews, face to face interviews and online media (skype & phone discussions) for chapters that were not visited. A total of 4 countries (Kenya, Malawi, Sierra Leone and Senegal) were visited so as to understand the context, and to conduct face-to-face interviews with FAWE chapter board members, staff, local partners, alumni and relevant government officials. Thirteen (13) out of the targeted Eighteen (18) national chapters participated in the review through online interviews. The actual categories of respondents were government actors, FAWE partners, FAWE board, staff, alumni, and partners (NGOs & education networks). In collecting data, all the questions in the same set of tools were covered and interviews consolidated to minimize the number of times necessary to reach specific respondents. Tools for board and staff were however enhanced to include additional sheet on finance analysis and value for money (VfM) questions.

For efficiency and consistency, CRI team used the same tools for data collection during field visits and online surveys; and to achieve the best VfM, the team engaged innovative and cost-effective techniques as dictated by location, context, past experience and guidance from FAWE RS. Some of the cost-effective techniques employed included use of emails, phone calls and online tools e.g. skype interviews to reach various respondents. Principal techniques of data gathering and analysis included the following:

a) Review of existing documentation including but not limited to selected annual reports for the last 5 years, general assembly reports, national chapter reports, resource mobilization reports, mid-term evaluation of the outgoing SP, education sector documents (EFA, MDGs & SDGs),

some project documents from chapters, AUADEA committee documents, as well as MEL (monitoring, evaluation & learning) framework for the outgoing SP.

b) A mix of Key Informant Interviews (KIIs) and joint discussions (FGDs) were conducted with selected strategic partners, board members and staff in the regional office.

c) At national levels, an average of 4 in-depth interviews (KIIs) were held with FAWE chapter leads (coordinators), relevant ministry of education representatives, local funding partners, education networks and implementing partners as recommended by the chapters.

d) For each country visited, an average 3 Focus Group Discussions (FDGs) were held; one with local chapter board and staff, and another with a selected group of alumni.

e) For the other 13 chapters targeted through online platforms survey questionnaires were sent targeting FAWE chapter coordinators, staff, board, local partners, ministry representatives and alumni.

f) Analysis of data blended quantitative and qualitative assessments of narratives and opinions, followed by presentation and discussion of emerging themes and ideas with FAWE RS team.

2.3 Review Challenges & Limitations

In the process of undertaking this review, the team faced a number of challenges and limitations as outlined below:

i. Time & resource constraints: The relatively constrained budget for the evaluation exercise meant only four national chapters could be visited for in-depth analysis and only 18 national chapters could be targeted for an online survey.

ii. Late responses: At the time of data collection not all relevant information was submitted by the respondents in a timely manner to the CRI data base despite reminders by the team and several interventions by the regional office.

iii. Missing information: Most of the questionnaires received from online survey did not have complete or comprehensive data as anticipated.

iv. Non-Participation: Some of the institutions/partners enlisted to participate in the study were not easily accessible, with some declining to take part in phone discussions or providing responses to questions online.

3.0 REVIEW FINDINGS & RESULTS

In this section we discuss program related findings and results from the review along five different broad areas, namely; - performance overview based on the Organization for Economic Cooperation and Development (OECD) criteria & CRI frame of analysis; advocacy & communications; political economy of girls' education and women empowerment in Africa; implied ToC in 2013-17 FAWE strategic plan; & overview of performance of FAWE 2013-2017 SP in line with strategic objectives (SOs).

3.1 Performance Overview Based on OECD Criteria & CRI Frame of Analysis

a) Relevance

FAWE's vision and mission have remained relevant to the current situation, as FAWE chapters (members, staff and alumni) continue to live the FAWE dream, however, most respondents believed that as stated, the vision narrowed the scope of the network to formal education without much attention to girls and women out of school or in the informal sectors thereby limiting its full potential. Reflecting on the strategy, there is strong evidence to suggest that the strategic plan remained relevant to the local, national and international context of girls' education throughout the period. In all the 33 member countries gender disparities still persist, especially in the rural areas, with enrolment, retention, completion and transition amongst girls, especially at the upper primary and secondary, dismally low. From the interviews, discussions and online responses it was evident that in every country, girls still perform poorly in science, technology, engineering and mathematics (STEM), and very few of them enroll for TVET courses to help them gain technical skills for the world of work.

The review participants seemed to attribute this state of affairs to negative attitude of parents towards girls' education, early marriages or early pregnancies, inadequate role models (especially in rural schools), lack of flexible programs in STEM/ TVET, lack of financing for sponsorship and inadequate implementation of gender responsive policies. At programming level, most of the interventions during the plan period remained relevant, particularly in raising awareness and calling duty bearers to action around girls' education. For example, media campaigns and community mobilization in Sierra Leone,

Malawi and Zambia and policy engagements with Ministries of Education in Senegal, Uganda, Zimbabwe not only influenced mind-set of teachers, parents, policy makers and religious or traditional leaders towards girls' education but also provided robust platforms for addressing issues around girls' education and women empowerment. These strategies also made the national chapters, partners of choice when it came to girls' education agenda in their respective countries (sentence is incomplete).

Other strategies that remained relevant and worked well in a number of chapters had to do with building of alumni, demonstrative interventions, networking and building of partnerships. Be that as it may, it is important to point out that most alumni activities were never planned or structured and lacked support from the national hubs with exception of Rwanda, Uganda, Gambia and Zambia where mobilization, recruitment and capacity building of alumni networks appeared structured and well-coordinated (much more in recent times) by the respective NCs. In the same vein, some of the demonstrative interventions were never pushed to policy levels or moved to scale (Sierra Leone, Malawi and Kenya). The table below was generated based on data from the 15 chapters to show what strategies they are using to promote girls education agenda across Africa.

		Frequency[14]
1	Advocacy for Girls Education	15
2	TUSEME	7
3	Scholarships	7
4	Development of Strong Partnerships	7
5	Mothers Clubs	5
6	Engagement with FAWE Alumni	4
7	GRP	4
8	Sexual Reproductive Health	2
9	Research	1
10	Establishment of Centers of Excellence	1

Source: FAWE SP 2013-17 review data

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[14] *Frequency here is used to imply the number of NCs using a particular strategy or implementing a given model*

In the final analysis, the evaluation established that the strategic plan assumptions remained relevant and held true to the current situation in most if not all the chapters as communities remained supportive, some chapters were able to mobilize resources, platforms emerged for sharing knowledge and best practice, and national governments prioritized girls' education. However, on the flip side governments' commitment to allocate resources to girls' education remained low across the region, chapters were faced with inadequate management & programming capacity of board members/staff, and the alumni as well as most FAWE members did not commit time and resources to effectively participate in FAWE activities during this period. Other views documented from NCs to confirm relevance include; - FAWE SP was used as a guide to develop NCs' strategic plans, the SP emerged to be an excellent guide towards achieving the mission and vision of FAWE across the region; the SP was aligned to the National Education Sector Plans, the Continental Education Strategy for Africa (CESA 16-25) and the MDGs; the SP was also focused on areas which responded to the vision of FAWE, but lacked adequate finances to support its full implementation throughout the region.

b) Alignment of FAWE SP priorities to national and global policies

Evidence from both case studies and online survey (e.g. Ghana, Senegal, Malawi, Zambia, Tanzania, Zimbabwe and Mali) suggest that the strategic plan remained aligned to Ministries of Education priorities on girls' education, particularly on access to quality education, transition, performance and equity, socio-economic priorities, and cultural factors that affect access and participation in education. At policy level, the strategy was also aligned to national legislative frameworks, plans and strategies such as the national girls' education strategy (Malawi), Education Act (Kenya), re-admission/re-entry policies (Uganda), among others. These policies and plans prioritized learning outcomes, teenage reproductive health, as well as changing socio-cultural and economic factors in favor of girls. A quick glance at national policy documents across the region confirmed that most governments have integrated gender issues affecting girls' education; but policy enforcement, engendering budgets and implementation of action plans remained some of the biggest challenges throughout the review period.

Looking at the regional/global scene, the strategic plan was well aligned to international conventions and treaties to which most African Governments are signatory. Notably, EFA/MDG/SDG frameworks

particularly SDG goals 4 and 5 on quality education and gender equity as well as AU's 2063 agenda and the gender equality strategy for CESA. At national levels, a good number of FAWE chapters with strategies or action plans were seen to be well aligned to the FAWE regional strategic plan mainly in terms of thematic focus and delivery strategies as shown in Annex 2. As was expected, it was noted that conceptualization and domestication of the plan varied from one chapter to the other. For instance, out of the 4 case studies Sierra Leone and Senegal appeared more aligned while Malawi and Kenya were not as aligned. It was also noted that while a number of strategies remained relevant for Malawi and Kenya, FAWEMA and FAWEK had no clear strategies of moving projects to scale such as beginning projects with the end in mind, undertaking studies on replicability, documenting impact of demonstrative interventions, value for money analysis of the models and costing their designs.

Furthermore the strategy was read against key human rights instruments including the Convention on the Elimination of all Forms of Discrimination Against Women (1979), Convention on the Rights of Children (1991), the African Charter on Human and People's Rights (ACHPR 1981), SADC Declaration on Gender and Development (1997), and the African Charter on the Rights and Welfare of Children (1999) and found it comparing fairly well in respect to rights of girls and women. These conventions and treaties do not only demand for the elimination of discrimination and abuse against women, which FAWE advocate for, but also call for the fulfilment of rights to health, education (including technical skills), productive employment and better standards of life. Asked about what needs to be done to ensure more and better alignment between regional and national chapter priorities in future, the NCs had the following recommendations.

Clear communication channels e.g through skype, emails, webinars & regional calls	Devise better ways for FAWE RS to engage/work more effectively with national chapters (Communications team at RS to innovate/advise).
Respect for each other (RS & NCs); building capacity of NC personnel; & organizing regular consultative and review meetings	NC coordinators to have peer learning platforms where they share lessons, best practices, success stories & challenges

Harmonize timelines for all strategic plans to target same implementation periods in order to move together as single network with a common vision.	NCs should seek to participate in as many meetings as possible to follow all developments within the network.
Venture into economic empowerment for young women as this directly contributes to access to quality education.	More in-depth studies on new challenges in the current situation of girl's education in NCs. Financial and technical support from the RS.

*Source: FAWE SP 2013-17 review data*

c) Effectiveness, governance & staff capacity

Overall, there was strong evidence to suggest that strategic plan implementation was on track and continued to meet the objectives for which it was established. In Senegal, Sierra Leone and Malawi it was clear that during the plan period, FAWE remained a partner or organization of choice, when it came to girls education to many local actors such as INGOs and NGOs because of their niche, experience, geographical reach and the impact they had had on girls' education as was observed by COSYDEP (the local EFA network) in Senegal, UNICEF in Sierra Leone and USAID in Malawi. Most FAWE national chapters had a wide geographical reach (covering a number of counties/districts) and consequently reaching thousands of girls and influencing parents, community leaders and policy makers albeit in different ways at different levels in all the countries of operation**.**

As part of efforts to assess effectiveness of the SP, we also evaluated governance and staff capacity. In view of compliance to obtaining legal regimes, 23 FAWE chapters had formal registration status, operated within the confines of their national laws (either as non-governmental organizations or societies) and adhered to relevant tax and labor requirements, factors which combined to enable them gain recognition, hold operating instruments like bank accounts and implement programs in partnership with key donors and government agencies. From the 2017 internal assessment conducted by the FAWE Regional Secretariat, all the 23 participating chapters had been registered by their respective governments between 1993 and 1999. Having authority to administer funds and run projects as FAWE national entities made it easy to implement various projects.

It was noted that **s**ome of the national chapters are registered as semi-autonomous and independent local NGOs, making them partners of choice for UN agencies like UNICEF & UNESCO on one hand and INGOs such as Plan, Save the children, World Vision on the other, as well as relevant government agencies when it came to girls' education and gender mainstreaming. However, in a number of cases the chapters are gradually losing this profile for variety of reasons but largely due to limited investment in research to generate evidence, weak documentation of success stories for effective profiling, emergence of other more agile organizations focusing on girls' education and inadequate in-house capacity in some chapters to provide technical leadership in policy processes.

Though mandate and composition of governance boards were and continue to be anchored in all chapter constitutions, terms of reference for board members will have to be clearly stipulated to minimize conflict and overlap with chapter executives and management teams moving forward. Boards for national chapters are expected to bring relevant knowledge/experience, provide policy guidance, technical support and oversight to FAWE staff as well as operations within their national jurisdictions. From the SP review which was piggy-backed on the 2017 assessment of chapters, it emerged that NC boards have different meeting calendars with most (57%) on quarterly basis, while some either meet monthly or upon request (tying at 17%) and a small number meeting twice or thrice a year (both at 4%), as portrayed in the table below.

Executive committee meeting
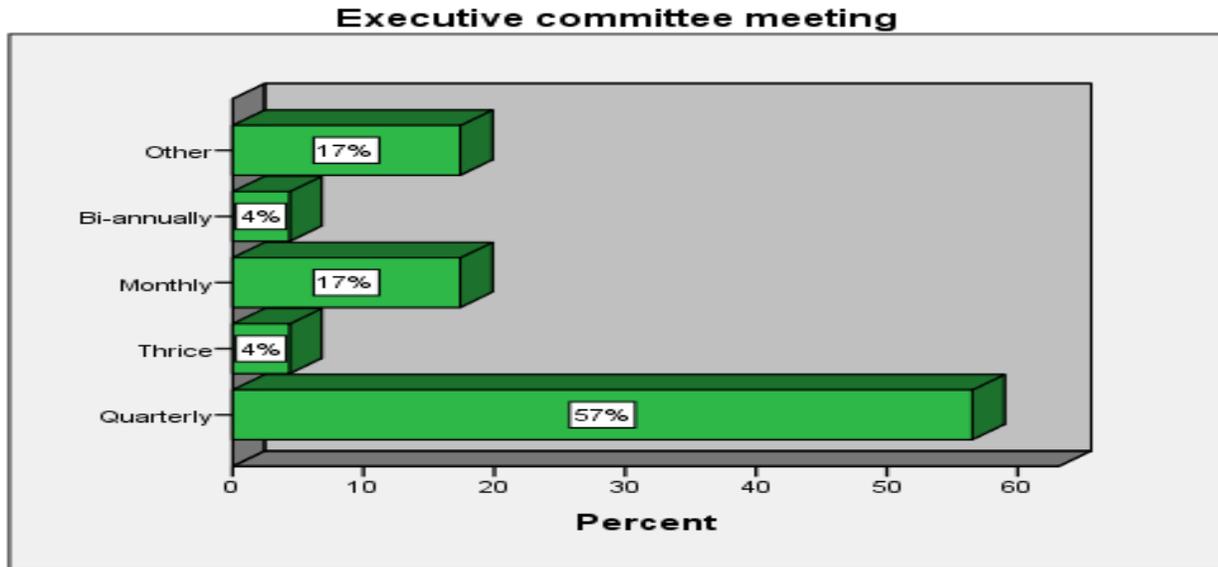
Source: FAWE NC Assessment 2017

Beyond governance considerations (leadership & management), one of the other key determinants of effectiveness has to do with staff capacity in terms of numbers and competencies; both of which are dependent on the available resources and number of projects being implemented by a given chapter. From the analysis below, we concluded that during the plan period chapters with more resources tended to have more competent and higher number of staff, with variations from time to time and chapter to chapter as was confirmed during our interactions with Sierra Leone/Kenya and online data from Zambia and Liberia, as influenced by active resource partnerships and running projects. In this respect, it is notable that Sierra Leone, Zambia and Liberia had the highest number of staff while Kenya, Senegal and Nigeria had the least, confirming the earlier assertion that high number of competent staff is associated with funding levels of NCs (demonstrated by size/volume of active/donor funded projects) and more often than not led to rise in their profiles and dependable policy & technical partnerships.
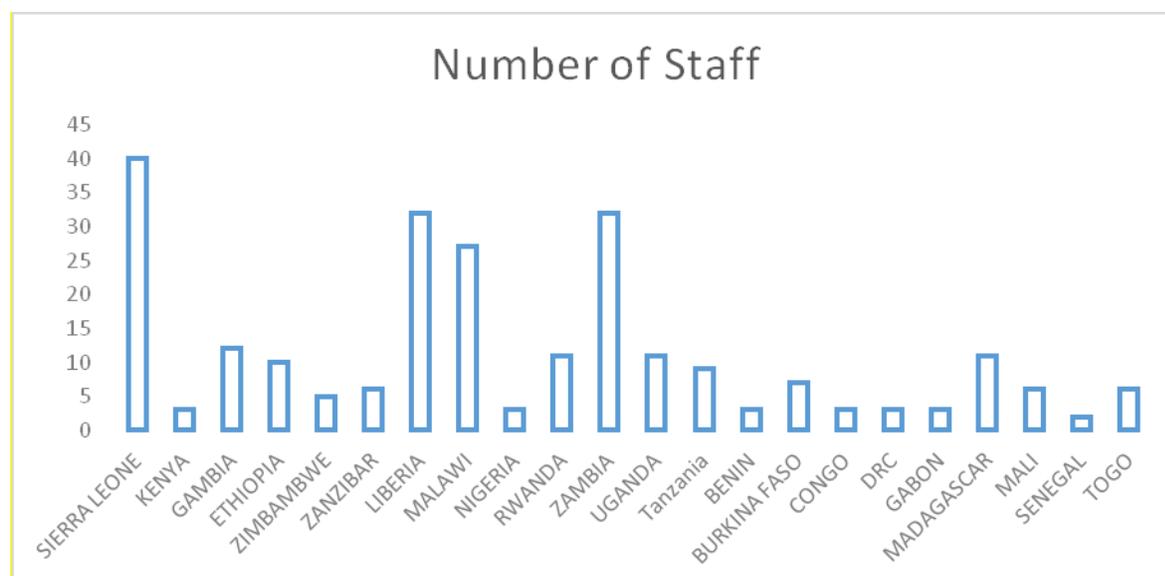
Source: FAWE NC Assessment 2017

During the strategic plan under review, FAWE implemented a number of models that contributed greatly to addressing persistent and emerging challenges facing girls' education in Africa, most of which stood out across the region. The successful models such as comprehensive scholarships/bursaries, early grade reading, gender responsive pedagogy (GRP), mothers' clubs, safe schools and role modeling in rural schools served to address gender based violence in schools, informed some policy reforms, mobilized local communities in support of girls education and provided enabling environments for girls thus impacting positively on girls' access, retention, completion, performance and quality teaching/learning. The evaluation noted that some of the FAWE demonstrative models such as mothers clubs, Tuseme (voice for girls), comprehensive scholarships, safe schools and gender responsive Pedagogy (GRP), were most outstanding with high propensity to deliver quality, relevant education to girls in Africa. Subsequently, they were integrated into national policies and plans in some countries like Malawi and Sierra Leone.

Integration of these models into national programs led to some level of scale up of the interventions in schools in the relevant countries. In terms of sector policy engagement, FAWE national chapters in Kenya, Malawi, Uganda and Zambia – just to mention a few - contributed to the formulation and implementation of some of the gender responsive policies and plans, particularly by providing technical

support or by participating in or leading technical working groups or as members of the education coalitions such as CBO-EPT (Benin), TEN/MET (Tanzania), EYC (Kenya), CASCA (Malawi), FENU (Uganda), COSYDEP (Senegal), BEN-E (Ethiopia), EFANET (The Gambia) and ZANEC (Zambia), among others, which brought together civil society groups and teacher unions for advocacy and policy influence. Issues around girls' education remained priorities in development discourse throughout the review period often informing or influencing global and regional agendas as in the case of SDGs and CESA. In this regard the evaluation established that FAWE was able to sustain the girls' education agenda through media campaigns, community mobilization, collaboration with Ministries of Education, as well as policy advocacy at regional and international levels.

For national chapters, it was noted that FAWE profile and delivery strategies were more pronounced in the project areas than at national levels. Most of the national chapters in this strategic period had limited investment in documentation and sharing of good/best practices. The evaluation team only came across serious project based documentation that were donor driven. For instance, in Sierra Leone, FAWE SL in collaboration with Plan International and the Open University were able to produce a powerful knowledge product from the learning assistant program which is part of the Girls Education Challenge as part of DFID requirements. As noted above, one of the big gaps observed was that the regional strategic plan and national chapter plans did not clearly articulate the moving to scale strategies, implying that there were no deliberate plans for scale up or replication of these initiatives. Recorded success on scale up or replication so far largely depended on interest and good will of other boundary partners like Ministries of Education, INGOs and UN agencies like UNICEF & UNESCO.

It was also evident that the models, during the strategic period, mainly focused on access, participation and to some extent quality not taking into consideration that girls' issues are multi-dimensional and contextually different. The differential factors, which the strategic plan did not address, call for systemic change and holistic approach including reproductive health and economic empowerment through entrepreneurship and employable skills for girls and young women. From the interviews with strategic partners and deductions made from available online data, it was noted that most of the FAWE national chapters are gradually losing their leadership role to other new organizations such as Women Education Researchers (WERK) and Girl Child Network (both of Kenya), Girls Education Network of Malawi and

CAMFED (in Zambia & Tanzania) owing to weaknesses around technical expertise, lack of robust evidence, low profiles (undermined by credibility questions & capacity gaps) and finally inability by FAWE chapters to provide robust-data-driven leadership roles to technical committees, working groups and other policy processes.

d) Network building, participation & ownership

During this strategic period FAWE RS was able to build capacity of more than 50% of national chapters in different ways and areas of need, especially through technical support, mentorship and monitoring visits. From this activity, boards and secretariats of such national chapters (e.g. Rwanda, Uganda & Ethiopia for instance) appear strong and steered the implementation of their domesticated strategies fairly well. Looking at establishment and functionality of alumni and membership networks, FAWE formed alumni associations and engaged in membership drives through the NCs. As a membership organization FAWE's key strength rests in members' support and contribution to organization's agenda in their respective capacities. Over the last 5 years, FAWE RS encouraged NCs to mobilize, enroll/register and engage members in order to increase their profiles and strengthen their operations. From both 2017 assessment and the SP review, members registered are both male and female. The diagram below summarizes the results of members' enrolment across 15 chapters with data on membership as at the end of 2017.

MEMBERS PER CHAPTER
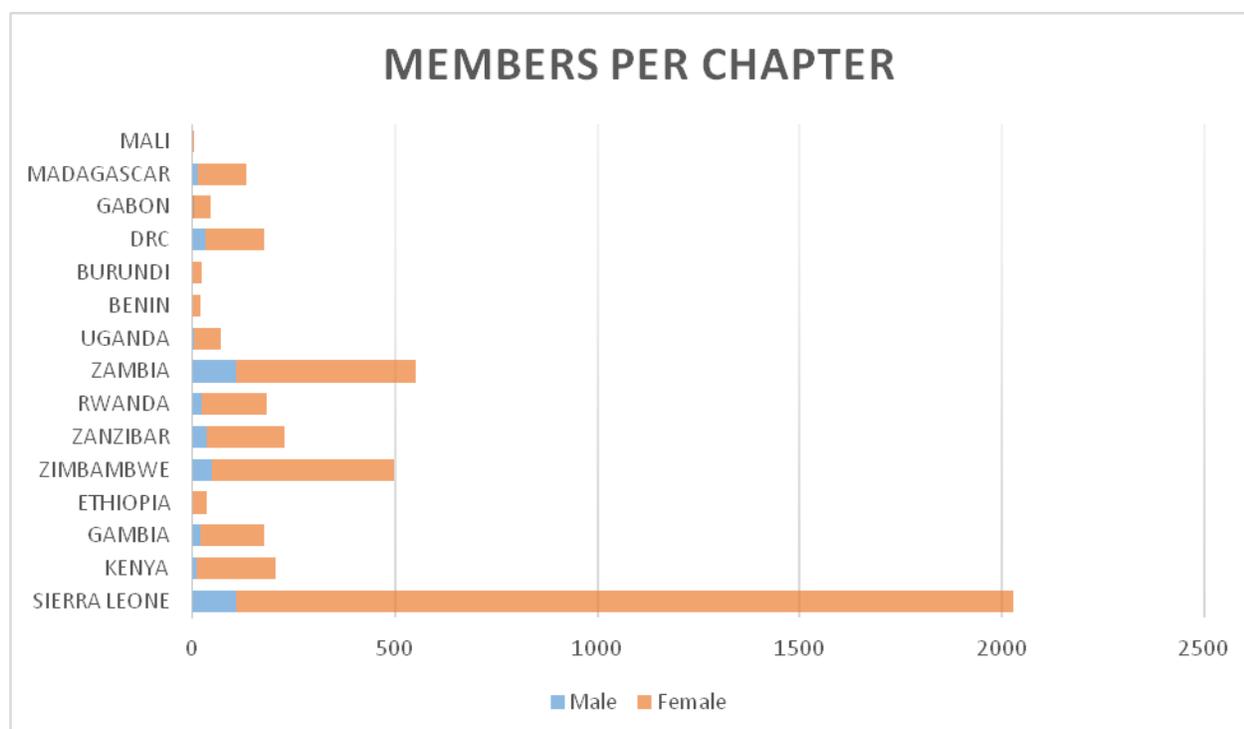
Source: FAWE NC Assessment 2017

From this analysis Sierra Leone had the highest number of members followed by Zambia and Zimbabwe while Mali and Benin had the least. Malawi, Tanzania, Liberia, Ghana, Senegal, Togo and Burkina Faso did not respond to the question on the number of registered members. Since membership activities and alumni work was not well structured and coordinated, FAWE did not tap into alumni or members' experience in resource mobilization, technical skills, spheres of influence and ability to give back. Of the 4 case studies, it was only in Sierra Leone where individual members of the local alumni network were reported to be active in mentorship of girls; provision of support to needy girls and either organizing or attending community campaigns on girls' education. They have since formed a WhatsApp group of up to 45 members which they use for updates, mobilization and mini drives (fund-raising activities). However, they lack support from the NC and their efforts are not coordinated, monitored or documented. Similar scenario of lack of support from NC was reported in Kenya, and Malawi. Their move to form an informal network – FAWE Old Girls Association (FOGA) is such a brilliant idea with great potential that should be harnessed and supported by the national chapter. Other NCs can also learn from this experience.

Below in text box 1 is one of the significant stories of change from Isata Bah, one of the most active alumni members from FAWE SL.

Text Box 1

MY STORY WITH FAWE SIERRA LEONE

I am Isata Bah, a West African from Sierra Leon. I am 28 years old, Fula by tribe, Muslim by religion and a mother of one daughter. I come from a tribe which has very difficult protocols and beliefs that they practice. Why do I say so, at the age of 18 I made a mistake and became pregnant as I was pursing my senior secondary school education. In 2008 I was humiliated by my single parent mother and other immediate relatives and considered such coincidence as prohibited and a non-forgivable crime. I was abandoned by my parents and immediate relatives due to my pregnancy and I was about to take my first WASSCE (West Africa Secondary School Certificate).

I realized I had hurt them so much, so I decided to look for some religious leaders and some respected elders to plead on my behalf, but my parents and relatives were just constant or adamant with their decision. I had to leave them and went out to stay with the family of one of my friends by the name of Isata Sesay. As I was staying with my friend's family, I resorted to doing some petty trade so that I can pay my Exam fees. At the end I gave birth to a bouncing baby girl, who has since grown to a promising daughter aged 10 years at the moment. After secondary education I continued doing petty trade and pursuing a certificate course, at the same time taking care of my daughter. During this period, life was not easy for me; it was not an easy cross for me to carry. However, I soldiered on and managed to obtain a certificate in computer science.

After my certificate cause I was wondering about how to go to the next step which is Diploma course. It was one fateful morning when I went for classes at the start of my diploma cause, and met with one of the tutors who was handling FAWE students. I explained my constraints and the risk I had taken to start my diploma cause with no source of financial support to pay for the course which was my long awaited dream. She listened to me carefully and promised to help me achieve my dreams, which she did by enrolling me a few days later into the FAWE DANIDA TVET project from 2011 to 2013. FAWE paid my fees in full which aided me greatly to pursue my diploma cause to the finish line for a period of two years. The project also sent their staff to monitor and give us moral support, during which time they encouraged us to pursue our education diligently and ignore all odd things that have happened to us in our different communities. The chapter further sponsored us (beneficiaries) for a series of workshops/shows in different places where plays/dramas, music were organized to give us positive ideas about education and life.

Wow! it was like another great miracle designed by the Almighty God, when in 2015 FAWE National Chair Mrs. Salimatu Njai Koroma told me to come along with my documents and asked FAWE Sierra Leone to find how they can support me. Following this intervention, I was employed as a data entry clerk for the Girls Education Challenge (GEC) project for one year just after a brief experience at the National Council for Technical & Vocational Awards (NCTVA). My contract ended at F.A.W.E. not knowing that they had another surprise for me – to be absorb me as a receptionist. I have since been working as a receptionist at FAWE for more than 2 years now and this has made me become a very important person in my life, in my community, and to my parents and relatives who abandoned me and my promising daughter the time we needed them most. In addition to my Certificate in Computer Science, I am now qualified in Diploma in Secretarial Studies (Courtesy of FAWE SL).

Because of this experience, I have been a member of the alumni network from where I have been (jointly with other alumni) working round the clock to give back to my community by engaging in local community based campaigns to promote girl's education and mentoring young girls within my estate in Freetown.

Across the national chapters FAWE network was able to mobilize diverse membership for the benefit of girls' education and build a pool of experts with capacity to guide the development of girls' education movement in Africa, during the period under review. The experts range from trainers on demonstrative interventions to technical experts in policy formulation and implementation. Some of them are practicing teachers, ministries of education officials, engineers, lawyers and professors in public and private universities. In some countries, these groups of technical experts have supported FAWE work as either volunteers or consultants. However, it was pointed out that FAWE has not been able to harness the full potential of its Africa members, a category or structure which appeared so dormant that very few actors talked about it. In the same vein, a number of respondents pointed out that during the plan period, FAWE may not have fully utilized the experience, expertise and influence lying within its members and alumni to lead in setting pace in girls' education agenda.

Other encouraging trends have been coming from Rwanda and Ethiopia in the last 2 years which RS should continue to monitor/follow up, so that these three examples can be leading lights on how best to build strong alumni for all the NCs within the region. The Senegal case is however a contrast as some of the local alumni had not even seen the local chapter's strategic plan or plan of action. Hitherto being mobilized to participate in this review process, they said that they had not been adequately involved in the chapter activities. As for Kenya, the local alumni network which was originally very active disintegrated at one point because of unnecessary controls by the NC, lack of meeting venue as they were denied space to use the NC secretariat for their meetings and their voluntary activities being vetted by FAWEK without reasonable cause or justification. As one of the interviewed members of the defunct alumni network in Kenya observed during one of the review discussions *''some of us are successful professionals willing to give back to FAWE and girls from our local communities but we have no platform to discuss what we can do on our own and coordinate our efforts. It is a shame that FAWE is not utilizing our potential''*. The team therefore concluded that FAWE alumni have had limited support (in key areas as mobilization, coordination and documentation) if any from most of the national chapters.

The table below presents a comparative analysis of current and future alumni roles as summarized from interviews with both NC staff and alumni themselves during field visits and online survey. These will be helpful in informing alumni roles in the next strategic period.

Current and future (proposed) roles of alumni in FAWE NCs			
Current roles	**Frequency**[15]	**Future or proposed roles**	**Frequency**
Advocacy Activities/efforts	8	Advocacy activities/efforts	9
Resource Mobilization	6	Resource mobilization	8
Mentorship	5	Philanthropy or charity	6
Volunteer in Chapter Activities	4	Mentorship & coaching	5
Proposal development	3	Act as role models	3
Working for FAWE	3	Represent FAWE in meetings	3
Research Activities	2	Marketing NCs	2
Pay subscription fees	2	Participate in NC boards	1
Attending FAWE Meetings	1		
Implementing Interventions	1		

Source: *FAWE SP 2013-17 review data*

When it comes to active participation and ownership, the evaluation established that the strategic plan was owned not only by the national chapters- but by other strategic partners as well. The majority of NC staff interviewed concurred that the strategic plan is locally owned by members, ministries of education, donors, alumni, schools and local implementing partners because it addressed one of the most complex and multi-dimensional issues – girls' education. This is demonstrated by the fact that FAWE (at both regional and national levels) is a partner of choice to many organizations such as Plan International, ActionAid, UNICEF and Save the Children, when it came to improving the status of girls' education in Africa. Mainstreaming and scaling up of some of the demonstrative interventions such as GRP and Mothers clubs in Malawi and Sierra Leone is clear demonstration of local ownership of FAWE objectives. Importantly, the Ministries of Education have variously demonstrated commitment and support for the strategic plan by making FAWE chapters members of different technical working groups focusing on gender and girls' education.

Furthermore, commitment by national governments is further reflected in their interest in adopting and mainstreaming demonstrative interventions in national policies and plans. Ownership at school level is shown through strong commitment by participating schools to integrating FAWE initiatives into school improvement plans. In more than half of the cases reviewed, schools have not only

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[15] *Frequency in both cases refer to the number of NCs proposing the roles or where alumni are already practicing them*

assigned roles to teachers as overseers and patrons but some of them are trainers and facilitators of Tuseme, STEM and mothers' clubs. To ensure that there is capacity to sustain the school activities FAWE chapters were able to build capacity of teachers in Gender responsive pedagogy, STEM, early grade reading among others. Ownership at community level was exhibited through involvement of community leaders and members in local groups such as mothers clubs or fathers clubs who led critical grassroots campaigns against such vices as early marriages and unwanted pregnancies.

Asked to comment on the structure of their chapters and how existing structures have supported delivery of NC strategic plans, 60% of NCs interviewed maintained that they would prefer making certain changes to their structures for more effectiveness and in order to accommodate changing needs of the organization. FAWE Togo for example is planning to change the executive committee into an Administrative Council and to add a new body that they would want to call Ethical Council to oversee management of chapter resources. Others propose that should they receive more funding, they will hire high skilled technical staff to guide delivery of program interventions and reporting to partners. This movement towards reform of NC structures provides FAWE RS with a perfect opportunity to be part of all the potential restructuring discussions during the next strategic plan period so as to provide requisite technical guidance to the chapters and ensure alignment to regional expectations.

When it came to capacity of NCs, 82% of the respondents said that they have had inadequate capacity for effective operations and delivery of programs. Lack of required financial resources and skilled personnel were largely attributed to inadequate capacity of NCs reported above. The areas mostly affected were program development, IT, human resource and finance management. Some NCs also cited outdated technical equipment and lack of robust management systems as some of the issues pulling them down and impeding their capacity to rise & shine. Due to lack of resources a good number of chapters were forced to reduce their staff to a bare minimum of a national coordinator, administrative assistant and short term volunteers, a factor that greatly impaired NCs profile and ability to win confidence of funding partners. Asked about any major improvements made to strengthen NC's capabilities in the last 5 years, a few shining examples were noted including; - development of a data management system in Gambia; annual institutional & grant audits and engagement of qualified and experienced finance/admin, M&E, ICT and program officers in Uganda; increase in the number of staff due to enhanced work load in Namibia; engaging guidance and counseling volunteer teachers in some communities and schools in collaboration with

Ministry of Education through funding from Bristol Myers Squibb for a three year project (2015-2018) and hiring of a human resource and technical assistant in Mali.

In Mali they also expanded their intervention zones and diversified their strategies (e.g. formation of women's saving groups, supporting young women entrepreneurs to draw up business plans and promoting Gender Action Learning Systems allowing women to meet their children's educational expenses and for these women's own fulfillment). To enhance the capacity of the chapters, FAWE RS was able to do a number of joint activities with member chapters such as FAWE Ethiopia, Uganda and Rwanda. One of these was organizational capacity assessment from which various strengths and gaps were identified and corresponding capacity development plans firmed up. As a result, additional staff were recruited and various capacity development interventions implemented to enhance the capabilities of the chapter to provide services to its targets and effectively engage in advocacy for girls' education and empowerment of women.

e) Impact & Sustainability

It was evident that through FAWE network, girls' agenda continued to remain the top agenda at national levels championed by Ministries of Education, leading to enactment of gender responsive policies and plans. At the community level, the issues of girls' education took prominence to the extent that there was a general feeling that the boy-child was being left out. In Malawi for instance, fathers came out to form fathers' campaign groups to help support the boy child. Fathers' support groups complimented the efforts of mothers clubs. There was significant reduction in drop out and increased retention of girls in schools supported by the FAWE national chapters over the last 5 years, especially at the lower classes. However, this is not the same in upper classes (at primary level) and secondary schools, which continued to register high dropout, low retention and poor performance of girls, especially in Science, Technology, Engineering and Mathematics (STEM). These assertions were made in the review discussions/interviews, but CRI team's effort to get official data from any of the countries to corroborate these were fruitless, pointing to a more serious challenge around documentation, evidence generation and knowledge management as discussed above.

Most schools developed capacity as a result of training and exposure to implement gender responsive initiatives (mothers clubs, female teachers' role models and counselling) with minimal support and supervision. It was reported that due to such initiatives as 'tuseme' clubs, child-to-child

campaigns and mentorship, most girls became assertive with rare ability to voice out their concerns and issues. Local communities on their part were mobilized to take various actions in of support girls' education. Some Ministries of Education such as in Malawi, Zambia, Sierra Leone, Uganda, Rwanda and Kenya, with support from respective FAWE national chapters, managed to put in place gender responsive policies such as girls' re-entry policies, national girls' education strategies and national gender in education plans. FAWE's demonstrative gender responsive interventions such as mothers clubs and gender responsive pedagogy have been adopted by national governments and are being scaled up in all schools and teacher training colleges in Malawi and Sierra Leone for example.

Due to approaches inbuilt in project designs, alignment with national policy priorities, leadership by local ministries of education and effective engagement by key players, the team concluded that potential to sustain and push to scale projects such as mothers clubs, gender responsive pedagogy, Tuseme, Teacher role models among others, remained extraordinarily high. Some of them were indeed institutionalized as part of MoEs policy interventions or program activities in which cases they were factored into sector plans/budgets, required materials prepared and patrons/matrons who are government employees retooled. Annex 3 shows some specific examples of how different governments had been able to integrate gender and support girls' education as a result of FAWE interventions during the period under review. In the post 2015 agenda, FAWE contributed to the African union frameworks notably the Continental Education Strategy for Africa (CESA). Through this strategy, FAWE strategically positioned herself to influence education matters in the continent, ranging from access to achievement of marginalized categories including girls and children with disabilities, as well as young mothers.

Given that more activities were being and continue to be carried out at the regional economic community (REC) levels, FAWE will need to increase her presence, develop stronger ties and cultivate good working relations with these blocs as they seek to influence regional policies including those relevant to girls' education. At the Pan African University, FAWE's influence in the gender affirmative initiative to have more women enrolled in all courses was also felt. This enhanced FAWE's efforts in getting girls access not just to basic education but also to tertiary education including TVET, but more remains to be done in this type/level of education and FAWE has great potential to improve this if some of the recommendations from this review are taken up in the next strategy 2019-2023. Suggestions from the respondents included the need for FAWE to establish a

center of excellence modeled in the Pan African University initiative or a research institute. This, according to respondents would be most attractive at this time when AU and other actors are concerned with enhancing continental mobility as well as equity and quality of higher education.

There were a number of instances where national governments either expressed or gave direct support for the implementation of FAWE strategies and objectives. For instance, through the Ministry of Education, the government of Uganda was happy with the implementation of FAWE strategic objectives around girls' education. Following their clear agreement with FAWEUG agenda they responded positively to FAWE invitations. Another example was through involvement of FAWE Mali in some key ministry activities on one hand and government participation in activities organized by FAWE Mali on the other. In Ethiopia, this was confirmed through the recognition certificate given to FAWE Ethiopia Chapter a number of times during the review period, making the chapter believe that its efforts were recognized and given acknowledgement by the national and local governments. However, Benin, Madagascar and Somalia NCs indicated that they did not see much commitment from their governments to support the implementation of FAWE strategies and objectives around girls' education.

In Tanzania UNICEF, UNESCO, TEN/MET, Save the Children, African Initiative and others were able to replicate two FAWEs models - GRP and Tuseme in their project districts. Where best practices were mainstreamed, performance of girls greatly improved and where teachers' code of conduct fully adhered to, child protection was largely realized. The above mentioned partners have been using FAWETZ's expertise to train in their intervention districts/schools whereby FAWETZ in collaboration with the said partners and local governments developed implementation plans and monitoring tools. After acknowledging FAWETZ's interventions and expertise UNICEF integrated Tuseme into their VAC communication tools for new clubs in their partner schools, which they chose to name Tuseme clubs as well.

At another level, with acknowledgement to FAWETZ, UNICEF used FAWETZ national facilitators to train TUSEME and GRP in its 22 focus districts. The use of Tuseme approach was also up scaled through community sensitization campaigns to garner support and championship of local communities in fighting violence against children especially girls at community level. In the case of Uganda, the Ministry of Education introduced a similar gender-sensitive teaching module in teacher training colleges, but did not acknowledge use or reference to FAWE modules. Across the region it

emerged that several organizations were using and continue to use girls' empowerment techniques inspired by the Tuseme model. In some cases Tuseme Model has been mainstreamed by Ministry of Education into Education Sector Development Plan (ESDP) and integrated in Life Skills Guide Books for Teachers.

Assessing whether other NGOs and donors showed interest to adopt/replicate/scale up FAWE strategies and objectives in member countries, 60% of the respondents agreed that other NGOs/donors showed interest to replicate or scale up FAWE strategies and objectives in their countries. Examples of strategies adopted include: - raising voices and GRP were adopted by UNESCO for scale up in Togo, while in Swaziland FAWESWA facilitated attachment of girls to technology companies and another organization known as Junior Achievement (an organization which encourages learners to establish small scale businesses) adopted and scaled up this strategy. The speak-out (tuseme) program for girls and mentorship program in industries, were implemented by the Guidance and Counseling Unit of Ministry of Education and STEM for girls by a new NGO called Bantwana.

In Ethiopia, an NGO called Wood en Daad signed a working agreement to ensure gender responsive programming for FAWE to provide technical support to its seven partners who are implementing a project called Employable Youth in Ethiopia. FAWE's expertise, visibility and reputation in the areas was seen and recognized by the NGO. Gender Responsive Pedagogy was also adopted by the government of Ethiopia to be mainstreamed across all government universities to support teachers incorporate gender issues in their lesson plans. Furthermore, there are structures in place in Ethiopia and Swaziland to ensure these initiatives continue beyond the strategic plan period. Strategies, action plans and training modules have been developed to be used for roll out in order to ensure that their implementation continues. In most member countries, education sector policies introduced strong sections regarding technical subjects in schools and TVET in colleges and most Ministries of Education were able to set up gender departments or directorates to follow up challenges facing girls and ensure gender issues are mainstreamed in education sector.

3.2 Advocacy & Communications

Advocating for girls' education e.g. ending early marriages, ensuring conducive/safe/friendly teaching and learning environments, engendering education budgets (how the budgets are able or not to meet the expectations of providing equitable quality & inclusive education), integrating GRP into teaching curricular, passing of the National Sexuality Education Framework, developing re-entry policies for child mothers, fighting school related gender based violence (SRGBV) , continuously engaging with the key stakeholders to advocate or influence policies from grassroots to national level, were some of the key campaigns spearheaded by NCs during the review period. Citing some specific examples, FAWE Togo was involved in 2 main advocacy initiatives/efforts – membership to advocacy platform for the elimination of violence against girls/women and advocacy with the MEPSFP for the inclusion of gender in secondary curricula which was being revised. On their part, there were a number of advocacy initiatives that FAWESOM was involved in. One example of these campaigns was for Promotion of girls' education (It is Not Too Late Campaign).

Another example is the lobbying for the 30% quota for women's political participation at the Federal Government level. While FAWESWA was involved in advocacy for the Sexual Offences and Domestic Violence Bill, which has take 10 years to be enacted in law. As the founding president of the EFA Coalition (EPT) the roles played by FAWE Mali, together with other civil society groups revolved around awareness raising, lobbying school authorities, parents/communities and presentation of manifestos to the education commission in the national assembly and to presidential candidates in 2018 general elections. In terms of advocacy for the right to basic education, Ethiopia Chapter was not allowed to do so due to restrictive policy & political environment (NGO laws existing in the country). Hence, no advocacy activities were carried out during this period but they were part of the advocacy events organized by the Ministry of Education's gender directorate, Network of Ethiopian Women Associations (NEWA) and Basic Education Network of Ethiopia (BEN-E), among others.

On their part, FAWE Benin took active part in the International Week of Education in partnership with CBO-EPT and advocates for those excluded from the education system. FAWETZ worked closely with MoEST and became the reference point for the ministry's girls' education matters. As a member of TEN/MET[16], FAWETZ represents the coalition in the Quality Improvement Technical

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[16] *Tanzania Education Network – Mtandao wa Elimu Tanzania*

Working Group (TWG), therefore had several opportunities to make influencing contributions during the TWG processes, which were taken into account for implementation by the government of Tanzania. Through participation and support of the different programs implemented by FAWEU such as HEAP, STEM and development of higher education access program, the National Council for Higher Education in Uganda issued guidelines to all institutions of higher learning informed by lessons and experiences from FAWEUG interventions.

In addition to the reports outlined above, there were other significant education policy changes that occurred in member countries as a result of advocacy efforts or interventions by FAWE NCs during the period under review. Examples from different NCs include; - from Tuseme impact assessment, Ministries of Education were able to allocate time for school clubs in the school calendar (extra-curricular activities); mainstreamed gender in education systems, polices and plans; introduced budgets and activities to bridge existing gender gaps at all levels consistent with national gender strategies; policy dialogues held with Members of Parliament on re-entry policies, leading to re-entry provisions being included in a number of Education and Training Policies between 2014 and 2017. Although not fully because of NC advocacy actions, bills on violence against women/girls and sexual violence were passed into laws after protracted advocacy efforts by many groups including FAWE chapters. However, some chapters like Tanzania's lack of national political will was playing out as a bottleneck to the implementation of the re-entry policies.

Other challenges to NC's advocacy efforts included unwillingness from partners and NGO's to join hands in advocacy activities, which pulled back the milestones reached in advocating for girls' education. In order to achieve these changes, the NCs made different contributions at different levels. For example, a lot of advocacy activities including meetings, workshops, trainings and dialogues, were undertaken by FAWETZ to lobby for re-entry policy and advocate for conducive teaching and learning environments. Other NCs also made significant contributions during Joint Education Sector Reviews and participated effectively in preparation of education sector development plans (ESDP) and new education bills. Reproductive health and related rights were part of the new areas/lessons that FAWE NCs in collaboration with Ministries of Education taught at the youth clubs that were in learning institutions; while some chapters with the support of technical and financial partners carried out and disseminated studies on practices and beliefs surrounding hygiene during menstruation. The big lesson to learn from these cases is that advocacy is not an overnight

activity or event but a process which requires long term plans, persistence, special budgets, reliable partnerships and consistent engagement.

Talking about having active communications strategies and how NCs addressed communication needs, 83% of the respondents said that they did not have communications strategies as chapters and therefore lacked any proper guidelines in this respect. Most chapters' communication strategies were still work in progress at the time of this review which RS should be to follow up to ensure they are factored in NC's subsequent plans. This is an area where FAWE RS will have to come up strongly to support NCs in the next plan period and as this happens, it will be advisable for FAWE RS to champion an integrated advocacy and communications strategy for NCs. In terms of communication arrangements that exist between NCs and FAWE Regional Secretariat, most chapters communicate to the RS via phone calls, email, social media (face book, Instagram, Twitter and WhatsApp). These communication channels have been said to be effective apart from few cases with frequent internet breakdowns.

Making recommendations for improvement and better/more effective interaction/communication between NCs and RS, the following suggestions were offered:

Sending timely requests for information required followed by timely/prompt responses from both sides; All key documents should be translated into French for effective engagement with Francophone chapters; FAWE RS should help the chapters with a communication plan to create/strengthen an internal communication network for RS and NCs.	Need for regular meetings and trainings that bring chapters together; FAWE RS to develop a communication's strategy which will ensure better and effective communication with members & NCs that will lead to informed decisions. Such a strategy should be supported by a communications budget and provision of standardized information tools for the entire network;

When it came to communication and data management, it was evident that FAWE RS and selected national chapters had made some reasonable investments towards IT based systems to store, analyze and provide timely reports for policy and management decision making. Some chapters however, did not fully embrace IT as a management tool, thereby denying them the benefits of new

technologies. The table below summarizes how NC's have used/leveraged IT to enhance their capacities in the last 5 years and opportunities they see with/for IT into the future:

How NCs have used or leveraged IT during the review period	Examples of opportunities NC's see with IT moving forward
For in house trainings; Active websites on which information is shared; Information exchange largely through emails; Search for calls for proposals or new opportunities for projects; Limited use of social media platforms for advocacy; Used IT tools to store, retrieve and process data for reporting purposes for various stakeholders; **Note:** this is one area that was grossly underexploited and targeted capacity building by RS to NCs will be required in the next plan period.	Under FAWE exchange programme supported by FK Norway, FAWETZ expect to have another IT expert for the chapter which will enable the chapter expand its IT skills and update its website as well as social media platforms on a regular basis but also be connected to RS web page. This will ease the reporting system and cut out unnecessary delays; Use internet platforms for better marketing for the chapters and for improved visibility; Utilizing IT for regular communication purposes, documentation & storage of important information; Use of IT to provide platforms for members and alumni to communicate, discuss issues and voice out ideas e.g. Facebook & WhatsApp groups. Utilize IT to equip libraries with internet for research and educational activities for young girls; Use IT for community empowerment i.e. venturing into e-learning and girls' friendly platforms to report any abuses; For internal networking to ease communication between teams, facilitate work, gain new knowledge and sharing of data; Using ICT and IT tools for advocacy and lobbying.

3.3 Political Economy of Girls' Education and Women Empowerment in Africa

In our sector trends and performance analysis of the outgoing SP we sought to establish if at all FAWE has been able to apply any political economy analysis (PEA) to help the network understand power plays and resource games in the region and their implications to educational outcomes for girls and women in Africa. Insights from such may be important since experience has shown that addressing the plight of girls and women does not lend itself to technical solutions alone. Since 2013, there is no sufficient evidence that FAWE has undertaken any PEA to inform its campaigns and technical approaches. However, socio-political narratives around poverty, exclusion, violent conflicts and cultural stereotypes continued to define girls' education and women empowerment agenda during this period and in most instances got in the way, hindering them from enjoying full access to quality education and other enhancement opportunities.

Across the region we have noted significant developments in the inclusion of women and women's rights in key decisions in the education arena in the last 5 years. The advent of the Maputo Protocol and other key African Union frameworks speak of the need to bridge the gender gap in education and other sectors as well as underpin the importance of including women in decision-making processes. These documents have set the right pace and environment for women to add their voices on Africa's development matters. African governments have also developed policies that recognize roles of women in education systems. These policies have given rise to affirmative action across all levels of education where women have been allocated more positions in different levels of learning institutions and in a number of countries teenage mothers are being integrated back to school. The continent has also witnessed increase in provisions on gender-friendly environments with some governments establishing laws and guidelines to prevent and mitigate school-related-gender-based violence (SRGBV).

In addition, a number of countries are implementing gender-responsive budgeting and reserving positions in their respective ministries of education and parliaments for women as in the case of Rwanda and Kenya. Women have also been appointed to head learning institutions. AU's Continental Education Strategy for Africa 2016-2025 is clear in terms of aspirations of education (including that of girls and women). These aspirations are linked to the agenda 2063. As one of the key players FAWE has been at the forefront supporting various governments that are implementing various strategies to operationalize and integrate gender issues in their education sector plans and

budgets. In this process FAWE in collaboration with AU/CIEFFA developed the Gender Equality Strategy for CESA 16-25 for adoption and domestication by respective African governments as a tool to address gender issues in education sector. These examples confirm the role of FAWE, AU, its regional economic communities (RECs) and African Governments as front runners in enabling and facilitating education of girls and empowerment of women in Africa. These efforts/interventions have seen rise in the number of women in decision making spaces in social, economic and political spheres across Africa, underscoring the significance of the dictum that women should not only have comfortable spaces to facilitate their work but there should also be an increase in the number of women in policy-making positions.

Noting that PEA is not a magic bullet for resolution of intractable challenges around education of girls and empowerment of women it is recommended that this becomes a central and overarching approach in the next strategy period (2019-2023). This will go a long way in helping FAWE get beneath the formal structures and unearth the underlying interests, incentives and institutions that either enable or frustrate positive change for girls and women in Africa. PEA will further support more effective and politically feasible advocacy strategies as well as inform more realistic expectations of what can be achieved and the risks involved. PEA will further contribute to better results by identifying where the main opportunities and barriers exist for girls education and empowerment of women and how best FAWE RS and member chapters can use most viable programming techniques and policy influencing tools to promote positive change for girls and women in Africa. The PEA should be done at the beginning of the next strategic plan and updated at least once each year.

3.4 Implied Theory of Change (ToC) in 2013-17 FAWE Strategic Plan

Considering ToC as a useful conceptual tool for mapping out strategies and program results, FAWE would have used this for on-going process of reflection on what changes were envisaged and how they were expected to happen. The ToC would have explained how and why the desired changes were to occur, and challenged FAWE RS to be more critical about the change it was seeking to achieve throughout the network, looking at the connection between FAWE mission, strategies and outcomes. The ToC would have served to further articulate underlying conditions and assumptions behind the strategy, which were critical for producing desired results. In summary the diagram

below presents the four interlocking elements of a good ToC that will be considered for the next strategy 2019-2023, to address this gap.
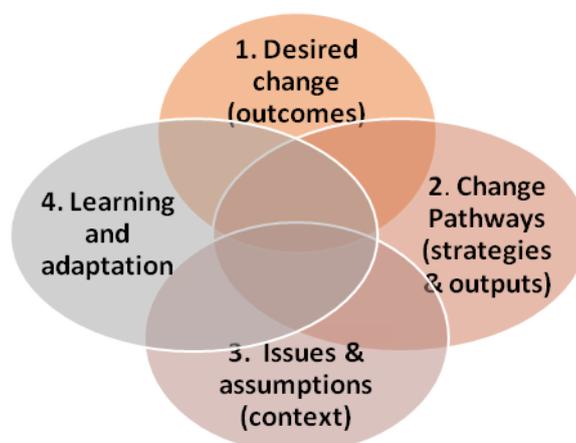
The table below contains additional comments on the implied FAWE ToC for 2013-17 SP

None of the minimum components for a ToC was made explicit. All were implied as nothing was as clear as was expected	*The implied outputs and outcomes did not have clear indicators making it difficult to set any realistic targets*
Though there were assumptions made – they were never followed up or monitored, a factor which hampered the assessment of the SP.	*it was not clear how the prevailing conditions or obtaining factors served to facilitate or frustrate delivery of the SP.*
Outputs were not relevant to evidenced change as limited, making it difficult to document actual structural or systemic changes.	
This reconstruction is presented in a linear form just to illustrate what CRI team thought would have constituted ToC components for the 2013-17 strategy. ToC for the new strategy will not necessarily have to be in a linear form, but in a form that will most represent destination FAWE network intends to reach in the next 5 years, how they intend to get there, through which pathways and with whom. Find in the next page the reconstructed ToC for FAWE SP 2013-17	

Implied ToC in 2013-17 FAWE Strategic Plan as reconstructed by CRI Team

The Problem	Underlying Issues	Partnerships	Pathways	Outputs	Outcome

Girls unable to access education of good quality in Africa

Poverty

Violent conflicts

Cultural practices

Bad policies

Lack of schools

Low budgets

Lack of teachers

Lack of goodwill

UN agencies, AU + RECs

MoEs + other relevant govt' agencies

NCs, donors + alumni

(i) Scholarships

(ii) Gender Responsive Pedagogy (GRP)

(iii) Voice & accountability

(iv) Mothers' clubs

(v) STEM – science, mathematics & technology

(vi) TIVET – technical and vocational education & training

# of girls with scholarships

# of countries using GRP

% increase in the number teachers using GRP

# of policies developed or reformed in favor of girls

# of girls rescued from harmful cultural practices and reenrolled in school

% increase in the number FAWE alumni across Africa

# of mothers clubs actively promoting girls' education

Girls in Africa access high quality education, complete schooling & succeed at all levels

Assumptions

a) UN & AU ready to work with and support FAWE RS;   b) Technical & financial resources available for the strategy;   c) National Chapters have capacity to roll out the plan; d) MoE & relevant state agencies ready to work and support NCs;   e) Communities ready to embrace civilization and drop harmful cultural practices; F) RS is well structured & organized to engage in regional processes and provide requisite support to NCs

3.5 Overview of Performance of FAWE 2013-2017 SP in Line with Strategic Objectives (SO)

In this section, the evaluation report addresses the overall performance of FAWE in the four strategic areas of (a) access to quality education, completion and performance (b) learning & knowledge management on gender issues (c) building a vibrant network, and (d) cultivating strong partnerships.

SO I: Access to quality education, completion and performance

There is strong evidence to suggest that the FAWE network contributed to improved access, retention, completion and performance. Many of the African Governments, through the influence of FAWE and other partners, enacted new basic education frameworks including Education Acts, policies and plans, which made basic education free and compulsory. This new policy direction, for instance in Malawi, Kenya, Sierra Leone, Rwanda, Ethiopia, and Zambia led to increased school enrolment, greatly benefiting girls. However, the noted progress around access did not match demand for quality and learning outcomes, as was observed by respondents. In some countries such as Kenya, it was noted that while FAWE contributed to the formulation of sections of the contemporary issues in the new curriculum (KICD competency based curriculum), their relation with Ministry of Education and UNICEF is no as longer strong, largely due to governance and capacity issues.

In addition, national governments and other partners in countries like Malawi, Kenya, Rwanda, Ethiopia and Sierra Leone among others replicated a number of demonstrative interventions such as comprehensive scholarships, technical/vocational skills for young women, cash transfers for education supplies, mentorship and counselling of girls, early grade reading, gender responsive pedagogy (GRP), giving girls voice through Tuseme, and mother's clubs. These interventions created enabling environments and impacted positively on girls' retention and completion, performance as well as quality teaching/learning. However, impact of FAWE interventions on access and participation was not felt as much on girls' education in conflict affected states, education in displacement and early childhood development as was observed by many respondents including RS Team. Overall performance of this objective was rated as below.

	B
	Weighted on a five point scale of A-E

**SO II: Learning & knowledge management on gender & girls education**

Establishment of a knowledge management hub as envisaged in the strategic plan was not fully implemented even though there were efforts to scan key FAWE documents and put them on the regional website. The initial idea which was to develop a systematic approach to capturing, recording, and documenting experiences and good practices in gender and girls education did not take off as was the plan to open up the platform to other partners and organizations to deposit relevant materials with FAWE. According to RS respondents, inadequate capacity within FAWE and lack of resources to implement this knowledge management objective resulted in this failure. But still the regional team and some selected chapters were able to document and share experiences and learning in various international, regional and national platforms such as conferences and workshops during the plan period.

As stated above, the failure to effect the proposed regional knowledge hub, denied FAWE the much needed contribution to the growing body of knowledge and practice on girls education and women empowerment in Africa. FAWE further missed opportunities, as member of national education coalitions, GIMAC platform, and global campaign networks to show case its success stories, effectiveness of piloted models as well as what works and what does not work for girls' education in Africa. The ability to use evidence to influence global, regional and national policies and to set agenda for girls' education in Africa was also greatly impaired. Despite the challenges, FAWE was able to show case good practices at national, regional and international levels. Examples include Presentation of good practices of TVET, ASRH, GRP, Tuseme, STEM at GIMAC, ICT convening's, AUC workshops, partners meetings, UNESCO meetings and others.

The strategic plan had no targets around objectives, thus it was hard to measure or quantify success. Equally, there was limited communications on the work of FAWE across Africa unless one went through the website, or accessed print and electronic publications that were shared. This again was not as robust and interactive as expected. In most of the national chapters, the project based data was stored in excel and there was inadequate technical staff to manage data collection, analysis, presentation, sharing and reporting. As we appreciated regular updates through FAWE RS social media platforms like Facebook & twitter, both FAWE RS and national chapters did not invest in, capitalize on or take full advantage of

cost-effective new technologies such as skype, zoom, and webinars to follow up, provide technical support and promote inter-chapter shared learning.

Efforts during this period focused largely on Monitoring and Evaluation (M&E) which entailed collecting, analyzing and reviewing data on project activities and beneficiaries. Though this helped FAWE to identify strengths, gaps and review whether the targets were being realized, but did not pay attention to learning and adaptation which are equally critical in delivery of any strategic plan. At the regional level, M&E remained critical in generating evidence and establishing the relevance, efficiency, effectiveness and sustainability of the organization, but the same this was not witnessed at chapter levels. The M&E plan that was developed during this period was not well synchronized to the organization's strategic plan and most NCs did not have M&E plans in place to track results they had set to achieve through their chapter strategic plans. From the chart below 74% of the chapters did not have monitoring and evaluation plans that outline or performance measurement frameworks.
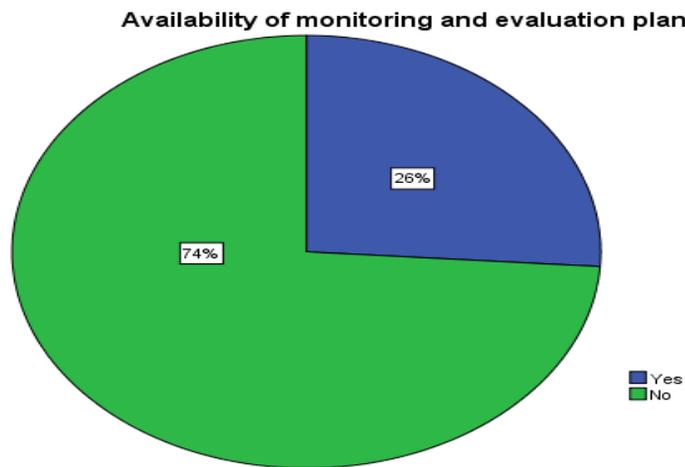
Source: FAWE NC Assessment 2017

Against the backdrop of unavailability of M&E plans in most chapters, a number of chapters reported that they enforce quality assurance across their programmes and projects through frameworks, technical backstopping and field monitoring activities. Details of these are spelt out in the table 4. Based on the issues, gaps and analysis the overall performance of this objective was rated C.

	C
	Weighted on a five point scale of A-E

SO III: Building a vibrant FAWE network

The 2013-17 strategic plan envisaged and set out to build a strong and vibrant FAWE network to deliver the set out strategic objectives. The evaluation noted that there were remarkable efforts by the Regional Secretariat to build a vibrant and strong network. Some of these efforts ranged from strengthening capacity of FAWE members and alumni through a series of international/regional training initiatives (e.g. the regional capacity building workshops on mainstreaming gender in education sector plans held in Nairobi and Dakar in 2015); undertaking multilateral/bilateral interventions (e.g RS worked with Uganda, Ethiopia among others), connecting chapters with each other for peer learning (Sierra Leone & Malawi), formation or revitalization of alumni (Rwanda Uganda, Zambia, Malawi, Namibia, Tanzania, Zimbabwe, Mali, Senegal, Gambia & Ethiopia); to building linkages with potential funders (Uganda, Sierra Leone) and other like-minded organizations with common agenda around girls education & women empowerment (e.g. EFA Campaign Networks and other girls education initiatives like DFID led Girl's Education Challenge Fund and leading Global Campaign for Education's girls education agenda). Despite such remarkable efforts by RS, FAWE membership & alumni in some chapters did not play their respective roles to expectations of strategic partners. In these cases FAWE members and alumni committed less time and resources to effectively participate in FAWE activities during this period. Membership & alumni activities were not well planned, structured and coordinated, FAWE did not tap into the members/alumni's full potential and experience in resource mobilization, technical skills, spheres of influence and ability to give back. Though Sierra Leone, Rwanda and Ethiopia hold a lot of promise.

However, there were efforts towards increasing capabilities for improved governance (leadership & management) of national chapters. During the review period a number of chapters were bedeviled by governance problems, which especially manifested itself in sharp differences between management boards and the secretariats, as witnessed in Malawi, Rwanda and Kenya. NCs which were faced with serious governance issues (leadership & management) like Malawi during this period, chose not to inform or seek support from RS, making it difficult for RS to intervene in helping them find solutions to the governance problems. The autonomous nature of NCs also made it difficult for RS to crack the whip when governance issues emerged as they could only advice the boards on required measures – no enforcement mechanisms. Despite governance problems in these chapters, the evaluation noted strong governance systems and robust practices in a good number of chapters such as Sierra Leone, Senegal,

Uganda and Ethiopia. All in all FAWE gave limited support to the national chapters and such chapters as Malawi had to go through governance turbulence with little or no support from RS, in spite of which, they continued to fly the FAWE flag and maintained the brand. Overall performance of this objective was rated C as shown below.

	C
	Weighted on a five point scale of A-E

SO IV: Building strong partnerships;

Across the region, FAWE developed strong partnerships with funding/resource and policy partners during this period. Examples include funding/resource partnerships with Master Card, DANIDA, Dubai Cares, Plan International, Packard Foundation, UNICEF, UNESCO, Ford Foundation among others and policy partnerships with AU (CESA), UNICEF (special flagships) and Global Partnership for Education (GPE). FAWE remained a dependable member and one of the regional focal points for GCE (Global Campaign for Education) in Africa. At the regional level FAWE has worked very closely with sister networks such as ANCEFA (Africa Network Campaign on Education for All), while at national levels, the national chapters worked with local implementing partners including Save the Children (Malawi), African Population & Health Research Center (APHRC in Kenya), World Vision (Senegal) and Don Bosco (Sierra Leon) just to mention a few examples.

The chapters have equally been key players in National EFA Networks such as Elimu Yetu Coalition (Kenya), Basic Education Campaign Coalition (Malawi), EFANET (Sierra Leon), COSYDEP (Senegal), ZANEC (Zambia), FENU (Uganda) and BEN (Ethiopia) among others. In the last 2 years of the strategy, FAWE RS working with selected chapters and youth focused organizations had started some level of engagements with sub-regional blocs such as EAC, SADC and ECOWAS. More of this has been witnessed in Southern Africa when NCs led by Zambia have had consistent and constructive engagement with SADC since 2016. At national levels, the national chapters worked well with local implementing partners and are active members of the National EFA Networks. Potential of partnerships with non-traditional funding agencies like private sector, devolved funds, state corporations and business foundations was not explored during this period.

It is instructive to note that during the strategic period, most of the funding partners shifted their traditional approaches or reviewed their funding mechanisms affecting FAWE's resource base and funding plans. A suitable example in this case was the abolition of the unrestricted funding approach by most donors in 2012/13 which greatly impaired FAWE RS's ability to provide flexible grants to national chapters. However, it emerged that some of these paradigm shifts among donors caught FAWE and its national chapters by surprise as they may not have positioned themselves with the right mitigation strategies to respond to the changing grant-making landscape, leading to loss of some dependable partners. However, a number of respondents were of the opinion that a number of FAWE chapters are no longer thought leaders and co-drivers with Ministries of Education in policy processes related to gender and girls education as they used to be in their 'golden years' but have now relegated themselves to passengers in policy and planning processes. In cases where a lot of good work is going on, documentation and profiling is so weak and therefore creating less visibility for the FAWE network. This was largely attributed to weak civil society mobilization, lack of cutting edge research to provide evidence to inform policy analysis and advocacy initiatives and inadequate capacity in terms of systems & competencies within the chapters (KIIs in Sierra Leone/Kenya & FGD in Senegal).

When it came to nature of partnerships NCs have had with their Governments, NGOs and donors over the last 5 years the following four examples stood out. In Tanzania, the NC signed an MOU with MoEVT and Project Partnership Agreements (contracts) with UNESCO, UNICEF, Children in Crisis, Save the Children and TEN/MET. FAWE Uganda received government support (largely policy & technical guidance) through different structures at national, district and community levels, in the implementation of different programs, from which FAWEU has learned and shared information with government and different partners. There was also a good relationship between FAWE Togo and the Government through the Ministry of Primary, Secondary Education and Vocational Training as well as the Ministry of Social Action, Promotion of Women and Literacy. FAWESWA on their part had a long standing recognition pact/MoU with MoET and funding partnerships with TX Foundation, Bristol Myers Squibb Foundation and Futures Group which currently fund the organization's key program interventions.

In our assessment we rated overall performance of this objective B.

	B
	Weighted on a five point scale of A-E

4.0 SUCCESS FACTORS AND DELIVERY CONSTRAINTS

The success in strategic plan implementation was attributed to a number of factors including, but not limited to broad based partnerships with inter-governmental agencies and governments at all levels, funding partners, implementing partners and communities that ensured shared skills, resources and learning. Equally, the political-economy of girls' education remained favorable as girls' education agenda remained a priority for many partners such as USAID, DFID, MasterCard Foundation, Dubai Cares and UNICEF. Specifically, the FAWE national chapters boards' and NEC members' commitment to implementing the strategic plan remained unparalleled. The FAWE national chapters' ability to mobilize financial and human resources, ensured smooth implementation of the strategic plan. However, the implementation was not without challenges. Board members in some countries such as Malawi, Kenya, Tanzania, and Ethiopia Chad, Gabon, DRC, Senegal, Benin Burkina, Somalia, Swaziland, Mozambique and Madagascar made less effort to support and mobilize adequate resources and build effective partnerships. So they left this noble task to the secretariat. Unfortunately, the secretariats of many of the FAWE national chapters, were inadequately staffed and had inadequate capacity to mobilize resources and effectively manage programs.

In some cases the absence of technical and strategic leadership within FAWE national chapters impacted negatively on their operations and on the confidence of partners and donors. The situation was compounded by limited support from FAWE RS in terms of timely technical backstopping, monitoring progress of flagships and provision of feedback on strategic reports. In all the FAWE national chapters interviewed, it was established that the implementation of the strategic plan was hindered by the ever changing government priorities and lack of resources. While there are gender responsive policies in almost all the countries, lack of resources remained a major challenge to the implementation of these plans and policies. The evaluation noted that while the political-economy of girls' education was favorable, the changing funding landscape of major funding partners greatly affected the operations and implementation of FAWE strategic plan. Some funding partners preferred INGOs as leads or primes as fund recipients/managers in consortia arrangements thus relegating FAWE national chapters to sub-grantees with less funding and less say on critical partnership decisions.

The national chapters were worst hit by lack of skilled and experienced staff, such that even if the funding partners called for proposals, the national chapters were not well positioned to deliver quality

and award winning proposals. Another constraining factor was over-dependent on the traditional donors at the expense of new funding opportunities like local businesses, corporate foundations and leveraging devolved funds like constituency development funds (CDF) in Kenya. In terms of oversighting and managing delivery of the strategic plan, the regional board and ED was supported by the senior management team at the regional secretariat (both program, finance and administration units) with support of consultants, volunteers, interns and contracted staff. In this strategic period, there was a limited number of technical staff with roles ranging from programme development, monitoring & evaluation, advocacy & communications and research, finance and human resource management. During this plan period, the organization experienced high staff turnover, particularly in the MEL (monitoring, evaluation & learning) function, and staff downsizing in 2012 from 22 to 11 due to financial limitations. Evidence show that the limited staff could not provide oversight and technical support to all the 34 chapters.

FAWE's presence in 34 countries offered a unique opportunity which was well exploited in most cases to advocate for girls' education agenda across Africa. As implementation units the NCs had close relationship with governments particularly ministries of education, presenting FAWE with ready policy platforms to address gender equity matters in education across the continent. However, the relationship between RS and chapters seemed not to be so strong and there is need to rethink how this can be strengthened (any suggestions here?). Additionally, FAWE as a brand needs to be more visible to all stakeholders through targeted communication, technical leadership and documentation of activities, interventions and achievements. FAWE partnered with a number of strategic organizations at various levels – national, regional and international. This was important for FAWE in achieving her advocacy goals and delivering on the mandate. To increase advocacy clout, FAWE will need to and has the ability to bring on board teacher unions as strategic partners and secure their buy-in as significant voices around girls' education agenda. Once teachers support is secured, FAWE will be able to address a number of issues that concern girls' education & women empowerment as the unions will be speaking the FAWE language even in their other engagements with ministries of education about teacher welfare and education standards. Enhanced partnerships will be needed in research to inform appropriate interventions. A fully fledged research unit at FAWE RS will be necessary not just to lead in research activities but also to coordinate these partnerships and position FAWE in making evidence based policy advice and interventions.

5.0 RESOURCE MOBILIZATION FOR 2013-2017 STRATEGIC PLAN

FAWE maintained a partnership base that supported the implementation of the just concluded strategic plan. Some of the partners like the MasterCard Foundation and Dubai Cares will continue beyond the plan period. During the year 2017, FAWE commissioned national chapter's assessment with resource mobilization being one of the areas of interest. The assessment report indicated that only 14% of the chapters had developed resource mobilization strategies to support their strategic plans while 81% had no resource mobilization strategies in place over the last 15 years of their existence. This explains why majority of the chapters were greatly affected by the withdrawal of the administrative support from RS in 2012. The evaluation revealed that a resource mobilization strategy was developed to support the 2013-17 strategic plan, however this was developed long after the strategic plan was under implementation. The resource mobilization plan did not have clarity on institutional roles and structures necessary for aggressive mobilization of funds. This therefore restricted FAWE to depending on traditional funding sources i.e. institutional donors, rental income and subscriptions from members.

The review team identified lack of a well-defined resource mobilization strategy and plan with a defined resource mobilization unit as one of the barriers to FAWE resource mobilization and a weakness that diminished FAWE's (both RS & NCs) ability to mobilize resources during the period under review. This weakness greatly impacted implementation of the organization's objectives as some objectives received more funding than others. The assumption as at the time of developing the strategic plan to mobilize funds along the way was certainly not well thought out. FAWE as a matter of necessity, should have a **robust business model** for 2019-2023 complete with a resource mobilization plan with clear tools for identification of gaps and roadmaps on how to fill them.

The evaluation team reviewed donor dependency of the regional secretariat and one of the national chapters (Sierra Leone). This review revealed that the regional secretariat's donor dependency ratio increased over the period as follows: 2013/94%; 2014/90%; 2015/94%; 2016/94%; 2017/97%. The trend gives a picture of FAWE RS financial vulnerability to economic & political shocks which can bring down FAWE operations just in case the shocks occurs. The table below gives a comparative analysis of the current funding mix between RS and a sample NC (FAWE SL) and a trends analysis of RS donor dependency ratio.

Overview FAWE Regional and Country Chapter Funding Mix Period 2013-2017

Table 1.1

FAWE Regional Chapter

Funding Sources	Project	2013 US Dollars	2014 US Dollars	2015 US Dollars	2016 US Dollars	2017 US Dollars
Institutional Donors						
AL Sumait Prize Grant					-	999,975.00
Islamic Development Bank			30,000.00	89,400.00	15,585.00	
FK Norway			19,959.00	141,413.00	401,825.00	305,886.00
Education Commisioners					24,980.00	-
GIZ-Germany		78,072.00	85,389.00	126,025.00	14,294.00	-
Mastercard Foundation		873,784.00	726,920.00	1,129,183.00	-	3,525,686.00
World Bank/ADEA Secretatriat		150,000.00	75,000.00	9,585.00	1,559,764.00	56,747.00
Dubai Cares					-	424,268.00
UNGEI				34,985.00	24,980.00	-
UNICEF-ESARO					-	20,000.00
Microsoft Foundation				9,435.00	14,470.00	54,965.00
UNESCO					19,905.00	23,960.00
University of Maryland		21,832.00	44,324.00	55,490.00	31,000.00	-
Plan International-AU					-	120,129.00
The David & Lucile Packard Foundation		250,000.00		249,975.00	249,975.00	249,975.00
World YWCA					-	36,770.00
Danish International Development Agency			323,423.00	-	-	-
Intel Foundation			70,000.00		-	-
Friends of FAWE			3,000.00		-	-
ZTE Corporation of China				34,190.00	-	-
Finland Ministry of Foreign Affairs		263,603.00		462,690.00	-	-
Women Thrive				47,158.00	-	-
Global Fund for Women		50,000.00	50,000.00		-	-
Aga khan Foundation				27,228.00	-	-
Ford Foundation		54,530.00	-	-	-	-
Oxfam Canada		49,348.00	-	-	-	-
Rockefeller Foundation		500,000.00	-	-	-	-
Gender Link		7,000.00	-	-	-	-
AWDF/Ghana		10,000.00	-	-	-	-
Total Institutional Funds		2,308,169.00	1,428,015.00	2,416,757.00	2,356,778.00	5,818,361.00
Self Financing						
Investment Income-Bank and Reserves		31,947.00	45,960.00	59,163.00	56,972.00	63,040.00
Workshop Participants/Conference		25,335.00	25,984.00	13,211.00	8,125.00	36,690.00
Rentals		90,531.00	95,392.00	91,919.00	88,827.00	76,044.00
		147,813.00	167,336.00	164,293.00	153,924.00	175,774.00
Total Funds		2,455,982.00	1,595,351.00	2,581,050.00	2,510,702.00	5,994,135.00
Donor Dependecy Ratio		94%	90%	94%	94%	97%

Table 1.2

Sierra Leone Chapter

Funding Sources	Project	2013 US Dollars	2014 US Dollars	2015 US Dollars	2016 US Dollars	2017 US Dollars
Institutional Donors						
Plan International	Girl Power Project Western Area	14,271.52				
Banyan Tree Bursaries		26,989.82	579.6	65,727.53		64,638.07
Beautiful World		29,861.01	18,339.28	66,824.10	94,725.42	35,057.70
Children in Crisis-UK		151,406.95	125,052.65	255,506.63	113,092.75	
Finn Church Aid		32,046.63	100,802.24	67,648.80	94,141.18	107,925.85
	Girls Education Challenge	258,870.01	133,052.61	171,473.80	270,763.09	166,666.67
Restless Development			6,796.78	14,023.57	515.7	
United Nations Educational Children's funds		39,259.65	47,984.02	46,304.04	8,321.66	
Banyan Tree Learning Assistant					58,133.33	125,454.40
	Girls Access To Education				223,355.00	358,700.28
Waterloo Foundation					61,883.33	33,333.33
Total Funds		552,705.59	432,607.18	687,508.47	924,931.46	891,776.30
Donor Dependecy Ratio		100%	100%	100%	100%	100%

Source: FAWE Regional Secretariat and Sierra Leone Chapter Annual Reports.

FAWE Regional Secretariat Donor Dependency Ratio Analysis 2013-2017
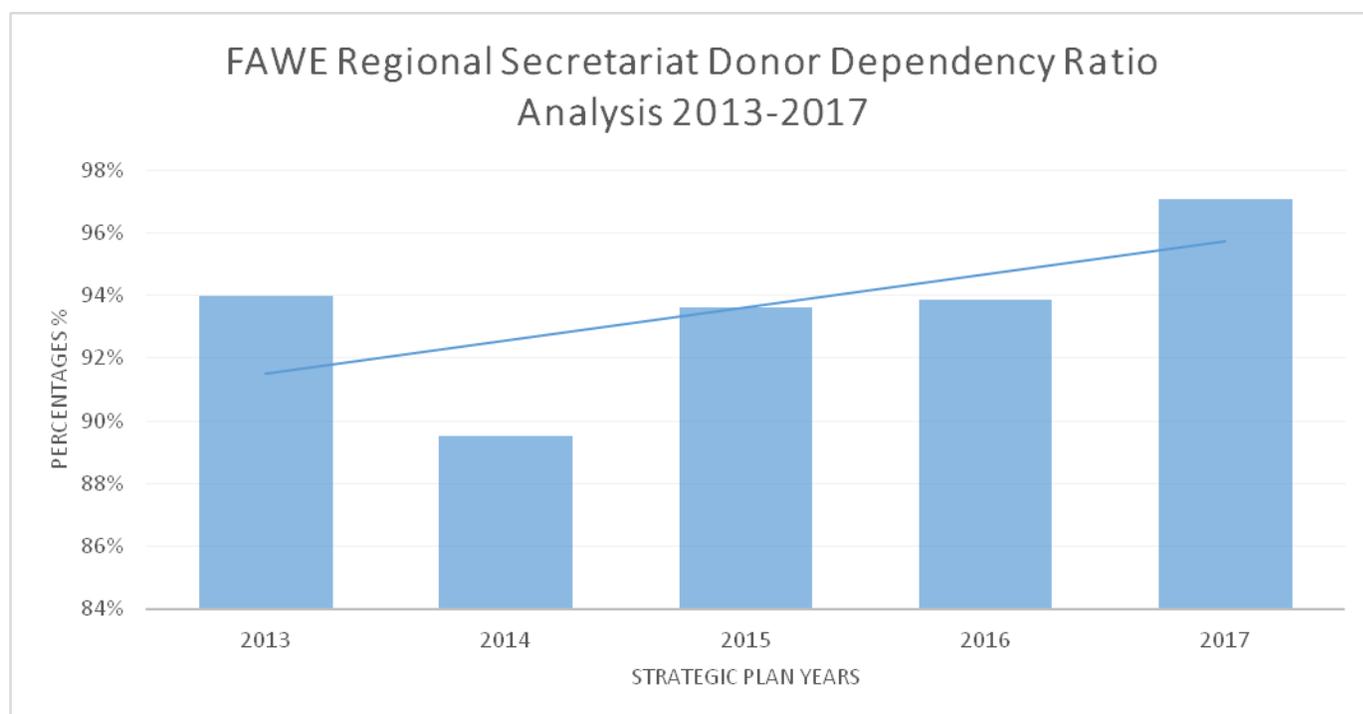
Source: FAWE Regional Secretariat Annual Reports (2013-17).

The evaluation team interviewed individual members of staff at both RS and selected NCs, in addition to holding meetings with different stakeholders on the best resource mobilization options and business models FAWE could adopt in the next planning period. The stakeholders suggested a range of approaches to setting up organizational strategies for securing resources, including funds within governments, and those housed in non-state agencies. To address this gap, FAWE will have to develop a robust business model as suggested above. Secondly, the interviewees and stakeholders acknowledged that FAWE has weak institutional capacities to raise funds both at the regional secretariat and national chapters. This is corroborated by the national chapter's assessment report 2017 which also identified capacity as an impediment for national chapters to write quality proposals capable of attracting funding from donors. From 2017 assessment report only 35% of the proposals were accepted and 65% rejected by donors, citing quality and capacity issues. Inadequate and less effective structures, processes, people and strong partnerships meant that FAWE regional hub and national chapters were not suitably equipped to mobilize funds during the period under review.

Without strong staff capacity, structures and processes donors are unwilling to provide substantial funds to run the programs; therefore FAWE at both levels (regional and national) may have to invest in

building staff capacity in sharpening recruitment processes (new talent acquisition), business development, resource mobilization and programme design & management to make it attractive to current & potential donors. It was clear from the interviews and meetings that FAWE has not utilized well her cordial relationship with intergovernmental bodies like AU and national governments and presence in every corner of the continent to secure funds for its flagship programs. Moving forward FAWE may need to use her credibility and network to explore ways of increasing advocacy for ring-fencing funds from the local and national governments to support priority issues around girls' education. One way of achieving this is by engaging members who are strategically placed in government departments to influence FAWE agenda and support/monitor prioritization of girls' education in government plans and budgets. NCs participating in the review identified the following resource mobilization opportunities to be considered by RS and the chapters moving forward to the next strategic phase.

NCs	RS	Cross-cutting
joining relevant consortia from time to time; NCs to market themselves for local & international funding; Improve innovative ways of membership drives; NCs to work with RS to jointly target regional & international funding opportunities; buying own land to build own offices & resource centers; leverage devolved funds; target alumni to give back & support FAWE activities;	continue to nurture current partnerships; provide governance, donor compliance & finance management support to weak chapters; introduce NCs to donors as appropriate; preparation of multi-country programs; organize donor round tables for chapters and different partners;	joint proposal writing; joint advocacy programs; bi-lateral partnerships with INGOs; approach corporates, private foundations and individual philanthropists for grants & sponsorships; bidding or applying for research, training and other consultancies;

6.0 VALUE FOR MONEY APPLICATION IN 2013-17 STRATEGIC PLAN PERIOD

The evaluation was geared towards assessing if FAWE enforced value for money principles (Economy, Efficiency, Effectiveness and Equity) in implementing the concluded strategic plan. At both regional secretariat and national chapter levels, the interviewees and stakeholders mentioned the following areas where they felt VfM principles were applied and demonstrated during this period.

Staff are employed on contract basis and paid based on deliverables and performance. In most instances, staff are deployed outside their stations without additional cost to FAWE.	Segregation of duties within FAWE where the system in place allows for counter checking requests by several persons before approval thus making FAWE operations efficient.	Both RS & NCs having administrative and financial procedures manuals, incorporating national and international financial rules and regulations.
Use of students on attachments (interns) who work for free or at a lower cost	low cost means of enabling girls to obtain an education (but actual costing was done)	By ensuring there are budgets, action/implementation plans, financial controls and key performance indicators
Robust monitoring, evaluation, learning & adaptation systems	Installing appropriate accounting software	Prudent and correct use of resources allocated to projects and programs
Some chapters have learnt to identify the things that can be done effectively without spending money	All funds raised by the organization are used for effective implementation of relevant interventions.	Use of members to provide pro bono services at no cost or at lower rates and the savings were used for other purposes.
Applying the principle of efficiency - meaning encouraging optimal use of resources to guarantee minimum expenses while achieving maximum results.	Financial gain accruable as a result of savings retained from cost saving measures utilized during procurement processes. The cost savings includes aspects such as using less during purchases, the purchaser is not only guided by the price list but also the quality of the goods or services to ensure efficiency.	
Responsibility and accountability in finance management – where both RS and most FAWE chapters		

have controls to ensure that money going out is accounted for properly and ensuring that it has some impact on the activities being implemented in the field.

Note: these are examples of value for money principles, policies and practices that have been applied by both RS & NCs during the strategic plan period to ensure prudent use of resources, efficiency in delivery and effectiveness of the plan

In spite of these VfM interventions and initiatives across the board two significant gaps around VfM were identified. First, none of the FAWE models has been costed to know what they actually take to deliver to inform any scale up decisions. Second a number of the chapters still do not understand the concept of value for money, its principles, their application and reporting. To address these gaps, it is important that FAWE to do the following; - (i) document & cost selected flagships as part of future programming approach; and (ii) set out guidance on the process/techniques for value for money monitoring, pillars of measurement, definition of indicators and reporting of progress. This will mean developing VfM framework adapting relevant pillars of VFM and considering that FAWE will implement its activities with VfM lenses, it is proposed that a VfM Policy document be drafted for members of the FAWE regional secretariat and national chapters to use and develop a culture of practicing VfM in all the aspects of institutional management and programme implementation. This policy with an accompanying framework should be able to promote use of VfM principles and judgements at all times.

7.0 TOWARDS A NEW STRATEGIC PLAN 2019-2023

The issues outlined below are derived from the three main sources; a) visioning workshop which brought together key stakeholders among them member of FAWE Africa Board, partners and FAWE regional staff to receive the evaluation feedback and give their insights for the development of a new strategy; b) review findings from the 4 case studies & 13 chapters which participated in the online survey; and c) analysis of relevant policy documents & reports. The proposals are presented to provide a transition platform and lessons to inform the proposed framework, pillars for the new strategic plan 2019-2023. Informed by these issues, we present in subsequent sections (7.2 to7.5) some suggestions on strategic directions, business model, value for money and performance measurement framework which will be developed further as part of the next strategy for FAWE network.

7.1 Key Issues & Recommendations from the Review

1. Vision and mission narrowed FAWE's scope on empowering girls and women. Though a number of respondents agreed that the vision and mission still remained relevant to their countries, they felt that the vision is not holistic to allow chapters to address the contextual and multiplicities of issues currently affecting girls and young women such as climate change, child protection, economic hardships and reproductive health, water, hygiene and sanitation, values, ECD, child protection, and youth empowerment – including employment & entrepreneurship. They felt that the vision of "African girls have access to education, perform well and complete their studies and gender disparities in education are eliminated", is more inclined towards academic than building skills and competencies beyond school life. Other respondents were of the view that vision and objective 1 of "African girls access high-quality education, complete schooling, and perform well at all levels" is more or less the same. The vision, they argued, should be broad enough not only to allow for empowerment of girls and women in and out of school for prosperity but also to include economic empowerment for families. We note however, that education of girls form strong basis for skills development and the eventual economic empowerment of women.

2. Some of the respondents felt that the strategic plan goal of "enabling positive change in girls' education" may have been too broad to be accomplished within the strategic period. Consequently, most of the respondents recommended a goal that is focused on the pathways of addressing the social

and institutional systems (in schools, community, government) that deny girls opportunities to reach their potential, and are responsible for gender disparity.

3. The ending strategic plan may not have fostered and nurtured the culture of evidence-based advocacy and policy influence. Most respondents were of the view that FAWE should invest in research, analysis and knowledge management (including documentation, monitoring, evaluation and learning). Particularly, there should be efforts to improve MEL plan and standardize data collection, analysis and reporting. The plan should be accompanied by a performance measurement framework to track results throughout the next strategy period. They were of the opinion that FAWE should be the hub for information on gender and girls' education around Africa. And for this to happen, majority of the respondents, recommended FAWE to strengthen its monitoring, evaluation & learning (MEL) unit, establish a research unit and develop a strong link with universities in Africa, Europe and America for purposes of scientific research, evidence generation, policy analysis, results tracking/aggregation and knowledge management.

5. Most of the FAWE models or demonstrative interventions may not have been validated in readiness for scale up and replication. The evaluation realized that little is known by the chapters on efficacy and cost of the models. Importantly, most of models may not have been designed & packaged for replication and scale up. The recommendation is that in-depth analysis should be conducted on all the models as part of future programming approach, with the aim of establishing their efficacy and cost of implementation and scale up and conditions/conducive environment for success. The interventions should also be leveraged for policy influence and modelled to inform national education discourse and decision-making.

6. The Theory of Change may not have been well articulated in the strategic plan and most of the respondents recommended brief but robust Theory of Change with clear pathways. This should be supported by regular context analysis to review/validate the ToC and pathways once every year.

7. The feeling amongst the respondents was that FAWE network is gradually losing the space and leadership on girls' education to emerging organizations and networks such as CAMFED due to visibility and responsive leadership. Respondents recommended a more coordinated voice where chapters are more visible at the national level and linked to FAWE regional secretariat. The approach will not only

require improved communication and interactions within the organization and with partners but also strengthening the capacity of regional secretariat and national chapters to take lead revamping FAWE.

8. In this strategic period, minimum effort on organizational and network development may not have had such a great impact on members, alumni, national chapters, management boards and FAWE regional secretariat. Respondents recommended that FAWE may need to review its structure and regulations so as to broaden FAWE Africa membership and open up NC membership to allow other women professionals from other fields such as health, engineering, agriculture, business etc. to join, so long as they are passionate about girls' education and empowerment of women. This is because girls have different dreams for their future life including being doctors, engineers, agronomists, teachers, business persons etc.

9. While the strategic period saw FAWE mobilize resources to implement girls education programmes, it was inadequate and may have been responsible for among others lack of research and documentation. In order to address resource mobilization issues identified during this period it was widely recommended (by review participants) that a more robust business model be developed for the next strategic plan.

10. Value for money principles were not widely applied during the period under review. Respondents underscored the need for a new VfM policy with clear measurement indicators and reporting guidelines.

11. The PEA and other analytical approaches may not have been deployed regularly to analyze obtaining conditions and inform annual and quarterly plans on girls' education/women empowerment. Respondents recommended regular use of appropriate analysis tools including PEA to establish the status of girls' education and women empowerment for purposes of planning and responding effectively and efficiently.

12. The general feeling by respondents was that there is need to strengthen interaction and networking by national chapters for peer learning, sharing of lessons, discussing success stories and planning joint initiatives.

13. While it was acknowledged by respondents that FAWE has included boys in their programmes, this was at a limited scale. Therefore, the respondents recommended increased participation of boys and men in FAWE's activities so as to avoid the emergence of gender divisions in the communities as witnessed in Malawi, where men have now formed Fathers Groups to counter the mother clubs and to champion the rights of the boys. By increasing the participation of boys, the problems such as SRGBV, early pregnancies and child marriages etc. may be solved.

14. The outgoing strategic plan was not clear on the relationship between the alumni network and the chapters. It was recommended that effort should be put by FAWE to formalize and strengthen Alumni across the region.

15. FAWE to develop a clear agenda in terms of advocacy campaign. This will call for building of strong partnerships and working closely with the national education networks and Ministries of Education.

7.2 PROPOSED FAWE 2019-2023 STRATEGIC FRAMEWORK

NARRATIVE

In today's world, there are more girls and women, in and out of school, facing extraordinary adversities compared to any other time in modern history. In addition, the required skills and competencies to succeed in life are changing daily. Societal needs have become more complex, dynamic and require that girls develop skills, values and competences that go beyond traditional academic knowledge.

VISION

A just and inclusive society in which girls and women have skills and competencies they need to achieve their potential

MISSION

In partnership with educators, researchers, influencers and communities, FAWE aims to provide opportunities for girls, especially those in extreme adversity, to develop skills and competencies that will allow them to be productive members of the society.

Strategic Goals: Empower girls and women with skills, values & competencies they need to achieve their potential.

Social Change Objective: Girls across Africa, especially those in extreme adversity, have access to quality education to develop relevant skills.

Systemic Change Objective: The education systems in Africa integrate gender responsive approaches and policies to nurture skills and competencies for girls to contribute to society.
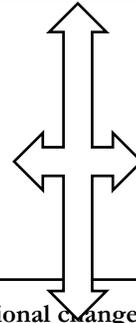
Organizational change Objective

The organization has the institutional capacity (network, leadership, technical & financial) to deliver its mandate

Possible Outcome Areas
1. Innovate, explore and scale up models on ECD, child protection and Quality education.
2. Gender responsive Policies and plans
3. Community engagement
4. Evidence and knowledge management on gender issues in education
5. Organizational and network development

Tentative Theory of Change
FAWE believes that when every girl and woman is provided with opportunities to nurture skills and competencies then they can achieve their potential. And that appropriate and holistic approach to girls' and women's issues is essential to create progressive, inclusive and safe environments for them. That working with state agencies, families, teachers, community members and other key stakeholders we can create and contribute to positive change, favorable to girls in their society.

7.3 Proposed Business Model for the New FAWE SP

The diagram below represents our proposed business model.

- Build Strong profile

- Institutional strengthening

Assess gaps, brand FAWE

Build capacity of the staff

Set bussines unit

leverage with publi funds

fundraising events

consultancy and training/institute

membership drives

identify poetential donors and sustain the current

Private-public partnerships/CSR

- Internal sources

- External sources
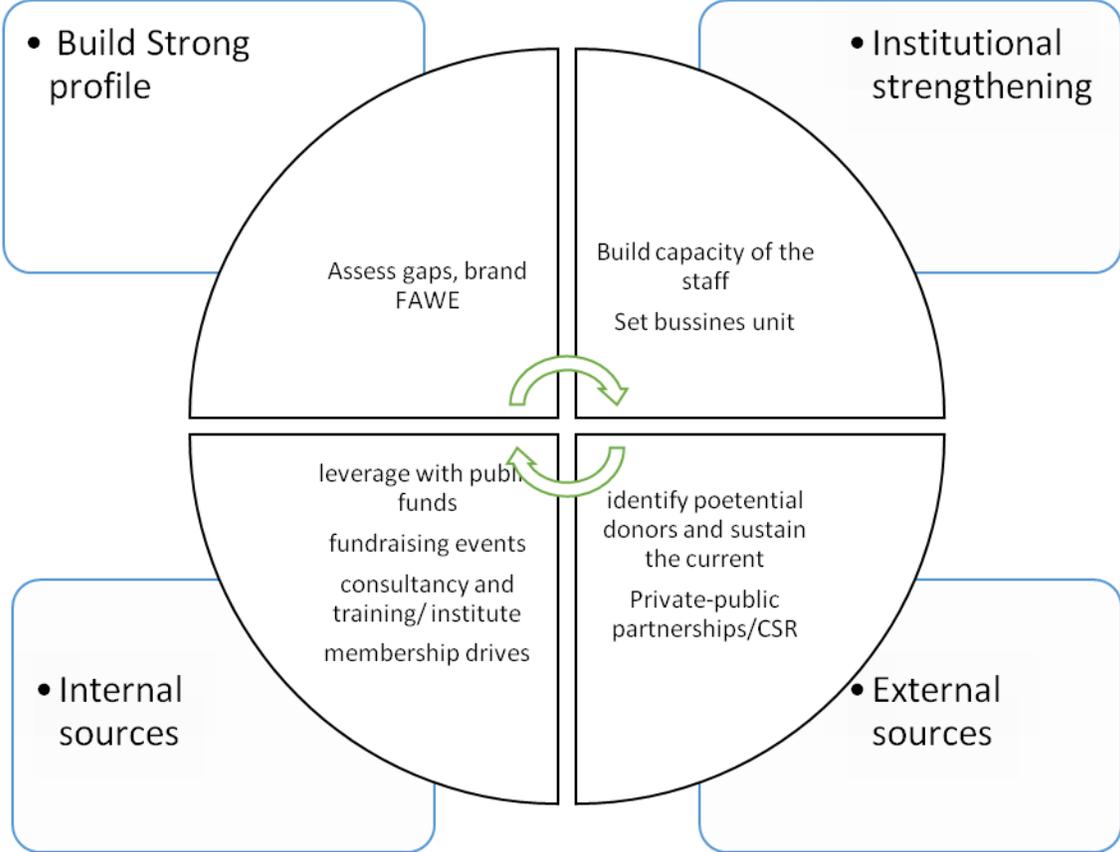
7.4 Key Elements of a Robust VfM framework for 2019-23 SP

VfM Pillars	Indicators for VfM Measurement & Analysis			
	Economy	Equity	Efficiency	Effectiveness
Key questions to ask at every stage to help in generating the requisite indicators	How to get inputs of good quality at the best possible prices:	How to reach & work with the most poor, vulnerable and marginalized girls & young women;	How to ensure outputs are maximized and inputs are minimized	How to ensure inputs and outputs yield envisioned outcomes
Strategy & Program design				
Planning and budgeting for the strategy				
Implementation & reporting on the strategy				
Learning & adaptation during the strategy period				

7.5 Proposed PMF[17] Template for FAWE SP 2019-2023

Goal								
IMPACT	**Indicator 1**							**Assumptions**
		Tools for data collection & Source of evidence:						
	Indicator 2							
		Tools for data collection & Source of evidence:						
Strategic Objective 1								
OUTCOME	**Outcome Indicator 1**	**Key processes or pathways**	**Baseline**	**Milestone 1 2020**	**Milestone 2 2021**	**Milestone 3 2022**	**Target 2023**	**Assumptions**
	Qualitative							
		Achieved						
	Quantitative							
		Tools for data collection & Source of evidence:						
	Outcome indicator 2		**Baseline**	**Milestone 1 2020**	**Milestone 2 2021**	**Milestone 3 2022**	**Target 2023**	**Assumptions**
	Qualitative							
	Quantitative							
		Achieved						
		Source:						
		Research or Learning Questions:						
INPUTS (USD)	**(USD)**	**Others (USD)**	**others (USD)**	**others (USD)**	**Total (USD)**		**RS (%)**	
Output 1	**Indicator 1.1**	Key Activities	**Baseline**	**Milestone 1 2020**	**Milestone 2 2021**	**Milestone 3 2022**	**Target 2023**	**Assumptions**
		Achieved						
		Tools for data collection & Source of evidence:						
	Indicator 1.2	Key Activities	**Baseline**	**Milestone 1 2020**	**Milestone 2 2021**	**Milestone 3 2022**	**Target 2023**	

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[17] PMF – Performance Measurement Framework

8.0 ANNEXES TO THE REPORT

ANNEX 1: PERFORMANCE IN IMPLEMENTATION OF EDUCATION FOR ALL GOALS

Goal	Status as of 2015
2:Universal primary education	The primary school net enrolment ratio moved from 84% in 2000 to 93% in 2015. Net enrolment ratios improved significantly, rising by 20% between 2000 and 2015 in 17 countries, 11 of which were in sub-Saharan Africa.
	Despite progress in access, dropout remains an issue: in 32 countries, mostly in sub-Saharan Africa, at least 20% of children enrolled are not expected to reach the last grade.
	Of the 31 countries with available data in SSA, only 7 got closer to achieving universal primary enrolment by 2015 (with NER of over 90%). Eight countries were still far from the target, with NER of below 80%, among them Côte d'Ivoire, Equatorial Guinea, Eritrea and Nigeria.
	In 2015, 35% of the nearly 30 million children out of school in Sub-Saharan Africa lived in conflict-affected countries, more or less the same proportion (37%) in 1999.
3:Technical & vocational skills	Reflecting improved transition rates and higher retention rates, the lower secondary gross enrolment ratio increased from 71% in 2000 to 85% in 2015.
	As of 2015, only a few countries in Africa either subsidized or charged lower secondary school fees, including Botswana, Guinea, Papua New Guinea, South Africa, Tanzania and Kenya
	Despite much greater attention to technical and vocational education, this remained of low priority in sub-Saharan Africa.
	By 2015, technical and vocational education accounted for an average of only 6% of total secondary & TIVET enrolment in the region, a slight decline from 7% in 2000. By 2015, there was decrease by more than 10% in Liberia, Mozambique and Rwanda.
4:Adult literacy	The average adult literacy rate in sub-Saharan Africa increased marginally from 53% to around 60% in 2015.

	The region recorded the highest adult illiteracy rate, 41%, and but lowest progress globally. Adult illiteracy rates declined by 2015 in all the 23 countries with comparable data in SSA. Despite this, only three countries (Burundi, Equatorial Guinea and South Africa) achieved the target of halving the adult illiteracy by 2015.
	The average adult illiteracy rate dropped by less than 30%, with 12 countries still far from the target, among them, are Burkina Faso, Chad and Mozambique.
	As of 2015 around 197 million adults lacked basic literacy skills in SSA, of which 61% were women due to the region's continuing population growth, accounting for 26% of the global number of adult illiterates.
6:Quality of education	Globally pupil/teacher ratios declined in 83% of the 146 countries with data at the primary education level. In one-third of the countries with data, however, less than 75% of primary school teachers are trained up to national standards.
Education financing	Education was still not a major priority in many national budgets. As a share of government spending, expenditure on education changed a little since 2000 to 13.7% in 2015 (an average in increase of 1% between 1999 and 2012), falling short of the recommended 15% to 20% target.
	Donors largely failed on their commitment to deliver aid more effectively, achieving just 1 of 13 aid effectiveness targets. Effective international coordination and distribution of aid to education have been almost entirely absent.

Source: Adapted and summarized from UNESCO EFA Global Monitoring Report 2015 and UNESCO Post 2015 EFA Assessment Report

ANNEX 2: ALIGNMENT OF FAWE INTERVENTIONS AT THE NATIONAL LEVEL

Examples of Points or Areas where FAWE Interventions and Strategies are well aligned at National Level	Country
National Development Plan 2018, Education Sector Policy 2016 - 2030, Gambia Education Policy 2015, Research and development policy & teacher capacity building	Gambia
Education Act, Namibia Development Plans, Education For All (EFA) goals, Affirmative Action (AA), National Gender policy, Millennium Development Goals (MDG), Orphan and Vulnerable Children Plan, Prevention and Management	Namibia

Learner Pregnancy Policy	
Primary Education Development Plan, Secondary Education Development Plan, Education Sector Development Plan, Policy brief on how best to provide the sustainable solutions to the provision of quality education in the country, Education Sector Review Plan, & Inclusive Education Costed Plan.	Tanzania
Skilling Uganda, Education for All, Promotion of Science Education, Ending Violence against Children in and around Schools, Retooling science teachers through the SESEMAT Program. National Education Strategic Plan (PSE) 2014-2025 and the National Plan for the Development of Education (PNDE) 2018-2022	Uganda
The Swaziland Education and Training Sector Policy (EDSEC 2011) section 6.2 refers to a concept of Schools as Centers of Care and Support (SCCS) which is a Rights based concept that ensures the holistic life-long education provision to all learners. This concept takes charge of the psychosocial challenges which might disrupt retention, access and quality education for the girl child.	Swaziland
National Development Plan (2015-2019), Education sector plan (2018 – 2022); Quality education for all guarantees sustainable development June 2017, National Action Plan for Girls Education (neither applied nor revised), National Policy for Women's Advancement, National Plan for Gender and Development	Madagascar
PRODEC1 (Ten-Year Program for the Development of Education, Interim Education Recovery PRODEC2, the National Plan for Girl child Education	Mali
Benin Education Sector Plan Post 2015, which is near completion and Benin National Policy Paper on Girl's Education.	Benin

Source: FAWE SP 2013-17 review data

ANNEX 3: NATIONAL GOVERNMENTS' INTEGRATION OF GENDER POLICIES IN EDUCATION POLICIES FOLLOWING FAWE INTERVENTIONS

Country	Extent to which selected national governments integrated gender issues in education or took initiatives to promote girls education as a result of FAWE influence in the last 5 years
The Gambia	Introduction of girls' education program where girls could go to primary school for free and School Improvement Grants which served to support education from primary

	through to Senior Secondary.
Zimbabwe	By promoting Non Formal Education, school re-entry, development of school health policy and addressing other issues linked to girls dropping out of school such as early pregnancies, early marriages, and gender-based violence in school settings.
Namibia	Through FAWE influence, the Ministry of Education, Arts and Culture through its Programmes and Quality Assurance department integrated FAWENA proposals on access and retention of girls in schools and also scaled up programs that promoted gender equity in Namibia.
Tanzania	Tuseme mainstreaming, training the Curriculum Coordinators/Developers on Gender Responsive Pedagogy (GRP) and integration of re-entry component in the reviewed Education and Training Policy (2014) in Tanzania
Uganda	Development of re-entry guidelines to give child mothers a second chance to access education. The Government and other key partners together with FAWEU worked on integrating FAWE's GRP Model in the teacher training curriculum in Uganda.
Togo	Togo government worked on integration of gender perspectives in in-service teacher training. Organization of awareness raising campaigns for girls by the Ministry of Primary, Secondary Education and Vocational Training. The existence of a green line 1011 to warn about violence against children. Publication of new textbooks for the preparatory course which took into account the elimination of sexist stereotypes.
Mali	Gender mainstreaming in initial and continuing teacher training to enable them to apply equitable management in classrooms. The revision of the national plan on girl child education in Mali
Ethiopia	After FAWE implemented Gender Responsive Pedagogy (GRP) by targeting selected schools, college of teachers' education (CTEs) and universities, the government took the lessons from FAWE Ethiopia and adopted the lessons for mainstreaming in the education system.
Benin	Adoption of FAWE work and putting in place measures to encourage retention of girls in schools. These included providing free primary education for girls, facilitating girl's access to the STEM courses and creating high school hostels for young girls.

Source: FAWE SP 2013-17 review data

ANNEX 4: NCS PROJECTS QUALITY ASSURANCE STRATEGIES

M&E frameworks (plans, budgets & tools)	Backstopping by regular program staff	Field monitoring activities & reports
Following NC strategic plans and other reference documents in designing, executing M&E plans.	Regular staff capacity development & deployment of regional focal persons e.g. The Gambia has focal points in the 6 Educational Regions to oversee program support, monitoring and supervision.	Engaging field officers, site supervisors and community mobilizers at community, district and county levels to provide supervision, program support and monitor project activities e.g. in Liberia.
Planning and budgeting together with the project team; activity planning sessions & reviewing data collection tools.	Engaging highly skilled personnel in project implementation and monitoring.	M&E visits, periodic and annual project review meetings.
Monthly reports submitted to Management on a weekly/monthly/quarterly/bi-annual basis and at programme meetings led by Programme Managers.	Having Zonal Coordinators who are in charge of the State Chapters e.g. Sierra Leone has 6 of these.	Carrying out field monitoring visits or spot checks; verification of information collected from the field and review of reports.

ANNEX 5: DATA COLLECTION TOOLS

I: FAWE RS BOARD KEY INFORMANT INTERVIEW SCHEDULE

1. FAWE VISION & MISSION

a. b) How relevant is FAWE's vision and mission looking at the regional context and current global trends?

b. c) Do you think both the Regional Secretariat (RS) and national chapters (NCs) are on track to achieving FAWE's vision and mission?

2. GIRLS' EDUCATION AGENDA

a. Based on your experience, has FAWE contributed to the implementation of education policies in the region?

b. To what extent, has FAWE objectives contributed /supported girl's education agenda in the continent (especially enrolment, retention, completion, transition, performance and gender balance?)

c. What were some of the key milestones on girls' education in Africa in the last 5 years that can be attributed to FAWE intervention?

d. What are some of the major changes in communities (including parents/guardians), in terms of girls' education, that you can attribute to FAWE's work in the region in the last 5 years?

3. OWNERSHIP & SUPPORT

a. From your experience are the FAWE strategic objectives locally and regionally shared and owned? Why do you think so?

b. Do you think that African governments, particularly Ministries of Education, have interest in the FAWE strategic objectives?

4. RESOURCE MOBILIZATION & USE

a) How can FAWE RS work with national chapters in resource mobilization?

g) What key opportunities exist for FAWE to leverage on for more resources and impact at the regional and national levels?

5. FUTURE STRATEGIC DIRECTION

a) Based on your experience and the status of girls' education in Africa, what would you suggest as

❖ FAWE's new vision

❖ FAWE's new Mission

❖ FAWE's new strategic objectives

b) Looking ahead into the future can you outline three big things that FAWE should be known for both at the national and regional levels?

c) If you were to advise FAWE during this planning period, what should both NCs and RS seek to do differently in the years ahead?

d) Reflecting on gaps and challenges, what are some of the areas that will need attention & strengthening?

e) Do you have in mind any new areas of intervention FAWE may not have addressed so far?

f) In the final analysis, what do you think FAWE should do to be more effective in driving the girls' education agenda in Africa?

II: DISCUSSION GUIDE FOR MOE OFFICIALS & OTHER NC PARTNERS

1. FAWE VISION & MISSION

a. In your understanding what is FAWE's vision and mission?

b. How relevant is FAWE's vision and mission looking at your context and current global trends?

2. GIRLS' EDUCATION AGENDA

a. What is the status of girls' education in country (in terms of access, retention, transition and quality of education)?

b. To what extent, has FAWE contributed /supported girl's education agenda in your country (especially enrolment, retention, completion, transition, performance and gender balance?)

3. ALIGNMENT WITH MOE PRIORITIES

a. Are FAWE objectives or priorities consistent with national MoE policies/government strategic plan? Mention the relevant government plans;

b. Based on your experience, has FAWE contributed to the implementation of national education strategic plan/policies through the current SP? If so how?

c. How has FAWE supported your ministry/network or sector in implementation of education plans & policies?

d. Has government been integrating gender issues in education or taking initiatives to promote girls education as a result of FAWE influence in the last 5 years?

e. Any challenges and lessons towards alignment of FAWE and national priorities?

4. OWNERSHIP & SUPPORT

a) From your experience are FAWE strategic objectives (reviewer to restate the SOs) locally shared and owned, particularly by the National Chapter (board, staff, members), Ministry of Education and other local partners? Explain.

b) Do you think that local organizations/government, particularly Ministry of Education & NGOs, have interest in FAWE strategic objectives? Explain

c) Do you know if the government has expressed willingness, commitment and support for the implementation of FAWE strategies and objectives in your country? Explain

d) Are there other NGOs/donors which have shown interest to adopt/adapt/replicate/scale up FAWE strategies and objectives in your country?

e) What nature of partnership have you had with FAWE chapter over the last 5 years? What benefits, challenges and lessons from the partnership?

f) During the duration of your partnership with the chapter what has made them stand out? Or what has been of great interest to you in their work?

5. MOST SIGNIFICANT CHANGE (IMPACT)

Policy Environment

a. What are some of the most significant education policy changes that occurred in your country as a result of FAWE interventions during the period under review?

b. To what extent do you think FAWE contributed to these changes? What lessons did you learn as a partner in the process?

Girls Education

a. What were some of the key milestones on girls' education in your country during the strategic plan period? Explain why you attribute those changes to FAWE, if at all.

b. What are some of the major changes in communities (including parents/guardians), in terms of girls' education, that you can attribute to FAWE's work in your country in the last 5 years?

6. SUSTAINABILITY

a. Which are some of the strategic initiatives/innovations started by FAWE in your country during the strategic period?

b. Is there any initiative that has been scaled up/adopted/adapted/replicated by other partners? If so which ones? Why do you think it was scaled up/adopted/adapted/replicated by other partners?

7. RESOURCE MOBILIZATION

a) What resource mobilization strategies can you recommend for FAWE to mobilize resources to fund implementation of their strategies?

b) What resource mobilization opportunities do you see for FAWE moving forward?

8. FUTURE STRATEGIC DIRECTION

a) Based on your experience working with FAWE and the status of girls' education in your country, what would you suggest for FAWE as:

- ❖ new vision;
- ❖ new mission;
- ❖ new strategic objectives (one or two)

b) Looking ahead into the future can you outline three big things that FAWE should be known for both at the national and regional levels?

c) If you were to advise FAWE during this planning period, what should both NCs and RS seek to do differently in the years ahead?

d) Reflecting on gaps and challenges, what are some of the areas that will need attention & strengthening for FAWE?

e) In the final analysis, what do you think FAWE should do to be more effective in driving the girls' education agenda in your Country and Africa?

III: DISCUSSION GUIDE FOR CHAPTER STAFF & BOARD MEMBERS

1. FAWE VISION & MISSION

i. How relevant is FAWE's vision and mission looking at your context and current global trends?

ii. Do you think both the Regional Secretariat and your chapter are on track to achieving FAWE's vision and mission?

2. GIRLS' EDUCATION AGENDA

i. How has your chapter contributed towards access, retention, transition and quality of education for girls and other marginalized groups in your country in the last 5 years?

ii. Has FAWE SP supported you in this process? If so in what ways?

3. ALIGNMENT WITH MOE PRIORITIES

i. In your opinion, are FAWE strategic plan objectives consistent with national MoE policies/government strategic plan? Mention the relevant government plans;

ii. Based on your experience, has FAWE contributed to the implementation of national education strategic plan/policies through the current SP? If so how?

iii. To what extent has the government been integrating gender issues in education or taking initiatives to promote girls education as a result of FAWE influence in the last 5 years?

iv. Any challenges and lessons towards alignment?

4. ALIGNMENT WITH NC PRIORITIES

a. Do you have a strategic plan for your chapter? If yes, at what stage or year of implementation are you with your NC strategic plan?

b. Did you find the outgoing/current FAWE Africa strategic plan relevant? If so, in what ways?

c. What did you do to ensure alignment? Or what have you put in place or what are you doing to ensure strategic interventions are aligned to priorities and interests of FAWE Africa?

d. What more do you think needs to be done to ensure more and better alignment between regional and NC priorities in future?

e. Any challenges and lessons from integration/alignment?

5. OWNERSHIP & SUPPORT

i. From your experience are the FAWE strategic objectives locally shared and owned, particularly by the National Chapter (board, staff and members) and Ministry of Education? Explain.

ii. Do you know if the government has expressed support for the implementation of FAWE strategies and objectives in your country? Explain

iii. Are there other NGOs/donors which have shown interest to adopt/adapt/replicate/scale up FAWE strategies and objectives in your country?

iv. What nature of partnership have you had with Government, NGOs and donors as a chapter over the last 5 years? What benefits, challenges and lessons from the partnerships?

6. STRUCTURE & CAPACITY

a. What is the structure of the chapter? Did this structure effectively support delivery of your strategic plan?

b. Moving forward will you maintain the same structure or you may need to make some improvements?

c. In terms of capacity have you had adequate capacity (technical, human, IT, systems etc) to support delivery of you strategic interventions?

d. What major improvements have you made to strengthen your capabilities as a chapter in the last 5 years? How did FAWE RS support you in this?

e. Do you see any capacity needs or gaps for the chapter at the moment? If so how do you intend to address them?

7. ADVOCACY & COMMUNICATION

i. Which national advocacy initiatives have you been involved in as a chapter in the last few years? What key results did you achieve from these initiatives? Any challenges and lessons from them?

ii. Do you have a communications strategy as a chapter? If so please give key highlights and share a copy; if no, how do you handle communication and address communication needs?

iii. What communication arrangements exist between your chapter and FAWE RS? How effective have these been?

iv. Do you recommend any improvements for better and more effective interaction or communication between you and RS?

v. How have you used and leveraged IT as a chapter to enhance your capacity in the last 5 years?

vi. What opportunities do you see with IT for your chapter moving forward?

8. FAWE STRATEGIES

a. Do you know of the implementation strategies used either by your chapter or FAWE RS to deliver the current strategic plan? Please list them down

b. Based on your experience, which of these SP implementation strategies have worked well and remained relevant in your country? Which implementation strategies have not worked well and why?

c. Which other strategies would you recommend to FAWE to use in implementing a new strategic plan for the next 5 years?

d. What systems did you put in place to support delivery of the plan? (i.e. IT, capacity building, finance, accountability, decision making, M&E)

9. MOST SIGNIFICANT CHANGE (IMPACT)

Policy Environment

i. What are some of the most significant education policy changes that occurred in your country and sub region as a result of FAWE interventions during the period under review?

ii. To what extent did FAWE contribute to these changes? What lessons did you learn as a chapter in the process?

Girls Education

i. What were some of the key milestones on girls' education in your country during the strategic plan period? Explain why you attribute those changes to FAWE.

ii.   What are some of the major changes in communities (including parents/guardians), in terms of girls' education, that you can attribute to FAWE's work in your country in the last 5 years?

10. SUSTAINABILITY

a. Which are some of the strategic initiatives/innovations started by FAWE in your country during the strategic period? (e.g. Centers of Excellence, Safe Clubs, TVET for girls in Conflict Affected States, Gender Responsive Pedagogy, FAWE Scholarship, Science mathematics and technology – STEM, others)

b. Is there any initiative that has been scaled up/adopted/adapted/replicated by other partners? If so which ones? Why do you think it was scaled up/adopted/adapted/replicated by other partners?

c. What structures are in place to ensure these initiatives continue beyond the strategic plan period?

11. RESOURCE MOBILIZATION & USE

i.   What were the sources of funding for implementation of your own strategic plan as a chapter?

ii. What were the funding requirements for your chapter in the last 5 years? Were the requirements met?

iii. What resource mobilization strategies did you use to mobilize resources to fund implementation of your strategic plan? (Explain successes and hurdles)

iv. Would you recommend the same strategies moving forward and why? Any new strategies?

v.   What value for money principles, policies and practices have you applied during the strategic plan period to ensure prudent use of resources, efficiency in delivery and effectiveness of the plan?

vi. What resource mobilization opportunities do you see for your chapter moving forward? How can you work with FAWE RS on joint ventures/initiatives?

12. FUTURE STRATEGIC DIRECTION

a. Based on your experience with the current strategic plan and the status of girls' education in your country, what would you suggest for FAWE?

❖   FAWE's new vision

❖   FAWE's new Mission

❖   FAWE's new strategic objectives

b. If you were to advise FAWE during this planning period, what should both NCs and RS seek to do differently in the years ahead?

c. Do you have in mind any new areas of intervention that the outgoing SP may not have addressed?

IV: DISCUSSION GUIDE FOR FAWE ALUMNI

1. GIRLS' EDUCATION AGENDA

a. From your experience, what are the challenges facing girls in your country and what has been the effects/results of these challenges on girls? *(probe each challenge given)*

b. What is the government doing to improve girls' education in your country?

c. To what extent, in your opinion, has FAWE strategic plan objectives contributed /supported girls' education agenda in your country (especially enrolment, retention, completion, transition, performance and gender balance?)

2. ALUMNI NETWORK

i. How has the alumni network contributed to the success of FAWE strategic plan?

ii. In your opinion, how has FAWE contributed to the success of the alumni network

iii. As members of the alumni network, how did you individually benefit from FAWE

3. ALIGNMENT

a. In your opinion is FAWE strategic plan objectives consistent with national MOE policies/government strategic plan? Mention the government plans

b. Based on your experience, has FAWE contributed to the implementation of your national education strategic plan/policies? If so how?

4. OWNERSHIP & SUPPORT

a. From your experience is the FAWE strategic objectives locally shared and owned, particularly by the Alumni network, national chapter members and Ministry of Education? Explain.

b. Do you know if the government has expressed enthusiasm, commitment and support for the implementation of FAWE strategies and objectives in your country? Explain

c. Are there other NGOs/donors which you know have shown commitment to adopt/adapt/replicate/scale up FAWE strategies and objectives in your country?

5. STRATEGIES

i. Which strategies have FAWE used in your country to promote their mission and mandate?

ii. Based on your experience, which of these strategies have worked well and remained relevant in your country? Which strategies have not worked well and why?

iii. Which other strategies would you recommend for FAWE to use in implementing the strategic plan for the next 5 years?

iv. What is your comment on the current FAWE structure in terms timely implementation of strategic objectives /activities

v. In your opinion, is FAWE having capacity to plan, implement and monitor programmes in your country?

vi. Please comment on communication and information flow from your chapter to the Alumni network and vice- versa?

vii. What recommendations can you give to improve communication between the Alumnus and the chapters?

6. MOST SIGNIFICANT CHANGE (IMPACT)

(i)   Policy Environment

a. What are some of the major education policy changes that have occurred in your country? How did FAWE contribute to these changes? Who else may have contributed to these changes?

b. Were there some of the education policy changes that occurred in any school with support from FAWE?

(ii)   School Culture

a. What are some of the changes in schools in your country, which can be attributed to the work of FAWE?

b. What changes have you seen in terms of girls' education during the strategic plan period? Explain why you attribute those changes to FAWE

c. In your opinion, do you think that these changes can continue without FAWE's support?

d. What else can you recommend to be included in school culture for the next strategic plan?

(iii)   Social Practices

a. What are some of the changes in communities (including parents/guardians), in terms of girls' education, that you can attribute to FAWE's work?

b. What are some of the changes, amongst girls, that you can attribute to FAWE's work?

c. In your opinion, do you think that these changes, seen in community and schools will continue without FAWE's support? Explain

d. What else can you recommend for FAWE to do differently, in terms of social practice, for the next strategic period?

(iv) FAWE Initiatives

a. What are some of the innovations/initiatives that have been started by FAWE in your country to promote girls' education?

b. What is your honest assessment (negative and positive) of the initiatives you have mentioned?

c. Is there any initiative that has been scaled up/adopted/adapted/replicated by other partners? If so which one? Why do you think it was scaled up/adopted/adapted/replicated by other partners?

7. SUSTAINABILITY

i. In your opinion, which are some of the initiatives started by FAWE, during the strategic period, which will survive beyond the end of the strategic plan? Explain your answer.

ii. What structures are in place to ensure their existence beyond the strategic plan period?

8. FUNDING ALUMNI ACTVITIES

i. How have you been funding alumni activities in the last 5 years?

ii. How has the local chapter been raising resources to support their priorities?

iii. Are there new opportunities or strategies you can recommend for FAWE to help them mobilize new and more resources?

9. FUTURE STRATEGIC DIRECTION

a. Based on the status of girls' education in your country, and your role as a FAWE alumni network what would you suggest as: - FAWE's vision, mission and strategic objectives.

b. Looking ahead into the future can you outline three big things that FAWE should be known for both at the national and regional levels?

c. If you were to advise FAWE during this planning period, what should both NCs and RS seek to do differently in the years ahead?

d. Reflecting on gaps and challenges, what are some of the areas that will need attention & strengthening for FAWE?

e. In the final analysis, what do you think FAWE should do to be more effective in driving the girls' education agenda in your Country and Africa in the next 5 years?