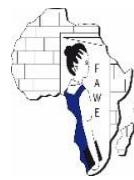




Ushirika wa Maendeleo ya Elimu Barani Afrika  
الرابطة لازل تطوير التربية في إفريقيا  
Association for the Development of Education in Africa  
Association pour le Développement de l'Éducation en Afrique  
Associação para o Desenvolvimento da Educação em África



Forum for African Women Educationalists  
Forum des éducatrices africaines

# TRACER STUDY REPORT

**THE MOST SIGNIFICANT CHANGE STORIES (MSCs) POSITIVELY  
IMPACTING GIRLS' EDUCATION AT SECONDARY LEVEL IN SIERRA LEONE,  
SENEGAL & ZIMBABWE**



SUBMITTED TO

**THE UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL  
ORGANIZATION INTERNATIONAL COUNCIL ON EDUCATION FOR TEACHING  
(UNESCO ICET)**

**30<sup>TH</sup> APRIL, 2020.**

## **ABBREVIATIONS AND ACRONYMS**

ADEA	The Association for the Development of Education in Africa
CCCC	Chiedza Child Care Center
FAWE	Forum for African Women Educationalists
FAWE-RS	Forum for African Women Educationalist Regional Secretariat
GMR	Global Monitoring Report
GPI	Gender Parity Index
GRP	Gender Responsive Pedagogy
MSCs	Most Significant Change Stories
SMT	Science Mathematics and Technology
TVET	Technical and Vocational education Training
UNESCO-ICET	The United Nations Educational, Scientific and Cultural Organization International Council on Education for Teaching
USAID	The United Nations Agency for International Development

## **ACKNOWLEDGEMENTS**

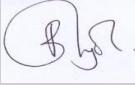
Special heartfelt gratitude goes to UNESCO-ICET for being central in facilitating this tracer study; it has been both an enriching and learning experience. We accord special thanks to the FAWE National Chapter of Senegal, Sierra Leone and Zimbabwe for effectively coordinating the data collection process. Without their selfless support this report would have not been a reality.

Sincere gratitude to the technical expertise and dedication from Ms. Chemwi Mutiwanyuka and Onguss Michael of FAWE Regional Secretariat team who tirelessly walked every step of the report development.

In addition, we give gratitude to all the Most Significant Change stories (MSCs) award winners of 2017 competition specifically Agnes Feima Kenneh from Sierra Leone, Chiedza Child Care Center (CCCC) from Zimbabwe and Fatoumata CISSE from Senegal for not just agreeing to share their inner most thoughts and stories but also being available whenever we needed their insights.

It is indeed our hope that this study fulfills your expectations and that it provides valuable lessons and future directions to the parties who idealized it.

## **ENDORSEMENT**

Signed on behalf of Forum for African Women Educationalists (FAWE)		Signed on behalf of The Association for Development of Education in Africa (ADEA)	
Sign:		Sign:	
Name:	Martha R. L. Muhwezi	Name:	
Designation:	The Executive Director	Designation:	
Forum for African Women Educationalists (FAWE)		The Association for Development of Education in Africa (ADEA)	

## **EXECUTIVE SUMMARY**

Forum for African Women Educationalist (FAWE) in partnership with the Association for Development of Education in Africa (ADEA) and the United Nations Educational, Scientific and Cultural Organization International Council on Education for Teaching (UNECO-ICET) have been implementing participatory grant aimed at transforming the face of education in sub Saharan Africa. Phase I<sup>1</sup> focused on impactful stories from six countries making a difference in girls' access to secondary education. It is saddening to note that disparities persist irrespective of the multiple frameworks which have been put in place to change the tune. Phase II which is not the focus of this tracer study demonstrated the significance of female teachers in promoting girls education especially in the hard to reach areas. This study covers the winners of the 2016 MSCs intervention and the respective FAWE National Chapter which coordinated the process. In total six questionnaires were filled by the three winners and FAWE National Coordinators in Sierra Leone, Senegal and Zimbabwe; each category was semi-structured designed and targeted for the study. It is important to note that the response rate was at 100 percent an all the filled in tools were returned to FAWE-RS.

The analysis has been organized into three thematic areas in line with the study objective. Specifically, the themes consider the impacts of MSCs project on the winner, organizations as well their community. The analysis then brings out the challenges, lessons learnt as well as the proposed strategies for addressing the highlighted challenge. The analysis concluded by providing the pointing to whether the interventions have proved to be sustainable, whether there is potential for scale – up as well as replicability. From the findings, it is clear that the MSCs project has had great impact not only at individual level but also organizational as well as the community.

The key findings include; the intervention helped the participant to self-discover through in-depth self-reflection. The respondents testified that the intervention has demystified negative community perception towards girls' education as being resource wastage. Moreover, the organizations which took part in the intervention have registered growth in partnership collaboration requests and well as funding support both at the national as well as the international levels. It is important to note that the MSCs project attracted media attention in the participating countries "It was also aired several times on national radios". Consequently, the community members have become more aware of the significance of girls' education and have been seen in multiple cases advocating for girl's education and against sexual violence. Finally, the report concludes by calling for additional investment as setting up dissemination platforms if the impactful MSCs were to be felt on a wider scale and be more sustainable.

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<sup>1</sup>[Https://drive.google.com/file/d/1oNTFkssvQj01e5HoGz7gei6rsjl6hICo/view?usp=sharing\\_eil&ts=5ea1073](https://drive.google.com/file/d/1oNTFkssvQj01e5HoGz7gei6rsjl6hICo/view?usp=sharing_eil&ts=5ea1073)

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## **CHAPTER ONE**

### **1.0. INTRODUCTION**

#### **1.1. Background**

Over the years, FAWE interventions have advanced opportunities aimed at creating a conducive learning environment especially for girls. The notable models which have been developed in the process include; Gender Responsive Pedagogy (GRP), Tuseme ‘Let’s Speak Out’, Centers of Excellence (CoE) and Science Mathematics and Technology (SMT) and Technical and Vocational education Training (TVET). To further build on the existing models, in partnership with UNESCO ICET and ADEA, using the Most Significant Change stories (MSCs) model sought to identify and document the most innovative interventions that promote girls enrollment in secondary education. The initiative was inspired by an indication that providing access to secondary education will reduce child marriages and child mortality by 49 % and 64 % respectively<sup>2</sup>. Owing to the highlighted gap, a one-year programme was implemented in six (6) countries with the intention of taking stock of the Most Significant Change (MSC) stories positively impacting girls’ education at secondary level (Phase I). The initiative made it clear to the partners that there are multiple underlying issues that get in the way of girls’ access, retention, participation and completion at secondary schooling.

In Phase II, the focus was on the innovative approaches to motivating female teachers in the hard to reach areas. From Phase II intervention, it became clearer the crucial roles female educator’s play as role models and drivers of gender mainstreaming in education., and consequently how best they can be inspired to take up more roles in the education sectors. Phase III, seeks to establish the impact of the MSCs showcased in Phase I with specific focus on their uniqueness, impact at individual, organizational and communities scale, their sustainability, challenges and what they would recommend should be done differently in case a similar intervention were to be implemented. It is important to note that it would have given a better picture studying the top three stories in each country; however, given the tracing challenges and funding constraints only the top three stories from the entire programme have been considered in this report. The findings will be considered as advocacy tool to lobby respective line ministries and governments for scaling-up and/or replication of such interventions. From the study findings, the partners will develop an evidenced based policy brief aimed at enhancing gender mainstreaming and quality learning outcomes in the education systems in Africa especially at secondary level.

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<sup>2</sup> 2014 Global Monitoring Report on education

### **1.2. Rationale of the Study**

Quality education is essential for improving people's lives and sustainable development. Though major progress has been made towards increasing access to education at all levels (primary, secondary and tertiary) and increasing enrolment rates in schools particularly for women and girls; much more needs to be done. Though equality in enrollment at basic education has been realized, high disparity still prevails at secondary and post-secondary levels. The six (6) countries targeted with this intervention not only show disparity in the enrollment at the secondary levels but also in their gender composition. All the six countries targeted with the intervention show disparity against female education since none has a Gross enrolment ratio, secondary, gender parity index (GPI) equivalent to one (1)<sup>3</sup>.

In a bid to contribute to the realization of the Continental Education Strategy for Africa 2016-2025-(CESA16-25), the 2030 Agenda for Sustainable Development – SDGs, and the Agenda 2063 “The Africa We Want,” which envisions a world with equitable and universal access to quality education at all levels especially for girls, FAWE and ADEA harnessed innovations that have promoted education particularly at secondary level in Africa. The first MSC story from Senegal story brought out the benefits of putting girls through school and how this can positively affect the community. On the other hand, the Sierra Leone story highlighted challenges surrounding education access for displaced children who have experienced war and conflict. Finally the story from Zimbabwe story demonstrated the process of reintegrating vulnerable girls into the school system and the associated challenges. The compelling insights informed FAWE, ADEA and other partners decision to conduct the tracer study to understand the impacts registered by such interventions so far with the intention of guiding policy development, advocacy and advancement of other innovative programmes on access, retention and completion of girls in school with the respective governments for replication and scale-up.

### **1.3. Objective of the Study**

The main objective of the study was to establish the progress made so far by the outstanding MSCs awarded in phase I and whether the impact was felt beyond the individual winners. Specifically, the study aims to;

- Determine the impact the MSCs project have had on individual winners, participating organizations as well as the winners' communities.
- Highlight lessons learned and ascribe or recommend possible solutions.

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<sup>3</sup> World Bank, 2015

- Establish whether the winning stories of Phase I of the Most Significant (MSCs) has sustainability potential.

#### **1.4. Methodology**

The study is based on primary data from the winners from Sierra Leone, Senegal and Zimbabwe and the respective FAWE National Chapters. The survey instrument is a semi-structured questionnaire designed collaboratively by FAWE and ADEA. The FAWE National Coordinators trained on the data collection tools, reached out to the target groups and had one on one interview guided by the protocol for the period between January and March, 2020. A case study approach<sup>4</sup> – descriptive research in which data are gathered directly from individuals or groups in their natural environments for the purposes of studying interactions, attitudes, or characteristics of individuals or groups was adopted for the study. Given that minimal literature were available relating to the study, concentration was on interviewing followed by thematic analysis. Concentration was on qualitative; however various quantitative approaches were equally considered where structured responses were needed. The sampling technique used was census given that the target population was very small (Three organizations and three individual respondents). However, it is important to point out that initial plans were to consider all the top three stories in each country, though this was adjusted due to tracing challenges and budgetary constraints.

#### **1.5. Limitations of the Study**

Similar to all other qualitative studies, the study team acknowledge the various limitation to this tracer study exercise. Specifically, the following were highlighted:

- The study is completely descriptive and thus significance test is not used to determine the relationship of variables.
- Due to budget constraints, data collection restricted only the winners who could be traced by the FAWE National Chapters given that others were in the up country.
- The possibility of bias entering the study the perceptions and views of the stakeholders may not be as accurate as the research would like. In line with this, the assessment team recommend detailed rapid assessment on the selected outstanding activities and impacts in the future in case resources become available.

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<sup>4</sup> According to Leedy, 1997

### **1.6. Institutional arrangements**

The study was designed and conducted collaboratively by FAWE and ADEA with technical support from UNESCO - ICET. Study tools were equally designed collaboratively followed by training of the FAWE National Chapters designated staff by FAWE Regional Secretariat (FAWE - RS) point person on data collection on 30<sup>th</sup> and 31<sup>st</sup> January, 2020. The National Chapters reached out to the targeted respondents and had one on one interviews with the winners, the National Coordinators equally filled the questionnaires in line with the provided guidelines in Annexes I and II. Data collection was coordinated by FAWE National Chapters of Sierra Leone, Senegal and Zimbabwe in the month of February and part of March, 2020. The completed tools were then sent back to FAWE – RS for analysis. Final review and design of the report was done by ADEA.

## **CHAPTER TWO**

### **2.0. ANALYSIS AND PRESENTATION**

#### **2.1. The MSC Stories Covered by the study**

It was established that the awarded projects were not only innovative but also unique and inspirational. The best story “Awakening the Sleeping Giant” from Sierra Leone demonstrates the significance of education opportunities to girls and women in war-torn areas and conflict prone environment. It reminds the governments and other education actors of the great untapped potential among the young people in such environments especially women. On the other hand, the story from Zimbabwe gives hope to the out of school children especially the vulnerable irrespective of the age. The intervention implies that through accelerated learning programme, even the overgrown children can access education and later as appropriate mainstreamed. Finally, the third story from Senegal “What FAWE did to me,” the story demonstrates the significance of role models in the community. The hopeless girls from humble background secures scholarship and excels, the impact she has on the community in long lived, “I have become and true inspiration to the girls in my community”. As a secondary school teacher she has instilled light among the hopeless girls not to mention the community which as at the time of the assessment had changed their perceptions and were more willing to take their female children to school. The community has registered improvement in enrollment, participation, performance and retentions. Generally, the stories depict innovative approaches which the education actors should consider in transforming education landscape in sub Saharan Africa.

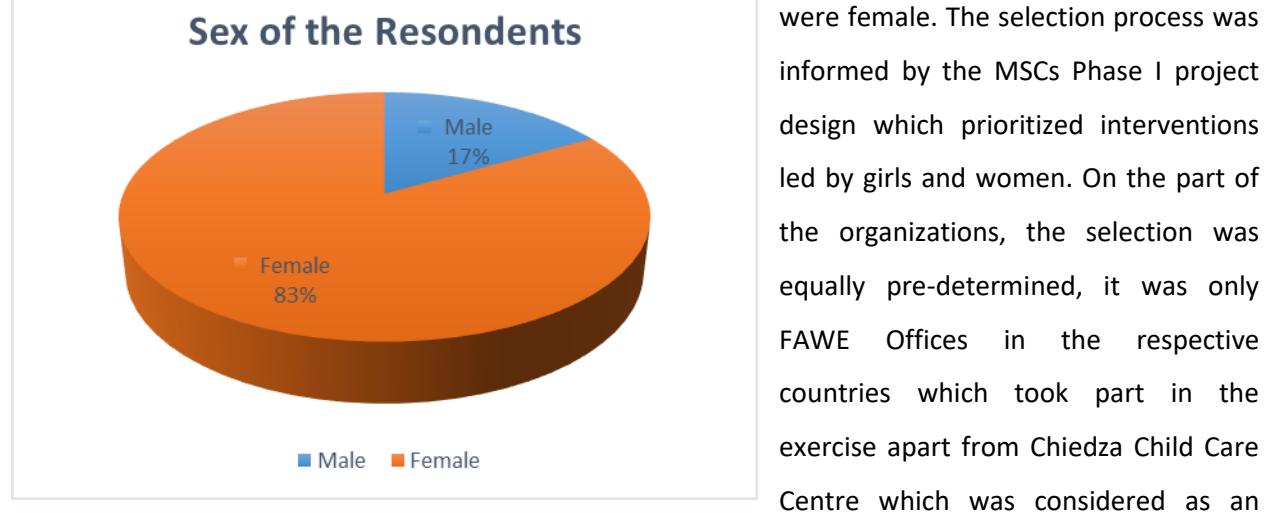
-  **First Position by Agnes Feima Kenneh from Sierra Leone – “Awakening the sleeping Giant”:-** From Sierra Leone, Mary's education was interrupted by war and almost lost hope in education. The parents heard about FAWE School where she was selected as one of the scholarship beneficiaries. Her performance secured her another scholarship at secondary school. Thereafter she got many more opportunities. TV presenter addressing issues that include self-esteem, self-confidence, leadership, teenage pregnancies and early marriages among other life issues.
-  **2<sup>nd</sup> best story by Chiedza Child Care Center (CCCC) from Zimbabwe- “Providing 2nd Chance Education to Girls”:-** CCCC offers non-formal education to vulnerable girls thereby breaking the barrier to access education. CCCC had a model that divided the eight primary school years into three stages which were grade 0-3, grade 4-5 and grade 6-7. This allowed the students to finish primary school in three to five years depending on their performance. Interestingly, they have a clear plan for reintegrating such learners into the mainstream. The intervention contributes immensely in bridging education gap through accelerated learning programme for overage learners.
-  **The 3<sup>rd</sup> best story by Fatoumata CISSE from Senegal – “FAWE did for me”:-** Fautomata is a girl from a remote village in Senegal brought from a humble background. On merit, she secured FAWE's scholarship and excelled in her secondary education. Fautomata enrolled at university in the Faculty of Technical Sciences. Since then, she remains an inspiration to the girls in her community as many parents are now willing to send their girls to school because of her success story.

## 2.2. Profiles of the Coordinating FAWE National Chapters

The Forum for African Women Educationalists (FAWE) is a membership pan-African Non-Government Organization working to promote girls' and women's education through gender responsive education in Africa. FAWE has a network of 34 National Chapters translating the same mandate and vision within the respective country levels. FAWE network envisions a just and inclusive Society in which all African girls and women have access to quality education and training to achieve their full potential. Across the network, FAWE uses four pronged approaches i.e. evidenced bases advocacy and policy engagement, demonstrative intervention like the case of MSCs, partnership and networking as well as research and knowledge management aimed at informing FAWE's advocacy efforts and programming. FAWE Sierra Leone have programmes spread across the country. However, FAWE Senegal and similar to FAWE Zimbabwe due to funding constraints works in selected regions in their respective countries.

## 2.3. Distribution of Respondents

There was no noticeable variation in the respondents considered for this tracer study. Specifically 83%



were female. The selection process was informed by the MSCs Phase I project design which prioritized interventions led by girls and women. On the part of the organizations, the selection was equally pre-determined, it was only FAWE Offices in the respective countries which took part in the exercise apart from Chiedza Child Care Centre which was considered as an individual competitor. Specifically, the report highlights winning stories and cases from Sierra Leone, Senegal and Zimbabwe. It was equally established that all the respondents had tertiary education qualification.

#### 2.4. Respondents lifestyle before the MSCs Project

Prior to their engagement in the Most Significant Change stories (MSCs) competition, the respondents had not envisioned any form of major success their way as evidenced from the respondent from Zimbabwe “I had not hope of being part of a successful project”. The winner from Senegal prides in the exposure which came her way because as a result of taking part in the MSCs competition, “I had never had an opportunity to travel to different cities within Senegal leave alone international travels”. Education is never a priority in a humanitarian setting and for girls and women it is worse according to the winner from Sierra Leone. Important, the MSCs competition found these outstanding young people already impacting positively on their communities in different small ways including but not limited to raising awareness on the significance of girls education through mainstream media (Sierra Leone), expanding education opportunities to the out of school vulnerable children (CCCC) and finally providing mentorship to young girls on the importance of education). In Zimbabwe, the winner was a volunteer at Chiedza Child Care Centre (CCCC), in Senegal, the winner was a teacher advocating for girls education in her community. Lastly, the winner from Sierra Leone is an example of learners who beat all the odds to pursue their dreams (schooling in a war-torn and conflict impacted environment).

## **2.5. Community Perception on girls before taking part in the MSCs programme**

The findings revealed that most girls and young women are less valued within the communities. The perception kills potential in many girls as highlighted by the respondent from Zimbabwe, “before I was identified by Chiedza Child Care Centre, people in my community never thought I was capable of achieving anything. I also believed them, it never occurred to me that I would be able to complete secondary education and proceed to tertiary level”. There are however, peculiar cases with outstanding education performance who receive preferential treatment like the case with the winner from Senegal “in my community I enjoy a respect as the president of the youth association and my academic performance”. These notwithstanding, the intervention added value to the winners irrespective of how they were perceived earlier, with bigger impact on the one initially considered hopeless.

## **2.6. Community Perception following their selection for the project**

At the time of selection, not much was known to the community. The game changer was when the participants travelled out of their respective countries for the awards. Following their return, community perception completely changed; they are valued and viewed as perfect role models for their peers. The development oriented community members appreciated the intervention a lot. The respondent from Zimbabwe shares *“I am now a role in the community and parents invite me to talk to their children on what one can achieve if they put their mind and effort to it”*. One of the respondent indicated that I turned out to be a perfect inspiration to my younger sister. Finally, the FAWE Chapters have not only worn trust of the communities they work with but also registered increased funding for scholarship programme like the case of FAWE Sierra Leone.

## **2.7. Impacts of the MSCs project on the larger community**

It is indeed indisputable that the intervention had impact both on the individual winners as well as their communities. At individual level some of the respondents indicated that participating in the competition and winning award enhanced their self-esteem, social network, got different perspective of the world (everything is possible with determination and willingness to learn). Above all, the participants went through a self-discovery transformation which has kept them going to date. The other sustainable benefit of the award was investing it in furthering ones education like was the case of Sierra Leone.

On the other hand, at the community level the benefits and impacts have been far reaching; of particular interest is the winning project from Zimbabwe. One of the respondent informed the team that

the award was used to procure books which all the learners under the programme continue to benefit from. Better still, at the organizational level, the out of school learners since then have been more valued than before. The MSCs attracted media attention in the participating countries “It was also aired several times on national radios”. Consequently, the community members have become more aware of the significance of girls’ education and have been seen in multiple cases advocating for girl’s education and against sexual violence.

It is indeed important to note that the coordinating FAWE Chapters have equally felt the impact of the MSCs project. Some used the money to enhance their visibility by producing burners they use during national and intentional celebrations within their countries. Moreover, they have become more popular for their efforts aimed at changing the education landscape especially for girls and women. Finally, the organizations have since attracted more funding and collaborators both at national and international level. Chiedza Child Care Center (CCCC) for instance has since received international recognition as a good practice and organizations’ like United Nations Agency for International Development (USAID) had are already replicating the model.

## **2.8. Challenges experienced by the MSCs Winners in putting together the winning stories**

The respondents were open to share a number of issues they grappled with to get through the process. Specifically, the cross cutting and outstanding picked from the exercise were;

- At the beginning, they were motivated to take on the competition but, were not sure of the kind of write-up that would win.
- Low confidence in winning considering the fact that it was their first attempt and the initiative had international scope.
- Travel fears - the respondent from Senegal was fearful and eager in equal measure. Boarding a plane and jetting to a strange country in case her story won was a major fear, “How will it be? How will I speak with the Anglophone, How will the flight experience be? Who will I travel with? Where will I stay? Just among the questions which lingered in her mind.

## **2.9. What should be done differently for MSCs to be more Impactful?**

The respondent had varied opinions on what could be done differently to make the intervention more impactful and sustainable. Some of the outstanding ones include;

- The value of the award should be revised upwards both for the individual and organizational.

- Need to consider supporting the respective schools where the winning learners come from or a school of their choice.
- The competition should be more inclusive i.e. should be open to many more girls and countries.
- The need to consider MSCs competition to be an annual event for learners to show case and exhibit their innovative stories
- Need to create a platform and facilitate wide sharing of the winning project in country, at regional and international events.

#### **2.10. Sustainability of the MSCs Project**

The tracer study established that the recognized stories have continued to create positive impact on the community, the organizations as well as the winners themselves, certainly in-depth assessment would reveal other impacts not captured in this assessment. From the testimonies provided, there have been community buy-in of the initiatives, Importantly, it was reported that some of the stories have attracted both national and international development partners; the CCCC model is already being replicated by the United Nations Agency for International Development (USAID) in Zimbabwe. It is indisputable that investment in education is not a loss and is sustainable for instance the winner from Sierra Leone prioritized furthering her education to be better equipped to support her community as she continue to advocate for girls education via mainstream media in the in Sierra Leone.

## CHAPTER THREE

### **3.0. MAJOR FINDINGS CONCLUSION AND RECOMMENDATIONS**

#### **3.1. Major Findings**

The findings of this tracer study are based on qualitative data collected from the winners in Phase I of the MSCs project specifically from Sierra Leone, Senegal and Zimbabwe. The other source of the findings highlighted herein are from the information provided by the coordinating FAWE national Chapters which equally took part in filling an organizational questionnaire. It should be noted that the information were collected remotely with very limited physical contact given the budgetary limitations. Efforts have been put to organize the findings with respect to the study objectives. Specifically this Chapter provides insight on impact of the MSCs at individual, organizational as well as the community levels. It then looks into the challenges and lessons learnt and then conclude by demonstrating the possible strategies to respond to the highlighted lessons learnt. The findings of the tracer study in this chapter are organized in the following thematic sections:

##### **3.1.1. Impacts of the MSCs project**

The MSCs intervention has had far reaching impact at different levels i.e. individual, organizational as well as the communities from which the participants were drawn. More specifically, some of the impacts picked through the assessment included but not limited to the following;

- The MSCs project has contributed significantly in enhancing the winners' self-esteem and social networks. Taking part in the competition, inspired the participants to undertake through self-reflection leading to self-discoveries. One respondent reported settling to career growth after taking part in the competition.
- The project truly woke up the sleeping giants; from the findings community members suddenly discovered that one of their own could be a mentor to other children. It is interesting to note that parents would make special request to have the winners mentor their children.
- The intervention has partly demystified the societal perception that girls' education is of no value. Many community members have become more aware of the significance of girls' education and have been seen in multiple cases advocating for girls education and against sexual violence.
- It has equally contributed to increased enrollment of drop out girls back to school. One respondent specifically highlights that following the award, her sister who had fell pregnant and dropped out of school the first level of inspiration re-enrolled courtesy of the intervention. Furthermore the stationery procured from the awards supported learning of many other learners.

### **3.1.2. Lessons Learnt and strategies for addressing them**

- **Supporting schools of the winners:** - It was noted that, putting the stories together demanded time and support from the institution where such learners come from. In addition, failure to support their schools subject them to some form of stigma. Providing any form of support to such schools will go a long way in promoting girls education achievement at secondary level.
- **Expanding the scope of the intervention:** - It was noted that the competition was very limited in scope, even in the countries which took part, it did not cover the whole country. In addition, including boys in the process will give girls more confidence if they emerge winners, even if it mean having parallel competition for different sexes.
- **Making the competition and annual event:** - Many young people expressed interest in taking part in the competition especially following the first group of winners. The intervention would have bigger impact significance if the event could be held annually at the country level followed by triennial regional competitions. The approach will not only open the opportunity to many students but also to ensure more compelling stories in each year are not missed out.
- **Platform for dissemination:** - It has been noted that the MSCs are inspiration to most people both young and old. Creating a platform for dissemination will thus be significant towards the realization of the intervention's goal. There should equally be a deliberate effort to print a number of copies and disseminate to different schools for the same purpose.

### **3.1.3. Sustainability of the MSCs of Phase I Intervention**

From the tracer study findings, it is evidenced that the MSCs of Phase I intervention have sustainability possibilities as outlined in section 2.10 above. In addition, the interventions are not only impactful but also replicable and scalable. The impacts of the MSCs have continued to be felt and on larger scale more than three years down the line with no or limited funding support. **Conclusion**

Girls' and women's contribution to socio-economic development of any country cannot be ignored for meaningful and sustainable change. The Sustainable Development Goals (SDGs) underscores this in SDG 5 and amplified by SDG4 and further re-iterated in the continental regional frameworks – CESA 16-25 and Agenda 2063. This implies, the efforts aimed at identifying what works effectively in promoting equity in education especially at secondary and tertiary level must be prioritized especially in sub Saharan Africa. The referenced MSCs have proved to be impactful not only on the award winners but also with high potential of the significance infiltrating to the community where such outstanding

winners reside. It is indisputable that the interventions have high sustainability potential having beaten all odds to exist without any reliable funding for more than three years down the line. Finally it is important to note that for bigger impacts, considering funding to pilot such initiatives at broader scale as well as providing platforms for showcasing such initiatives remains an admirable step.

### **3.2. Recommendations**

From the assessment finding, the study team recommend the following to ensure the programme becomes more impactful and sustainable;

- 1) Additional assessments for data collection and addendum to the Report, as referenced in the study limitation. Further assessment will provide a wider scope on the MSCs impact and sustainability.
- 2) FAWE and ADEA to organize a High-Level Policy Dialogue to sensitize and inform the decision makers on the MSCs and way forward, this will be executed when the Covid pandemic situation is under control. In addition,
  - a. Countries will take over and organize competitions and carry evaluation in Y1 and Y2 including winner prizes.
  - b. The RECs will carry the evaluation at the end of Year 2 for ranking purpose within its member countries including winner prizes and then share the results with FAWE and ADEA
  - c. 2.3 ADEA and FAWE in Year 3 use the results from the RECS and organize a continental MSCs with prizes.
- 3) Enhancing the capacity of the select countries where FAWE has National Chapters and Regional economic Commissions (RECs) by equipping them with tools and evaluation systems for MSCs interventions to ensure different regions within the continent are covered.
- 4) Explore strategies for involving more partners in the process and for resources mobilization by ADEA and FAWE to manage the challenges of resource limitations.

## CHAPTER FOUR

### 4.0. ANNEXES AND APPENDICES

#### 4.1. Annex I: Organizational Questionnaire

The Forum for African Women Educationalists (FAWE) and the Association for the Development of Education in Africa (ADEA) are conducting a tracer study using the Most Significant Change stories (MSCs) methodology. Your organization has been selected to fill in this questionnaire because it took part in the FAWE/ADEA 2016 Most Significant Change Stories Competition. You submitted a story of Most Significant Change based on an intervention or innovation that you were implementing. The purpose of this Tracer Study is to get primary data from you on what changes have taken place in your organization since taking part in the Most Significant Change Story competition in 2016 as well as what medium to long term impact your intervention or innovation has achieved. Please be assured that the answers you will provide on this questionnaire will be treated as confidential and will not be disclosed to anyone as it is for research purposes only. The information gathered will be used to evaluate the impact of the Most Significant Change Stories Competition and to make recommendations for the scale up of feasible interventions and innovations. We kindly ask you to answer as many questions as possible. Should you feel uncomfortable with a certain question; you may choose not to answer it.

#### Informed Consent

Do you agree to participate in this study?

Yes

No

Name of organisation: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Contact Person: \_\_\_\_\_

#### Section I: MSC Stories Project Background

##### 101. Please describe in the purpose, scope and operations of your organization as they were in 2016.

\_\_\_\_\_

##### 102. What story did you submit for the MSCs competition in 2016? (Provide the title).

\_\_\_\_\_

<b>Section II: The MSCs Competition</b>	
201. Describe in brief the intervention/innovation in the story you submitted? Refer to:	
<b>201.a. Interventions' Target groups.</b>	
<b>201.b. How it is and/or was implemented.</b>	
<b>201.c. Intervention's reach; # of people reached.</b>	
<b>201.d. The cost of the intervention (How much was spent?).</b>	
<b>201.e. Where the intervention was implemented (Geographical scope)</b>	
<b>201.f. Timeframe (How long did the intervention run?).</b>	
<b>Section III: Interventions Impacts/sustainability</b>	
301. What impact has the MSCs intervention had on the participating organization since 2016?	
What impact has the implementation of MSCs had on your stakeholders? Refer to the following categories and any other.	
301.a. Beneficiaries	
301.b. Staff	
301.c. Board	
301.d. Donors	
301.e. Others	
302.a. Would you say you have progressed towards addressing girls' and women's education challenges MSCs project/interventions advanced in 2016?	
<input type="radio"/> Yes	<input type="radio"/> No
302.b. If no, skip to section IV. If yes, would you attribute the progress, either directly or indirectly to your participation in the MSCs project competition?	
<input checked="" type="radio"/> Yes	<input type="radio"/> No
302.c. If yes, kindly share evidence/proof to back up your position.	
<b>Section IV: MSCs Awards</b>	

401.a. Did you win a prize during the 2016 MSCs Competition?	<input checked="" type="radio"/> Yes <input type="radio"/> No
401.b. If no, end the interview. If yes, what was the value of the prize? Please indicate the exact value of the prize.	
402.a. Did the prize have any impact on your organization?	<input checked="" type="radio"/> Yes <input type="radio"/> No
402.b. If no, end the interview. If yes, what organizational impact would you attribute to the prize in 2019? Kindly provide evidence/proof.	
403. Is there any additional information you would recommend the team should take note of for the betterment of the MSCs project? Kindly share.	

#### 4.2. Annex II: Winners Questionnaire

The Forum for African Women Educationalists (FAWE) and the Association for the Development of Education in Africa (ADEA) are conducting a tracer study using the Most Significant Change stories (MSCs) methodology. You have been selected to fill in this questionnaire because you took part in the FAWE/ADEA 2016 Most Significant Change Stories Competition. You submitted a story of Most Significant Change based on an intervention or innovation which you were a beneficiary of. The Organization which involved you to this intervention or innovation has been informed about this Tracer Study. We have sought their permission to interview you concerning how their intervention or innovation impacted you. The Organization will also fill in a questionnaire for this Tracer Study. The purpose of this Tracer Study is to get primary data from you on what changes have taken place in your life since taking part in the Most Significant Change Story competition in 2016. Please be assured that the answers you will provide on this questionnaire will be treated as confidential and will not be disclosed to anyone as it is purely for the study purposes. The information gathered will be used to evaluate the impact of the Most Significant Change Stories Competition and to make recommendations for the scale-up of feasible interventions and innovations. We kindly ask you to answer as many questions as possible. Should you feel uncomfortable with a certain question; you may choose not to

answer it.

#### Informed Consent

Do you agree to participate in the study?

Yes

No

#### Part 2

Please provide your opinion by writing in the box provided and/or ticking the options as appropriate.

#### Section I: Personal and demographic Information

101. Sir Name:	
102. Other Names:	
103. Date of Birth:	Click here to enter a date.
104. Sex	<input type="radio"/> Male <input type="radio"/> Female
105. Area/Place of Residence:	
106. Highest level of education	<input type="radio"/> Never been to school <input type="radio"/> Primary Level <input type="radio"/> Secondary Level <input type="radio"/> Tertiary or University <input type="radio"/> Other Specify _____

#### Section II: Background Information

201. Kindly describe your life before you took part in the Most Significant Change (MSC) project competition in 2016.

#### Section III: MSC Stories Competition

301. Who nominated you for the	<input type="radio"/> Forum for African Women Educationalists Sierra Leone (FAWE-SL)
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competition?	<input type="radio"/> <b>Forum for African Women Educationalists Zibambwe (FAWEZI)</b> <input type="radio"/> <b>Forum for African Women Educationalists Senegal (FAWESen)</b> <input type="radio"/> <b>Association for Development of Education in Africa (ADEA)</b> <input type="radio"/> <b>Other, specify</b> <hr/>		
302. What was the most unique thing about your project that made the nominating organization settle on you?			
303. What were the three main challenges you encountered in your preparation for the competition?			
304.a. From personal assessment would you say the MSC stories initiative project benefited you?		<input type="radio"/> <b>Yes</b>	<input type="radio"/> <b>No</b>
304.b. If yes, how?			
304.c. If no, what could have been done differently to make the project beneficial to you?			
305. How did your community i.e. Peers, family, church members and community as a whole view you before being identified by the named organisation MSC stories competition? [Refer to the respect and responsibilities you had].			
306. How did your community i.e. Peers, family, church members and community as a whole view you after being identified by the named organisation for MSC stories project competition? [Refer to the respect and responsibilities you had]			
307.a. How do you rate your influence as a role model in attracting other girls and young women in your community after you overcome the challenges you faced? [Provide proof/testimony].			
<input type="radio"/> Excellent		<input type="radio"/> Good	
<input type="radio"/> Bad			
307.b. Kindly provide a proof/evidence or testimonies to justify your above choice.			

<b>Section IV: Project Impact</b>		
401.a. Were you one of the winners of the 2016 MSC stories competition awarded in Nairobi Kenya?	<input type="radio"/> Yes	<input type="radio"/> No
401.b. If no, end the interview. If yes, what value did the prize create in your life?  		
402. Would you attribute any of the positive impacts of the prize to your community? If so what and how (how the prize has impacted on your community at large)?  		
403. Would you say that the impacts of the prize is still felt by you and the community to date (2019)? Kindly provide an evidence or testimony to affirm this.  		
404. What do you recommend should be done differently for a similar initiative to register bigger impacts and be more sustainable?  		
405. Do you have any additional information you would like the team to take note of? If so, kindly provide the information in the box below.  		

#### 4.3. Annex II: Photo Gallery



1The top three awards to the MSC Stories of 2016 [from the top to the least prize award]



"Awakening the Sleeping Giant" by Agnes Feima  
Kenneh (Sierra Leone)



"Providing 2nd Chance Education to Girls" by CCCC  
(Zimbabwe)



"What FAWE did for me" by Fatoumata CISSE (Senegal)