



TRACER STUDY OF AMWA AWLI
West Africa Alumni 1997 - 2010





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Table of contents

Executive Summary	5
1. Context	7
1.1 Gender in West Africa – trade, economics, security, health, political representation	
1.2 Feminism in WA	
2. Akina Mama Wa Afrika	10
2.1 AMwA Introduction	
2.2 Background of African Women’s Leadership Institute (AWLI)	
2.3 Achievements of the AWLI	
3. Tracer Study Methodology	13
3.1 Aim of the Tracer Study	
3.2 Focus of the Tracer Study	
3.3 Methodology	
3.4 Challenges and limitations of the study	
4. Outcome of the AWLI trainings	16
4.1 AMwA Theory of Change	
4.2 Profile of AWLI Alumni	
4.3 Difference AWLI has made to alumni lives	
4.4 How AWLI has made this difference	
4.5 Monitoring and evaluation	
5. Conclusions	24
6. Recommendations	26
Bibliography	29
Annex 1. Tracer Study Terms of Reference	30
Annex 2. Alumni Tracer Study Questionnaire	36
Annex 3. Tracer Study Participants	41

Executive Summary

Akina Mama waAfrika (AMwA) is a Pan-African non-governmental development organization, established in 1985. Translated from Swahili, the name means 'Solidarity for African Women' signifying sisterhood.

The AWLI is a regional networking, information and training forum that not only seeks to facilitate African women to achieve personal empowerment, but also develops their critical thinking on feminist theory and practice, gender issues, women's rights and human rights, advocacy and policy-influencing, organisational and resource development and strategic planning.

The aim of the Tracer Study is to provide evidence of the impact of the AWLI on young women leaders and to provide a reference for role models of women leaders for the women's movement in Africa and policy makers in decision making arenas. The objectives of the Tracer Study are three-fold:

1. To document the experiences of Alumni after the AWLI to find out where they are and what they are doing;
2. To provide evidence of the impact of the AWLI on young women leaders and to provide a reference for feminist democratic leadership for the women's movement in Africa;
3. To assist in the development of a monitoring and evaluation framework for the AWLI i.e. appropriate indicators for empowerment at personal and collective level drawing from the experiences of the alumni in the tracer study.

Primary data for the Tracer Study was gathered through interview and questionnaire responses with thirteen alumni of AWLI trainings held during 1997 – 2011. The study faced a number

of challenges, most notably the lack of updated contact information for alumni and the reluctance of alumni to engage in light of the lack of contact with AMwA since the training. The participating alumni indicated a positive experience in terms of personal and professional empowerment. However respondents did not report any collective action or any significant networking among alumni.

The study's conclusions and recommendations are organised around Goals 1 and 2 of the AMwA Strategic Plan 2011–2016.

GOAL 1: To be recognised as a Centre for Excellence on Transformational Feminist Leadership for African women, with a focus on personal transformation.

The alumni surveyed were generally enthusiastic in their satisfaction with the content of the training. However, the structuring of the training is more problematic. AMwA will have to re-examine its available resources so that it can best facilitate the translation of personal transformation into collective action. AMwA should not consider its training in a political or societal vacuum.

REC 1.1: Stagger training over 3-12 months with same facilitators and reflection on new practices built in.

REC 1.2: Provide follow up trainings either directly or indirectly, engaging AWLI alumni.

REC 1.3: Consider age and career stage of participants in structuring training and follow up activities.

REC 1.4: AMwA can establish relationships with regional and national feminist networks and organizations', integrate them into the training, and explore partnership projects.

REC 1.5: Strategic investment will be required if AMwA is to earn a presence and develop critical mass in Francophone countries.

REC 1.6: Create a facility for AWLI to deliver trainings adapted to a local context at short notice.

REC 1.7: Re-examine training budget to explore potential redirect of funds to support alumni post training activities.

GOAL 2: Develop and sustain a strong and dynamic community of "Savannas" (alumnae).

AWLI will have to do more to target women of specific ages and of influential sectors. Alumni have indicated that they want to build networks within their own countries before they can expand to regional forums, but the number of alumni per country does not lend itself to country level networking. Post training activities for alumni are not being made available by AMwA. This cannot be viewed as an optional service for AWLI as it is essential to the AMwA theory of change that the alumni embed their training in their practice, and engage in collective action. Working in West Africa will always require bilingual efforts and this will have to be integrated and costed accordingly. AMwA will have to develop quarterly and annual tracking of at least a representative sample of alumni to be able to demonstrate impact of its training programme.

Finally, it is noted that AMwA is an organization aiming to bridge the gap between 'intellectual' and 'popular' feminism yet there is little evidence that the AWLI influence and thinking is reaching outside of educated social categories.

REC 2.1: AWLI can target more strategic ally beyond 'typical' participants.

REC 2.2: AWLI can target a larger number of participants per country (and smaller number of countries) per training to achieve a stronger base of alumni in each country.

REC 2.3: Develop post training activities for alumni to share experience and enrich their feminist practice.

REC 2.4: AWLI can maintain contact with alumni through improved email communication.

REC 2.5: AWLI can make use of social media to facilitate communications between alumni.

REC 2.6: A strategic building of alumni networks in West Africa will require the establishment of an AMwA office for the region serving both Anglophone and Francophone countries. Similar support will be required to Francophone countries beyond West Africa.

REC 2.7: AWLI can conduct a quarterly or annual survey on the application of alumni feminist practice and its outcomes, through internet or telephone communication.

Context

1.2 Gender Dynamics In West Africa

Equality of the sexes is enshrined in the constitutions of most West African countries. Furthermore, the 2010 Constitution of Niger includes a commitment to eradicate violence against women while the 1999 Constitution of Nigeria mandates equal pay for equal work.

Fourteen West African countries have a national gender policy/strategy or are in the process of developing one. Nine of them have specific national action plans to address gender based violence (GBV) issues or to implement United Nations Security Council Resolution 1325 on Women, Peace and Security (2000).

However, significant gaps remain in legal frameworks. Legislation on GBV issues remains inadequate in many countries, though efforts are underway in some countries to reform the legal framework. Homosexuality is considered a criminal offence in half of these countries. Many countries have adopted specific legislation on human trafficking and forced/early marriage. There is also a trend towards prohibiting or discouraging female

genital mutilation, though many related laws are not actively enforced. Specific legislation on domestic violence exists in only a handful of countries, while others rely on outdated penal codes that may not expressly prohibit such abuse.

Women participate in the parliaments of all countries in West Africa. However, the regional rate of female parliamentarians (13.1%) is below the sub-Saharan African average (19.3%) and the world average (19.2%). Senegal is a notable exception with women constituting 22.7% of its lower house of Parliament and 40% of its upper house. Thirteen West African countries have a government ministry dedicated to gender or women’s affairs.

¹In most African countries, women are less likely to be in paid jobs, they are disproportionately concentrated in informal and precarious employment, and they are paid less. Differences in education and other human capital variables, together with women’s lack of power within households, seem to be important factors that lead to worsening outcomes for women in African labor markets. These issues

¹ Gender Disparities in Africa’s Labor Markets, Jorge Saba Arbache, EwaFilipiak, AlexandreKolev, World Bank (2010)

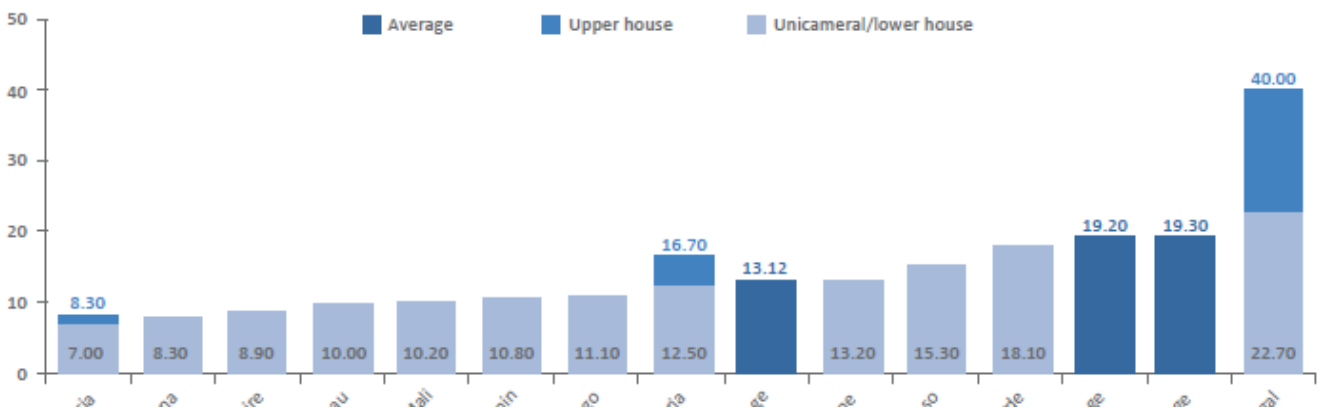


Figure 1 Women Parliamentarians in West African Countries

especially affect young women who are attempting to gain a foothold in the labour market.

Workers who have attained a higher level education earn more than individuals with no education. African women on average have fewer educational opportunities, especially in rural areas. In the urban labor market, education increases employment in the most profitable formal private and public sectors. Women are almost twice as likely as men to be in the informal sector and about two times less likely to have public and private wage employment.

There is also a difference in the kind of jobs women and men compete for. Knowledge and skills, mental and physical demands, and working conditions may influence the kind of jobs women get or take. These differences in job preference, together with cultural and social norms, contribute to the earnings gap between men and women.

1.2 Feminism in West Africa

African feminism builds upon a solid tradition of female inclusion in a wide variety of social roles in African cultures. Although African women are frequently assertive and strong, the norms of their own societies have usually shaped their roles. These norms situate gender relations within the context of social groupings, such as extended families and secret societies, or encourage what is called dual-sex organization, in which women form their own associations separate from male associations to accomplish their tasks.²

There is evidence of gender hierarchy, female subordination, and women's struggles to reshape their statuses and roles within traditional African cultures in early historical periods. Gender asymmetry and inequality exist in indigenous African social life. Gender inequality solidified during and following the phases of Islamic expansion and European colonization attempted to subdue or ignore female leaders. However, in Africa, female subordination takes intricate forms grounded in traditional African cultures, shaped by the "dual-

sex" patterns that Africans have maintained through their history. Women's contemporary activism and their attempts to fashion an African feminist approach to public and private life have emerged in response to these inequities. In West Africa, women's ability to form dual-sex groups in their own interest is highly developed, creating a facade of egalitarianism, while the tradition of separate women's groups is weaker in East and southern Africa.

West African women played important roles in nationalist politics or liberation struggles that brought their countries to independence, very few were chosen as government ministers or diplomats, and most were excluded from leadership positions in political parties. Nevertheless, women in such countries as Côte d'Ivoire used their knowledge to build women's political organizations that could apply pressure on political parties and begin to hold state politicians accountable to the community. The experiences of women in Côte d'Ivoire, Ghana and Nigeria provide us with examples of effective feminist action in the current period of democratization and the struggle against military rule.

Increasingly, African women have led national dialogues about women's human rights. In West and East Africa women are stepping up their campaign against sexism and exploitation. African feminists have opposed such practices as early marriage, female genital mutilation, women's exposure to acquired immunodeficiency syndrome (AIDS) through unsafe sex practices, and various forms of medical neglect. In northern Nigeria and Côte d'Ivoire, Muslim women have argued that they can be good Muslim wives and mothers even as they pursue professional training, a role in community and regional dialogues, or public office.

During the 1980s and 1990s African countries were forced to implement structural adjustment programs that required cuts in health care, social services, and education. These programs harmed women and children disproportionately. Much of women's feminist activism in the 2000's is designed

² Women's History Month: An Interpretation of Feminism in Africa; [Oxford African American Studies Center](#); Gwendolyn Mikell

to focus state and public attention on the welfare of women and children, and to create new economic policies that are beneficial to the entire populace.

At inter-governmental level, various international processes and events aimed at improving women's status and achieve gender equality were initiated particularly in the context of the 1975 UN Decade for Women, culminating in the Beijing Conference and Platform for Action in 1995.³ A number of international women's rights conventions were adopted under the UN system⁴. Other interventions resulted in regional and national legal and policy instruments on gender equality and non-discrimination, in most cases due to advocacy by global, regional and national women's movements. Civil society activism by women has been a powerful driver of many of these initiatives in Africa and globally.

Two distinct strands have emerged in African Feminism, intellectual and popular. Intellectual feminism is usually promoted by urban and educated African women, often educated abroad.⁵ The result is an African intellectual feminism that seems to condemn aspects of African culture such as polygamy, excision and forced or early marriages, an attitude that echoes the paternalistic attitude and tone of Western women towards African women.

Popular feminism seems an antithesis to African intellectual feminism, as it is rooted in the culture and lived experience of African women. It caters for the majority of African women, some of whom are not necessarily literate. These women's inspiration and basis for their feminism lie in the importance of women in traditional African society in terms of food production as well women's role in the liberation movements against colonialism. It tries to find practical solutions rooted in the lived

experience of African women, many of whom have skills that can economically empower them. Intellectual feminism is viewed as being somewhat elitist and pro-Western. Popular feminism, on the other hand, is rooted in the lived experiences and cultural beliefs of African women; however there are instances where it fails to mobilise against cultural practices that can be oppressive.

Both strands of feminism are important and relevant. African intellectual feminists can listen to the women they try to advise and talk about, because they do not experience the women's realities first-hand, the two have much to learn from each other. African feminism will be an effective force against patriarchal dominance and beliefs as a united movement in their same basic cause: the ending of oppression against women in whatever manner.

3 TRACER STUDY OF AMWA AWLI ALUMNI - EAST AND HORN OF AFRICA, 1996 - 2010 EAST AND HORN OF AFRICA, 1996 - 2010; PACE CONSULTANTS P.O.BOX 6655 KAMPALA, UGANDA (2011)

4 Key international instruments advancing the duty of states to respect, protect and promote women's rights include the Vienna Convention on Human Rights, the Convention on the Elimination of Discrimination Against Women (CEDAW) and its Optional Protocol, and the Statute for the International Criminal Court Statute (Rome Statute).

5 African Feminism Driven by African Women; Tawanda Sachikonye (2010); sourced at <http://www.ngopulse.org/article/african-feminism-driven-african-women>

Akina Mama waAfrika (AMwA)

1.1 AMwA Introduction

Akina Mama waAfrika (AMwA) is a Pan-African non-governmental development organization and UK-registered charity, established in 1985. AMwA's Head office is located in Kampala and was set up by women from different parts of Africa, resident in the United Kingdom. Translated from Swahili, the name means **'Solidarity for African Women'** signifying sisterhood.

It is against this back drop that Akina Mama Wa Afrika has been providing training for Africa Women leaders since 1997.

AMwA was founded to create space for African women to organize autonomously, identify issues of concern to them and speak for themselves. AMwA envisions a world in which African Women are socially, economically and politically autonomous and are champion of change in their lives and society. AMwA's mission is to serve as a dynamic, cutting edge African feminist organisation that contributes to the full equality of all African women by strengthening their individual and collective leadership and by forming strategic partnerships to tackle patriarchy and promote a just and secure Africa.

The organisation was founded and operates on the premise that African women have a key role to play in their own development and the shaping of their own destinies. In response to challenges faced by African women both on the continent and elsewhere, AMwA's mission and objectives are centred on making a contribution towards improving women's leadership capacity to enable them to effectively participate in, and benefit from, the development of their families, communities and nations.

AMwA's theory of change starts with the premise that African women need to establish their own organization as a model for Transformative Feminist Leadership. From this base the AMwA summary theory of change reads as follows:

"IF we use cutting edge methodologies and knowledge grounded in feminist praxis and engage in deep reflection and learning AND invest in enabling the personal transformation of diverse African women into effective feminist leaders AND fuel, support and connect these leaders to take collective action to dismantle patriarchy around critical opportunities and partnerships that advance our political agenda THEN we create and sustain highly effective African feminist activism that champions social change AND ULTIMATELY contributes to a more just and secure Africa".

AMwA's five year Strategic Plan for 2011-2016 is premised on four key Goals:

1. Become a recognised centre for excellence on Transformational Feminist Leadership for African women, with a focus on personal transformation.
2. Develop and sustain a strong and dynamic community of “AMwAZons” (alumnae) for learning, support and collaboration.
3. Develop and sustain a feminist organisational structure and culture that excels at learning, creativity and innovation.
4. Create and sustain a financially viable and increasingly sustainable organisation.

The AMwA 2005 – 2010 Strategic plan focused on steering the growth of AMwA to achieve the following goals.

- To strengthen and promote African women’s feminist leadership on a sustainable basis through individual women and organizations.
- To participate in the construction of a feminist epistemology by African women.
- To influence policies that affect African women at national, regional and international levels.
- To enhance AMwA’s institutional capacity to realize the set goals.

These goals were translated to the following result areas:

Result 1	A critical mass of African women with enhanced leadership potentials in both the government and non-government sectors.
Result 2	An increase in the number of women’s organizations demonstrating effectiveness in their institutional, planning and programme aspects.
Result 3	Publication and dissemination of African feminists’ analyses of African women’s experiences and strategies to resist patriarchy further advanced.
Result 4	Gender responsive policies at national, regional and international levels, reflecting African women’s perspectives.
Result 5	AMwA revived, and bearing the necessary institutional capacity to realize set goals.

In working towards Result 1, AMwA continued to deliver the leadership training through the

African Women’s Leadership Institutes (AWLI) at regional and sub-regional levels (East-Horn, West Africa, Southern Africa and UK-Europe). In each geographical area, the themes of the AWLI were defined on the basis of key and region-specific challenges.

2.2 Background of African Women’s Leadership Institute (AWLI)

AMwA’s flagship programme, the African Women’s Leadership Institute (AWLI) has been in existence since 1997. The programme was designed by African women in AMwA and derived its origins from feminist analyses of the needs of African women on the continent during the post Beijing Conference era.

The AWLI is a regional networking, information and training forum that not only seeks to facilitate African women, aged between 25 and 45, to achieve personal empowerment, but also develop their critical thinking on feminist theory and practice, gender issues, women’s rights and human rights, advocacy and policy-influencing, organisational and resource development and strategic planning. The training workshops are undertaken using various training methodologies, including group work, lectures, practical exercise sessions, site visits/field work and inter-generational dialogue between older and younger African women. The African Women’s Leadership Institute is renowned for its holistic P.O.T leadership training framework, which underpins all AWLI’s:

P - Personal Empowerment – focuses on enhancing the capacity of the individual through conceptual grounding on issues of human rights, feminism, gender analytical frameworks, as well as personal growth. This is crucial for African women to be able to commit themselves to challenging deeply oppressive systems, most of which are rooted in years of culture and tradition, and which make it difficult to advocate for change.

O - Organisational Development – focuses on skills development such as strategic thinking

and planning, advocacy and policy intervention, organisational development, fundraising, and monitoring and evaluation. The ability to make effective use of organisations or institutions to promote a progressive international development agenda and advocate for fundamental change is considered key to the delivery of this module and ultimately to understanding the correlation between organisational development and broader socio-economic change.

T-Transfer of Skills – focuses on shared learning from experiences and lessons learnt, Inter-generational Dialogue, Oral Her-story and documentation of good practice, as well as contributing to broader development thinking and improved development practice. The ability to effectively transfer knowledge on an inter-generational basis is crucial to the sustainability of a progressive development agenda and contributes to learning from experience evidenced by improved practices in society.

The purpose of the programme is to establish sustained leadership development for African women and to develop a strong cadre of women leaders at personal and collective levels, to influence policy and decision-making, through the application of feminist principles with the aim of achieving lasting qualitative difference in the lives of women in Africa.

2.3 Achievements of the AWLI

Since the first AWLI was held in Uganda almost 14 years ago, Akina Mama wa Afrika has organised

a number of regional, sub-regional and national leadership institutes across 35 countries in Africa and the UK. In total these leadership institutes have now trained over 4,000 women both on the continent and in the UK who have been instrumental in active lobbying and advocacy for policy and practice changes in the various regions and countries, whether on land rights, gender based violence, violence against women, girl-child education, sexual and reproductive rights, or economic rights, among others. Many alumni have gone on to occupy positions of leadership in their countries as well as in the various African regions.

Alumni of the AWLI training include:

- 22 women in parliaments in Africa: Liberia, Sierra Leone, Uganda, Kenya, Nigeria, Ghana, Tanzania, South Africa, Zimbabwe, Botswana, Sudan;⁶
- 3 MPs for East African Legislative Assembly;
- 2 Ministers in the Liberian Government (Gender and Commerce);
- 2 Presidential Advisors in Sierra Leone;
- The first African Woman to stand for parliament in Switzerland;

Through the training and the actions of its Alumni, the AWLI have contributed to the building of a strong African feminist and women's movement and to empowering women to bring about social change in their communities.

6 'REPOSITIONING AMWA' STRATEGIC PLAN 2005 – 2010

3. Tracer Study Methodology

The West Africa Alumni Tracer Study comes 15 years after the adoption of the Beijing Platform for Action (BfA+15) and during the African Union's African Women's Decade of 2010-2020.

Both these critical events provide states in Africa and the world with an opportune moment to review and refocus on gender equality and women's rights. The 2010-2020 decade provides an opportunity to showcase, celebrate and strengthen the contribution AMwA has made in building women's leadership for decision-making.

3.1 Aim of the Tracer Study

The aim of the Tracer Study is to provide evidence of the impact of the AWLI on young women leaders and to provide a reference for role models of women leaders for the women's movement in Africa and policy makers in decision making arenas. The Tracer Study will contribute to strengthening AMwA's monitoring and evaluation of the AWLI and to better measure its impact.

The objectives of the Tracer Study are three-fold:

1. To document the experiences of Alumni after the AWLI to find out where they are and what they are doing;
2. To provide evidence of the impact of the AWLI on young women leaders and to provide a reference for feminist democratic leadership for the women's movement in Africa;
3. To assist in the development of a monitoring and evaluation framework for the AWLI i.e. appropriate indicators for empowerment at personal and collective level drawing from the

experiences of the alumni in the tracer study.

3.2 Focus of the Tracer Study

This second phase of the AMwA Tracer Study was based on alumni from West Africa AWLIs from 1997 to 2010. Through analysis of impact of the AWLI training on the alumni and their attributable achievements since the training, the Tracer Study aimed to identify:

1. **The difference made by AWLI in alumni lives (what, where, when and who):**
 - The changes (outcomes) relevant to people's needs;
 - Sustainability of the changes in the long term;
 - The extent AWLI contributed to the achievement of broader national and international policies;
 - The extent to which the changes/outcomes have been influenced by external context and other factors;
2. **Contribution of AWLI at personal and collective level, i.e. in the lives of people at community, national, regional and international level. This addresses issues like:**
 - Target constituencies for AWLI moving forward;
 - Innovative ways that AMwA can ensure sustained learning, support and collaboration among the AWLI alumni;
 - Periodic monitoring and evaluation of AWLI impact by AMwA.

3.3 Methodology

The methodology for conducting the Tracer Study for West Africa included:

1. Review of proposal and other programme documents;
2. Review of AWLI Tracer Study questionnaire;
3. Setting sampling size for questionnaire responses;
4. Ensuring responses/feedback from questionnaires as per agreed sampling size;
5. Interviews with 10 alumni (case studies) nominated from West Africa to highlight the impact of the AWLI;
6. Collation of evidence and stories useful for Tracer Study and communication work.

The Tracer Study began with a review of all relevant programme documents. Under guidance from AMwA, the consultants developed the interview tools and tested them in Sierra Leone. The consultants collaborated with AMwA to confirm the Tracer Study questionnaire in English and French.

Ten women were expected to be selected from the West Africa AWLI Alumni to develop case studies to highlight the impact of the AWLI in West Africa; the case studies were to be developed out of interviews with the individual woman, with her colleagues/other commentators on her empowered role, and demonstration of her role in action. The questionnaire was also circulated by email to all other West Africa alumni, aiming for a return rate of minimum of five per country.

Table 1. Estimated Tracer Study sample size

Country	One to one interviews	Questionnaires to be returned by email
Sierra Leone	2	5
Liberia	2	5
Ghana	2	5
Senegal	2	5
Togo	2	5

The actual number of interviews and return of questionnaires is outlined in Table 2 below. The

reasons for the difference between expected and actual sample size is outlined in Challenges and Limitations of Tracer Study below.

Table 2. Actual Tracer Study Sample

Country	One to one interviews	Additional Questionnaires returned by email
Sierra Leone	2	-
Liberia	2	-
Nigeria	-	3
Senegal	3	1
Mali	1	-
Cameroon	-	1

Evidence and stories for both Tracer Study and communication work were presented and initial findings were discussed with AMwA. Finally the consultants prepared and submitted the final outputs.

The consultants were accompanied by a local videographer who supplied quality communication audio-visuals. The final audio visual will be edited by a communications specialist, under the guidance of AMwA.

3.4 Challenges and limitations of the study

A number of factors presented challenges to the execution of the Tracer Study and affected the construction of the final interview sample and questionnaire response rate.

1. The original contact information for the alumni of the West Africa AWLIs was very weak. Often phone numbers were missing country or local codes.
2. For Francophone alumni, the sample pool was small, only 18 alumni were identified.
3. In most cases the alumni had changed jobs since the training and their contact details were not updated on the AMwA database.
4. Some of the alumni contacted indicated that they were not interested in being traced since they hadn't had any relationship with AMwA since the training.
5. The combination of the long time passed since the training (1997-2010) and the lack of systemic follow up by AMwA contributed to

- many of the alumni being unreachable. These factors also limit the attribution potential of the training impact, since many external factors had also contributed to their changes.
5. Where interviews were possible, alumni were reluctant to involve colleagues or beneficiaries due to time commitment, or because of internal resistance to or lack of interest in the training in their organisation.
 6. Thus it was not always possible to triangulate the information being provided by alumni.
 7. Some alumni were intimidated by having to be interviewed on camera and cancelled at the last minute.
 8. The limited resources applied to the study limited the amount of time which could be spent on tracking and on the number of interviews to be carried.
 9. The sample groups were vulnerable to self-selection bias. Only 13 alumni participated in the Tracer Study, out of over 200 contacted. Those who were eager to participate were typically those who had a positive experience during and after the training, and who were eager to reactivate their relationship with AMwA. It is not possible to verify why all those who did not respond were not interested in the participating in the study.
 10. However, it is noted that those who did participate in the study were not able or willing to provide evidence of reported changes. Requests for verifiable materials were ignored or met with a negative response.
 11. Most alumni had changed jobs and were no longer at their old email or telephone address. This may indicate a positive professional outcome for them, while others may not have responded because the training was not the most significant episode in their professional development.

4. Outcome of the AWLI Trainings



4.1 Implementation of AMwA Theory of Change through The AWLI

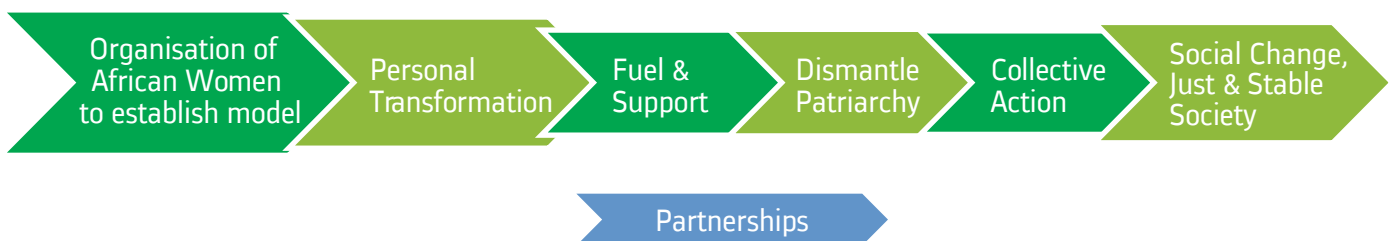
The AMwA theory of change starts with the premise that an organisation of African women is needed to establish a model for Transformative Feminist Leadership. From this base the AMwA theory of change requires the use of cutting edge methodologies and knowledge grounded in feminist praxis and in engagement in deep reflection and learning, as well as investment in enabling the personal transformation of diverse African women into effective feminist leaders and the fuelling, supporting and connecting of these leaders to take collective action to dismantle patriarchy around critical opportunities and partnerships that advance the AMwA political agenda.

Through these actions, AMwA can create and sustain highly effective African feminist activism that champions social change, and ultimately contributes to a more just and secure Africa.

The purpose of the AWLI programme is to establish sustained leadership development for African women and to develop a strong cadre of women leaders at personal and collective levels, to influence policy and decision-making, through the application of feminist principles with the aim of achieving lasting qualitative difference in the lives of women in Africa. This is expected to be achieved through the theory of change as described above, and through personal empowerment, organisational development, and transfer of skills.

The Tracer Study looked at the changes in the lives of alumni attributable to the AWLI as reported by the alumni, and compared with those with the AWLI purpose and theory of change. Figure 2 below illustrates the anticipated sequencing of AWLI Theory of Change. The Tracer Study analysed the experience reported by the alumni in relation to this sequence.

Figure 2 AWLI Theory of Change sequencing



4.2 Profile of AWLI Alumni

The following is the criteria for participants as advertised for one of the AWLI trainings.

- Professional African women, aged 25-45, resident in an African country;
- From selected countries (Anglophone or Francophone);
- A strong training and professional experience in women's issues and leadership in Africa;
- Come from local, national, sub regional or regional organisations working on women, civil society, government services, regional economic organisations, donors, or from commerce or industry;
- Programme Manager level or equivalent;
- Have minimum two years' experience in gender (voluntary or professional);
- Demonstrate how they will transfer what they learn at AWLI. Those in a position to report back to their organization or institution are selected and not those who participate as individuals;
- Demonstrate they can commit to the entire training (2-3 weeks) period;
- Commit to preparing a 2500 word paper on the AWLI theme, from a personal or professional perspective, for presentation during the training. The papers will later be developed for publication;
- Be ready to engage in discussion and critical analysis on the theory and practice of feminism;
- Be able to share the costs.

Profile of the Tracer Study Participating Alumni

The thirteen alumni who took part in the interviews, and who returned completed questionnaires, participated in AWLI trainings between 2009 and 2011 in Senegal (Francophone) and Ghana (Anglophone). The women were a mix of single, married, widowed and remarried. Their approximate age range was 25-40 years. All were educated to degree or masters level. They had a mix of employment status including student, political activist, consultant, and

full time employed in government departments or non-governmental agencies.

The personal objectives of the women for taking part in the training included developing leadership skills and practice; meeting, learning from and networking with other African women; increasing knowledge and practice on gender, tackling patriarchy, forced migration, gender based violence, and sexual and reproductive health; gaining confidence to talk in groups and to communicate on international platforms.

4.3 Change created by AWLI in the lives of Alumni

The alumni described how their objectives were met during AWLI training, on the personal, professional levels as well as in relation to the development of their organisation and the transfer of skills to their community, partners and beneficiaries.

Personal Empowerment

West Africa alumni reported the following outcomes in terms of their personal and professional growth as a result of the training. At an emotional level they noted that their self-confidence improved, they felt less shy and more empowered. They reported feeling more confident in public speaking and they said they came back looking, feeling, and speaking differently.

One alumni said she had the courage to remarry after having been divorced and having given up on an equal relationship with a man. Some of the younger women reported that they had privileged their studies over getting married, knowing that getting married would risk the early termination of their studies.

On an intellectual level, alumni said that they were exposed to global leadership, gender and development issues, learned about other countries, had their perspectives broadened, and read more about what is happening in society since the training. Others reported that they had broken themselves free from societal norm of patriarchy,

and had learned how to resist social norms about what women can do. One alumni noted that the letter to myself exercise was life changing.

One of the alumni did however note that the training was like any other she's done, and that she hadn't been able to use what she gained due to events in her personal life. Another mentioned that she didn't identify as feminist 'as such', making a distinction between her personal empowerment and the identity of a feminist which would require her to directly confront the patriarchy.

Most of the alumni interviewed mentioned the 10 year personal plan as having opened them up to their own professional development, helping them fix career goals and become more ambitious.

Some indicated that they had been inspired to further their education on gender and social studies. Some specified that they understood advocacy and feminism and were now practicing the concepts. One said she could stand her ground when challenged on these issues, while another had her determination to serve women and her country increased. One alumni noted that she had stopped being a workaholic and had learned how to take more time for herself.

Organisational Development

Many of the alumni reported changes in their own behaviour inside their organisations. This included contributing more to discussions, being more at ease in the organisation, participating more, having more responsibilities and taking her place among the men, not being afraid of them. They reported that their organisation had more confidence in them; some were promoted, while others got better jobs after the training.

Alumni also reported changes in their working practice. They reported improved leadership, management of human and other resources, strategic planning, planning and execution of trainings, multi-tasking, project writing and execution and decentralized decision making. In terms of content, alumni reported working to build the capacity of colleagues on advocacy for women's equality, gender based violence, sexual exploitation and abuse. One alumni noted that she had increased her pursuit of governance and accountability in her institution. Others reported targeting equality and gender balance in their organisation, and saw their organisation as a platform to pass on these ideas. It is noted however that it was not possible to verify the impact of these outcomes on the organisation and its practice within the limits of this study.

A line manager of one of the alumni reported that he had supported his colleague to attend the training because he saw potential in her and wanted her skills to be developed. He stressed that since the training he noted the alumni had improved her conceptualisation of gender programming, had successfully argued for more gender programming in the organisation, had improved facilitation skills and was acting as a role model to younger women. As a result she had been promoted within the organisation. ” Only one line manager of alumni was available for interview.

Most of the alumni surveyed reported that they had been promoted, changed jobs, took positions in government or went into consulting since the training. Many of the alumni who were not reachable, were so because they had changed jobs. Thus, though the AWLI training was beneficial for the women individually, it is worth noting that

the organisations who released the women for the training often only benefited from the alumni's new increased capacity in the short term, as many of the alumni interviewed moved to a different organisation after the training.

Transfer of Skills

Alumni reported discussing issues covered in the training with women from their own community. They also recommitted to working to empower disadvantaged women socially politically and economically. This included consciousness raising actions on more active participation of women in local development. Another mentioned her

discussion with her own brothers to improve their understanding of gender relations.

Some alumni targeted NGOs and Ministries to improve monitoring of gender based violence cases and they provided training for politicians on gender issues.

Many of the alumni specifically mentioned working to transfer their skills to younger women. They are supporting young women to know and champion their rights and for them to become active in political parties. One alumni had introduced intergenerational dialogue with young and older women in Senegal, in a project to support development of political parties.⁷ Another had

organised a feedback workshop with young women to pass on what she had learned in the training – especially engagement in decision making, and project implementation, self-affirmation for young women, gender stereotypes, and sharing the household management with men to give the women more time for political engagement. Through relations with an umbrella of women’s organizations the alumni had invited their gender specialists to provide technical inputs. Others noted that the introduction to the AWLI facilitators had given them access to a network of trainers that they could call on for their own events.

It was noted by one of the Francophone alumni however, that their AWLI training included some bilingual sessions where the training materials were only available in English, thus restricting her from transmitting the session to Francophone peers and beneficiaries.

As noted under challenges to the study, it was not possible to verify the actions reported by the alumni since the consultants were not given access to beneficiaries of alumni projects and the mandate of

⁷ Reported outcomes of this dialogue included increased confidence and networking opportunities for younger women, and increased understanding of older women leaders of their position as role models and creators of opportunity for young women leaders.

this study did not allow the consultants to demand such access.

Alumni networking after the training

Differences emerged in the experience of the Anglophone and Francophone alumni after the training. Anglophone women reported having created a Facebook page although the page was not found to be active when checked by the consultants. The Anglophone alumni reported sharing information with alumni who are implementing similar programmes which helps to keep them abreast of current issues in the development sector.

Some mentioned that they have maintained friendships with alumni, but not necessarily maintained professional links.⁸ Alumni from inside the same country seem to communicate with each other more frequently than with those from elsewhere. Others continued with the same networks they had before the training, though their engagement has changed through their new skills and some reported developing no networks.

Only four Francophone alumni were available for interview and two others completed questionnaires. The Francophone alumni reported exchanging some emails with other Francophones (mostly inside Senegal) after the AWLI training, but the contact is irregular and personal in nature, and there are no professional links being made. One alumni reported that the initial alumni network could not be maintained due to lack of funds to sustain activities and there is no evidence of joint activities initiated by alumni collectively. Some of the alumni cross paths on other leadership programmes and maintain links through these. One reported developing a network of young women beneficiaries to help them mobilise to defend women’s rights.⁹

⁸ The consultants were able to track down the thirteen participating alumni through one or two alumni in each country who were eager to participate in the study. These then facilitated access to the other participating alumni. Despite their reported communication among each other, the participating women in each country were the only ones in regular contact with each other.
⁹ Senegalese alumni – Fatoumata Bintou Diedhiou

There appears to be no linkages between the Anglophone and Francophone alumni.

AMwA support to Alumni Networking

Alumni received a contact list of participants from AWLI which they used for their own networking initiatives. Anglophone alumni appear to continue to receive some group mailings from AWLI, and one alumni reported attending follow up trainings in Kampala and New York. However, most alumni appear to have received no other support from AMwA since the training.

Francophone alumni surveyed reported that they had had no communication from AMwA since the 2009 training.

Relevance of differences made

For eleven of the thirteen alumni who responded to this Tracer Study, they found the outcomes of the training very relevant to their needs in terms of their personal a professional capacity and them being able to use their capacities with their organisation and with their community, peers and beneficiaries. Only one alumni reported that the training was no different to any other training she had been on, and another said that though her voluntary role in her organisation had been strengthened, she still hadn't been able to secure a paid position in the sector.

Sustainability of differences made

Alumni surveyed believe that the changes attributed to the AWLI training can be sustained through collective action and the solidarity of their colleagues, through increased involvement, cooperation and networking with their organisation, beneficiaries, other organisations, and through empowering and training of others. Others are embedding their skills and knowledge through involvement in their political party, and through pushing generally for the place for women in politics. Some planned to sustain their gains through on-going trainings and further education. Others mentioned that the fact that they gained new skills and not only information made it more likely for them to embed in their daily practice.

AWLI contribution to achievement of national and international policies

None of the alumni surveyed were able to confirm that the AWLI training had directly contributed to the achievement of broader national and international policies. About half the alumni surveyed indicated that they had increased their contribution to policy making processes through their increased confidence and speaking skills, and professional role. Some mentioned that their increased participation in political parties brought them closer to decision making processes. This includes on sensitive and previously taboo areas such as FGM in Sierra Leone to broader issues of gender parity in political representation.

About half of the alumni surveyed said that their activities were not directly related to policy making. One of these said that her small community organisation's participation in the national umbrella for women's organisations gave them an indirect voice in policy making.

Influence of external context and other factors on the changes/outcomes

Limited information was provided on influence of external context and other factors. One alumni mentioned that in Senegal, the adoption of a gender parity law in time for General Assembly elections in June 2012 would result in an equal number of women and men on the list of candidates and potentially more women at the next parliament. She would not present herself however, since there is a more senior woman from her district being proposed.

Challenges to application of changes

One alumni noted that it was a significant challenge to get permission from her employer to participate in the training.

Some of the surveyed alumni reported that the resilience of the patriarchy makes it difficult for women to make their space, and that some continue to stay at the back and to accept the culture of silence. They also noted that financial limitations

and violence against women continue to obstruct women from action. Others mentioned that cultural expression of the patriarchy and gender stereotypes continues to be promoted by women themselves and that other women find feminist principles too radical. One alumni noted for example that some women still prefer polygamy because it gives them more time/freedom to pursue their own activities and because it doesn't require the same level of negotiation for equality with a man that monogamy does. Another noted that significant changes in her life following the death of her husband made it impossible to engage in the issues raised in the training afterwards.

Others mentioned challenges around particular issues for example the difficulty in getting traditional practitioners to abandon the practice of FGM as it is their only source of income, and that men continue to support the practice since they prefer to marry a 'cut' woman. Another mentioned the difficulty in getting her organization to put attention on forced migration and internally displaced people (IDP) since that is not within their current mandate.

Some alumni mentioned organizational challenges such as the promotion of networking, coordination and improved communication, the full participation of beneficiaries in all program initiatives, the preparedness of beneficiaries to commit extra and personal time to the process and funding limitations.

4.4 How AWLI has made this difference

AWLI methodology for change at the personal level has been translated through the personal and professional transformation exercises (especially the 10 year plan exercise) and the knowledge transfer (especially the construction and practice of gender). This is reported to be very effective in creating change at the personal level for the alumni surveyed.

On the collective level, the alumni surveyed reported their various efforts to translate their new knowledge and awareness with their colleagues, institution, beneficiaries and community. However, it is not possible within the limits of this study to

verify these actions or their outcomes. There is no report of any action for transformation at the regional and international levels, and only very limited activity at the national level.

In terms of the AWLI Theory of Change, it appears that the training does create change at the personal transformation stage and that the alumni themselves are committed to translating that change to the personal and professional domains. The methodology used to achieve the personal transformation is cutting edge in that it is opening the minds of already highly educated women to the construction and practice of gender in a way that they have not experienced before. They are very aware of the linkage between their own experience of transformation and the kind of transformation they are committed to bringing about in their society.

However, there is no evidence of fuelling, supporting, connecting effective feminist leaders beyond the initial contact of the training. Most alumni indicated that they have limited, most only personal, contact with others after the training and the majority takes place within their own country. However, since women from all of West and Francophone Africa were invited to the trainings, the numbers per individual country are too small to initiate any significant activities. The Senegalese alumni surveyed indicated that though they met interesting women from DRC and Rwanda, the geographical and cultural distances between them made it impossible for them to imagine any kind of joint action. No new partnerships were created as a result of the training but some of the alumni indicated that they were willing to partner with the AWLI in expanding on their activities in their own country.

The post training challenges experienced by the alumni in their professional and personal lives in the face of the omnipresent patriarchy indicates that they require more than the once off training to truly effect change through collective action. Though they are personally and professionally committed, they require on-going contact with a feminist organisation of the calibre of AMWA to support

them in constructing events; sourcing materials (in their own language), speakers and funding; and in developing strategic partnerships. It is also apparent that if the AWLI is to achieve critical mass in the change agents and their support network, then they will have to build alumni networks per country.

There is no evidence of targeted constituencies in the alumni surveyed, who came from a variety of backgrounds. While there are some cross fertilisation advantages of grouping participants of diverse backgrounds, these women experience isolation when they return to their working lives. Targeting participants according to their profession (e.g. health, law, security) or their employment status (e.g. programme managers, students or volunteers) in a concentration per country could create a better foundation for collective action of alumni and achieving of critical mass.

4.5 Monitoring and Evaluation

Table 3 below outlines the AMwA strategic result areas for the period 2005 – 2010, the period in which most of the alumni surveyed participated in the AWLI trainings. Performance indicators for these result areas were not available.

Table 3. AMwA Strategic Plan 2005 – 2010: Expected Results 1-4

Result 1:	A critical mass of African women with enhanced leadership potentials in both the government and non-government sectors.
Result 2:	An increase in the number of women’s organizations demonstrating effectiveness in their institutional, planning and programme aspects.
Result 3:	Publication and dissemination of African feminists’ analyses of African women’s experiences and strategies to resist patriarchy further advanced.
Result 4:	Gender responsive policies at national, regional and international levels, reflecting African women’s perspectives.

On the evidence above, it is not apparent that a critical mass of African women with enhanced leadership potentials was developed in West and Francophone Africa (Result 1). Instead the number of women trained per country was too small to achieve critical mass and the lack of follow up support resulted in scattered efforts of individual committed women. With regard to Result 2, there is no baseline position to compare, but the weak and out of date contact information held indicates that AMwA does not gather evidence of the number of women’s organizations demonstrating effectiveness in their institutional, planning and programme aspects.

In terms of Result 3 there is no evidence of publication and dissemination of African feminists’ analyses being shared by or with the alumni. Some of the surveyed alumni reported directly or indirectly working to promote gender responsive policies at national, regional and international levels, reflecting African women’s perspectives, but AMwA maintains no record of this and the alumni’s accounts were not possible to verify.

Table 4 outlines the Result areas relevant to the AWLI training in the 2011-2016 AMwA Strategic Plan. Maintaining updated contact data on alumni will be essential to allow AMwA to carry out monitoring of alumni and their individual and collective actions and their outcomes under Goal 2. This will require an unavoidable human and financial resource commitment if AMwA is to present evidence of the effectiveness of its theory of change.

Table 4. AMwA Strategic Plan 2011-2016

GOAL 1: Become a recognised Centre for Excellence on Transformational Feminist Leadership for African women, with a focus on personal transformation

RESULTS:

- 1.1 By 2012, state of the art research and knowledge generation informs how we define, train and practice Transformative Feminist Leadership, and informs choice of key constituencies.
- 1.1 By 2014, up to four different AWLI programs are developed that are tailored to specific constituencies. Two modules are developed in 2012 and two more in 2013.
- 1.1 By 2016, a minimum of 1,000 individuals have participated in AWLI programs.

GOAL 2: Develop and Sustain a Strong and Dynamic Community of “Savannas” (Alumnae) For Learning, Support and Collaboration.

RESULTS:

- 1.1 By 2011 we have an updated database of key existing alumnae and an active monitoring and evaluation system that traces alumni “Savanna” actions and their outcomes on the rights of African women.
- 1.1 By 2012, savannas are linked and connected for the purposes of ongoing learning and networking.
- 1.1 By 2015, at least 40% of “Savannas” who joined AMwA since 2011, have taken collective actions to advance the rights of African women on the continent in Africa, in the diasporas and globally.

5. Conclusions

The AMwA Strategic Plan 2011–2016 commits AMwA to realizing four goals by 2016. Goals 1 and 2 are the focus of this Tracer Study and the conclusions and recommendations outlined here are organised under these

Goal 1: To be recognised as a Centre for Excellence on Transformational Feminist Leadership for African women, with a focus on personal transformation.

The alumni surveyed were generally enthusiastic in their satisfaction with the content of the training. Some stressed the value of the confidence building exercises, while others preferred the theoretical components. Only one alumni commented that some of the exercises were too ‘European’ and not adapted and relevant to the context.

However, the structuring of the training is more problematic. The training takes place over five concentrated days and there is little or no follow up support from AMwA afterwards. This is an area of concern for AMwA since it has implications for its Theory of Change which assumes that the training will lead to some form of critical mass and collective action.

AMwA will have to re-examine its available resources to determine how to use its training budget most effectively so that it can best facilitate the translation of personal transformation into collective action. A restructuring of the existing training, perhaps breaking it up over a number of months, or lower costs activities including webinars and e-forums will have to be examined.

Although a field leader in this area, AMwA should

not consider its training in a political or societal vacuum. It can be more capable of delivering context specific training in periods of transition where windows of opportunity for feminist influence present themselves. Likewise it can develop better partnerships with like-minded organisations in-country which can co facilitate trainings and linkages for alumni to broader feminist oriented networks.

Goal 2: Develop and sustain a strong and dynamic community of “Savannas” (alumnae).

Given the distance to West Africa, and the fact that it is recruiting by remote, the AWLI is at risk of attracting the ‘typical’ training participants and not attracting the potential leaders who have not yet considered themselves as such. AWLI will have to do more to target women of specific ages and of non-typical but influential sectors.

The AWLI participants are being invited from a large number of countries so that there are a small number of women per country completing the training. Alumni have strongly indicated that they want to build alumni networks within their own countries before they can expand to regional forums, but the number of alumni per country does not lend itself to country level networking.

.....
I will never stop saying thank you
to AMwA for setting the basis for
my take off in life – Liberia alumni
.....

Post training activities for alumni are not being made available by AMwA. Only one of thirteen alumni surveyed had participated in another AMwA activity. A staggering of training modules may provide an opportunity for alumni to integrate their training into practice under AWLI supervision. Other low and high cost options for supporting alumni were suggested by alumni. This cannot be viewed as an optional service for AWLI as it is essential to the AMwA theory of change that the alumni embed their training in their practice, and engage in collective action.

In order to be able to affect real change in West Africa, AMwA could benefit from establishing a satellite office in one of the countries of the region. Working in West Africa will always require bilingual efforts and this will have to be integrated and costed accordingly.

Monitoring and evaluation action to follow the impact of the AWLI training on alumni practice and its outcomes is currently very weak. AMwA will have to develop quarterly and annual tracking of at least a representative sample of alumni to be able to demonstrate impact of its training programme.

Finally, it is noted that AMwA is an organization aiming to bridge the gap between 'intellectual' and 'popular' feminism in targeting educated women who are well placed to be agents of change and contribute to the dismantling of the patriarchy for action oriented training on gender and feminism. The alumni are often working with beneficiaries and partners who are part of the popular, yet there is little evidence that the AWLI influence and thinking is reaching outside of educated social categories. Therefore AMwA must take strategic action to ensure that it remains relevant to all women.

6. Recommendations

Goal 1: To be recognised as a Centre for Excellence on Transformational Feminist Leadership for African women, with a focus on personal transformation.¹⁰

Alumni were generally enthusiastic in their satisfaction with the content of the training. Their recommendations focused more on the structure, constituency and follow up to the training which could be improved to strengthen their own activism. The recommendations which follow are designed to strengthen the link between the AWLI methodology and the AMwA Theory of Change.

A number of alumni commented that the training is too short to create the kind of leadership required in young West African women. Others noted that the content is not the only crucial element of the training. The interaction with the facilitators is also key as they are role models for the alumni. Some recommended longer training and others recommended that the training should be structured differently for a duration of up to 15 days.¹¹ This could be staggered over a period of three months with the participants reflecting on the application of what they had learned.

REC1.1: Stagger training over 3-12 months with same facilitators and reflection on new practices built in.

In the case where the existing training structure is maintained, alumni broadly requested follow up training on topics including sexual health, conceptualization of projects, and on use of video,

¹⁰ I will never stop saying thank you to Amwa for setting the basis for my takeoff in life.

¹¹ Though this is balanced with the fact that some had to take holidays from work to attend since they were not given permission at part of their work.

slide presentations and social media to attract funders and reach audiences. These trainings could be provided directly by AMwA or AWLI could provide recommendations and links to training of a similar focus and caliber. AWLI alumni can also be employed as facilitators on follow up trainings.

REC 1.2: Provide follow up trainings either directly or indirectly, engaging AWLI Alumni.

Alumni commented that generic training for women of all ages is less effective than training adapted to the life and career stage for different aged women. Younger women who are not yet employed in institutions where they can effect change require assistance to help get entry into those positions and put their skills into practice. Some younger women want to establish their own projects but they lack financial and organizational development skills. Others suggested that training should look at building bridges between younger and older women, as well as between women and men.¹² Mixed generation trainings can give younger women access to an alumni network including women who are in a position to offer internships and other career guidance to those not yet employed.

REC 1.3: Consider age and career stage of participants in structuring training and follow up activities.

Alumni suggested that the trainings can do more to encourage local partnerships which could provide important linkages for the application of their new skills. By being put in touch with local and regional feminist networks, participants would have access

¹² The issue of how older women can support or block younger women's progress came up repeatedly for younger women.

to existing platforms for feminist action.¹³ Alumni also invited AMwA to make partnerships with the local organizations of participants who are doing capacity building of women with a view to running further trainings at grass roots levels.

REC 1.4: AMwA can establish relationships with regional and national feminist networks and organizations', integrate them into the training, and explore partnership projects.

The extension of training to Francophone countries for AMwA, an Anglophone organization poses certain challenges. More effort can be made to translate into French all training and communication materials (including this Tracer Study) so that alumni may use them in delivering their own workshops post training. AMwA's profile is still low in Francophone feminist circles and more action will be required if AMwA is to have a presence there. Events held in Francophone regions will have to be designed more specifically for, and with an understanding of the social and cultural dynamics of that context. Clearer distinction between West Africa and Francophone Africa will also be useful. One training covering countries from Senegal to Rwanda is not conducive to understanding of context or maintaining of networks.

REC 1.5: Strategic investment will be required if AMwA is to earn a presence and develop critical mass in Francophone countries.

AMwA appears to have developed a strong standard training package. However it could be strategically useful for AMwA to be able to design trainings in response to particular dynamics, especially at times of political transition, for example in Senegal in 2012. Following the general election, institutions of the state, citizenship (the 'New Senegalese Type'), education and even the family are being redefined and the space for female leaders is opening up. AMwA alumni can play a significant role in such a period.

¹³ For example ROFAF – Network of Organizations of African Women -Togo; COSEF – Women's Council Senegal

REC 1.6: Create a facility for AWLI to deliver trainings adapted to a local context at short notice.

Some alumni commented that the training facilities (hotel) are excessively luxurious and that expenditure could be revised to release funds to increase the number of participants or to provide a small fund to help alumni set up/run gender training/projects after the training.

REC 1.7: Re-examine training budget to explore potential redirect of funds to support alumni post training activities.

Goal 2: Develop and sustain a strong and dynamic community of "Savannas" (alumnae).

Alumni suggested that AWLI should avoid targeting only women engaged in NGOs and grassroots organisations, or other 'classic' participants, as these are more likely to be already aware and active on gender issues. Instead the AWLI should also target women leaders in political parties, journalism, economics and science since they have political influence and they are role models for young women in these sectors. They also recommended targeting younger women (including students) who are not yet politically or socially active but will be encouraged to become so. Some of the alumni indicated that they are working with these constituencies and are open to partner with AWLI to develop trainings targeted at these groups.

REC 2.1: AWLI can identify strategic sectors and generations to target beyond 'typical' participants.

The AMwA Theory of Change links personal transformation and critical mass to achieve the desired social change. A higher number of countries represented per training does not further this strategy. Instead it leaves a small number of alumni per country in a position of relative isolation. AWLI

could have better outcomes on achieving critical mass if it strategically targets a larger number of participants per country.

REC 2.2: AWLI can target a larger number of participants per country (and smaller number of countries) per training to achieve a stronger base of alumni in each country.

Given the numbers of alumni being trained, AWLI will always have to seek a balance between supporting trained alumni and ensuring that alumni become autonomous from the AWLI in their feminist practice. Alumni are prepared to take initiative on increasing interaction post training but they require administrative support and technical guidance from AMwA. In the immediate post training period, follow up, either on line or in person, is necessary to maintain the capacity built and to develop the sharing of good practice among the alumni. The current lack of follow up is a real weakness of the programme, despite its strong training component.

Alumni suggested a number of options for actions to follow the AWLI training. These include: periodic gatherings (annual or quarterly), in person or virtual, where alumni could present a short paper on experiences/successes/challenges/emerging issues; adhoc seminars, conferences, retreats with timely thematic or geographic focus; follow up alumni workshops on training themes. Alumni can serve as lecturers or facilitators at some of these trainings.

REC 2.3: Develop post training activities for alumni to share experience and enrich their feminist practice.

Outside of events, the AWLI can facilitate alumni communication through circulation of information on scholarships; funding opportunities for feminist oriented projects; feminist literature and key developments. Alumni have also suggested that the AWLI could circulate a newsletter on actions

and experiences of alumni. At the very least, the AWLI can maintain an updated alumni contact list and circulate this annually to all alumni.

REC 2.4: AWLI can make better use of social media to facilitate communications between alumni.

AWLI can improve alumni links through better use of social media. Alumni have suggested the setting up of a Facebook page, a Black Berry Messenger list, or a page and e-forum on the AMwA website, can be created for alumni to communicate and potentially initiate projects together.

West Africa alumni surveyed have suggested that AMwA should have a representation for West Africa to ensure better continuity of activities, understanding and reaction to local context and promotion of both Anglophone and Francophone alumni networks. Alumni have pointed out that there has only been one Francophone training of around 15 participants spread over a long distance and that that pool is too limited to really build a collaborative network. Some of the alumni even offered their own organisation to host a satellite AWLI office.¹⁴

REC 2.6: A strategic building of alumni networks in West Africa will require the establishment of an AMwA office for the region serving both Anglophone and Francophone countries. Similar support will be required for Francophone countries beyond West Africa.

In order to be able to capture monitoring data on the impact of AWLI training on alumni feminist practice, AMwA will have to maintain better contact with the alumni. Some of the alumni surveyed reported that they have had no communication from AMwA since the training.

REC 2.7: AWLI can conduct a quarterly or annual survey on the application of alumni feminist practice and its outcomes, through internet or telephone communication.

¹⁴ Suggested by Senegalese alumni Mane Biaye at FondationFredrich Ebert

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8. Annexes

ANNEX 1. Tracer Study Terms of Reference

Terms of Reference for Consultancy

Organisation: Akina Mama wa Afrika (AMwA)
Project Title: Tracer Study of AMwA AWLI ALUMNI



1. DESCRIPTION OF THE ORGANISATION

Akina Mama waAfrika (AMwA) is a Pan-African international non-governmental development organization and UK-registered charity, established in 1985. AMwA's Head office is located in Kampala, Uganda with a UK/ Europe regional office in the United Kingdom. It was set up by women from different parts of Africa, resident in the United Kingdom. Translated from Swahili, the name means 'Solidarity for African Women' signifying sisterhood.

AMwA was founded to create space for African women to organize autonomously, identify issues of concern to them and speak for themselves. AMwA envisions a world in which there is social, economic and political autonomy of African women. AMwA's mission is to serve as a networking, information, advocacy and training forum for African women. It builds female leadership capacities to influence policy and decision-making.

The organisation was founded and operates on the premise that African women have a key role to play in their own development and the shaping of their own destinies. In response to challenges faced by African women both on the continent and elsewhere, AMwA's mission and objectives are centred on making a contribution towards improving women's leadership capacity to enable them to effectively participate in, and benefit from, the development of their families, communities and nations. AMwA's objectives are:

- To strengthen and promote African women's feminist leadership on a sustainable basis through individual women and organisations;
- To participate in the construction of a feminist epistemology by African women;
- To influence policies that affect African women at national, regional and international levels;
- To enhance AMwA's institutional capacity to realize the set goals.

Since its inception, AMwA has focused on equipping African women with the tools to participate

in leadership and empowering them to have a voice in key issues that affect them. Since 1997 Akina Mama waAfrika has been providing leadership training to African women through the African Women's Leadership Institute (AWLI), which aims to prepare African women for qualitative participation in policy and decision-making at local, national and international levels, thereby giving them access to informing key decisions which impact on their lives.

AMwA's New Strategic Plan 2011-2016

AMwA has just completed its new 5 year Strategic Plan for 2011-2016 which is premised on 4 key Goals:

- Become a recognised centre for excellence on Transformational Feminist Leadership for African women, with a focus on personal transformation.
- Develop and sustain a strong and dynamic community of "AMwAZons" (alumnae) for learning, support and collaboration.
- Develop and sustain a feminist organisational structure and culture that excels at learning, creativity and innovation.
- Create and sustain a financially viable and increasingly sustainable organisation.

2. BACKGROUND OF AWLI

AMwA's flagship programme, the African Women's Leadership Institute (AWLI) has been in existence since 1997. The programme was designed by African women in AMwA and derived its origins from feminist analyses of the needs of African women on the continent during the post Beijing conference era.

The AWLI is a regional networking, information and training forum that not only seeks to facilitate African women, aged between 25 and 45, to achieve personal empowerment, but also develops their critical thinking on feminist theory and practice, gender issues, women's rights and human rights, advocacy and policy-influencing, organisational and resource development and strategic planning. The training workshops are undertaken using various training methodologies, including group work, lectures, practical exercise sessions, site visits/field work and inter-generational dialogue between older and younger African women. The African Women's Leadership Institute is renowned for its holistic P.O.T leadership training framework, which underpins all AWLIs:

P - Personal Empowerment – focuses on enhancing the capacity of the individual through conceptual grounding on issues of human rights, feminism, gender analytical frameworks, as well as personal growth. This is crucial for African women to be able to commit themselves to challenging deeply oppressive systems, most of which are rooted in years of culture and tradition, and which make it difficult to advocate for change.

O - Organisational Development – focuses on skills development such as strategic thinking and planning, advocacy and policy intervention, organisational development, fundraising, and monitoring and evaluation. The ability to make effective use of organisations or institutions to promote a progressive international development agenda and advocate for fundamental change is considered key to the delivery of this module and ultimately to understanding the correlation between organisational development and broader social-economic change.

T - Transfer of Skills – focuses on shared learning from experiences and lessons learnt, Inter-generational

Dialogue, Oral Her-story and documentation of good practice, as well as contributing to broader development thinking and improved development practice. The ability to effectively transfer knowledge on an inter-generational basis is crucial to the sustainability of a progressive development agenda and contributes to learning from experience evidenced by improved practices in society.

The purpose of the programme was to establish sustained leadership development for African women through the mechanism of the AWLI and to develop a strong cadre of women leaders at personal and collective levels, to influence policy and decision-making, through the application of feminist principles with the aim of achieving lasting qualitative difference in the lives of women in Africa.

3. ACHIEVEMENTS OF THE AWLI

Since the first AWLI was held in Uganda almost 14 years ago, Akina Mama waAfrika has organised a number of regional, sub-regional and national leadership institutes across 35 countries in Africa and the UK. In total these leadership institutes have now trained over 4,000 women both on the continent and in the UK who have been instrumental in active lobbying and advocacy for policy and practice changes in the various regions and countries, whether on land rights, gender based violence, violence against women, girl-child education, sexual and reproductive rights, or economic rights, among others. Many alumni have gone on to occupy positions of leadership in their countries as well as in the various African regions.

To date, the AWLI proudly boasts of, among other things:

- Contribution to leadership development of African women on the continent and the diaspora.
- Having a total of 22 women in parliaments in Africa: Liberia, Sierra Leone, Uganda, Kenya, Nigeria, Ghana, Tanzania, South Africa, Zimbabwe, Botswana, Sudan.
- 3 MPs for East African Legislative Assembly
- 2 Ministers in the Liberian Government (Gender and Commerce);
- 2 Presidential Advisors in Sierra Leone
- The first African Woman to stand for parliament in Switzerland
- Contributed to the building of a strong African feminist and women's movement
- Empowering women to bring about social change in their communities.

4. GOAL OF THE AWLI TRACER STUDY

The proposed Tracer Study compilation comes at a time when at a global level, the world has marked 15 years after the adoption of the Beijing Platform for Action (BfA+15). At continental level, the African Union in October 2010 launched the African Women's Decade of 2010-2020. Both these critical events provide women in Africa and the world with an opportune moment for states to review and refocus on gender equality and women's rights in all areas. For AMwA, 2010 and the ensuing decade provides the organisation with an opportunity to showcase, celebrate and strengthen the contribution AMwA has made in building women's leadership for decision-making.

The aim of the tracer study is to provide evidence of the impact of the AWLI on young women leaders and to provide a reference for role models of women leaders for the women's movement in Africa and policy makers in decision making arenas.

The Tracer will contribute to strengthening AMwA's monitoring and evaluation of the AWLI and to better measure its impact.

The **OBJECTIVES** of the Tracer Study are three-fold:

- To document the experiences of Alumni after the AWLI to find out where they are and what they are doing
- To provide evidence of the impact of the AWLI on young women leaders and to provide a reference for feminist democratic leadership for the women's movement in Africa
- To assist in the development of a monitoring and evaluation framework for the AWLI i.e. appropriate indicators for empowerment at personal and collective level drawing from the experiences of the alumni in the tracer study.

5. ROLE OF THE CONSULTANT

AMwA seeks a team of consultants to carry out the first phase of the Tracer Study based on AWLI Alumni from **West Africa** for the AWLIs from **1997-2010**.

6. METHODOLOGY

Interested individuals/institutes are requested to submit a short outline methodology of how they would conduct this Tracer Study **for West Africa**, both on a theoretical and practical basis. The Tracer Study process includes:

- Review of proposal and other programme documents
- Review of AWLI Tracer Study questionnaire
- Setting sampling size for questionnaire responses
- Ensuring responses/feedback from questionnaires as per agreed sampling size
- Interviews with 10 alumni (case studies) nominated from West Africa to highlight the impact of the AWLI
- Collation of evidence and stories useful for both Tracer Study and communication work

The selected consultant will work in close collaboration with Akina Mama waAfrika (AMwA) to refine the methodology and develop a detailed plan. Including an analysis of achievements/impact, the Tracer Study will respond to the following issues:

- What difference has the AWLI made to alumni lives (what, where, when and who?):**
 - Are those changes (outcomes) relevant to people's needs?
 - Are they likely to be sustainable in the long term?
 - To what extent has the AWLI contributed to the achievement of broader national and international policies?
 - To what extent has the achievement of the changes/ outcomes been influenced by external context and other factors?
- How has the AWLI made this difference? At personal and collective level? In the lives of people at community, national, regional and international level?**
 - What constituencies should the AWLI target moving forward?
 - How can AMwA ensure that there is sustained learning, support and collaboration among the AWLI alumni in innovative ways?
 - How can AMwA continue to monitor and evaluate AWLI impact

7. EXPECTED OUTPUTS

Outputs expected include:

- A Tracer Study plan/methodology
- First face-to-face discussion with AMwA on draft findings
- Full Tracer Study report for West Africa, approx 35 pages, of publishable quality
- Executive Summary, stand alone, 'communicable', 2 pages.
- Photos of alumni (before and after)
- Video of alumni from the case studies

8. SKILLS AND COMPETENCIES

AMwA is looking for a consultant (team of consultants) from **West Africa** with a strong record in conducting evaluations, knowledge of feminist leadership development, and strong communication skills. The consultant should have the following skills and competencies:

- University Degree and Masters qualification or relevant work/ research experience
- Strong background and expertise in feminism
- Expertise of women's leadership development based on feminist principles
- Computer literate
- Committed to deadlines
- Ability to write concise, readable and analytical reports and understanding of public communications.
- Excellent writing and verbal communication skills in English and French.

9. PROPOSAL SUBMISSION

AMwA invites proposals from consultant(s) with the experience and skills described above. Proposals should include:

1. A cover letter introducing the Consultant and how the skills and competencies described above are met, with concrete examples.
2. A 2-page outline of the proposed process including:
 - a. Proposed outline methodology
 - b. Management arrangements
3. A 1-page budget covering all major costs
4. CV of the consultant(s)
5. One example of a previous similar work

10. TIMELINE

Action	By When	Who
TOR advertised	7 th September 2011 - 7 th October 2011	Consultant/AMwA
Consultant selected	15 th October 2011	Consultant
Initial Preparations (Include review of program Documents, questionnaire development)	24 th October – 4 th November 2011	Consultant
Tracer Study Western & Francophone Africa (include travel for case study interviews & report writing)	7 th November - 16 th December 2011	Consultant/AMwA
Presentation and discussion of initial findings with AMwA	January 2012	Consultants
Final draft outputs	3 rd February 2012	Consultant
Final Tracer Study outputs submitted	12 th February 2012	Consultant

Closing date for applications:

Proposals should be sent by email to Akina Mama waAfrika, Plot 30 Bukoto Street, Kamwokya, Kampalaby 7th October 2011

Contact details:

Akina Mama waAfrika (AMwA)

Plot 30 Bukoto Street, Kamwokya

Kampala, Uganda

East Africa

Tel : +256 414-543 681

Fax: +256 414 543 683

Email: amwa@akinamamawaafrika.org/patience@akinamamawaafrika.org

AFRICAN WOMEN’S LEADERSHIP INSTITUTE (AWLI) ALUMNI 1997-2010

TRACER STUDY QUESTIONNAIRE

Akina Mama waAfrika (AMWA) is carrying out a Tracer Study of AWLI alumni from 1997-2012. The aim of the Tracer Study is to provide evidence of the impact of the AWLI on young women leaders and to provide a reference for role models of women leaders for the women’s movement in Africa and policy makers in decision making arenas. **If you are an AWLI Alumni**, AMwA would love to hear from you. Please fill in this AWLI Tracer Study Questionnaire and send it to ysisaysogbeh@gmail.com together with a current photograph. It will take approximately 20 minutes to share your story. Thank you!

Name	
Date of Birth	
Country of origin	
Country of residence	
Telephone number	
Occupation/Profession	
During AWLI	
Currently	
Organisation	
During AWLI	
Currently	
Educational status	
During AWLI	
Currently	
Marital status	
During AWLI	
Currently	

Section 1: Training attended

1. Which AWLI training did you attend?

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2. When & where did you attend the AWLI training?

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Section 2: Personal Objectives

3. What were your **personal objectives** for attending this training?

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4. Were these personal objectives met? In what way?

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Section 3: Changes following the training

5. What changes in your life do you attribute to the AWLI? Please give examples.

Personal.....
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Professional.....
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.....

Organizational.....
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.....
.....
.....

6. Were you able to **sustain** these changes? How?

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.....

7. Are these changes **relevant** to your personal, professional, organizational life? How?

.....

.....

.....

Section 4: Applying the learning

8. How have you been able to apply what you learnt in the AWLI training in your own life?

Personal.....

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.....

Professional.....

.....

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Organizational.....

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9. How have you applied what you learned on the AWLI in your community, or with your target group?

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10. Has your training with AWLI contributed to national or international policies? If yes, how?

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11. What challenges have you faced in implementing what you learned?

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12. Can you please attach documents, photos, testimonials, or web links demonstrating these changes?

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Section 5: Alumni Networks

13. Did you develop any networks as a result of the AWLI? Please describe.

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14. How has that helped you in your personal and professional life?

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15. What recommendations would you give for strengthening follow up and networking of AWLI alumni in your country/region?

By you

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By AMwA.

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Section 6: Follow up/Support from AMWA

16. What support has AWLI or AMwA provided to enhance your ability to apply what you learnt in the training?

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Section 7: Recommendations for AMWA

17. How can AMwa continue to monitor, evaluate and support AWLI impact?

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18. What target groups of women should the AWLI invite to future trainings?

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19. Any other comments?

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Thank you for your time.

ANNEX 3. Tracer Study Participants

Country	One to one interviews	Participants	Questionnaires returned by email	Participants
Sierra Leone	2	- Finda Findosia Fraser - Ann Marie Caulker	-	- Finda Findosia Fraser - Ann Marie Caulker
Liberia	2	- Celia DortuTurkett - Luvenia Capehart Cole	-	
Nigeria	-		3	- Jennifer AnuliOnyejekwe - ObiageliOraka - MenkitiNkemChineze
Senegal	3	- Fatoumata BintouDiedhiou - Adam Kandji - ManeBiaye	1	- NdeyeNafissatou Faye - Fatoumata BintouDiedhiou - Adam Kandji
Mali	1	- AminataSidibe	-	
Cameroon	-		1	- Emma Akem
Line Manager	Senegal	- SaliouKonte		

