TuWezeshe Akina Dada

Programme Evaluation Report

19 November 2020

manaus

About MANAUS

MANAUS is a woman and minority-owned research firm with expertise in designing and implementing comprehensive programme evaluations. Our evaluation projects are often theory-based, gender sensitive, and involve the use of participatory approaches and mixed-methods methodologies.

For inquires about this evaluation report, please contact Carlued Leon at cleon@manausconsulting.com.

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List of Acronyms

AMwA	Akina Mama wa Afrika
CDF	Children's Dignity Forum
FGM	Female genital mutilation
FORWARD	Foundation for Women's Health Research and Development
GBV	Gender-based violence
SGBV	Sexual gender-based violence
SAP	Social action project
SSAP	Sub-Sahara Advisory Panel
VfM	Value-for-money
VAWG	Violence against women and girls

Executive Summary

TuWezeshe Akina Dada, Swahili for 'empowering our sisters', is a feminist leadership programme aimed at engaging young African women in the civil and political spheres to take action against all forms of violence against women and girls (VAWG). The programme is a one-year fellowship where young women build core leadership skills, are mentored by established female leaders and receive funding to initiate their own social action projects (SAP).

This report presents the findings of an independent evaluation on the relevance, effectiveness and sustainability of TuWezeshe. The evaluation employed a mixed-methods approach combining qualitative and quantitative research elements. The quantitative component involved the analysis of 373 surveys administered on fellows before and after the training.

The qualitative component involved interviews and group discussions with 58 stakeholders, including implementers, fellows and mentors across five countries. The evaluation also incorporated a value-for-money assessment to understand the extent to which the achievements of the programme outweighed its cost.

Main Findings

The design of TuWezeshe was highly relevant to achieve the intended outcomes of the programme. Survey data and stakeholder interviews evidenced that all five programme components were adequate to equip fellows to take action against VAWG.

TuWezeshe effectively empowered fellows to advocate for their rights and the rights of others. Fellows significantly increased their confidence across all dimensions of leadership, including their understanding of VAWG, their public speaking skills and their confidence to create social change through activism.

Programme results were large and sustained over time. Increases in fellows' leadership capacity were more pronounced before and after the training, with results slightly declining 12 months after the training. Yet, confidence levels a year after remained higher than at baseline.

TuWezeshe effectively increased the technical and organisational capacity of consortium partners to develop women's leadership. Partners reported benefits such as increased organisational credibility and enhanced capacity to secure funding to replicate TuWezeshe-like interventions.

TuWezeshe yielded good value for money. The correlation between the cost of each programme component and the average ranking of impact was high and statistically significant, evidencing that the investment allocated to each component resulted in a proportionally positive impact, as perceived by fellows and implementers.

Areas for Improvement & Recommendations

While TuWezeshe yielded sizeable and long-lasting effects on young women's leadership capacities, stakeholders identified several areas for improvement and recommendations.

Increase the length of the training and spread sessions throughout programme implementation

Implementers and fellows agreed that the training time was not enough for fellows to digest all the new information they were receiving. They suggested extending and breaking the training down into shorter sessions throughout the programme. Implementers, fellows and mentors also suggested having a training refresher halfway through or at the end of the SAPs.

Expand training content on skills related to the sustainability of the social action projects

Although the SAP was intended to put into practice the skills learned during the training and TuWezeshe was not designed to ensure the continuation of SAP activities beyond the fellowship, many fellows did continue executing their SAPs or similar interventions afterwards. Because most projects had a large positive impact on the communities where they were implemented, fellows and mentors recommended including training content on project sustainability, primarily around budgeting, advertisement, advocacy and fundraising.

More psychosocial support during the training, mentorship and SAP execution

The training triggered fellows' experiences of VAWG. While the programme anticipated this and incorporated psychosocial assistance, stakeholders felt that more psychological support should be embedded in the design of the TuWezeshe. Fellows and mentors also recommended more support around identity and sexual orientation, as these topics are taboo in African communities.

Set more clear expectations around the time commitment for and the scope of the mentorship

Fellows and mentors had different expectations around the time commitment that the mentorship would entail. Mentors also had different ideas of the level of mentorship they would provide—e.g. just providing feedback on social action projects versus strengthening other relevant soft skills, such as confidence or networking. Stakeholders recommended improving the selection of mentors and providing a shorter version of the leadership training to mentors so as to harmonise mentorship skills and expectations.

More diversity among mentors and fellows

Stakeholders thought that the high concentration of fellows and mentors from urban areas was a limitation to the programme. A recurrent recommendation was to increase the participation of girls from rural areas, as fellows and mentors felt that women in non-urban areas have less opportunities to access leadership trainings. Fellows also felt that including more mentors from rural areas could help improve mentor-mentee pairing. Others also suggested broadening the pool of mentors to include younger and queer mentors. Fellows also recommended allowing former TuWezeshe fellows to serve as mentors, as well as allowing fellows to propose external mentors, such as professors or past mentors.

Introduction

TuWezeshe is a one-year fellowship programme where young women build core leadership skills, are mentored by established female leaders and receive funding to initiate their own social action projects. Through this programme, fellows learn to shape the agenda on VAWG, build their networks and voice themselves on national and international platforms.

The programme was established in 2016 and funded by Comic Relief's Common Ground Initiative. The Foundation for Women's Health Research and Development (FORWARD) led its implementation, along with three consortium partners: Akina Mama wa Afrika (AMwA) in Uganda, the Sub-Sahara Advisory Panel (SSAP) in Wales and Somaliland[1] and the Children's Dignity Forum (CDF) in Tanzania. Since inception, TuWezeshe trained 175 fellows: 49 in England, 21 in Somaliland, 29 in Tanzania, 55 in Uganda and 21 in Wales.

The programme comprises five components:

- **Feminist leadership training:** A five-day residential training where fellows learn practical feminist leadership skills, build confidence and gain knowledge of their rights.
- **Fellowship networks:** Also known as the TuWezeshe sisterhood, these country-specific networks provide fellows with the opportunity to draw encouragement and inspiration from one another throughout their leadership and advocacy journey.
- **Mentorship:** Fellows are paired with experienced and established women leaders in various fields to receive support, advice and networking opportunities.
- **Social action project:** Upon completing the leadership training, fellows are provided with a £500 grant to initiate their own social action project, which is typically completed within a year.
- **Social media:** Through various social media platforms, TuWezeshe engages fellows to meet other advocates, share ideas and articulate themselves against VAWG.

By increasing the leadership capacity of young African women, TuWezeshe aims to achieve the following five outcomes:

Outcome 1: Young women are empowered leaders, able to influence and shape decisions about their rights and entitlements.

Outcome 2: Young women peer networks foster spaces to amplify women's voices on their rights and entitlements.

Outcome 3: Increased community awareness and engagement concerning VAWG.

Outcome 4: Policymakers and professionals are engaged to protect and respond to girls and young women's rights.

Outcome 5: Consortium members improved their capacity and effectiveness to deliver programmes on the rights of young women.

[1] SSAP co-delivered TuWezeshe in Somaliland in partnership with the Somaliland Nursing and Midwifery Association.

Evaluation Methodology

Purpose and objectives

The evaluation aimed to assess the relevance, effectiveness and sustainability of TuWezeshe activities. It also sought to provide actionable recommendations to inform current and future projects on young women's leadership and activism.

The evaluation specifically looked to:

- Assess the extent to which TuWezeshe's intended outcomes were achieved and identify key areas that were critical for reaching these outcomes.
- Evaluate the effectiveness and relevance of the project's set–up, approach, and identify to what extent these contributed to the delivery of the project's outcomes.
- Assess the sustainability of TuWezeshe, particularly the long-term impact on young women's leadership capacity and the capacity of implementing partners.
- Provide actionable and practical recommendations on future programme design and implementation.

Methodology

The evaluation employed a **mixed-methods approach** that combined qualitative and quantitative research elements to have a comprehensive understanding of the execution and achievements of TuWezeshe.

The **quantitative component** involved the analysis of survey data collected by TuWezeshe from fellows across two cohorts. The pre-training survey was administered before fellows initiated the training; the post-training survey was administered right after the culmination of the training; and the follow-up survey was administered approximately 12 months after the training had ended. FORWARD's evidence team designed the surveys and supervised their administration.

The **qualitative component** involved the revision of project documents, in-depth interviews and group discussions with key stakeholders. Interviewees included FORWARD staff, implementing partners, fellows and mentors across the five countries. The qualitative data was used to contextualise and validate the quantitative results.

Evaluation sample

The **quantitative component** employed a sample of 128 fellows who completed the pre-training survey, 138 fellows who completed the post-training survey and 107 fellows who completed the 12-month follow-up survey (Table 1). The analysis of pre- and post-training survey data allowed evaluators to assess the programme's effectiveness. The analysis of pre-training, post-training and 12-month follow-up survey data enabled the evaluation team to assess the programme's longer-term effect and sustainability. The analysis only included fellows from Cohorts 1 and 2 given that the collection of data from Cohort 3 was delayed due to the COVID-19 pandemic.

As part of the **qualitative component**, the evaluation team engaged a total of 58 stakeholders. Evaluators randomly pre-selected fellows and mentors to participate in the evaluation. In case participants were not available or willing to take part in the evaluation, evaluators randomly pre-selected a larger sample to allow for 're-placement' interviewees. This gave partners and interviewees flexibility while minimising selection bias issues. A larger sample was also drawn to account for the potential effects that the COVID-19 pandemic could have on interviewees' availability or willingness to participate in the evaluation.

Annex 1 provides additional information on the sampling, data collection and randomisation approach.

Table 1. Evaluation Sample

Component	Data Source	Sample
Quantitative	Pre-training survey	128
	Post-training survey	138
	12-month follow-up survey	107
Qualitative	Implementers	8
	Fellows	34
	Mentors	16

Table 2. Evaluation Sample by Country

Country	Surveys			Interviews	
	Pre-training	Post-training	12-month follow-up	Fellows	Mentors
England	30	33	23	7	3
Somaliland	19	20	18	5	3
Tanzania	30	29	25	6	3
Uganda	38	44	34	11	4
Wales	11	12	7	5	3

Data collection methods

The evaluation team collected primary and secondary data through document reviews, individual in-depth interviews and group interviews. Stakeholders were given the choice to be interviewed individually or in groups, as well as the choice of contact method—including telephone or video call. A sub-sample of 10 randomly pre-selected fellows were engaged through an online forum via Recollective, a web-based qualitative research platform.

Ethical considerations regarding VAWG and COVID-19

Acknowledging that interviews may unintentionally trigger interviewees' experiences of VAWG, evaluators incorporated the World Health Organisation's ethical and safety safeguards for research on violence against women into the evaluation.[2] These safeguards included guidelines on how to terminate the interview if interviewees felt unsafe or were not in a private place to speak comfortably, as well as the provision of a list of local support services.

Evaluators also recognised that the COVID-19 pandemic may be impacting interviewees, either emotionally (stress, loss of loved ones) and/or financially (unemployment, reduced income). In this context, stakeholders may not be in the condition or space of mind to participate in the evaluation. Implementing partners contacted pre-selected interviewees to obtain initial consent to participate in the evaluation.

Data analysis & quality assurance

As part of the quantitative component, evaluators conducted statistical analysis on the survey data to produce descriptive statistics and identify changes across time. Differences in findings across time and across countries were tested (using Fisher's exact test or chi-squared test) to ensure changes were statistically valid. For findings comparing longitudinal changes, only statistically significant differences across time are presented.

For the qualitative component, the information collected through primary and secondary sources was systematically analysed and cross-referenced to arrive at findings. The evaluation identified patterns in the primary and secondary data to assess results and learnings.

For quality assurance, the statistical analysis of the survey data was revised separately by various members of the evaluation team. In the case of the qualitative analysis, similar questions on activities, benefits and limitations were asked across stakeholders to compare responses and verify information. Lastly, the qualitative and qualitative results were carefully compared to ensure overall consistency across findings.

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[2] Researching Violence Against Women: A Practical Guide for Researchers and Activists and Putting women first: Ethical and safety recommendations for research on domestic violence against women.

Value for Money Assessment

The evaluation incorporated a value-for-money (VfM) assessment to understand the extent to which the achievements of TuWezeshe outweighed its costs. The assessment adopted a VfM approach called 'rank correlation of cost versus impact', a participatory assessment approach. Under this method, evaluators identified the costs involved in each of the five components of the programme—leadership training, mentorship, fellows network, social media engagement and social action project—and ranked the components by cost using a five-point scale, from the costliest to the least costly.

Evaluators then asked interviewed implementers and fellows to rank each component by their perceived impact or benefit. Using a five-point scale, stakeholders were specifically asked to rank components based on how much they contributed to giving fellows the knowledge, the confidence and the skills to take action against VAWG. 'Taking action' was defined as "being able to speak up, to shape decisions about your rights or the rights of others, to influence conversations on VAWG and/or to raise awareness around VAWG".

Evaluators then ran correlations between the ranking of the costs and the ranking of perceived benefits. Correlations of 0.90 or above indicate that components yielded good value for money. This VfM approach allowed evaluators to understand the overall value for money of the programme, as well as to compare the value for money across components.

The VfM assessment was carried out using a sample of 39 implementers and fellows. The evaluation team collected information on the ranking of perceived programme benefits during interviews with these stakeholders. Mentors were not included in the assessment given that they were less familiar with other components of the programme beyond the mentorship aspect.

Annex 2 includes the approach followed by implementers to estimate programme costs by component.

Methodological Limitations

The evaluation provides a sound understanding of the relevance, effectiveness and sustainability of TuWezeshe. However, several factors limit the reach of the evaluation results.

First, the survey analysis was not done at the individual level. Given that the very first cohorts of fellows were not assigned an identification number, the evaluation was unable to match the data from the three surveys at the individual level. In addition, some fellows did not complete all three surveys. This means that fellows surveyed before and after the training may not be the same. This limits the longitudinal approach of the evaluation to more precisely assess the effect of TuWezeshe. For instance, declines in confidence between baseline and the 12-month follow-up may be due to variation in the sub-samples of fellows rather than to the actual long-term effectiveness of the programme.

Second, the evaluation did not include a comparison group. This constrains the capacity of evaluators to control for what would have happened in the absence of the programme. As such, the evaluation cannot fully claim causal links between the identified results and the activities of the programme.

Third, the survey sample posed challenges to break down results by cohort. Since implementers fine-tuned activities from cohort to cohort based on fellows' feedback, the evaluation analysis would have benefited from observing changes in responses at the cohort level.

Fourth, evaluators recorded most interviews with fellows and mentors. While evaluators emphasised to interviewees that the evaluation was independent and interviews were confidential, it is possible that stakeholders could have answered differently had evaluators not recorded the interviews. This issue was minimised by giving stakeholders the option to proceed without recording the interview.

Lastly, the value-for-money approach provides a general understanding of the relationship between programme costs and the benefits perceived by stakeholders. This approach, however, assumes that implementers executed activities at the lowest cost while maintaining the expected quality, but the evaluation could not assess this assumption.

Despite these limitations, the evaluation methodology was robust enough to answer the outlined evaluation questions and to establish a strong association between the changes experienced by stakeholders and TuWezeshe's activities.

Evaluation Results

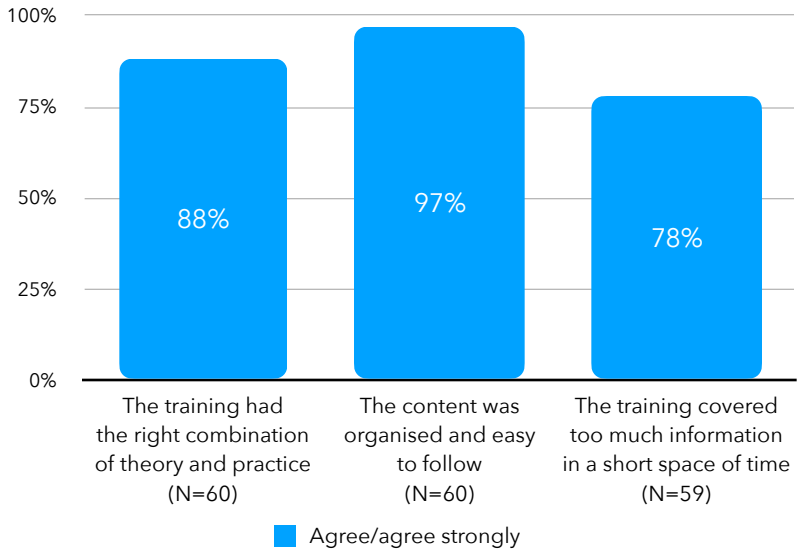
This section presents the main findings of the evaluation. Results have been organised by component of the programme, addressing their relevance, effectiveness and sustainability. For survey-based findings comparing longitudinal changes, only statistically significant differences across time are presented.

Feminist Leadership Training

The design and content of the training were highly relevant to achieve TuWezeshe's intended objectives. In the post-training survey, most fellows (88%) agreed that the training had the right combination of theory and practice (Figure 1). They also thought the content was organised and easy to follow (97%). These results were consistent with qualitative results, with interviewees commending the programme as a comprehensive approach to developing leadership and enabling young women to address real problems in their communities. As part of the VfM assessment, the training was ranked as the most impactful programme component.

"There are many leadership trainings out there, but TuWezeshe was different. Fellows have a space to share. Every year they have a group of women [the sisterhood] to empower them. TuWezeshe provides skills but also resources [grant funding] to put in practice those skills"
–England mentor

Figure 1. Fellows' opinion of the feminist leadership training



"[The training] was well organised. Leaders engaged fellows well and addressed information in a very understandable way. The atmosphere was right for discussion about gender-based violence"
–Tanzania fellow

TuWezeshe effectively improved fellows' understanding of VAWG and power structures. Fellows' understanding of how social norms reinforce VAWG increased from 65% at baseline to 88% after the training (Figure 2). Greater results were observed in relation to the concepts of feminism and patriarchy, with confidence

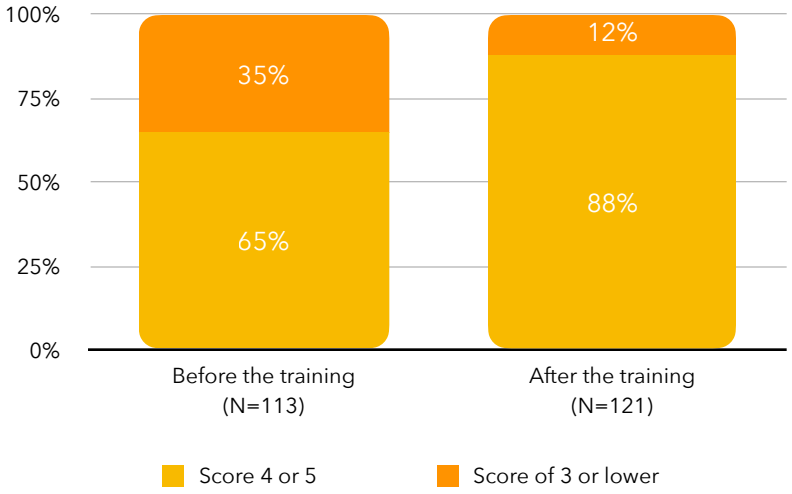
levels increasing from 51% at baseline to 93% after the training. Fellows in Tanzania, Uganda and Wales reported the largest increases in confidence in this area (Table 3).

The training helped fellows better identify abuse and expanded their knowledge on support resources. Across countries, fellows said the training enabled them to recognise abusive behaviours, which were previously normalised, as violence. A fellow in Uganda commented: "TuWezeshe helped me open my eyes to recognise things that I've seen in my life—like beating a woman and young girls for marriage—as violence and gender inequality. I had many ah-ha moments". Similarly, a fellow in Tanzania said: "I was not aware of some types of violence. There were things that I thought were not violence, but they were—like domestic violence. I also learned about support resources. For example, before [TuWezeshe] I only knew about police, but not about women's organisations".

"I used to justify violence against women. I would say things like 'Oh well, why was she there late at night?'. But after the training I got to question my beliefs and to properly understand gender-based violence"—Uganda fellow

"TuWezeshe opened our eyes. You know about some violence, like sexual violence. You know it happens, but because of cultural norms women don't talk about it and you think it's an [isolated] thing. Learning about SGBV was eye opening"—Somaliland fellow

Figure 2. Fellows' confidence in their knowledge of how social norms reinforce VAWG



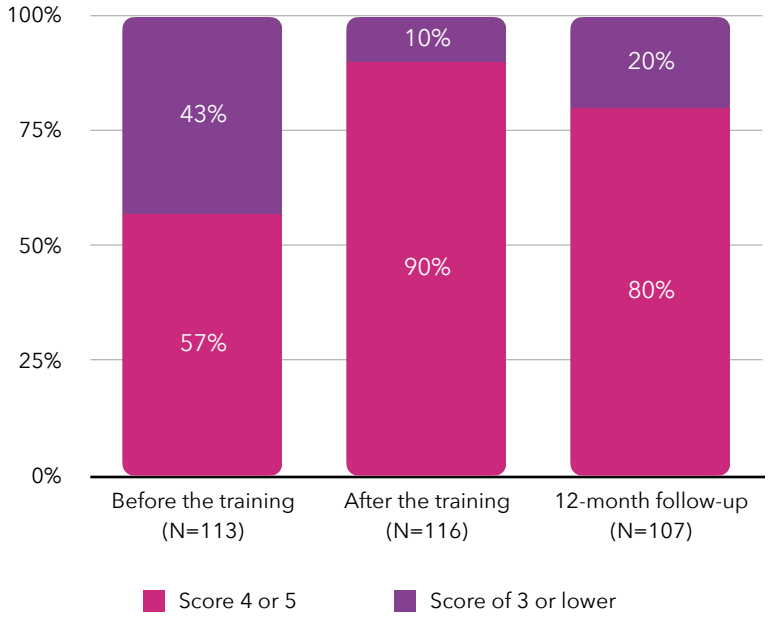
(Scale 1-5, 1= Not confident at all and 5=Extremely confident)
Differences across time: p <0.001

Table 3. Fellows' confidence in understanding feminism and patriarchy by country (% who scored 4 or 5)

Country	Before the training	After the training
England (N=63)	63%	94%
Somaliland (N=39)	67%	84%
Tanzania (N=59)	38%	97%
Uganda (N=82)	45%	93%
Wales (N=23)	45%	100%

Fellows' understanding of their rights also improved. At baseline, fellows' confidence to claim their human and civil rights was 57%, compared to 90% after the training and to 80% a year after the training (Figure 3). In terms of understanding women's sexual and reproductive rights in their respective countries, fellows' confidence increased from 57% at baseline to 77% after the training. Fellows in Uganda reported the largest increase in confidence in this area.

Figure 3. Fellows' confidence in their knowledge to claim their human and civil rights



(Scale 1-5, 1= Not confident at all and 5=Extremely confident)
Differences across time: p<0.001

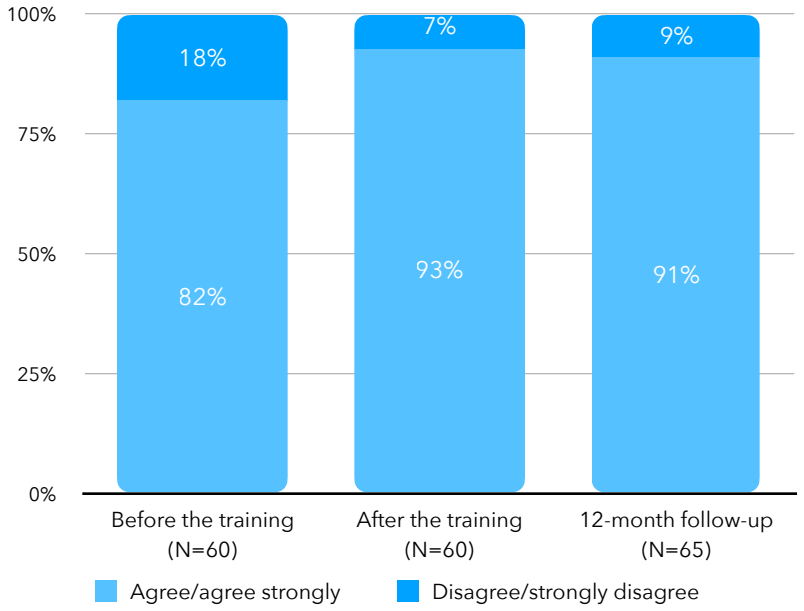
TuWezeshe was also effective in reinforcing fellows' self-worth. Fellows' satisfaction with themselves increased from 82% at baseline to 93% after the training and to 91% a year after the training (Figure 4). The largest increases in satisfaction with oneself were reported by fellows in Uganda and Tanzania. When asked about their agreement with the statement "I feel that I'm a person of worth, at least on equal plane with others", 45% of fellows reported strong agreement at baseline, compared to 93% after the training and to 92% a year after the training. Fellows in Somaliland and Tanzania reported the largest increases in self-worth levels.

In the 12-month follow-up survey, 87% of fellows reported valuing themselves more highly as a result of the their participation in TuWezeshe. In individual in-depth interviews, fellows reported similar positive impacts on their self-esteem, as exemplified by the comments below.

"My self-esteem and self-worth improved a lot. [Before TuWezeshe,] I worked with people who I knew and got guidance from people who supervised me. But during the implementation of my project, I was on my own. My confidence and trust in my own decisions improved"—Tanzania fellow

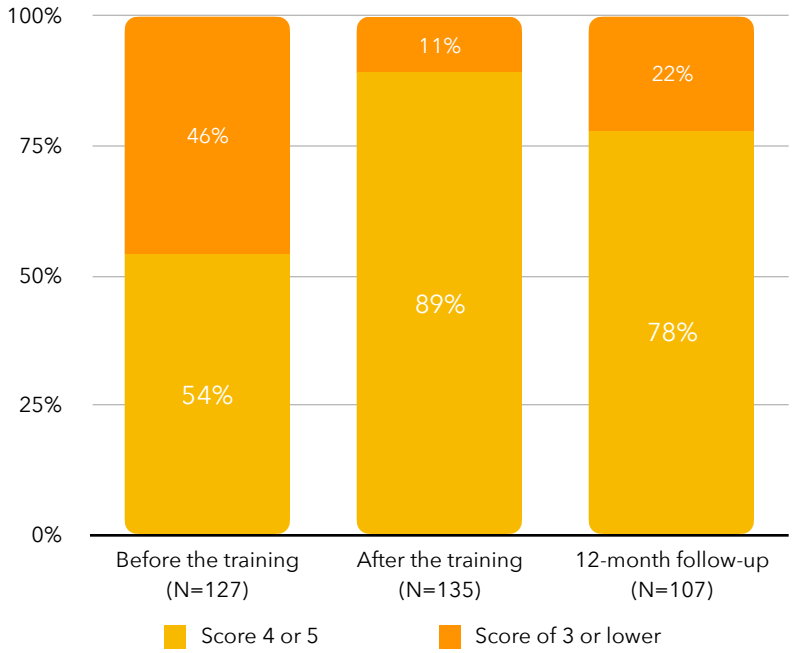
"I now value myself more and put myself first. Before the fellowship, I thought that was selfish of me. I also didn't think I was enough. But I am much more confident now"—Wales fellow

Figure 4. Fellows' agreement with "On the whole, I am satisfied with myself"



Differences across time: p<0.01

Figure 5. Fellows' confidence in practicing self-care



(Scale 1-5, 1= Not confident at all and 5=Extremely confident)
Differences across time: p<0.001

The training improved fellows' practices around mental well-being. Fellows' level of confidence to practice self-care improved from 54% at baseline to 89% after the training and to 78% a year after the training (Figure 5). Across countries, results followed a similar trend, with larger increases in Uganda and Wales (Table 4).

"The training taught me how important self-care was. It was a big discovery for me. It was instrumental to be an effective activist. I started psychotherapy and journaling"–England fellow

"I heard about self-care for the first time at the training. I now take care of it regularly. My self-image also changed. I learned to be kind to myself, to love myself"–Uganda fellow

"[TuWezeshe] improved my self-esteem. I started putting myself first. I don't hang out with negative people. I now choose my friends more carefully" –Tanzania fellow

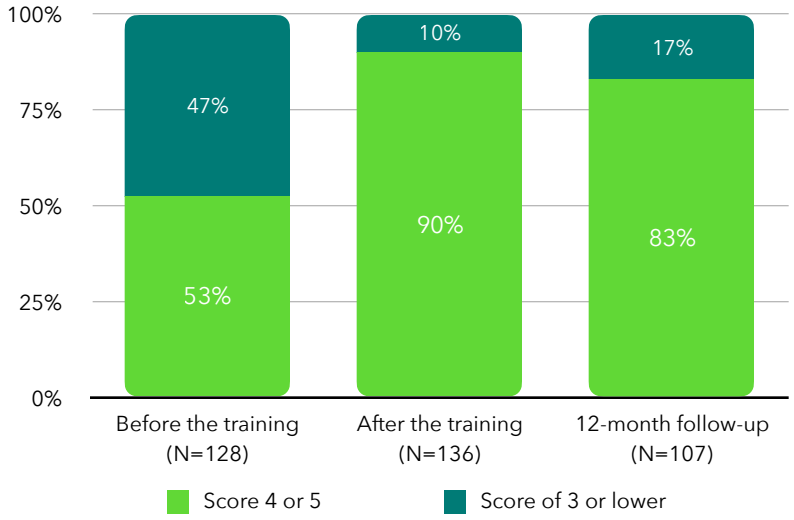
Table 4. Fellows' confidence in practicing self-care by country (% who scored 4 or 5)

Country	Before the training	After the training	12-month follow-up
England (N=86)	48%	83%	65%
Somaliland (N=57)	58%	85%	89%
Tanzania (N=84)	77%	100%	96%
Uganda (N=116)	45%	89%	71%
Wales (N=30)	27%	83%	57%

TuWezeshe also strengthened fellows' sense of power, agency and belief in themselves as agents of change. Fellows' confidence to use their own power and agency increased from 53% before the training to 90% right after the training and to 83% a year after the training (Figure 6). Fellows in England, Wales and Tanzania reported the largest changes in such confidence. In follow-up surveys, 93% of fellows reported feeling more confident in their abilities to create change and 82% reported being more resilient to challenges and setbacks as a result of participating in TuWezeshe.

"[TuWezeshe] gave me the confidence to speak up. I realised I was not the only one thinking this is wrong [in reference to FGM], so I became more confident to speak about this. You have to start within your own environment. Before TuWezeshe, I would not speak [up] to avoid getting in trouble" –Somaliland fellow

Figure 6. Fellows' confidence in using their own power and agency



(Scale 1-5, 1= Not confident at all and 5=Extremely confident)
Differences across time: p<0.001

Fellows' confidence to articulate their thoughts in front of an audience also improved. Only a little over half of fellows (55%) felt confident speaking in public at baseline. Confidence levels increased to 84% right after the training and to 80% a year after the training ended (Figure 7). Fellows in England, Wales and Tanzania reported the largest increases in confidence in public speaking.

"As someone who is very vocal, I learned I can exercise agency and make change in a less aggressive manner. I learned how to better advocate for change"–Wales fellow

In interviews, fellows and mentors also spoke about how TuWezeshe empowered fellows to believe in their capacity to voice their thoughts and create change.

"They did a project on FGM. They organised and led a session. The fact that they were able to introduce the subject, ask questions and answer questions was really good. [TuWezeshe] gave them the knowledge on the subject and prepared them for speaking up and raising awareness" –Wales fellow

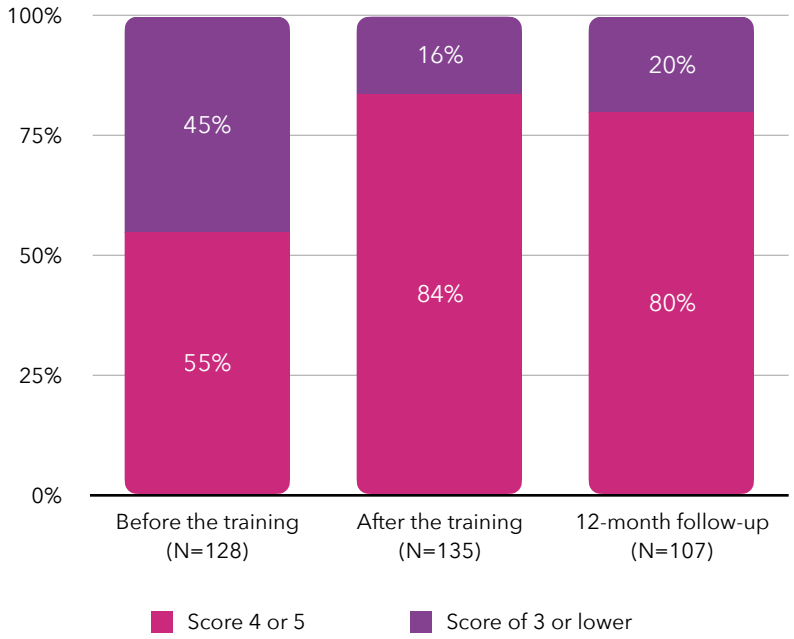
"After the fellowship, my lecturer had asked me to take part in a panel discussion on a Spanish film we were reviewing. It was a film closely related to my [social action] project, which was on identity, sexuality and feminism. I was able to speak publicly at a university event with all kind of academics–not just fellow students–and people who I otherwise found intimidating. And it was possible because of the skills I picked up on public speaking–such as pacing myself, smiling, speaking with confidence and not being in my head–through [TuWezeshe]"–England fellow

Mentors also observed a positive transformation in their mentees, particularly between the mentor-mentee introduction session (where the fellows first pitched ideas for their social action projects) and fellows' actual implementation of their projects.

"[My mentee] had [prior] experience fighting for her rights, but I saw a change in the way she presented herself and how she discussed the critical issues. At the pitch, it was not easy for her. But after, she built her self-esteem and confidence. When she presented her project [during implementation] she was much better"–Uganda mentor

"The programme transformed [my mentee] tremendously. She was very shy at first and became more confident. She would talk very confidently about her project at schools"–Tanzania mentor

Figure 7. Fellows' confidence in public speaking



(Scale 1-5, 1= Not confident at all and 5=Extremely confident)
Differences across time: p<0.001

TuWezeshe was also successful in equipping fellows with stronger skills in communication, leading groups and debating. In the follow-up survey, nearly 93% of fellows felt the training improved their communication skills. In terms of leading a group, fellows' confidence increased from 64% at baseline to 84% right after the training and to 85% a year after the training (Figure 8). The largest improvements in confidence were reported in Wales and England (Table 5).

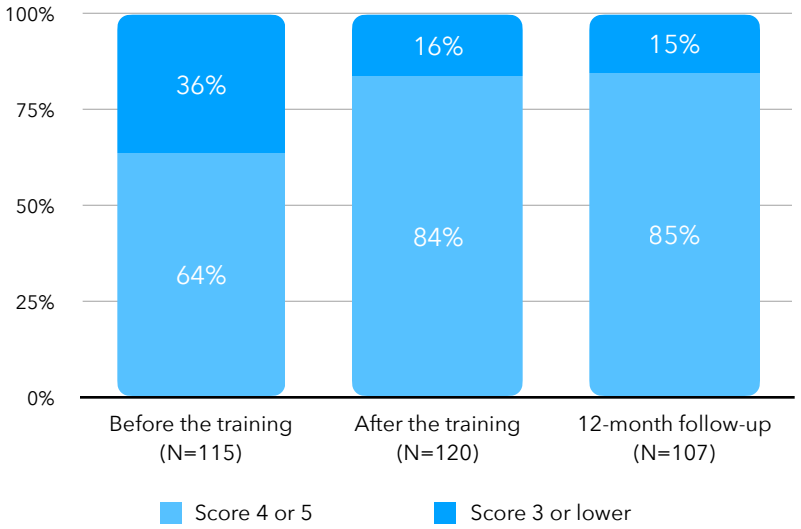
As for their confidence debating their points of view, fellows' assertiveness increased from 77% at baseline to 90% after the training and to 82% a year after the training. Fellows in Tanzania and Somaliland reported the largest increases in confidence to debate and defend their perspectives.

"A friend invited me to speak on feminism and identity on a university radio show. The first thing I did was to get my TuWezeshe journal because I knew I had structured ideas in there. After [the show], people would tell me 'oh wow, you sounded so eloquent and you really knew what you were talking about'. I would have never had the confidence to do that before TuWezeshe" –England fellow

"I am more confident talking about [GBV]. [After TuWezeshe,] I volunteered at [a non-profit organisation] and talked to boys and girls about gender issues, including violence. I built a lot of confidence to speak with others and defend my thoughts" –Tanzania fellow

"TuWezeshe helped me to have better conversations about GBV. I learned a better way to go about things and better handle topics that seemed annoying or outdated" –Somaliland fellow

Figure 8. Fellows' confidence leading a group



(Scale 1-5, 1= Not confident at all and 5=Extremely confident)
Differences across time: p<0.01

Table 5. Fellows' confidence in leading a group by country (% who scored 4 or 5)

Country	Before the training	After the training	12-month follow-up
England (N=86)	18%	59%	83%
Somaliland (N=57)	79%	95%	94%
Tanzania (N=84)	77%	93%	88%
Uganda (N=116)	84%	93%	85%
Wales (N=30)	9%	50%	57%

The training also increased fellows' commitment to combat VAWG and inspire social change through activism. Fellows' confidence to carry out activism in their communities increased from 58% at baseline to 86% after the training and to 72% a year after the training (Figure 9). Fellows in England, Wales and Somaliland reported the largest improvements.

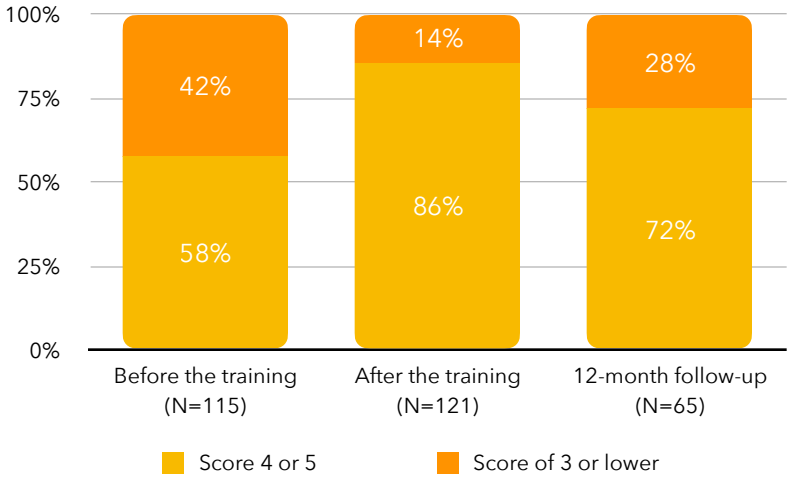
These results are consistent with findings from in-depth interviews, where fellows described feeling better equipped to have conversations about VAWG. Fellows particularly felt they could engage in more productive exchanges around gender equality, including conversations with individuals who may not be supportive of these ideas (e.g. older relatives).

> "Our country has come a long way, but GBV is still a sensitive issue here and people don't like to talk about [it]. FGM is deep here. [TuWezeshe] made us braver to speak about FGM in communities that are not open to new ideas" –Somaliland fellow

> "I recently went back to my home country [in Africa] and had conversations with male relatives and other men without attacking them. I grew up in a supportive environment for women, but every now and then there are some things that are said towards [female relatives] that are based on patriarchal traditions. I could have productive conversations with [male relatives] about gender roles" –Wales fellow

> "[My mentee] went from not knowing how to engage stakeholders to having the confidence to do it and even handle people who were not supportive of her ideas"–England mentor

Figure 9. Fellows' confidence in engaging in activism in their communities



(Scale 1-5, 1= Not confident at all and 5=Extremely confident)
Differences across time: p<0.001

Through TuWezeshe, fellows were able to participate in events to engage others in combating VAWG. From lectures at universities to large conferences and even parliamentary sessions, the programme exposed fellows to many opportunities to further practice their leadership skills and incentivise others to create social change. This was transformative for fellows as it showed them they could have a seat at the table of a parliament, a public agency or an important organisation to raise their voices.

A fellow in Somaliland said she was able to join the African Women Leadership Network because she was a TuWezeshe fellow. A fellow in Tanzania participated in the 2nd African Girls Summit in Accra,

Ghana. Several fellows from different countries participated in the European Development Days. Others have been invited to host university lectures and panels on women's rights.

"I had the opportunity to represent TuWezeshe at the European Development Days in Brussels [in 2019]. I think there were 5 fellows, one from each country. We were presenting what the fellowship does and took pledges on how people would like to empower women or combat sexual and gender-based violence. Everyone who visited [our stall] had to write a pledge and we had cool engagements with all kind of people. The Ambassador of Panama to Brussels ended up having lunch with us and we talked about FGM and SGBV. It was a great opportunity for fellows"–England fellow

A fellow in Uganda commented: "I have been on several panels. I also attended the CSW [Commission on the Status of Women], which is the biggest stage for women's rights and justice". Another fellow said: "Through TuWezeshe, I was able to attend the first Presidential Leadership Programme, hosted in Egypt, because of my articulation of issues [around] gender equality".

"A professor at my university asked me to speak to my peers about GBV. I also participated in a charity event where I shared ideas and knowledge on GBV"–Tanzania fellow

"TuWezeshe got me to many events. I have been invited to speak on and advocate for gender equality in platforms like the Private Sector Foundation and UNDP"–Uganda fellow

FELLOW SPOTLIGHT: **SHIRA**

Shira is a TuWezeshe fellow in Uganda. Her SAP, titled 'Prevention of Client Initiated Gender Based Violence', focused on the prevention of GBV among women sex workers. She specifically carried out a security training for sex workers that included information on GBV, feminism and safety. About 30 sex workers participated. She also organised a dialogue with third parties, such as brothel owners, pimps and police, to bring awareness around the challenges sex workers face. Together with the sex workers and the third parties, Shira developed a short security manual.

When asked what she liked the most about TuWezeshe, she said: "So many things! First, the training. It was the first time I had heard of feminism, the four powers and GBV. I knew violence, but I had never heard of GBV. I had advocated for sex workers before, but I didn't have the knowledge to back up my arguments and my agenda. TuWezeshe made me a stronger leader and activist. Second, the sisterhood. We shared so many experiences and fears. It is so relieving to know you have someone who is willing to listen, who is going to understand you and who is going to have your back. By the end of the programme, we unlearned all the things that made us feel like outcasts and learned humanity".

Shira currently leads a non-profit organisation called Golden Centre For Women's Rights Uganda, which aims to address the cultural, political and economic oppressions imposed on women in Uganda.

Fellowship Network: The sisterhood

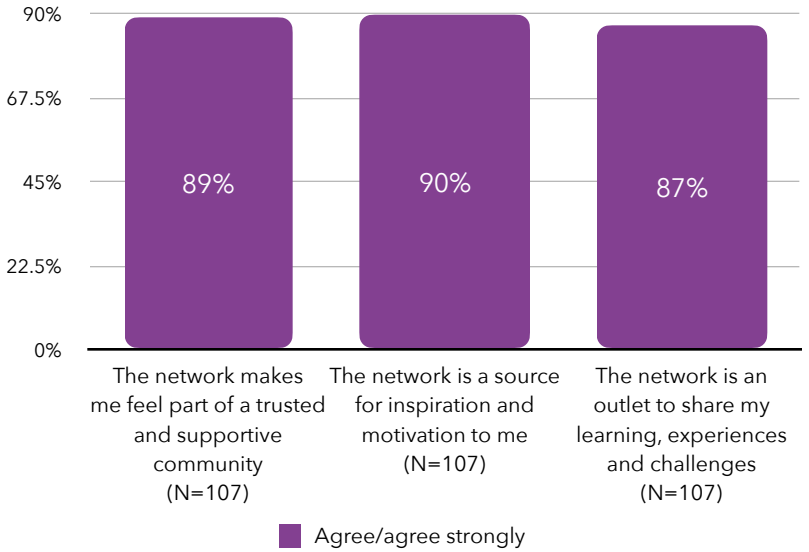
The sisterhood was a necessary element in the design of TuWezeshe for fellows to support each other and amplify their actions around VAWG. Implementers, fellows and mentors all agreed that creating a safe space for fellows to connect with other young women with similar interests and challenges was critical to properly develop leadership skills. As part of the VfM assessment, stakeholders ranked the sisterhood as the third most impactful component of TuWezeshe, following the training and the social action project.

"[TuWezeshe] was the first time I was in a safe space with people who looked like me, talked like me and who could challenge my perspective without feeling it was an attack"–England fellow

Fellows found the sisterhood to be a safe environment to share experiences, find understanding and support, and exchanges ideas. Implementers felt the sisterhood also served as a brace space for building solidarity for movement building. In follow-up surveys, most fellows agreed that the network made them feel part of a trusted and supportive community (89%) where they can find inspiration (90%) (Figure 10). Fellows also believed the sisterhood helps them learn from other fellows (89%) and is an outlet for them to share experiences and challenges with others (87%).

"What I liked the most was the sisterhood because it made me [feel] comfortable and at home. I can share my ideas, my opinions and get help from my sisters" –Tanzania fellow

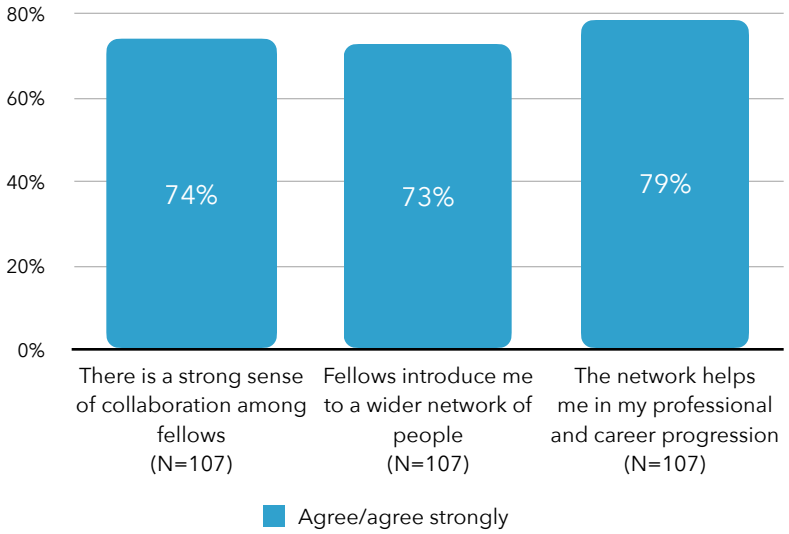
Figure 10. Fellows' opinion on the sisterhood



The sisterhood expanded fellows's network and opportunities beyond TuWezeshe. Most fellows believed that there is a strong sense of collaboration among fellows (74%). A large proportion of fellows also reported gaining access to a wider network of people (73%) through their TuWezeshe sisterhood. Fellows felt that the sisterhood was also a way of getting support in their professional life and career progression (79%) (Figure 11).

"My sisters share information of events or education opportunities in our WhatsApp group. I've attended several women's gatherings that I knew of through my sisterhood. I have organised several events [on] women's leadership and I have invited TuWezeshe sisters to be speakers" –Uganda fellow

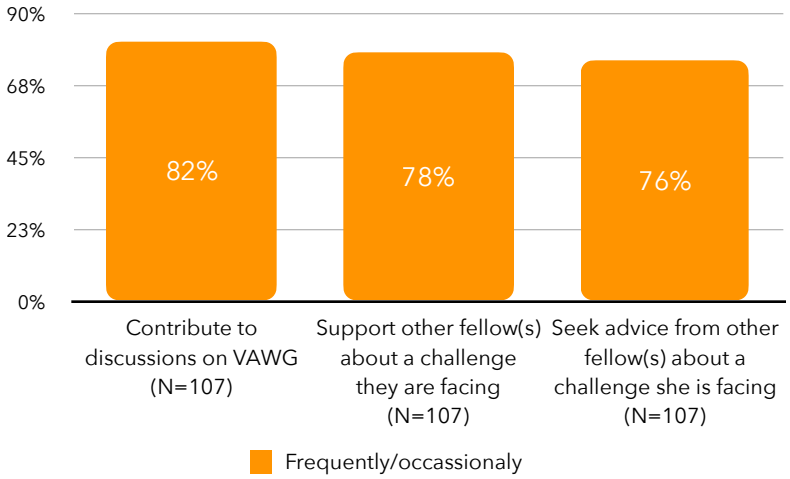
Figure 11. Fellows' opinion of the sisterhoods (cont.)



Fellows created safe spaces for other women. Some fellows used the experience of the sisterhood to replicate spaces for other young women outside of the programme. A mentor in England commented: "One of my mentees was a practicing Muslim and she wanted to create a space for other Muslim girls to spend the summer. She found a host to create that space. Sometimes young people are very lonely, but they can create safe communities. This is what [TuWezeshe] gives them..those skills to create these spaces".

The most common reason for interacting with other fellows was to contribute to discussions on VAWG (82%). Other top reasons were to support other fellows through challenges they were facing (78%) and to seek advice from other fellows (76%) (Figure 12).

Figure 12. Top common reasons for fellows' interactions with other fellows



The sisterhood was another way of expanding fellows' understanding of VAWG. Fellows reported reinforcing their knowledge on VAWG through the sisterhood, either by learning from other fellows' experiences of violence or by exchanging articles or information on events. For instance, a fellow in Uganda shared: "Going into the training, I thought violence only existed in certain ways. But hearing people who had experienced violence and having a diverse group of women that included sex workers challenged how I had looked at violence". Another fellow shared: "I joined the sisterhood judging already. But after spending time with the sisters, I changed and stopped judging people on pre-conceived notions. I now think that [a person] is a human before anything else".

The sisterhood created a greater sense of African identity for some fellows. Fellows who did not grow up in Africa said they often struggle with being Africans raised in a European country and feeling that they do not fit anywhere. The sisterhood introduced these fellows to other young women with similar backgrounds. A mentor in Wales shared: "Young people who are born in the UK face cultural conflicts with their parents and the community. Even though they were born in the UK, some voices [can] whisper around that they are not from there. And then they go back to Africa and they don't fit there either". Similarly, a fellow in Wales said: "Connecting with people who had a similar diaspora identity like me was the best, because I did not grow up with that".

FELLOW SPOTLIGHT: **JERNENE**

Jernene is a TuWezeshe fellow from the very first cohort in England. Her SAP focused on creating safe spaces for people of African descent to do their hair while having conversations around sexuality, identity, FGM and SGBV.

She commented: "I created a space where I would do the natural hair of participants, who were mainly female university students of African-descent. We shared experiences of what we've been through and I signposted them to FORWARD or other support services, like counselling. At the end of the year, I organised a group session where participants could reflect on the topics we had discussed. One participant felt comfortable enough to come out for the first time and another shared her experience having undergone FGM at a young age. It was very emotional".

When asked what she liked the most about TuWezeshe, she said: "The sisterhood. I've always felt quite isolated in the things that I am interested in [in reference to feminism and GBV]. My peers and family respected it, but I never had people around to share those interests with. Since entering the retreat it felt like 'wow these are my people'. I still have lasting friendships from TuWezeshe until today. There was the mentorship aspect as well. It was really a good connection of women. It was inspiring".

Mentorship

The mentorship was a critical component to achieve the objectives of TuWezeshe by reinforcing leadership skills. Stakeholders agreed that the mentorship was a necessary component to complement and strengthen the content of the training. By pairing fellows with experienced women who have succeeded in their fields, the programme could model and inspire behaviour change, as well as connect fellows to advice and networking opportunities. As part of the VfM assessment, the mentorship was ranked as the fourth most impactful component.

> "I recognised the importance of spending time to support [mentees'] growth, to be leaders. They needed someone to give them confidence and to guide them beyond the social action project. For the [women's] movement to grow, we need new energy and we need to support their development"–Uganda mentor

While most fellows reported a positive mentorship experience, this component was generally rated lower than other elements of TuWezeshe. Most fellows felt supported by their mentor (70%), but fewer felt that they had learned from their mentors (63%) and even fewer saw them as role models in life (58%) (Figure 13). Fellows in Tanzania (64%) and England (65%) were the least likely to feel supported by their mentors (Table 6).

Figure 13. Fellows' opinion of the mentorship

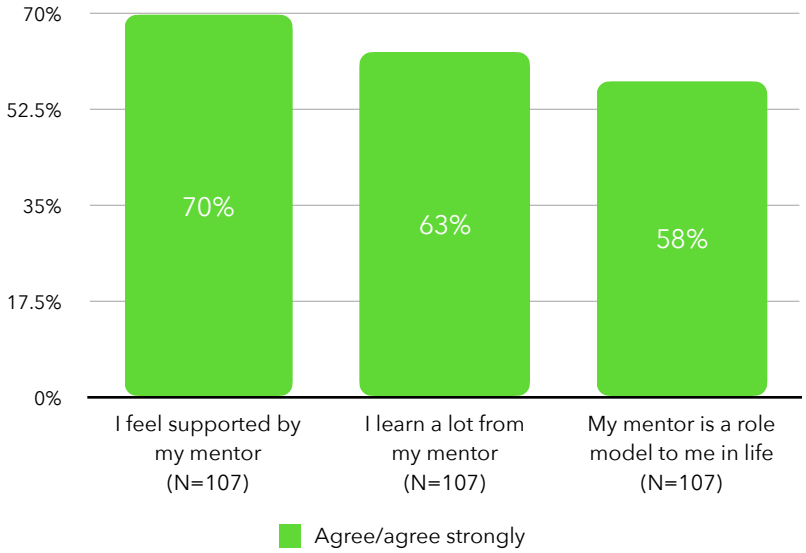


Table 6. Fellows' opinion of the mentorship by country (% who agreed/ agreed strongly)

Country	I feel supported by my mentor	I learn a lot from my mentor	My mentor is a role model to me in life
England (N=23)	65%	57%	57%
Somaliland (N=18)	78%	78%	78%
Tanzania (N=25)	64%	60%	48%
Uganda (N=34)	71%	59%	59%
Wales (N=7)	86%	71%	43%

MENTOR SPOTLIGHT: **HOPE NANKUNDA**

Hope is a counselling psychologist for youth and the founder of Raising Teenagers Uganda, a non-governmental organisation that empowers girls in Uganda.

When asked why she wanted to be a TuWezeshe mentor, she replied: "Someone mentored me and I saw a difference in myself before and after the mentorship, so I like doing that for others. Many people feel lost in life and through mentorship they are able to realise their full potential. Mentorship is very important. It builds a network for mentees".

When asked what she liked the most about being a TuWezeshe mentor, she answered: "What I liked the most was being able to transform the lives of young people. [My mentees] became more confident and they are already transforming the lives of other girls. I always invited them to events I organised to speak to younger girls and they did very well. I still have contact with both of them. I even attended the traditional marriage ceremony of one of them".

Fellows also reported gaining knowledge and support from their mentors beyond their social action projects. Some said they got better at managing their time and saying no to commitments they could not meet, at the advice of their mentors. Some mentioned their mentors gave them confidence to keep up with the work and to trust themselves. Other fellows gained access to professional and networking opportunities through mentors. For instance, a mentor in Uganda said: "I created opportunities for [my mentees] to participate in events. For example, I organised events and I invited my mentees to speak about their life and what they were doing [as a way] to inspire younger girls".

"My mentor recommended me for another fellowship for a training in Nairobi" –Uganda fellow

"I had a great mentor. She was very experienced in the topic of my [social action] project. She was very open and supportive. She connected me to a lot of people to collaborate and partner with" –England fellow

The transformation of mentees was another positive benefit reported by mentors. Across countries, mentors highlighted the improvements in fellows' confidence throughout the fellowship. A mentor in England commented: "What I liked the most about being a TuWezeshe mentor was seeing how my mentees' confidence changed". The same mentor added: "I think one of my mentees re-

alised that she was going through abuse at home because of the knowledge she got at the training".

"[My mentees'] were very shy at first, but after [TuWezeshe] they presented their projects in the community very confidently and spoke about violence against women in a very assertive way"
–Tanzania mentor

"[My mentee] is very intelligent, but her confidence grew crucially. She was able to challenge me. There were parts of her project that I didn't agree with, but she pushed back. She also went after a better job. That was confidence she got through TuWezeshe"
–England mentor

Fellows who had positive mentorship experiences generally described their mentors as personable and flexible. Even though fellows were expected to drive the relationship with the mentors, they often felt afraid of reaching out. Mentors who were able to recognise this were generally able to move the relationship forward. A fellow in Tanzania commented: "I had the best mentor. I was afraid to communicate with her at first. She recognised that and reached out to me. After a while, I felt better to be open".

Similarly, a mentor in Uganda commented: "At the beginning, I made more of an effort to connect. I felt they could be scared to reach out to me, so I initiated the communication. This was like this for 2 months, but it got easier after. They started reaching out to me once they trusted me".

"We were told that the [mentorship] is led by the mentees, but a lot of the girls were intimidated to contact us because they don't know us and because of the work we do. Fellows forget we are humans too. I had to push to stay in contact with my mentees. They felt pressured to know what they were doing. I had to tell them that I didn't expect that; that it is ok to feel lost; that it's ok to change ideas for the project along the way. They were afraid to say so"–England mentor

Mentors also reported positive experiences from their participation in TuWezeshe. In general, mentors felt they gained more knowledge on VAWG issues they were not too experienced in–e.g. specific challenges faced by sex workers or about new interview techniques to identify victims of VAWG. They also felt the mentorship was a way to get up to date on the challenges that younger generations of African women face in their communities.

"I gained more experience. It was powerful. I want to adopt this mentorship approach for my programmes at work. I could feel what they felt and it was useful to understand what happens to young women in the community; the stigma in the community. [The mentorship] gave me courage to serve the community better and learn more about what young people need"–Tanzania mentor

"What I liked the most about mentoring was the learning experience. I learned about the conditions of sex workers in my country. I also learned to be more patient. [My mentees] had a different culture, so I had to listen and be patient"–Uganda mentor

Mentors also reported becoming better leaders, better listeners and more patient. For instance, a mentor in England commented: "I have a style of leadership at work that is more collaborative. This mentorship was different. I had to let her do. I had to be an active listener. A lot of that influenced my work and how I can be a better leader in my current position". Another mentor in Uganda commented: "What I liked the most about being a TuWezeshe mentor was the learning experience. I had never mentored before. I learned to be a better leader and being patient. They had a different culture, so I had to listen and be patient".

"I became more patient and more flexible. I had to adapt to her schedule as well, not just her to mine" –Uganda mentor

"I became a better listener and more patient. I stopped assuming that I fully understand young women's challenges just because I am a woman. New generations are exposed to new challenges we did not face at that age. For example, the impact of social media on their self-image and self-worth" –Wales mentor

"I realised that sometimes mentees only needed to talk and be heard. They just wanted to vent. So, I listened. That made me a better mentor and also a better leader" –Somaliland mentor

MENTOR SPOTLIGHT: **MARIE KOUYATE VERBETEN**

Marie is a programme manager of cultural affairs for the U.S. Department of State at the U.S. Embassy in London.

When asked why she wanted to be a TuWezeshe mentor, she replied: "When I was [my mentees'] age, I had no idea what I was doing, there was confusion and self-doubt, and there weren't programmes like this available. I know how lost young people may feel, so I wanted to be there to guide them. It was important for me to validate their experience".

When asked what she liked the most about being a TuWezeshe mentor, she answered: "What I liked the most was seeing how their confidence changed from the beginning to the end. They learned to advocate for themselves. It is inspiring to see how shy they were at first and how confident they had become by the time they presented their social action projects".

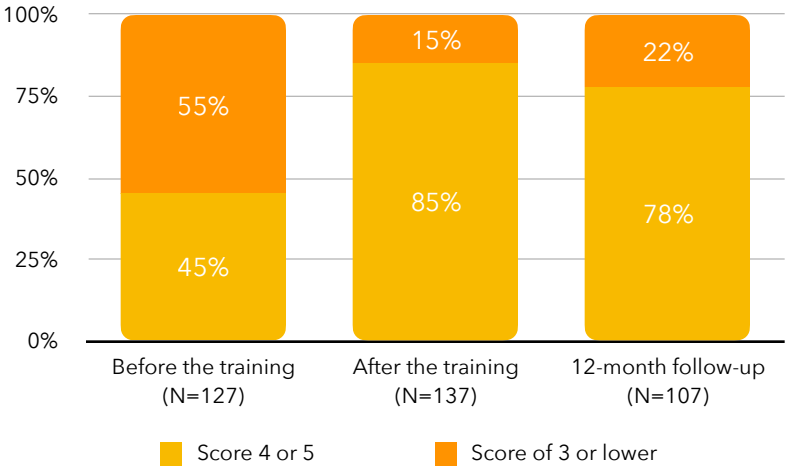
Social Action Project

The social action project was a critical component for fellows to solidify leadership skills. Implementers, fellows and mentors all agreed that the SAPs were a strategic and necessary element in the design of TuWezeshe to strengthen fellows' skills around advocacy, public speaking and confidence to create social change. As part of the VfM assessment, the social action project was ranked as the second most impactful programme component.

Fellows' confidence to design and implement projects aimed at creating social change increased importantly. At baseline, less than half of fellows (45%) felt confident to devise and execute a social action project on their own. After the training, 85% felt confident to design and implement a SAP, whereas 78% had the same confidence a year after the training (Figure 14). Fellows in Wales, England and Tanzania reported the largest increases in their confidence to carrying out a social action project (Table 7).

"[Before TuWezeshe,] I had done a dissertation on gaps in the [university] administration [around addressing] sexual violence, but I did not feel like I could do something about it. [At TuWezeshe,] I was able to conceptualise the project. I planned it around advocating for policy change in a way that I could do more than just talk about the problem. I could actually formulate solutions and gather support [for the solutions]"—Uganda fellow

Figure 14. Fellows' confidence in designing and implementing a social action project



(Scale 1-5, 1= Not confident at all and 5=Extremely confident)
Differences across time: p<0.001

Table 7. Fellows' confidence in designing and implementing a SAP by country (% who scored 4 or 5)

Country	Before the training	After the training	12-month follow-up
England (N=86)	17%	81%	70%
Somaliland (N=57)	58%	75%	89%
Tanzania (N=84)	63%	97%	76%
Uganda (N=116)	58%	86%	82%
Wales (N=30)	0%	75%	57%

Increased confidence, better communication skills and improved time-management were also benefits fellows associated with the implementation of their SAPs. For instance, a fellow in Tanzania commented: "The project impacted me a lot [in terms of] my leadership and time-management. I also became better at planning. The project also improved my communication skills to gain the trust of teachers and students to let me implement the project at the schools".

"In every job interview I have had since [the fellowship], I have been able to use my experience at TuWezeshe to help me get my foot in the door, especially since my [project] focused on law and domestic violence" –England fellow

Fellows did important community outreach through a wide range of channels, from workshops to art exhibitions. FORWARD and partners estimate that fellows reached over 5,000 people through community engagements. Out of this total, 2,899 were engagements of girls and women, whereas 987 were outreach to boys and men. Fellows also engaged 368 members of civil society, including policymakers, journalists, nongovernmental organisations, professionals and teachers. These engagements aimed to raise awareness on GBV and/or to engage community members in combating VAWG. Engagement channels ranged from community dialogues and school workshops to performing arts and radio.

"My project focused on raising awareness on child marriage. I organised two groups of students and parents in areas where child marriage is common. I learned a lot and I also helped my society"–Tanzania fellow

"I organised an art exhibition on identity, culture and the misrepresentation of black women in society. [The exhibition] showcased the work of nine young artists"–Wales fellow

A fellow in Uganda commented: "My project was a training for journalists on how to report GBV. Many women were abused or disabled during the war, so I wanted to share with others how to report these stories so that we don't add to the stigma. I reached 20 journalists and then we created a group of them to train their colleagues. Indirectly, I reached about 100 journalists".

"My project was preventing sexual harassment in school settings by building the capacities of young girls to refuse and report sexual harassment/violence. It reached over 1,000 people aged 12-18 years old, and 70% of them were girls. The SAP increased my leadership skills, knowledge on issues that affect girls and young women and policy issues surrounding prevention of VAWG"–Uganda fellow

Another fellow in England commented: "I organised baking sessions for African mothers and daughters to discuss GBV. Mothers tend to be more comfortable while cooking. There is a lot of taboos in our cultures. African mothers don't talk about consent or sex".

"Our project focused on raising awareness about FGM. We organised sessions with community members, including young girls and mothers, to speak about the shame around FGM. We encouraged young women to walk away from the practice and seek healthcare support" –Somaliland fellow

The implementation of SAPs in groups yielded positive results. In most countries, each fellow received £500 to implement a SAP. Due to budget constraints, fellows in Somaliland were grouped in teams of 3, with each group receiving £500. Implementors found the adjusted approach unexpectedly beneficial for fellows to reinforce skills learned in training, such as negotiating and working collaboratively. Recognising that carrying out the SAP individually can be intimidating, implementers and fellows also found the group-based SAPs beneficial to make the experience less daunting.

> "We were divided into 7 groups to do the SAP. We had to agree on the format of the project and coordinate the activities. It was easier to speak with the communities because I wasn't alone. We had short time to implement the project, [so] doing the work [among] 3 was helpful"–Somaliland fellow

Fellows in other countries also commented on the group approach: "[Implementers] should put people in groups–2 or 3 fellows–because is more motivational. It can give you more confidence to implement the project. This would have also helped with the short time to implement", said a fellow in Tanzania. Similarly, a fellow in Wales said: "It would have been nice if they had paired fellows in groups. It would have made it less daunting because it was the first time we were designing and implementing a project on our own".

Many fellows continued the activities they started through the SAP beyond the fellowship. Some fellows carried on GBV-related awareness projects or initiated in new, similar initiatives. For instance, a fellow in Uganda focused her SAP on training and sensitising students, teachers and members of the community on sexual health rights. She also helped established a village gender team, which is currently the primary point of referral for cases of VAWG.

A fellow in Tanzania commented: "My project was about gender, leadership and sexual reproductive rights. I organised trainings and workshops at schools and universities. I am still doing activities related to my project".

> "My project focused on promoting women's participation in the digital world. I am still conducting activities on this topic. I won a $2,000 grant and as soon as COVID-19 is over, I will get back to it" –Uganda fellow

Another fellow in Uganda implemented a project to mentor boys in secondary schools and out of school on gender equality. She continues to carry out awareness initiatives under this project and hopes to expand the mentorship to men in higher education. She set up a non-profit organisation, which focuses on human capital development and human rights advocacy around SGBV.

> "I am still implementing activities to raise awareness on VAWG. I didn't expect to do much during [the COVID-19 pandemic], but I was able to organise online events on how to keep women safe during the pandemic" –Tanzania fellow

Implementers estimate that fellows engaged 109 community leaders–including chiefs, religious leaders and community elders–through the SAPs, effectively creating spaces for community-wide conversations around cultural practices that enable VAWG.

FELLOW SPOTLIGHT: **HELLEN**

Hellen is a TuWezeshe fellow from the second cohort in Tanzania. Her SAP, called 'Girls Agenda Project', focused on inspiring leadership and action-taking around violence against women among young girls. "I specifically worked with girls at an orphanage centre. It was a powerful experience because it is rare when people go to this type of centres to speak to orphans. I shared with them a lot of what I learned at TuWezeshe on women's rights and women's capacity to lead social change in their communities". In regard to the impact of the SAP on her, Hellen shared: "It was a very good journey for me as well because I got to hear their stories, why they were at the centre and the challenges they faced. I would have never had this knowledge and experience without the project".

When asked what she liked the most about TuWezeshe, she said: "The sisterhood and its support system. This programme brings young women [together] to share their experiences, even experiences they had never shared before. I got to meet girls from other areas and from different backgrounds. I learned a lot and got a lot of support from the sisters. There were times when some of us felt like it was a lot and that we couldn't continue, but the sisterhood was there to encourage us and help us keep going".

Social Media Engagement

Social media engagement was considered a relevant component to supplement and amplify other programme activities. While this component was ranked last as part of the VfM assessment, as it was not considered as impactful as other programme elements, most implementers and fellows agreed that social media engagements were necessary to complement and enable the achievement of other important objectives of TuWezeshe, such as empowerment through knowledge sharing, activism and networking.

Social media also enabled fellows to share more educated knowledge on VAWG and expand their activism work. Many fellows said the knowledge and confidence they gained through TuWezeshe to speak about GBV put them in a better position to more effectively raise awareness on VAWG and better advocate for women's rights online.

"I used social media for activism [on] FGM and for [the] sisterhood" –Somaliland fellow

"Before I joined [TuWezeshe], I didn't know how to use Twitter, but now I can. I use it mostly for advocacy. My communication capacity also improved in that way"–Uganda fellow

Even for fellows who were active on social media before the fellowship, TuWezeshe had a substantial impact in the way they use these platforms to communicate with others.

"I did a lot of social media activity prior to TuWezeshe. I still do that, but in a more educated way and more focused on supporting others who may be going through abuse and amplifying their stories" –Uganda fellow

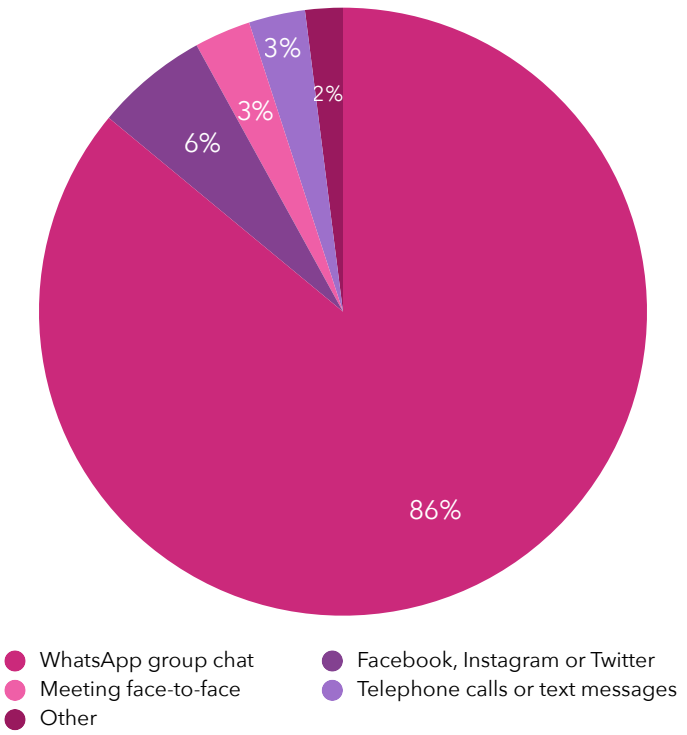
"I was very active in social media before, but I wasn't sharing the most educated information. Now I am more thoughtful about what I share so that I am more effective in my advocacy work"–England fellow

Social media engagements also facilitated networking opportunities among fellows and beyond. In follow-up surveys, most fellows (86%) said they usually use the WhatsApp group chat to connect with other fellows. Some fellows (6%) also reported using other social media platforms–such as Facebook, Instagram and Twitter–to communicate with their TuWezeshe sisters. Very few fellows used non-social media channels–such as face-to-face meetings (3%) and telephone calls or text messages (3%)–to stay in touch with other fellows (Figure 16).

Social media was also extensively used to publicise fellows' social action projects. For instance, several fellows leveraged social media platforms to integrate their SAP work into the 40 Days of Activism Against VAWG. Social media also enabled some fellows to reach audiences beyond the communities initially targeted for their SAP.

"I used social media as part of my social action project, which focused on raising awareness on women's sexual reproductive rights. Another organisation noticed my work on social media and reached out. We did some collaborations after"–Tanzania fellow

Figure 16. Communication channels used by fellows to connect with other fellows (N=107)



Implementers' Capacity

The design of TuWezeshe was a highly collaborative process. Implementers agreed that TuWezeshe resulted from concerted efforts and input across implementers. FORWARD and AMwA had extensive experience and a library of existing training curricula on women's leadership development. Such experience and curricula were used as the point of start to design TuWezeshe and all related materials, with other implementers providing feedback along the process. Some implementers explained that each organisation took over the development of specific parts of the training and then all organisations worked together to harmonise the modules. Partners believed this collaborative approach was critical for the successful development of comprehensive and high-quality tools, such as manuals and other core guidance documents. All implementers commented TuWezeshe as the best project they had ever worked in terms of partner collaboration. Implementers also commended the role of FORWARD as the lead implementer in ensuring high collaboration among partners every step of the process.

The training was also delivered in a collaborative manner. Across countries, the training was implemented by a team member from FORWARD, a member from the in-country implementing organisation and a representative of a local organisation (e.g. someone from a women's organisation in that country or a representative of the local government). This helped ensure that the quality of the training delivery was consistent, even in cases where the length of the training had to be adjusted due to costs. This also helped harmonise the different levels of expertise across implementors and gave opportunity to less experienced organisations to participate in the delivery of the training. Partners thought the joint training was highly beneficial to expose each other to different training styles and effectively increased their programme delivery capacity.

TuWezeshe increased implementers' technical capacity to carry out women's leadership programmes. From the most experienced partners to the least seasoned organisations, implementers reported benefits around their technical capacity to develop women's leadership as a result of their participation in the consortium. For instance, AMwA had substantial expertise in women's leadership before TuWezeshe, but the programme exposed them to other methodologies around SGBV, particularly on FGM, a topic in which FORWARD is very strong at. AMwA staff believed the organisation became stronger in the area of SGBV as a result of their participation in TuWezeshe. TuWezeshe also introduced AMwA to the mentorship side of leadership, which the organisation now incorporates into its programming. AMwA implementers also found valuable engaging with the African diaspora in the UK.

For SSAP, a less experienced organisation in the area of gender, the topics of leadership and GBV, as well as the methodology to deliver programmes in these areas, were very new and valuable. Interviewed SSAP members felt their participation in TuWezeshe added important knowledge and technical expertise and put the organisa-

tion in a better position to incorporate gender-specific activities to its existing and future work.

CDF had significant experience working on advancing children's rights and gender equality prior to TuWezeshe. The topic and methodology on women's leadership was, however, new to the organisation. Interviewed CDF members said participating in TuWezeshe increased their technical capacity to work with young women, specifically women at the university level. The organisation also started to integrate some components of the TuWezeshe model into their work, such as the mentorship and the sisterhood.

Similarly, FORWARD learned from the expertise of the other implementers. For instance, FORWARD staff explained that AMwA implementers were the ones who recommended having a counsellor to support fellows with any experiences of VAWG or other psychosocial issues that could arise throughout the programme.

TuWezeshe also improved implementers' operational capacity and credibility to replicate similar interventions. For AMwA, TuWezeshe was the first experience working with other organisations and implementing a cross-country programme. AMwA implementers also reported improving its financial capacity and management systems as a result of its participation in the consortium. AMwA secured additional funding from UN Women to conduct a women's leadership programme similar to TuWezeshe, which implementers believed was only possible given the enhanced financial capacity and improved management systems.

In addition to increased technical capacity, SSAP staff thought they gained credibility as a viable implementer of leadership programmes. This enabled the organisation to secure funding to replicate similar initiatives. For instance, SSAP received funding from the National Community Lottery Fund to implement a leadership programme called NextGens, which targets African minorities in Wales and has a focus on activism in the public sector. This initiative follows an empowerment approach similar to TuWezeshe around increasing self-esteem, confidence and public speaking.

For CDF, participation in TuWezeshe made the organisation more visible and recognised as a resource of knowledge on young people developments. Implementers believed that in addition to being known as an established child rights organisation, CDF is now identified as an organisation with know-how on women's leadership development. The organisation has submitted several proposals to secure funding to continue implementing TuWezeshe-like activities.

Value-for-Money

The value created by TuWezeshe was worth the investment. The correlation between the cost of each programme component and the average ranking of impact, as perceived by implementers and fellows, was high and statistically significant (0.9866). This means that the size of the investment allocated to each programme component yielded a proportionally positive self-reported impact. These results validate that the costliest components—the leadership training, the social action project and the sisterhood—yielded the

largest impacts, evidencing that TuWezeshe created good value for money (Table 8).

In terms of the ranking of components by perceived impact, there were small differences between the perception of implementers and that of fellows. On average, fellows scored the training, the social action project and the mentorship higher than implementers, whereas implementers scored the sisterhood and the social media components higher.

There were also subtle differences in fellows' ranking of components by perceived impact across countries, primarily for the two top rankings (i.e. the two most impactful components). In England and Tanzania, most fellows ranked the social action project as the most impactful component, followed by the leadership training. Similarly, most fellows in Somaliland ranked the sisterhood as the most impactful element of TuWezeshe, with the training ranked second.

It was not possible to analyse the correlation between costs and perceived impact at the country level due to limitations in sample size to reach reliable statistical results.

Table 8. Ranking of programme components by perceived impact and cost

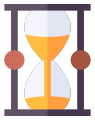
Components	Ranking by perceived impact				Ranking by cost	
	Implementers and Fellows (N=39)		Fellows Only (N=31)		Estimated Cost	Ranking
	Average score	Ranking	Average score	Ranking		
Training	1.89	1	1.93	1	£209,171	1
Mentorship	3.55	4	3.63	4	£52,821	4
Sisterhood	2.84	3	2.70	3	£111,231	3
Social media	4.39	5	4.27	5	£36,701	5
Social action project	2.24	2	2.37	2	£142,980	2

Scale 1-5: 1=Most impactful/costliest and 5=Least impactful/costly. Correlation coefficient: 0.9866 (statistically significant).

Note: Three interviewees did not answer the question on the ranking of components by perceived impact and were therefore excluded from the analysis. See Annex 2 for more information on the approach employed to estimate the cost of each programme component.

Areas for Improvement & Recommendations

While TuWezeshe yielded sizeable and long-lasting effects on young women's leadership capacities, stakeholders identified several areas for improvement and recommendations.



Increase the length of the training and spread sessions throughout programme implementation

In surveys, 78% of fellows said the training went over too much information in a short span of time. In qualitative interviews, implementers and fellows agreed that the training time was not enough for fellows to digest all the new information they were receiving. This was particularly an issue in Wales and England, where the training for some cohorts was delivered within three days.

> "A week was a bit much to take so much [information] in. We were learning, unlearning, and relearning at the same. I felt drained"
> –Uganda fellow

Most stakeholders suggested extending and breaking the training down into shorter sessions throughout the programme. For instance, some interviewees recommended extending the initial training to 7 days and then having follow-up training weekends. Stakeholders also suggested having a training refresher half-way through or at the end of the SAPs.

Expand training content on time management and SAP design and sustainability

Mentors generally believed that fellows struggled with managing time and expectations. Fellows, in turn, felt that it would be disrespectful to decline a proposed meeting/call time or to push back on a recommendation. This generally resulted in fellows missing meetings, calls or deadlines. Fellows and mentors thought it was important for the training to deepen skills on how to get organised with time and how to set expectations right without feeling guilty.

> "Meeting up and communicating [with the mentor] during the first months was hard. It was intimidating to reach out to mentors"
> – Tanzania fellow

Even though TuWezeshe was not designed to ensure the continuation of SAP activities beyond the fellowship, many fellows did continue executing their SAPs or similar interventions after the programme ended. Because most projects had a large positive impact on the communities where they were implemented, fellows and mentors recommended expanding training content on project sustainability skills. They specifically recommended including more content on budgeting, advertisement, advocacy and fundraising.

"I would have liked to learn more about project sustainability. Once [TuWezeshe] ends, [there is] no more mentorship, no more programme. We need to learn how to sustain what we started"—Tanzania fellow

Fellows also suggested dedicating more training time to discussing and getting feedback on their ideas for the SAP. They believed that having a more refined plan for the project could smooth implementation and reduce delays and mistakes along the way.

More psychosocial support during the training, mentorship and SAP execution

The training triggered fellows' experiences with VAWG. While the programme anticipated this and psychosocial resources were integrated, implementers soon realised that more support was needed. Fellows and mentors also felt that more psychological and emotional support could be embedded into the design of TuWezeshe. Although implementers were diligent in securing additional resources to timely respond to fellows' needs, this proved particularly challenging in some countries, such as Tanzania, where psychosocial services were very limited and expensive.

Fellows who implemented SAPs abroad also felt they needed more psychosocial resources during project execution. Others also wanted more support around the topic of identity and sexual orientation, as some were in the process of discovering their queer identity and these topics are still taboo in African communities.

Fellows and mentors specifically recommended having more in-house psychosocial support and connecting fellows to external resources for additional support around mental health and identity, such as online counselling services and LGBTQ+ networks.

"I implemented my project abroad and a lot of traumatic issues came up. Although my mentor was able to support me, I think there should be extra counselling support to help you navigate these issues during project implementation; someone who you can speak with and can help you process and understand the emotions"—England fellow

Mentors also reported feeling unprepared to handle fellows' struggles related to mental and emotional health. They suggested having more formal guidance during the orientation and in the mentorship manual on what mentors should do when mentees disclose experiences of abuse or need mental health support.

"We did an initial orientation on the ground rules for the mentorship. But I was not prepared for the mental health challenges. Every girl I mentored was going through significant mental health issues. One of my mentees was going through a lot at home. I contacted FORWARD. Although I wasn't prepared, FORWARD was and they handled the situation perfectly. But this should be formalised" —England mentor

Set more clear expectations around the time commitment for and the scope of the mentorship

Stakeholders agreed that fellows and mentors had different expectations around the time commitment the mentorship would entail. In follow-up surveys, 30% of fellows reported having difficulties to organise meetings with their mentors. In interviews, mentor's lack of availability was also mentioned as the main challenge fellows faced when working with their mentors, even for fellows who had a positive mentorship experience.

"I got an amazing mentor, but she had little time. Her background was very relevant for my [social action] project. At first, she was available, but then she got busy"–Uganda fellow

Some fellows who worked with mentors located in other countries had positive experiences, further emphasising the issue of mentors' commitment. For instance, a fellow in England said: "I was paired with a mentor based in [another European country]. Even though she was in another country, she was very present and responsive. We spoke via Skype. TuWezeshe should consider engaging mentors in other countries, but who are willing to be available".

For some fellows, the lack of availability was exacerbated by mentors' reluctance to leverage technology to communicate. A fellow in Uganda said: "My mentor was telling me to go on a bus to Kampala. The bus was only [available] in the middle of the night and the cost of traveling to Kampala is high. I tried to do online discussions or WhatsApp, but my mentor was not for it". In Tanzania, some fellows felt that the lack of mentors' availability had to do with the timing to receive the SAP grant.

"My mentor's background was relevant. But the [timing] of the money for the project affected this. It took 6 months to get the money. After 6 months, she forgot about the mentorship"–Tanzania fellow

On the other end, mentors also faced challenges with fellows' lack of availability and communication. Even mentors who had positive experiences with their mentees said fellows were often very busy with other responsibilities, such as school or family.

"In my experience, the mentorship was not successful because only one mentee was forthcoming about inquiring, getting support and asking for feedback. The other 3 were not very active. They were in school and had exams; they were too busy"–Tanzania mentor

Mentors also had different ideas of the level of mentorship they would provide–e.g. just providing feedback on mentee's social action project versus strengthening other relevant soft skills, such as communication, confidence or networking.

"Mentoring takes a lot of humility. You have to move your ego aside. Some mentors had the attitude that they were better than the mentees. That makes the divide between mentor and mentee bigger. It makes mentees more intimidated"–England mentor

When asked about the orientation session and the manual, most mentors said they were good but limited. These perceptions were more pronounced in Somaliland and Wales, where some mentors

said they had an orientation session but no manual, while others said that they did not receive any orientation or written material.

"There was a manual, which was very good. But we didn't get as much orientation. Mentors need more training on communication, how to leverage digital communication and they also need to be clearer on why they became mentors. We were about 5-6 mentors and 3 of us were very forthcoming. [TuWezeshe] needs to set clear expectations for both mentors and mentees from the beginning" –Tanzania mentor

Stakeholders recommended improving the selection of mentors to not be solely based on the career path and background of the individual. Fellows and mentors specifically recommended providing a shorter version of the leadership training to mentors so as to harmonise mentorship skills and expectations. This can also give implementers some time to assess whether a specific person is a suitable mentor.

"This programme is very important for our community. Mentors need training. I don't know the other mentors, [as] we only met during orientation, but there needs to be more guidance for mentors and we need to connect better. It was not enough"–Somaliland mentor

More diversity among mentors and fellows

In addition to misaligned expectations, implementers, fellows and mentors thought that mentor-mentee issues had to do with lack of personal relatability and not knowing each other well. Fellows and mentors also thought this was due to lack of diversity in the pool of mentors. A mentor in Uganda commented: "You are working with someone you don't know, so you need to build a bond, a relationship with that person. You have to make the time for this to happen. Some mentors and fellows struggled with this".

"Mentors were a lot older than mentees. Some mentees were in the process of discovering their queer identity. TuWezeshe could have a more diverse panel of mentors, including younger and queer mentors" –England mentor

Stakeholders thought that the high concentration of both fellows and mentors in urban areas was also a limitation. A recurrent recommendation, specially among fellows in Uganda, was increasing the participation of girls from rural areas, as they felt that women in non-urban areas have less opportunities to access leadership trainings. They also felt that including more mentors from rural areas could help improve mentor-mentee pairing.

"Mentorship didn't go well. My mentor was urban and not rural. People in Kampala do not understand our struggles"–Uganda fellow

Fellows also recommended allowing former TuWezeshe fellows to serve as mentors, as they can better relate to the challenges of balancing the fellowship with other responsibilities (school/work) and with personal matters (i.e. identity self-discovery). Others suggested allowing fellows to propose external mentors, such as professors or past mentors.

Stakeholders also recommended introducing more opportunities for mentors and fellows to get to know each other better before assigning mentors. For example, some suggested organising a mixer half way through the training and then have the more formal orientation session at the end of the training.

More formal follow-up support and communication with and among mentors

Although most mentors said that implementers did follow up on their work with mentees, most felt that it was not regular enough. A mentor in England commented: "They did check in with us, but it should be more formal. If it's not working, it should be changed". Another mentor said: "One evening, some mentors got together to talk about our progress. Some mentors were struggling, so maybe it would be good to have more regular follow-ups along the way".

"[Implementers] should touch base with mentors more regularly and not wait until the end. That would allow them to see who was not bonding with their mentees and then provide guidance on how to improve the relationship or do a replacement"—Uganda mentor

Mentors recommended setting up a regular check-in session (e.g. once a month) to discuss progress and identify mentor-mentee issues early on. Some mentors also suggested leveraging technology (e.g. Zoom) to set up regular touch-base sessions where transportation or coordination of in-person follow-ups is difficult.

Mentors also felt they could have benefited from having a more formal relationship with one another by either exchanging strategies around communication issues with fellows or by sharing technical guidance and resources. For example, some mentors had a background in counselling and could have helped other mentors to signpost mentees to emotional support services.

"It is important to encourage a good relationship among the mentors. We all have different expertise and it is a missed opportunity that we were not able to rely on each other. We could support each other not just in terms of the mentees, but also personally and professionally" —England mentor

Mentors generally felt that there was no formal closure to the mentorship. They would have liked to know what happened with the mentees and their social action projects. These comments were recurrent among mentors in Uganda, Tanzania and Wales.

"I expected at the end of the year [that] we would come together as mentors and mentees to share experiences. There was no formal ending. We didn't know what happened with other mentees, who they were and what SAPs they did"—Uganda mentor

Mentors recommended conducting a final session with mentors and mentees to hear about the outcomes of the social action projects and their reach and impact on the communities. This session could also be used to share feedback on the mentorship.

"There was no proper conclusion [to the mentorship]. What happened to the fellows? How did the mentorship help them? We don't know. It would have also been good to have a feedback session"—Tanzania mentor

More participation of mentors in mentees' SAP implementation

Fellows and mentors would have liked for mentors to join mentees in the field during project execution. While both mentors and fellows understood that implementation had to be organised and carried out by mentees, they felt the presence of mentors could have been useful to provide additional confidence and support. Although this was a comment made by stakeholders across countries, it was particularly pronounced in Uganda and Tanzania.

> "I felt overwhelmed when implementing the project, even with a lot of support from my mentor. But mentors don't go to the field to see what we are doing. Just having their presence there would have helped" –Uganda fellow

A mentor in Uganda said: "Akina Mama has done a great job. The one thing they could have done better is [letting] mentors be present in parts of the mentees' project implementation. Mentors can be present as a support system, not to take over, because we are a person that [mentees] can trust and feel supported [by]".

Fellows and mentors also suggested making optional the implementation of SAPs in groups. They thought that working in teams can help fellows further strengthen their leadership and project management skills, give each other confidence to overcome challenges and deepen the sisterhood bond.

Increase time and resources to implement the social action projects

Fellows and mentors generally found the time and resources available for the SAPs challenging to properly executive activities. Even though this was a consistent comment across countries, it was particularly recurrent in Tanzania, Uganda and Somaliland. In Tanzania, the timing to release the social action grants to fellows had an important impact on the timeline to complete the projects. In Somaliland, most fellows and mentors felt the grant was not sufficient for group-based SAP implementation. Similar impressions were shared by fellows who implemented projects in other countries or who initially wanted to carry out projects abroad.

> "What I liked the least about TuWezeshe was the time for the project. We waited like 6 months for the [grant] and by the time we got the money we had forgotten almost everything. My project impacted my self-esteem in a positive way because it gave me confidence, but implementation was shallow because of the time to complete the project"–Tanzania fellow

Although most stakeholders agreed that the SAPs created positive benefits in the targeted communities, they thought the lack of time and budget limited the depth of community outreach and impact. Fellows and mentors recommended allowing a consistent full year to implement the SAPs and adjusting the sub-grant in cases of group-based SAPs. This can help fellows better design and fine-

tune projects, address unexpected challenges, execute project activities and prepare all related reports within the expected timeline.

Given TuWezeshe's focus on Africa and its flexibility to allow fellows to execute SAPs in other countries, fellows and mentors also recommended making available a pool of extra resources to support fellows with the additional costs of implementing a project abroad, such as travel costs.

Create more opportunities to connect with fellows across cohorts and across countries

Even though most fellows said the sisterhood was very beneficial to them, they also believed their sisterhood was not as active as in other cohorts or other countries. They explained that there were tight, smaller groups within the cohort, but the overall sisterhood was not as strong. Although this was mentioned by fellows across countries, it was particularly prominent in England. Interviewees were not sure why their sisterhood became weaker.

"For my cohort, our sense of community was not as strong as in other cohorts. I am not sure why. We talked a lot right after the training, but it died after a while"–England fellow

"The sisterhood is sort of active, but it seems to be dying. CDF tried a lot [to keep up the sisterhood] but it is not strong"–Tanzania fellow

"I'm still in contact with some of the sisters, but some dropped off and some disappeared. A small group is still engaged through social media platforms, but the rest aren't"–Uganda fellow

Most fellows felt that implementers could do more to create spaces and channels to incentivise the communication among sisters. Some recommended setting up WhatsApp groups from the very beginning so as to get the communication going early on. Fellows in the UK, Uganda and Tanzania also suggested organising sisterhood events in non-urban areas, or in the city but during weekends and with sufficient notice so that non-urban sisters can attend.

"A lot of events were organised in London. It takes longer for me to get to London. I couldn't make decisions short-term around events, specially during the week because of work. It would be good if [implementers] gave us more notice on events"–Wales fellow

"They should also look to implement the programme outside of Kampala. They organised lots of events, but [it takes] 3-4 hours of travel to get to the city. They should spread out a bit and organise events in other areas so [that] not everyone has to travel. They can organise events with the local network and engage with local sisters" –Uganda fellow

Fellows also felt there were little opportunities to connect with fellows in other countries. Some fellows got the opportunity to travel to Uganda to meet and share experiences with fellows from other countries. Fellows recommended organising a formal, regional sisterhood event once a year, similar to the event in Uganda. Mentors

and fellows also suggested increasing the sharing of information on what fellows are doing across countries. For example, some felt the newsletter is very informative but it does not come out frequently enough.

"[Implementers] need to look into ways of getting fellows from different countries together, as they did in Uganda, because it would really solidify the network. We knew of fellows in other countries, but we had little avenues to connect with them"–Wales fellow

"Maybe [implementers] can do more to engage fellows in other countries and design tools to connect the work that fellows are doing" –Uganda fellow

More consistent use of social media to engage fellows and other stakeholders

Most implementers and fellows agreed that although social media was a relevant programme component, it was not used to the best of its capabilities. Implementers generally assumed that the creation of these channels would be organically led by the fellows. Some implementers commented that creating social media posts on the achievements of fellows, producing the newsletter or engaging fellows through social media was time-consuming. Some acknowledged that other programme activities, such as managing the mentorships or providing support to the SAPs, often got in the way and were prioritised over social media engagements.

"I feel like [fellows] could have used social media more throughout the programme to support each other. [Implementers] could have also used it more to make the sisterhood stronger"–Tanzania fellow

Fellows had similar impressions, particularly fellows from the first cohort in the UK. Although in subsequent cohorts implementers established social media channels earlier than for the first cohorts, fellows generally felt that more could be done to further stimulate fellow engagement through social platforms. Many fellows thought implementers could engage fellows more strategically during key phases of the programme. For example, some suggested for implementers to share articles of self-care during the training and share articles on project management (e.g. advertising or event organisation) during the implementation of the SAP.

"The training was quick and then you are out doing your project on your own. It can feel quite isolating and then the WhatsApp group is very quiet, which makes you feel like you are stranded"–England fellow

Others recommended more regularly using group chats to encourage conversation on topics that fellows may find difficult to initiate, such as feeling overwhelmed or ashamed of not knowing what they are doing. This could follow a similar approach to the 'circles' used in the training, whereby fellows can be invited to counter the negative feelings of others with encouraging messages or by sharing approaches they found useful to address similar challenges.

Improve selection of partners based on organisational and project execution capacity

TuWezeshe was initially to be implemented across five countries—the UK (England, Wales and Scotland), Kenya, Tanzania, Uganda and Somaliland—by the implementing partners, with support from in-country collaborators.[3] However, implementers soon realised that not all implementing organisations were in capacity to deliver the programme to the expected standard. For instance, the partner in Kenya was facing organisational challenges that prevented it from executing activities adequately. This partner was supported for a year and 13 fellows were trained, but the organisation was not in condition to manage the rest of activities, including the SAP grant. As a result, FORWARD ended the partnership with this organisation. Similarly, the work with the collaborator in Scotland proved challenging and after the training, the partnership was terminated.

Implementers also found challenging to coordinate the execution of the programme across countries. This was particularly challenging in cases where partners and collaborators were not based in the same country. For instance, SSAP coordinated activities in Wales, where the organisation is based in, as well as in Somaliland, where it does not have a physical presence. This made the process of implementation and follow-up more time-consuming than in countries where there was direct coordination with the local collaborators or when partners were based in the targeted country.

Implementers recommended selecting partners more strategically by establishing a minimum capacity baseline that potential partners need to have in order to undertake TuWezeshe. This baseline should take into account organisational structure strength, human and time resources available and geographical presence. While some variation in partners' capacity is expected and desirable for the purposes of expertise complementarity, ensuring a minimum of execution capacity can help mitigate some of the implementation gaps and challenges outlined earlier in this report.

Formalise the process of ownership of TuWezeshe to strengthen partners' replicability capacity

While collaboration across partners to develop the TuWezeshe methodology was strong, various implementers felt that there was unclarity around how partners could replicate the methodology once the partnership ended. To ensure the programme was implemented as designed, FORWARD retained the ownership of the methodology of TuWezeshe. Although this was done to preserve the quality of activities, it created ambiguity on how partners and collaborators could continue implementing TuWezeshe on their own.

[3] In this sense, there were two levels of implementers: 1) the official implementing partners—FORWARD, AMwA and SSAP; and 2) in-country collaborators (e.g. CDF in Tanzania).

Even though the experience of designing and implementing TuWezeshe yielded substantial benefits for partners around technical expertise, operational capacity and organisational visibility, implementers felt that there was a missed opportunity to help partners better leverage the knowledge and experience created through TuWezeshe. For instance, securing funding for TuWezeshe, a programme with substantial evidence of success, would have been easier than raising funds for a new programme encompassing TuWezeshe-like activities. Future iterations of TuWezeshe should formalise the process of ownership of the methodology at the onset of the programme to smooth its continuation.

Expand resources for the monitoring and evaluation (M&E) of programme results

Implementers put in place several M&E mechanisms and tools to properly track the progress and results of TuWezeshe. These included an M&E manual for partners and funding for in-country M&E training. Learnings from the programme were documented in the midterm self-evaluation report, annual programme reports and other key documents. While this work was considered highly valuable, various implementers recommended increasing resources for M&E activities in future iterations of TuWezeshe. Implementers specifically suggested securing a larger budget to more systematically document the outreach and impact that fellows' SAPs created in their communities. Others recommended having additional resources to expand the monitoring and documentation of learnings and success stories from the mentorship component.

Conclusions

The evaluation found the design and methodology of TuWezeshe relevant to properly equip young women with the needed skills to take action against VAWG. The programme was comprehensive enough to create both knowledge and practical skills around leadership. Fellows reported increased confidence in understanding and articulating their thoughts on VAWG, in creating change through activism and in advocating for their rights and the rights of others.

Consortium partners also reported increased technical and organisational capacity to develop women's leadership from their participation in TuWezeshe. Partners perceived positive impacts in the form of increased technical knowledge on specific VAWG issues, greater organisational credibility and enhanced capacity to secure funding to replicate similar interventions.

The value-for-money assessment also showed that the impact created by TuWezeshe, as perceived by implementers and fellows, outweighed its cost. These results can serve as a guidance to consortium partners or other organisations to properly allocate investments when replicating TuWezeshe-like activities.

Lastly, the evaluation identified valuable lessons and areas for improvements. The most relevant learnings were related to the length of the training, training content around project sustainability, the timeline for SAP implementation and the mentorship component. These learnings and the recommendations gathered from implementers, fellows and mentors can guide future similar programmes.

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Annex

Annex 1. Sampling, data collection and randomisation methodology

Evaluators randomly pre-selected a sample of 44 fellows and 20 mentors to be invited to participate in the evaluation. The randomisation was done by creating a random number in MS Excel for each fellow and mentor and then sorting the list according to the random number. The random selection of fellows was done separately for each country to arrive at a representative sample, including fellows who completed the programme and those who who did not. The distribution of interviewees across countries was proportional to the total number of fellows in each country. Country sub-samples were split evenly across cohorts. A similar approach was followed to randomly pre-select mentors.

Informed consent was obtained from all interviewees before commencing the interview. Most interviews with fellows and mentors were audio-recorded to ensure that quotes used in the report were verbatim statements. Interviewees were given the choice of not being recorded. All interviewees consented to be recorded. Few interviews were not recorded due to connectivity challenges during the interview, which required evaluators to switch platforms last minute, e.g. from Zoom to telephone or WhatsApp.

Annex 2. VfM cost estimation approach

Component	Cost Description	
	Direct Costs	**Indirect Costs**
Training	These include room hire, accommodation, food, training materials, facilitators' and counselling costs.	These include time dedicated by the executive director, senior staff members and programme assistants to the development of the training manual, content and presentations, training of trainers, planning and recruitment.
Sisterhood	These include retreat and hub event costs, such as guest speakers, venue hire, accommodation, travel and meals.	These include time dedicated by the executive director, senior staff members and programme assistants to the planning and coordination of retreats and hub events.
Mentorship	These include training and review costs, such as room hire, food and travel costs, and mentorship communication costs, e.g. phone and data costs.	These include time dedicated by the executive director, senior staff members and programme assistants to the development of mentors' training manuals, training of mentors and progress review.
Social Action Project	These include sub-grant costs and any associated SAP meeting and follow-up costs.	These include time dedicated by the executive director, senior staff members and programme assistants to the development of SAP guidelines, sub-grant distribution, reconciliation, SAP review, management and support.
Social Media Engagement	These include production costs of social media campaigns.	These include time dedicated by the executive director, senior staff members and programme assistants to the management of social media, development of fellows' newsletters and blogs and development of social media campaigns.

Note on exclusions

All costs presented here are the costs that directly relate to the five components of the programme. Theses costs exclude the following:

- Direct and indirect costs of Kenya - Kenya's WYLI partnership was discontinued and therefore not included into the final evaluation.
- Direct and indirect costs of advocacy and community engagement carried out by partners.
- Other direct costs not directly related to the delivery of the five key components, such as overhead costs, finance costs, M&E costs.
- Other indirect costs not directly related to the delivery of the five key components, such as finance, advocacy and M&E time costs.
- General project planning and administration costs not direction relating to the five key components, such as annual partnership meetings, administration costs, staff training and development (except training of trainers).

Other notes

- CDF (Tanzania) were a collaborator on the programme and therefore a large proportion of their budget was managed and handled under FORWARD.
- A proportion of Tanzania team's time costs was covered by Comic Relief's Haki ya Binti programme and Sigrid Rausing (£13,100).
- A proportion of UK direct costs in delivering Cohort 3 training was funded by Esmee Fairbairn Foundation (£3500).