COMMONWEALTH of LEARNING

FINAL REPORT

GiRLS Inspire
Learning for empowerment.

Global Affairs Canada
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PREVENTING CHILD, EARLY AND FORCED MARRIAGE (CEFM) THROUGH OPEN, DISTANCE AND TECHNOLOGY-BASED EDUCATION

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ADPP	Ajuda de Desenvolvimento de Povo para Povo, Mozambique
CEFM	Child, Early and Forced Marriage
CFP	Communications Focal Point
CMES	Centre for Mass Education in Science, Bangladesh
COL	Commonwealth of Learning
CoP	Community of Practice
CSO	Civil Society Organisation
GAC	Global Affairs Canada
IAE	Institute of Adult Education, Tanzania
IM	Immediate Outcome
ITM	Intermediate Outcome
KIWOHEDE	Kiota Women's Health and Development, Tanzania
M&E FP	Monitoring and Evaluation Focal Point
MOU	Memorandum of Understanding
NGO	Non-Governmental Organisation
ODL	Open, Distance and Technology-Enabled Learning
PMF	Performance Measurement Framework
Progresso	Associação Progresso
SPARC	Society for the Protection of the Rights of the Child, Pakistan
SSS	Shidhulai Swanirvar Sangstha, Bangladesh
ToC	Theory of Change
TVET	Technical and Vocational Education and Training

GIRLS Inspire is a Commonwealth of Learning (COL) project. Building on the Government of Canada's international advocacy efforts, COL aims to break the cycle of child, early and forced marriage (CEFM) and create an enabling environment for unmarried and already married girls in select countries. One initiative for furthering these goals has been its three-year GIRLS Inspire–CEFM project, which concluded on 31 March 2019. The vision of GIRLS Inspire is a society wherein women and girls are economically empowered for sustainable livelihoods and no longer face barriers preventing their economic participation.

Focusing on the barriers to education and economic participation that women and girls face, such as early marriages, distance to school, security concerns, cultural values and the costs of schooling, the project developed a layered approach and organised its work around three pillars: communities, learning institutions and the girls themselves. COL has partnered with community organisations in Bangladesh, Mozambique, Pakistan and Tanzania to support schooling and skills development for some of the world's most vulnerable and hard-to-reach women and girls, using open, distance and technology-enabled learning.

The GIRLS Inspire project adopted an abstract flower image in its logo to represent the flourishing of women and girls, who will be enriched by learning new skills on their way to empowerment. It also symbolises the flourishing of the environment and communities in which they are living. It celebrates growth, health and change. It emphasises that girls are at the centre of this project, and it recognises that girls can inspire their peers to grasp opportunities for learning and reach for the stars.

This is the final report to Global Affairs Canada (GAC), and it provides an evidence-based narrative of progress made towards the achievement of each of the expected outcomes and outputs identified in the Logic Model and the Performance Measurement Framework (PMF). It also provides data for each indicator as per the collection frequency identified in the PMF, as well as for activities undertaken, results, lessons learned, best practices, challenges and limitations, and it offers mitigation strategies where relevant. COL and its partners have documented the project's evolution since its inception. It is envisaged that this report will be an important instrument to inform the scaling up or replication of projects such as this.

Awareness session, Bangladesh

The project's vision was to empower women and girls and in so doing contribute to the prevention of child marriages. As CEFM is a deep-rooted problem directly linked to girls' school attendance and economic situations, it is important to understand who is making decisions about girls' education and marriages. To ensure a sustainable change in social norms that are currently working *against* gender equality, the project adopted a strategy to mobilise communities at large, aiming to demonstrate the benefits of education for girls and to raise community awareness that child marriage has wide-ranging negative consequences for personal, social and economic development. As

will be demonstrated in later sections of the report, various sets of evidence were collected over the course of the project to illustrate changes in social norms, which led to increased participation of women and girls in schooling and skills training and consequently the prevention of 1,181 child marriages. The report shows that most of the prevention happened in Bangladesh. The most important factor contributing to Bangladesh's success was that the Centre for Mass Education in Science (CMES) has a large footprint in the country and of all COL's partners was the most established in working with women and girls.

Child, Early and Forced Marriage

Nature and Scope of the Problem

Each year, millions of girls worldwide are forced into early marriage for a variety of economic and cultural reasons. Girls who marry young tend to have lower levels of education and are more likely to have multiple children to care for while they themselves are still young.

Bangladesh has one of the highest rates of child marriage worldwide and the highest rate of marriage involving girls under 15; 22 per cent of girls are married by 15 and 59 per cent by 18 (UNICEF, 2018). Although the minimum legal age for marriage is 18 for women and 21 for men, the law is poorly enforced (UNICEF & UNFPA, 2017).

Bangladesh's socio-cultural environment contains pervasive gender discrimination, so girls and women face many obstacles to their development. They have negligible influence in the family's decision-making processes. Girls are often considered a burden, especially for poor households, where they are at high risk of marriage at an early age. Maternal mortality rates remain extremely high due to poor maternal health (one result of early marriage), female malnutrition, a lack of access to and use of medical services, and a lack of knowledge and information.

In Bangladesh, COL worked in partnership with CMES and Shidhulai Swanirvar Sangstha (SSS) in flood-prone areas and in 16 districts with a high prevalence of child marriage to protect girls' rights and prevent CEFM.

A very low education rate for girls is a major contributing factor to child marriages in **Mozambique**. According to USAID (2019), female literacy is 28 per cent, compared to 60 per cent for males. "While 94 per cent of girls in Mozambique enroll in primary school, more than half drop out by the fifth grade, only 11 per cent continue on to study at the secondary level, and just 1 per cent continue on to college. Among children who finish primary school, nearly two-thirds leave the system without basic reading, writing, and math skills" (USAID, 2019).

According to Girls Not Brides (2019), citing 2017 UNICEF figures, 48 per cent of women in Mozambique were married by the age of 18, and 14 per cent of girls were married by age 15. Child marriage is more prevalent in the rural areas and heavily concentrated in the Northern and Central regions.

In Mozambique, COL worked in partnership with two organisations: the Associação Progresso and Ajuda

Community awareness campaign, ADPP, Mozambique.

de Desenvolvimento de Povo para Povo (ADPP). The project focused on ten districts in the central and northern regions of Mozambique where girls' education is particularly low and early marriage rates are high.

According to the *Pakistan Demographic and Health Survey 2017–18* (DHS, 2018, p. 69), 29 per cent of girls in **Pakistan** are married before age 18. Early marriage deprives girls of many of their basic rights, including the right to education. Girls' education lags behind boys', with figures published in 2017 showing girls' net enrolment in primary school at 70.61 per cent, compared with 81.89 per cent for boys (UNESCO Institute of Statistics, 2017). Thirty-four per cent of girls subsequently drop out of primary school, and only 23 per cent enrol in secondary school. Girls unable to complete even primary education are forced into child labour and are soon married off by parents seeking to have fewer mouths to feed.

In Pakistan, COL works with Bedari and the Society for the Protection of the Rights of the Child (SPARC) in the districts of Muzaffargarh and Bahawalpur in South Punjab to provide schooling and skills training to disadvantaged women and girls. In the 2017 Primary School District Education Score Rankings, Bahawalpur ranked 84 and Muzaffargarh 88 out of 142 districts (Memon & Naz, 2015).

In **Tanzania**, girls can legally be married at age 15. The country has one of the highest child marriage rates in the world. According to the Ministry of Health, Community Development, Gender, Elderly and Children (2017), "The full extent of child marriage in Tanzania might not be recognized, as not all marriages are registered. But available statistics [from a 2010 Demographic and Health Study] point to a 37% prevalence rate" (p. 6). The Ministry's own, more recent, surveys found that depending on the region, the portions of girls married before age 18 ranged from 31 to 76 per cent (MHCDGEC, 2017, p. 39).

Care International (2015) asserts that "[l]ack of legal protections to prohibit child marriage and an educational system that discriminates against girls are just two of the reasons that Tanzania has a large number of child brides. . . . The government in mainland Tanzania allows schools to expel or exclude married students or [pregnant] students. . . . Passing government-mandated scholastic tests are required for students to move into secondary school. Failing them often leaves girls vulnerable to early marriage."

In Tanzania, COL worked with the Institute of Adult Education (IAE) and Kiota Women's Health and Development (KIWOHEDE) in four regions where child marriage is particularly prevalent.

Child Marriages Prevented: 1,181

Bangladesh: 642   Mozambique: 463   Pakistan: 38   Tanzania: 38

How does ending child marriage contribute to the SDGS?

1 NO POVERTY

< SDG 1: No Poverty
Giving girls education and economic opportunity and delaying marriage helps girls overcome the financial burdens of early marriage and pregnancies, breaking the cycle of poverty.

5 GENDER EQUALITY

< SDG 5: Gender Equality
Child marriage impacts girls by decreasing their agency and opportunities in their household and community. Girls who marry younger are more likely to experience domestic violence. Ending child marriage increases gender equality.

SDG 2: Zero Hunger >
Families often choose to marry off their daughters due to food insecurity. Yet child marriage enforces the cycle of hunger. Girls who marry young have higher rates of malnutrition. Children of these girls have lower birth weights and are more likely to die in the first few weeks of life.

2 ZERO HUNGER

SDG 8: Decent Work and Economic Growth >
By getting an education rather than marrying, girls are able to gain economic freedom.

8 DECENT WORK AND ECONOMIC GROWTH

10 REDUCED INEQUALITIES

< SDG 10: Reduced Inequalities
Girls who marry young face a number of obstacles and become trapped in a cycle of poverty and limited options. Ending child marriage will help to reduce inequalities. Child marriage and pregnancy at young ages impact girls' physical and emotional well-being.

3 GOOD HEALTH AND WELL-BEING

< SDG 3: Good Health and Well-Being
Child marriage and pregnancy at young ages impact girls' physical and emotional well-being.

SDG 4: Quality Education >
Girls' education ceases with marriage, as girls take on household responsibilities. Marrying girls later means giving them more opportunity for education and more time in school.

4 QUALITY EDUCATION

SDG 16: Peace, Justice and Strong Institutions >
Tackling child marriage will help strengthen birth and registration systems as well as community and national institutions to protect girls.

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

The following section captures real stories of women and girls whose lives changed because of the GIRLS Inspire project

BANGLADESH

Soyeeda Begum is 34, a mother of three, and a ward member of Gram Unnayan Parishad. She won her membership three years ago with a record number of votes from the village of Suruj in Tangail, Bangladesh. From the very beginning of her journey as a ward member, she made sure her ward — which comprises about 12 villages — would fight against CEFM. She also goes to places outside of her ward when she hears of a child getting married. So far, she has single-handedly stopped approximately 300 child marriages.

Soyeeda was only 11 when she was married to her husband, Shahin, who was 30. When she heard three years ago that the local CMES unit was launching a campaign against child marriage, she went there to help. Today, she is one of the most important local support group members and one of the most active and vocal against CEFM, wanting to completely eradicate child marriage in her area.

In conversation, Soyeeda says, "It is my responsibility to stop all child and forced marriages in my ward, and by God's grace I will achieve it; but if we do not provide alternatives for these girls to show their abilities, their parents will get them married, even if they have to do it secretly. Today, the CEFM livelihood training provides the opportunity to tell parents that girls are no less valuable, important, and worthy than boys — in fact, sometimes girls can offer more by contributing all of their income to the family and even paying for their own studies." She pauses, smiles, and looks at her husband, adding, "You also need men like him, who encourage the women of their family to do good in life. He goes with me whenever I go to stop a child marriage or talk to the parents."

Ruksana, age 15, is in Grade 7. Eighteen months ago, her parents decided to get her married. She was scared and upset but had to agree to her parents' decision and choice of a husband. Her mother said that it was difficult for them to support her or her education, so this was the best option. With no alternative, she dropped out of school. However, her story reached the Rights Reporters in Flood-Prone Areas (RRiFA), a group created by SSS to prevent child marriage. The members of RRiFA (some of whom studied at her school), along with SSS trainers and ward members, came forward to rescue her.

Initially, there were heated arguments between her family and the SSS team. However, they were able to prevent her marriage. Ruksana had to wait for a year to return to school, so SSS enrolled her in tailoring training. After finishing the training, she took a loan from the Sonali Bank with the support of her father, who had begun to understand what a mistake marriage would have been. Her co-trainees from SSS assured her father that if she couldn't run

her own business, they would buy the sewing machine for her, as many of them were planning to purchase machines.

Today, she is one of the busiest women in the village, receiving numerous orders from neighbours and friends. She also stitches garments for herself and her family. Her mother says, "Though she earns about 3,000 to 4000 BD Taka per month on average, she saves another 1,000 by taking care of the family's clothing needs, including repairing old clothes."

Ruksana went back to school this year. When interviewed, she murmured, "I would like to become a teacher someday. I will work in the school and also train the poor girls of the village, teaching them how to earn." While running the sewing machine, she suddenly looked up and said, "I want to learn how to make candles, do embroidery and other things, so

that I can keep on supporting my family and my own education." She gets up, walks slowly to the other corner of the room, where numerous garments are hanging from a rope, and proudly says, "These were all stitched by me. I built on what was taught in the training by talking to the local tailor, and now I can make a lot of things."

PAKISTAN

Ramsha Sattar was just 14 when Bedari came in contact with her during a self-growth session offered through the GIRLS Inspire project. "Throughout my marriage, I was a victim of severe sexual and domestic violence, but I was unaware of that because I was too young to understand." She completed a beautician course through the SPARC skill centre and attended self-growth workshops conducted by Bedari so that she could restart life with new goals and determination. Ramsha wishes to complete her education, which suffered due to her early marriage. Bedari connected her to Allama Iqbal Open University's Open School, where she is now pursuing her education through open, distance and technology-enabled learning.

MOZAMBIQUE

Lúcia Jumade is one of the many girls in Mozambique who married before she was 18. At 15, she became pregnant with her first child and was forced to live with her partner. Consequently, in addition to experiencing an early pregnancy, she was also the victim of a forced,

early marriage. "Thanks to the lessons I learned from the GIRLS Inspire project that Associação Progresso implements here in Niassa, I learned to value myself. I learned that premature and forced marriage is a crime, and that many problems have arisen in my life because I married early. With the help of my grand-parents and of my mother and uncle, who attended Progresso's awareness-raising meetings about ending early marriage, I resumed my studies and have been attending elementary school since 24 June 2018 in Chimbunila, Niassa province. I have faith that with all I have learned, I can change my life."

TANZANIA

Agatha, 22, has one son. She dropped out of secondary school after being raped by a co-worker in Sumbawanga and becoming pregnant. She lives with her parents, who are farmers; her siblings are married and live elsewhere. She joined the programme during the first phase of door-to-door mobilisation.

After the rape, Agatha was being pressured by her family to get married, so she decided to gain skills training and support herself. To do so, she enrolled in an electrician training programme. However, despite completing the training, she couldn't get a job because they were reserved for men. Although she wanted to go back to school, financial constraints forced her to stay back at home until she joined the project and learned to create batik and make soaps. She then taught her mother these skills and asked her to help with packaging the products.

Together, she and her mother earn up to 40,000 Tanzanian shillings a month, enough to pay for her studies and accommodation in Sumbawanga. Agatha procures raw materials during the week while going to school in Sumbawanga and uses her weekends to produce and package batik and soaps. Her dream is to complete her schooling and formal training so that she can be in full-time employment.

"The project design was well thought out. It was apparent that all of the factors and challenges in developing countries were considered while designing the project. Since the project made remarkable differences in the lives of the girls and women who have been victims of child, early and forced marriages, we expect to continue with such an initiative."

– Sabeen Almas, Project Manager, SPARC, Pakistan

Project Guidelines for Partners

Creating and growing an enabling environment contributes to the success of a project. To create, maintain and manage an enabling environment, various systems were put in place. This section reflects on the process and systems and aligns these with the project's success.

The project started after an inception period during which the project team at COL developed various documents and templates; partners had to complete these to ensure they had all the necessary guidance and support to implement the project successfully. The documents included the partners' work plans and budgets, which were mirrored against the project outcomes. All of this documentation was included in the contracts for partners, together with the timeline, reporting schedule, monitoring and evaluation (M&E) strategy and communications plan. The annual contracts issued to partners included specific clauses aimed at holding the partners accountable for effective M&E. Each partner was required to appoint an M&E Focal Point (FP), responsible for being the organisational champion and lead for M&E.

Each contract also clearly specified the data collection procedures as well as the requirements and reporting schedule. All the guiding documents were used to develop a self-study Project Guidelines document that partners could use, especially when they could not get in touch with the project team due to time differences or technology challenges. Together with the Project Guidelines, the project incorporated a strategy for

Critical Reflection Events. These events allowed the project team to have three monthly meetings with each individual partner team to reflect on the status of the project, its successes, and its challenges, then to find solutions and use these as a motivational platform. GIRLS Inspire used the project management tool Basecamp.

"With Basecamp, life was much easier, especially for the organisational heads. Whenever we wanted to dig into previous information, it was easy to find it out from a well-organised portal of Basecamp."

– Sadia Hussain, former CEO, SPARC, Pakistan

Not only was it a management tool, but it also created an active community of practice (CoP). All the project communication amongst partners, including the files shared over the project's lifetime, were hosted in Basecamp. This allowed a newcomer to the project or an evaluator to access a rich set of resources as well as the history of all project-related activities. Table 1 shows the number of interactions over the lifetime of the project.

Table 1. Partner teams and their Basecamp interactions

Partner Teams	Number of Basecamp Interactions
ADPP	453
Bedari	550
CMES	652
Communications FPs	1,291
Country Steering Committee	1,374
IAE	613
KIWOHEDE	249
M&E FPs	843
Progresso	581
SPARC	919
TOTAL	**7,525**

GIRLS Inspire management information system
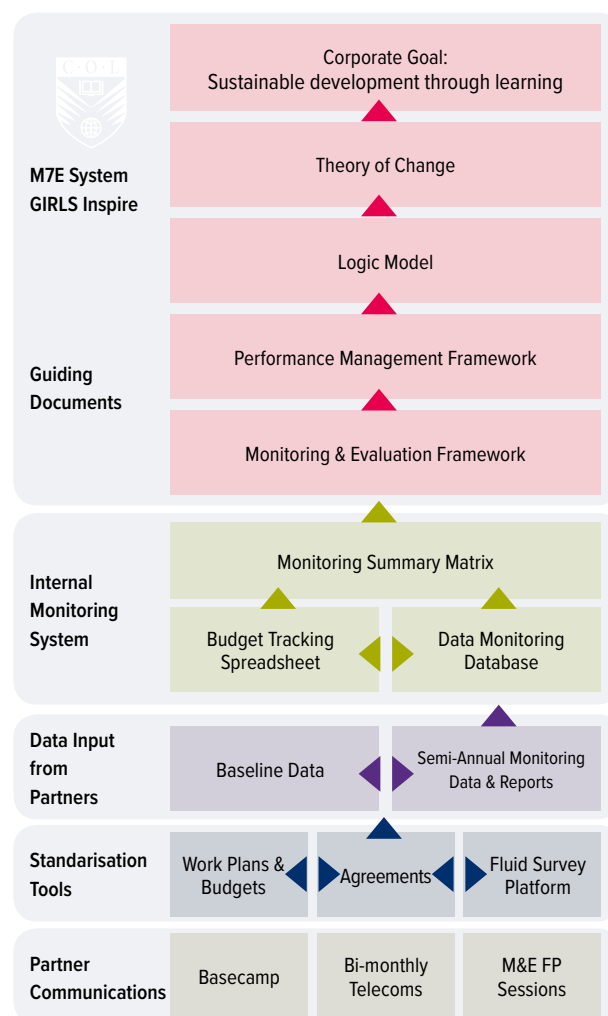
Monitoring and Evaluation

The GIRLS Inspire M&E strategy was developed to provide a holistic framework for integrating lessons learned and for documenting evidence of progress and success. It is regarded as a model for other programmes at COL: "The very impressive M&E of GIRLS Inspire is a very rich source of evidence about the impacts of gender-oriented activities. The M&E systems are very well designed and in fact, provide a model for other programmes" (Sauder, 2018).

The M&E strategy is grounded in the project's Theory of Change (see Appendix 1), which is founded upon the vision of creating enabling conditions for sustainable livelihoods for women and girls that will break the cycle of child, early and forced marriage. It is also framed within COL's goal in its six-year Strategic Plan 2015–2021 (COL, 2015) for sustainable development through learning. In an international context, this M&E strategy also informs the contribution of the GIRLS Inspire project to the Sustainable Development Goals, specifically Goal 4 — ensuring inclusive and quality education for all — and Goal 5, achieving gender equality and empowering all girls and women.

Global Affairs Canada defines gender equality as a situation where "women and men enjoy the same status and have equal opportunity to realise their full human rights and potential to contribute to national, political, economic, social and cultural development, and to benefit from the results." They define empowerment as "people — both women and men — taking control over their lives: setting their own agendas, gaining skills, building self-confidence, solving problems, and developing self-reliance" (GAC, 2017). The GIRLS Inspire project measured the achievement of results for women and girls in relation to empowerment and gender equality.

The M&E framework used sex-disaggregated data where relevant — for example, (i) gender equality indicators that measure access and benefits for women and girls participating in the project, (ii) changes in women's and girls' participation in education and employment, and (iii) improved sustainable livelihoods for participating women and girls in the target countries. Because the project was designed to benefit women and girls, indicators did not generally address gender issues for boys and men. However, interviews with faculty, staff and community members ensured that both women and men were consulted.

> "[The GIRLS Inspire M&E] is an efficient process, considering the challenges of our areas of intervention regarding Internet bandwidth. The possibility of entering data in the offline [mode] and being able to upload as soon as there is network availability makes the data collection process much easier."
>
> – Helvia Momade, Project Manager, Progresso, Mozambique, March 2017 report

COL acquired a Web-based platform, Survey Gizmo, for data collection in this project. COL uploaded the tools to be used by collectors in both English and the local language used by the partners. This platform allowed the partners to pre-load the survey tools onto a mobile phone or a tablet for data collection in areas lacking an Internet connection, then later on upload the data to the platform when the Internet was available again.

Another unique feature of the project's framework was its comprehensive record management system. We used Dropbox, grouping evidence according to the PMF and aligning this with each partner's work plans. Table 2 details the tools developed to collect output information. All of the collected data could easily be related back to the PMF.

With respect to qualitative data collection, partners were responsible for working with their field teams to collect stories and develop case studies that illustrated change from the organisation's, community's, women's and girls' perspectives. Observation notes, end-of-course evaluation forms, and lessons learned were also documented and sent to GIRLS Inspire during the reporting periods over the project's lifetime. The evidence also included field activity reports from community mobilisers; video clips of interviews with women, girls or community leaders; photographs of all activities; course materials; and advocacy resources developed and used in the field.

We used a semi-annual reporting template for the partner organisations to provide a summary of their activities for the reporting period, including quantitative data on their achieved outputs and qualitative data, such as their observations on project implementation, challenges faced and lessons learned. This reporting mechanism informed project progress and strategies for the way forward, as well as allowing for validation and cross-referencing of the data and evidence.

Baseline and endline data were collected to understand the project's impact. Prior to project implementation, when the girls were identified and registered in the project, a baseline tool was used to establish benchmarks for the attitudes of four groups: the project staff at the partner organisa-

tions; community leaders and parents; prospective employers; and the women and girls themselves. After project implementation, an endline tool mirrored against the baseline tool was used for all four groups. Some of the key results from these baseline–endline data are presented later in this report.

All the tools mentioned are housed within Survey Gizmo. Synchronisation of these data sets created the Data Hub, which is managed in-house by COL. The Data Hub regularly informed the project team about progress with respect to targets and engaged internal and external stakeholders via timely reporting.

Table 2. Tools developed to collect project output information

#	Tool	Purpose	Coding
1	Baseline - Women and Girls	Baseline of select sample	BW-001
2	Baseline - Community	Baseline of select sample	BC-002
3	Baseline - Employers	Baseline of select sample	BE-003
4	Baseline - Organisations	Baseline of select sample	BO-004
5	Baseline - Organisations (NGOs)	Baseline of select sample	BN-005
6	Monitoring (endline) - Women and Girls	Six-monthly monitoring of select sample	MW-006
7	Monitoring (endline) - Community	Six-monthly monitoring of select sample	MC-007
8	Monitoring (endline) - Employers	Six-monthly monitoring of select sample	ME-008
9	Monitoring (endline) - Organisations and NGOs	Six-monthly monitoring of select sample	MO-009
10	Attendance Form	Capture attendance data for all project-related events (e.g., staff training, community events, girls' life-skills and vocational training)	AGI-010
11	Registration Form - Women and Girls	Capture the learner details of all women and girls participating in the project	RGI-011
12	Semi-Annual Reporting Template	Reporting questionnaire for partners to complete aligned to the results on PMF	TGI-012
13	Internship and Employment Form	Capture the details of the women and girls participating in internship and/or employment	EGI-013
14	Communications Focal Points (CFP) Post-Session Evaluation	Post-session evaluation from monthly CFP sessions	CFPE-014-01; CFPE-014-2...
15	Monitoring & Evaluation Focal Points (M&E FP) Post-Session Evaluation	Post-session evaluation from monthly M&E FP sessions	MEFPE-015-01; MEFPE-015-02...
16	GIRLS Inspire Webinar Post-Session Evaluation	Post-session evaluation from monthly capacity-building webinars	WEBE-016-01; WEBE-016-02...
17	Partner Quarterly Update	Template for quarterly update	TGI-017
18	CEFM Prevention	Template to capture data on CEFM prevention	CEFMGI-018
19	Microloans and Bank Accounts	Template to capture data on microloans and bank accounts	FinGI-019

GIRLS Inspire developed a holistic communication strategy to increase partner capacity, engage more in international discussions and create a cohesive brand for the project. To "sell" our story, we deemed it necessary to package it and apply a proper "sales technique" to mobilise communities, especially traditional and religious leaders, to appreciate the negative effects of child marriages on girls, families and the community at large, and to see the benefits of education for girls. For this reason, we developed a Communication Plan for the project. The plan was designed to bring to life the stories and voices of the women and girls supported in this project, with the aim of increasing awareness about CEFM and other barriers to women's and girls' economic participation.

Within this Communication Plan, branding presence, social media and the online CoP were key foundational components for the project's awareness-building activities in three immediate outcome (IM) categories: improving institutional capacity to leverage open and distance learning (ODL; IM 1110); increasing awareness about the benefits of girls' education, the negative consequences of CEFM, and the role of ODL (IM 1210); and increased awareness of and aspirations for employment opportunities among women and girls (IM 1330).

Towards the end of 2017, COL migrated GIRLS Inspire's CoP to girlsinspire.col.org. Our blog posts expanded over the course of the project, and new focus areas were identified for Communications FP and webinar sessions. The success of GIRLS Inspire's communications strategy manifested in a strong, knowledgeable team of partners who through various activities advocated for the education of women and girls and the prevention of CEFM.

Some of the most inspiring moments were when partners indicated that they had first learned about the various social media platforms and communications platforms from the GIRLS Inspire project.

"An exposure to social media to this extent was never experienced by our organisation before. Due to active engagement on social media, the overall profile of the organisation has been raised significantly."

– Sabeen Almas, Project Manager, SPARC, Pakistan

"The concept of the Community of Practice is something new to my colleagues. This new learning experience has worked out so well for us that now, in every new project of SPARC, we try to create an online platform for sharing experiences and learning communities. It is such a satisfying feeling that we, the fellow COL partners, are all together with no boundaries in between, for a cause that is noble to all of us."

– Sadia Hussain, Former Executive Director of SPARC, Pakistan

Community of Practice at PCF8

Facebook

- GIRLS Inspire: **32,505 total page followers** and **32,497 likes**; number of likes decreased from last year; only 16% of total followers are women

- ADPP: **32,948 likes** and **32,976 followers**

- BEDARI: **6,618 page likes**; followers increased from 5,800 to 6,656

- CMES: page visits increased by **30%** from the previous reporting period

- IAE: linked their Facebook page to Instagram and Twitter accounts; likes and followers increased to **157 page likes** and **162 followers**

- KIWOHEDE: **728 followers** and **721 page likes**. In a new strategy to increase its voice on social media, KIWOHEDE started to train selected Social Media Influencers who use their platforms to amplify the call for women's and girls' protection. The partners in Tanzania benefited from an intern from McGill University (Montreal, Quebec), who supported their social media strategy development during his summer break in 2016

- SPARC: conducted sessions on latest technologies to (i) raise awareness about the dynamics of diversity and social media's benefits for girls and (ii) train as many girls as possible in using social media to explore opportunities for training, employment and business promotion; **9,269 likes and followers**

- SSS: **32% increase** in visits to their website; opened a Vimeo account to showcase their work with training boats

Instagram

- GIRLS Inspire: **194 followers** who posted 166 times

- ADPP: **397 followers**

- Bedari: followers increased **from 165 to 236**

- KIWOHEDE: **312 followers**, an increase of **85%**

Twitter

- GIRLS Inspire: **711 followers**, **1,599 tweets**, 1,122 tweet likes

- ADPP: **360 followers** and **484 tweets**

- Bedari: followers increased **from 482 to 734**

- CMES: followers **increased by ~20%**

- IAE: in May 2018, they had **1,629** tweet impressions and three new followers; profile visits had **increased by 41.7 %** and **mentions by 100%**

- KIWOHEDE: followers and retweets **increased by 90%**; Twitter has been used for local and international communication; Radio France International reached KIWOHEDE through Twitter to discuss child marriage and family planning issues raised by France's president

- Progresso: **194 followers**

- SPARC: **1,900+ followers** and **3,500+ tweets**

"Thank you for your continuous encouragement and cooperation. Engaging with social media has always been charming and enjoyable. And COL makes this path more attractive. I would like to thank you and the full COL team for their ideas, dedication and continuous support."

– Shahariar, CMES, 13 June 2016

International Presentations

COL used various international events to formally and informally share information on its partnership with GAC, the project and its progress. Below are some events that were documented.

8 July 2015: Canada's then Minister of Foreign Affairs, Robert Nicholson, announced Canada would be funding a project to end CEFM, and a media release was issued.

8 March 2016: COL launched the project on International Women's Day, and its news release was published on the Australian Public Service News Network.

11 March 2016: Frances Ferreira (COL's Senior Adviser: Women and Girls) attended the Commonwealth Secretariat's Annual Consultation of Commonwealth National Women's Machineries at the UN Secretariat, New York and presented the CEFM project.

13 March 2016: Frances Ferreira met with members of the Inter-Parliamentary Union in

New York to discuss COL's work on (i) ending CEFM and (ii) promoting legislation for women's empowerment and sustainable development.

18 April 2018: At the annual Commonwealth Heads of Government Meeting, Professor Kanwar, President and CEO of COL, made a presentation to the People's Forum.

25 October 2016: Frances Ferreira made a presentation on the project to the Interagency Gender and Development Group in Pakistan.

September 2016: Frances Ferreira presented two papers at COL's Pan Commonwealth Forum in Kuala Lumpur, Malaysia.

February 2019: Professor Kanwar and Frances Ferreira facilitated the GIRLS Inspire end-of-project meeting in Tanzania. The meeting was attended by members of parliament or their representatives from India, Bangladesh, Mozambique, Pakistan, Tanzania, Kenya, Nigeria and Malawi as well as the high Commissioner from Canada in Tanzania.

6 June 2019: COL held a side event at the Women Deliver Conference in Vancouver, Canada to showcase the GIRLS Inspire project.

Raising Awareness about Human Rights and Gender Equality

Over the last three years, several campaigns have been launched by GIRLS Inspire and its partners to raise awareness on a variety of human rights and gender equality issues. These were highlighted each year when the annual webinar series was agreed upon by partners. Specific days that were used to theme the media campaigns and webinars included International Women's Day, International Day of the Girl Child, 16 Days Against Gender Violence, and Human Rights Day. We capitalised on these days by engaging in media campaigns, writing special blogs, or organising webinars and making videos to observe the days.

GIRLS Inspire developed a "Legal Game," which can be adapted for the countries in the project, to raise awareness about human rights and gender equality. A resource book, *Kavya*, was published in 2016 to shine a light on the courage and bravery of girls who were affected by child marriage and to inspire women and girls, men and boys to work together to end this practice. A documentary, *A Tale of Two Marriages*, was another of our efforts to scale up awareness about human rights. Its focus is on Pakistan, but it has resonated with most of the countries. A resource book with illustrations, titled *Chrysalis*, will be published later this year.

Publications and Video Productions

Kavya | *A Tale of Two Marriages* | GIRLS Inspire overview video | Video on GIRLS Inspire's history wall | GIRLS Inspire videos on International Day of the Girl Child | GIRLS Inspire videos on International Women's Day | Partners' videos to celebrate International Women's Day | GIRLS Inspire video on 16 days of Activism against Gender-Based Violence Campaign | Video celebrating three years of GIRLS Inspire

Information cards and country briefs are available from COL's Resources page: http://girlsinspire.col.org/resources/
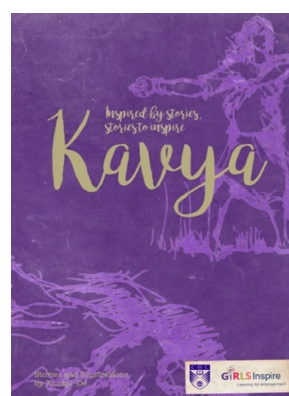
Kavya
http://oasis.col.org/handle/11599/2451

A Tale of Two Marriages
https://www.youtube.com/watch?v=qfqJPzBMd0M

International Day of the Girl Child 2017
https://www.facebook.com/GIRLSinspire.org/
videos/522513664766130/

International Day of the Girl Child 2018
https://www.facebook.com/GIRLSinspire.org/
videos/2407189486018623/

Celebrating three years of GIRLS Inspire
https://www.facebook.com/GIRLSinspire.org/
videos/379517405932436/

GIRLS Inspire's History Wall
https://www.dropbox.com/home?preview=PCF8+History+Wall.mp4

International Women's Day 2018
https://www.facebook.com/GIRLSinspire.org/
videos/590372454646917/ideos/522513664766130/

16 Days of Activism against Gender-Based Violence
https://www.facebook.com/GIRLSinspire.org/
videos/416178385791879/

Ms. Frances Ferreira's speech on CEFM - Bedari
https://www.dropbox.com/s/2zrbh2e37u6ouft/
Frances%20BEDARI%20Speech.mp4?dl=0

GIRLS Inspire used a layered approach and organised its work around three pillars: communities, learning institutions and girls.

Capacity Building Tanzania

Institutional Capacity

Community Event Mozambique

Community Engagement

Ikabana Designing – Pakistan

Skills Training

Catalysing Strategy

To demonstrate to the communities and parents that safe learning environments are available, we strengthened the capacity of learning institutions to effectively offer schooling and skills training near students' residences. Conscious efforts were made to form a strong network among the partners and other development agencies involved in gender-sensitive skills training.

Conscious that CEFM is a deep-rooted problem, it was imperative to mobilise communities at large and to demonstrate the benefits of education for girls. Safe learning environments were created, and community leaders were trained to assist with mobilising the communities by educating community members about the benefits of education for girls and the negative consequences of child marriage.

To ensure that girls were empowered and able to make their own decisions, the project educated them about their social rights, health and hygiene, and financial literacy to gain the necessary skills and confidence to find employment. The girls received training in life skills and locally relevant vocational-skills courses.

Arrangement for internships were made for girls, and employment awareness and placement camps were conducted. The partners were also contractually obliged to provide girls and women with information about employment opportunities and financial support, such as microfinancing.

Job fair and exhibition, SPARC, Pakistan.

The vision "Enabling conditions for sustainable livelihoods for women and girls that will break the cycle of child, early and forced marriage" may have been too ambitious. However, the outcomes we set out to achieve were achieved. The Theory of Change (ToC) was intended to be a point of critical reflection, and for this reason it became part of our interactive website, where we regularly updated it, indicating the changes we had achieved. Our interactive ToC provided an opportunity for partners to gain a deeper understanding of a theory of change, its importance and its purpose. The three strategies evolved into three outcomes.

GIRLS INSPIRE TARGETS ACHIEVED to date:

4 Countries and **258** Communities **reached**

30,694 women and girls **trained**

6,645 women and girls with sources of **income generation**

378,072 community members reached @ **1,176 community events**

244 safe learning environments established

ASSESSMENT OF CHANGES

Intermediate outcome 1100: Improved organisational capacity to design and deliver quality, gender-sensitive, skills-oriented learning programmes for women and girls.

Capacity Building in Partners

To achieve the project outcomes, COL had to ensure that its partners had the necessary understanding of those outcomes, the capacity to implement them and the motivation to stay on course. GIRLS Inspire used participatory methods and provided capacity-building opportunities for its partners to ensure they could execute their roles. All the trainings sessions were recorded and shared with partners afterwards. This allowed partners to cascade the training to their various teams and to reinforce their own training. After each training session, a short survey was sent out to assess the participants' learning as well as their expectations for new learning in future sessions.

This allowed the team to keep the training relevant and tailor their offerings to partners' specific training needs.

The snapshot below shows some of the recorded training sessions.
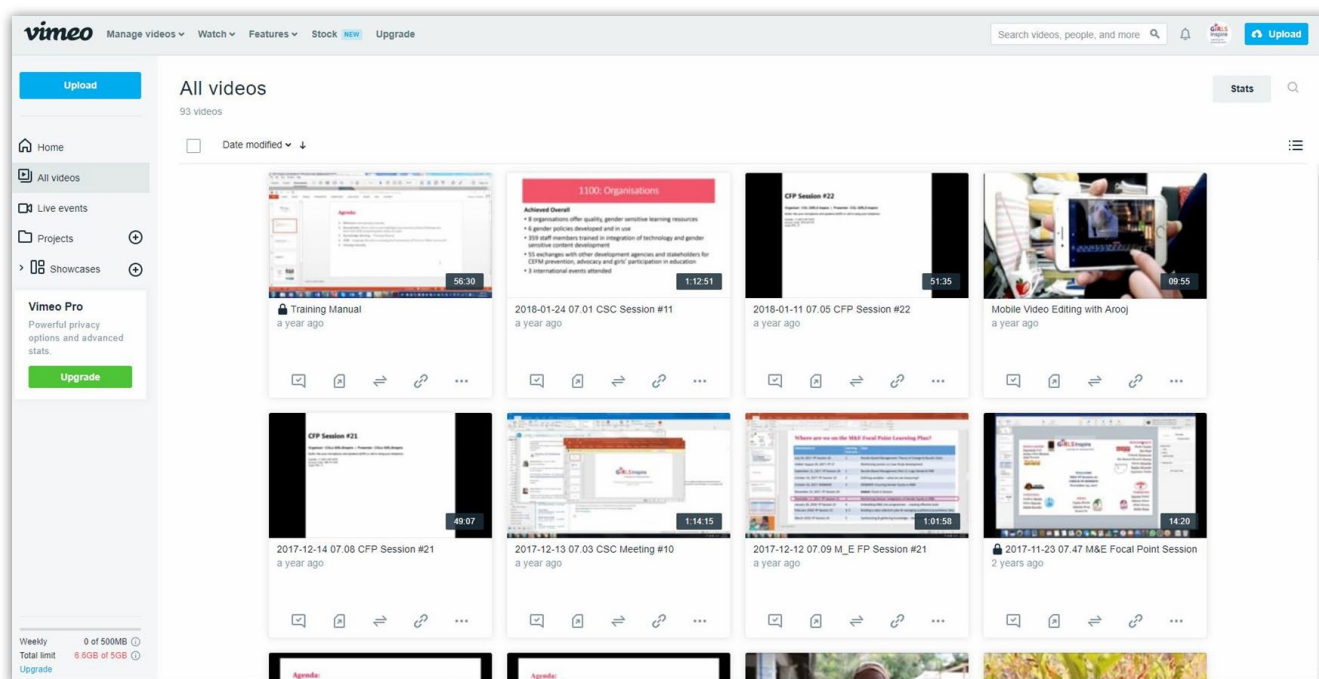
"Knowledge is indeed power. During this period, I learned new skills from the other partner organisations — usage of pictorials to communicate in a gender-sensitive manner; innovative ways of extending education to the 'unreachable' in order to leave no one behind... COL has consistently provided timely training that has responded to my own shortcomings. This has been presented in an enabling environment that promoted sharing and continuous reflection. The benefits have been enormous, and I am adopting this same approach to this project and other projects I am working on... COL's investment in its implementing partners has been an eye-opener for me that has enabled me to keep up to date and be well informed and trained in various skills that are critical in my work. I would like to request that COL keep the meetings and other sharing events that exposed me to discussions on CEFM, gender, and the Sustainable Development Goals. These have kept me up to date on issues while broadening my knowledge."

– Mzikazi Ntuli, Project Manager, ADPP, Mozambique

Capacity Building in Project Management

A training package tailored to the project's needs was developed to train staff on the various aspects of the project. Shared team learning using the digital platform allowed partners to overcome barriers of distance, time and scarce resources during project implementation and monitoring. With this resource, the COL team used various platforms — Skype, GoToMeeting, Basecamp and the online CoP — to roll out and sustain the training.

The project offered the partners' staff an opportunity to continuously observe best practices, take risks, identify mitigating strategies and continue to learn new skills. The most important training in the project management cycle was the focus on the project's ToC, PMF and Logic Model. It is vital for partners to understand their role in achieving the project outcomes. Other key areas of this cycle were the importance of leadership, gender equality and sustainable development. Table 3 shows the various activities undertaken over the project's lifetime.

Table 3. GIRLS Inspire project activities

Online CoP at girlsinspire.col.org	171 members 97 blog posts and 2 group blog posts 98 discussion posts 24,036 page views
Communications FP Sessions	31 sessions
M&E FP Sessions	30 sessions
Webinar Series	18 sessions
Online Platforms	40 platforms: Basecamp, blogs, Facebook, Flickr, GoToMeeting, Instagram, LinkedIn, online CoP, Skype, Twitter, Vimeo, WhatsApp, WordPress, YouTube
Critical Reflection Events	20 Country Steering Committee Meetings Topics: access to and control of income, barriers in talking about gender and women's empowerment, Basecamp communication, best practices, deliverables template, development of key messages for social change behaviour, communication linked to CEFM, end-of-project evaluation, financial statements, how to use and regularly show data collected in each district to community leaders, girls and parents as a motivating tool, lessons learned, partner materials for the project, project management, review of 2017 progress, risk and mitigation strategies, the eight Sustainable Development Goals, working with religious leaders

Capacity Building in Project Management, Bangladesh.

The results in the PMF also refer to the development of gender-sensitive teaching methods and materials. "The concept of gender sensitivity has been developed to reduce barriers to personal and economic development created by sexism. Gender sensitivity helps to generate respect for the individual regardless of sex. Education that is gender sensitive benefits members of both sexes. It helps them determine which assumptions in matters of gender are valid and which are stereotyped generalizations" (UNESCO 2004). Thus, when designing and preparing curricula, courses and materials for women and girls, it is important to consider gender issues such as: safety and security; social constraints imposed on women and girls, including child rearing; positive images of women and girls; and depictions of positive roles for women and girls.

> "By directly working with the disadvantaged women and girls, we've learned that the main barrier of their disadvantaged situation is the social context of our country and we need to focus to improve their social condition by engaging them with [wage-earning] activities and empower them physically and mentally."
>
> – Ayesha Akter Jamy, Former Project Manager, CMES, Bangladesh

Capacity Building in M&E

The M&E Plan used an approach that can be utilised by development practitioners who have limited experience with evaluation as well as by experienced evaluators. This participatory approach not only contributed towards ownership but also made the evaluation relevant, culturally sensitive and helpful for its intended users. Capacity building for partners' staff was therefore made an integral part of the activities under Intermediate Outcome 1100. Involving staff in M&E activities tremendously enhanced their capacity, especially in using their mobile devices to generate data by interviewing women and girls in remote areas and in the slums.

As the majority of staff had no previous experience with M&E, COL drafted a plan to train partners accordingly. Each contract stipulated that the partner organisation had to appoint an M&E FP. The COL team used Skype, GoToMeeting and Basecamp on a regular basis to build the FPs' capacity. All the training sessions were recorded, and it was the FPs' responsibility to cascade the training to their teams. These regular sessions and the cascade-training model provided frequent opportunities for the fear of technology integration to be addressed gradually and consistently.

Partners were consulted on a regular basis in the M&E process, specifically about the tools. This was an important capacity-building strategy, as partners had the opportunity to focus on the issues to be measured; each question on the tools was linked to a specific outcome or output indicator.

> "It was a very informative session and I have learnt how we can play an effective role to monitor and evaluate the project activities… Recording of our previous session[s] is a good technique and we can share it with our other colleagues for their understanding. It is a good long-distance learning and practice."
>
> – Sajeeda Nahid, M&E Manager, SPARC, and GIRLS Inspire M&E FP

During country visits conducted by COL staff, field training of M&E FPs and partner organisations took place on context-specific issues. Partners were consulted on a regular basis on the tools, their relevance and new issues that might emerge, drawing on the baseline studies that were underway. The training "curriculum" covered a wide area, including all aspects of results-based management. It was an important capacity-building strategy, as partners were supported to accurately capture women's and girls' perceptions that enabled them to develop and deploy the appropriate resources.

Relevance also implies that the tools should be user friendly and preferably in the local language so that data collectors can engage all women and girls as they collect data. The translation of the tools into local languages to remove any language barriers made the M&E relevant, culturally sensitive and useful to its intended users, as well as allowing for complete ownership among all partners. The diagram below shows the various activities that contributed to capacity building in M&E.

"Travelling in the world of Fluid survey was like experiencing a new era of managing, sharing and monitoring any program with all the team members even sitting in different places. It is a great idea which provided a road map for even greater achievement in monitoring and evaluation in the future. I'm looking forward to having more surprising experience with this initiative."

– Anika Anan Tasnim, CMES, Bangladesh
April 25, 2016

Capacity Building in Communication

The project has focused on sharing knowledge and capacity building with its partners to create communication strategies and content, ultimately aiming to tell important stories. A strong communication strategy and team communication are important skills in the non-profit sector, especially with growing collaborative partner projects. A key outcome of this project has been to understand partners' communication practices, available technology and project management strategies. GIRLS Inspire focused on developing the knowledge and capacity of partners through several platforms, including online and in-person reflection and skill-sharing events, as well as the creation of a CoP to facilitate peer-to-peer organic discussions. The project utilised the project-management tool Basecamp to facilitate effective communication between all project members. As well, partners learned and grew skilled in using several different technologies for virtual teamwork, such as Skype, GoToMeeting and Dropbox.

Public Meeting, Bolidaghati, Bangladesh

Community Engagement

ITM 1200: Communities increased awareness about the benefits of girls' education, and the use of ODL-based education and training, among parents and community leaders, and about the negative consequences of CEFM for development.

Communities are central in the formation and perpetuation of social norms, so for those norms to change, communities must be on board and involved. To broach the issues of girls' marriage and education and initiate change in those areas, it was important for GIRLS Inspire to actively engage communities in project activities. GIRLS Inspire adopted a holistic community-engagement strategy that rested on four pillars: inform, consult, collaborate and empower. The information campaigns reached over 378,072 community members through street theatre, evening boats shows, community radio, awareness-raising meetings, design thinking and digital storytelling. This number excludes our reach on social media.

Changing community perspectives was approached from a point of ownership. For communities to own our activities in a way that would bring about positive social change, it was important to have extensive

consultations with community leaders at various levels. Strategies of collaboration and empowerment worked well to cultivate ownership. In each of the countries, depending on the context, the partners engaged the communities in varies groups; the most common across the four countries were gender committees and local support groups.

"[We have done] advocacy that has created awareness among different stakeholders. Our observation so far indicates that both girls and women as well as the parents and other community members are becoming positive to allow the girls and women to join the project."

- Leonia Kassamia, Project Manager, IAE, Tanzania

The diagram below illustrates the various activities that were undertaken to engage the whole community.

INFORM

- Social media
- Television
- Video
- Evening boat shows
- Community radio
- Digital storytelling
- Theatre performances
- Cultural dance groups

CONSULT

- Baseline–endline survey
- Local government officials
- Agreements with community leaders
- Meetings with local elites and parents
- Stakeholder consultation and sensitisation meetings

Community Engagement Strategy

COLLABORATE

- Local support groups
- Job counselling committees
- Employers' committees
- Adolescent travelling troops
- District advocates
- Gender committees
- Community Champions for Change
- Volunteer lawyers as legal advocates
- Referral systems with other CSOs
- MOUs with ministries of health, labour, etc.

EMPOWER

- Employment camps
- Product exhibitions from vocational trade
- Sessions with health workers
- Self-growth sessions for girls' mothers
- Social action meetings with parents to prevent child marriage
- Digital storytelling
- Design thinking

"These [community mobilisation] activities have made a significant impact on the support for girls' education and the perception of CEFM. The attendance rate of the girls in the classes and sessions has increased. There is no dropout from the initially enrolled girls and young women in the programme. The community, including parents, is now more willing to let their daughters [run] businesses and engage in wage employment, even in remote industries and enterprises."

– Afzal Hossain, Project Manager, CMES, Bangladesh

"A few ward members (such as Sojeeda Begum from Suruj or Sister Salim Baroi from Damkura) said that the initiative has created a collective force against CEFM, which in the past was dependent on a few leaders' efforts. According to Sojeeda, rallies by young girls and street theatre performances were very provocative and generated a lot of excitement amongst young women, who in turn became self-initiated agents of change. Sister Baroi said that there is a remarkable change in the acceptance of people like her — those who have been promoting social justice for girls. Families have started responding very positively as they now see the resulting economic transformations.

One of the rights reporters in SSS, Hashi Khatun, says the initiative has proven to be a great confidence builder for young girls to refuse marriage or openly confront their parents about CEFM. This has been possible because the initiative created certain role models in the community and set benchmarks for what girls could do.

– Kuntal De, based on interviews with community members in Bangladesh, April 2019

Skills and Training

ITM 1300: Girls increase their knowledge about their health and social rights and the negative consequences of CEFM, gain skills that are locally relevant and validated by the labour market, and have aspirations for employment.

Good planning, hard work and commitment from partners allowed us to achieve this outcome. Over the past three years, partners made every effort to achieve their individual goals. The most important areas on which partners focused are described in the rest of this section.

Safe Learning Environments

Insufficient safety for women and girls along with distance from schools and training centres are two reasons that many are not receiving education.

Partners therefore had to ensure that the learning spaces were close to the women's and girls' homes and were safe. Over the three-year period, more than 244 safe learning spaces were established. Examples included community centres, school and preschool premises, spaces in partner houses, temples, and boats (in Bangladesh).

Developing Gender-Sensitive Learning Resources

This project was about gender equality, ending child marriages, and providing women and girls with skills that would lead to employment. Most of the partners had learning resources, but these were not always gender sensitive or focused on the specific needs of the target audience. Partners used technology-integrated learning and developed resources tailored to the need

of the women and girls in their specific contexts. COL's support for partners included supplying APTUS devices, which were used to provide access to learning resources that could only be found online.

Training Women and Girls in Life Skills and Vocational Skills

Training was provided in context-specific skills. At the beginning, the provision of specific skills was informed by (i) what prospective employers were available and (ii) baseline studies of the women and girls in each community.

Linking Women and Girls with Employment and Microfinancing

For women and girls to be empowered and have agency, the training alone was not enough — partners had to ensure they provided information on employment opportunities, linked women and girls to prospective employers, and supported them in opening bank accounts, beginning to save, and securing loans to start their own businesses.

From the data collected, it is evident that the project made a huge difference in the lives of women and girls. For example, the analysed endline data on girls' and women's perception of whether the project activities affected their ability to participate in family decision making showed that 52 per cent of the surveyed girls said the project had had a "significant impact" on their ability, and 43.3 per cent said it had had "some

All Countries Endline: How did the training impact your ability to participate in family decision making?

Significant impact	52%
Some impact	43.30%
No impact	4.40%
Negative impact	0.40%
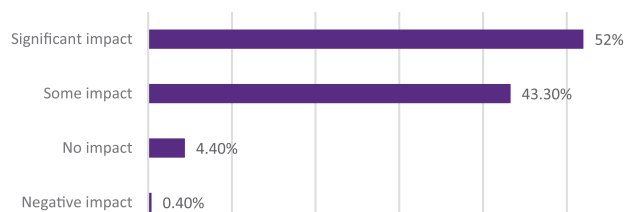
SAFE LEARNING AND WORKING SPACES

On my visit to Multan, Pakistan in March 2018, I met various groups of women and girls who participated in the CEFM project. Some of them were still in training, while others had completed their training. The girls currently in the beautification class proudly showed me their portfolios, which they'd prepared as part of their training. They also invited me to sit down and treated me to Mehndi art on my hands.

The group in the tailoring class were less talkative; I was told they were new.

I also met with eight girls using SPARC's facility for embroidery. SPARC opened one of its rooms for this group after they completed their training. They were busy doing embroidery on a wedding gown and bridal headpiece. They receive orders and share the income equally.

– Frances Ferreira, Senior Adviser: Women and Girls, COL

Fashion garnments training, CMES, Bangladesh

"In Kanaichar, Bangladesh, the husband of Ruma Khatun proudly says that he sold his cow to buy her a sewing machine, as he realised that from her home-based tailoring business, she would make money to purchase more cattle. In about six months, Ruma had earned enough, and they were preparing to buy a cow the very week of our visit."

– Kuntal De, Project Evaluator

impact." Community members' responses reinforced this sentiment; since the beginning of the project, there was a 31.6 per cent increase in those who described the role of women in community decision making as "good" and a 29.5 per cent increase in those who described the role of women in family decision making as "good."

How would you describe the role of women in decision-making and leadership within the **family**?

	Very Good	Good	Poor	Very Poor
Baseline	10%	30.40%	36.20%	23.40%
Endline	32%	59.90%	8.10%	0%

■ Baseline ■ Endline

How would you describe the role of women in decision-making and leadership within the **community**?

	Very Good	Good	Poor	Very Poor
Baseline	7.60%	28.40%	30.70%	33.20%
Endline	27.70%	60%	1.80%	10.50%

■ Baseline ■ Endline

Job fair, SPARC, Pakistan.

Rukhsana Imran Farooq

"Due to financial constraints, Rukhsana Imran Farooq was prevented from continuing her education after graduating from the 10th grade and was married off. She heard about SPARC's vocational centre in Jatoi and how it was providing free skills training from female social mobilisers in her locality. In a bid to help her family break out of the poverty cycle, she enrolled in an eight-week beautician course from June to August of 2016.

In addition to the course, she also took the opportunity to attend daily lectures in life skills and basic education, which gave her the inspiration, motivation and confidence to help lift herself and her family out of poverty. After completing her course, she expressed a desire to pursue a career to meet her family's expenses. Later, she was given the opportunity to participate in the municipal committee general elections. Under the tutelage and mentorship of the SPARC vocational centre's Project Coordinator, Mr Naeem Ahmad, she stood in the elections and was elected to be a General Lady Councillor, Municipal Committee Jatoi, for the Muslim League Nawaz Group; she is the first woman to become a councillor in the Jatoi tehsil. Utilising this opportunity would have remained a distant dream for Rukhsana had she not been given the confidence, encouragement and empowerment that SPARC's trainings imparted."

– SPARC, Pakistan

COUNTRY HIGHLIGHTS

This Country Highlights section provides narrative-based evidence for the project's outcomes in the four countries — Bangladesh, Mozambique, Pakistan and Tanzania — over the last three years. The complementary bullet-point summaries for each country emphasise outcome and output highlights aligned with the project's three Intermediate Outcomes (ITMs) achieved to date.

Bangladesh

- ✓ **130 staff members trained** (Outputs 1121, 1122, IM 1120)

- ✓ **2 gender policies in use** (Output 1111)

- ✓ **7 exchanges with external agencies** (Output 1123)

- ✓ **13 social media platforms in use** (Output 1123)

- ✓ **26 life-skills and vocational-skills courses developed** (ITM 1100, Outputs 1311, 1322)

- ✓ **90 active units providing safe learning environments for girls agreed with communities in addition to 314 MOUs signed with prospective employers** (Outputs 1212, 1213)

- ✓ **16,636 women and girls completed life-skills and vocational-skills training** (IM 1310, 1320)

- ✓ **3,796 internships established** (Output 1323)

- ✓ **603 community events, including 72 workshops and 72 theatre performances, have reached 201,016 community members** (Output 1211)

- ✓ **70 community support groups established, including 25 local support groups, 25 job counselling committees, 25 employers' committees** (ITM 1200)

- ✓ **1,927 girls reintegrated into formal schooling** (ITM 1100)

- ✓ **41 employment camps (job fairs) and 8 info-sharing events were held, exposing 2,678 women and girls to market and employment information** (Outputs 1331, 1332)

- ✓ **5,688 applied for employment, 5,505 were successful** (Output 1332, ITM 1300)

- ✓ **1,846 girls opened bank accounts, 2,902 girls obtained microloans**

In Bangladesh, we worked with two partners, CMES and SSS. CMES focused on geographic areas with the highest rates of poverty and CEFM, while SSS focused on project sites located in the low-lying, flood-prone areas submerged during the monsoon season. These are some of the less developed regions in Bangladesh, where the majority of the population depends on agriculture for their livelihoods. Other reasons for selecting these areas were the general lack of education, specific environmental and social disadvantages, the local community's enthusiasm, and damage from river erosion, flash flooding and other natural disasters.

In Bangladesh, our partners reached a total of 90 communities, listed below.

CMES

Borguna Amtoli
Borguna Pathorghata
Chapainowabgonj Alinagar
Chapainowabgonj Elaipur
Chapainowabgonj Gobratola
Chapainowabgonj Noyadiyari
Chittagong Satbaria
Dinajpur Ranirbandar
Gazipur Kayetpara
Jalokathi Amua
Jamalpur Bakhshigonj
Kurigram Fulbari
Kurigram Ulipur
Lalmonirhat Malgara
Mymensingh Haluaghat
Nilfamari Joldhaka
Potuakhali Khasherhat
Rajshahi Damkura
Rajshahi Vatpara
Rangpur Deuty
Sherpur Nalitabari
Shylet Jaintapur
Sirajgonj Kuripara
Tangail Sakhipur
Tangail Suruj

SSS

Natore – Anadangar
Natore – Baliabari
Natore – Berabari
Natore – Bil Pakuria
Natore – Chalklarua
Natore – Chhota Kholabaria
Natore – Dahia
Natore – Debattar
Natore – Gutia

Natore – Harina
Natore – Hat Kadamtoli
Natore – Holaigari
Natore – Jagatpur
Natore – Kalinagar
Natore – Kauatikri
Natore – Kazi Pura
Natore – Krishnanagar
Natore – Krishnapur
Natore – Mahesh Chandrapur
Natore – Nazapur

Natore – Nurpur
Natore – Pangasia
Natore – Patkandi
Natore – Shibpur
Natore – Sonaghati
Pabna – Agjanihar
Pabna – Bara Narayandia
Pabna – Bara Pathailhat
Pabna – Bhangura Char Para
Pabna – Bhangura Sarker Para

Pabna – Biswanathpur
Pabna – Bothar Paschim Para
Pabna – Brahrampur
Pabna – Bri-Lahiribari
Pabna – Chakchakia
Pabna – Char Chhaikola
Pabna – Char Nabin
Pabna – Chhaikola Dakshin Para
Pabna – Chhaikola Nadi Para
Pabna – Chhaikola Purba Para
Pabna – Chhaikola Sarkar Para
Pabna – Chhota Pathailhat
Pabna – Chhota Narayandia
Pabna – Demra Char Para
Pabna – Dighalgaon
Pabna – Gadai Rupsi
Pabna – Jhabjhabia
Pabna – Jhinaigari Kalkati
Pabna – Kanai Char
Pabna – Karatkandi
Pabna – Magira
Pabna – Milon Char
Pabna – Mirzapur Cpara
Pabna – Nagdemra
Pabna – Naldanga
Pabna – Namkan
Pabna – Nurnagar
Pabna – Panch Jantihar
Pabna – Paramanadapur
Pabna – Patul
Pabna – Rupsi
Pabna – Satbaria
Pabna – Shingari

Malgara, Lalmonirhat
Joldhaka, Nilfamari
Ulipur, Kurigram
Ranirbandar, Dinajpur
Deuty, Rangpur
Fulbari, Kurigram
Bakhshigonj, Jamalpur
Noyadiyari, Chapainowabgonj
Damkura, Rajshahi
Haluaghat, Mymensingh
Jaintapur, Shylet
Gobratola, Chapainowabgonj
Alinagar, Chapainowabgonj
Kuripara, Sirajgonj
Elaipur, Chapainowabgonj
Damkura, Rajshahi
Vatpara, Rajshahi
Sakhipur, Tangail
Suruj, Tangail
Kayetpara, Gazipur
Dhaka
Amua, Jalokathi
Khasherhat, Potuakhali
Satbaria, Chittagong
Pathorghata, Borguna
Amtoli, Borguna

Increased access to safe, quality, gender-sensitive ODL opportunities for women and girls in rural areas

The collected and analysed baseline data indicated that at the beginning of the project, only 23.1 per cent of community members knew of at least one institution within their community that offered ODL to girls and women. This statistic illustrated a significant gap in opportunity for inclusive education within the surveyed communities, which CMES and SSS had been attempting to bridge.

Over the past three years, CMES advocated against CEFM on the ground as well as online through their various social media platforms. Five new Twitter accounts and five new Facebook pages were created for CMES's active units. These were used to increase their reach and thereby raise awareness in favour of girls' education and against CEFM by sharing inspiring stories of women and girls.

In total, 130 staff members, including unit organisers and field implementers, were trained on topics such as technology integration, gender-equality awareness, CEFM, M&E, communications, and content development. This training kicked off the development of 26 course modules.

CMES, Bangladesh_skills training on fashion garnments

Increased equitable participation in quality ODL by disadvantaged women and girls in rural areas, and reduced incidence of CEFM

Without community support, there is no women's and girls' empowerment. Recognising this, we helped develop and implement an intensive community awareness-raising strategy with all active units of CMES and SSS.

CMES made great efforts to engage a multitude of community stakeholders in their advocacy — such as local government officials, local elites, community leaders and parents— on various topics, including human rights, reproductive health, and the impacts of child marriage. They used 461 community events, such as awareness-raising meetings, community seminars and workshops, Charol Dol (an adolescents' travelling troupe), marches and theatre performances.

In the last three years, CMES's community awareness-raising events reached 187,019 community members.

CMES reported a significant and positive change in the community's perception of child marriages and support for girls' education. Of particular help were community awareness-raising events, such as local support group meetings, guardian meetings, seminars and workshops; community members were able to raise their concerns, voice opinions and pose questions. Initially, men and boys were reluctant to see the benefits of skills training for girls but with more community sessions, more men and boys were able to acknowledge the value of education for women and girls. The overall feedback from members of the community, including parents, has been positive.

In a similar fashion SSS, adopted a comprehensive and holistic strategy that included almost every actor in the community, to increase the project's impact on sustainable empowerment for women and girls and the prevention of CEFM.

SSS organised evening shows on their training boats, inviting parents, leaders and other community members and using new forms of media to help them learn more about women's rights, the negative consequences of CEFM, education for women and girls, gender equality, women's mobility and decision making, education, and human rights. At the end of each show, a male local opinion leader was invited to speak about the benefits of female empowerment

for families and the community. There was increased understanding about education for girls and CEFM, and recognition that these are not "just" women's issues but issues that concern and have consequences for families and entire communities. Further, 142 stakeholder meetings with union council members, community leaders and potential employers were arranged. In total, 13,997 community members were reached in 65 villages.

The graphs below illustrate that nearly twice the percentage of community members in Bangladesh perceived employment opportunities for women and girls in their community as "very good" at the end of the project (24 per cent) compared to before the project (12.8 per cent).
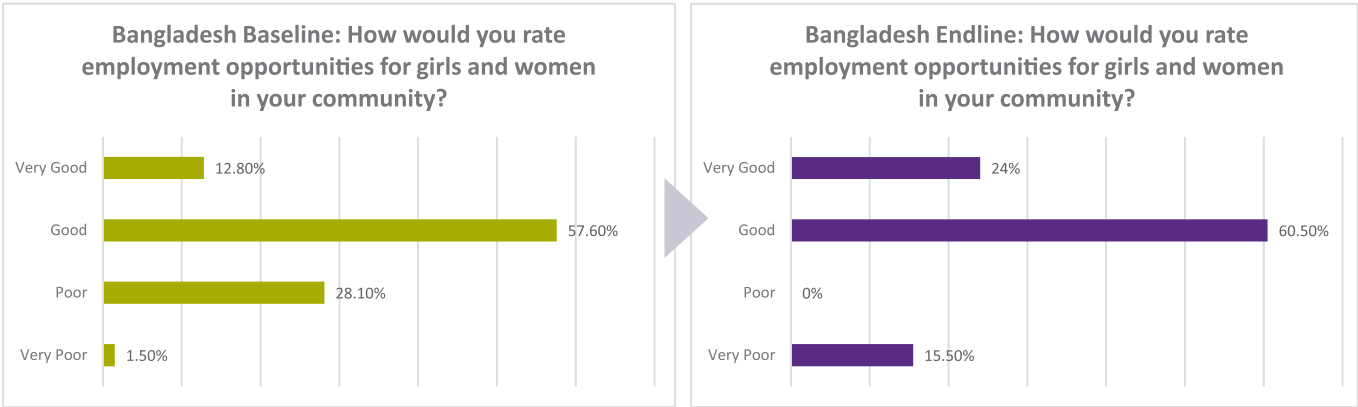
Bangladesh Baseline: How would you rate employment opportunities for girls and women in your community?

Rating	Percentage
Very Good	12.80%
Good	57.60%
Poor	28.10%
Very Poor	1.50%

Bangladesh Endline: How would you rate employment opportunities for girls and women in your community?

Rating	Percentage
Very Good	24%
Good	60.50%
Poor	0%
Very Poor	15.50%

ITM 1300:

Enhanced economic leadership and family decision making, including family planning, for disadvantaged women and girls in rural areas.

An increase in community support allows for greater participation in economic activities, including further education and employment for women and girls.

An analysis of girls' and women's baseline data at the beginning of the training showed that 30 per cent of the women and girls in Bangladesh aspired to be self-employed and start their own business. However, in the same baseline study, 91 per cent of these girls and women did not have a banking or savings account, which are indicators of economic participation and leadership.

Over the course of the last three years, 3,000 women

and girls completed skills training with CMES. Women and girls were trained in life skills that raised their knowledge about overall health and hygiene, reproductive health, and entrepreneurship. In addition to these more general issues, girls were further trained in locally relevant vocational skills, such as computer operation, fashion garment making or vermicomposting.

SSS used solar-powered training and library boats to bring education to marginalised women and girls. These boats were equipped with Internet-linked laptops, multimedia projectors and educational materials. They travelled along rivers and docked at

villages, where on-board training took place during the daytime. Over the last three years, SSS's training boats reached 13,636 women and girls.

SSS not only trained women and girls in various life skills but also trained boys and men in gender-equality issues, intending to create more protected and supportive social environments for women and girls.

Boat training, SSS, Bangladesh.

Linking Women and Girls to Economic Opportunities

To link girls to the labour market, CMES has formed partnerships with local enterprises and employers. As a result, 296 MoUs were signed, paving the way for girls' employment upon training completion.

Furthermore, 25 employers' committees and 25 job counselling committees were set up in each of the active units, and 35 job fairs were organised where women and girls could learn more about and directly apply for employment. Various national and local businesses were present at these job fairs. To increase the employability of their graduates, CMES assessed market demands to align their skills training accordingly. To provide women and girls with employment opportunities, CMES conducted employer mapping and made efforts to connect every graduate with internships or full-time employment. Over the last three years, 2,450 women and girls have taken advantage of income-generating activities, 1,330 have become self-employed and 1,120 have entered salaried employment. CMES further assisted the women and girls when they applied for microloans, and supported those who wanted to start their own businesses. To date, 526 women and girls have received microloans.

SSS worked with local communities to identify potential income-generating opportunities and related training needs before designing corresponding training programmes to suit the needs of local women and girls in flood-prone areas. In each unit, job counselling teams were formed, and several job fairs, employment camps, and information-sharing events were organised to expose women and girls to employment information and opportunities. SSS further collaborated with financial institutions and upazila offices of the

Department of Women's Affairs to help women obtain microloans to establish small businesses. Through this network, heads of the young women's association and members of Rights Reporters in Flood-Prone Areas were introduced to local governments, financial institutions and other organisations. In the three years of this project, 2,376 women and girls trained by SSS obtained microloans, 3,055 women and girls took advantage of income-generating activities: 2,825 became self-employed, and 230 entered wage employment.

CMES reported that the skills training and employment opportunities helped the women and girls to develop more confidence and create self-belief in their learning and earning capacity. The girls' families also increasingly viewed their girls and women as assets who could help the family with earning and decision making rather than as financial burdens who should be married off. Girls' and women's position within their families has thereby been strengthened.

SSS likewise reported a noticeable increase in the confidence of the women and girls who took part in the training. They generally became more vocal as they gained increased communication skills, and some even became instructors. The skills they obtained in the training led to higher incomes, better living conditions, and greater well-being within their households and families. These developments reportedly played a big role in delaying some of the girls' marriages. They also did not have to migrate to the cities in search of employment during the monsoon season, and their families were able to avoid forced labour and other forms of exploitation.

Mozambique

- ✓ **138 staff members have been trained in project collaboration for women's and girls' issues, content development, technology integration and data collection** (IM 1120, Outputs 1121, 1122)

- ✓ **28 life-skills and vocational-skills courses have been developed** (ITM 1100, Outputs 1311, 1322)

- ✓ **47 exchanges with external agencies** (Output 1123)

- ✓ **125 events in addition to 10 radio/ video spots that have reached at least 118,306 community members in 16 communities of 4 regions** (Output 1211)

- ✓ **48 support groups created — 30 cultural groups and TRIOs for girls' peer support at ADPP — and 18 support groups and 3 District Technician Advocates at Progresso** (ITM 1200)

- ✓ **16 safe learning environments established and agreed with communities, in addition to 258 agreements signed with parents and spouses to allow girls to attend school** (Outputs 1212, 1213)

- ✓ **4,712 women and girls completed skills training** (IM 1310, 1320) **and 1,710 girls reintegrated into formal schooling** (ITM 1100)

- ✓ **203 women and girls applied for employment, 172 were successful** (Output 1332, ITM 1300)

- ✓ **143 women and girls opened bank accounts**

- ✓ **55 internships established** (Output 1323)

In Mozambique, two partner organisations are working to fight CEFM in different regions of the country. ADPP is active in communities around Nacala Porto in Nampula Province. Nacala Porto has one of the highest rates of HIV and AIDS in Mozambique, along with one of the highest numbers of child marriages in the country. According to the World Bank's Development Report (World Bank, 2011), gender inequality, indicated by low participation of women in economic activities and high levels of female illiteracy, is highest in this area of Mozambique. Associação Progresso is active in communities within Niassa, the province with the lowest population but highest absolute number of child marriages, where 24 per cent of girls are married by age 15 (UNICEF, 2015).

A total of 16 communities have been reached in Mozambique, listed below.

Niassa Communities
Chimbunila-sede (Bairro Undi)
Lione
Machomane
Cuamba Sede (Bairro Adine)
Muheia
Mukhwapa
Comunidade-sede (Chanica)
Muita
Lissiete Chigula

Nacala Porto Communities
Muzuane Baixa
Muzuane Alta
Qissimajulo
Mocone
Matapue
Triangulo
Naherenque

Increased access to safe, quality, gender-sensitive ODL opportunities for women and girls in rural areas

During the last three years, Progresso and ADPP established internal systems, built staff capacity, and engaged with local governments and communities to ensure successful project implementation and sustainable project impact. Both partners trained their staff in M&E for gender-equity integration and in qualitative and quantitative data collection. They also trained trainers in gender-sensitive pedagogy, conducted exchanges with the National Institute of Employment and Vocational Training, the ORERA and Hankoni associations, the Promotion of Justice and Legal Assistance organisation, and the police to foster partnerships.

ADPP strengthened their staff capacity by training a total of 41 staff members, which included community officers, M&E officers, data collectors and course material developers. A partnership with the Instituto Nacional de Emprego e Formação Profissional, the government authority accredited to provide vocational-skills training, was established to enable the delivery of courses in electricity; hotel work and tourism; cooking; and welding. ADPP attended several networking events, including a National Gender Conference hosted by the Ministry of Gender, Children and Social Action, and a National Education Gender Strategy Reflection meeting co-hosted by UNICEF and the Ministry of Education. In total, 249 MoUs and agreements were signed, including: an MoU with the Ministry of Labour to allow (i) the use of their mobile training facilities and (ii) linkages with internship and work placements; and an MoU with the Ministry of Health to develop life-skills courses on sexual and reproductive health and HIV/AIDS.

Over the last three years, Progresso trained a total of 97 staff on a variety of topics, such as gender mainstreaming. Additionally, 9 gender communities, 9 school councils and 9 community learning centres in each of the active communities were established. To increase community and government support of GIRLS Inspire, Progresso coordinated the project with the Ministry of Education and the Direcções Provinciais da Educação e Desenvolvimento Humano.

ADPP reported noticeable positive improvements in the team's ability to implement the training, monitor activities, and interact with the women, girls and community members. Their confidence about explaining issues of gender-based violence increased. The meetings, training activities and workshops increased their understanding of national gender policies. Improvements were also visible in their growing confidence when sensitising communities about gender-based violence; they approached the task of changing attitudes by addressing the root causes of key gender norms that perpetuate the practice of sexual gender-based violence, such as rites of passage.

Increased equitable participation in quality ODL by disadvantaged women and girls in rural areas, and reduced incidence of CEFM

Acknowledging that community support is key to ending CEFM, Progresso and ADPP over the last three years put tremendous effort into organising 135 community awareness-raising events and engaging a multitude of stakeholders. These included local and national government officials and administrators, civil society organisations, legal professionals, community leaders, teachers, school principals, parents, men, boys, women and girls, through community radio, national TV spots, debates, role playing, presentations, community meetings, community performances by cultural groups, and events to commemorate international observance days. Through all these events, approximately 118,306 community members were reached over the last three years.

Community awareness-raising events organised by ADPP and Progresso were versatile and included events such as community meetings, theatre performances, and community debates. During these events,

both partners disseminated information to women and girl as well as men and boys on how early marriages negatively impact entire families and communities, not simply individual girls. To reach many community members, the project created brochures with simplified information on the short-, medium- and long-term benefits of women's and girls' education for families and communities. The brochures included pictures and first-hand narratives from women and girls who experienced early marriages, illustrating the negative consequences of child marriage.

In addition to brochures, the project utilised the Aptus device to give girls the opportunity to watch and listen to women and girls from other countries talk about the negative consequences of early marriages and how it affected their lives. Girls who benefited from watching and listening to CEFM stories from other countries then led sessions in schools and communities to talk about the negative consequences of CEFM.

During community discussions, various laws and strategies relevant to CEFM — such as family law, domestic violence law, and CEFM prevention strategies — were addressed and discussed, educating community members on the legal, social and economic aspects of CEFM, which gave them the necessary information to regard CEFM more critically. ADPP and Progresso both engaged traditional leaders in their communities, including from law enforcement and the judiciary, as key allies in implementing the project and enforcing the laws. There is no one size that fits all, so it is important to engage with community members to find locally appropriate strategies for ending CEFM.

When advocating to end child marriages, it is paramount to involve girls' parents and women's partners, as CEFM is often a consequence of the constraints and stresses experienced by families because of poverty or societal pressures. Raising awareness among male family and community members is equally important. Partners reached out to fathers and religious leaders through sensitisation events, theatre performances, awareness-raising

International Women's Day Celebration, Progresso, Mozambique.

campaigns and even one-on-one meetings to increase their understanding of CEFM and gain their support for the project. Because negative attitudes towards women and girls are formed early in life, ADPP and Progresso made reaching out to young boys in school a priority to foster more equitable gender attitudes and norms among boys; they can then be allies and change agents rather than adversaries in the fight to end child marriages in their communities.

Both partners encountered initial resistance to the project among parents and communities, as the benefits were not clear to them. However, over the course of the last three years, they reported noticeable changes in these attitudes. ADPP reported that when the project started, most male community members and fathers were opposed to sending girls and women to attend skills training, but with the help of sensitisation events, awareness was raised, and several community members and fathers became active participants in mobilising women and girls to attend training courses or reintegrate back into school. Some community leaders even took active part in identifying girls at risk of CEFM and reporting them to community facilitators; these facilitators' feedback suggests that ADPP was able to make significant advances over the last three years in building a strong community foundation to end child marriages in Mozambique. Progresso reported a noticeable positive shift in attitudes among husbands and parents, who appeared to be significantly less reluctant to send their daughters and wives to skills training.

Enhanced economic leadership and family decision making, including family planning, for disadvantaged women and girls in rural areas of selected countries

Over the last three years, ADPP established several partnerships, including with the Ministry of Health, to provide women and girls with access to skills workshops on family planning, reproductive health, and HIV/AIDS prevention. During these sessions, the attending girls listened to personal stories told by young mothers who had experienced pregnancy complications due to their age; these had a strong impact on the girls' views about early pregnancies. Other workshops were facilitated on adolescence and puberty, sexuality, sexual orientation, sexual health, reproductive rights, as well as culture and socio-cultural values and their influence on adolescent and youth sexuality, initiation rites and their role in adolescent education. The foci of these workshops were: preventing CEFM; pregnancy prevention measures; contraceptive methods and the integration of family planning in youth-friendly services; and vulnerabilities during adolescence, pregnancy and childbirth. To provide the girls with information and

access to health services, ADPP organised several visits to health facilities in Mathapue, Muzuane Alta and Muzuane Baixa; in these safe environments, the girls and women had the opportunity to ask questions about health services. Health service personnel provided the girls with additional information on disease screening (especially malaria and sexually transmitted infections), vaccinations, iron and folic acid supplements for girls, contraceptive provision, and HIV/AIDS testing and counselling; they also reiterated the importance of education to prevent child marriages and teenage pregnancies.

The graphs below illustrate the results of an analysis of baseline and endline responses to a question asking girls and women to rate their access to health clinics, health resources, and educational material on health which show a substantial increase a substantial increase in the percentage of girls rating their access as "very good," from 5 per cent to 29.3 per cent; conversely,

Mozambique Baseline: How would you rate your access to health resources (clinics, educational materials, etc.)?

Very good	5%
Good	68.10%
Poor	26.90%
Very Poor	0.20%

Mozambique Endline: How would you rate your access to health resources (clinics, educational materials, etc.)?

Very good	29.30%
Good	46%
Poor	14.40%
Very Poor	10.30%

ADPP, Mozambique. Workshop on Sexual and Reproductive Health and HIV and AIDS.

there was a noticeable decrease in the percentage of girls rating their access to health resources as "poor," from 26.9 to 14.4 per cent.

Other partnerships with the Institute of Labour and the National Institute for Employment and Vocational Training provided opportunities for girls to receive training in hospitality/tourism and electricity through mobile classes. In addition to delivering skills training, ADPP reported reintegrating 243 girls into formal schooling.

Progresso did their best to be very accommodating for the girls and women of the project. They were able to bring their small babies to class, and sessions were held at times most suitable to them. The community centres were all within walking distance for most participants; for those who lived further away, community facilitators paid regular house visits,

supporting the girls in their training participation and driving them to the community centres on their motorbikes. Other great supports were TRIOs, units made up of three girls who supported each other, especially when one of them was at risk of dropping out of the project. Training group sizes were kept small so teachers could identify each trainee's learning needs, provide them with quality education, and give each individual learner enough attention.

According to endline responses from the project's women and girls surveyed in Mozambique, 80.4 per cent said the project had had a "significant impact" on their ability to participate in family decision making, as illustrated in the graph below.

Overall, Progresso enrolled a total of 2,363 women and girls in their skills training programmes, and 1,467 girls were reintegrated into formal schooling.

Mozambique Endline: How did the training impact your ability to participate in family decision making?

Significant impact	80.40%
Some impact	8.80%
No impact	10.10%
Negative impact	0.70%

Women and girls from ADPP gathered to meet with COL and ADPP leadership.
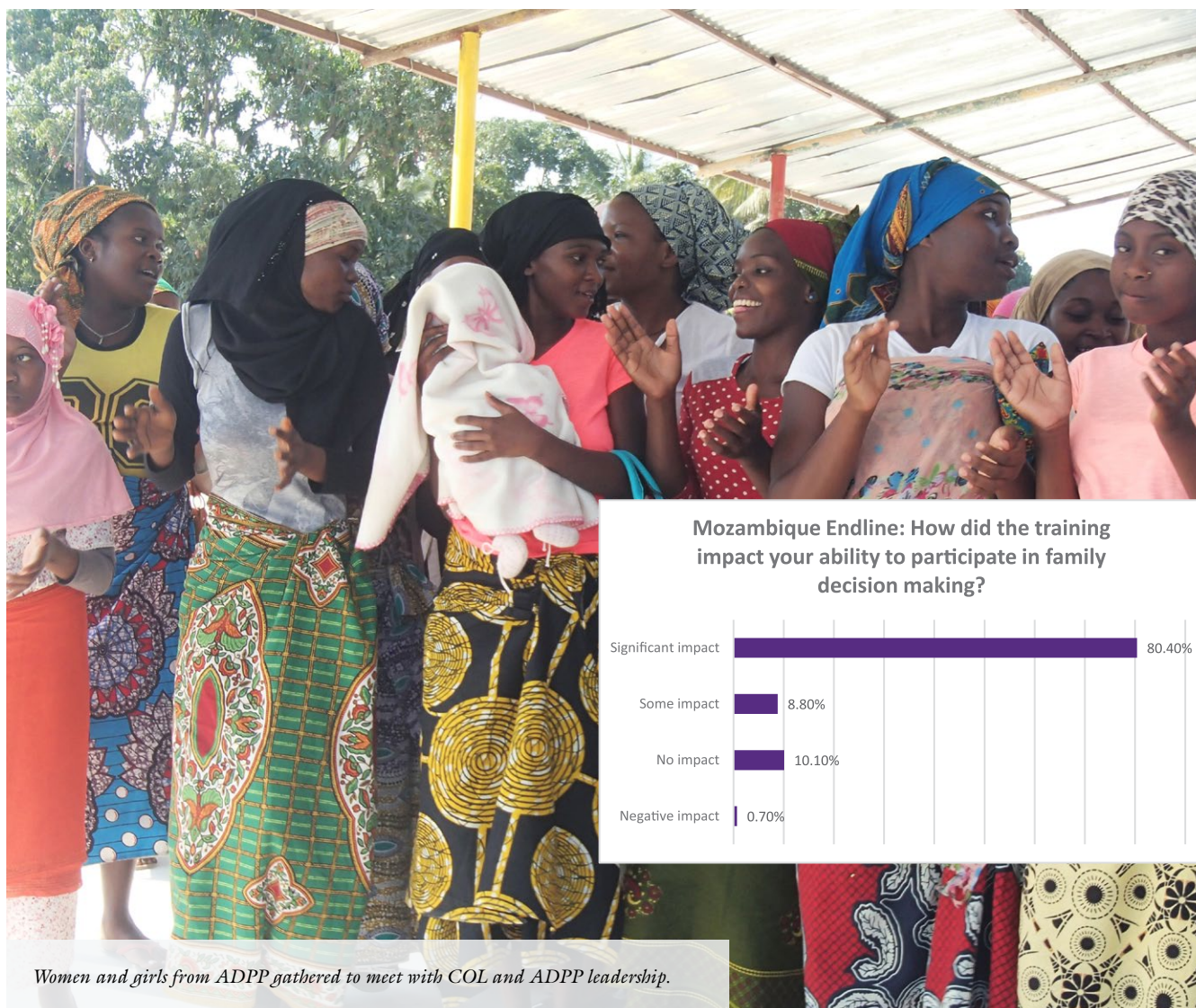
Women and girls at ADPP centre demonstrate their newly acquired skills (to COL representative) in cooking nutritious meals.

Linking Women and Girls to Economic Opportunities and Employment

As part of Progresso's efforts to link women and girls to economic opportunities, the organisation arranged meetings with potential employers, such as the Niassa Cotton Society and Mozambique Leaf Tobacco. These meetings provided Progresso with opportunities to learn more about existing opportunities for employment and schedules of recruitment, and to directly link girls and women to job and internship opportunities. To further increase economic opportunities, Progresso provided assistance to savings groups and guidance on self-employment through the development of small businesses. To assist participants with opening bank accounts, Progresso further made arrangements with a local bank; as a result, over the last three years, 53 women and girls have opened their own bank accounts.

An analysis of baseline and endline data revealed that 21 per cent more girls indicated having a savings or banking account in their name at the project's end than at its outset, as illustrated in the graphs below.

ADPP started linking women and girls to economic opportunities at the initial step of each girl's or woman's journey in the project, when they were selecting courses that sparked their interest. During training, they were given support in those specific fields, and as part of their practical training, they were placed with a company in their field of choice. At the beginning of the project, ADPP also reached out to potential employers, educated them on the project's objectives, and encouraged them to collaborate with the project. ADPP educated the girls and women about work ethics, thereby increasing their suitability for future employment or internships. Most of the girls have gone on to employment or have had opportunities to intern in hotels and restaurants. ADPP has also been helping project graduates write their resumes and search for employment opportunities. Over the last three years, 133 of ADPP's women and girls have found employment through the project.

Mozambique Baseline: Do you own a bank or savings account?

No — 93.80%
Yes — 6.20%

Mozambique Endline: Do you own a bank or savings account?

No — 72.80%
Yes — 27.20%
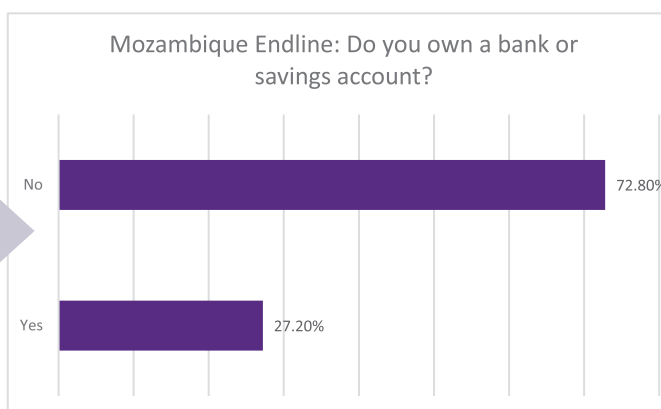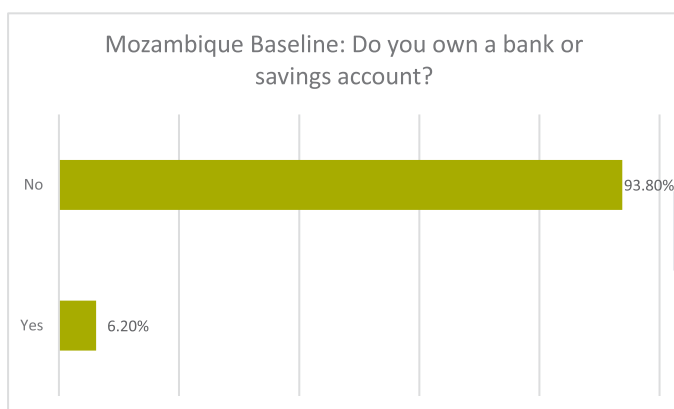
Pakistan

- ✓ **2 gender policies in use** (Output 1111)

- ✓ **247 staff members trained in standard operating procedures for child-friendly environments and women's and girls' issues, project communications and M&E** (IM 1120, Outputs 1121, 1122)

- ✓ **60 exchanges with external agencies** (Output 1123)

- ✓ **7 social media platforms in use** (Output 1123)

- ✓ **31 life-skills and vocational courses developed** (ITM 1100, Outputs 1311, 1322)

- ✓ **333 events including 26 theatre performances have reached over 17,266 community members** (Output 1211)

- ✓ **109 centres and 7 community-based spaces established as safe learning environments for girls and agreed with communities** (Outputs 1212, 1213)

- ✓ **1 advocacy documentary produced and in use** (Output 1211)

- ✓ **6,325 girls completed life skills and vocational skills training with SPARC and self-growth sessions with Bedari** (IM1310, 1320)

- ✓ **19 info-sharing events on employment opportunities and 3 employment camps held to exhibit girls' vocational products and link them to the market** (Outputs 1331, 1332)

- ✓ **610 internships established** (Output 1323)

- ✓ **429 women and girls opened bank accounts**

- ✓ **30 women and girls obtained microloans**

- ✓ **168 women and girls successful gained employment** (Output 1332, ITM 1300)

41

Our two partners in Pakistan utilised a collaborative approach in their project implementation. Together, the SPARC and Bedari chose two districts in Punjab with a high prevalence of CEFM; the first phase of the project focused on the Muzaffargarh district and the second phase on Multan.

A total of 146 communities have been reached in Pakistan over the last three years, as listed below:

Islamabad

District 1
Muzaffargarh

District 2
Bahalwalpur

Bhuttapur
Taleri
Shehr Sultain
Jatoi
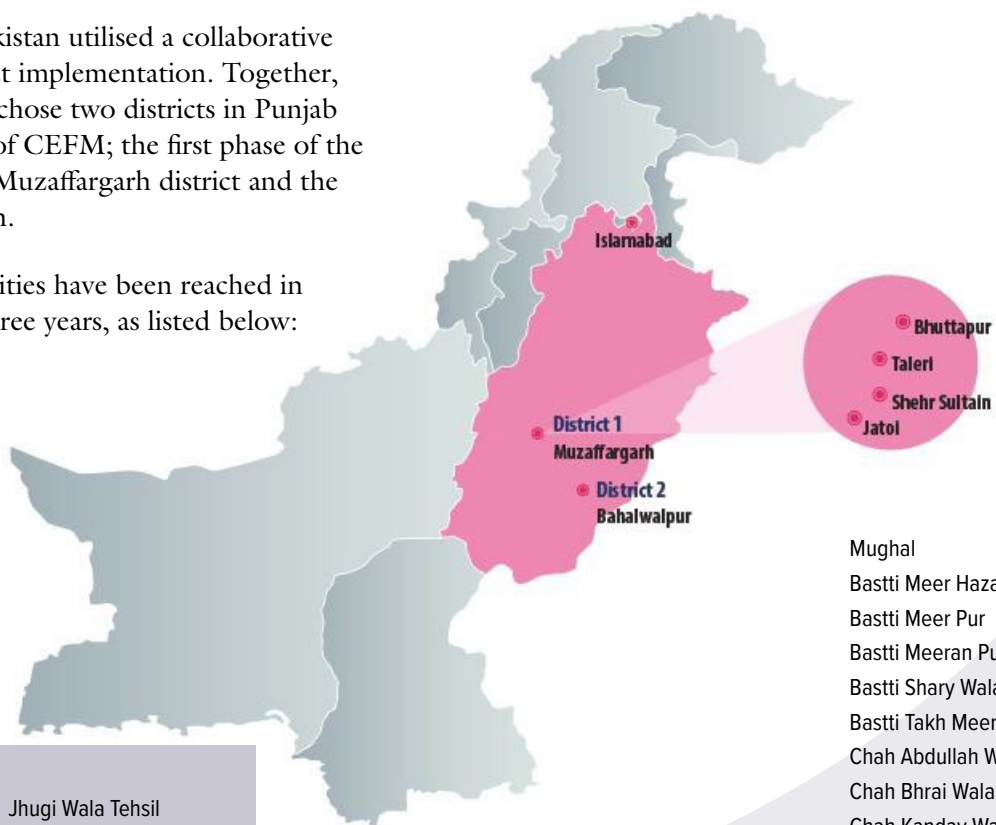
MUZAFFARGARH

Bhuttapur
Bheema Sial
Chah Kikar Wala
Chah Qazi Wala
Damani Wala

Jatoi
Al-Noor Colony
Al-Noor Colony Tehsil
Bahar Wala
Bamboo Sandila
Bamboo Sandila Tehsil
Basti Awan Tehsil
Basti Bamboo Sindillah
Basti Bhaila
Basti Gujar, Ward #6
Basti Gunawan
Basti Joya
Basti Laskani
Basti Maher Wala
Basti Manzoor Abad
Basti Ramzan Khan
Basti Sithari
Basti Thar Khan
Bhela Wala Kotla Raham Ali ShahTehsil
Bismillah Colony
City, Near GGHS
Damar Wala Shumali Tehsil
Faisal Street, Ward #09
H #361 Sarcal Road
H #361, Ward #10
H #753/628 Ward #09

Jhugi Wala Tehsil
Kadeer Abad
Kandh Sharif Tehsil
Milan Colony Tehsil
Mohallah Arian
Mohallah Arian Wala
Mohallah Bahar Wala
Mohallah Balochan
Mohallah Bhoray Khan
Mohallah Bhore Khan
Mohallah Dogran Tehsil
Mohallah Ghoisia Wala
Mohallah Khajgan
Mohallah Musafar Shah
Mohallah Naiyon Wala
Mohallah Rajpootan
Mouza Rao Wali
Mulhan Colony
Near Ambli Wali Mosque
Near GGHS
Qaiser Ghazlian
Ram Pur 1 Tehsil
Rao Tehsil
Ward #09 Bhopy Khan
Ward #09 Bhopay Khan
Ward #14 Tehsil

Ward #15 Tehsil
Ward #5 Tehsil
Ward #8
Ward #8 Tehsil
Ward #04, Rajpootan
Ward #05, Mohallah Arian
Ward #09
Ward N#09, Rajpootan
Ward #10
Ward #03, Almadina Town
Ward #03, Bishmilah
Ward #03, Near Rest House
Ward #05
Ward #08, Balochan
Ward #10, Mohallah Kamboh
Ward #10, Mohallah Atta Ullah Khan
Ward #12, Mohallah Atta Ullah Khan

Ward #9, Mohallah Atta Ullah Khan
Ward #10 Mohallah Latif Abad
Ward #04
Ward #09, Tehsil

Shehr Sultan
Ali Shah
Ali Shah Kotla Mughal
Bair Band
Bair Band 2
Baloch Colony
Bana Roya
Bastti Ali Shah
Bastti Ali Shah Kotla Mughal
Bastti Allah Shah
Bastti Band
Bastti Chajra Wala
Bastti Chajra Wali
Bastti Chowk Gopang
Bastti Kanolo Wala
Bastti Kareem Bakhsh
Bastti Khar Wala Murad Pur
Bastti Masu Shsh Kotla

Mughal
Bastti Meer Hazar
Bastti Meer Pur
Bastti Meeran Pur
Bastti Shary Wala
Bastti Takh Meeran Pur
Chah Abdullah Wala
Chah Bhrai Wala
Chah Kanday Wala
Chah Shani Wala
Chah Shary Wala
Chah Shumali Bar Band
Chah Shumali Wala
Chah Shumali Wala Murad Pur
Chah Tibbi Wala
Chowk Gopang
Chrans Pur
Eid Gha Wali Gali
Kotla Lal Shah
Meer Pur
Meeran Pur
Mohallah Number Dara Wala
Mohallah Qazian Wala
Murad Pur
Murad Pur Shumali
Number Daran Meer Pur
Number Daran Meeran Pur
Sanawa Meeran Pur
Shah Shumali Bar Band
Ward #4, Mohallah Zai Nagar
Ward #0, Mohallah Rajpootan
Ward n#4, Abu Bakar

Chowk

Ward #4, Mohallah Qazian Wala

Ward #5, Mohalla Farooqia

Ward #6, Bhotral Wala

Ward #6, Qazian Wala

Ward #7, Qazian Wala

Ward #8, Mohallah Qazian Wala

Ward #8, Mohallah Rehman Colony

Ward #9, Mohallah

Ward #9, Mohallah Pathan Wala

Basti Chagra

Basti Fareed Wala

Basti Nawan Babran

Taleri

Basti Ali Shah

MULTAN

UC 34 Shujabad Road Multan (Main Center1)

Chowk Kumaran Wala (Community Center)

18 Kasi (Community Center)

Stadium Road near Sultan Ghee Mill (Community Center)

Vehari Chowk near Al Huda

Hotel Multan (Main Center2)

Bahawalpur By Pass (Community Center)

Qasimpur (Community Center)

Dunyapur road (Community Center)

20 feet Samijabad (Community Center)

ITM 1100:

Increased access to safe, quality, gender-sensitive ODL opportunities for women and girls in rural areas

Over the last three years, Bedari and SPARC worked together to raise awareness about CEFM and train women and girls in various life and vocational skills, thereby preparing them for employment or self-employment to lead sustainable and empowered lives. To achieve this goal, staff were continuously educated on: topics related to the protection of children; content development for learning materials; technology integration; M&E processes; and project implementation and delivery. In total, 247 staff were trained in project delivery, and a total of 31 new learning materials for skills education and community sensitisation were developed. The various training sessions were conducted in the 61 safe learning centres that were established within the last three years in the active communities. Mobile centres were also launched to reach women and girls who lived further away from learning centres.

SPARC and Bedari already utilised social media for their work prior to the beginning of the project, but both built on their existing networks and shared stories and pictures from the project online to increase their reach and boost awareness. To do this offline as well, they established a total of 60 exchanges with: other relevant civil society organisations, such as Louis Berger (an advanced training provider), Aahung (a sexual and reproductive health and rights organisation)

and Akhuwat (a microfinance institution); parliamentarians; members of the provincial assembly (MPAs); district officers; female councillors and policy makers; a vocational training institute; the Technical Education and Vocational Training Authority (TEVTA) of Punjab; and the Institute of Rural Management.

To provide women and girls with legal advice and support, Bedari created a network of volunteer lawyers who are deployed in communities to promote the human rights of girls and women. Bedari and SPARC further engaged with government stakeholders through presentations in meetings of the National Council for Social Welfare and with the Child Rights Movement. Over the last three years, Bedari organised several meetings to advocate against CEFM by engaging with other relevant national organisations, including the Women's Parliamentary Caucus, the Union Council, the Pakistan Institute of Parliamentary Services, and Ending Violence Against Women and Girls.

Internally, SPARC organised several capacity-building meetings that enhanced the staff's understanding of the project and helped to improve coordination and cooperation among them.

Cooking class at Vehari Chowk, SPARK, Pakistan.

ITM 1200:

Increased equitable participation in quality ODL by disadvantaged women and girls in rural areas, and reduced incidence of CEFM

Realising the importance of community buy-in and community involvement in advocacy efforts and project implementation, Bedari and SPARC put great effort into their community events, which allowed them to reach a total of 17,266 community members over the course of three years. During these events, they engaged with a multitude of stakeholders, including local government officials, community leaders, religious leaders, men, boys, women and girls. Events included theatre performances, as well as separate meetings with male community members and opinion shapers from the communities. Additionally, self-growth sessions were organised for the women and girls, and mothers were invited to workshops. These events led to an increase in community trust and support for the project and thereby resulted in more support and approval for girls' and women's education. Bedari also worked to create allies and advocates amongst community members and have them act as "volunteers for change" to expand the project's reach.

In addition to community events, Bedari developed the documentary *A Tale of Two Marriages*, which tells the story of two girls married early — one who attended school and the other who did not. In total, more than 120 community members have viewed this documentary, in five different sessions. Watching the documentary resulted in one family changing their mind and stopping the marriage of their teenaged daughter.

Partners reported that receiving parents' consent for girls' training and education was a major hurdle, but through extensive mobilisation campaigns and community support groups, this barrier became less of a challenge.

Responses from community members, as illustrated in the graphs below, reflected this sentiment, with 21.8 per cent describing the role of women in decision making and leadership within the family as "very good" and 72.7 per cent choosing "good" after the project, compared to 4.8 per cent ("very good") and 24.2 per cent ("good") at the project's outset.
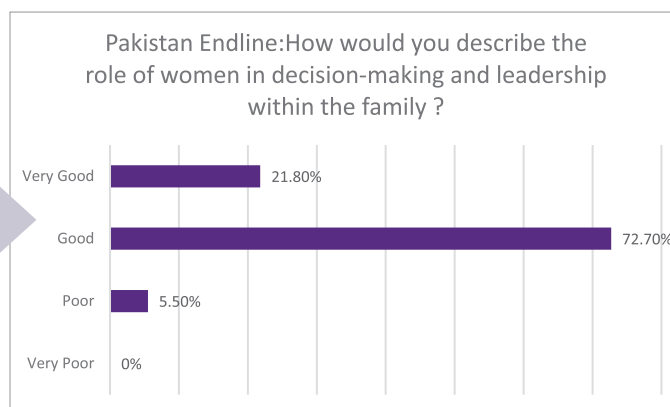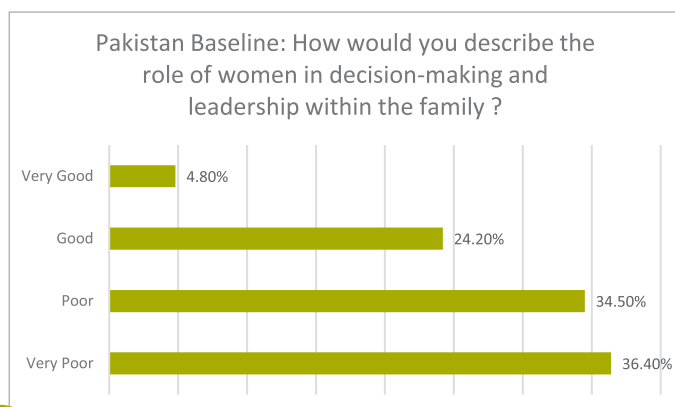
Pakistan Baseline: How would you describe the role of women in decision-making and leadership within the family ?

Very Good	4.80%
Good	24.20%
Poor	34.50%
Very Poor	36.40%

Pakistan Endline:How would you describe the role of women in decision-making and leadership within the family ?

Very Good	21.80%
Good	72.70%
Poor	5.50%
Very Poor	0%

Enhanced economic leadership and family decision making, including family planning, for disadvantaged women and girls in rural areas.

Both Bedari and SPARC offered girls life-skills training and self-growth sessions, designed to enhance their confidence and build their knowledge of health and hygiene, decision making, self-negotiation, communication, social rights, financial management, entrepreneurship, and the consequences of CEFM. The project's women and girls also had access to daily counselling sessions conducted by in-house psychologists and social mobilisers.

As shown in graph below, 20.4 per cent of the women and girls interviewed as part of the endline data collection in Pakistan said that the project's training and self-growth sessions had a "significant impact" on their ability to participate in decision making, and 70.4 per cent said "some impact."

Pakistan Endline: How did the training impact your ability to participate in family decision making?

Significant impact	20.40%
Some impact	70.40%
No impact	8.30%
Negative impact	0.80%
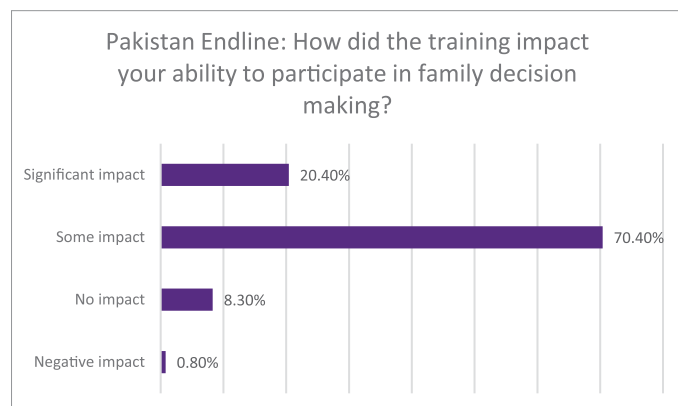
When interviewed by GIRLS Inspire's Project Leader, Frances Ferreira, a 16-year-old named Amita said: "The fact that I can speak to you is because of this training; otherwise, I would not have the confidence to speak to you." Her statement resonated with the overall perceived increase in confidence among the women and girls.

Life-skills acquisition and self-growth formed the foundational training, which was followed by more specific vocational-skills training. The project's women and girls were trained in vocational skills of their

choice. Offerings included stitching, beautician work, fabric painting, hand embroidery, dress making and beautician work. In total, 6,325 women and girls received certificates of completion over the three years.

On top of more conventional vocational skills, SPARC and Bedari made tremendous efforts to broaden their approach and further train their women and girls in skills relevant for today's world of work, such as how to use social media to find employment, assess market trends and identify business promotion opportunities. These offerings were well received by the women and girls in the project.

The SPARC team reported significant changes in the women's and girls' overall conditions due to training in vocational and life skills. The project not only impacted economic aspects of the women's and girls' lives but also improved their emotional and psychological well-being. Prior to the project, most of the participants had either dropped out of school early or had never been to school at all, meaning a number were socially isolated to some degree when they first joined the project. SPARC staff noted that it was a long process for many of the women and girls to feel comfortable and familiarise themselves with this new learning environment and the people involved in the project, and this unease often factored into an individual's motivation to learn. However, SPARC showed great understanding for the girls' situations and local dynamics; they tried to communicate with them in their local language to help the girls become more comfortable, enjoy the new learning experience, and interact more with staff and the other women and girls in the project. After the initial stages, many of the women and girls actively sought advanced courses and were motivated to start their own businesses or learn more about what employment opportunities were out there for them.

Vocational training and assistance in obtaining bank accounts and microloans opened more doors to economic opportunities. Training was complemented by frequent meetings with potential business partners, to raise awareness about the project among employers and to create employment opportunities for women and girls. These meetings with entrepreneurs further served as opportunities for exchange between the organisation and the labour market to ensure that the girls and women would be trained in skills that had a market demand and thereby increased the women's and girls' employability post training.

The team also expanded its networks and established partnerships that would improve girls' and women's economic opportunities. Meetings with TEVTA, Louis Berger, Akhuwat and other technical skills provision

authorities were held to link girls and women with further professional development opportunities. Over the last three years, to improve the girls' and women's access to employment opportunities, SPARC also formed strong linkages with the labour department, TEVTA, the Chamber of Commerce and other partners. In October 2018, as part of SPARC's commemoration of the International Day of the Girl Child, staff and girls of the project met with a parliamentarian, Miss Sabeen Gull, to talk about skills training and employment opportunities for girls.

As illustrated in the graphs below, by the project's end, 51.2 per cent more community members assessed employment opportunities within their community as "good" than had at the project's outset.

Pakistan Baseline: How would you rate employment opportunities for girls and women in your community?

Rating	Percentage
Very Good	0.60%
Good	15.20%
Poor	35.40%
Very Poor	48.80%

Pakistan Endline How would you rate employment opportunities for girls and women in your community?

Rating	Percentage
Very Good	14.80%
Good	66.70%
Poor	1.90%
Very Poor	16.70%
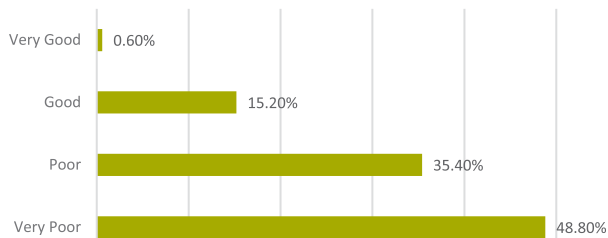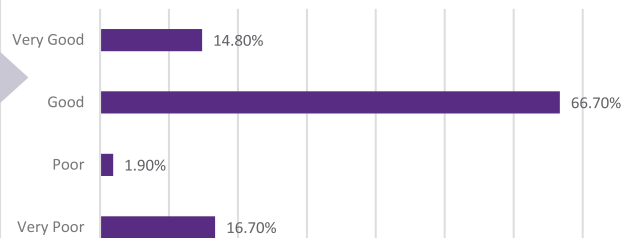
Vocational skills training, SPARC, Pakistan.

Tanzania

- ✓ **2 gender policies developed** (Output 1111)

- ✓ **6 social media platforms in use** (Output 1123)

- ✓ **8 support groups: Community Champions for Change** (IM 1200)

- ✓ **5 advocacy videos developed** (Output 1211)

- ✓ **105 community events in 6 wards across 3 districts, reaching at least 41,484 community members** (Output 1211)

- ✓ **3,021 women and girls registered for schooling and life-skills training** (IM 1310, 1320)

- ✓ **42 life-skills and vocational courses developed** (ITM 1100, Outputs 1311, 1322)

- ✓ **139 staff members trained in technology integration, multimedia development, M&E, child protection policies and CEFM issues** (IM 1120, Outputs 1121, 1122)

- ✓ **800 women and girls successfully gained employment** (Output 1332, ITM 1300)

- ✓ **646 women and girls opened bank accounts and 25 accessed microloans**

- ✓ **2,692 internships established** (Output 1323)

- ✓ **1,436 girls reintegrated into formal schooling** (ITM 1100)

Tanzania has one of the highest rates of CEFM worldwide; almost two-fifths of girls will be married by the time they turn 18 (UNFPA, 2014). The GIRLS Inspire project was implemented by our two partners, IAE and KIWOHDE in three regions of Tanzania — Dodoma, Lindi and Rukwa — where the prevalence of child marriage is 51 per cent, 48 per cent and 40 per cent, respectively (UNFPA, 2014).

A total of 6 communities were reached in Tanzania:

Rukwa
Nkasi – Chala Ward
Karambo – Msanzi Ward

Dodoma
Kongwa – Sejeli Ward
Bahi – Bahi Ward

Lindi
Kilwa – Masoko Ward
Ruangwa – Ruangwa Ward

End of Project Evaluation, Tanzania.

ITM 1100:

Increased access to safe, quality, gender-sensitive ODL opportunities for women and girls in rural areas

Over the past three years, IAE and KIWOHEDE have created new Instagram and Twitter accounts and used those platforms to raise awareness about their organisations, including their involvement in the GIRLS Inspire project. In addition to partner accounts, all staff members now have their own individual social media accounts and are using WhatsApp as a communication tool to share relevant and important information. IAE staff reported improving their research skills and increasing their knowledge by more frequently accessing links to CEFM-related information posted on social media. Enhanced writing and ICT skills over the last three years were noted by both partners in their reports submitted through Survey Gizmo. They also participated in meetings through GoToMeeting and used recordings of meetings to cascade the training to other team members. To request clarification from COL and send updates, they used Basecamp.

IAE and KIWOHEDE collaborated on project planning, implementation and capacity building in their three active districts. They educated their staff on child protection and the reunification of vulnerable children, and they built their staff's capacity in multimedia content development. Together, they worked with other organisations and with local government to build their multimedia staff capacity. To mainstream gender equality into all components and phases of their project, they developed their own internal gender policies. At the beginning of the project, KIWOHEDE and IAE were surveyed on the existence of gender-sensitive learning materials within their organisations. Both reported that prior to the project, no such learning materials existed. They then developed gender policies that helped to create gender-sensitive learning materials, with KIWOHEDE focusing on modules for community-sensitisation about CEFM, and the IAE focusing on multimedia development and the adaptation of school-based materials for women and girls.

To ensure the project's success through government channels and receive wider buy-in, IAE engaged with various national, regional and local stakeholders, such as the Ministry of Education, Science and Technology, UNESCO and the Prime Minister's Office – Local Government Authority (PMO-LGA).

KIWOHEDE staff participated as committee members in the National Dialogue on Ending Female Genital Mutilation, Child Marriage, and Teenage Pregnancies and organised several events commemorating various days, celebrating and raising awareness for gender equality and the empowerment of women and girls.

ITM 1200:

Increased equitable participation in quality ODL by disadvantaged women and girls in rural areas, and reduced incidence of CEFM

To raise awareness about the consequences of CEFM and increase community support for women's and girls' education, KIWOHEDE organised various community events, including workshops, open dialogues, and debates. They reached out to and engaged with government officials and staff, community leaders, religious leaders, elders, boys, women, girls and other stakeholders. During these events, community members and our partners held and celebrate international awareness days related to women's and girls' empowerment and gender equality. To increase their influence in local government and strengthen its support of the project, partner staff held consultation meetings with administrative government staff and district commissioners in each region.

To increase their reach in raising community awareness, KIWOHEDE signed MoUs with the

Demonstration of fabric dying (batik), Tanzania.

Ruangwa FM and Mashujaa FM radio stations. During radio programmes, local authorities such as district community development officers, social welfare officers, district administrative secretaries and district commissioners of both districts were interviewed and gave their support to the project. To inspire other girls and women to join the project, project participants were interviewed to share their stories and the milestones they had achieved since joining the GIRLS Inspire project.

During their community sensitisation events, KIWOHEDE reached out to and engaged with traditional and religious leaders, district, ward and village authorities, parents and girls. Community leaders were not only invited to the community awareness-raising events but also involved in developing strategies to facilitate smooth and easy training at the community level, taking into consideration distance from the village, the types of facilitators, the types of vocational education and training (VET) skills, the materials needed for VET, and possible markets. The numbers of hours and days of the courses were also considered. KIWOHEDE reported that as a result of these community sensitisation events, more boys and men now support the initiative to end CEFM. The male partners of participating women and the fathers of girls became more supportive of their female partners and daughters attending training and even provided incentives for

them to contribute to income-generating associations, such as village community banks. Most encouraging among the community mobilisation activities conducted by KIWOHEDE and IAE was the training of Community Champions for Change.

IAE reported that community involvement in the project was the crucial factor determining the success of the project. Various engagement efforts, such as consultations, dialogues and the participation of community members in M&E activities, were conducted to increase community support and buy-in. Some of the issues discussed during these engagements were low turnout and high dropout rates for the programmes, sensitisation of learners so they would rejoin and stay in the programmes, public outreach campaigns and data quality issues.

According to our partners, when community members — many of whom were not literate — were helped to understand the connection between sharing information about CEFM and girls' education, and reducing poverty, they supported the project and responded positively.

During the end-of-project data collection, this sentiment was confirmed by the evaluator, who noticed a general excitement among community members about the project. Interviewed parents reported that the partners' respect for local school

teachers and tutors helped the latter trust and support the project. Community members also mentioned that hygiene and housecleaning techniques taught through the project have been taken up by neighbours not directly involved in GIRLS Inspire. Two interviewed parents mentioned that their neighbours had started buying soap from the girls, and this was confirmed by other parents and local leaders.

Most of the parents interviewed said they wished to contribute to the project by raising awareness and by advocating for the project among their neighbours. During discussions with parents, there was a consensus that the project needed to be scaled up to reach more households. The project was generally perceived as boosting morale and creating more enthusiasm about the future of the community. Interviewed community leaders all agreed that a project like GIRLS Inspire was necessary in their community to boost morale, present new perspectives and provide opportunities. They further agreed that the community mobilisation efforts had been crucial in the project's success and that the regular meetings and gatherings had brought the community together; this was identified as an

important side-effect of the project. Many community leaders also complimented the partners on contextualising the training so that it addressed local demands. They further commented that qualified and skilled professionals were often hard to find, and that in general, professional training and programmes were very costly, beyond the reach of community members, so the training offered by the partners had made a great contribution towards building capacity within the community.

When interviewed by the evaluator, one of the fathers, Paschal, said that his daughter, Efrazia, had been at home since giving birth to her child and wasn't engaged in any other activities. Once Paschal learned about the initiative at a meeting in the village, he thought it would be a good chance for Efrazia to start her life afresh, so he brought her to the next meeting. She then remained in the programme. Paschal was very positive about her activities and hoped Efrazia would soon be part of a group of other business-minded young women, like the first batch of GIRLS Inspire girls in Msanzi had formed after their training.

ITM 1300:

Enhanced economic leadership and family decision making, including family planning, for disadvantaged women and girls in rural areas

An analysis of baseline responses from girls and women enrolled in the project showed that the aspirations to be employed of self-employed were high from the beginning. On another indicator that measures economic participation and empowerment — owning a banking or savings account — a

substantial change was detected: by the project's end, 27.6 per cent of women and girls indicated having an account in their name, compared with 3.4 per cent before the project.

Tanzania Baseline: Do you own a bank or savings account?

No	96.60%
Yes	3.40%

Tanzania Endline: Do you own a bank or savings account?

No	72.40%
Yes	27.60%
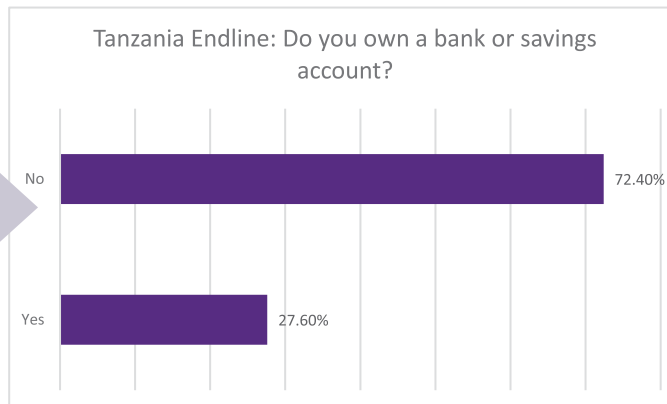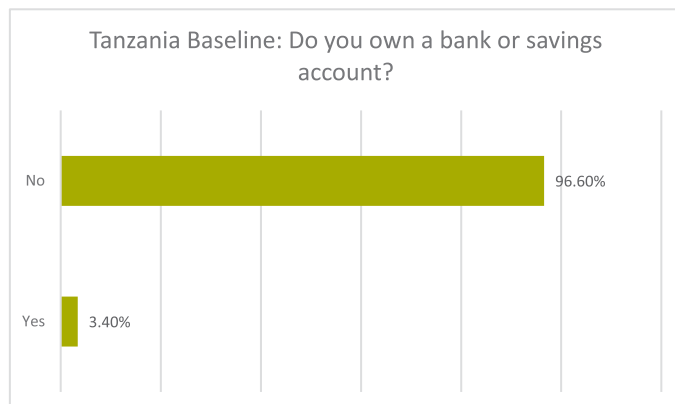
To prepare and assist women and girls with their aspirations for employment and economic empowerment, our partners in Tanzania trained 3,021 women and girls in various life and vocational skills during the three years.

Demonstration of production of liquid soap in Msanzi, Tanzania.

Both partners reported initial challenges with project implementation, as the training of girls and young mothers went slowly. However, both partners also reported that their learners were motivated and eager to acquire new skills and knowledge. Other challenges were the rainy season and girls' and women's full-time involvement in farming activities; these were overcome by involving local community leaders — girls and women who wanted to drop out of the project due to their circumstances were motivated to continue with their training once their circumstances changed. To further reach out to girls living in communities such as Mkwanyule and Mpala — which are 15 km from major training centres — and on Kisiwani Island in the Indian Ocean, facilitators from established training centres in the Kilwa District brought the training to their doorsteps. The training was accompanied by monthly sensitisation activities and door-to-door visits, which our partners reported had a positive impact on learning. Effective education was also achieved by using government-owned premises and facilities; this created ownership and trust in communities, which then further supported girls' and women's learning and training.

Linking Women and Girls to Economic Opportunities and Employment

To increase access to economic opportunities for women and girls, KIWOHEDE worked closely with district authorities in the Community Development Department, which is responsible for monitoring the socio-economic well-being and empowerment of special groups, such as youths, women, children and the disabled. The Community Development Department disperses 10 per cent of its annual revenue to marginalised and vulnerable groups, including women and girls, in the form of micro-loans to foster support and encourage economic growth among these groups. The Ruangwa and Kilwa districts registered their groups officially by designing constitutions for each one and putting them into the schedule of the next financial year for micro-loans and extra training.

In addition to working with district authorities to enhance economic access for girls and women, KIWOHEDE further linked several girls to local firms and businesses for internships, as complementary components to their training and as opportunities to learn more and receive on-the-job experience.

IAE activities to increase access to economic opportunities included liaising and communicating with ward community development officers, who oversaw the registration of all business groups for credit and loan purposes.

Vocational training, KIWOHEDE, Tanzania

The original proposal did not include specific evaluation studies to be undertaken, other than having an integrated M&E approach that followed the PMF. This section reflects on work initiated by COL as part of its commitment to good governance, which includes transparency and accountability as well as sustainable development. For us to ensure that our work led to sustainable development, it was important, where feasible, to explore areas that could support similar projects in the future, as well as to confirm/validate the analyses and projections made from the quantitative data collected over the lifetime of the project.

Social Return on Investment

The tools for a social return on investment study have been developed and translated, and the data collection for the four countries is currently under way. Our objective in this evaluation is to provide evidence of the effect of GIRLS Inspire on multiple outcomes. Specifically, we will calculate the impact that GIRLS Inspire had on the women's and girls' educational attainment, earnings, wages, hours of work, and entrepreneurship. We envisage completing this study by the end of July 2019.

Baseline–Endline Study

A baseline–endline study was designed, tools developed and translated, and data collected. At the time of submission of this report, the analysis and finalisation of the study's report is in process. The Baseline–endline study aims to measure the progress made towards the improved sustainable livelihoods for disadvantaged women and girls in the project areas. The study will specifically look at women and girls' empowerment levels and sustainable livelihoods. It is envisaged that this study will be completed by the end of July 2019.

Age at First Marriage Study

Financial constraints necessitated that we select only one country for this study. It also required finding intervention and non-intervention villages. CMES, in Bangladesh, had an excellent structure for preventing CEFM, and they had easy access to different types of villages. For this and other reasons, Bangladesh was the best country in which to conduct an evaluation study of age at first marriage.

Within this context, the overall objective of the study is to assess the impact that the GIRLS Inspire project interventions had on child marriage in Bangladesh. The study aims to assess changes in perceptions and attitudes about CEFM in the community and among parents in intervention areas compared to those in control areas, and to assess the impact of the project on child marriage and life more generally in the intervention areas compared with the control areas. The study is in its final stages, and we envisage it will be completed by 31 July 2019.

End-of-Project Evaluation: Tanzania and Bangladesh

Due to various factors, including security concerns, COL evaluated the project in only two of the four countries. An end-of-project evaluation was conducted with IAE and KIWOHEDE in Tanzania and with SSS and CMES in Bangladesh to assess the impact of the GIRLS Inspire project in the communities where it was implemented.

Both reports confirmed that the project positively changed the circumstances of the women and girls in the project as well as their communities. The reports are available on request.

SUSTAINABILITY

Creating an Enabling Environment for Sustainable Project Management

The GIRLS inspire team believes that project management systems should never be imposed on partners conducting activities, as this could lead to lack of engagement with the systems during the project and abandonment of them at the project's end. GIRLS inspire therefore took a participatory approach to project management and M&E, aiming to increase partner ownership of the project and boost the sustainability of the management systems developed. At every stage of the project, our partners were involved and provided feedback. This approach created an engaging and dynamic relationship between partners and the GIRLS Inspire project team and meant that the tools developed were sensitive to cultural and country-specific contexts. Partners' active engagement with project management tools improved staff capacity in the use of technology and online project management tools as well as M&E processes and procedures.

As Yolanda from ADPP said:

"I feel so empowered and confident that given a new project, I will be able to approach it differently. I learned that starting a project without clear objectives, a specific direction and a prepared plan is like going on a road trip with no idea where you're going or how to get there. You'll waste petrol, time and effort."

End of Project Evaluation, Tanzania.

Women's and girls' empowerment are not sustainable without gender equality. Over the last three years, all partners participated in awareness-raising events about various issues related to gender equality, including on International Women's Day, International Day of the Girl Child, and 16 Days of Activism Against Violence Against Women. Furthermore, many of our partners actively included male community and family members in their activities. As Bedari reported:

> "Sustainable and effective change can only be achieved through the active participation of men and women, boys and girls, at all stages of the change process."

To move towards a more gender-equal society, it is crucial to help men and boys understand that a society where girls and boys have the same educational, economic and social opportunities benefits everyone.

All partners reached out to men and boys through specialised sensitisation and awareness-raising efforts to ensure the sustainable (i) prevention of CEFM and (ii) economic empowerment of women and girls. Progresso and SSS established gender support committees within each of their active communities, which had realised that few school managers and none of the school councils had been trained in gender issues or CEFM prevention. In response to their requests, heads of schools along with community committees comprising school board members, teachers and adult educators were trained in gender equality issues, including CEFM.

> "Evarista, 22 years old, said that the community has changed a lot since the initiative began in her village. There is greater hygiene awareness, as community members can buy soap in the village and the local market for bathing, cleaning and other washing. She also says that in the past, the community perceived its young women as 'non-productive' and 'unfocused.' After the project, many parents are interested not only because the project has shown new and enhanced ways of earning, but also because school dropouts are meaningfully engaged."
>
> – Kuntal De, project evaluator

Connecting Women and Girls to Employment Opportunities

One of the key components of the project has been to not make skills training the final stage of each woman's or girl's journey within the project but to link them to employment opportunities or assist them in their business developments upon graduation. Increasing opportunities for economic participation is key in working towards building a more gender-equal society and was therefore prioritised in the project design and implementation. Our partners applauded this aspect as they have found that connecting girls with information on the economic market, employment opportunities and support networks helps them become independent and self-sustaining and improve their livelihoods.

Community Ownership of the Project

Without strong community support, no project advocating for women's and girls' education and the end of CEFM can be sustainable. Community buy-in and ownership of the project were essential, and all partners therefore reached out to and included a diverse array of community members in their advocacy and awareness-raising efforts. To ensure community ownership, IAE established close links within the community and involved key stakeholders in the design and implementation of the various project phases. ADPP emphasised the importance of working with community members who were familiar with CEFM and were already well trusted within the community, to increase influence, improve the community's response and buy-in, and thereby enhance the project's long-term sustainability.

Further, community referral structures and community CEFM networks with other organisations that had the same or similar objectives were created to ensure the continuation of the project after the official end. KIWOHEDE made sure to involve community members and local government from the very early stages of project implementation to foster ownership and thereby increase the long-term benefits for girls and women and ensure the project's sustainability. Bedari also worked closely with provincial governments to lobby for the effective implementation of legislation and to provide decision makers with up-to-date information on CEFM. Progresso and CMES recognised the importance of including diverse community stakeholders in the project, so they reached out to community committees, religious charities and school councils to share knowledge about CEFM and approaches for ending it.

Environmental Sustainability

The project did not present any environmental risks. Education on environmental sustainability was a core component in the curricula of CMES and SSS. The women and girls of CMES were involved in tree-planting activities and were educated about using environmentally friendly ovens, solar home systems, and vermicomposting, and about avoiding insecti-

cides. SSS promoted renewable energy to reduce CO_2 emissions and encouraged the use of solar energy. They also educated women and girls on the dangers of using pesticides in farming and the importance of protecting biodiversity, and they encouraged the use of surface water for irrigation to help reduce dependency on ground water.

On water farming, SSS, Bangladesh.

COL established a steering committee to set direction, make decisions and provide oversight to the project. Joined by other senior staff, the project team and a representative from GAC, the President and CEO of COL chaired all the meetings. Over the project's lifetime, the steering committee monitored progress, oversaw M&E, offered advice on implementation strategies and reports to donors, and provided any other support the team required. The project team provided meetings with quarterly reports, which documented the activities for each specific period and substantiated these with evidence. During the first six months of the project, the steering committee had three meetings; thereafter, it had three meetings per annum, so by the end of the project, 11 meetings had been documented.

Risks

The project's original documentation identified four risks. In all cases, the proposed risk responses were implemented. Managing the risks through these responses ensured that the risks didn't have any significant impact on achieving the project's results. The risks and responses are summarised as follows:

1. **The partner's implementation capacity may affect the ability to achieve the results: Likelihood 3.** This risk affected the project's implementation in Tanzania during the first year. Careful management of additional risk responses, including negotiations with the second partner to take additional responsibilities, ensured that the impact of this risk was minimised and all the results were achieved.

2. **The uncertain political situation in Pakistan may affect the ability to achieve the results: Likelihood 4**. This risk was also relevant in Bangladesh. The partners' awareness and readiness to manage this risk through the risk response measures ensured that it had no significant impact on the achievement of the results. On the contrary, the partners in Bangladesh and Pakistan achieved excellent results despite this risk.

3. **Some countries had regulatory frameworks for international NGOs to work there: Likelihood 2.** Partners were aware of the regulations and provided COL with the necessary information after the annual signing of the contract. Only during the first year in Bangladesh and Pakistan were there delays in partners receiving the go-ahead to work with COL, as the procedures to clear COL as an intergovernmental organisation in good standing took longer than anticipated. This delay affected the completion of the first contracts and the signing of the next ones, which eventually led to a request for a three-month extension. Despite this delay, the partners exceeded the targets.

4. **Cultural, traditional and religious practices may lead to resistance from parents and community members: Likelihood 2.** Partners experienced this risk but managed it very well; eventually, it did not have any significant impact on the achievement of the results.

Over the past three years, we have learned many lessons. Sometimes, working through challenges allowed us to learn valuable lessons that could be used to improve the project's implementation or to plan for a new project. In previous reports, we have already listed the lessons learned, so this report will only highlight some of the more significant ones that can be used for planning future projects.

Phase of the Project

For the actual training of the women and girls to start, contracts had to be signed. This was a long process, as certain documentation had to be submitted, and partners had to complete forms. We worked in countries where the staff members were not equally conversant in English (the language in which all our documentation was communicated). Hence, the assumption that this process would be quick was wrong. We had to slow down and spend more time in online meetings with individual partners to ensure that all the documentation was understood.

Partners' experiences when working on projects funded by external partners either aided the process or delayed it. The NGOs were very efficient, and their experience was evident from how they prepared their documents and in their flexibility about budget preparations.

When we thought we had agreed among ourselves and found a suitable partner, at least three such partners had higher expectations regarding the budget — specifically, open schools in Bangladesh and Pakistan. A lot of time had been devoted to the partner identification phase, so when we reached the contract preparation phase and couldn't agree on budgets, we had to start over and find new partners.

In some countries, the government had to issue a No Objection Certificate (NOC) to our partners. The partner had to apply for the NOC and could only do so after the contract with COL was signed. After that, the funds could only be transferred to the partner once it had received the NOC. In some cases, it took more than three months for a partner to receive the NOC, inevitably delaying the start of the project.

THE IMPORTANCE OF COMMUNITY SUPPORT

"Mobilising communities and parents to let their young girls leave their homes for vocational training was a big challenge. Our targeted communities were densely populated areas, where the average family size was 10–12, with a single breadwinner. Boys generally contributed to family income, whereas girls normally stayed home and did household chores. Parents mostly avoided sending girls outside due to security concerns. So we faced great resistance when trying to convince them to send their daughters/sisters for vocational training. Our team did extensive field visits, formed committees with well-respected members of the community, distributed leaflets and conducted door-to-door visits as part of the mobilisation drive. Support from the focal person and good will in the community helped to overcome the challenge. Information, education and communication materials also helped to respond to community arguments."

– Sabeen Almas, Project Manager, SPARC, Pakistan

During summer holidays in Southern Africa (Tanzania and Mozambique) and religious holidays (Pakistan and Bangladesh), mobilisation and field activities were challenging; partners had to be flexible and make adaptations without compromising the project's objectives.

Recommendation: For future projects or scaling up phases of the existing project, more time needs to be allocated for the preparation phase.

The Community Was the Most Important Partner in Realising Our Objectives — Their Support Was Vital

An essential lesson for any project working towards shifting social norms and changing deeply rooted attitudes is that the community should take centre stage. Residents in the areas where we worked were often very conservative and hesitant to participate in any kind of training from external sources. Involving community leaders and decision makers in the process was a very effective way of fostering partnership, collaboration and ownership. We also learned that reaching out to males and emphasising special sensitisation for them was crucial for sustainably preventing CEFM and giving women and girls economic empowerment. For some partners, this was a new learning experience.

Recommendation: Make the community a partner in any development project.

Data Collection Is Important and Should Be Owned by Partners

To show evidence of our work and its impact we need data. This project assigned data collection to the partners. As the project evolved, partners' appreciation for the value of data gathering increased. They learned that the collected data helped the project team to follow the journeys of individual women and girls, staff members and community members from when they started the project to when they finished and beyond, as well as to observe how various activities contributed to the outputs and outcomes. This valuable lesson was motivational, and it increased

Data collection, Rukwa Region, IAE, Tanzaia.

the partners' cooperation in and contribution to measuring the project's success.

Recommendation: Partners need to be trained in why data collection is important, how it feeds into the results and how to ensure they collect high-quality data.

Building the Capacity of Partner Organisations

In the last three years, the project team learned that conducting regular webinars, Skype sessions and teleconferences significantly facilitated open and consistent communication with project team leaders and members across the four countries, to identify general and specific issues and challenges, create bridges for knowledge sharing, and build capacities for continuous improvement in communication, M&E and project implementation. Due to time differences, the GIRLS Inspire team and partner teams had to make sacrifices to work outside regular office hours. However, the value gained from these sessions made all the after-hours work worth our while, because it contributed to a strong and committed team, cost-efficient training and environmental protection through avoiding travel.

When you manage a multi-country project and work towards the same outcomes, it is best to use a standardised approach so that all partners' reports and results are aligned to the Project Management

Framework. During the project's lifetime, we learned the importance of a synchronised method of feeding the partners' work plans into the GIRLS Inspire Project Management Framework, which has allowed us to establish a team approach and hold partners accountable to ensure targets are met.

Recommendation: Invest in building the capacity of partners to understand their roles and responsibilities, as well as additional skills they may need for project implementation.

A Community of Practice Serves as a Source for Learning, Motivation and Sustenance

The GIRLS Inspire team created a CoP that utilised various platforms and technologies to build the capacity of partners in numerous issues, to share information and to motivate and support them. During regular CoP meetings in a protected environment, members were encouraged to share their experiences, challenges and concerns. Through constructing and sharing their experiences and stories, and through jointly solving problems, they increased

their knowledge and enhanced their practice while maintaining energy and enthusiasm. The CoP greatly enhanced the capacity of individuals and organisations and was excellent value for money.

Recommendation: Establish and maintain a community of practice for projects of this nature.

Working with Policy Makers and Government Agencies

Over the last three years, we realised how important it was to encourage partners to foster relationships with government authorities, to gain their support of the project and work towards achieving sustainable change.

Recommendation: Partners are advised to make policy makers part of any project's bigger plan and to work towards integrating the project with existing national government plans.

CONCLUSION

This was an exciting journey, and we can hardly believe it has come to an end. From the beginning, the project team and its in-country partners worked hard to implement our strategies to realise the project's objectives. The most gratifying part about this project was that all partners and teams worked in concert. We celebrated all our successes, and we used our community of practice to find innovative ways to redirect and adapt our plans and find solutions for common challenges. Using the CoP enriched all partners' capacity and learning, as they were exposed to how various organisations are tackling the same issues they are facing.

This project taught us a lot about our own abilities and preparedness, as individuals and organisations, to deal

with deep-rooted social attitudes. The stories from all the stakeholders, woven into the narrative of this report, shine a light not only on women's and girls' successes but also on the hardships they experience on a daily basis. Evidently, there is still a long way to go to achieve gender equality and a world free of CEFM.

The Commonwealth of Learning has a long history of making girls and women a priority in its work, and GIRLS Inspire, with its innovations and successes, will undoubtedly affect future activities of this nature.

The Commonwealth of Learning is immensely grateful to the Canadian government for its commitment to girls' and women's education and its investment through this partnership.

PERFORMANCE MEASUREMENT FRAMEWORK

1100

Increased Access to Safe, Quality, Gender-Sensitive ODL Opportunities for Women and Girls in Rural Areas

Expected Results	Indicators	Baseline The number or percentage mentioned refers to that from the 5% surveyed	Targets	Data April – June 2016	Data June 2016 – June 2017	Data July 2017 – June 2018	Data July 2018 – March 2019	Data Cumulative	Comments
ITM 1100 Increased access to safe, quality, gender-sensitive, ODL opportunities for women and girls in rural areas in selected countries	# of institutions offer new and revised qual-ity, gender-sensitive learning resources in # of courses # of women and girls complete lower second-ary courses in a safe learning environment	**27%** have access to institutions with ODL education **90%** attended primary school **48%** of women and girls surveyed attended secondary-level education	**8** organisations offer new and revised, qual-ity, gender-sensitive learning resources in 24 courses **5,000** women and girls completed lower second-ary courses in a safe learning environment	n/a	**7** organisa-tions **386** girls reinte-grated into schooling	**1** organisa-tion **2,072** girls reinte-grated into schooling	n/a **2,615** girls reinte-grated into schooling	**8** organisa-tions **5,073** girls reinte-grated into schooling	**8** organisations in 4 countries While the target was 10,000 at the beginning of the project , it has changed due to the fact that a small number of girls completed elemen-tary school and not all the project partners provided school education.
IM 1110 Improved organisational capacity to design and deliver quality, gender-sensitive, skills-oriented learning programmes for women and girls	# of institu-tions adopted new models to deliver gender sensitive, skills-oriented training	**48%** of women and girls surveyed stated education and training offered in or near the community was not gender sensitive	**8** institutions in 4 countries adopted new models to deliver gender-sensitive, skills-oriented training	n/a	**7** institutions	**1** institution	n/a	**8** institutions	

	Indicator		Target					Total
Output 1111 Training to develop relevant and appropriate policies to provide gender-sensitive education and training for staff of partners	# gender-sensitive policies developed		**8** policies	**3** policies	**2** policies	**3** policies	n/a	**8** policies
IM 1120 Increased vocational skills to leverage ODL that address the barriers women and girls experience, amongst local partners	# of faculty and community-based resource persons trained to develop gender-sensitive learning resources for ODL and technology-mediated learning	**88%** of faculty surveyed have not completed vocational-skills training	**500** faculty and community-based resource persons trained and have the capacity to develop gender-sensitive learning resources for ODL and technology-mediated learning, as evidenced by the learning resources	**71** staff members	**193** staff members	**294** staff members	**96** staff members	**654** staff members
Output 1121 Capacity building in the use and integration of technology for staff of partners	# staff members trained in the use and integration of technology		**250** staff trained in the use and integration of technology	**51** staff members	**135** staff members	**43** staff members	**38** staff members	**267** staff members
Output 1122 Capacity building in the development of gender-sensitive materials for staff of partners	# staff members trained to develop gender-sensitive materials		**250** staff trained	**20** staff members	**58** staff members	**251** staff members	**58** staff members	**387** staff members

Gender audit training, SPARC, Pakistan.

Change agents, CMES, Bangladesh.
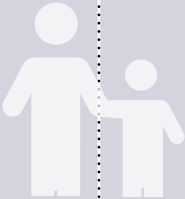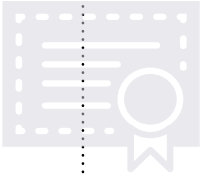
	Indicators	Baseline	Targets	Data April – June 2016	Data June 2016 – June 2017	Data July 2017 – June 2018	Data July 2018 – March 2019	Data Cumulative	Comments
Output 1123 Various networking on CEFM, skills and gender issues with various other development agencies and partners	# of exchanges with other development agencies		**4** exchanges with other development agencies		**22** exchanges	**64** exchanges	**45** exchanges	**131** exchanges	
	# social platforms established		**3** social platforms established	**5** online platforms by COL and **3** new platforms by partners	**9** online platforms	**1** online platform	**22** online platforms	**40** online platforms	
	# attendance of international events such as conferences by advocates against CEFM		**3** international events attended by advocates against CEFM		**3** international events	n/a	**3** international events	**6** international events attended	

1200

Increased Equitable Participation in Quality ODL by Disadvantaged Women and Girls in Rural Areas of Selected Countries and Reduced Incidence of CEFM

Expected Results	Indicators	Baseline	Targets	Data April – June 2016	Data June 2016 – June 2017	Data July 2017 – June 2018	Data July 2018 – March 2019	Data Cumulative	Comments
ITM 1200 Increased equitable participation in quality ODL by disadvantaged women and girls in rural areas of selected countries and reduced incidence of CEFM	# of girls and women aspire to continue to the next level of education through ODL instead of getting married # of advocates and support groups for women's and girls' education and training in communities	**574** girls and women surveyed aspire to continue to tertiary education	**5,000** women and girls aspire to continue to the next level of education through ODL instead of getting married **2** advocates and **1** support group for women's and girls' education and training per community	n/a	In progress **52** advocates **57** support groups	In progress **227** advocates **60** support groups	In progress **222** advocates **12** support groups	**5,073** women and girls aspire to continue to the next level of education through ODL instead of getting married **501** advocates **129** support groups	While the target was 10,000 at the beginning of the project, it has changed to 5,000 due to the fact that a small number of girls completed elementary school and not all the project partners provided school education.

IM 1210								
Increased awareness among parents and community leaders of the benefits of girls' education and the use of ODL, as well as increased awareness of the negative consequences of CEFM on development, as evidenced by girls' participation in schooling and skills training	# of successful awareness-building activities in various formats on the benefits of education for women and girls	**217** of those surveyed responded that CEFM is a significant to very significant concern in their community **224** community members said they are familiar with the issue of CEFM (29 said no) **378** girls and women responded that their family is somewhat to very supportive with letting them go to school or skills training (265 girls and women responded that their family is somewhat to very unsupportive)	**25,000** women and girls	n/a	**5,140** girls, as evidenced by girls attending skills training	**10,761** girls, as evidenced by girls attending skills training	**14,793** girls, as evidenced by girls attending skills training	**30,694** girls, as evidenced by girls attending skills training

Computer literacy in SSS boat school in Bhangura subdistrict, Bangladesh.

Output 1211								
Awareness raising about the benefits of education and training using ODL, conducted with the whole community (parents and community leaders, women and girls)	# of awareness raising meetings conducted in the community	**108** community members responded that the level of access to education among girls and women is good or very good (144 said it is poor to very poor)	**8** awareness-raising events per community **40** workshops **40** DVD/radio programmes **40** theatre performances	**10** awareness-raising events across **6** communities reaching at least **200** community members	**384** community events, reaching **53** communities and **166,407** community members **29** workshops **11** radio and DVD programmes **23** theatre performances	**370** community events reaching **114** communities and **87,116** community members **48** workshops **19** radio and DVD programmes **67** theatre performances	**412** community events reaching **85** communities and **124,349** community members **19** workshops **8** radio and DVD programmes **8** theatre performances	**1,176** community events reaching **258** communities and **378,072** community members **96** workshops **38** radio and DVD programmes **98** theatre performances
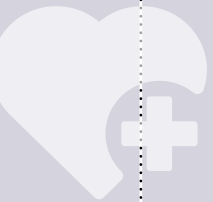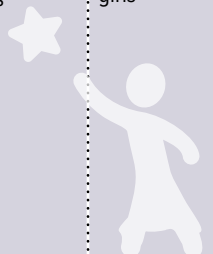
Output 1212 Establish safe learning environments for women's and girls' teaching and learning	# of safe learning environments established	**88** community members said that the education or training in or near their community was gender sensitive, **121** said that it was not gender sensitive **268** girls and women indicated that they know of an institution in or near their community and it provides toilets, **153** said it had ablution facilities, **299** felt safe with its teachers, **287** said it had clean water, **269** said they felt safe walking home from their home to this institution	**1** safe learning environment per community Total of **75** safe learning environments	n/a	**56** safe learning environments	**181** safe learning environments	**7** safe learning environments	**244** safe learning environments

Workshop on CEFM (CMES, Bangladesh).

Output 1213 Agreements concluded on support for women and girls, between the community and the project teams in the countries	# of agreements concluded with community for supporting girls	**141** community members responded that the community's support for girls' education is poor or very poor (106 said that it was good or very good)	**1** per community	n/a	**401** agreements concluded	**61** agreements concluded	**156** agreements concluded	**618** agreements concluded

Enhanced Economic Leadership and Family Decision Making, Including Family Planning, for Disadvantaged Women and Girls in Rural Areas of Selected Countries

Expected Results	Indicators	Baseline	Targets	Data April – June 2016	Data June 2016 – June 2017	Data July 2017 –June 2018	Data July 2018 – March 2019	Data Cumulative	Comments
ITM 1300 Enhanced economic leadership and family decision making, including family planning, for disadvantaged women and girls in rural areas of selected countries	# of women and girls are motivated to use their knowledge and skills to earn an income and to make informed decisions within the family	**379** women and girls responded that they have poor decision-making ability in the family **373** women and girls aspired to be self-employed and **274** aspired to be employed	At least **12,000** women and girls are motivated to use their knowledge and skills to earn an income and to make informed decisions within the family	n/a	In progress	In progress	In progress	**6,899** women and girls are motivated to use their knowledge and skills to earn an income and to make informed decisions within the family	It is possible that more women and girls were motivated to use their knowledge and skills to earn an income but due to migrations from one village to another it was not always possible to collect the endline data
IM 1310 Increased knowledge among girls about their health, their social rights and the consequences of CEFM	# of women and girls successfully complete the life-skills course	**316** women and girls rate their understanding of their social rights as good or very good (327 rate it as poor or very poor) **474** women and girls rate their ability to make health decisions as good or very good (168 rate it as poor or very poor)	**25,000** women and girls successfully complete life-skills courses	n/a	**5,140** women and girls	**14,338** women and girls	**10,370** women and girls	**29,848** women and girls	The target was exceeded

Travelling troupes at a community meeting. CMES, Rajshahi, Bangladesh.

Expected Results	Indicators	Baseline	Targets	Data April – June 2016	Data June 2016 – June 2017	Data July 2017 –June 2018	Data July 2018 – March 2019	Data Cumulative	Comments
Output 1311 Courses developed and tested in life skills, financial literacy and entrepreneurship for offering to girls	# life-skills, financial-literacy and entrepreneurship courses developed	0	**12** life-skills, financial-literacy and entrepreneurship courses developed	**3** courses developed	**10** life-skills courses	**54** life-skills courses	**21** life-skills courses	**88** life-skills courses	

Indicator									
IM 1320 Increased skills among women and girls	# women and girls successfully complete skills courses	**76** have completed vocational training	**25,000** women and girls successfully complete vocational-skills courses	n/a	**4,402** women and girls	**11,499** women and girls	**13,900** women and girls	**29,801** women and girls successfully complete vocational-skills courses	This target was changed due to the fact that not all partners provided school education and therefore the skills target was increased.
Output 1321 Locally relevant vocational-skills courses developed and tested by partners	# of locally relevant technical skills courses developed and tested	0	**12** TVET courses on locally relevant technical skills developed and tested	**6** courses developed	**13** vocational-skills courses	**9** vocational-skills courses	**11** vocational-skills courses	**39** vocational-skills courses	
Output 1322 Vocational-skills courses validated by the labour market	# skills courses validated by the labour market	0	**12** skills courses validated by the labour market	**6** courses validated	**13** vocational-skills courses	**9** vocational-skills courses	**11** vocational-skills courses	**39** vocational-skills courses	
Output 1323 Internships for skills courses established for women and girls	# internships established	**85** employers surveyed stated there were opportunities for skilled positions (9 employers did not)	**8,000** internships established	n/a	**116** women and girls in internships	**1,227** women and girls in internships	**5,810** women and girls in internships	**7,153** women and girls in internships	
IM 1330 Increased awareness of and aspirations for employment opportunities among women and girls	# women and girls apply for employment	**97** women and girls responded that they have employment **585** women and girls responded that they do not have a banking or savings account	**8,000** women and girls apply for employment **4,000** women and girls gain employment	n/a	**1,231** women and girls applied for employment	**2,952** women and girls applied for employment **2,673** women and girls successfully gained employment **795** women and girls opened bank accounts	**2,716** women and girls applied for employment **3,972** women and girls successfully gained employment **2,269** women and girls opened bank accounts	**6,899** women and girls applied for employment **6,645** women and girls successfully gained employment **3,064** women and girls opened bank accounts	It is possible that more women and girls applied for employment however, due to migrations from one village to another, it was not always possible to collect the endline data Indicator adjusted to make provision for gained employment.

Garment-making training. SSS boat school, Bangladesh.

Output	Indicator							
Output 1331 Information on employment opportunities and financial support for entrepreneurs shared with women and girls	# information-sharing meetings conducted	**488** women and girls responded they had no access to information or training on employment (162 indicated having access)	**10** information-sharing meetings on employment opportunities and financial support conducted	n/a	**23** info-sharing events	**4** info-sharing events	**14** info-sharing events	**41** info-sharing events
Output 1332 Employment awareness and place-ment camps conducted for women and girls	# employment-awareness and place-ment camps conducted # of women and girls applied for employment	As above	**12** employment-awareness and placement camps arranged **8,000** women and girls attend awareness and placement camps	n/a	**6** employment camps took place **1,200** women attended	**5** employment camps took place **1,250** women attended	**33** employment camps took place **2,484** women attended	**44** employment camps took place **4,934** women attended

Fashion garnments training, CMES, Bangladesh.

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APPENDIX 1: THEORY OF CHANGE

Vision: Enabling conditions for sustainable livelihoods for girls and women that will break the cycle of CEFM.

IMPACT

Improved sustainable livelihoods for disadvantaged women and girls in priority communities in rural areas of selected countries. (It is envisaged that when women have improved livelihoods, they will be empowered to make their own choices regarding marriage, further education and child bearing).

RESULTS

The results reflect the demonstrated changes for the Institutions, Girls and Communities. There will be increased access to safe gender sensitive open distance and technology based learning opportunities for girls and women in the rural areas. The increase awareness of the benefits of girls' education will lead to an increased equitable participation in quality ODL by disadvantaged women and girls in the rural areas. There will be enhanced economic leadership and family decision making, including family planning, for disadvantaged women and girls.

OUTCOMES

The outcomes reflect the changes which will happen because of activities under each pillar of the strategy, namely, Institutions, Communities and Girls. It envisages key outcomes for girls to be increased skills and increased knowledge about their health and social rights as well as increased awareness of, and aspirations for employment opportunities. Key outcomes under the communities strategy: an increased awareness of the benefits of girls' education among parents and community leaders. Sustainability is an important aspect of a longterm solution and the outcomes for institutions include: improved institutional capacity to design and deliver gender sensitive skills oriented learning programs for girls and women as well as an increase in the technical skills in the institutions to leverage ODL.

STRATEGIES

This initiative focusses on a longterm strategy that can go beyond this project. Therefore, the strategies that will be used to break the cycle of CEFM are built on three pillars, **the learning institutions, the community and the girls.**

The Learning Institutions (service providers): To convince girls, community leaders and parents that girls can access education in a safe gender friendly environment, institutions should needs to be strengthened and capacitated. Relevant and appropriate policies for improving technical skills will be put in place and staff at the institutions will be trained in the use and integration of technology. Conscious efforts will be made to form a strong network among the partners and other development agencies involved in gender sensitive skills training.

Communities (while it is important to have national policies, the enforcement of it is happening within the communities): Conscious of the fact that CEFM is a deep rooted problem, enforced by communities, it is imperative to mobilize communities, especially traditional and religious leaders, to appreciate the effects of Child marriages on the girls , families and the community at large and to see the benefits of education for girls. Within the context of sustainable development, it is critical to raise awareness among the communities that child marriage has wide ranging negative consequences for development. Safe learning environments will be created and community leaders trained to assist with mobilizing the communities on the benefits of education for girls as well as on the negative consequences of child marriage.

Girls: At the center of this practice are the girls. They are caught up in this practice and can only get out if it, when they are educated about their social rights, their health, and when they gain skills and confidence to find employment. Activities under this strategy will focus on: the development of Life skills and locally relevant technical skills courses for girls ; The arrangement of internships for life skills courses and mechanisms to validate the technical courses by the labor market. Employment awareness and placement camps will be conducted and information on employment opportunities and financial support will be shared with the girls and women.

CATALYZING STRATEGY

Our Catalyzing Strategy is to use education and learning within the whole community, with its traditions and practices, to support girl's education and learning through schooling and skills training. Cognizant of the fact that ownership and collaboration are important in achieving sustainable results, the community's participation and contribution in the baseline data collection and monitoring of the activities will be important to inform the development of relevant gender sensitive learning resources as well as measuring progress.

Problem: The need to address CEFM and its negative consequences for development.

The Theory of Change is built on the premise that Open Schooling reduces opportunity cost as well as the financial cost of education. Labour market, employment friendly and community oriented open schooling leads to better livelihood, changes in lifecycle behaviour and postponement of girls' early marriage.

Title	Preventing child, early and forced marriage through open, distance, and technology-based education and training	Country/Region	Bangladesh, Mozambique, Tanzania and Pakistan (Commonwealth of Learning)

ULTIMATE OUTCOME ↑

1000
Improved sustainable livelihoods for disadvantaged women and girls in priority communities in rural areas of selected countries

↑   ↑   ↑

INTERMEDIATE OUTCOMES

1100 Increased access to safe, quality gender sensitive Open Distance and Technology-based Learning (ODL) opportunities for girls and women in rural areas in selected countries	1200 Increased equitable participation in quality ODL by disadvantaged women and girls in rural areas of selected countries and reduced incidence of CFEM.	1300 Enhanced economic leadership and family decision making, including family planning, for disadvantaged women and girls in rural areas of selected countries
Targets/Indicators 8 institutions offer new and revised learning resources in 24 courses	**Targets/Indicators** 25,000 women and girls complete lower secondary and skill related courses 5,000 girls and women aspire to continue to the next level of education	**Target/Indicators** At least 12,000 women ad girls are motivated to use their knowledge and skills to earn an income and to make informed decisions within the family

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IMMEDIATE OUTCOMES

1110 Improved institutional capacity to design and deliver gender sensitive skills-oriented learning programs for girls and women.	1120 Increased technical skills to leverage ODL which address the barriers girls and women experience, among local partners	1210 Increased awareness of benefits of girls' education, and the use of through open, distance, and technology-based education and training among parents and community leaders, as well as increased awareness of the negative consequences of CEFM on development	1310 Increased knowledge among girls about their health, social rights and consequences of CEFM	1320 Increased skills among girls and women	1330 Increased awareness of and aspirations for employment opportunities among girls
Targets/Indicators 8 institutions in 4 countries adopted new models to deliver gender sensitive skills oriented training	**Targets/Indicators** 500 faculty and community based resource persons trained to develop learning resources for ODL and technology mediated learning	**Targets/Indicators** 40 workshops, 40 radio programs and/or self learning DVDs on awareness building on the benefits of education for girls 25,000 girls enrolled at designated learner support centres	**Targets/Indicators** 25,000 women and girls successfully complete the Life Skills course	**Targets/ Indicators** 25,000 women and girls sucessfully complete Skills courses	**Targets/ Indicators** 8,000 women and girls apply for employment

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OUTPUTS

1111	1121	1211	1311	1321	1322
Relevant and appropriate policies for using ODL and technology to provide gender sensitive education and training	Staff and partners trained in the use and integration of technology (Tablets/Mobiles)	Awareness raising on the benefits of education and training using ODL conducted with the whole community (parents and community leaders and girls & women)	Life skills, financial literacy and entrepreneurship, courses developed and tested	Locally relevant technical skill courses developed and tested	Information on employment opportunities and financial support for entrepreneurs shared with learners
	1122 Partners are networked with various other development agencies involved with skills and gender activities	**1212** Safe learning environment established at the learner support centre		**1323** Technical skill courses validated by labor market	**1324** Employment awareness and placement camps conducted
1112 Staff at partner institutions trained in developing gender sensitive materials		**1213** Agreements concluded with community on support to the girls from the community and the project		**1325** Internships for skills courses established	
		1214 Girls and women trained to use technology			

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ACTIVITIES

1111	1121	1211	1311	1321	1331
3 content development training workshops per country	3 multimedia capacity building workshops for staff of participating institutions per country	Monthly community sensitisation workshops in each village	Conduct a baseline study on women and girls' perceptions about health, social rights and CEFM	Conduct a baseline study to assess the needs of girls and women in regard skills courses	Conduct one Roundtable for each course with labour market to assess the skills courses
	1122 Training of staff from partners in the use and integration of technology (Tablets/Mobiles)	**1212** Development of sensitisation material on the disadvantages of CEFM and the benefits of education and training (posters/radio programs)	**1312** Develop life skills, financial literacy and entrepreneurship learning material accordingly	**1322** Use data from baseline study to develop 3 gender sensitive Technical skill courses per country.	**1332** Conduct Employment awareness and placement camps
1112 3 policy development workshops per country on ODL, technology and gender sensitive teaching and learning	**1123** Provision of technology to institutions	**1213** Identification of one learner support centre per village and provision of relevant technology to learner support centres	**1313** Start life skills, financial literacy and entrepreneurship courses		
		1214 Provision of appropriate (for rural areas) technology to girls and training of girls to use technology			

1113 Conduct baseline studies on the training needs of staff members for developing gender sensitive skills oriented and school level courses as well as technology literacy(competency) 1114 Develop M&E framework 1115 Monitoring and Evaluation	1124 Create network opportunities with an online community of practise 1125 Identification of relevant secondary partners	1215 Negotiate support to the girls (from the project and the community) 1221 Identification of Community and traditional leaders 1222 Conduct baseline studies on community leaders and 1223 Training of Community and traditional leaders and establishing Community Steering Committee 1224 Enroll girls at learning centres and with secondary partners 1225 Start secondary school courses.		1323 Make arrangements for internships with at least 3 partners per village 1324 Place girls at partners for internships 1325 Start TVE subjects' offering	1333 Identify employment opportunities linked to girls' and women's interest and establish an employment databank

IAE, Tanzania.

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