Innovation through Sport: Promoting Leaders, Empowering Youth (ITSPLEY)

Final Evaluation Report
for
CARE USA

Associate Cooperative Agreement No: DFD-A-00-04-00144-00
(Reference Leader Cooperative Agreement No: GPH-A-00-03-00001-00)

December 16, 2011

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Acronyms

ARSHI	Adolescent Reproductive and Sexual Health Initiative
GEI	Gender Equity Index
GLI	Girls' Leadership Index
ITSPLEY	Innovation through Sport: Promoting Leaders, Empowering Youth
LEADER	Learning and Advocacy for Education Rights
MVC	Most Vulnerable Children
MWAI	Miske Witt & Associates Inc.
PTLA	Power to Lead Alliance
CBO	Community-Based Organization
SRH	Sexual Reproductive Health
SSCN	Sports for Social Change Network
SYD	Sports and Youth Development Unit
WAGE	Women and Girls' Empowerment

Executive Summary

The Innovation through Sport: Promoting Leaders, Empowering Youth (ITSPLEY) project, part of CARE's Gender and Empowerment Unit, uses sports as a vehicle for leadership development and girls' empowerment, and the Marketplace Model as a tool for developing organizational partnerships and individual organizational capacity. The project was guided by CARE's Gender Empowerment Framework, which posits that three interactive dimensions of empowerment – agency, social relations and structures – must be developed in order for genuine change in the well-being of girls and women to be sustained. ITSPLEY has two primary objectives:

1. To develop leadership skills and opportunities to practice leadership through sport-based trainings, and
2. To deliver innovative institutional capacity building to local organizations through sports and the Marketplace Model.

ITSPLEY, a USAID-funded, three-year project, was implemented in 2009 in four countries – Bangladesh, Egypt, Kenya, and Tanzania – and was evaluated beginning in October, 2011 by Miske Witt & Associates (MWAI), St. Paul, Minnesota, USA. ITSPLEY was organized in 101 sites across the four countries: 53 in Bangladesh, 13 in Egypt, 17 in Kenya, and 18 in Tanzania. On-site evaluation visits were made by five-person MWAI teams to three different ITSPLEY sites in Egypt, Kenya, and Tanzania, and four in Bangladesh during October and November, 2011. Data collection strategies included focus groups with girls and boys active in ITSPLEY programming, as well as with girls and boys who were not involved; semi-structured interviews with ITSPLEY support staff, partner organization staff and community leaders; activity observations, and the administration of the Girls' Leadership Index (GLI) and the Girls' Equity Index (GEI).

Fundamentally, ITSPLEY was successful in meeting its first objective of developing youth leadership skills through sports programming. The project handily mobilized girls and boys in sports-related and other activities in all four countries. As reported by the four participating country offices, ITSPLEY has already achieved and exceeded the target of reaching 100,000 youth. The program evaluation demonstrates that youth, particularly girls, made significant progress in developing their leadership skills of voice, self-confidence, decision-making, organization, and vision. In addition, in all four countries, girls active in ITSPLEY indicated that they had had opportunities to practice their newly-enhanced leadership skills in school, family, and community contexts.

The second objective of ITSPLEY was to deliver innovative institutional capacity building to local organizations through sports and the Marketplace Model. Here, results by country are mixed. In Bangladesh, Egypt, and Tanzania, the Marketplace Model was instituted fairly late in the program, and in Kenya, while partner organizations worked well together, they did not appear to have entered into the level of exchange relationships recommended by the model. Consequently, the Marketplace Model's effects are difficult to assess. Program leaders in all four countries saw promise in it,

but had not realized its potential. Earlier and intensive training on the model, including how to identify marketable services, how to market them, how to measure value for compensation purposes, and how to represent organizational needs to the marketplace would allow for more successful implementation. Despite the limited practice of the Marketplace Model, it is evident that organizations in all four countries did partner with each other and that their capacities to deliver services were enhanced accordingly.

In terms of the Gender Empowerment Framework, ITSPLEY made significant strides in developing girls' sense of agency and their social networks, and limited, but important progress in changing social structures. Data indicate that girls active in ITSPLEY developed a stronger sense of leadership than girls not active in the program. Similarly, self-reported measures of leadership development show that both participating girls and boys perceived that they were developing as leaders. Likewise, in all four countries, active girls, and to some extent, active boys, expanded their social networks by forming relationships with peers and adults, even though formal efforts by partner organizations to coordinate social networks for girls were only moderately strong. In terms of structural change, important shifts in attitudes towards girls by boys, women, and to a lesser extent, men, are changing social norms related to girls, a first step toward significant structural change. Overall, data indicate that active boys' attitudes and behaviors toward girls are shifting in all four countries, although old gender social norms still linger. Women are encouraging girls by giving them more freedom to participate in ITSPLEY program activities, and men are beginning to respect girls as individuals with rights. Signs of normative change can be seen in girls being allowed more freedom to be in public, to play sports, and to interact more freely with boys. While modest on the surface, at the core, these changes show the beginnings of important cultural shifts allowing more freedom for girls and women, and a greater acceptance of girls' and women's rights. Once these rights are assumed, more substantial structural change can follow.

The MWAI evaluation indicates that ITSPLEY met its objective of developing leadership through sports and creating opportunities for leadership practice. Data indicate that girls, in particular, enhanced their leadership skills and practiced their skills in various contexts. Progress was made on ITSPLEY's second objective of building organizational capacity by means of the Marketplace Model. Organizations did partner with one another and enhance their capacities to deliver services. Yet more extensive training in the Marketplace Model and greater mentoring and monitoring of organizations' practice of its principles are needed. In terms of gender empowerment, girls in ITSPLEY enhanced their sense of agency by developing as leaders and starting to lead in their families, schools, and communities. They expanded their social and relational networks with peers and adults, and began to experience what it might be like to live in communities where girls' and women's rights are respected. From the roots of social norm change in these communities, greater structural change has the possibility of emerging in the future.

Section 1: Background Information

The Innovation through Sport: Promoting Leaders, Empowering Youth (ITSPLEY) project, as part of CARE's Gender and Empowerment Unit, is a pioneering initiative that uses the convening power of sports as a vehicle to minimize the effects of poverty and social injustice on marginalized youth, especially girls, in four countries: Bangladesh, Egypt, Kenya, and Tanzania. Drawing from evidence showing that well-designed sport-based programming can be a powerful tool to achieve a wide range of development goals, ITSPLEY uses sport as a vehicle for leadership development and girls' empowerment. The program, through sport, also aims to improve educational success, enhance economic opportunities, and include marginalized groups of youth, all with a focus on girls.

The USAID-funded, three-year project, was initiated in January, 2009 with an aim to enhance the institutional capacity of local organizations working directly with youth; and to provide youth, notably girls, with opportunities to develop and practice leadership skills through sports-based activities. CARE expected ITSPLEY to involve 90,000 children and youth in sports and leadership programming, to mobilize 10,000 youth leaders and mentors with opportunities to demonstrate leadership skills, and to strengthen the capacity of local sport and non-sport organizations and organizational networks in the four participating ITSPLEY countries.

ITSPLEY's two objectives are:

1. To develop leadership skills and opportunities to practice leadership through sports-based trainings, and
2. To deliver innovative institutional capacity building to local organizations through sports and the Marketplace Model.

The Marketplace Model is essentially an exchange of expertise and services by partner organizations, which pay each other, allowing future exchanges and purchases of resources, thus further developing the marketplace.

Further guiding ITSPLEY is CARE's Gender Empowerment Framework (see Figure 1 below), which is grounded in the field of gender and empowerment studies in development, especially Deepa Narayan's (2001, 2005) work on specific elements of empowerment that can be assessed. From Kabeer's (1999a, 1999b) and Narayan's work, CARE developed its framework, which asserts that three interactive dimensions of empowerment – agency, social relations, and structures – must be addressed in programming in order to sustain transformative outcomes for the well-being of girls, boys, and women (CARE USA 2006a, 2006b in Miske, Meagher, & DeJaeghere, 2010).

Emblematic of individual change or agency is that poor women and girls become agents of their own development, able to analyze their own lives, make their own decisions, and take their own actions. Women and girls (and men and boys) achieve agency by gaining skills, knowledge, confidence, and experience. Through relational change, women and girls form new relations with other social actors, build relationships, form

coalitions, and develop mutual support in order to negotiate, be agents of change, alter structures, and so realize their rights and secure their livelihood. Finally, structural change involves women and girls, individually and collectively, challenging the routines, conventions, laws, family forms, kinship structures, and taken-for-granted behaviors that shape their lives (i.e., the accepted forms of power and how these are perpetuated).

The Gender Empowerment Framework was also the theoretical and conceptual underpinning for the project that preceded and informed the development of ITSPLEY, the Power to Lead Alliance (PTLA). PTLA was implemented over the course of three years in six countries, including two countries where ITSPLEY was also implemented (Egypt and Tanzania). The primary goal of PTLA was to promote girl leaders in vulnerable communities that were among the poorest, most underserved, and most isolated in each country. The objectives of PTLA were to cultivate opportunities for girls to practice their leadership skills; to create partnerships to promote girls' leadership; and to enhance knowledge to implement and promote girls' leadership programs.

In October, 2011, CARE USA contracted with Miske Witt & Associates Inc. (MWAI), St. Paul, Minnesota USA to conduct a summative evaluation of the ITSPLEY project in all four countries: Bangladesh, Egypt, Kenya, and Tanzania, and to evaluate the PTLA project as well. The projects' goals and strategic objectives, together with the Gender Empowerment Framework, form the underlying structure for the both the evaluation process and the report.

CARE's Gender Empowerment Framework

Individual change (Agency): Poor women become *agents* of their own development, able to analyze their own lives, make their own decisions and take their own actions. Women (and men) *gain agency* by gaining skills, knowledge, confidence, experience.	and	Structure change: Women, individually and collectively, challenge the routines, conventions, laws, family forms, kinship structures and taken-for-granted behaviors that shape their lives – the 'social order,' accepted forms of power and how these are perpetuated.
and	Relation change: Women form new relations with other social actors, build relationships, form coalitions and develop mutual support in order to negotiate, be agents of change, alter structures, and so realize rights and livelihood security.	and

Section 2: Country Contexts

Bangladesh

ITSPLEY was administered in one of the most remote and least developed regions of northeast Bangladesh (Sunamganj district in Sylhet Division), which is cut off from the rest of the country for months at a time because of floodplains. Here, youth, especially girls, have very few opportunities for recreation, social network development, or community participation. Literacy rates are low and girls are married very young, limiting their social mobility. Already in place in the district, the Adolescent Reproductive and Sexual Health Initiative (ARSHI), funded by the European Commission, provided a natural starting ground for ITSPLEY. The ARSHI project worked with peer educators to mobilize community members and to develop youth centers. The particular objective of ITSPLEY in Bangladesh was "to empower adolescents and youth with information and skills to support healthy practices in the area of reproductive and sexual health and mobilize communities and local organizations to ensure an enabling environment through sport-based activities and events" (CARE/SSCI Concept Paper for USAID DCOF). The program's approach was to build leadership skills first, which in turn would help empower adolescent girls and boys in the district. CARE-Bangladesh implemented ITSPLEY in 53 sites, with 12 of those initiated since January 2011.

Egypt

Recent social and political developments notwithstanding, ordinary citizens in Egypt – in particular women and youth – tend not to participate in local public affairs. Prior to the implementation of ITSPLEY, CARE-Egypt had been addressing the public affairs participation gap between women/youth and men with two programs: the Education and Girls' Leadership Program, which works to increase girls' school access and enrollment, and the Governance and Civic Engagement Program, which encourages women and youth to be more actively engaged with their local popular councils as advocates for community development. ITSPLEY partnered with these two programs and designed a program where youth ages 18-30, through partnerships already established in the Governance and Civic Engagement Program, would mentor younger children (ages 9-14) through sports and leadership activities. Schools involved in the initiative were already in relationship with CARE-Egypt by means of the Education and Girls' Leadership program. ITSPLEY's overarching goal in Egypt was "to develop the institutional capacity in the governorates of Qena, Beni Suef, and Minia to provide girls ages 9-14 with opportunities to develop and practice leadership skills through sports-based initiatives" (CARE/SSCI Concept Paper for USAID DCOF).

CARE-Egypt implemented ITSPLEY in 13 primary schools in Beni Suef and Minia governorates in Upper Nile Egypt, the two districts visited by the MWAI evaluator, and also in Qena. All of the sites visited were marginalized communities that lacked resources for teachers, teaching and learning materials, sports equipment, and/or playground space for girls. CARE-Egypt also implemented PTLA in selected sites.

Kenya

Kenya has a very young population, with young people comprising approximately 50% of its population. It is also experiencing a very high rate of urbanization, with 41% of the population living in urban areas. Kibera, the area of focus for ITSPLEY in Kenya, has an estimated one million inhabitants. CARE-Kenya has been addressing challenges of vulnerable households (including orphans, the elderly, and HIV and AIDS affected and infected households and caregivers) in Kibera since 1992. More recently, the Sports for Social Change Network (SSCN) and the Sports and Youth Development Unit (SYD) have promoted sporting activities for female and male youth as a positive pastime and a means to encourage youth participation in community activities. ITSPLEY was designed to expand CARE-Kenya's sports program to include the Marketplace Model and target themes of leadership, organizational development, economic empowerment, peer education, public-private partnerships, and sexual and reproductive health.

CARE-Kenya implemented ITSPLEY under the name "Youth Leadership Project," and it sought to use sports to provide leadership skills to youth in and out of school through life skills training and mentorships. It also sought to create opportunities for leadership and economic advancement through the marketplace concept. Kibera, a neighborhood of the city of Nairobi, is the largest informal settlement in the country, and it is located about five kilometers from the city center. The target group for the project was youth aged between 10 and 19 years, especially girls, in the 17 schools where CARE-Kenya implemented ITSPLEY.

Tanzania

The Sport for Social Change Network (SSCN) has also been active in Tanzania since 2007, and it was integrated into CARE Tanzania's two projects focused on reducing poverty and improving social justice through girls' empowerment strategies: the Learning and Advocacy for Education Rights (LEADER) initiative, and the Women and Girls' Empowerment (WAGE) program. ITSPLEY was designed to build on the work of these programs and respond to the education challenges faced by the most marginalized girls in the district of Kahama. The overall goal of the program was to allow 17,000 children and young adults [to] participate in sports opportunities that foster physical development and personal skills of leadership, self-confidence, and life skills related to sexual and reproductive health by 2011 (CARE/SSCI Concept Paper for USAID DCOF).

CARE-Tanzania implemented ITSPLEY in 18 primary schools in 15 villages in Kahama district, Shinyanga Region, in North Western Tanzania. CARE-Tanzania also implemented PTLA in 17 of the primary school sites. All of the sites observed by the evaluators were marginalized communities with minimum resources, infrastructure, and teaching and learning materials. Overcrowding in schools was common, and there was a shortage of teachers, especially females.

Section 3: Methodology

MWAI evaluation co-coordinators designed an evaluation approach specific to the cross-site summative evaluation of ITSPLEY and a complementary project, namely, Power to Lead Alliance (PTLA). The design included a country coordinator for each country, who traveled to the country to lead the evaluation team; a national research associate, who conducted research alongside the lead evaluator; an interpreter; and two data collectors (enumerators). CARE country staff assisted with such logistics as contacting sites ahead of time to let local staff know the needs of the evaluation team and physically finding the sites.

Due to political unrest in Kenya, the country coordinator selected was an expatriate researcher already residing in the country, who was assisted by a national evaluation team consisting of personnel similar to the other countries.

The US-based team country coordinators met for two days in St. Paul, Minnesota on October 4 and 5, 2011 to draft instruments and to develop plans for data collection, analysis, and report writing in collaboration with the CARE US team. Country visits ranging from seven to 12 days were launched on October 22 and concluded on November 26.

Country	Country Coordinator	Dates
Bangladesh	Heidi Eschenbacher	November 13–25, 2011
Egypt	Patti McLaughlin	November 14–26, 2011
Honduras	Lynn Evans	October 27–November 5, 2011
India	Greg Sales	November 6–16, 2011
Kenya	Hilda Omae	November 9–17, 2011
Malawi	Jerry Boardman	November 4–14, 2011
Tanzania	Jerry Boardman	October 21–November 5, 2011
Yemen	Sharon Beatty	November 5–28, 2011

Although there were variations, a typical country visit included the following: (1) preparatory conversations or e-mail exchanges in advance of the visit, including the request for reports, and for randomized selection of sites, as requested by CARE US in Atlanta; (2) a meeting with the CARE country office staff on arrival in the country and a meeting with the field office staff, if they were located outside the capital city; (3) data collection during one- to two-day site visits; (4) subsequent to the site visits, translation and drafting summaries of qualitative data, as well as entry, checking, and cleaning quantitative data; and (5) a final meeting with CARE staff to discuss the data collection process.

Following the country visit, each country coordinator submitted the data to the MWAI team data analysts. The first data analyst then entered the quantitative data into Excel spreadsheets and SPSS software. A second data analyst entered the qualitative data

into NVIVO software, coding the data according to themes that matched the interview and focus group discussion questions. The data analysts then returned the data to the lead evaluators to draft a report specific to each country.

The MWAI team of Country Coordinators reconvened in St. Paul, Minnesota on November 28 to 30, 2011 to share findings and lessons learned across sites. This meeting also included virtual communication with the lead evaluators in Yemen and Kenya.

Process and Data Collection Strategies

MWAI five-person evaluation teams made visits to three (Egypt, Kenya, and Tanzania) or four (Bangladesh) different ITSPLEY program sites. At least one member of each team was able to speak the official or national language of the country. Data collection strategies included focus groups, semi-structured interviews, activity observations, and the administration of the Girls' Leadership Index (GLI) and the Gender Equity Index (GEI). Focus groups were conducted with girls and boys active in ITSPLEY programming as well as girls and boys not active in ITSPLEY. Semi-structured interviews were conducted with active girls (two or three in each country), ITSPLEY support personnel, staff and management of partner organizations, and community leaders. The GLI was administered to girls in all four countries and to boys in Kenya; and the GEI was administered to both girls and boys in all countries. DeJaeghere and Krause (2011) conducted a factor analysis on baseline GLI and GEI data and identified one unique factor in the GLI (leadership) and three unique factors in the GEI (equality of rights, gendered social norms, and gendered responsibility). Only the items that loaded on these factors were included in the versions of the GLI and GEI administered for the ITSPLEY evaluation. (See Annex C and Annex D for lists of items by factor.)

Sampling

CARE country offices randomly selected in-country sites, in consultation with the evaluators. Details about the sites can be found in Annex A. In some sites (e.g., Tanzania), students for the focus groups were selected randomly, in some instances by strata (e.g., in Tanzania, girls and boys were selected across standards). In other sites (e.g., Bangladesh), teachers and facilitators helped select the girls and boys for the focus groups.   From the active girls who participated in the focus groups, one or more of the particularly active girls were selected from each site for the semi-structured interviews. For the GLI 207 girls were selected in Bangladesh, 150 in Egypt, 50 in Kenya, and 128 in Tanzania. In addition, the GLI was administered to 50 boys in Kenya. For the GEI, 146 girls and 124 boys were selected in Bangladesh. In Egypt, 74 girls and 76 boys were selected; and in Kenya, 100 boys and 100 girls. In Tanzania, 73 girls and 71 boys were selected. (See Annex B for the numbers of participants in each of the data collection strategies.)

Data Collection

Data were collected over one to two days in each site. Evaluators were assisted in data collection by research associates, interpreters, and enumerators, as well as by CARE country staff, who assisted with such logistics as contacting sites in advance to let local staff know the needs of the evaluation team, and physically finding sites. In order to increase understanding of the GLI and GEI questions, questions were both printed on the answer sheet and read aloud at all sites. The country coordinators and research associates usually conducted the activity observations together.

Section 4: Opportunities for Participation in Leadership Development

Types of Activities

ITSPLEY activities fell generally into four categories: sports, traditional games, life skills, and civic action.

Active girls and boys in Bangladesh reported that they participated in three primary types of activities: sports, traditional games, and civic engagement. They did not specify life skills activities, although clearly these were also part of the ITSPLEY programming. Active girls mentioned traditional games such as *ludu* and *karam* more often than active boys; but they had also tried football, volleyball, badminton, and various forms of track and field sports. In contrast, comparison girls only mentioned skipping and throwing a ball as sports that they played. It was quite evident that ITSPLEY provided girls with much greater opportunity to participate in sports-related activities than is generally the norm. Civic engagement activities were strong in Bangladesh, with boys and girls involved in activism related to such topics as sanitation, violence against women, early marriage, and eve-teasing (i.e., sexual harassment).

In Egypt as well as Tanzania, where both ITSPLEY and PTLA were implemented, it is difficult to parcel out which activities mentioned by girls and boys should be attributed to which of the two programs. In both countries, however, activities organized by ITSPLEY included sports, traditional games, and life skills clubs. In Tanzania, one hour twice a week was set aside for sports and life skills training. Civic action was central to programming in Tanzania, with both forums allowing girls to have direct access to decision makers, and peer mentorship activities where the girls could practice their leadership skills. Boys are new to the program there this year, and they showed greatest interest in sports and traditional games.

Finally, in Kenya, participants were involved primarily in life skills sessions and outdoor sports. In the former, peer educators, under the guidance of patrons and CARE-Kenya staff, taught their peers life skills, such as saying "no" to drugs, preventing early sexual activities, and being able to speak out. In the latter, active girls said that they were involved in football, basketball, netball, *kati* (a local game played by a minimum of

three), and volleyball.[1] The comparison girls, on the other hand, were less likely to be involved in sports; only one girl said she played football. Instead, they said that they sang, danced, and studied Arabic. Although the majority of active boys were involved in football, they also participated in volleyball, boxing, reading, and drama. In direct contrast, comparison boys did not list any organized activities in which they were involved. Instead, they said that they helped their parents with house chores, babysat younger siblings, and played.

Level of Engagement

In all four countries, evaluators observed active, very engaged program participants. They reported high levels of involvement and motivation.

Barriers to Participation

Not all participants found their initial foray into ITSPLEY program activities without challenges, particularly girls. In all four countries, many girls, and some boys, confronted resistance from family and community members, centered in perceptions of the program and what it stood for. In Bangladesh, some active girls said that parents, neighbors, and villagers thought that girls should not participate in ITSPLEY; and it took some time for these adults gradually to accept the girls' participation. Some of adults' reservations were due to the foreign nature of the program. As one girl stated, "At first I experienced a barrier in society because people said foreigners came here to do ITSPLEY, so it was risky. I was told not to go there [to ITSPLEY] because of religious barriers." While many boys in Bangladesh said they had not experienced any barriers, others said that their parents initially did not want to grant their permission, and they needed the intervention of community leaders to sway their opinions.

In Egypt, girls made fewer complaints about barriers, but some girls stated that they were able to participate only after focused advocacy efforts that included home visits by program social workers to encourage parental consent. Others had to confront initial concerns about community perceptions of girls participating in sports and other activities with boys, while still others found themselves challenging the normative expectation that girls should be at home when not at school. Some of the comparison boys complained that the program selection process excluded them from participation when they would have liked to have been involved, which may suggest the need for a more transparent and inclusive selection process. Some of the active girls in Kenya were also discouraged from participating by family members and friends (although the practice was not serious or widespread), but boys were not. The situation was similar in Tanzania, where interestingly the barriers cited by girls were most often related to peers, particularly male peers, rather than to family or community members. But, as in Kenya, boys in Tanzania did not face barriers to their participation, and they are eager to participate more.

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[1] The evaluator noted that some of the girls seemed to be listing merely sports that they had heard of or seen on television. For example, one girl said she had been involved in baseball, which is not commonly played in Kenya, and especially not in primary schools.

Not to be ignored are the more practical or physical barriers faced by participants. In Bangladesh these included weather and transportation. Flooding there limits the use of sports fields and makes transportation difficult. In Kenya practical barriers included lack of space and balls for sporting activities.

Although participants in ITSPLEY in all four countries had to face some barriers, they nonetheless were able to overcome them for the most part, undoubtedly learning lessons about leadership along the way.

ITSPLEY Success Story – Tanzania

Sekelaga is a middle child in a family of four children. Her mother is a shopkeeper, and her father works in the gold mines. Fourteen-year-old Sekelaga used to go to school just to please her parents and teachers. She lacked confidence, and did not have any clear goals or expectations about her future.

After joining the CARE program, Sekelaga practiced developing leadership skills and became more self confident. She acted as a leader at school, and led a scouts group. Her confidence in her ability to express herself and make decisions increased, and she went on to became the speaker of the "Girls' Parliament" in her ward after a teacher encouraged her to take the position.

"I thought that I could not do it, but now I feel capable. Most of my friends are always encouraging me in my leadership activities. One of them told me that if I managed to lead a scout's group, I will also manage to lead the parliament. Now I can speak loudly and confidently. I can talk with the government leaders who visit us," said Sekelaga.

"The attitude of the community towards girls is changing. We are now valued and respected more. Before, we couldn't sit next to boys even when we were in class. But now, we interact freely. Some boys have even encouraged me to work harder and they say that I can do it! The tendency of adult men to convince young girls to have sexual relations is also decreasing."

"I also remember that one day a woman came to our shop and told my father that I led the parliament very well. My father congratulated me and told me to work harder. When we were celebrating the 'SIKU YA MTOTO WA AFRIKA' (African Child Day), one lady congratulated me and told me she had never seen a child who could express herself so well. I felt so good! I now have high expectations. My plan is to study hard so that in the future I can become a real parliament speaker of Tanzania!"

Section 5: Leadership Knowledge and Skills

The first component of CARE's Gender Empowerment Framework is agency, which occurs when individuals become agents of their own development. They do this, in part, by acquiring new knowledge and developing new skills. Empowering girls to become leaders requires developing their leadership knowledge and skills. CARE defines a girl leader as an active learner who believes that she can make a difference in her world, and acts individually and with others to bring about positive change." As part of CARE's PTLA, which was implemented in two of the ITSPLEY countries (Egypt and Tanzania), leadership skills identified through PTLA were also emphasized to build on synergy between the two projects. CARE had identified these leadership skills – namely, confidence, voice/assertion, decision making/action, organization, and vision and ability to motivate others – as those that would allow both girls and boys to be able to take action and be influential in their families and communities. These competencies were measured as part of the PTLA and ITSPLEY program evaluation.

Voice

> *A girl who has found her voice is comfortable sharing her thoughts and ideas with others, and knows she has the right to do so.* (CARE, 2011, p. 19)

The percentage of active girls who said that they had "noticed a big difference" over the last two years in their ability to state opinions and ideas was higher than comparison groups in all four countries, except Tanzania, where all active girls said they had changed some but still needed to work on it and where all comparison girls said they had not changed at all. None of the active girls in all four countries or the comparison girls in Bangladesh and Kenya said that they had not changed at all, while 25% of Egyptian comparison girls did. It appears that girls enrolled in the ITSPLEY program made greater leaps in voice than comparison girls, who made more modest progress in voice. The exception to this is Tanzania, where comparison girls said they hadn't changed.

Among boys, active boys in Egypt and Tanzania cited greater change than comparison boys, while both active and comparison boys in Kenya reported similar high levels of change in their ability to state opinions and ideas. In Bangladesh, comparison boys actually cited bigger changes in voice than active boys, who were most likely to say that they had changed some (58.8%). Certainly, boys active in ITSPLEY improved their sense of voice; but, as among the girls, comparison boys also reported improvements. (See Annex E.)

Self-confidence

> *A confident girl is aware of her opinions, goals, and abilities, and she acts to assert herself in order to influence and change her life and world.* (CARE, 2011, p. 19)

Active girls in Egypt showed the most modest gains in self-confidence of any of the active girls, while those in Kenya showed the most dramatic gains. Among active boys,

those in Egypt and Kenya showed similar high levels of change, with 81% in both countries saying that they had noticed a big difference in their self-confidence over the last two years. Active boys and girls in Tanzania were very similar, with the majority noticing a big change and approximately one-third of each group saying they had changed some. Of particular note are the high percentages of comparison boys in Kenya and Tanzania who said that they had not changed much at all, 66.7% and 100%, respectively. ITSPLEY programming clearly made a difference in self-confidence levels for boys in these two countries. Programming also made a difference for girls, with active girls showing greater gains than comparison girls in Egypt, Kenya, and Tanzania. (In Tanzania the comparison girls did not seem even to understand the question about confidence.) In Bangladesh, the gains were similar for the two groups of girls. (See Annex F.)

Decision Making

A girl who demonstrates sound decision making understands that her own decisions matter for herself, for her future, and often for others. (CARE, 2011, p. 19)

Evaluators found evidence of girls' improved decision-making skills at sites in all four countries. In Bangladesh, decision making was often described in terms of girls making decisions that affect their own lives; but active girls, as opposed to comparison girls, had a better understanding that their choices can affect others. Through extra-curricular activities and sports, active girls in Egypt said that they were more confident in their decision making. One girl in Qena district stated: "Before, I used to follow others' advice without thinking. Now I question them and find my own thoughts." As another example of decision making, active girls in Tanzania created their own parliament. But girls' advancements in decision making are not always received positively. For example, in Egypt, comparison boys disagreed that girls have the right to make their own decisions. One boy in Beni Suef responded that "boys are courageous and take responsibility if they make a decision. They are confident and can implement a decision. Girls cannot."

Organization

A girl with organization skills is able to organize herself and her actions in order to accomplish a goal, and to take an idea and put it into reality. (CARE, 2011, p. 19)

In Bangladesh, active girls remarked that they knew how to organize a group when they were designated as leaders, and they seemed to appreciate taking initiative and being granted responsibility. In focus groups in Egypt, however, few girls recognized how their organizational skills connected to the success of their projects (in this case PTLA civic action projects), while boys there were more able to see how their organization skills linked to the success of the public events they had organized. The evaluator in Kenya noted that peer educators were well able to organize groups, keep peers focused on tasks, and maintain engagement.

Vision

> *A girl with a strong and clear vision and who is able to motivate*
> *others brings people together to accomplish a task.* (CARE, 2011, p. 19)

In all four countries, active girls dreamed of better futures for themselves and their families.   Girls in Bangladesh talked about working hard, completing school, getting jobs, and transferring their families to the city. They linked schooling to attaining their goals and to professional careers. One of the girls interviewed in Egypt stated that before her participation in the project, she could not see any future, but that now she knows what she wants to do. Girls in Kenya had a very concrete vision: to get their families out of the [Kibera] slums. They said that they had made the decision to work hard in school to make this happen. Girls in Tanzania envisioned good husbands and families, educated children, good jobs, and houses. However, despite these visions for the future, for the most part the girls did not identify articulating one's vision as a leadership skill or connect it to their own leadership development.

Overall Leadership Development

Girls and boys in all four countries were asked: "Over the past two years, have you developed as a leader?" (There were three response options: "I haven't changed much at all"; "I am developing as a leader"; and "I feel successful as a leader.") The majority of active girls in Bangladesh, Egypt, and Tanzania said that they were developing as leaders, while responses of those in Kenya were tied between developing as a leader (44.4%) and feeling successful as a leader (44.4%). In addition, a portion of each group said that they felt they were successful as leaders. Similarly, the majority of active boys in Bangladesh and Kenya said that they were developing as leaders, whereas in Egypt and Tanzania, the greatest numbers said that they were successful as leaders (47.4% and 68.8%, respectively). Importantly, none of the comparison girls and boys said that they felt successful as leaders, except for 14.2% of Egyptian girls. Indeed, comparison boys were far more likely to say that they had not developed much at all (Bangladesh, 66.7%; Egypt, 85.7%; Kenya, 33.3%; Tanzania, 87.5%). Clearly, program participation enhanced the participants' sense of themselves as leaders. It should be considered that girls and boys who received leadership training may see themselves as developing leaders instead of as successful leaders precisely because they understand what it takes to be a leader and the process required to become one. (See Annex G.)

One leadership scale item was created from the 24 items on the GLI. (See Annex C for survey items.) Table 1 shows active and comparison group means for each of the four ITSPLEY countries. The mean score represents a score based on a four-point response option of 1=rarely, 2=sometimes, 3=often, and 4=always. Active girls in Bangladesh, Egypt, and Tanzania all scored higher (if somewhat modestly, as in the case of Tanzania) on the GLI than their comparison group counterparts, showing a stronger sense of personal leadership. Taking the statistically significant differences between the comparison groups and the active groups into account, in terms of girls' leadership, it appears that the ITSPLEY program is affecting the ways that girls see themselves relating to others as leaders. They are more likely to practice leadership skills, such as

seeking advice, providing opinions, making decisions that influence others, considering different perspectives, and not hesitating to speak.

Table 1: Measures of Leadership in the GLI

Country	Sample Size		Mean		Standard Deviation		Significant Difference (p-value)
	Compar-ison	Active	Compar-ison	Active	Compar-ison	Active	
Bangladesh (girls)	77	130	2.88	3.11	.316	.500	YES; p=.001**
Egypt (girls)	50	100	3.07	3.33	.315	.309	YES; p < .001***
Kenya	47[2]	50	3.03	2.93	.57	.30	NO
Tanzania (girls)	44	84	2.80	2.90	.23	.28	YES; p = .037**

*=small effect size; **=medium effect size; ***=large effect size (based on Cohen's d)*

Of the five leadership skills central to CARE programming (voice, self-confidence, decision making, organization, and vision), the evidence suggests quite strongly that girls and boys who participated in ITSPLEY programming gained a stronger sense of voice and self-confidence than those who did not participate. While the evidence supporting gains in decision making, organization, and vision is not as strong, the data nonetheless suggest that active girls and boys also made progress on these skills. The fact that the data do not illustrate this progress more clearly may have more to do with the measurement process than with the participants' failure to make significant progress. Fundamentally, the GLI comparisons between active and comparison girls make it clear that active girls developed a stronger sense of leadership than the comparison girls. The self-reported leadership development question shows that both participating girls and boys perceived that they are developing as leaders, which points to programmatic success.

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[2] In Kenya, the comparison group refers to the baseline group.

ITSPLEY Success Story – Bangladesh

Every day, 13-year-old Orpita wakes up at 6:00 a.m. to take breakfast and help her mom prepare food for the day. She gets to school at 9:30 a.m. and does not go to bed until after 10:00 p.m., after doing her homework and helping her mom with housework. But despite her discipline and hard work, Orpita faced a challenge that almost forced her to drop out of school.

Until three months ago, a boy used to tease Orpita every day when she walked to school. Orpita and a couple of her female friends asked the boy to stop. They told him the eve-teasing or harassment affected Orpita's ability to study and learn. But the boy continued.

Months earlier these girls would not have had the courage to protest against such behavior. But Orpita attributed her ability to use her voice to her participation in the ITSPLEY program over the last two years. When the teasing still did not stop, the girls took it one step further and talked to the teasing boy's parents. Since then, Orpita has not been teased, thanks to her efforts together with her friends.

"I can raise my voice against teasing and child marriage," Orpita says. "My self-confidence has increased and I am aware of my rights. In the past when girls made a mistake, women in the community would criticize them harshly with abusive language. Boys would tease, and girls who were seen talking to boys were considered bad. Now things have changed. Men see girls' participation in sports as normal. Boys are more helpful and friendly, and women offer more support."

Orpita now can now talk to other girls about her problems, which she could not do in the past. She can raise her voice when she is treated unfairly. She has also begun to play volleyball and football at school, thanks to the outreach efforts of a teacher who worked with parents and community leaders. Though she is still working on being able to express her opinions with boys, Orpita has much greater confidence in voicing her opinions and in doing well in school.

Section 6: Supportive Relations

Central to CARE's Gender Empowerment Framework are the social relationships built by women and girls. In order to be agents of change and alter social structures, individuals need to create new relationships with other social actors, build relationships, form coalitions, and develop mutual support.

In Bangladesh, ITSPLEY programming was largely successful in encouraging supportive relations for active participants, especially girls. Both active girls and boys said that they had developed relationships with peers, some emerging gradually from formal introductions in sports activities. It was the active girls, not the boys, who said that they made friends with male peers as well as female. One girl said that before the program, it was considered inappropriate for a girl to talk to a boy, but that now girls and boys can talk with each other. Active girls were also most likely to cite having built relationships with adults, including teachers from other schools, older girls, and "elder sisters in the society." One focus group of active boys indicated making relationships with "elder brothers," while the boys in the comparison group did not specify any adult relationships; and comparison girls specified building adult relationships with relatives and a neighbor's relative, neither of which greatly expand their social networks. While not necessarily citing them as new relationships, active girls and boys said that teachers supported them by giving them opportunities to practice leadership skills; and several girls noted that either a teacher, a community leader, or a family member initially spoke to their parents to gain permission for the girls to participate in the program, and later to give them more mobility in the community to practice their leadership skills. Yet support is not always constant. As one comparison boy said: "Sometimes we get support for practicing new leadership skills and sometimes we don't. For example, when we raise our voice against child marriage, nobody wants to support us. For some good work, they sometimes support us."

Active girls and boys in Egypt noted building relationships with adults, including community mentors, sports leaders, student union leaders who helped with school elections, and social workers who served as a link between the program and the families. Because of the social workers' efforts many girls were allowed to participate on a regular basis. Importantly, parents supported active girls by granting them permission to attend programs. One active girl explained that a girl could participate without her mother's consent, but not without her father's. Other girls mentioned that their mothers supported them by limiting housework responsibilities so that the girls could attend extra-curricular meetings. Both active girls and boys felt that they now have a more respectful relationship – "like a brother and sister" – with peers of the opposite sex.. In contrast, girls and boys in the comparison groups had difficulty answering questions regarding supportive relationships and were only able to say that they had created new relationships with relatives.

ITSPLEY programming was also quite successful in encouraging supportive relations for girls in Kenya. All of the active girls said that they built relationships with peers in the program, stating that they made new friends among themselves and at other schools, where they attended training sessions and/or sports tournaments. They also indicated

that they forged relationships with adults, especially women, such as CARE-Kenya staff and program leaders. Through these relationships, the girls were encouraged and found opportunities to develop their leadership skills. Family members, especially mothers, and friends encouraged girls to be confident, while teachers provided an environment in which they could practice their skills. Although comparison girls not active in the program cited supportive relationships with peers, none of them indicated having developed relationships with adults.[3]

In Tanzania, the experience of active girls was similar to those in Kenya, with the addition of active boys also experiencing the benefits of supportive relations. Both active girls and boys reported developing new relationships with classmates, and some participants mentioned developing relationships with students from nearby schools that also participated in CARE-Tanzania programming. Most notably, active girls cited developing relationships with their male peers and being more comfortable asking them for help, playing with them, and working with them. Active girls and boys also forged relationships with adults, in particular sports leaders, CARE-Tanzania officers, small group mentors and teachers. Some active girls reported feeling that since they had been involved in the ITSPLEY program, their fathers and brothers were more accessible to them. Active girls felt encouraged by the people with whom they forged or strengthened relationships. Fundamental support came from parents who granted girls permission to attend the program in the first place.

Social Networks

Relationships become more empowering when tied together in dynamic social networks. In Kenya, the ITSPLEY project created and sustained a healthy network of schools, organizations, and clubs within which girls interacted by playing and learning. Sports, team-building activities, and discussion forums were held within these networks. These activities, within strong networks, provided girls with opportunities to share experiences, issues, and concerns with each other. In Bangladesh, Egypt, and Tanzania, partner organization staff members felt that they were supporting social networks for girls, but they did not specify how. In all four countries, active girls and boys clearly made strides in developing their own social networks by forming relationships with peers and adults. More intentional efforts by partner organizations to support and expand these social networks could only strengthen them.

Sexual and Reproductive Health

Issues of sexual and reproductive health were central to ITSPLEY in Bangladesh. There, efforts to teach girls and boys about sexual and reproductive health themes went beyond the classroom to community application. For example, in one community, signs promoting issues about men's and women's sexual health were installed in the village catchment area. In another, students visited area homes to build awareness of sexual and reproductive health. One of the active girls said that learning about menstruation

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[3] Questions asking respondents about supportive relations were not asked of boys in Kenya.

from older girls and ITSPLEY books was the most important thing that she had learned from the program.

The programmatic address of sexual and reproductive health themes in Egypt was less prominent. One partner said: "speaking of sexual reproductive issues is still sort of taboo," and said that it was not a main focus activity in the program. Another partner said that health was integrated into lessons for girls through the ASPIRE curriculum. Nonetheless, one active girl in Egypt said that one of her favorite activities was when the health unit doctor came and talked to the girls about menses. She said that the doctor gave them information that their mothers would not tell them, and that the doctor also talked to the mothers about diseases.

In Kenya, partner staff began addressing key themes of sexual and reproductive health through the life skills curriculum, a peer educators' manual, and the school curriculum. They also provided forums in school where both girls and boys discussed the issues with adult guidance. A challenge evident in the schools, which highlighted the issues of sexual and reproductive health in Kenya, was the need for sanitary pads for girls. The lack of them kept some girls from attending school and strained the relationship between boys and girls. Through the program, sanitary pads were distributed, which gave girls confidence to attend school.

Finally, in Tanzania, sexual and reproductive health themes were addressed in life skills clubs and embedded as messages in debates, dramas, songs, and poems, with students often preparing the messages, reinforcing their understanding through practical application.

ITSPLEY Success Story – Egypt

Senaa, age 14, sat in the front row of the focus group, wore glasses, and looked the facilitators straight in the eye. She was not shy to answer the many questions and always answered with a smile. Senaa has participated in the program for about one year. She said that before the program, she stayed at home to cook and do chores to help her mother. She rarely got out. She said that staying home is normal for girls in her village. One of her favorite things about being in the program was getting out of the house and feeling like she was part of a larger community.

Senaa said that she learned in this program that she has courage. Through ITSPLEY, she discovered that it is not too scary to speak in front of people. Now, she actually enjoys public speaking. She has spoken in competitions and regularly speaks up in the class. Senaa shared that, in the past, or before being part of a core extra- curricular activity group, she really had no opinions about anything. She followed what her parents told her and mostly believed anything she heard from an adult. Since her family is in the medical profession, she always thought that she would be a nurse, maybe a doctor; however after this program, she has more dreams. She wants to study at the Faculty of Media at the university, become a famous announcer, get on a plane, and see how people in other countries are really living. She also wants to make enough money one day to send her mother to the Hajj. She said that for the first time in her life, she is really excited about what a person can do and be in society.

Senaa said that many people have been supportive of her. Her teachers, mentors, mother, and CARE staff have supported her participation in a documentary of the program. She remembered that at first her brothers objected to her participating, but when she and her mother took the taxi to make the documentary, even they were proud of her, and now she feels proud of herself. The documentary was called the "Barrier of Silence" and she was one of the people interviewed. Before the program, boys and girls were never allowed to be together, but during the activities they often worked together in groups. Now, she feels that the boys in her group are like brothers. But still, in the village she cannot talk to the boys, or express her opinion because she will get beaten.

Section 7: Enabling Environment

According to CARE's Gender Empowerment Framework, agency and supportive relations are necessary but not sufficient conditions for girls' and women's empowerment. Women and girls also need an enabling environment with social structures that allow them to act. Attitudinal change regarding gender equality not only contributes to an enabling environment, but it also encourages social-structural change.

Attitudes Toward Gender Equality

CARE's theory of change suggests the importance of girls' rights being upheld in order for them to develop as leaders. Without recognition of girls' rights from all members of a community, girls' leadership potential is stifled, and social structures cannot change. Therefore, this evaluation assessed the levels of community attitudes and behaviors toward girls regarding their rights in society.

Gender Equity Index

The Gender Equity Index (GEI) was composed of items measuring three constructs: equality of rights, gendered social norms, and gendered responsibility. (See Annex D for survey items.) However, gendered responsibility is not included in this report due to its low reliability measure. Tables 2 and 3 show results across four countries on girls' and boys' views on equality of rights. Most of the items that compose this scale capture attitudes about equal rights between women/girls and men/boys (DeJaeghere & Krause, 2011). The mean score represents a score based on a dichotomous response of 0=disagree and 1=agree. Therefore, the score can be converted to a percentage to represent the mean percentage of items on which the respondent agreed. For example, a mean score of .75 (or 75%) can be interpreted as the mean percent of items in the scale on which respondents agreed. There were 15 items in this scale.

Several observations are noted in the following results on the equality of rights scale for girls.

- In three out of the four countries there are statistically significant positive differences between active girls and comparison girls: Bangladesh, Egypt, and Tanzania. In all cases, girls in the active groups agreed with a higher percentage of items in the equality of rights scale.
- The difference between groups was greatest in Tanzania, where active girls agreed with 89% of the items in the scale, while comparison girls agreed with 72%.
- In general, girls in both groups, across countries, agreed with a majority of items in the scale (72% and higher).

Table 2: Measures of Equality of Rights for Girls in the GEI

Country	Sample Size		Mean		Standard Deviation		Significant Difference (p-value)
	Comparison	Active	Comparison	Active	Comparison	Active	
Bangladesh	43	103	.85	.93	.14	.09	YES; p < .001**
Egypt	25	49	.73	.82	.13	.13	YES; p =.005***
Kenya	50	50	.84	.88	.13.	13	NO
Tanzania	24	49	.72	.89	.17	.11	YES; p < .001***

*=small effect size; **=medium effect size; ***=large effect size (based on Cohen's d)

Several observations are noted in the following results on the equality of rights scale for boys.

- In two of the four countries there are statistically significant positive differences between active boys and comparison boys: Bangladesh and Egypt. In these countries, boys in the active groups agreed with a higher percentage of items in the equality of rights scale than comparison boys.
- In Kenya, there is a statistically significant negative difference between active and comparison boys. Boys in the active group agreed with a lower percentage (81%) of items in the equality of rights scale than boys in the comparison group (87%).
- Boys in both groups in all four countries agreed with a majority of the items in the equality of rights scale.

Table 3: Measures of Equality of Rights for Boys in the GEI

Country	Sample size		Mean % of agreed items		Standard Deviation		Significant Difference (p-value)
	Comparison	Active	Comparison	Active	Comparison	Active	
Bangladesh	38	86	.84	.92	.13	.10	YES; p < .001***
Egypt	25	51	.67	.80	.10	.12	YES; p < .001***
Kenya	50	50	.87	.81	.11	.13	YES (neg.); p = .007**
Tanzania	24	47	.76	.83	.19	.14	NO

*=small effect size; **=medium effect size; ***=large effect size (based on Cohen's d)

Tables 4 and 5 show results across five countries on girls' and boys' views of gendered social norms. Items on this scale include social norms across different spheres of life: relationships, social behavior in private and public, and schooling. The responses do not

necessarily reflect one's attitudes about issues, but rather an underlying belief about norms between men and women (DeJaeghere & Krause, 2011). The mean score represents a score based on a dichotomous response of 0=agree and 1=disagree. These items were reverse coded to reflect the desirable response. The score can be converted to a percentage and interpreted similarly to the equality of rights scale. There were 11 items in this scale.

Several observations are noted in the following results on the gendered social norm scale for girls:

- Statistically significant differences between active and comparison girls only occurred in Kenya and Tanzania, with active girls agreeing with a higher percentage of the items in the gendered social norm scale than comparison girls.
- Active and comparison girls in Bangladesh and Egypt do not differ significantly from each other, and their scores are lower (43% to 53%) than the scores of both groups of girls in Kenya and Tanzania (63% to 85%).
- The percentage of agreement is lowest among active and comparison girls in Egypt.

Table 4: Measures of Gendered Social Norms for Girls in the GEI

Country	Sample Size		Mean		Standard Deviation		Significant Difference (p-value)
	Compar-ison	Active	Compar-ison	Active	Compar-ison	Active	
Bangladesh	43	103	.52	.53	.26	.36	NO
Egypt	25	49	.47	.43	.13	.19	NO
Kenya	50	50	.73	.85	.18	.15	YES; p < .001**
Tanzania	24	49	.63	.73	.15	.02	YES; p = .013***

*=small effect size; **=medium effect size; ***=large effect size (based on Cohen's d)

Several observations are noted in the following results on the gendered social norm scale for boys:

- Scores for all groups of boys – active and comparison in all four countries – are lower than scores for all groups of girls (in all countries), except for Egypt, where active boys agreed with 49% of the items and active girls agreed with 43% of the items.
- The differences between active and comparison boys are only significant for Egypt and Tanzania, where active boys agreed with more items in the scale than comparison boys.
- Scores are lowest in Egypt.

Table 5: Measures of Gendered Social Norms for Boys in the GEI

Country	Sample Size		Mean % of Agreed Items		Standard Deviation		Significant Difference (p-value)
	Compar-ison	Active	Compar-ison	Active	Compar-ison	Active	
Bangladesh	38	86	.47	.49	.19	.22	NO
Egypt	25	51	.36	.49	.20	.198	YES; p = .009**
Kenya	50	50	.59	.66	.22	.20	NO
Tanzania	24	47	.48	.67	.26	.24	YES; p = .003***

*=small effect size; **=medium effect size; ***=large effect size (based on Cohen's d)

In general there seems to be stronger perceptions of equality of rights and gendered social norms scores for girls and boys from active sites than comparison sites. While both boys and girls indicate relatively high rates of support for equality of rights, in general, girls indicate more support for gendered social norms than boys. Even though respondents were not tracked over time, which would have measured a change in participants, the difference between active and comparison groups is notable. These scores indicate favorable attitudes and beliefs about gender equality for a majority of girls and boys participating in ITSPLEY.

Boys' Attitudes and Behavior toward Girls

Overall, data indicate that boys' attitudes and behaviors toward girls are shifting in all four countries, although old gender social norms still linger. In some places, like Egypt, boys may "know" what is becoming socially acceptable, but they still feel strongly about traditional gender norms and have difficulty changing their behaviors. All active and inactive boys in Bangladesh agreed that "girls have the same right to be educated," and that girls and boys have the same right to express their opinions." One active boy said: "an educated girl will conceive less number of babies and for that she will be happy in her life." In Egypt, the data are similar, with nearly 100% of active and comparison boys agreeing that girls have the same right as boys to express their opinions. However, during further discussion with the comparison boys, the evaluation team found that they held different beliefs concerning a girl's right to express her opinion within the family. For example, one boy stated: "Parents select the boy's opinion because God gifted boys with good thinking." The effect of remaining bias in Egypt resonates in one girl's response: "I can express my ideas, but there is still no opportunity to express [them] because no one is interested in them."

Similarly, in Kenya, active boys think that girls and boys have the same right to be educated, and both active and comparison boys think that girls and boys have the same right to express their opinion. The majority of active boys in Tanzania agreed that girls have the same right to education as boys; although, in one focus group, some boys qualified the right by saying: "in our area, boys are first." The majority of active boys also agreed that girls and boys have the same right to express their opinion; although,

in the same focus group as before, some hesitated. Among the inactive boys, 50% agreed that they have the same right to education; and 50% agreed that they have the same right, *but* that boys should be first.

Finally, active and comparison boys in all countries were asked: "Has your attitude about girls changed over the last two years?" Their responses follow in Table 6. Both active and comparison boys in Bangladesh, Egypt (except for inactive boys who either were not asked or did not answer the question), and Kenya claimed that their attitudes towards girls had changed significantly. In Tanzania, 63% of active boys said that they were beginning to think differently about girls, while 81% of comparison boys said that they had not changed at all. It is possible that the Tanzania findings reflect the actual influence of ITSPLEY programming, while in the other countries boys gave what they thought were socially acceptable responses.

Table 6: Boys' Attitudes toward Girls

	N	Is the same – has not changed at all.	I am beginning to think differently about girls now.	My attitude toward girls has changed a lot.
Bangladesh				
Active Boys	25	0	0	100%
Inactive Boys	9	0	0	100%
Egypt				
Active Boys	19	0	0	100%
Inactive Boys	n/a	n/a	n/a	n/a
Kenya				
Active Boys	16	0	6%	94%
Inactive Boys	9	0	11%	89%
Tanzania				
Active Boys	8	37%	63%	0
Inactive Boys	16	81%	19%	0

In terms of behavior, community leaders and girls in Bangladesh said that an important behavioral change for boys is that they no longer tease girls like they used to, which had been a significant problem. In Kenya, community leaders reported seeing boys respecting girls and their mothers more. One active girl said that "boys don't laugh at us during our monthly periods. They used to tease us a lot, but not anymore." In Tanzania, active boys were more likely to help their sisters with domestic chores at home than before participating in the program.

Women's Attitudes and Behavior toward Girls

In Bangladesh, community respondents and active girls said that women and mothers are trying to understand girls' feelings and needs. In Egypt, women and mothers are starting to spare girls from housework so they can study. Community leaders in Kenya made a compelling observation about women's attitudes towards girls: "Initially, mothers

used to silence girls, but the girls now insist that they also have a voice. The girls have enabled the women to grow and accept the transition."

Men's Attitudes and Behavior toward Girls

In Bangladesh, community respondents and active girls said that men's attitudes towards girls are more positive than they were before ITSPLEY. They also said that men and fathers are more accepting of girls' opinions, and they no longer think girls' involvement in sports is bad or wrong. Data indicate that fathers are allowing girls, as well as boys, to study and to play sports, and that fathers are more likely to allow girls to go outside to play or to go to events. One girl observed that men will now even carry sports equipment for girls. As girls begin to be more involved in civic activities in Egypt, community members' perceptions are changing slowly. But community leaders perceive little change in the distribution of family roles to allow girls to attend extra-curricular activities. As one community leader stated: "The problem here is that females are not allowed to leave the house." According to active girls in Kenya, men have not changed.   As one of them said: "They still harass us in the village." Community respondents in Tanzania thought that men's perceptions of their daughters have changed, in that they no longer consider girls assets to be married off early. They also said that the attitudes of men towards girls are gradually changing, yet the sentiment that boys continue to have priority remains. One program staff member said that roles are shifting some, and that men have started helping fetch water and collect wood, two tasks traditionally assigned to women.

Structural Change

CARE's gender empowerment framework concludes with a focus on structural change. This area of work includes efforts to change procedures, laws, and practices in ways that better support girls' and women's empowerment, and in turn affect their leadership development opportunities. This formation of an enabling environment was assessed in three ways through the ITSPLEY evaluation: formation of organizational partnerships, creation of structures and policies to support girls, and inclusion of marginalized youth in the program.

Organizational Partnerships

ITSPLEY partnered with schools and other organizations in all four countries. (See Table 7 for a list of partnering organizations by country.[4]) In Bangladesh the partner organizations were either already connected to CARE or developed organically as part of the program. The partner youth centers had been created by CARE as part of ARSHI, and the social and sports clubs developed naturally with some assistance from government ministries. In Egypt, the partner organizations were independent entities. ITSPLEY in Kenya worked with the greatest number of partner organizations, primarily community-based organizations with social agendas that worked all across the informal

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[4] It should be noted that this is not an exhaustive list. For example, in all four countries government schools were also counted as organizational partners.

settlement area. Partner organizations in Tanzania were primarily school or informal community group related.

Generally, CARE staff in all four countries indicated that organizational partnerships were important to the success of ITSPLEY, and that partnerships had been strengthened through training, mentorships, and regular communication. In places where partners have more general community impact (e.g., in Bangladesh, where the Ministries of Social Welfare and Sports were involved), the program receives more support. Even then, the progress can be slow. As one of the CARE staff in Bangladesh remarked, partners and the supporting ministries are now "finally admiring social change, but [they] were not in the beginning."

Table 7: List of Partnering Organizations by Country*

Bangladesh	Egypt	Kenya	Tanzania
• Government schools • Madrasas (Islamic-oriented schools) • Youth Fun and Education Development Centers • Social clubs • Sports clubs • Ministry of Social Welfare • Ministry of Youth and Sports	• Jesuit and Freres Organization (Minia) • Youth Association for Development and Environment (Beni Suef) • Qena community development organization	• Carolina for Kibera • Ghetto Sisters • Kibera Girl Soccer Academy • Kibera Hamlets • Kibera Mpira Mtaani • Kilimanjaro Initiative • Polycom Development Organization	• School Management Committees • Parent Teacher Associations • Informal community groups • Ward education coordinator

*Note: This is not an exhaustive list.

Policies and Structures

Policy and structural changes that support girls' leadership generally fell into three categories: changes in programs, rules, and social norms. While modest, to some extent they do show the beginnings of important cultural shifts allowing more freedom for women and girls, and a greater acceptance of girls' rights. Once girls' and women's rights are assumed, more substantial structural change can follow. Examples of each category from the evaluation sites include the following:

- *Program change*
    - In some schools in Egypt, sports have been integrated into the school curriculum, by directive of the local ministry.
    - In Kenya, some football clubs are insisting on women's leadership as well as men's, and sports fields are now shared by boys and girls.
    - The MEMKWA program in Tanzania is aimed at allowing boys and girls, who missed the opportunity to have a primary education, to join school at older ages.

- *Rule change*
  - In the Bangladesh sites, girls are now allowed to play sports.
  - In some village meetings in Kenya, women and girls are now allowed to speak and are listened to.
  - One of the active girls in Tanzania relayed the following story: "One day when they had a village meeting, the village chairperson announced that boys and girls should be treated equally at the family level. He told the parents that, after school hours, all tasks should be divided equally among all children, because formerly boys were just playing while girls were busy with cooking, fetching water, finding firewood and completing other domestic tasks."

- *Social norm change*
  - Women and girls in the Bangladesh sites are experiencing more freedom to go outside the home.
  - Previously only boys were seen on playgrounds in Egypt. Now in some communities, girls can be seen playing.
  - Girls in Kenya said that now they can talk to boys in school without fear. Women have started to lead groups.
  - In one community in Tanzania, it is no longer an offense for women to wear trousers, and girls and women can be seen in trousers, playing sports.

<center>*Serving Marginalized Youth*</center>

While implementing ITSPLEY, partners in all three countries worked to serve marginalized youth populations. In Bangladesh, partners made efforts to enroll children not already in school. They offered scholarships to underserved groups, such as minorities, and their goal of serving those with mental disabilities still needs to be realized. As is in the case in all four countries, to a large extent partners in Egypt and Tanzania maintained that all of the communities involved in ITSPLEY are marginalized communities, so serving marginalized youth is what they do. More specifically, some partners in Egypt have also included disabled girls in programs. Partners in Kenya identified the "most vulnerable children" (MVC) and issued them vouchers. They listened to these children, worked to understand what their needs were, and attempted to provide solutions that did not demoralize them. In Tanzania, efforts to serve marginalized youth ranged from communities helping with school uniforms and fees for children in need to the Ongeza Maarifa, an accelerated education program for about 50 previously out-of-school youth.

Section 8: Results

ITSPLEY Results Framework

The fundamental goal of ITSPLEY was to enhance the institutional capacity of local organizations working directly with youth and to provide youth, especially girls, with

opportunities to develop and practice leadership skills through sports-based activities. Two strategic objectives were associated with meeting this goal:

1. To develop leadership skills and opportunities to practice leadership through sports-based trainings.
2. To deliver innovative institutional capacity building to local organizations through the sports and the Marketplace Model.

Objective 1: Results

One indicator of success for the first objective is simply the numbers of girls and boys who were served and trained in the ITSPLEY program. As reported by the four participating country offices, ITSPLEY has already achieved and exceeded the target of reaching 100,000 youth. As reported at the sites to the evaluators in each country, in Bangladesh, 9,002 girls and 8,384 boys were directly involved, and approximately 41,000 girls were indirectly involved. (CARE-Bangladesh staff indicated that some partners lacked the capacity to track participation rates, so the numbers may not be accurate; also it is not clear what "indirect" involvement of girls actually meant.) The goal was to mobilize 50,000 girls in Bangladesh; the target was achieved and exceeded. Egypt's target was to train 400 girls as mentors and reach 8,000 girls and boys with sports-based activities. To date, Egypt has reached and exceeded its targets, having trained 400 mentors and having reached over 12,000 girls and boys with sports activities. Kenya's progress as of October 2011 was 21,923 girls and boys reached directly in the program, out of a target of 24,000. In Tanzania, 2,700 girls have been trained on leadership and mentorship skills. While falling short of Tanzania's 4,000 girl goal, program staff expect that the goal will be reached before the end of the project in March 2012. In addition to those girls who have been directly trained on leadership and mentorship, thousands of other youth have also been reached through Tanzania's ongoing sports-based activities offered through PTLA and ITSPLEY combined. The project achieved and, in most cases, has exceeded its targets.

Clearly, ITSPLEY was successful in mobilizing girls in all four countries. It also made significant progress in developing girls' leadership skills. Individual items from the GLI illustrate the attainment of key leadership skills, as well as provide a sense of girls' self-concept and confidence. Given the nature of the evaluation, it is not possible to provide percentages of girls who have enhanced or improved upon certain competencies. In order to report on this accurately, girls should have been tracked from the beginning of the program to the end to measure their change in skills. Nonetheless, important lessons can be learned from inspecting the percentage of girls in each country who report having a particular skill or competency. Table 8 demonstrates that the majority of girls in all four countries responded favorably to items measuring three key leadership skills and competencies: voice, decision making, and organization. Turning these skills into self-confidence appears to be a more difficult task. Although in Bangladesh and Egypt, a majority of girls responded favorably to items measuring their confidence, in Kenya and Tanzania the percentage of girls responding favorably to these items ranged between 45% and 52%. The percentage of girls in all four countries realizing that what

they do and say can encourage others was relatively high (66% in Bangladesh, 75% in Egypt, 68% in Kenya, and 83% in Tanzania).

Table 8: Percentage of Girls Responding Favorably (i.e., often or always) to the Leadership Item in the GLI

Country	Skills and Competencies			Self-concept and Self-confidence		Leadership Action in Homes, Schools, or Communities
	Voice	Decision making	Organi-zation	Confidence 1	Confidence 2	Vision/ motivating others
Bangladesh	81%	78%	79%	77%	61%	66%
Egypt	75%	84%	81%	72%	89%	75%
Kenya	76%	92%	66%	50%	52%	68%
Tanzania	70%	63%	81%	49%	45%	83%

Items
Voice: I do not hesitate to let others know my opinions.
Decision making: I recognize that I have control over my own actions.
Organization: I can help organize others to help accomplish a task.
Confidence 1:   I am aware of my strengths and weaknesses, and feel comfortable within my
                                    abilities and limitations.
Confidence 2:   If someone treats me unfairly, I take action against it.
Vision: I realize that things I say and do sometimes encourage others to work together.

Individual GLI items were selected as measures based on their relative alignment with the indicator. For example, items measuring voice, decision making, and organization were used to assess girls' skills and competencies. Two items measuring confidence were used to assess self-concept and self-confidence, one demonstrating more internal confidence (#18) and one demonstrating external confidence (#21). Leadership action in homes, schools, or communities was more difficult to determine, but ultimately it was decided that the measure of motivating others – specifically, encouraging others to work together – best suited this indicator. These should be interpreted with caution given the arbitrary nature of selection, but they provide an overall sense for girls' attainment on these three indicators.

Finally, in all four countries, in focus group discussions, active girls indicated that they had opportunities to practice their leadership skills and they demonstrated community engagement. For example, in Bangladesh, girls spoke out about child marriage, while in Egypt they organized a health workshop for their mothers, inviting a doctor to speak. Staff in Kenya observed girls standing up to peer pressure, and in Tanzania girls spoke to ward officers about trucks on the road stirring up dust, causing respiratory problems. They also enhanced their social networks, building relationships with both peers and adults. As program planners evaluate ITSPLEY for future programming, they may wish to consider just what it would mean for the program to implement social networks for

girls and how to go about doing so. As discussed earlier, more intentional efforts by partner organizations to develop social networks are warranted.

Objective 2: Results

The second key objective of ITSPLEY was to deliver innovative institutional capacity building to local organizations through sports and the Marketplace Model. Here, results by country are mixed. In Bangladesh, Egypt, and Tanzania the Marketplace Model appears to have been implemented fairly late in the program, so its effects are difficult to assess. Community-based partners in Bangladesh said that the Marketplace Model helped them to expand their networks, and that networks were crucial to have enough activities for the boys and girls and to get local support for their programs. Schools were less likely to participate in the Marketplace Model; while community groups rely on networks to get resources, schools do not. The Marketplace Model was a popular concept with Bangladesh staff, but it was not clear whether sustaining connections were made through it. Staff there could use more orientation regarding how to market an organization's skills while also asking for help. In Egypt, CARE staff indicated that the model was a new concept that held promise. One partner organization attended a two-day marketplace event in Cairo that included 19 organizations. (A similar event occurred in Bangladesh, with 30 organizations.) Because of this event, they hope to link with four organizations to increase services to the disabled. As in Bangladesh, many organizations said that they needed better training on how to market their program, create materials, and share success with others. Partner organizations in Tanzania are also new to the approach, so there as well, it is too early to evaluate its effectiveness. One partner member said: "This is a concept we are just beginning to understand. We had one training. We are optimistic that this will help provide us with additional human and material resources, which will help in sustaining the program."

Kenya was the one country where partner organization staff said that the Marketplace Model was very effective, because it brought the partners together. It made them aware of each other's activities and strengths. It also gave them opportunities to share their areas of need. Partners assisted each other in proposal writing, and they felt that they were able to face their donors and defend their proposals more effectively. However, it appears that while organizations in Kenya shared experiences and helped each other, they may not have entered into actual exchange relationships with each other, which is fundamental to the Marketplace Model.

Despite the limited implementation of the Marketplace Model, it is evident that organizations in all four countries did partner with each other and that their capacities to deliver services were enhanced accordingly.

Data Quality

Country office staff responded to questions about the quality of data supporting the results framework. These were assessed in five categories: reliability, validity, timeliness, accuracy, and integrity.

The primary data collected in all countries involve attendance figures for trainings and other events. In Egypt, Kenya, and Tanzania the reliability of these figures is high. Procedures for data collection are followed carefully. Staff in Egypt and Tanzania mentioned practicing triangulation, with data checked by supervisors and local partners. In Bangladesh, however, the data are less reliable, where participants do not appear to have been counted accurately.

Program staff in Kenya piloted their unique data collection tools to identify any ambiguities, to monitor increasing validity, and to ensure attendance counts were valid measures of involvement. Questions about the validity of data arose in Bangladesh, where CARE staff suggested that partners did not always appear to know how to gather or report data properly. In addition, there is some concern about the validity of the GLI and GEI. Students may be giving socially desirable responses on these items. In addition, there is a chance that as students mature in their understanding of leadership, they become more objective in their ratings, causing them to go down over time.

Data appear to have been collected in a timely manner in all four countries; and, except for Bangladesh, they do not show any significant problems with accuracy. In Tanzania, data accuracy has improved, with data being cross-checked and patterns examined at the field office. The field coordinator there follows up on-site and checks how the data are being recorded. Over time, staff members became more careful about recording attendance at events. With the possible exception of Bangladesh, where attendance numbers may not be accurate, no significant problems were identified with the integrity of data. This means that the data are trustworthy for making program and policy decisions.

Program Efficiency

Leaders in all sites noted how sparking social change in relatively conservative and/or isolated areas take time. Consequently, programs may look less efficient than they actually are, since outcomes are slow to emerge. The program timeframe was too short for the types of changes it seeks to achieve. Having said that, as illustrated, ITSPLEY achieved significant outcomes regarding girls' leadership and empowerment in all four countries. With a more integrated package of resources and a longer term of intervention, efficiency would improve.

Promising Practices

Many promising practices emerged in all four countries:

Bangladesh

- Sports proved to be an effective mechanism for introducing life skills regarding leadership and sexual and reproductive health.
- Multiple partners provided different perspectives. For example, schools provide relatively structured activities for large groups, while community organizations offer the intimacy of small groups and individual attention.

- A men's fair brought men and boys into the program. Across sites, program leaders saw the benefits of providing more information and activities for boys.

Egypt

- ITSPLEY Egypt had success with involving girls at the onset of the program in choosing activities. This gave the girls ownership of the activities and allowed the organizers to respect the cultural nuances of each governorate.
- Specialized curricula were provided for teachers in areas where they had no technical background.
- Sports day competitions provided excellent opportunities for girls to develop their social networks. They also encouraged female sports mentors to hone their coaching and mentoring skills, which modeled leadership development.

Kenya

- The peer-to-peer education approach was a success, so much so that many non-participating organizations expressed interest in adopting the same model in their schools or organizations.
- The training manual developed for peer educators ensured that they had a well-structured curriculum to follow, as well as a point of reference while conducting the peer education sessions.
- Using partner schools and organizations to conduct program activities not only led to high levels of participation, but also built their capacity.
- Working with boys contributed to the success of the program, especially in advocating for gender-equitable attitudes, behaviors, and practices.

Tanzania

- ITSPLEY was highly visible, and activities were easily integrated into public events. Communities observed the social behavioral changes in girls and boys.
- Clear, user-friendly activity materials were easy for students to understand and to implement.
- Activities used indigenous materials and were built from traditional games and sports. Little development of new systems was required, allowing for ease of program implementation.

Challenges

As to be expected with the implementation of any program, especially one as ambitious as ITSPLEY, challenges emerged in all four countries.

Bangladesh

- The conservative and isolated nature of the implementation areas made social changes in attitudes and behaviors difficult to encourage.

- The program locations are remote and travel is challenging; such isolation means that the programs need to be self-sufficient.
- Men's perspectives slowed the program and necessitated the inclusion of male local and religious leaders.
- Involving boys was difficult because some aspects of the program were not oriented toward them; and, they were engaged in other extra-curricular activities, often earning money.

Egypt

- Family cultural norms dictate that girls should remain in the home, doing chores and household work, and not be in the public realm. Families also resisted allowing girls to engage in extra-curricular activities with boys.
- By ministerial decree, girls are not allowed to be taught by male teachers. There were not enough female physical education teachers, so the project identified and trained them.

Kenya

- Most parents did not trust male coaches with their daughters, since there had been cases where male coaches took advantage of girls, resulting in sexual abuse and eventual pregnancies.
- Facilities were inadequate, with too few proper playing fields or indoor social halls for indoor games.
- Teachers were focused on examinable subjects at school, giving little priority to life skills education.

Tanzania

- Teacher transiency proved to be a problem, as ITSPLEY contact teachers might be replaced or moved to different schools outside the catchment area. Training and gaining the support of new teachers takes time.
- The project aimed to train marginalized women as mentors, but identification and training were challenging. Once placed in schools, teachers sometimes resisted their presence.
- Community organizations were informally organized and were composed of loosely connected members, many of whom were illiterate. They found it difficult to implement project activities.

ITSPLEY Success Story – Kenya

Mary, a Standard 8 girl, is a peer educator. Mary's mother passed away five years ago after a long illness, leaving Mary to fend for herself most of the time. At 14 years old, Mary occasionally lives with her older sister and with her father. Mary joined the ITSPLEY project in August of 2010, amidst opposition from her father. Since her father was rarely there to care for her, she decided to participate in the project "whether he liked it or not."

Through access to the manuals and the material covered in the peer educator training, Mary became more responsible. She set goals for her academics and learned to set boundaries. For example, she arrives home in the evening before it gets late, even though she lives alone most of the time. She has gained confidence and is no longer afraid to express herself. "Sometimes a boy comes to ask me a problem in math and says that I don't know it. I then ask him why he is asking me if I don't know. He gets the hint and begins to behave better and respectfully." Mary has also become more decisive and organized, and is able to resolve conflicts among peers.

Though initially opposed to the project, Mary's father has realized the value of the program and has encouraged her to continue. Her sister and friends also cheer her on as they notice her self-esteem increasing. Mary said that she now wants to work hard to someday improve her life and that of her sister, and to follow in the footsteps of one of her professors and care for the environment. As a result of ITSPLEY, Mary has become self-assured, self-driven, and her self-esteem has improved greatly. "I now can look someone in the eye when I am talking with him or her."

Section 9: Conclusions and Recommendations

Lessons Learned and Recommendations

At the core, ITSPLEY demonstrated that sports programming was an effective mechanism for the transmission of leadership and life skills, even – and especially – in countries where girls' involvement in sports was non-normative. Communities and schools set aside public spaces for sports activities for girls, or they dedicated time for girls to use existing fields or spaces that girls had never used before. Families and boys in the communities supported girls' open participation in sports in these public spaces, as they had not done before. Women teachers learned to coach sports that they had not played before. In this context, girls learned new skills of leadership and of team-building – and they learned to deal with those in the community who did not approve of their participation in these activities. The model of using extra-curricular activities to impart life skills shows great promise indeed. Continuing leadership programming development with a sports-catalyst focus is highly recommended.

ITSPLEY's second objective, "to deliver innovative institutional capacity building to local organizations through sports and the Marketplace Model" revealed a number of important new lessons. While it can be easier to work with schools rather than community organizations, the variety of partners add breadth and variety to programming and connect the program to the community. In order to enhance the success of partnerships, it is prudent to build the capacity of partners before engaging them in programming. In communities where CBOs or NGOs have not operated or are quite new, CARE was and is able to build capacity in terms of program implementation, monitoring, evaluation, and more. The Marketplace Model holds promise as a tool for building capacity, but it remains relatively untested in these four countries. Early and intensive training on this model, including how to identify marketable services, how to market them, how to measure value for compensation purposes, and how to represent organizational needs to the marketplace would allow for more successful implementation. As an international NGO with broad experience working with smaller implementing organizations in scores of countries, CARE is well positioned to deliver this kind of training for capacity building of smaller organizations. The training would do well to focus on particular areas of emphasis, such as ITSPLEY's focus on using sports as a vehicle for leadership development and girls' empowerment, and then expand to other areas and sectors as well.

Including boys in the program contributed to girls' empowerment by promoting gender-equitable attitudes and behaviors across the community. While not the primary focus of ITSPLEY, men's and boys' attitude change is fundamental to the development of girls' leadership and empowerment, since they are keepers of gender power in many communities. Their acceptance of gender equity opens doors for girls and women to practice their leadership skills. Involving boys earlier in the program and offering more opportunities for men to engage would ultimately lead to greater success for girls, and help to bridge girls' personal agency and practice with policy and structures. In order to be able to act in their environments, the environments have to be receptive to their action.

Genuine attitudinal change across a community, accompanied by authentic behavioral change, takes time. An empowerment project like ITSPLEY is fundamentally different from a service delivery project in terms of efficiency. Empowerment requires an extended timeline to mobilize constituency support, train participants, provide opportunities for practice of newly-developed skills, and wait for individual and social/structural outcomes to emerge. Efficiency comes in the longer-term impact on attitudes, behavior, and social systems. ITSPLEY has made significant strides in changing attitudes and behaviors related to girls' leadership and empowerment, but important structural changes have not yet occurred. To leave countries now diminishes the efficiencies of return on program investment, and it limits the possibilities for structural change. ITSPLEY, with some program revisions, should continue.

Emerging Themes

An important contribution from the summative evaluation research is the identification of emerging themes and information that supports or challenges existing conceptual frameworks.

First, the alignment between the strategic objectives to be accomplished and the specific activities being implemented merits attention. The CARE Gender Empowerment Framework asserts three interactive dimensions of empowerment – agency (individual change), relational change, and structural change – all of which are developmental quality constructs. Yet the CARE global strategic objectives focused more on quantitative indicators that support donor requirements (e.g., number of girls participating, number of girls trained, or number of mentors). Identifying where the commonalities lie and how to align the two is important, since the various project activities have to support different objectives while at the same time they are supporting a more inclusive, holistic framework.

Second, with regard to the measurement tools for the projects, the baseline studies for ITSPLEY and PTLA used multiple qualitative participatory tools to assess and to mobilize the communities and social actors in their knowledge, attitude, and practices toward girls' education and leadership. CARE also introduced some new quantitative tools to measure girls' leadership and gender equity (GLI and GEI) in baseline data collection and is to be commended for these efforts. There are limitations to this, however, since such tools and techniques are themselves developmental, and, consequently, are subject to certain limitations as they relate to the overall leadership model or set of strategies that CARE was implementing. Relying on tools under development to measure success in achieving strategic objectives is bold but may not be particularly valid or reliable, as the review of these instruments suggested. However, the findings from the quantitative tools indicate that further careful development to measure leadership is warranted, especially in combination with a set of qualitative tools and methods (distinctive from the participatory approaches only) that measure girls' and boys' leadership development and understandings of gender equity.

Finally, since ITSPLEY followed the PTLA project and was able to build on its lessons – and since the synergy of ITSPLEY and PTLA combined could be observed in two countries – an emerging theme to be discussed briefly here is the potentially developmental nature of the PTLA and ITSPLEY projects. Each country presented a different set of parameters for consideration, depending on its cultural norms, previous development work, and existing structures already in place that could be enhanced or strengthened. For example, USAID and CARE have previously supported the development of school- and community-level action plans, community improvement plans, and community mobilization efforts in the eight countries of these projects. These previous efforts were important for building the foundations of the PTLA and ITPSLEY projects, since the project implementation took place through both the school and the community. And while each country context and approach was different, at the same time, some emerging themes and commonalities were observed in the development process taking place.

As observed across sites (PTLA only; ITSPLEY and PTLA combined; ITSPLEY only), three areas of impact may be emerging: improved academic performance; enhanced social messaging and networks; and improved girls' leadership skills. However, they do not necessarily appear to be emerging all at once. There may be a developmental order among the three, depending on prior initiatives, existing conditions, structures, and the implementation approach being used. (See Figure 1 below.)

Figure 1.

For example, where PTLA was being implemented first from the academic or school-based side (as in Malawi) through school-sponsored clubs and through the club matron or patron (i.e., teachers), with support at the community level from a Mothers Group and the Chief, an improvement in academic performance and girls attending school appears to be occurring first. This was then followed by social networking and messaging, and, finally, by the development of leadership skills.

In Honduras, a community-driven PTLA project saw leadership skills emerging sooner, followed by a more delayed development of the social messaging and networks component and academic performance impact (at least as observed through the data collection lens of this evaluation). In Tanzania and Egypt, where the impetus for PTLA is coming from the school-side at the same time as the impetus for ITSPLEY is coming from the public/community-oriented/civic engagement approach, leadership skills seem to be developing more quickly. The most effective model seems to be where both PTLA and ITSPLEY projects are being implemented simultaneously. The synergy between the projects was excellent.

Another influencing factor on impact was user-friendliness and transportability of the training materials, as well as pre-existing structures. Bangladesh and Egypt seemed to be quite creative and effective in this area, which enhanced the effectiveness of their projects and the order and intensity of the development process taking place. Malawi was able to build on the Academic Clubs and Mothers Groups, which proved to be very effective. Tanzania built on the Scouts program, 'mock' parliament, and the CARE advocacy work taking place at the districts. Egypt built on the student unions and the national focus on community engagement.

The key may be how the school and the community support structures and social actors interact and support each other, thus, impacting the development of individual change taking place. It took over a year in most countries to do the necessary mobilization and training with the support groups and actors to prepare the schools and communities for change. The model is just now showing real change and impact. One needs better tools of measurement and an improved understanding of the change process taking place as these different components of the gender and empowerment framework interact to be able to fully appreciate the full impact of the projects. Further research is needed, as social change occurs slowly and requires continual monitoring and reinvigoration.

Scale-up and Replication

If the ITSPLEY program were revised, it is well-suited for replication and scale-up across communities. Fundamentally, more attention needs to be paid to all three components of the Gender Empowerment Framework. Site evaluation indicates that ITSPLEY has made most progress with individual agency, some with supportive relations, but little with structure. Further development of the Marketplace Model, with organizations working together, may be a more effective way to push for social-structural change.   Equally important is revision to the program's research instruments and the research process. Clearly, leadership and empowerment changes have occurred because of ITSPLEY. But questions about the validity of the GLI and the GEI, as well as problems with the way they were administered (which do not allow for measuring change over time) hinder CARE's ability to document program success accurately. The long-term timeline necessary to see genuine attitudinal, behavioral, and structural change across communities could be accomplished with more intentional efforts to hand off primary responsibility of the program to local non-government organizations, ministries of education, and schools. A further recommendation for

program revision before replication or scale-up is to re-evaluate the target age demographic. Even an age range as narrow as 10 to 14 has a high degree of variability in participants' needs. Revising the program to include deliberate interventions to transition adolescents to adulthood would strengthen it and provide compelling opportunities for scale-up.

Opportunities for Greater Impact

One strategy for ensuring greater impact would be to take ITSPLEY's highly-localized program and scale it up to a larger civic engagement effort around a particular practice or policy of interest to each site. This special interest could serve as a platform for action to organize local, regional, or even national advocacy to change social relations and structures. Another is to package program materials developed for ITSPLEY (e.g., life skills manuals, peer mentorship information, sports-based activity guidelines) for use in other sites.

Conclusion

Because of CARE's implementation of ITSPLEY in Bangladesh, Egypt, Kenya, and Tanzania, over 100,000 girls and boys participated in sports programming directly or indirectly, and heard messages of leadership, gender equity, and sexual and reproductive health. Data from all four countries indicate that girls and boys internalized these messages and became accepting of girls' and women's rights. Progress was made on all three interactive dimensions of girls' empowerment: agency, strategic relations, and structures. Girls developed their leadership skills and expanded their social networks with peers and, to some extent, with adults. They practiced their newly-developed leadership skills in school, at home, and in their communities. As an important prerequisite to social-structural change, community norms shifted, as greater acceptance of girls' equality filtered through families. Organizations partnered with each other to meet the needs of girls and boys, and social change took root. Were CARE to continue ITSPLEY in these communities beyond March, 2012, that social change would continue to grow; and girls, boys, and communities would thrive.

Annex A: Evaluation Site Selection by Country

Bangladesh

Site	Number of Participants	Site Description	Site Location
Site 1 Behali High School, Jamalganj Sub-district Sunamganj District.	253 students total – 132 girls and 121 boys; 10 teachers (4 female) and 15 community volunteers	A school that appeared to have sufficient space, but lacked a fence; the field floods during the wet season	Rural, somewhat isolated school serving 15 villages; two hours travel from Sunamganj
Site 2 Ronobidaya YFEDC, Biswamberpur Sub-district Sunamganj District.	90 students, 65 girls and 25 boys; 6 staff / facilitators,* 17 community members**	A community center in a rural community under trees; the main area had a fun center near a cluster of four houses with a volleyball net nearby and football field within walking distance	A rural site off of the a main road; two fields for playing and a community fun center; 40 minutes travel from Sunamganj
Site 3 (non-active) Bongshikunda High School, Dharmapasha Sub-district	81 boys (44 class 6, 29 class 7, 8 class 9) 73 girls (33 class 6, 29 class 7, 11 class 9) (class 8 was in exams) 7 teachers (2 female)	A high school next to the main road where motorbikes go by on the narrow road; there was no playing field during the raining season and a warn-out house for a small number of boarding students	A rural school about a 40-minute motorbike ride from the neighboring town; in the dry season it would take five hours to travel from Sunamganj by bike, or faster by boat in the wet season
Site 4 Anandopur Progoti Jubo Community Center Shangho Sulla Sub-district	123 girls 52 boys 15 staff/ facilitators 18 community members**	A community center in a rural area that includes three adjacent villages – Habibpur, Rampur, and Noyagoan; Anandopur village has 560 people	A rural site; two hours travel from Sunamganj town

* Includes physical teachers, technical persons, community coach (CC), mentors (Me), and trained youth leaders (TYL).
** Includes school management committee members, local government representatives, and local elites.

Egypt

Site	Number of Participants	Site Description	Site Location
Qena/Armat sub-district School Site: Demokrat (ITSPLEY)	396 students – 227 girls and 169 boys	Infrastructure needs; Shortage of female teachers; weak administrative and board of trustee capacity	Rural
District: Bani Mossa Village – Minia District School Site: Bani Mossa Prep School (ITSPLEY & PTLA)	418 students – 198 girls and 220 boys	Infrastructure needs; shortage of female teachers; weak administrative and board of trustee capacity	Rural
District: Ahnasia Village – Beni Suef Governorate School Site: Qay Prep School (ITSPLEY & PTLA)	933 students – 333 girls and 600 boys	Infrastructure needs; shortage of female teachers; weak administrative and board of trustee capacity	Rural

Kenya

Site	Number of Participants	Site Description	Site Location
New Adventure Primary School	350 students – 175 boys and 175 girls; 9 teachers; 1 patron	Informal (private) school; classrooms made of iron sheets all around; overcrowding; shortage of teachers; high level of poverty	Very poor part of the slums – congested, noisy, dirty surroundings; Kichinjio Village
Ayany Primary School	1424 students – 652 boys and 772 girls; 30 teachers; 1 patron	Public school; spacious and green – lots of trees and well maintained flower beds and grass; considerably well-resourced; brick buildings; clean environment – plenty of water and sanitation facilities	The better part of the Kibera slums – Ayany Village
St. Christine's Academy	320 students – 152 girls and 168 boys; 13 teachers	Informal (private) school; overcrowding; mud classrooms (though the floors are cemented); 13 teachers; 1 Peace Corps volunteer.	Poor part of the slums – congested, dirty surroundings; Raila Village

Tanzania

Site	Number of Participants	Site Description	Site Location
Kakola A Primary, Bugarama Ward (ITSPLEY & PTLA)	1732 students – 833 girls and 849 boys; 12 teachers and 2 volunteers	Overcrowding; infrastructure needs; shortage of teachers	Rural, marginalized community near a village
Ndalilo Primary, Lunguya Ward (ITSPLEY & PTLA)	513 students, 284 girls and 229 boys; 7 teachers	Overcrowding; infrastructure needs; shortage of teachers	Rural, 18 kilometers from health services, scattered housing, agrarian, marginalized
Nyambula Primary, Ngogwa Ward (non-participants)	320 students – 152 girls and 168 boys; 9 teachers	Similar in size to Ndalilo prior to implementation of projects at Ndalilo	Rural, marginalized community with scattered housing

Annex B: Sample Sizes by Country

Bangladesh

	Instruments													
	Active Girls	Non-Active Girls	Active Boys	Non-Active Boys	Girl Success Story	Activity Observed	Support Person	Comm. Leader	Partner Staff	Reflection	CO Staff	Girls	Girls	Boys
Sites	7a	7b	7c	7d	7e	7f	7g	7h	7i	7j	7k	GLI	GEI	GEI
1. Behali H.S.	8		8		2	2	2	2	2	3		51	29	25
2. Ronobidaya YFEDC	8		8		1	2	5	2	3	3		29	35	19
3. Bongshikunda		9		9							3	77	43	38
4. Anandopur CC	10		9			1	2	2	2	1		50	39	42
Totals	**26**	**9**	**25**	**9**	**3**	**5**	**9**	**6**	**7**	**10**	**5**	**207**	**146**	**124**

Egypt

	Instruments													
	Active Girls	Non-Active Girls	Active Boys	Non-Active Boys	Girl Success Story	Activity Observed	Support Person	Comm. Leader	Partner Staff	Reflection	CO Staff	Girls	Girls	Boys
Sites	7a	7b	7c	7d	7e	7f	7g	7h	7i	7j	7k	GLI	GEI	GEI
1. El Dimokrat	6	6	9	7	1	1	6	6	3					
2. Bani Mousa	9	8	10	9	0	2	4	3	4					
3. Beni Suef	6	0	0	6	1	3	6	0	6					
4. Cairo											2			
Totals	**21**	**14**	**19**	**22**	**2**	**6**	**16**	**9**	**13**		**2**	**150**	**74**	**76**

Kenya

	Instruments													
	Active Girls	Non-Active Girls	Active Boys	Non-Active Boys	Girl Success Story	Activity Observed	Support Person	Comm. Leader	Partner Staff	Reflection	CO Staff	Girls+	Girls	Boys
Sites	7a	7b	7c	7d	7e	7f	7g	7h	7i	7j	7k	GLI	GEI	GEI
1. New Adventure Primary	7		8		2	1	2	3	1	2	7	25	25	25
2. Ayany Primary	8		8		1	1	1	3*	3	2*	6*	25	25	25
3. St. Christine's Academy		9		8							5*		50	50
Totals	**15**	**9**	**16**	**8**	**3**	**2**	**3**	**3**	**4**	**2**	**7**	**50**	**100**	**100**

*Same individuals as in previous site.   +In addition, 25 boys in each of the first two sites took the GLI.

**Students that participated in the focus group interviews did not fill out the GEI or GLI.

Tanzania

| Sites | Active Girls | Non-Active Girls | Active Boys | Non-Active Boys | Girl Success Story | Activity Observed | Support Person | Comm. Leader | Partner Staff | Reflection | CO Staff | Girls | Girls | Boys |
| | | | | | | | | | | | | | | |
	Instruments													
	7a	7b	7c	7d	7e	7f	7g	7h	7i	7j	7k	GLI	GEI	GEI
1. Kakola A	8		8		2	1	3	9	1	1				
2. Ndalilo	6		8		1	1	1	5	1	1				
3. Nyambula		6		8			1	1	1					
4. Other											7			
Totals	14	6	16	8	3	2	5	15	3	2	7	128	73	71

Annex C: Girls' Leadership Index (GLI)

Included are the 24 items with the highest loadings on the leadership dimension from the baseline study.

No. (coding)	Survey Question
1 (vamo_1)	I realize that things I say and do sometimes encourages others to work together.
2 (vamo_2)	When a task to accomplish is clear, I like being part of a group to get it done.
3 (vamo_3)	I recognize that what motivates some people is different from what motivates others.
4 (vamo_4)	I enjoy gathering people together to make things happen.
5 (vamo_5)	I am comfortable when people look to me for advice and guidance about things.
6 (v_1)	While my experiences and ideas may be different from others, I know that I can bring useful ideas to a discussion.
7 (v_2)	I do not hesitate to let others know my opinions.
8 (v_3)	I am not shy to ask questions about things that I do not understand.
9 (v_5)	I am comfortable putting my thoughts into words.
10 (v_6)	In a group setting, I expect the opportunity to share my thoughts.
11 (dm_1)	There are times when decisions I make can influence others.
12 (dm_2)	I recognize that I have control over my own actions.
13 (dm_3)	I try to consider things from different perspectives before making a decision.
14 (dm_4)	I try to anticipate the consequences of possible actions, and make decisions based on those consequences.
15 (dm_5)	I see that things I choose to do today can impact my life in the future.
16 (c_1)	When I have made up my mind about something, I take actions that demonstrate commitment to that point of view.
17 (c_2)	If someone does not understand an explanation that I am giving, I don't give up but try to find a different way of saying what is on my mind.
18 (c_3)	I am aware of my strengths and weaknesses, and feel comfortable working within my abilities and limitations.
19 (c_4)	In school, I am willing to be called on by my teacher to answer questions.
20 (c_5)	I do not hesitate to speak or respond to adults in appropriate situations.
21 (c_6)	If someone treats me unfairly, I take action against it.
22 (o_2)	There are times that I realize that it will take a lot of work to make my ideas a reality, but I am willing to consider how to see them through.
23 (o_3)	I recognize that planning ahead can often help things go as I want them to go.
24 (o_5)	I can help organize others to help accomplish a task.

Annex D: Gender Equity Index (GEI)

Included are the 29 items with the highest loadings on the following dimensions from the baseline study: Equality of Rights, Gendered Social Norms, and Attitudes about Gendered Responsibility.

Equality of Rights

1 (cgdr_3)	The presence of a father is very important in the life of the child, even if the parents are divorced.
2 (e_3)	Girls have the same right as boys to be educated.
3 (wl_1)	Women have the same right as men to work outside the house.
4 (wl_2)	A woman could be a President or Prime Minister and be as good as a man.
5 (wl_3)	Women should have equal access to leadership positions at the village, district, and state government level.
6 (wl_4)	Women can be engineers or scientists like men.
7 (wl_5)	A woman has the same right as a man to work outside the village.
8 (wl_6)	Girls have the same rights as boys to express their opinions.
9 (lsn_1)	Boys should ask their parents for permission to go outside just like girls.
10 (lsn_2)	There should be places where girls can practice social, cultural, and sports activities, just like there are places for boys.
11 (lsn_4)	Girls have the right to select their female friends just as boys select their male friends.
12 (ehsb_1)	It is necessary for a boy to have a male friend to talk with about his problems.
13 (v_1)	If I see a man beating his wife, I should try to stop him.
14 (v_2)	I respect and appreciate the man who walks away from a fight.
15 (v_8)	If I see a boy teasing a girl, I should stop him.

Gendered Social Norms

16 (lsn_3)	Boys are better than girls in sports.
17 (ehsb_3)	To be a man, you need to be tough. If a boy tells his friends he is afraid, he will look weak.
18 (v_4)	If someone insults me, I have to defend my reputation by fighting.
19 (v_5)	A woman should bear her husband's violence in order to keep her family together.
20 (v_6)	I think it is acceptable that a husband beats his wife if she disobeyed him.
21 (v_7)	Violence is a natural reaction for men – it is something they cannot control.
22 (v_9)	If a woman insulted her husband, he has all the right to beat her.
23 (e_1)	Boys have more opportunities than girls to go to university.
24 (e_2)	When the family cannot afford to educate all children, only boys should go to school.
25 (e_4)	A man should be better educated than his wife.
26 (e_5)	Boys are more intelligent than girls.

Attitudes about Gendered Responsibility

27 (cgdr_2)	Changing diapers, giving the kids a bath, and feeding the kids are the mother's responsibility.
28 (cgdr_6)	A girl should obey her brother even if he is younger than she is.
29 (cgdr_7)	It is the father's responsibility to provide money for the family.

Annex E: Voice as a Leadership Skill

Active Girls	Sample size	I haven't changed much at all.	I've changed some but I still need to work on it.	I've noticed a big difference.
Bangladesh	26		92.3%	7.7%
Egypt	22		9.1%	90.9%
Kenya	15		13.3%	86.7%
Tanzania	14		100%	

Comparison Girls	Sample size	I haven't changed much at all.	I've changed some but I still need to work on it.	I've noticed a big difference.
Bangladesh	9		100%	
Egypt	8	25%	37.5%	37.5%
Kenya	8		87.5%	12.5%
Tanzania	6	100%		

Active Boys	Sample size	I haven't changed much at all.	I've changed some but I still need to work on it.	I've noticed a big difference.
Bangladesh	17		58.8%	41.2%
Egypt	16	6.3%	18.7%	75%
Kenya	16		12.5%	87.5%
Tanzania	16	6.3%	37.5%	56.2%

Comparison Boys	Sample size	I haven't changed much at all.	I've changed some but I still need to work on it.	I've noticed a big difference.
Bangladesh	9		22.2%	77.8
Egypt	24	25%	29.2%	45.8
Kenya	9	11.1%		88.9%
Tanzania	16	100%		

Annex F: Self-confidence as a Leadership Skill

Active Girls	Sample size	I haven't changed much at all.	I've changed some but I still need to work on it.	I've noticed a big difference.
Bangladesh	26		100%	
Egypt	22	31.8%	13.6%	54.5%
Kenya	15		6.7%	93.3%
Tanzania	14		35.7%	64.3%

Comparison Girls	Sample size	I haven't changed much at all.	I've changed some but I still need to work on it.	I've noticed a big difference.
Bangladesh	9		88.9%	11.1%
Egypt	8	12.5%	50%	37.5%
Kenya	8	12.5%	87.5%	
Tanzania*				

Girls appeared not to understand the question.

Active Boys	Sample size	I haven't changed much at all.	I've changed some but I still need to work on it.	I've noticed a big difference.
Bangladesh	25		68%	32%
Egypt	16	12.5%	6.2%	81.3%
Kenya	16		18.8%	81.2%
Tanzania	16		31.3%	68.7%

Comparison Boys	Sample size	I haven't changed much at all.	I've changed some but I still need to work on it.	I've noticed a big difference.
Bangladesh	9		33.3%	66.7%
Egypt	24	8.3%	50%	41.7%
Kenya	9	66.7%		33.3%
Tanzania	16	100%		

Annex F: Leadership Development as a Leadership Skill

Active Girls	Sample size	I haven't developed much at all.	I am developing as a leader.	I feel successful as a leader.
Bangladesh	28		85.7%	14.3%
Egypt	27		63%	37%
Kenya	18	11.2%	44.4%	44.4%
Tanzania	14		78.6%	21.4%

Comparison Girls	Sample size	I haven't developed much at all.	I am developing as a leader.	I feel successful as a leader.
Bangladesh	7		100%	
Egypt	14	7.1%	78.6%	14.2%
Kenya	8	100%		
Tanzania	6*			

Girls appeared not to understand the question.

Active Boys	Sample size	I haven't developed much at all.	I am developing as a leader.	I feel successful as a leader.
Bangladesh	25		68%	32%
Egypt	19	10.5%	42.1%	47.4%
Kenya	16	6.3%	75%	18.7%
Tanzania	16	16.7%	25%	68.8%

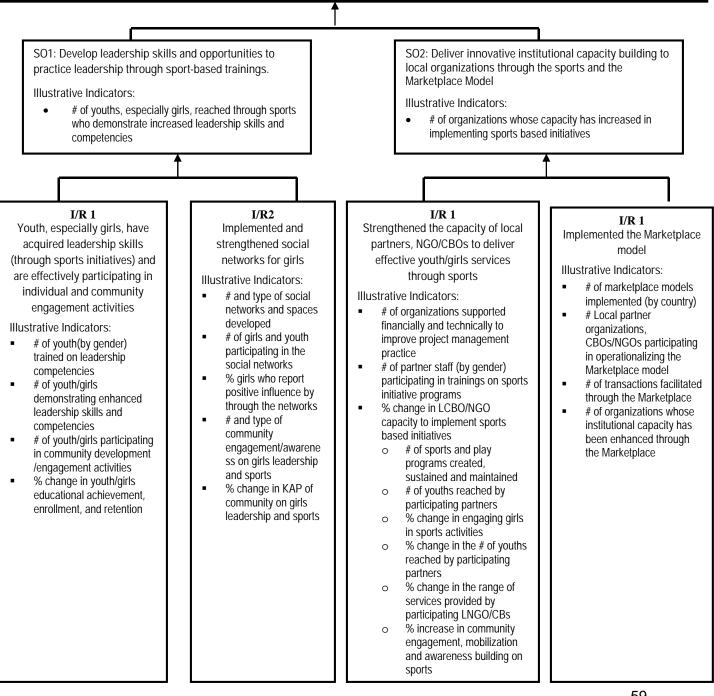| Comparison Boys	Sample size	I haven't developed much at all.	I am developing as a leader.	I feel successful as a leader.
Bangladesh	9	66.7%	33.3%	
Egypt	21	85.7%	14.3%	
Kenya	9	33.3%	66.7%	
Tanzania	16	87.5%	12.5%	

Annex G: ITSPLEY Results Framework

ITSPLEY PROJECT GOAL: To enhance the institutional capacity of local organizations working directly with youth and to provide youth, especially girls with opportunities to develop and practice leadership skills through sports based activities

- 100,000 children and youth will participate in sports opportunities and build leadership competencies
- 10,000 youth leaders/mentors (ages 18-30) will be mobilized and have opportunities to demonstrate and new leadership skills
- Capacity building of local sports and non sport organizations and networks will be strengthened

Illustrative Indicators:
- # of youth, especially girls demonstrating leadership competencies developed through sports based activities
- # of program types and activities implemented by local, national, community-based organizations and public/private partnerships increased through capacity building through SSCN and the Marketplace model

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SO1: Develop leadership skills and opportunities to practice leadership through sport-based trainings.

Illustrative Indicators:
- # of youths, especially girls, reached through sports who demonstrate increased leadership skills and competencies

SO2: Deliver innovative institutional capacity building to local organizations through the sports and the Marketplace Model

Illustrative Indicators:
- # of organizations whose capacity has increased in implementing sports based initiatives

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I/R 1
Youth, especially girls, have acquired leadership skills (through sports initiatives) and are effectively participating in individual and community engagement activities

Illustrative Indicators:
- # of youth(by gender) trained on leadership competencies
- # of youth/girls demonstrating enhanced leadership skills and competencies
- # of youth/girls participating in community development /engagement activities
- % change in youth/girls educational achievement, enrollment, and retention

I/R2
Implemented and strengthened social networks for girls

Illustrative Indicators:
- # and type of social networks and spaces developed
- # of girls and youth participating in the social networks
- % girls who report positive influence by through the networks
- # and type of community engagement/awarene ss on girls leadership and sports
- % change in KAP of community on girls leadership and sports

I/R 1
Strengthened the capacity of local partners, NGO/CBOs to deliver effective youth/girls services through sports

Illustrative Indicators:
- # of organizations supported financially and technically to improve project management practice
- # of partner staff (by gender) participating in trainings on sports initiative programs
- % change in LCBO/NGO capacity to implement sports based initiatives
  - # of sports and play programs created, sustained and maintained
  - # of youths reached by participating partners
  - % change in engaging girls in sports activities
  - % change in the # of youths reached by participating partners
  - % change in the range of services provided by participating LNGO/CBs
  - % increase in community engagement, mobilization and awareness building on sports

I/R 1
Implemented the Marketplace model

Illustrative Indicators:
- # of marketplace models implemented (by country)
- # Local partner organizations, CBOs/NGOs participating in operationalizing the Marketplace model
- # of transactions facilitated through the Marketplace
- # of organizations whose institutional capacity has been enhanced through the Marketplace

Annex H: Resources

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