

GLOBAL REPORT

Mid-Term Evaluation Girl Power Programme

3 January 2014



DR/TI/Teun Voeten



Transition
International

TABLE OF CONTENTS

Executive summary	5
Acronyms.....	14
1. Introduction.....	16
1.1 The Girl Power Programme	16
1.2 Purpose of the evaluation	18
1.2.1 The evaluation team.....	18
1.2.2 Participation of CSC.....	19
1.3 Methodology	20
1.3.1 Evaluation framework	20
1.3.2 Evaluation questions	21
1.3.3 Sampling and Reliability of Data.....	21
1.3.4 Reconstruction of baseline & MTR measurements.....	22
1.3.5 Attribution	23
1.3.6 Tools & Analysis.....	24
1.4 Challenges and limitations	24
1.4.1 Limitations	24
1.4.2 Challenges.....	26
2. Findings related to the outcomes of GPP.....	28
2.1 Findings related to MDG component (box 1 and 2).....	28
2.1.1 Better protection against violence for G&YW.....	28
2.1.2 Enhanced socio-political participation of G&YW	45
2.1.3 Enhanced economic participation of G&YW	51
2.1.4 Enhanced educational opportunities for G&YW	57
2.2 Findings related to development of GPP partners.....	64
2.2.1 The current capabilities of the partners – 5C assessment	64
2.2.2 Global findings 5C assesment.....	65
2.2.3 Reflections per core capability	66
2.2.4 Comparing 5C scores with targets: are we on track?.....	67

2.2.5	Priority areas for capacity development	67
2.3	Findings related to civil society (box 4)	68
2.3.1	Global CSI results	70
2.3.2	CIVIVUS CSI findings per country.....	72
2.4	Findings related to the learning agenda.....	76
2.4.1	Process and collaboration	79
2.4.2	Added value of the learning agenda	81
2.4.3	Lessons learned on the learning agenda	81
2.5	Findings related to the regional component.....	83
2.6	Other findings.....	86
2.6.1	“Do No Harm” and conflict sensitivity.....	86
2.6.2	Does the GPP create gender transformative outcomes?.....	87
3	Revision of the GPP monitoring protocol.....	90
3.1	Revision of MP based on MTR.....	90
3.2	The interpretation and use of the MP	91
3.3	Recommendations related to the monitoring of the GPP on an integrated country-level basis	92
3.4	Recommendations related to 2015 target setting	94
4	Conclusions.....	96
4.1	How relevant is the GPP?	96
4.2	How effective is the GPP?	98
4.2.1	Better protection against violence for G&YW.....	99
4.2.2	Enhanced socio-political participation of G&YW	101
4.2.3	Improved economic participation	103
4.2.4	Enhanced educational opportunities for G&YW	104
4.3	Conclusions on efficiency	105
4.4	Conclusions on sustainability	107
4.5	Conclusions on capacities and civil society development.....	108
4.5.1	Capacities of partners – 5Cs	108
4.5.2	Conclusions on civil society development – CIVICUS.....	109
4.5.3	Conclusions on the learning agenda	110
4.5.4	Conclusions on the regional component.....	111

4.6	Conclusions on coordination	113
4.6.1	Internal coordination at national, regional and global level	113
4.6.2	External coordination at national, regional and global level	116
4.7	Conclusions on research questions – per region.....	118
4.7.1	Overarching research question	118
4.7.2	Regional conclusions on progress per thematic area.....	120
4.7.3	Regional conclusions on research sub-questions.....	125
5.	Recommendations.....	135
5.1	Recommendations per programme area	135
5.1.1	Recommendations on protection.....	135
5.1.2	Recommendations on socio-political participation.....	137
5.1.3	Recommendations on economic empowerment.....	137
5.1.4	Recommendations on education	138
5.2	Recommendations related to quality programme implementation.....	138
5.3	Recommendations on programme management and coordination	140
5.4	Recommendations for final evaluation 2015	142
Annexes	144
A.	Global analysis in detail	144
A1.	Findings related to MDG component.....	144
A2.	Findings related to capabilities of Partner Organisations	153
A3.	Findings related to civil society	174
B.	Sampling and scope of the MTR.....	177
C.	Tools	193
D.	Revised Girl Power monitoring protocol dated January 2013	194
E.	Proposed revision to the monitoring protocol.....	194
F.	SPSS data files with baseline and mid-term review data	194
G.	Budget Expenditure per country	195
H.	Overview of interviews held for the regional component	196

EXECUTIVE SUMMARY

This report presents the outcomes of the Mid-Term Review (MTR) of the Girl Power Programme which took place from July to December 2013.

Objectives and scope

The **objectives** of this MTR are threefold:

- To validate and partially (re)construct Girl Power baseline information, in line with the revised Girl Power monitoring protocol dated January 2013;
- To assess progress made to date, measured against the reconstructed baseline information and set targets;
- To identify lessons to be used for greater programme effectiveness and programme efficiency both on the Country level and generic Girl Power level

In addition, progress on the so-called regional component and the learning agenda has been assessed.

The evaluation produced **fourteen deliverables**:

- Inception report with the methodology and tools designed for the MTR and reconstruction of baseline;
- 10 Country reports – including comparison between MTR and (reconstructed) baseline measures;
- 1 Global report – summarising change by comparing MTR and (reconstructed) baseline measures, and strategic recommendations to further improve future programme outcomes;
- Data-set in SPSS, including the (reconstructed) base-line and MTR values on the MP;
- Recommendations on adaptations to the Monitoring Protocol, including recommendations on target setting for 2015.

In total 3912 girls and young women, 1608 young men, men and women, 299 experts related to GPP, 224 key informants and 336 partner staff have been involved in providing data for the MTR from ten countries. The total evaluation team contained 52 people. After developing tools, sampling strategies and consequent training of researchers, data collection was carried out over a period of seven weeks. The finalisation of sampling and data-collection plans was done in coordination with the CSCs. Following the data collection period, country level evaluation summits were held with the CSCs. Consequently, a long and intense process of data-analyses resulted in the drafting of the 10 country reports and this global report.

Main findings

The main goal of the GPP is to **build capacity of local civil society in order to support the empowerment of girls and young women for gender equality**. The overarching MTR question is thus, if this is actually happening? Per thematic area, the findings can be summarised as follows:

- **Findings on Protection**

Overall, progress has been made on all specific outcomes related to protection against violence for G&YW at the individual, socio-cultural and institutional dimensions. Most improvement has been seen at the individual level, secondly at socio-cultural level and lastly at the institutional level. This can partly be explained by the fact that the focus of the GPP interventions has been on facilitating change at the direct target groups, containing young girls (10-13 years), adolescent girls (14-17 years) and young women (18-24 years). Changes, in comparison to the (reconstructed) baseline, include a significant decrease in experiences with all four types of violence, the most extreme in physical violence. However, work remains to be done as for all of these groups the perceived prevalence of all types of violence (economic, physical, emotional and sexual) still lies between sometimes and often.

Also the non-acceptance of violence against G&YW has increased significantly at the individual dimension and, to a lesser extent, at the socio-cultural level, indicating that more sensitisation activities should be developed for all categories of community members (boys, and men and women above 24 years). However much has been achieved, for example all age and gender groups are less prone to accepting adults beating children or men beating their wives or girlfriends.

Regarding the support given by government to the protection against violence (institutional dimension), professional panel members have observed an improvement, especially regarding legislation, and to a lesser extent service provision, while girl-panel members did not express this improvement. Further, around three-quarters of all G&YW consulted, demonstrate knowledge of available protection services and indicate that they know how to act when in need of protection against violence. For both adolescent girls and young women these numbers represent a considerable and in most cases statistically significant increase in comparison to the base-line. However, for example in West Africa, it was expressed that the quantity of services did not increase and it was suggested that the GPP should work more on this dimension as well. In Bolivia, the quantity actually increased but the quality not (yet), and in Nicaragua the number of complaints on the services increased, pointing to not only an increase in knowledge of services among G&YW but an actual increase of G&YW going there.

- **Findings on Socio-Political participation**

Progress has been made on the individual and socio-cultural level with all ages and genders valuing participation of G&YW in decision making bodies more today than before the start of the GPP. Actual participation of girls (specifically in school boards) and young women (e.g. in neighbourhood committees and municipalities) has also increased. On the institutional level however, more policies and practices have to be developed to enhance the participation of young women in, for instance, local governance bodies if real gender equality is to be achieved. Also, economically empowered girls are likely to have more voice and representation in their communities and beyond, therefore strong links between socio-political and economic empowerment activities are recommended.

- **Findings on Economic Empowerment**

Economic empowerment is clearly coming out as the weakest thematic area of the GPP. While scores in terms of measuring progress between baseline and MTR show many positive trends, qualitative data and expert reviews indicate serious weaknesses in this component. Overall, too little attention has been paid to this component, with beneficiaries and partners demanding more activities in this field, also in countries where the GPP is currently not working on economic programming.

In the majority of the countries where economic empowerment is worked on, activities and consequent change are unsatisfactory. It is clear that most partners have insufficient understanding, experience and networks to effectively create economic empowerment. Therefore, results are generally disappointing and this component requires serious inputs in terms of capacity development. For example, most of the activities are limited to skills training, often in stereo-type low paid sectors, and without any follow-up support to effectively use the skills. In addition, skills training is not based on, and thus not responsive to, local market demands. Globally, there is a wealth of knowledge, experience and tools available on Women's Economic Empowerment (WEE), which is not used by the GPP. Another important weakness is the almost complete absence of linkages to the private sector, economic service providers and the relevant line ministries in economic activities (e.g. ministries of labour, commerce, youth, etc.).

The problem is related to the unfamiliarity of local but also Netherlands-based partners with planning and implementation of economic empowerment activities. The CRA is thus advised to bring in specialised consultancy firms or organisations to build capacities of Netherlands and local partners in this important component. Last, this evaluation points to the fact that economic empowerment has direct linkages to political participation, protection and education. G&YW with income are

generally more independent, which reduces their vulnerability to the different forms of violence.¹ G&YW with income can pay for their own and their children's education, gets more status and voice in families and communities, and will enlarge their networks and thus their options through their business contacts.

- **Findings on Education**

Increases between baseline and MTR periods can be observed in all three dimensions of this theme. A large majority (above 90%) of respondents at both the individual and socio-cultural dimension value education for G&YW highly and as equally important as for B&YM. They moreover agree that girls should be able to continue their education after childbirth or marriage. In the case of G&YW, it is very likely that GPP trainings and awareness raising activities regarding girls' rights to education have influenced this positive result. For the socio-cultural dimension, the MTR team is a bit more hesitant to attribute the positive results (only) to the GPP, as many actors, including governments, actively promote girl's education in most of the GPP targeted countries. At the institutional level the GPP can still improve its outcomes, especially through advocacy and lobby for scholarships.

- **Findings on the Learning agenda**

After a long inception phase of understanding the need for, and potential of, the Learning Agenda, and subsequently developing action plans, the Learning Agendas seem to be well underway in most countries. Across all GPP countries, a wide range of activities have been undertaken to implement and coordinate the Learning Agendas. In several countries the Learning Agenda is contracted to an external party. The positive elements are inclusion of other type of partners in the GPP, which then contributes to the strengthening of civil society and mutual capacity building of public organisations and availability of expertise and time and also priority on the side of the contracted partner. On the other hand, the monitoring of the out-sourced activities is limited and it lacks the element of Kolb,² where the experience should start with the learners. However, the Zambia programme actually came with some good examples (responding to the draft report) that they actually learned a lot through the collaboration, as they did joint monitoring and data collection. This may thus be a good example to further build on.

¹ However, increased income and independence can also lead to more violence and conflict which requires explicit monitoring.

² As formulated in the approved CRA proposal "The CRA adopts a practical and flexible approach to learning ('learning by doing') based on the Kolb learning cycle. All learning starts with concrete actions taken by the learning subjects, who then reflect on the outcomes of their actions, connect the findings with existing knowledge and insights and test new ideas through further action". See Girl Power Programme proposal section 7.1.12: Learning Agenda.

Overall, the evaluation team concludes that although the learning agenda is a highly relevant part of the GPP and adds significant value to the programme as a whole, it still needs careful attention and follow-up. In addition, the Learning Agenda seems to be a very valuable tool to facilitate collective action, which is probably due to the fact that the partners for the Learning Agenda are forced to collaborate outside of their own comfort zone.

- **Regional Component**

The regional component (also referred to as global component or cross-country activities) refers to activities that contribute to the achievement of the GPP objectives in more than one country. There is a broad understanding about the type of activities that are included, ranging from similar partners that are facilitated to visit each other, to regional partners that take up regional advocacy. Currently all CRA members, except for ICDI,³ are involved in the implementation of the regional component or cross-country activity. However, when reflecting on the planned versus implemented activities for both the CRA members and the GPP partners in the countries, the implementation runs far behind.

Results show that regional advocacy work requires a more formal structure at regional level, and that structures through regional Plan offices are productive. However, so far there has been little use of the opportunity for joint monitoring and evaluation. Some positive results are that the regional partners are regarded to deliver high levels of relevance and effectiveness towards Girl Power objectives. The exchanges visits are appreciated and relevant as in various cases lessons learned abroad have been implemented successfully at home.

- **Capacity Development**

Most GPP partners are all well-established and experienced partners. According to the 5C assessment, the capabilities all score well. Due to the late start of the programme in many countries, the focus has been on the activities with G&YW and the communities and to a lesser extent on their own capacity development. Although the organisations in general have strong capabilities, not all capabilities are on target yet. When the MTR data of the 5C scores are compared to the set targets, it can be concluded that the main challenge is on *the capability to adapt and self-renew*. To improve the capacities, country alliances prioritised the following areas:

- a) To develop, review or implement a gender policy;
- b) Strategic and programme planning, monitoring and evaluation (PME);
- c) Financial management and;

³ Based on telephone conversations and email correspondence with two ICDI staff. In the available 2012 AAP Global sheet (the only report available with "Global data" (i.e. cross-country/regional), only the implementation of the QUAT tool is mentioned, without a clear regional/cross country component.

d) Mobilisation of human resources.

In addition, the evaluation team recommends working more explicitly on capacity development in the theme of economic empowerment, and on capacities to design and implement GPP exit strategies, focusing on resource mobilisation and creating linkages to a broader range of partners to ensure sustainability of their services.

At civil society level, CSOs express a plethora of challenges, including lack of funds, limited human resources capacity, inability to retain staff, and the government does not create enough room for engagement with them. The GPP provides an opportunity to build their capacity and also assist them in developing networks and coalitions that will foster cooperation and collaboration. However, the GPP should focus even more on developing the capacity of CSOs, including the partners, in order to ensure local ownership and sustainability at the end of the programme. Related, capacity improvement of CBOs should be explicitly monitored.

Despite the challenges highlighted above, the GPP is faced with the opportunity of willingness on the part of civil society organisations to continue working on the thematic areas. They are very helpful in raising awareness and doing sensitisation at local and national levels. Also, they have the potential to provide the pressure necessary to get governments to introduce and implement policies and laws that are essential to the growth and development of G&YW. The advocacy role of GPP partners and civil society organisations should nonetheless be further strengthened to create more results at the institutional level.

The GPP and other civil society organisations face the same threats, for instance, a lack of political will to build on the four thematic areas of the programme has an equal effect on civil society as it would have on the programme. Thus the two are inextricably linked and rely on each other.

Conclusions

Overall, the GPP interventions are **relevant** to the local realities and the needs of G&YW. Furthermore, the extensive work on changing attitudes within the communities is, without exception, highly relevant in all countries. Although activities are often not sufficiently linked to government, they are in general in line with the priorities of the countries. In a number of countries, for example Liberia and Nepal, the awareness raising activities of the GPP are so much in line with other initiatives, such as government outreach programmes, that it becomes difficult to attribute change to the GPP. In addition, the high levels of satisfaction with the activities among all groups of

beneficiaries can be also be considered an indirect measure of relevance. Since beneficiaries generally appreciate the activities organised through GPP partners, it is more likely that the changes aimed for will be achieved, and that the intervention is consequently more relevant. Likewise, the expressed wish by the targeted population, to extend, expand and scale up the programme indicates that they consider the programme interventions as relevant.

While no systematic financial review has been conducted in the MTR, overall the impression is that partners have been **efficient** in the use of the available (limited) human and financial resources and that there is a sufficient balance between inputs and outcomes. The GPP could however improve its efficiency by facilitating economies of scale through sharing of infrastructure, methodologies, materials and experiences. In some countries/districts, implementation started relatively late and budget spending is still lagging behind. Despite the extensive administrative and financial control of GPP management, up to date financial data was not always readily available and often incomplete. Moreover, there is a lack of clarity on the numbers of beneficiaries reached to date. Finally, partners should get security from CRA regarding provision of funds until the end of 2015 and funds should be transferred in time in order to ensure continuation of the implementation.

There are no **sustainability** plans developed for the programme in general, nor at the partner level. Because of the short remaining time of the programme, the limited human resources and the ambitious expected results, it is essential to develop and implement sustainability plans as soon as possible. There have already been quite some initiatives to build alliances with public entities, but to achieve that these entities have real commitment with, and ownership of, the GPP activities and results (necessary for sustainability), it is important to strengthen these alliances. The generation of work agreements that continue beyond the GPP could also be a beneficial tool to achieve this. Further, linking economic initiatives to the private sector will increase likelihood of sustainability of economic empowerment activities.

At the beneficiary level, activities are directed towards training and empowerment of G&YW which will ensure sustainability because the acquired knowledge, skills and capacities will remain with them. Additionally, strategies are being implemented that have a multiplier effect, like the training of reporters and monitoring girls who teach other girls, which can contribute to reaching a bigger population and to achieving sustainability. On another positive note, the majority of the partner organisations have a long track-record of working on the GPP themes, which they will continue to do in the future beyond GPP financing.

The CSCs function with varying success. Internal **coordination** remains a challenge in most countries due to the “forced marriage” between civil society organisations created by the GPP. Overall, partners do work towards the same GPP objectives, but often more as individual organisations and less in a coordinated effort. Some challenges in this regard include the difficulties in coordinating and exchanging information between country coordination (representation of Plan) and non-Plan CRA partner organisations; the hierarchical culture in Plan; the changing role of Plan country offices from direct implementer to facilitators of development processes, the separate streams of funding to individual partners and not through the CSCs.

Partners did express the necessity to engage more in exchanges of work methodologies, material, knowledge and experiences with other partners as well as external stakeholders. This would greatly benefit the coordination and harmonisation of the work done by each of them in the framework of the GPP and with other similar interventions. Regional efforts are implemented by some CRA members (e.g. FPU, DCI, CHI) with their direct partners, however, cross-fertilisation is not optimised.

Regarding **external coordination**, because of their long track-record in the GPP themes, the vast majority of partners form part of various networks and have relations with key players outside the GPP, such as other donors; national, regional and global women’s movements; CSOs that work the themes in other districts/municipalities etc. The weakest linking is in economic programming, where the private sector, economic service providers and relevant ministries are virtually absent; a common challenges among protection oriented NGOs moving to economic activities.

While GPP is a women-focussed programme working directly on empowering girls and young women, with some exceptions, the programme has so far achieved **little gender transformative impact**. However, the community work with young men does show positive transformative results, especially in the area of Gender Based Violence. It must be noted though that the group of young men targeted by the GPP and interviewed in the MTR is small. At the internal level, partner organisations are interested in developing gender policies and action plans that include training of staff.

In terms of **Do No Harm** and conflict sensitivity of the GPP, the programme is weak in its design as no conflict analyses or *Do No Harm* risk monitoring is taking place. However, the team found few negative side effects of interventions. The relative positive findings can most probably be attributed to the fact that the GPP is mainly implemented through local organisations which are well embedded in local cultures and are thus responsive to local dynamics.

Recommendations

In order to build on the overall positive trends the GPP is facilitating, and to maximise sustainability of these results the following recommendations are made:

- 1) Work more on and with community members, specifically boys and young men, which is expected to create more gender transformative outcome.
- 2) Strengthen capacities of partners, both in countries and of the CRA, to plan for, execute and monitor economic empowerment activities and increase the scale and number of countries working on economic empowerment. In addition, explicitly work with CSCs on establishing relationships with the private sector and the relevant line ministries on economic programming.
- 3) Intensify the work with G&YW (as opposed to increasing the number of beneficiaries) by providing longer and more frequent support in order to achieve internalisation.
- 4) Further support capacity development of the partners with individual plans but also one collective plan at GPP level, so there is better insight into possibilities of combined trainings, peer exchange, sharing work methodologies, tools, etc. between GPP partners and other stakeholders to create economies of scale and improve capacities.
- 5) Provide further support to the CSCs to better play their optimal coordinating role.
- 6) Systematise best practices from each of the GPP countries (e.g. monitoring girls in Nicaragua, training of young female reporters in Bolivia, diminishing GBV through economic empowerment in Nepal) and disseminate the lessons learned.
- 7) Simplify financial and administrative procedures
- 8) Implement some simple monitoring tools and rules for both CSCs and the CRA to show clearly how many beneficiaries the programme is working with per location.
- 9) Provide spaces for participation of G&YW into policymaking, GPP planning/coordination and other decision-making processes, to better adapt activities to their needs and realities.
- 10) Develop and implement exit strategies and sustainability plans.
- 11) Improve monitoring and documentation on participant numbers and locations, and financial data, in general and especially for the 2015 evaluation.

ACRONYMS

5C	Partner organisation capabilities
ACPF	African Child Policy Forum
ANPPCAN	African Network for the Prevention and Protection against Child Abuse and Neglect
B&YM/BYM	Boys and Young Men
BL	Baseline
CB	Capacity Building
CBO	Community Based Organisation
CHI	Child Helpline International
CIVICUS	Civil society capacity
CP	Child Protection
CPC/G	Child Protection Committee/Group
CRA	Child Rights Alliance
CSC	Country Steering Committee
CSI	Civil Society Index
CSO	Civil Society Organisation
CWIN	Child Workers in Nepal
DCI	Defence for Children International
ECPAT	End child Prostitution, Child Pornography and Trafficking of children for sexual purposes
ED	Education
EP	Economic Participation
FAWE	Forum for African Women Educationalists
FGD	Focus Group Discussion
FTLC	Fast Track Learning Centre
GBV	Gender Based Violence
G&YW/GYW	Girls and Young Women
GP	Girl Power
GPP	Girl Power Programme
HR	Human Resources
ICDI	International Child Development Initiatives
IOB	Inspectie Ontwikkelingssamenwerking en Beleidsevaluatie
MCLS	Municipal Comprehensive Legal Service
MDG	Millennium Development Goals
MFS II	Mede Financiering Stelsel 2010-2015
MEST	Ministry of Education, Science and Technology
MoFA	Ministry of Foreign Affairs
MP	Monitoring Protocol
MTR	Mid-Term Review
NGO	Non-governmental Organisation
PDCT	Public Defender for Children and Teenagers
PR	Protection
PTA	Parent-Teacher Association
RC	Regional Coordinator

SGBV	Sexual and Gender Based Violence
SP	Socio-political Participation
SWOT	Strengths, Weaknesses, Opportunities and Threats
UN	United Nations
VEC	Village Education Committee
VT	Vocational Training
VAW/G	Violence Against Women and Girls
WEE	Women's Economic Empowerment
WW	Women Win
YM	Young Men
YW	Young Women

1. INTRODUCTION

1.1 THE GIRL POWER PROGRAMME

The MFS-II funded Girl Power Programme (GPP) runs from 2011 to 2015. Its main goal is to build capacity of local civil society in ten countries, in order to support the empowerment of girls and young women for gender equality. The programme is carried out in four regions. Within Asia: Nepal, Bangladesh, and Pakistan; within Latin America: Nicaragua and Bolivia; within West Africa: Ghana, Liberia, and Sierra Leone; and within East and Southern Africa: Ethiopia and Zambia. While the GPP started in 2011, not all countries began implementing immediately, and the start dates vary between countries, with some beginning in late 2012. Furthermore, some partners were changed, regions were changed and new partners with new activities began their work in 2013.

The GPP vision is embedded in the MDG 3 – promote gender equality and empower women (including transition to secondary education of adolescent girls). The GPP focuses on four thematic areas: 1) Post-primary educational participation of girls and young women, 2) Economic participation of girls and young women, 3) Protection from violence for girls and young women, and 4) Socio-political participation of girls and young women. Of these thematic areas, about 50% of the budget is geared towards protection. Interventions on the four themes are divided over three dimensions, namely: Individual, Socio-cultural, and Institutional level interventions and the monitoring of the GPP is structured accordingly.

The Girl Power programme is implemented through six Dutch civil society organisations, forming the Child Rights Alliance (CRA), including ICDI, Women Win, Free Press Unlimited, Child Helpline International, DCI-Ecpat, and Plan Nederland. The CRA members in the Netherlands work through eighty-seven local partners at the country level. These partners are NGOs who may themselves directly implement activities, or work through their own local CSO and NGO partners. In the different GPP countries, partners also engaged government line ministries, universities and research institutes and even some private sector initiatives. The coordination and alignment within the overarching framework at the national level is done in Country Steering Committees (CSC), in which all direct GPP local partners are represented. The country coordinators for the CSC are Plan staff members in all countries, apart from Nepal, where a local partner CWIN leads the CSC. The CSCs have developed country programmes within the overall GPP framework. The types of activities implemented under the four themes, as reported by the respondents of the evaluation, are listed in the table below.

Theme	Individual level	Socio-cultural level	Institutional level
Protection	Providing Life Skills training Developing 'safe spaces' Awareness raising Rehabilitation and vocational training for sex workers Legal assistance Empowerment and self-esteem development workshops	Producing of kids news programmes on TV/Radio Establishing/supporting community-level child welfare and women's committees Rights awareness and sensitisation to address socio-cultural norms and practices	Establishing Child Help lines and referral mechanisms Policy advocacy and service development Supporting multi-stakeholder child protection structures Engagement of government to enforce existing laws
Education	Supporting families to allow children to go to school Material support such as school supplies, books, equipment Facilitation of transition from primary to secondary education	Rewarding parents Training of duty-bearers in schools Rights awareness and sensitisation Forming and strengthening girls clubs in schools Holding sporting events	Policy advocacy and service development Support to school infrastructure
Economic Participation	Providing training on business skills Providing small loans Providing vocational training Training such as farming, irrigation, seed distribution, micro-credit Training trainers for youths in business skills and micro finance	Rights awareness and sensitisation Development capacity of CSOs and local authorities Formation of adolescent girls clubs Training traditional leaders in gender and women's rights Career talks in school	Policy advocacy and service development
Socio-political participation	Awareness raising Leadership training Life skills training Sporting activities	Rights awareness and sensitisation Development of women's leadership Engaging community involvement such as men and traditional leaders Formation of girl power clubs	Establishing/supporting women's groups and children's clubs Policy advocacy and service development Interactions and cooperation with local government

A baseline study was undertaken in 2011 to provide the basis for monitoring and future assessment of change. However, the data collected proved to be only partially useful to the CRA and national partners. In addition, a learning agenda was developed in 2012 and early 2013, the GPP Monitoring Protocol (MP), including the indicators, was revised. This revised MP formed the basis for this MTR.

1.2 PURPOSE OF THE EVALUATION

This report presents the outcomes of the Mid-Term Review. The objectives of this review are threefold:

- To validate and (re)construct Girl Power baseline information, in line with the revised Girl Power monitoring protocol dated January 2013;
- To assess progress made to date, measured against the reconstructed baseline information and set targets;
- To identify lessons to be used for greater programme effectiveness and programme efficiency both on the Country level and generic Girl Power level.

In addition, progress on the so-called regional component and the learning agenda has been assessed.

The evaluation produced fourteen deliverables:

- Inception report with the methodology and tools designed for the MTR and reconstruction of baseline;
- Ten Country reports - including comparison between MTR and (reconstructed) baseline measures;
- One global report - summarising change by comparing MTR and (reconstructed) baseline measures, and strategic recommendations to further improve future programme outcomes;
- Data sets in SPSS, including the (reconstructed) base-line and MTR values on the MP;
- Recommendations on adaptations to the Monitoring Protocol, including recommendations on target setting for 2015.

1.2.1 THE EVALUATION TEAM

Transition International implemented the MTR, in collaboration with Avance PMC. Transition International held overall responsibility for the overall design, tools development, management, coordination, quality control, delivery and reporting of the evaluation. The methodology, work plan and tools were approved by Plan (inception report) prior to the actual start of the data-collection. Transition International provided four regional coordinators, twenty national researchers and twenty enumerators, three senior experts, a project manager and two interns. Avance provided support through one senior expert, who provided inputs on the methodology development and quality assurance of the data collection and analysis process and some limited inputs from the director in the design of the 5C and CIVICUS assessments. Therefore, the total evaluation team contained 52 people.

Regional Coordinators (RCs) were appointed for each of the four regions. All four RCs are senior gender experts with previous research and evaluation experience. Each country was assigned two national researchers and two enumerators, who were all nationals of the relevant country. These teams were selected based on their experience of conducting research and understanding of child protection and gender issues, their knowledge of the country and specific regions, as well their local language abilities. The RCs were responsible for coordinating country research teams, as well as co-conducting part of the assessments. They were subsequently responsible for the data-analyses and drafting of the country reports. National Researchers (NRs) were responsible for data collection, with support of the enumerators, and data entry in SPSS.

Regional trainings on methods and tools were conducted for all regional coordinators and national researchers and software and training on SPSS was provided. In addition, the in-country preparation process with the CSC allowed for contextualisation of wording and probing, so that tools were adapted to the local context. Data collection was carried out over a period of seven weeks, following the regional training workshops. This began with the finalisation of sampling and schedules, in coordination with the CSC. Following the data collection period, an evaluation summit was held, again with the CSC. The engagement with CSCs is explained below in more detail. Consequently a long and intense process of data-analyses and consequent drafting of the ten country reports and this global report took place.

1.2.2 PARTICIPATION OF CSC

During the inception phase, CSCs were given the opportunity to share their feedback on the previous baseline research, and to express suggestions and concerns for the upcoming MTR process. The MTR team has also actively sought the participation of the CSC throughout the process of data collection in terms of information sharing and invitation of beneficiaries to participate in the MTR. The team ensured that information on the process was shared and understood, while safeguarding the independent nature of the evaluation process. Furthermore, during a series of kick-off meetings, tools were operationalized with CSCs' inputs, sampling plans finalised and logistics arranged. It must be acknowledged that some CSCs were highly responsive during the inception phase (for example, Ghana, Ethiopia, Pakistan and Bangladesh), and their assistance to the MTR team proved extremely valuable. However, the functioning and effectiveness of the CSCs vary greatly per country and therefore obtaining information has proven challenging (see section 1.5 on challenges).

Finally, evaluation summits were conducted with the CSC where the national researchers, supported by the RCs, presented their initial findings and conclusions, and shared preliminary lessons learned.

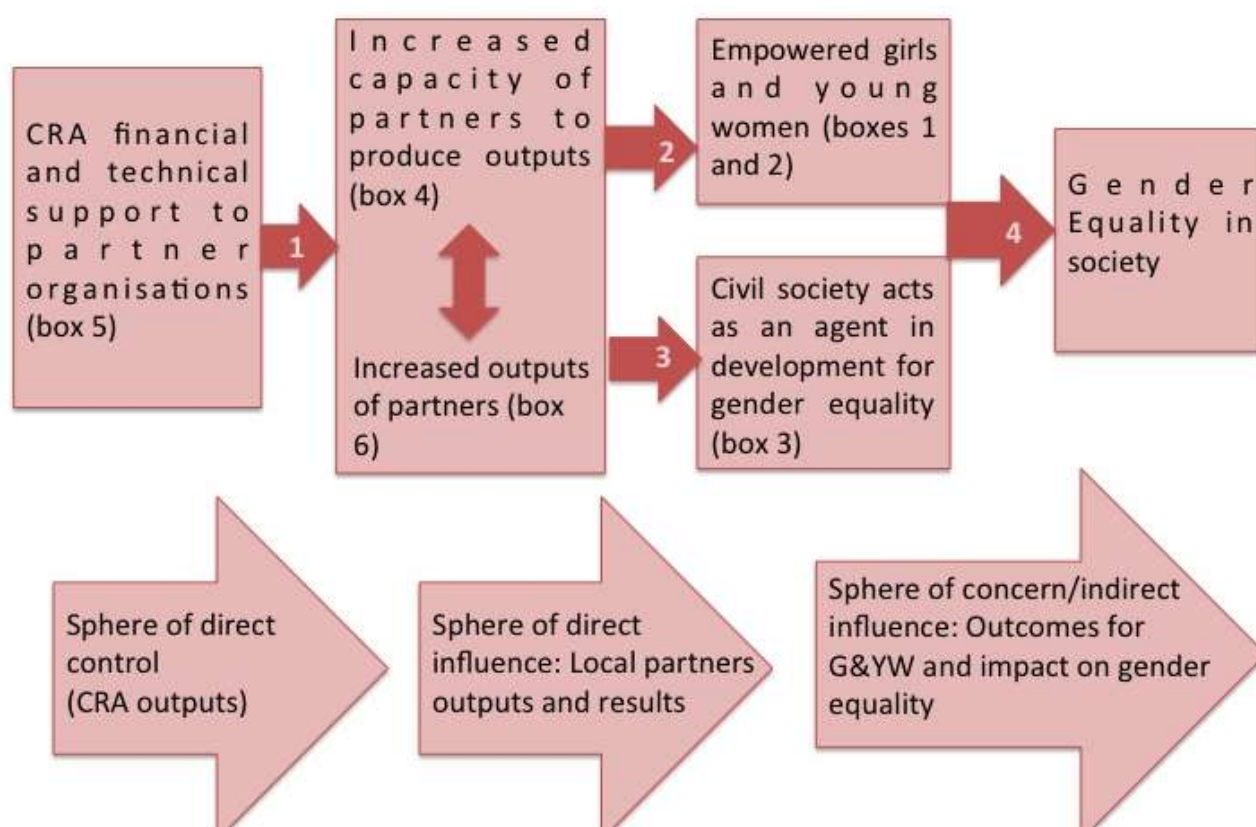
CSC members were encouraged to share their opinions and further inputs, as well as to conduct a SWOT analysis. This provided an opportunity for self-reflection, as well as to ensure an understanding of the MTR process and initial findings. CSCs frequently reported that they appreciated this opportunity.

1.3 METHODOLOGY

1.3.1 EVALUATION FRAMEWORK

The Girl Power results framework describes the theory of change and intervention logic underlying the Girl Power programme. The model below shows a simplified version of the expected (direct and indirect) relations between the respective programme elements (called boxes). It also shows the level of control or influence the CRA has on achieving the overall objective of the GP programme, which is achieving increased gender equality in society.

Conceptual framework for evaluation



1.3.2 EVALUATION QUESTIONS

The main purpose of this evaluation was to assess the progress made to date, measured against the reconstructed baseline and set targets, and to identify lessons to be used for greater programme effectiveness and efficiency both at the country levels and the CRA global level. The midterm review thus concentrated on measuring the extent to which the GPP has made progress in facilitating change on its outcomes, as formulated in box 1-4 (see above) between 2011 and 2013. For every box displayed in the graphic above, specific outcomes are defined in the revised Girl Power monitoring protocol dated January 2013 (see annex D), which has provided the basis for this evaluation. Furthermore, the following sub-questions related to the linkages (arrows) have been reviewed.

These sub-questions include:

- a) The extent to which the CRA financial and technical support is leading to, or at least contributing to increased capacity and outputs produced by partner organisations? (Arrow 1)
- b) The extent to which the increased capacity of partner organisations is leading to, or at least contributing to, the empowerment of girls and young women in terms of protection against violence, socio-political participation, economic participation and education? (Arrow 2)
- c) The extent to which the increased capacity of a partner organisation is leading to, or at least contributing to, increased civil society capacity to act as an agent in development for gender equality (Arrow 3)
- d) The extent to which other (external or internal) factors influence the outcomes (or said in other words to what extent can the observed change be attributed to the programme activities)?
- e) The extent to which the GPP has unintended spill over effects at civil society level?

1.3.3 SAMPLING AND RELIABILITY OF DATA

In total 3,912 girls and young women, 1,608 young men, men and women, 299 experts related to GPP, 224 key informants and 336 partner staff have been involved in providing data for the MTR from ten countries.

Prior to data collection, target groups and samples were prepared and selected in collaboration with the CSC. Guidelines were developed ensuring a balanced representation of respondents across partners, project locations (districts and communities), and thematic areas of work (see annex B). Sample size calculations for G&YW respondents were based on the total number of beneficiaries reported in the Annual Report of 2012. When computing the samples for G&YW, a level of

confidence (95%), and a confidence interval (.05) were assured in the design resulting in a representative sample of 360-400 G&YW GPP beneficiaries per country.⁴ In some cases, the sampling could however not be done purely randomly as proper participant lists were not available. In those cases, selection of respondents was done through a snowball method. For a detailed overview of the samples and target groups, please refer to Annex B and the country sampling plans in the country reports.

Overall, progressive data-analyses and quality control have resulted in sound data. The majority of the data was analysed using SPSS, with the exception of certain tools such as 5C and secondary data. Individual data was captured for G&YW, professional panel, district panel and partner staff. Focus group data was captured for the community members and Girls' panels. Differences between MTR and (reconstructed) baseline values at individual level were statistically tested using the two-sided paired T-test with a 95% probability level, in order to identify significant changes, both positive and negative. The data sets with the baseline and midterm values are made available in Annex F.

1.3.4 RECONSTRUCTION OF BASELINE & MTR MEASUREMENTS

A non-experimental design using (reconstructed) repeated measures was used for evaluating the GPP. Baseline indicator values were reconstructed for all outcomes and indicators in box 1 and 2 (see figure 1 above). For box 3 (civil society) and 4 (partners), existing baseline information was used to assess progress on partner capacity and civil society development. In addition, secondary information through documentation and key-informant consultations were used as a basis for comparison. The reconstruction of baseline information was conducted by asking the informants to, next to their scoring of the actual situation (2013), also reflect upon their situation at the start of the GPP. As a result, indicators in box 1-2 were scored twice (one reconstructed baseline score and a MTR score). This scoring was followed by a group discussion, explaining the findings (either positive, negative, or no change between MTR and the start of the GPP).

One note should be placed to the baseline methodology. As the G&YW were asked to reflect on the indicator two years ago, there might have been a change in age-group. So when an eighteen year-old girl for the MTR (adolescent age group) reflected on the baseline two years before, she was sixteen and categorised in the "Girls" category.

⁴ The accepted statistical formula for calculating sample size is built up by four variables: A=Total size of target group; B=Confidence level (95% is conservative); C=Estimated likelihood of variety in opinions (conservative choice is 50%); D=Confidence interval or margin of error (.05).

By 2015, this design can be partially replicated, measuring the same indicators for final evaluation. Chapter 3 provides detailed recommendations for the monitoring protocol and 2015 target setting, which should be taken into consideration. In addition, section 5.4 provides detailed recommendations for the 2015 end of programme evaluation.

1.3.5 ATTRIBUTION

The Girl Power Programme generates outputs that are assumed to lead to the desired outcomes in civil society capacities and positive changes in the lives of girls and young women. These outcomes however, are often beyond the direct control of the Child Rights Alliance (see also figure 1 above). Evaluating effectiveness aims to establish this causality and it would be ideal to know what would have happened if the programme had not occurred (the counterfactual) as well as to know exactly what the situation was at the start of the programme (baseline). Only then can observed changes be more realistically attributed to the programme and is it possible to speak of the net effects of the programme. However, in complex interventions such as the Girl Power Programme, it is not feasible to use an experimental design involving control groups to establish what would have happened in absence of the intervention. The problem of attribution is acknowledged by the IOB in the Evaluation Guidelines where it states "In practice - especially in the case of large and complex interventions [...] evaluations often make use of plausibility argumentation. It is then important that the argument is transparent and credible."⁵ Despite the inherent challenges, this MTR aimed to establish the extent to which changes in the lives of girls and young women have occurred, and indicates to which extent this can possibly be attributed to the Girl Power Programme.

Finally, it is crucial to note that certain indicators reflect *perceived change* as reported by the participants of the programme and the stakeholders consulted. The MTR did not include factual analyses to compare perceived changes to actual changes. For example, indicator 1 on the prevalence of violence against girls and young women reflects *perceived increased or decreased violence*, but is not backed-up with for example police reports or other statistics. Partners are not monitoring actual events (despite the MP) and it should be noted that police reports also provide limited insights, as in many countries violence is often not reported to the police.

Triangulation has however validated findings. To determine whether perceptions are common, the same questions have been posed to different audiences, and verifying findings with key informants and (where available) with secondary data. Wherever the data is seemingly contradictory, this is indicated in the report, and where possible explanations provided.

⁵ See IOB Evaluation Guidelines, p.18 at <http://www.oecd.org/dac/evaluation/iob-evaluation-policy-and-guidelines-for-evaluations.pdf>.

1.3.6 TOOLS & ANALYSIS

During the inception phase, tools have been developed to operationalise and assess progress made on the indicators (see also Annex C for toolkit). The tools used and developed for this MTR are composed of qualitative and quantitative components (mixed method approach). Separate tools were developed for subgroups within the 'Girls and Young Women', and 'Community' target groups. All tools were developed factoring in the sex (separate Boys and Young Men; and Male Community members) and age ranges of the interviewees (G&YW 10-13 years; 14-17 years; 18-24 years; young men 16-24; men >24; women >24), to account for different gender and age perspectives and expected differences in levels of comprehension and experiences. Child-friendly tools were developed for minors, specifically tailored to the children's evolving capacities and interests. A wide variety of participatory exercises, such as focus group discussions, ranking and mapping were used. Further, triangulation has largely been assured in the toolset.

1.4 CHALLENGES AND LIMITATIONS

1.4.1 LIMITATIONS

The MTR has been set-up with the very high attention for reliability and representativeness of the data. As always, the reality of collecting data under the challenging circumstances was in some cases slightly different from the sampling plan.

Tools were developed in English, whereas most of the sessions (especially at individual G&YW and community level) were conducted in local languages. This required strong translation and facilitation skills of the teams, though slight differences in interpretation cannot be excluded.

During implementation, some flaws were experienced in the questions (containing double negatives), which were dealt with by the facilitator and during data analysis. It cannot be excluded that in some cases respondents might have misunderstood a question (especially related to indicator 3-6 and 42).

In some countries the girls' panels and professional panels were not installed, so these groups were ad-hoc assembled. These panels therefore did not have the overview of the GPP and its focus and activities from the start in 2011. Also, the quality of the input of the Girls' panels varied. In Bangladesh the girls' panels are functioning very well, while in Zambia, Nepal and Pakistan the Girls' panels had not been officially formed and therefore their reflection was more on the local than on the national level. In addition, in some countries the girls' panels had difficulties with the scope of

questions on institutional level. They were better capable to reflect on district or local level government support and services, than on national level.

Existing baseline information was used to assess progress on partner capacity and civil society development. Although the same tools were used, the methods of collecting information were different. For the MTR, participatory workshops were organised with district panels and partner staff. However, for the CIVICUS baseline, a small number of individual assessments (on average two per country) were used. For the 5C baseline, self-scoring was not applied, since an external consultant gave scores to the different indicators based on the assessment of information gathered in a number of interviews. Also, as agreed beforehand, this MTR did not include all partners who were involved in the baseline, since some partners left the GPP, new partners were included and there was an agreed maximum of five partners involved for the MTR 5C assessment.

Furthermore, the MTR only partly reviewed the efficiency of the programme, as has been agreed in the inception phase. In addition, financial data were not readily available in an organised manner to undertake a full-scale efficiency assessment in financial terms and it has not been in the scope of the MTR to do this in a systematic manner. Efficiency has therefore been limited to overall impressions on value for money in terms of country-wide inputs compared to country wide outcomes. Furthermore, other forms of efficiency (non financial) have been assessed and presented.

This MTR process focuses on effectiveness, efficiency, relevance, sustainability and learning for programme management and further implementation. This MTR did not look at impact (arrow 4 in figure 1), since impact requires that enough time has passed for it to be observed. An impact assessment is, however, recommended for the end of programme evaluation in 2015. Although another (additional) type of evaluation methodology design would probably be recommended for this.

Finally, as is common for country statistics, it was hard to find up-to-date secondary data and statistics. The most recent data available is often 2011, meaning that data is available for a baseline comparison, but 2013 data was mostly not available for the MTR. This is true for both Government and UN statistics. Where possible, the most recent statistics have been used and trends for the countries have been interpreted.

1.4.2 CHALLENGES

A major challenge during the design of the MTR was the lack of centralised information at global and country levels. Information and documentation of the country programme was often not available at CSC level, and coordination is limited in most countries. Formats and systems for this documentation do exist at global level, but information management has proven inconsistent, meaning that limited or incomplete information was available on both country and global levels. The MTR team sees that this is a big challenge for these types of new coalitions at national but also Netherlands level.

The incomplete data provided enormous challenges to acquire the information needed for the evaluation design. Whilst sampling plans were developed during the inception phase, based on documentation received from the CSC, during the early stages of the data collection process it became clear that documentation was often incomplete, rendering the sampling plans inaccurate. These were subsequently updated, and evaluation plans were revised accordingly, compromising effective random sampling in some cases (see section 4.5.1 on conclusions internal coordination). It is for this reason that close cooperation with the CSC was highly valued by the MTR team, so that such issues could be overcome.

Furthermore, in some countries the difficulties faced in organising logistics for the MTR process were symptomatic of a general lack of coordination between partners. It has also been observed that in few cases tensions exist between partners within the CSC, and relationships needed to be managed carefully by the MTR team, taking local dynamics into account.

This lack of information and coordination led to challenges in the field. For instance in Sierra Leone, when the team arrived in the field, they initially started to interview girls who did not know about, or had not been involved in the programme, and meetings had to be rearranged. At the second meeting, girls were brought from neighbouring communities where data had already been collected; therefore duplicated data could not be used. The lack of clarity on participants, and the lack of participant lists, provided enormous challenges for the MTR. Furthermore, it became increasingly difficult to verify how many beneficiaries the partners actually reach (see section 4.3 on Efficiency).

Related to this, double counting might have taken place in some cases, as GPP partners often are working with more than one intervention in a community with the same group. For example, a group of G&YW can have received both life-skills training and school bursaries and in the case of child help-lines, it is not checked if the children are calling once or several times, and often every call is counted as a separate beneficiary reached.

GPP implements its programme in urban and rural areas, and in some countries, specifically, in very remote areas, which resulted in difficulties during the data collection process. For example in Nepal, the field team was not able to access certain pre-selected communities, due to poor weather conditions, and thus new communities were selected with the advice of the CSC. While these communities were also involved in the GPP, the contexts in which the participants live (i.e. less remote) vary, as do their experiences.

Also, the high time pressure of the MTR process caused other difficulties, such as in the Asia region, because major public celebrations which made it more difficult for the teams to reach the necessary people. Planning for the final evaluation of the GPP should take these, school and other holidays, as well as aspects like harvest seasons and rainy seasons into account.

The CIVICUS tool was considered difficult since the indicators are rather abstract or unfamiliar. This was addressed partially during the regional training workshop, in which RCs and National Researchers were instructed how to use the tool. The CIVICUS workshops (district panels) themselves began with an explanation of the exercise to ensure that all participants understood the terms. However, overall the CIVICUS meetings and multi-stakeholder settings were appreciated afterwards. Overall, the capacity development (5C and CIVICUS) baseline data was of limited use. Furthermore, there was limited or data available on capacities build at the CSOs involved in the programme. Therefore, only a sample of 5C's with the direct partners of the CRA and some information was from CIVICUS provides the basis for statements on findings on capacity development. But to answer the central question about the build capacities and how it has contributed to gender equality, additional tools should be designed and used within the programme. In addition, although the baseline was available, the partners stated during the MTR sessions that the reliability of the baseline was very limited, as the methodology was very different for the MTR and the fact that they were very well aware that they should score overall moderate (low enough to have the capacity to grow and high enough to be selected as partner). Thus conclusions on capacity development have been drawn but should be treated with caution and the GPP as a programme should more systematically monitor capacity development activities, outcomes and ultimately impact, at partner but also CSO levels.

The short timeframe, combined with the relative strong focus on measuring results in terms of quantitative scoring strictly following the MP, has compromised the collection and consequent analyses of more qualitative data and therefore the complexity of the context in which activities are implemented has not always been fully captured and reported on. This caused less insight into the caused and validated changes and should be taken into account designing the 2015 evaluation.

2. FINDINGS RELATED TO THE OUTCOMES OF GPP

This chapter provides the overall findings related to the specific outcomes of the (reconstructed) baseline and MRT. Globally aggregated findings are presented for all indicators, and consequently the findings are explained in terms of the significance⁶ of the change achieved, and the GPP's likely attribution of these changes. In addition, country examples are presented to highlight specific differentiations of the observed change or to illustrate particular high change or negative change. The qualitative data is used to explain the changes and trends that can be observed at this point in time. Annex A provides the more detailed measures with all baseline and midterm values, presenting the quantitative data. The "N" in the graphs refers to the number of respondents consulted during the evaluation⁷.

2.1 FINDINGS RELATED TO MDG COMPONENT (BOX 1 AND 2)

2.1.1 BETTER PROTECTION AGAINST VIOLENCE FOR G&YW

Overall, progress has been made on all specific outcomes related to protection against violence for G&YW for the individual, socio-cultural and institutional dimensions. Most improvement has been seen on the individual level, secondly on socio-cultural level and lastly on institutional level. This can be partly explained by the fact that the focus of the GPP interventions has been on the direct target group: young girls of 10-13 year old, adolescent girls of 14-17 years, and young women of 18-24 years. For those where changes in comparison to the baseline (BL) period were researched (adolescent girls and young women) a significant decrease in experiences with all four types of violence can be observed, the most extreme positive change can be observed in physical violence. However, for all of three groups the perceived prevalence of all types of violence (economic, physical, emotional and sexual) still lies between *sometimes* and *often* and thus requires continues work in the remaining period of the GPP.

⁶ Statistically significant changes are only tested at the individual level comparing the (reconstructed) baseline to the mid-term review. In this chapter also references are made to other changes (e.g. between age groups, between community members, between countries, etc.). It should however be noted that those changes are not statistically tested.

⁷ For the sake of a more easy reading '%' or 'per cent' is used instead of 'percentage point' to indicate increases/decreases between BL and MTR as both the BL and MTR value reflect a % as from the total sample. For example, if at MTR 50% of all G&YW reported they perceive x and, when asked to reflect back on the past, 20% of all G&YW indicated that they perceived x before the start of the GPP, this is an increase of 30% between BL and MTR. In other words, this does not refer to an increase of 30% of the 20% (at BL), which would mean MTR is 26%, but an overall increase of 30%. On a related note, the 50% of respondents who perceived x at MTR might include the same ones who perceived x at BL, but could also be different ones.

Also the non-acceptance of violence against G&YW has increased significantly at the individual dimension and, to a lesser extent, at the socio-cultural level, indicating that more sensitisation activities should be developed for all types of community members (boys, men and women above 24 years). All age and gender groups are now less prone to accepting adults beating children or men beating their wives or girlfriends.

Regarding the support given by government to the protection against violence of G&YW (institutional dimension), professional panel members observed an improvement, especially regarding legislation and to a lesser extent service provision. Girl's panel members did not indicate this positive change.

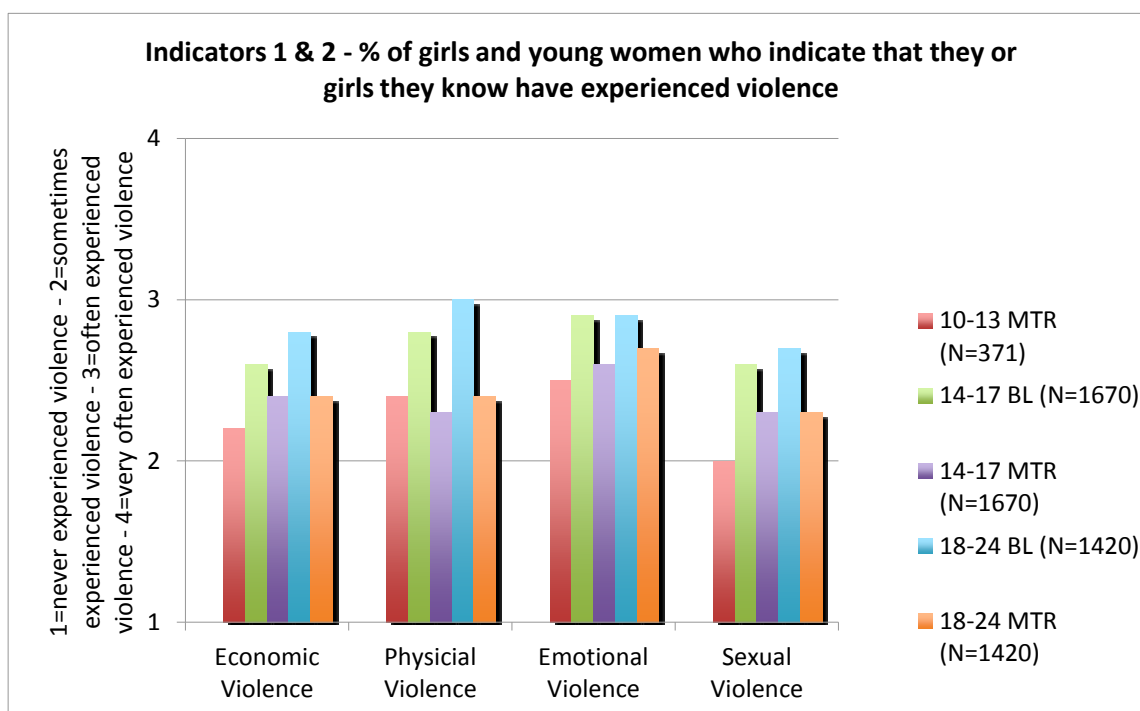
At the individual level, around three-quarters of all G&YW consulted, demonstrate knowledge of available protection services and indicate that they know how to act when in need of protection against violence. For both adolescent girls and young women these numbers represent a considerable increase in comparison to before the GPP started. With the increased awareness of G&YW on where to go, the issue of sufficient quality and quantity of services is becoming more prominent, and possibly a new focus for the GPP.

Specific outcomes on protection at the individual dimension

Specific outcome: Decreased prevalence of violence against you or girls that you know.

The graph⁸ below shows a combination of the results of indicator 1 – percentage of girls and young women who indicate that they or girls they know have experienced economic violence, physical violence, or emotional violence; as well as indicator 2 – percentage of girls and young women who indicate that they, or girls they know, have experienced sexual violence.

⁸ This indicator refers to average perceived prevalence of violence.



Overall, a significant decrease in experienced economic, physical, emotional and sexual violence by adolescent girls and young women can be observed when comparing BL⁹ and MTR. The sharpest decrease can be seen in prevalence of physical violence where for adolescent girls aged 14-17 that were consulted, the percentage of perceived prevalence of physical violence decreased from 2.8 to 2.3 (0.5 reduction) and for young women aged 18-24, it declined from 3.0 to 2.4 (0.6 reduction). For all categories of violence, the average prevalence perceived by G&YW scores between *sometimes* and *often*.

The highest levels being perceived for emotional violence and the lowest for sexual, which can also be caused by the fact that for most respondents the latter is the category of violence is most difficult to express. Economic violence on the other hand was not always understood well and needed more explanation.

Looking specifically at the MTR country data for indicator 1 on **economic violence** some extremes can be observed. For instance, when focusing on girls between 14 and 17, Liberia and Nepal demonstrate instances of economic violence between 'never' and 'sometimes' whilst girls of the same age group in Bangladesh indicate much higher cases, namely between 'often' and 'very often'. In countries like Bangladesh, the dowry system can be regarded as a major tool of economic oppression from a young age on. It can also lead to other types of violence, which can even go as far as physical torture or wives being murdered.

⁹ A comparison was not made for the group of girls aged 10-13 because asking the BL question to this group was not considered appropriate nor reliable since young children have difficulty interpreting such large time gaps.

Dowry related violence in Bangladesh

In Bangladesh, the dowry system is a major tool of economic oppression from a young age on and remains so, even after marriage. The fact that it has become an “accepted custom” and that people have started calling it a “gift” doesn’t minimize the types of violence it can lead to, which can go from mental pressure as far as to physical torture or wives being murdered, either by their partners or in-laws. However, the MTR data shows that positive changes in violence prevalence have been perceived by G&YW since the start of the GPP. Some respondents said that “day by day physical tortures” as well as teachers beating girls and child labour have been reduced. This includes physical violence related to dowry, as expressed by a teenage girl: *“Previously, husbands tried to get the dowry by any means. So, they used to batter wives severely until they get dowry. But nowadays, legal action against dowry and wife battering has created some alarm within them”*.

For this indicator, the biggest improvement is noted amongst Liberian women between 18 and 24 when comparing BL and MTR results, where scoring has decreased from ranging between ‘sometimes’ and ‘often’ before the GPP to between ‘never’ and ‘sometimes’ at the time of the MTR. On the other hand, a small negative effect is seen in the age group of girls between 14-17 in Ethiopia and Pakistan, however in the first the frequencies are perceived to be rather low in comparison to other countries (‘sometimes’ on average). Unfortunately the qualitative data does not give a clear explanation of the phenomenon. This trend needs to be monitored closely.

Zambia shows exactly the same values for BL and MTR for both adolescent girls and YW and Ethiopia as well for YW. The examples of economic violence that GYW mention in East Africa include: child labour, work burden, child marriage (for dowry), not being consulted on financial issues, not having equal decision-making power and control over resources, not receiving financial benefit from work, denying gifts, food or clothes, and no inheritance. Generally, these forms of violence change very slowly, since they are embedded in the local cultures. The second part of the GPP might show more change if the issues remain sufficient attention at the individual, but also at the socio-cultural and institutional levels, such as through strong lobby and advocacy on required changes in inheritance laws.

While GPP interventions seem to be more focused on reduction of physical and sexual violence, positive change have been achieved on decreasing the perceived prevalence of economic violence since the start of GPP in all countries except for those in East Africa and for teenage girls in Pakistan.

When considering the percentage of girls and young women who indicate that they, or girls they know, have experienced **physical violence**, the global figures show that G&YW of all age groups

indicate cases of physical violence occurring between *sometimes* and *often* in the MTR. However, country specific data demonstrates some extreme differences between countries. The result with the lowest score (1.65) can be found in Ghana amongst 14 to 17 year old girls (the only score below *sometimes*). The highest frequency of physical violence is perceived in Liberia where girls between 10 and 13 indicate physical violence occurring *often*. The largest positive effect when comparing BL and MTR is however shown in Liberia amongst women aged 18 through 24 and in Bangladesh amongst both age groups, where respondents indicated an occurrence between *often* and *very often* before the GPP, whereas they indicate instances of physical violence happening *sometimes* or *often* during the MTR. In Bangladesh respondents specifically mentioned that “*day by day physical tortures*”, teachers beating girls, child labour, and physical violence related to dowry have been reduced. As expressed by a teenage girl: “*Previously, husbands tried to get the dowry by any means. So, they used to batter wives severely until they get dowry. But now-a-days, legal action against dowry and wife battering has created some alarm within them*”. Hardly any improvement of the perceived prevalence of physical violence is seen among the female respondents aged 18-24 in Pakistan, Ethiopia and Sierra Leone.

Emotional violence is what G&YW perceive more often than any other type of violence, and declined the least to other forms of violence. In two countries (Zambia and Bangladesh) levels go even as high as between *often* and *very often* for MTR values.¹⁰ Bangladeshi G&YW from all three age groups indicate a higher than the global average rate of emotional violence.¹¹ Many references are made to giving preferential treatment to sons over daughters (with schooling, food, clothing and attention in general), mental pressure exercised by in-laws (related to dowry), and freedom restrictions for girls because of possible harassment of boys like stalking and Eve teasing. In Zambia this type of violence is perceived to be most prevalent for the teenage girls and young women (MTR 3.5 and 3.4 respectively). Mentioned by the girls, are: “*calling you bad names by parents or friends at school*”, “*some girls at school make fun of me because I do not have shoes for school*”. Also the other groups mention insulting, calling them names and gossiping. The young women add cheating and verbal abuse by husbands.

Comparing instances of emotional violence during BL and MTR periods, there is a negative effect in Zambia among girls between 14 and 17 (BL 3.3, MTR 3.5) and also among the young women 18-24 in Sierra Leone (BL 2.89, MTR 3.07). In both countries, respondents have indicated to experience an

¹⁰ In all other types of violence values stay below ‘often’ except for Ethiopian girls between 10 and 13 years old, who perceive similar levels for emotional violence today.

¹¹ Specifically girls between 10 and 13: MTR 3.4 as at their age they are already facing cases of child marriage as well as Eve teasing or preference of sons over daughters.

increase in emotional violence by them or G&YW they know. In Ethiopia levels stayed the same for teenage girls and in Nepal and Pakistan only minor decreases have been perceived by YW. In other words, in five countries, at least one of the age groups did not show any positive effects regarding emotional violence and it is important to monitor these groups as well as the possible changing context to seek better explanations for this trend.

Girls ages 10-13 perceive **sexual violence** to be less prevalent, as compared to the older girls and young women (14-24).¹² Considering cases of sexual violence, a notable negative exception to the global figures are the Ethiopian girls aged between 10 and 13 who experience, or know girls who experience, sexual violence today between *often* and *very often*, compared to the global average ranging from *sometimes* to *often*. One explanation for this is that there are quite some girls in the sample who are (former) sex workers, who all experience, often or very often, sexual violence due to the nature of their work. Examples that were mentioned by the girls themselves as well as by professional panel members and a report from UNICEF (2012)¹³ include child marriage, abduction, rape, child trafficking and female genital mutilation. Some girls complained that community members do not do anything about these harmful traditional practices.

Liberia on the other hand shows the highest positive change, in particular amongst the YW 18-24, where before the GPP they indicated occurrences of sexual violence at *often*, they now indicate perceived occurrences between *never* and *sometimes*.

Liberia: Girls know their rights!

“The greatest strength of the GPP is its ability to educate G&YW on their rights. As the saying goes ‘You cannot claim your rights if you do not know them.’ Due to the programme girls and young women now know what to do when faced with certain protection related challenges and they easily stand up and defend their rights. In the past it was seen as an abomination for a girl to demand her rights and to stand up against men. This is changing and women and girls now speak out when there is the need and even the men that use to abuse them are now careful about what they do and how they do it.”¹⁴

Ghana also shows a high positive change between BL and MTR. Pakistan shows the lowest perceived prevalence overall, as all age groups indicated occurrences below *sometimes* for BL and MTR periods. The lowest level of all types of violence is however perceived by girls 10-13 years in Bolivia regarding

¹² This only applies to sexual violence, since prevalence of the other forms of violence is reportedly comparable between the different age groups.

¹³ Unicef, 2012 “Investing in boys and girls in Ethiopia: past, present and future”.

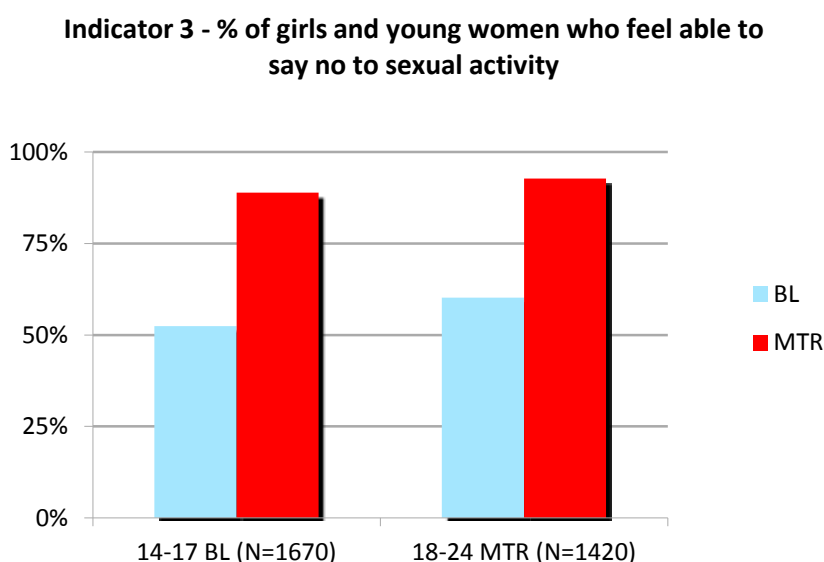
¹⁴ Based on an interview with Jabenta B. Sirleaf, a staff member of Care for Humanity (CAFH). Interview conducted on the 27th of September 2013.

sexual violence. It was indicated by partners that this could be due to the fact that this type of violence is the one that is least expressed; many victims of sexual violence do not talk about their experience until they are adult women. However once they express it, they do mention experiences from childhood or adolescence. On the other hand, in Zambia there is a very small negative change for girls between 14 and 17 (3.0 to 3.1).

Furthermore, in some countries, for example Pakistan, Nepal and Liberia, there was a relationship detected between age and type of violence, with different age groups expressing to experience different types of violence. This can be partly explained as the younger girls suffer more from economic violence, i.e. being deprived from basic needs such as food and cloths, while adolescent young women are more exposed to sexual violence.

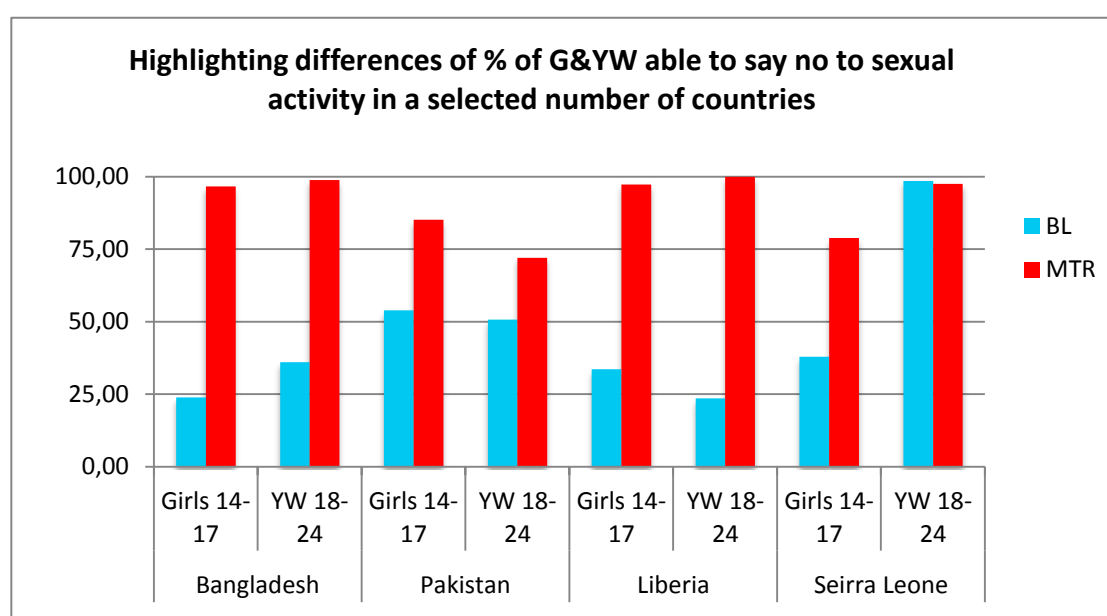
Specific outcome: Non-acceptance of violence against G&YW

The graph below shows the results of Indicator 3. On the global level, a considerable and statistically significant increase in the percentage of adolescent girls and young women who feel able to say no to sexual activity can be observed. For the 1,420 young women between the ages of 18 and 24, involved in the evaluation, an increase from 60% BL to 93% MTR can be seen. In the case of teenage girls between 14 and 17 only five out of ten indicated to have been able to say no to sexual activity at the start of GPP and today almost nine out of ten can (from 52% BL to 89% MTR).¹⁵



¹⁵ When reading the results on this and other indicators below, it is important to bear in mind that when 89% says they can say “no” to sexual activity that doesn’t necessarily mean 11% cannot say “no” as respondents could also have answered: “don’t know/neutral”.

The country figures indicate a trend that young women between 18 and 24 are better able to say no to sexual activity than girls between 14 and 17, while Pakistan is the only country where young women scored lower on the ability to say no to sexual activity (72%) than teenage girls (85%). However, the differences are minor. Apart from young women in Pakistan, only one other group stayed below eight out of ten, which are adolescent girls in Sierra Leone (79%). A very large and significant improvement between the BS and MTR values has been seen in both Liberia (teenage girls 34% to 97%; YW 24% to 100%) and Bangladesh (teenage girls 24% to 97%; YW 36% to 99%). The highest MTR levels can be observed for both age groups in Nepal, Bangladesh, Zambia and Liberia and for YW in Ghana and Sierra Leone (between 97% and 100%).

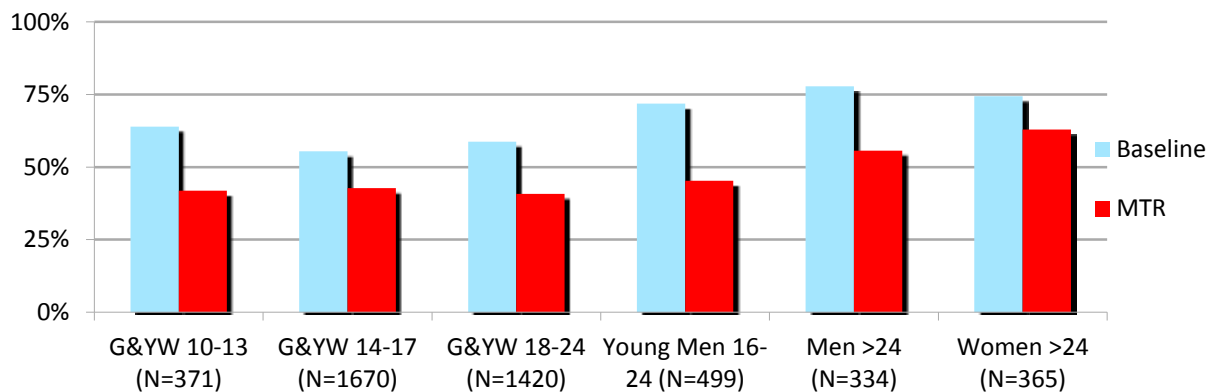


The graph below combines the results of indicator 4¹⁶ – percentage of girls and young women who agree that children may be beaten by adults; and indicator 8¹⁷ – percentage of community members who agree that children may be beaten by their parents and/or teachers.

¹⁶ Related to all specific outcomes at socio-cultural level in the MP, a small selection of community members involved in the BL/MTR was asked to reflect upon the general perceptions and attitudes of their fellow females (in case of women's group), males (in case of male group) and young males (in case of young men's group) in their community. Therefore, we cannot report on the indicators as reflecting the perspective of a community as a whole.

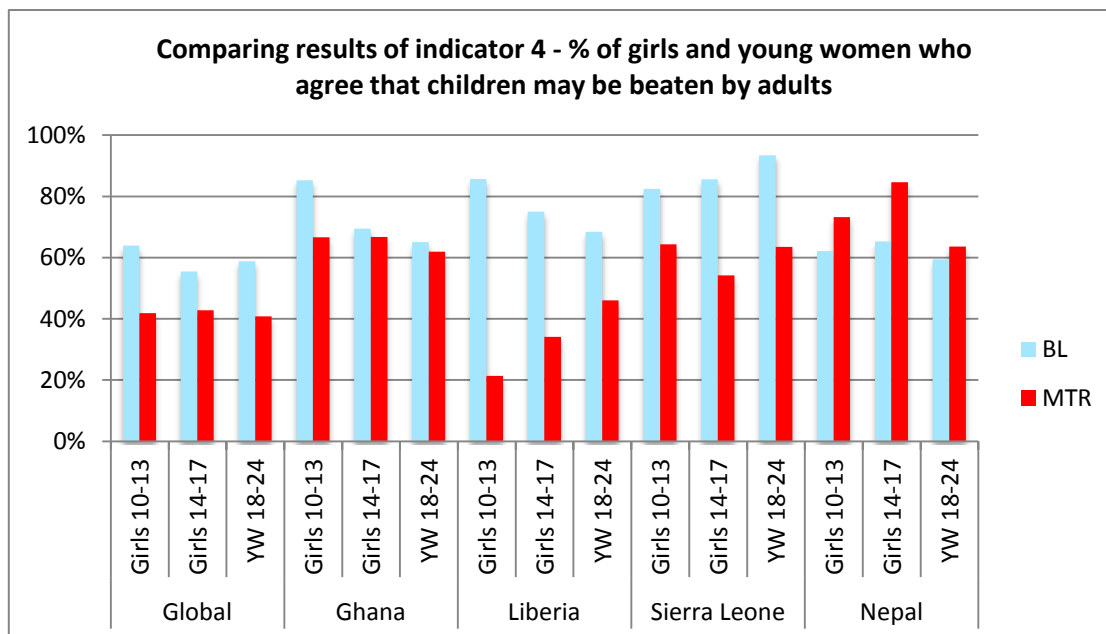
¹⁷ Idem.

Indicators 4 & 8 - % girls and young women and community members who agree children may be beaten



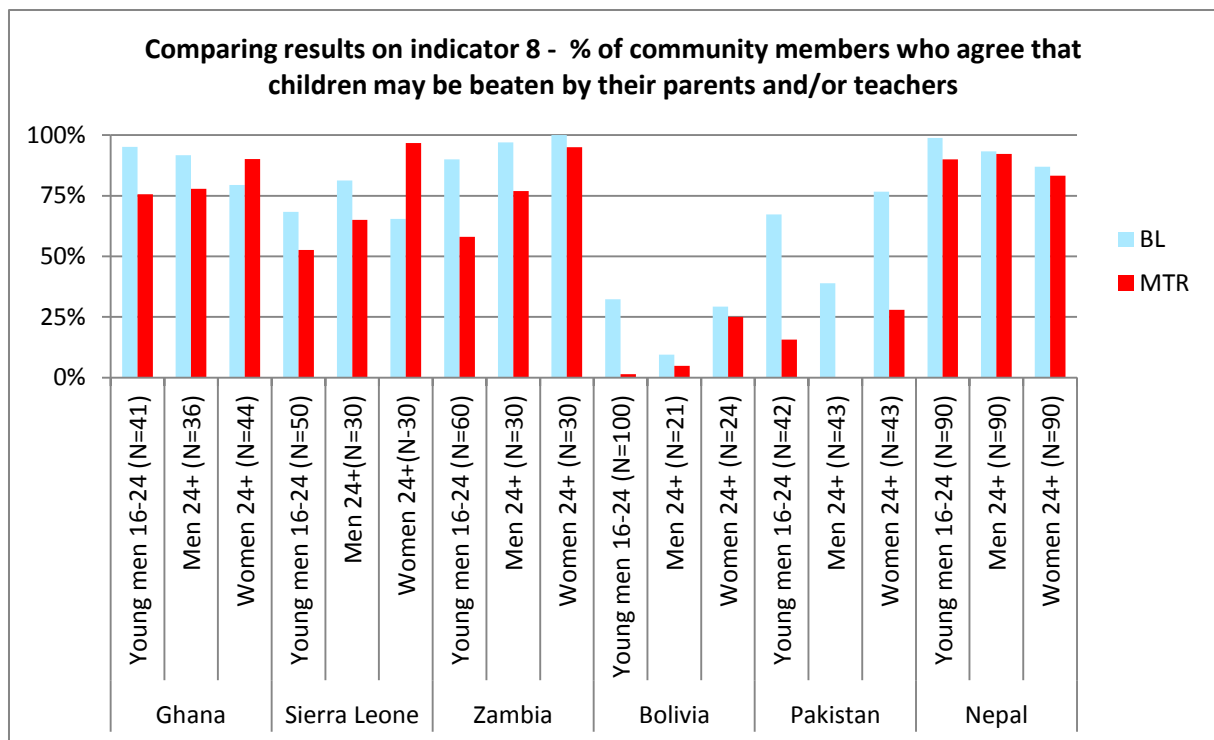
Results of the analysis show an overall positive change when comparing BL to MTR and statistically significant for the case of all three age groups of G&YW. Of the girls aged 10-13, 42% agree today that children may be beaten, in contrast to 64% before the GPP. Also for the other groups (G&YW 14-17, G&YW 18-24 and Young Men 16-24), the percentage of people responding that they agree that children may be beaten has decreased from values ranging between 56% and 72% two years before and to values ranging between 41% and 45% during the MTR. However, among community members consulted, the results are slightly higher. For men older than 24, 56% still agree today that children may be beaten, compared to 78% before the GPP.

An important finding is that of the female community members 63% currently agrees that children may be beaten, which is the highest of all groups, and something to take into account as many of these are the mothers of the girls that GPP is working with. Apart from working with the girls to teach them their rights and how to respond to (physical) violence, their mothers and fathers will have to be sensitised at the same time. On a positive note, this percentage did decreased by 11% in comparison to the baseline study where 74% of women over 24 still agreed that children may be beaten.



The global figures indicate that only around four out of ten G&YW agree with the statement for indicator 4 at the time of the MTR. Yet, figures in Ghana, Sierra Leone and Nepal show much higher percentage than average, and even up to 85% for teenage girls in Nepal, with a negative trend between the BL and MTR data, as before the GPP started all age groups had lower levels of G&YW who agreed that children may be beaten.

On the contrary, a high overall decrease in acceptance that children may be beaten is clearly visible in Liberia, especially amongst the girls from 10 to 13 where scores have decreased 64% between the BL and MTR. The same tendency can be observed in Pakistan although starting levels were already much lower than in Liberia, leading to percentages as low as between 11% and 28% today. However, the lowest levels can be observed in Latin America where only 5% of Nicaraguan and 13% of Bolivian teenage girls and 11% of YW in both countries agree that children may be beaten. This was already the case during BL with scores between 10% and 21%. The percentages lie much higher for young girls of 10-13 years (31% and 26% respectively) but still lower than the average global.

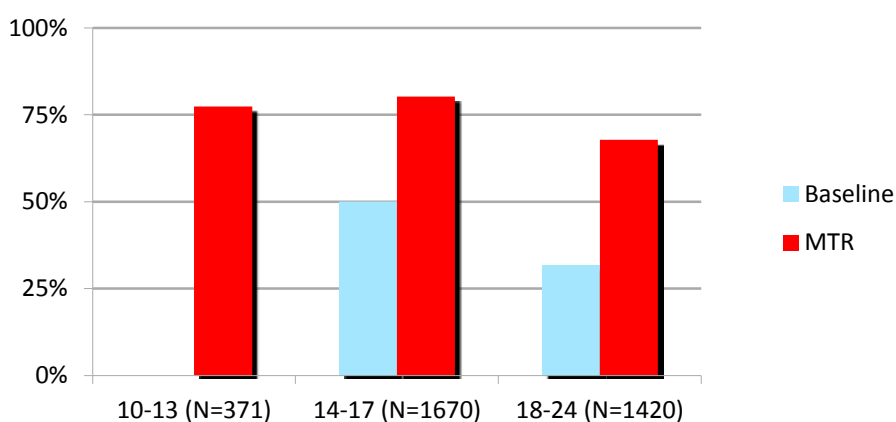


When looking at perceptions of community members regarding the beating of children, there are several extreme high and low scores that give some more details to the average global figure. For men over 24 in Bolivia and Pakistan, only 0-4% agrees that children may be beaten. However, in the case of Nepal this score goes up to 92% and also for Nepali women above 24 and young men between 16 and 24 the numbers are high (83% and 90% respectively). Another country that shows a high amount of community members agreeing that children may be beaten by adults is Ghana, with 76% of YM agreeing as such and up to 90% of women. For the same group (women >24), similar high percentages were found in Sierra Leone (97%) and Zambia (95%).

Interestingly, in Sierra Leone and Ghana, an increase among women older than 24 agreeing that children may be beaten by their parents and/or teachers can be observed when comparing BL and MTR results. This might be the start of a negative trend concerning how the women recognise violence as acceptable. In Sierra Leone this effect is particularly large: while 65% agreed with the statement before the GPP, at the time of the MTR, 97% agreed that children may be beaten by their parents and/or teachers. This negative trend needs urgent attention and further work in the target communities.

Specific outcome: Access of G&YW to quality (child) protection systems

Indicator 5 - % of girls and young women who know how to act when in need of protection against violence



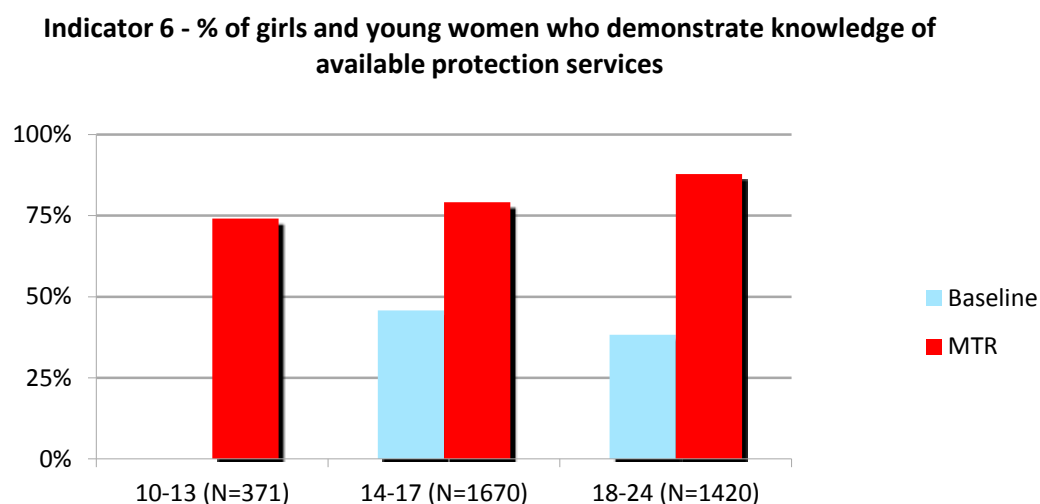
The results on indicator 5 - percentage of girls and young women who know how to act when in need of protection against violence - show that there is a considerable overall increase between BL and MTR values¹⁸. Of the girls aged 14-17, 80% answered that they know how to act when violence happens to them during the MTR, showing an increase of 30% point compared to the BL. Among women between 18 and 24 consulted, the values increased significantly from 32% just at the start of the GPP to 68% during the MTR, thus showing an increase of 36% in the period of programme implementation.

A difference between the age groups during the MTR of 13% can also be observed, with girls feeling more confident about it than YW, which is surprising as YW have had a longer life span and more time to learn these issues, so it would actually be more likely for them to have more knowledge about it than the girls. The results show an opposite trend, so further analysis would have to be done to find out if this difference is really significant and what might cause it.

In most countries, relatively positive results can be found. However, the average scores are influenced by some negative extremes in Pakistan and Nepal. Among young women in Pakistan none of the respondents indicated that they know how to act. Also, in Nepal only 35% of the respondents in the age group 10-13 said they know how to act when in need of protection. On the other hand, results in Liberia show extreme improvements amongst the girls aged 14-17 and 18-24 years old moving from a bit more than 30% before the GPP to nearly 100% during the MTR. Also in Nicaragua the MTR results for all three age groups are very high (between 90% and 99%).

¹⁸ For girls between 10-13 no reconstructed baseline was collected, due to the sensitivity of the issue and expected unreliability of the data that would have been collected.

The results of indicator six - percentage of girls and young women who demonstrate knowledge of available protection services - are portrayed in the graph below. In both age groups, a significant



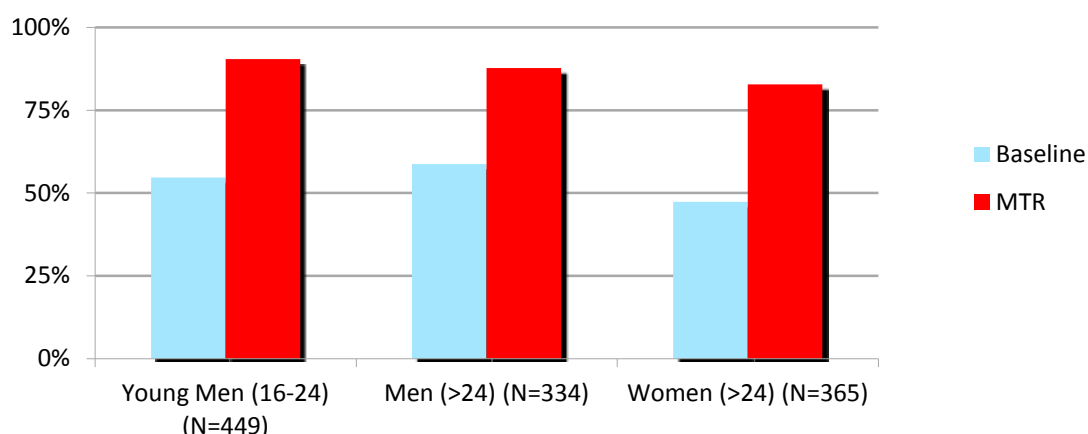
increase between BL and MTR of 33% for the 14-17 year-olds and even 50% increase for young women. The highest increases can be observed for YW in Liberia (15% to 100%) and adolescent girls in Sierra Leone (19% to 81%). Bangladeshi teenagers and 10-13 years old from Nepal, on the other hand, demonstrate the least knowledge of protection services today (57% and 51% respectively). About 62% of the adolescents and 68% of the young women indicate that they know GYW who accessed formal protection services because violence happened to them, opposed to 45% of the girls (10–13). This shows that many G&YW are indeed surrounded by violence. On a more positive note, G&YW do know which services are available and that they can actually take the step to access formal support services. This will likely also contribute bringing the reporting of violence out of the taboo sphere.

Of course proper referral and follow-up is crucial and it has been noted that G&YW are complaining about the non-availability of services in their neighbourhoods, and about the quality of the services. Therefore, building on the enormous success of raising awareness on services, GPP is advised to invest more in service delivery, direct or preferably in terms of lobby and capacity development of providers that remain operational after the termination of the GPP.

Specific outcomes on protection at the socio-cultural dimension

Specific outcome: Communities recognise violence against G&YW as unacceptable

Indicator 9 - perceived % of community members who agree that violence against G&YW inside and outside the home should always be reported



The overall results on indicator 9 show a high increase in the percentage of community members who think that their peers would agree that violence against G&YW inside and outside the home should always be reported. Among the young men (16-24), there was an increase of 35%. The percentage also increased considerably among the men over 24 years old (29%) and women over 24 (36%) in the years of GPP implementation. Today, a minimum of eight out of ten of the community members think positively about this indicator, which can be regarded as a major success.

The graph below on indicator 10¹⁹ – percentage of community members who agree that a man is allowed to beat his wife/girlfriend – shows that also here considerable progress has been made among all age and gender groups in comparing baseline and MTR results. The sharpest decrease can be seen in the group of men over 24, where the percentage of men who think that their peers would agree that a man is allowed to beat his wife/girlfriend has been reduced from 56% (BL) to 13% (MTR). This is very important for improving protection against violence of G&YW as they represent the largest group that would enact in this kind of behaviour. A similar MTR result (12%) can be observed for young men aged 16-24 showing a decrease of 18% in comparison to the BL. Also 33% less women agree that a man is allowed to beat his wife/girlfriend. In short, much positive change has been

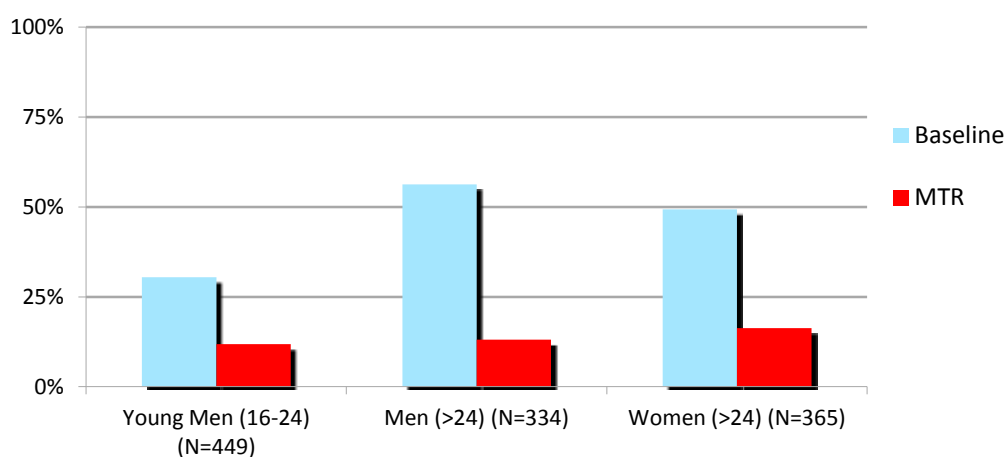
¹⁹ Related to all specific outcomes at socio-cultural level in the MP: a small selection of community members involved in the BL/MTR were asked to reflect upon the general perceptions and attitudes of their fellow females (in case of women's group), males (in case of male group) and young males (in case of young men's group) in their community. Therefore, we cannot report on the indicators as reflecting the perspective of a community as a whole.

facilitated on this important protection topic. However, for few countries, including Nepal, Pakistan and Liberia, it is notable that more women than men (above 24) believe their peers will agree that a man is allowed to beat his wife/girlfriend, showing that in these countries, this is a culturally accepted behaviour and a negative trend which women themselves have accepted, as illustrated by the story below.

Liberia: Cultural norms of violence against women

In Liberia, women above 24 interviewed stated that beating does not mean that their partners do not love them and it has been accepted over time that women should be punished by their husbands/lovers when they do something that is unacceptable. While some interviewees indicated that this should change, others are reluctant to accept that beating them is an abuse that should be stopped and to them it is socially acceptable (the norm rather than the exception). As a lady in Montserrat County, Liberia expressed: *“African women are different from Western women, for us our husbands beat us when they become jealous, this shows us that they do love us. However, people are trying to make us feel that this wrong and I just cannot believe that, as my husband loves me!”*²⁰ While a statement like the one indicated above may not be seen as the general norm, many women in local communities in Liberia believe that there is a clash of cultures and that the GPP is trying to entrench Western values that do clash with traditional values in some communities.

Indicator 10 - perceived % of community members who agree that a man is allowed to beat his wife/girlfriend



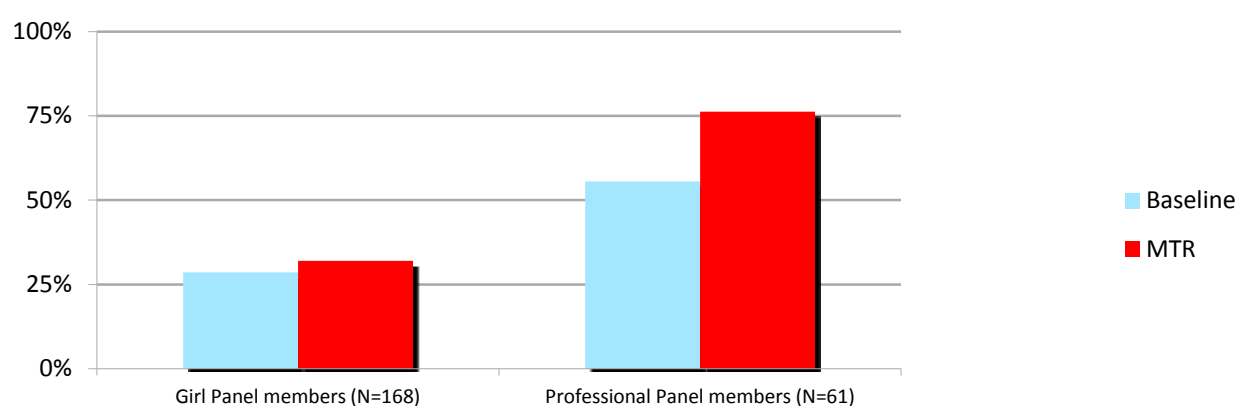
²⁰ Interview conducted on the 29th of September 2013 in Montserrado County, Liberia.

Specific outcomes on protection at the institutional level

Specific outcome: Government acts to ensure the rights of G&YW to protection against violence

The graph below shows the results of indicators 11 - percentage of “girl power” experts (members of the professional panels) who feel that government is supportive to protection of girls and young women through policies and legislation; and indicator 12 - percentage of “girl power” experts (members of the Girl Power girls’ panels) who feel that government is supportive to protection of girls and young women through policies and legislation.

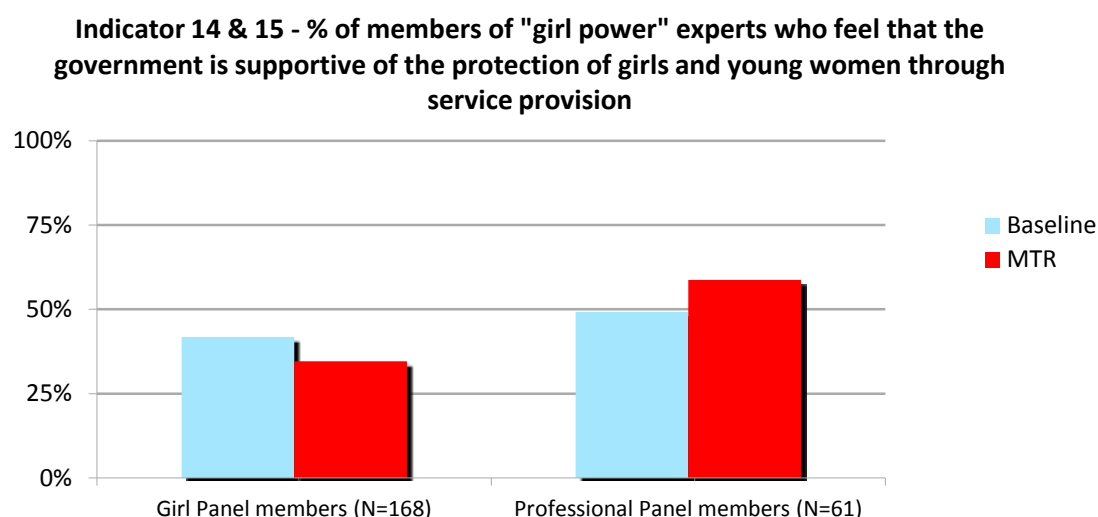
Indicator 11 & 12 - % of "girl power" experts who feel that the government is supportive to the protection of girls and young women through policies and legislation



The results on this indicator show a relatively large difference between the Girls’ panel members and professional panel members and this difference between the two expert groups has become larger in the time between the BL and MTR, mainly due to the fact that the girls hardly changed their opinion during GPP implementation and the professionals did as at BL times only half of them thought positively about the support given by government for protection through legislation and policies. At the time of the MTR, this has risen to three-quarters. The percentage of Girls’ panel members who feel that the government is supportive to protection of girls and young women through policies and legislation increased only slightly from 29% to 32%. One explanation, provided by the expert panels, for the difference in opinion between Girls’ panels and professional panels is that Girls’ panels have more contact with service users, and therefore comment more on the quality of services than simply their presence.

Professional panels indicate a very low perception of support by the government in Pakistan (10% before GPP compared to 30% during MTR), whilst overall global levels indicate a high-perceived support in the MTR. Looking at the Girls’ panels, the figures indicate an overall low perceived support (specifically in Liberia, Sierra Leone and Nepal where MTR figures are at 0), with exceptions in

Ethiopia and Zambia where very high support is perceived (respectively 100% and 90%).²¹ In Latin America, where percentages lie around 60% this is possibly also due to the fact that in both countries new laws combatting violence against women have been approved recently. It would be interesting to investigate what indicators the experts form their judgements on and analyse the priorities of the different indicators of the two groups.



This graph above shows the results of indicator 14 - percentage of "girl power" experts (members of the professional panels) who feel that the government is supportive of the protection of girls and young women through services; and 15 - percentage of "girl power" experts (members of the girl's panels) who feel that government is supportive to the protection of girls and young women through services, combined.

The overall results show a different change in values between the girls'- versus professional panels. While the professional panel members show an increase in perceived government support through services from 49.2% to 58.7% (an increase of 9.5%), Girls' panel members, conversely, show a negative trend of 7.2% with only 34.6% of girls perceiving the government supportive through services. Overall, six out of ten professionals feel that the government is supportive of protection of G&YW through service provision; almost twice as much as the Girls' panel members. In this indicator, there are many extreme differences between countries but also within; often Girls' panels and professional panels do not share the same opinion. For instance, in Nicaragua, 100% of the girls' panel members feel that the government is supportive today (up from 0% at BL times when the new law was not yet approved and services were not attended that much as today) whilst in Nepal 0% of the respondents feel that the government is supportive (down from 100% at BL). In the Nepal case,

²¹ Especially data from the Zambian Girls' panel is however unreliable, as there was only one group interviewed and the girls were not in an actual panel, and were unsatisfied.

this mainly reflects the disappointment of the girls, who were promised by the local government a location during the formation of the panel, but the local government has up to date not delivered on this promise. 80% of the professionals in Nepal however have a positive perception about government support via protection services.

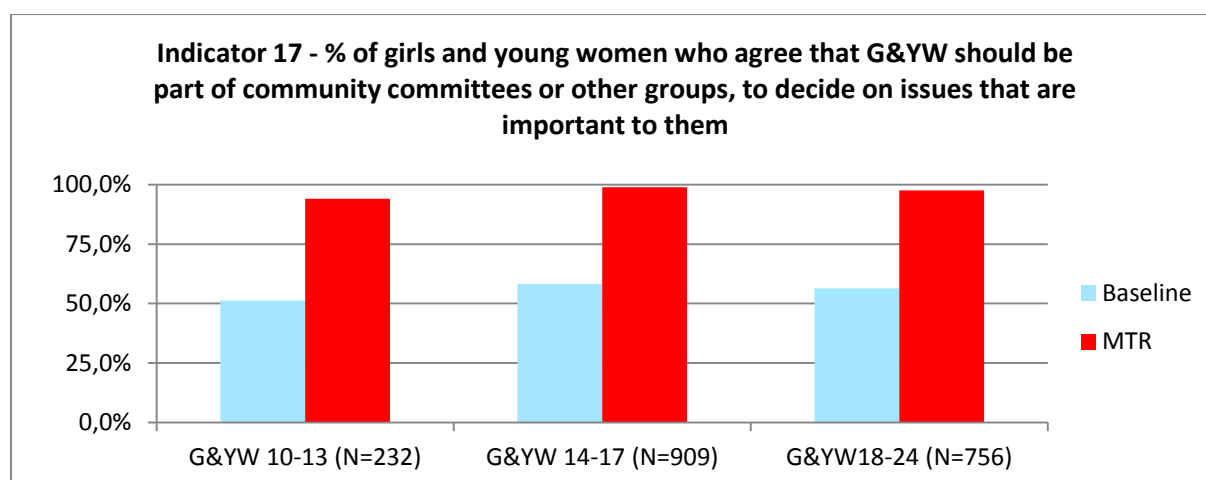
2.1.2 ENHANCED SOCIO-POLITICAL PARTICIPATION OF G&YW

Progress has been made on the individual and socio-cultural level with all ages and genders (girls, boys, women and men) valuing participation of G&YW in decision making bodies more today than before the start of the GPP. Actual participation of girls (specifically in school boards) and young women (e.g. neighbourhood committees but also in municipalities) has also increased. On the institutional level however more policies and practices have to be developed to enhance the participation of young women in local governance even further, if real gender equality is to be achieved.

Specific outcomes on socio-political participation at the individual dimension

Specific outcome: G&YW take equally part in decision-taking and politics

The graph below shows the results of indicator 17 - percentage of girls and young women who agree that G&YW should be part of community committees or other groups, to decide on issues that are important to them. Significant increases of above 40% between BL and MTR can be observed for all three age groups, reaching MTR levels of 94% for young girls (10-13) till 98%-99% for YW (18-24) and adolescent girls (14-17) respectively.



The smallest increase is seen in Bolivia because there girls and especially YW already showed a high awareness of the need and their right to participate in decision-making bodies before the GPP

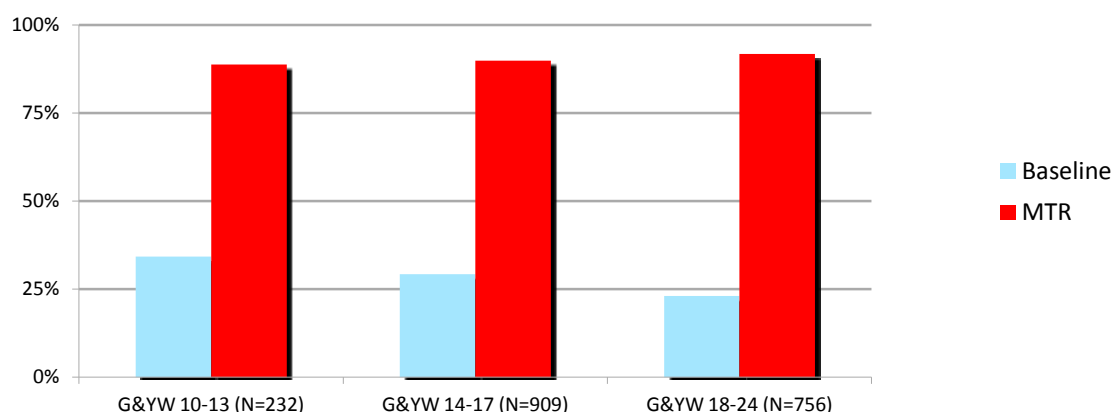
started. Opportunities for participation have also increased due to a law that demands that women occupy 50% of all government positions. However, in practice, this has not been achieved yet and G&YW are still facing obstacles for equal participation in decision-making processes, especially the girls. Strong improvements are visible in Sierra Leone where the number of respondents who agreed that G&YW should be part of community committees has more than doubled over the course of the years between the baseline and the MTR.

Socio-political decision making in Bolivia

In Chayanta, Bolivia, where GPP partner organisation CIPE works, there is a willingness of the institutions and especially its staff to work on including G&YW. They are opening up to representatives of G&YW (student governments, networks and female leaders of the Federation of Traditional Indigenous Communities) participating in socio-political decision-making spaces such as meetings with local authorities about the annual municipal plans. This has already given way to part of the municipal budget being destined towards the needs of Youth, and G&YW are now immersed in community actions, training their peers. However, there is no formal commitment, i.e. there was no change at the level of regulations that ensure not only participation, involvement and representation in local government but also permanent decision-making.

The graph below shows the results of indicator 18 - percentage of girls and young women who confirm that it is possible for them to join groups and discuss freely in places where girls and young women meet. A large significant difference between BL and MTR can be seen in all groups of girls and young women. Of the young women (18-24), 23% confirmed the possibility of them joining groups and discussing freely before the GPP. At the time of the MTR however, 92% confirmed the statement thus showing a 69% increase. Similar high changes can be observed for the girls aged 10-13 (55%) and girls between 14 and 17 (61%), reaching high levels of 89% today. In the case of the girls this participation is mostly related to school boards and committees, where in some countries, like those in Latin America, they even reach the highest positions of (vice) president. Moreover, they participate in sport clubs, religious committees and some family decisions. Young women have started to participate in neighbourhood committees, but usually in lower positions (e.g. secretary, vocal, fiscal). This increased participation is achieved by G&YW getting to know their rights and beginning to have more self-confidence due to awareness raising, training and empowerment activities implemented specifically by CSOs, amongst others in the framework of GPP. Moreover, the approbation of new laws regarding equality and awareness raising activities for community members (also part of the GPP) have had a positive effect on this indicator as well. In the case of Bolivia, the more favourable position of the government towards female participation has led to an increase in the number of women councillors, mayors, deputies and senators, who keep on putting the gender equality issue on the table.

Indicator 18 - % of girls and young women who confirm that it is possible for them to join groups and discuss freely in places where girls and young women meet

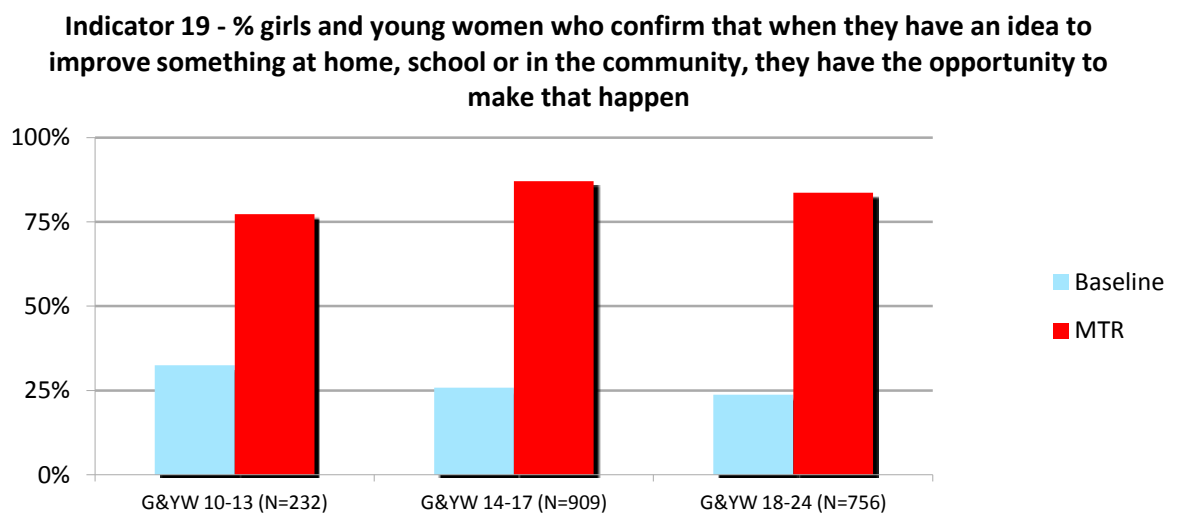
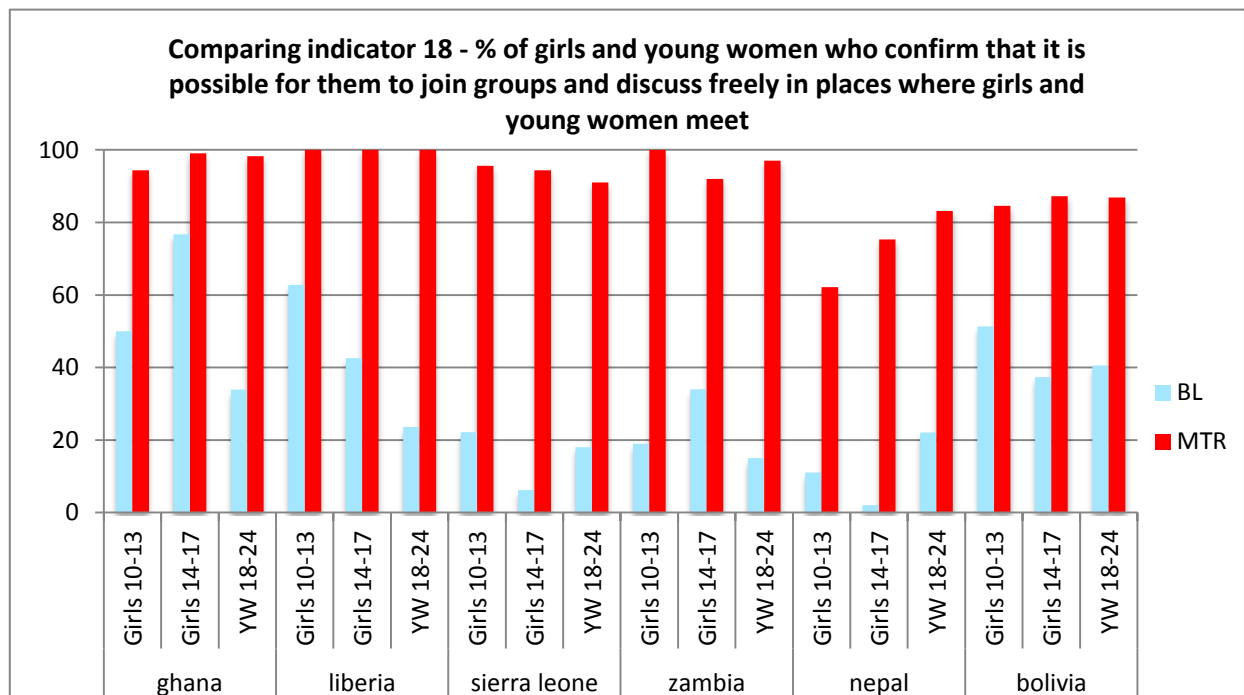


The percentage of girls and young women who confirm that it is possible for them to join groups and discuss freely in places where girls and young women meet (indicator 18) is high across all countries during the MTR; Nepali girls score lowest but still a large majority agrees with the statement and increased participation since the start of the programme has even led to G&YW influencing gender equality awareness in the community with positive effects on the number of child marriage in the GPP intervention areas. Extreme growth between BL and MTR can also be observed in Sierra Leone and Zambia (see graph below), which is a positive surprise as overall these two countries have not shown much improvement on female participation in decision-making for the last decades. This is an indication that changes have been achieved specifically in GPP areas due to GPP interventions.

GPP provides space for leadership in Zambia

“The programme has educated us and we have changed” and “women who took up leadership positions were considered as prostitutes but [now] we know the importance of involving women in decision making”²². Adolescent girls even mentioned that “as a result of the changes girls who were engaged to be married broke off to concentrate on school”. However, young women in Zambia also referred to the leadership trainings that Plan has been developing with them since 2004, which indicates that positive effects have been achieved by a combination of programmes and possibly actors.

²² Indicated in one of the focus groups in Zambia



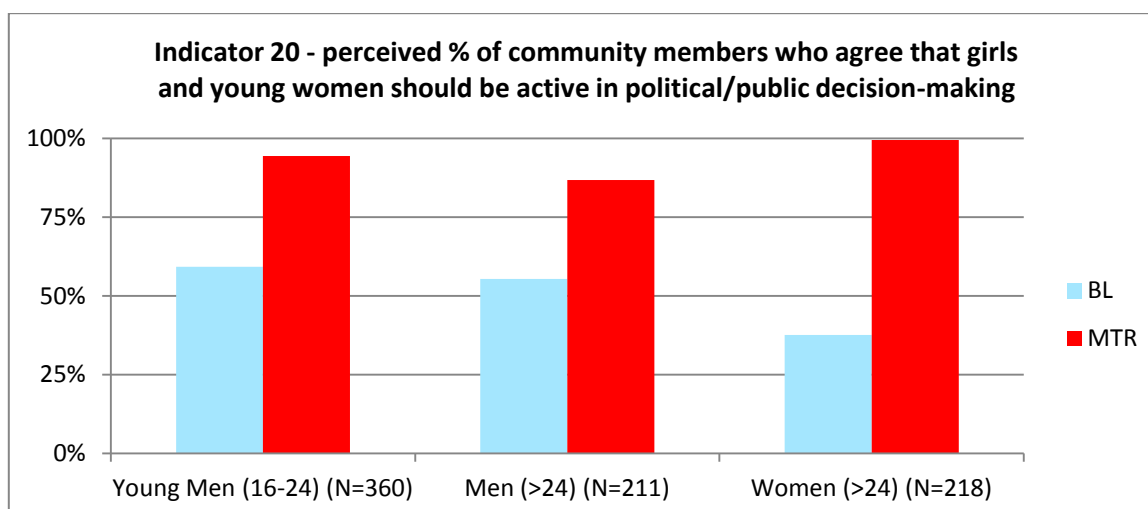
Indicator 19 describes the percentage of girls and young women who confirm that when they have an idea to improve something at home, school or in the community, they have the opportunity to make that happen. Overall, results show a large significant change when comparing BL and MTR. The largest difference can be observed among the girls between 14 and 17 where 87% answered confirmative on the statement at the MTR; an increase of 61% compared to the BL. Girls (10-13) and young women (18-24) respectively saw a positive change of 45% and 60% reaching 77% and 84% respectively today. Globally the percentages are quite high. However, there is still room for improvement amongst the young girls in Nepal where less than 50% confirm the statement. Zambia and Sierra Leone show great improvement in the last two years, which is related to issues explained above at indicator 18.

Specific outcomes on socio-political participation at the socio-cultural dimension

Specific outcome: Communities value G&YW as actors of importance in (political) decision taking

Large increases can also be observed in the overall results of indicator 20 - perceived percentage of community members who agree that girls and young women should be active in political/public decision making as presented in the graph below. When comparing BL and MTR, a major increase can be observed in the group of female community members over 24. Before the GPP, 37% of women (over 24) agreed that girls and young women should be active in political/public decision making while during the MTR, 99.5% was of this opinion which shows an increase of 62%. Among the consulted community members, young men (16-24) and men (over 24) show an increase of, respectively, 35% and 31% between BL and MTR, reaching 94% and 87% respectively today.

From the data it is not really clear why specifically in the group of female community members above 24 the numbers have increased so much. Overall, the consulted community members are of the opinion that involvement of women in decision-making processes is not only their right but will help overall development in the communities, as they comprise half of the population, and create a more gender equal society. When asked why they think like this, the respondents indicated that it came from awareness-raising processes and diffusion of information coming from the GPP (this was for example said in both Ghana and Zambia where figures between BL and MTR increased the most) but also from other CSOs, the women themselves and the media. Since changes have occurred due to sensitisation and information activities it can be stated that the GPP activities are relevant and have contributed to the changes (according to the respondents), although the changes can also be attributed to activities before the GPP and other interventions during programme implementation.



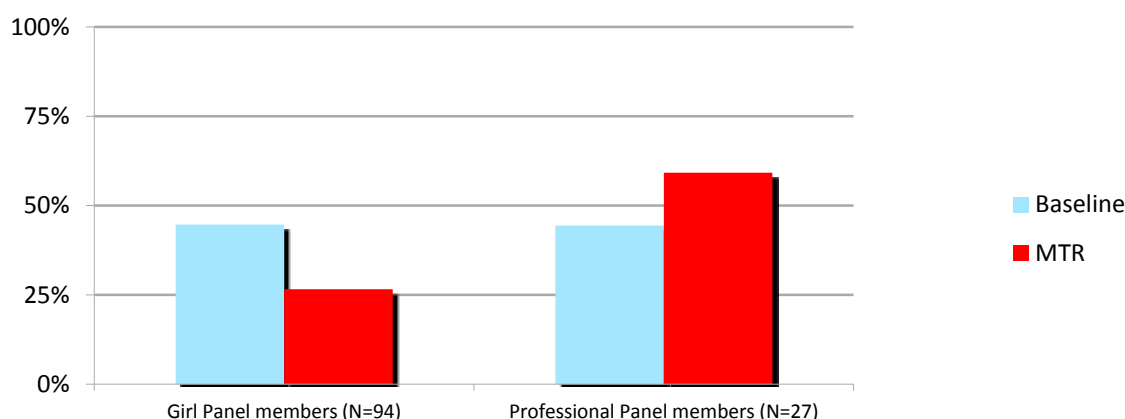
Not only at global level, but across all countries a large majority (often up to 100%) of the community respondents indicate that they agree that girls and young women should be active in political/public decision-making (indicator 20). Only in Sierra Leone a minority of male community members (above 24) agree with the statement (38% at MTR), so there is much opportunity for improvement here and to a lesser extent with young men in the same country of which 77% agrees. Large progress has been made in Ghana and Zambia; many other countries already scored quite high on this indicator at the baseline, so there is less room for growth.

Specific outcomes on socio-political participation at the institutional level

Specific outcome: Government actively creates conditions for equal political participation by both sexes

Below is a combined graph of indicators 21 - percentage of “girl power” experts (members of the professional panels) who feel that the government is supportive of enhancing the participation of young women in local governance; and indicator 22 - percentage of “girl power” experts (members of the Girl Power girls’ panels) who feel that the government is supportive of enhancing the participation of young women in local governance. Among the Girls’ panel members consulted, a negative change can be observed on this indicator where 45% felt positive about government support two years ago, but at the time of the MTR, only 27% was of this opinion; a decrease of 18%. On the contrary, amid professional panel members, on this indicator, a significant increase of 15% from the start of the GPP can be seen. In most of the countries where this thematic is implemented in the GPP framework, government did implement some initiatives to augment female participation in local governance and actual participation did increase (e.g. in Bolivia and Liberia). However, most of the Girls’ panels could not identify any concrete cases of initiatives of local governance to enhance participation of G&YW and the steps government is taking are not enough, which is shown by the fact that 30% participation (let alone 50%) is still far away in the big majority of the countries. Moreover, most female participation is by women over 24; specific policies for the participation of girls and young women still need to be developed.

Indicators 21 & 22 - % of "girl power" experts who feel that the government is supportive of enhancing the participation of young women in local governance



2.1.3 ENHANCED ECONOMIC PARTICIPATION OF G&YW

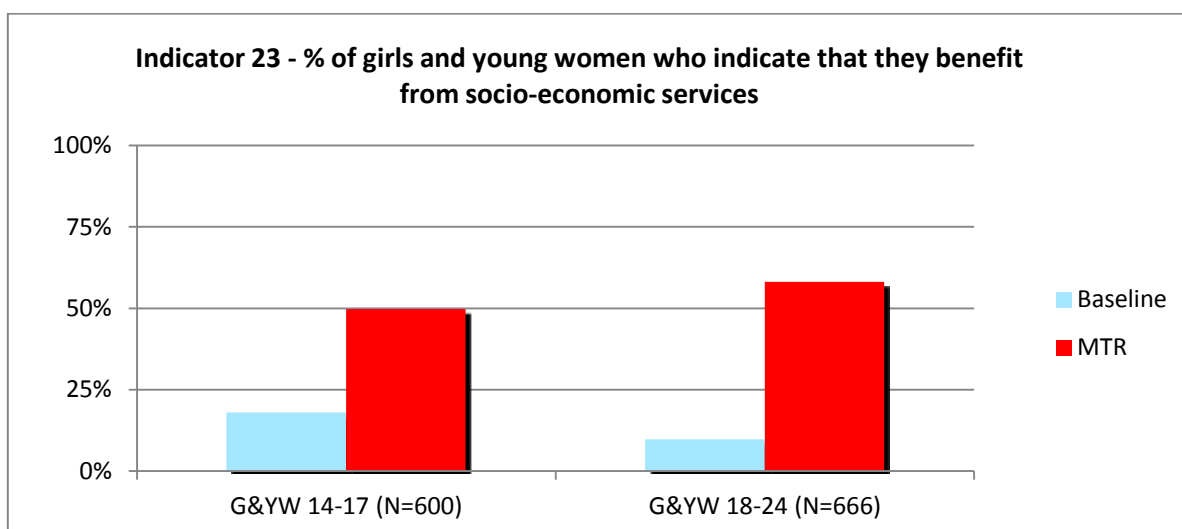
Overall, scoring of progress in comparing baseline and MTR in terms of economic participation is positive, however, changes are less than in the case of the other three thematic areas. Overall, too little attention has been given to this thematic area, while beneficiaries and partners in many countries demand more activities in this field. In many countries economic empowerment is not part of the GPP and in the majority of the countries where economic empowerment is worked on, activities and consequent impact is disappointing. At the individual level all indicators have increased significantly but MTR levels are still relatively low. This is even more the case at the socio-cultural dimension where more sensitisation work is needed, specifically with men. The same is true on institutional level, where some legislation and policies are present but not sufficiently put into practice.

Specific outcomes on economic participation at the individual dimension

When identifying increases in economic participation at the individual dimension, it must be taken into account that the G&YW have aged up to two and a half years (depending on the country), and over this period they could have independently increased their working hours and economic participation as a result of more responsibilities. This is caused by the fact that both the BL level as the MTR level were asked to the same respondents today. Therefore, attribution of some of the positive scores below cannot only be attributed to the activities of the GPP but also to their increase in age.

Specific outcome: G&YW benefit from socio-economic services

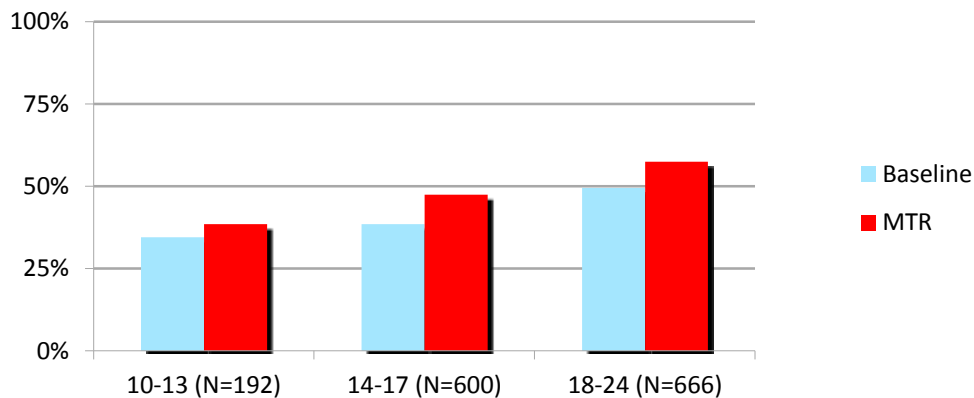
The percentage of G&YW who indicate that they benefit from socio-economic services delivered by organisations like saving and credit groups, local development banks and vocational training institutes has increased significantly for both age groups. However, MTR values show that there is still room for improvement. Within the group of girls aged 14-17 these benefits have increased from 18% before the GPP to 50% during the MTR (an increase of 32%). Of the group of young women between 18 and 24, 58% indicated to benefit from services compared to 10% at the BL, an increase of 48%.



Specific outcome: G&YW take equal part in household budget management

The graph below shows the results on indicator 24 - percentage of girls and young women who have engaged in income-generating economic activities outside their homes, which shows a minimal, but statistically significant, increase of G&YW who work outside the house.

Indicator 24 - % girls and young women who have engaged in income generating activities outside their homes

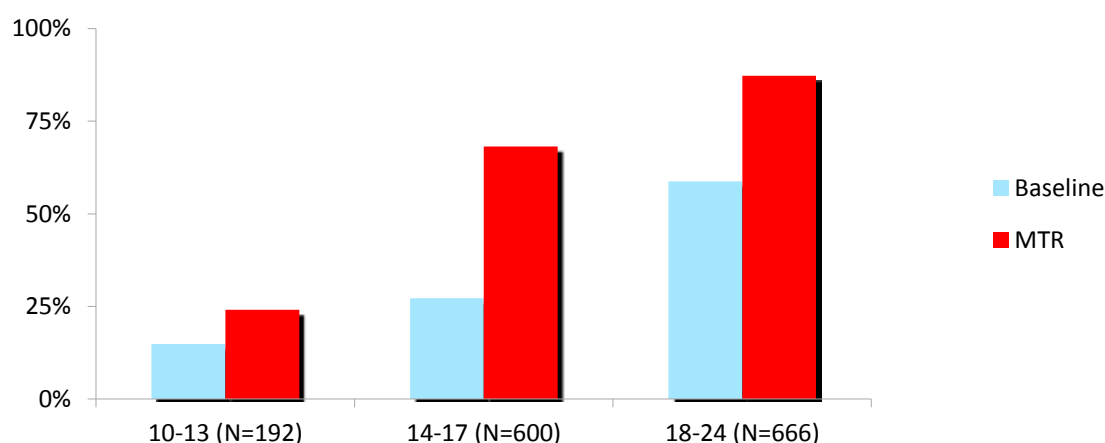


Of the young women (18-24), 57% indicated having engaged in socio-economic activities outside their home at the MTR, which is an increase of 8% from BL. Adolescent girls (14-17) show an increase of 9%, reaching 48% during MTR. Also young girls (10-13) show a increase of 4%, with 39% of them having engaged in income generating activities at the time of the MTR. 19% of these girls work every day outside the home to generate income. This percentage remained the same during the time of the BL and the MTR. It is important for the GP programme to look into: is it in the interest of the child to be working at this age already? This will depend on various issues including the type, length and time of work, and needs urgent investigation by the GPP as there is an indication that child labour is increasing. On a positive note, the girls, as well as the young women, reported to have a stronger voice in deciding what to spend the earned money on (see indicator 25 below).

Overall, the graph of indicator 24 shows a trend on global level: the older the age group, the more members have engaged in income-generating activities outside their homes. This could be called a natural trend as the older a person gets the more responsibility she gets. The trend can be observed in both the BL and MTR. Moreover, at MTR 5.7% of all G&YW indicated to work sometimes (once a month), 13% often (every week) and 19.8% very often (every day). Results show that girls (10-13) reportedly work more often at MTR than at BL. This might have to do with the fact that at BL, two years ago, they were younger and therefore less capable to do certain work outside the home.

A particular high percentage of young girls (10-13) in Ghana are engaging in income-generating activities outside their homes, up to 94% and the trend observed globally is inversed in this country: the older the respondent group, the less members are engaging in income-generating activities outside the house. This could be related to the adolescent girls and young women getting married and starting a family, which increases their reproductive tasks at home and decreases their productive tasks outside the house.

Indicator 25 - % of girls and young women who indicate they have a say in how the money they earned is spent



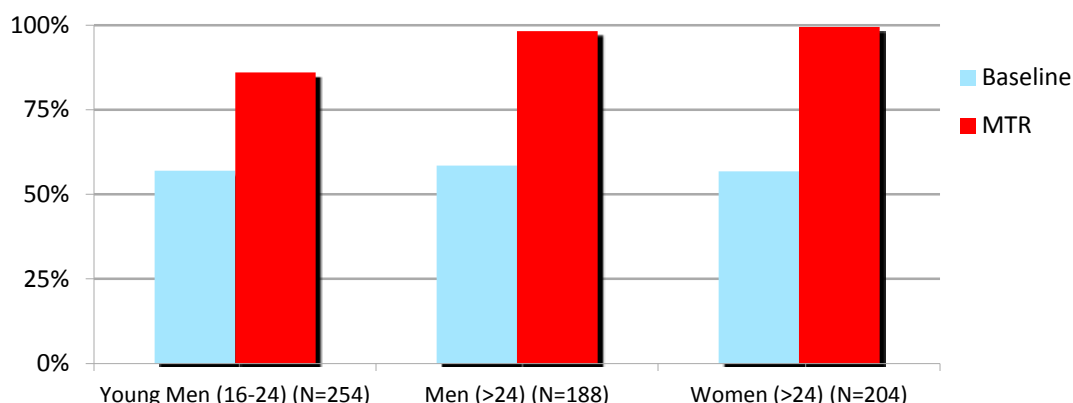
Indicator 25 - percentage of young women who indicate they have a say in how the money they earned is spent, shows significant increases for all age groups between BL and MTR periods. In the group of girls between 10 and 13, a relatively small difference (9%) can be observed between the BL (15%) and MTR (24%), so although these young girls might work more (see indicator 24 above) they also reported that they have more say in how the money they earned is used. The biggest change can be seen in the group aged 14-17, where during the BL 27% indicated they had a say in how the money they earn is spent and the MTR shows an increase of 41% to 68%. Lastly, in the group of young women (18-24), an increase can be observed of 28% reaching 87% at MTR. Like with indicator 24, also here a trend is visible that the older the group of respondents is, the more they indicate to have a say in how the money they earn is being spent.

Specific outcomes on economic participation at the socio-cultural dimension

Specific outcome: Communities value G&YW as actors of importance in economic life

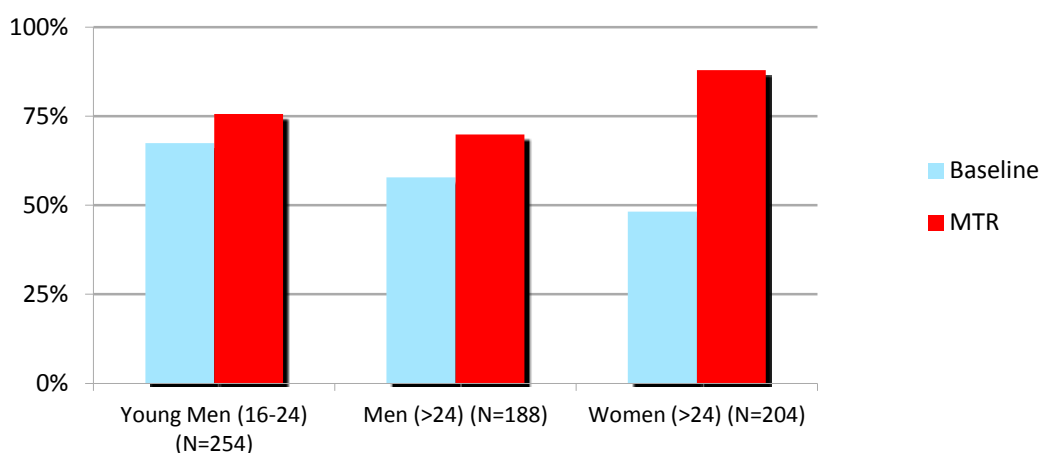
Findings on indicator 27 - perceived percentage of community members who agree that women should have an equal say as boys and young men in deciding upon the use of household income, show a considerable increase for all age and gender groups when comparing the results of the BL to those of the MTR. Among the young men (16-24), 86% agree that women should have an equal say in household income spending, an increase of 29% compared to the BL. Even biggest changes can be observed in the group of community members above 24 years of age with women increasing by 33% up to 99.5% today and men increasing 30% from prior to the GPP to 98% of them answering positively during the MTR. This may indicate that there is space for more engagement of young men in sensitisation activities of the programme on this thematic.

Indicator 27 - perceived % of community members who agree that women should have an equal say as boys and young men in deciding upon the use of household income.



Indicator 28 - perceived percentage of community members who disagree that men should earn more than women for the same work - shows a large increase (40%) for the group of women over 24 between MTR and BL scores, reaching 88% today. The divergence between BL and MTR for both groups of male community members is smaller (8% for young men and 12% for men older than 24) with MTR results of 76% and 70% respectively. In comparison with young men and women, more men over 24 are of the opinion that their peers should earn more than women for the same work. Nevertheless, overall there is a positive change in the perception that G&YW deserve equal remuneration as men for comparable work and community members value G&YW more and more as actors of importance in economic life. This is related to the increased awareness due to sensitisation and community engagement activities from GPP, but also from other programmes.

Indicator 28 - perceived % of community members who disagree that men should earn more than women for the same work



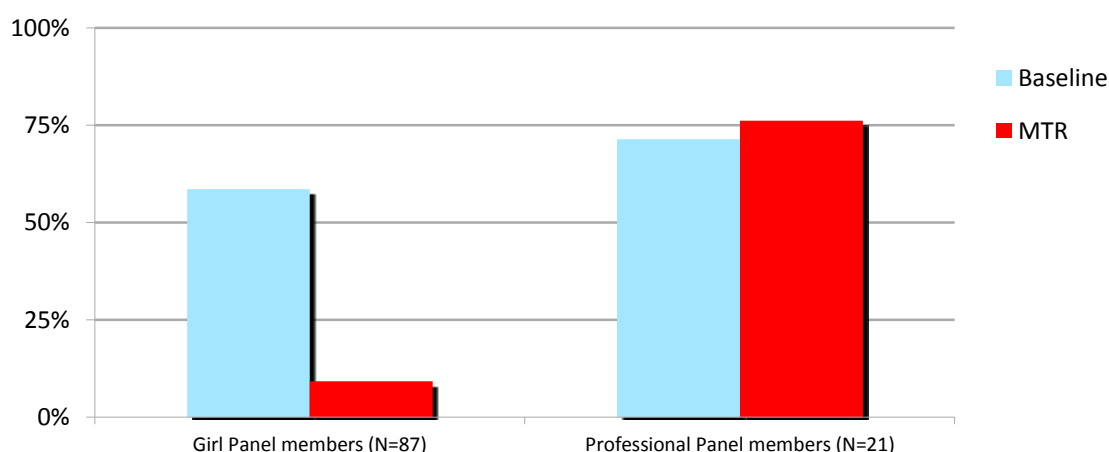
Specific outcomes on economic participation at the institutional level

One important element of weakness of the GPP is the almost complete absence of linkages to the private sector and the relevant line ministries in economic activities (e.g. labour and commerce). So in addition to the measures against the indicators below on perceived Government performance, it is crucial for the GPP to more actively engage with a broader range of economic actors, including the relevant line ministries.

Specific outcome: Government actively creates conditions for equal economic participation by both sexes

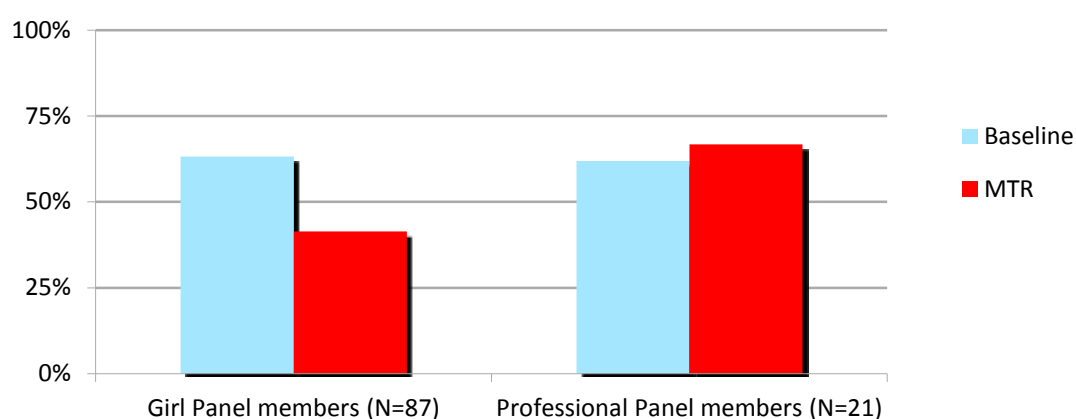
The graph below shows Indicator 29 – percentage of formal “girl power” experts (members of the professional panels) who feel that government is supportive of socio-economic participation of young women through legislation and policies and indicator 30 - percentage of “girl power” experts (members of the Girl Power girls’ panels) who feel that government is supportive of socio-economic participation of young women through legislation and policies. The overall findings show a large change in perception for the Girls’ panel members when comparing BL and MTR for this indicator. While 59% of the Girls’ panel members felt that the government was supportive through legislation and policies before the GPP, only 9% feels the same today; a **decrease** of 50%. The sharpest decrease has been observed in Nepal where the Girls’ panel members did recognise the existence of a cooperative policy, but held the opinion that the local government is just not functioning properly. The professional panel members, on the other hand, were of the opinion that the government has become more supportive as a slight **increase** of 5% can be observed between BL and MTR.

Indicator 29 & 30 - % of formal "girl power" experts who feel that the government is supportive of socio-economic participation of young women through legislation and policies



The graph below furthermore presents the findings on indicator 31 - percentage of “girl power” experts (members of the professional panels) who feel that government is supporting socio-economic participation of girls and young women through services; and indicator 32 - percentage of “girl power” experts (members of the Girl Power Girls’ panels) who feel that government is supporting socio-economic participation of girls and young women through services. Similarly to the last indicators, contrary findings can be observed between the Girls’ panel members and the professional panel members. Only 41% of the Girls’ panel members that were consulted feel that the government is supportive through services today, indicating a decrease of 22% from the BL. On the contrary, a majority of the professional panel members feels positive about the support government is giving, and this perception even increased slightly by 5% since the BL. Overall, some legislation and policies are in place but not put sufficiently into practice through services.

Indicators 31 & 32 - % of formal "girl power" experts who feel that the government is supporting socio-economic participation of young women through services



2.1.4 ENHANCED EDUCATIONAL OPPORTUNITIES FOR G&YW

In this paragraph primary and post primary educational opportunities for G&YW will be looked at for the individual, socio-cultural and institutional dimension. At all three dimensions increases can be observed between BL and MTR periods, with both the individual and socio-cultural dimensions showing very high percentages (above 90%) for all indicators.

The table below is presenting the data collected through secondary sources on enrolment levels. As usual, secondary data does not exist for 2013, therefore only baseline data is presented.

Secondary data on enrolment and completion of primary and post-primary education		
Indicators 33-41		
Specific outcome: G&YW enrol in and complete primary education		
33	National male net enrolment ratio (NER)	68.6 ²³
34	National female net enrolment ratio (NER)	47.0 ²⁴
35 ²⁵		-
36	National male completion rate (until last grade)	47.0 ²⁶
37	National female completion rate (until last grade)	43.5 ²⁷
Specific outcome: G&YW enrol in and complete post-primary education		
38	National male net enrolment ratio (NER)	40.3 ²⁸
39	National female net enrolment ratio (NER)	34.5 ²⁹
40	National male completion rate (until last grade)	30.6 ³⁰
41	National female completion rate (until last grade)	36.0 ³¹

Specific outcome on educational participation at the individual dimension

Specific outcome: G&YW value education

The graph below shows the positive results on indicator 42 – percentage of girls and young women who agree that girls should be able to continue their education after childbirth/marriage. Overall, similar increases of results can be observed for the different groups of girls and young women between BL and MTR. The percentage of girls (10-13), girls (14-17) and young women (18-24) that agreed with the statement have significantly increased with 33, 38 and 38% points respectively during the period of GPP interventions. It's very likely that GPP trainings and awareness-raising activities regarding girls' rights to education have influenced this positive result.

²³ This global value includes data from: Ghana, Liberia, Ethiopia, Zambia, Bangladesh, Nepal, Pakistan, Bolivia and Nicaragua.

²⁴ This global value includes data from: Ghana, Liberia, Ethiopia, Zambia, Bangladesh, Nepal, Pakistan, Bolivia and Nicaragua.

²⁵ Indicator 35 – percentage of schools with gender aware PTAs in GP intervention areas – was not measured. See recommendations on revision of monitoring protocol.

²⁶ This global value includes data from: Ghana, Liberia, Sierra Leone, Ethiopia, Zambia, Pakistan, Bolivia and Nicaragua.

²⁷ This global value includes data from: Ghana, Liberia, Sierra Leone, Ethiopia, Zambia, Pakistan, Bolivia and Nicaragua.

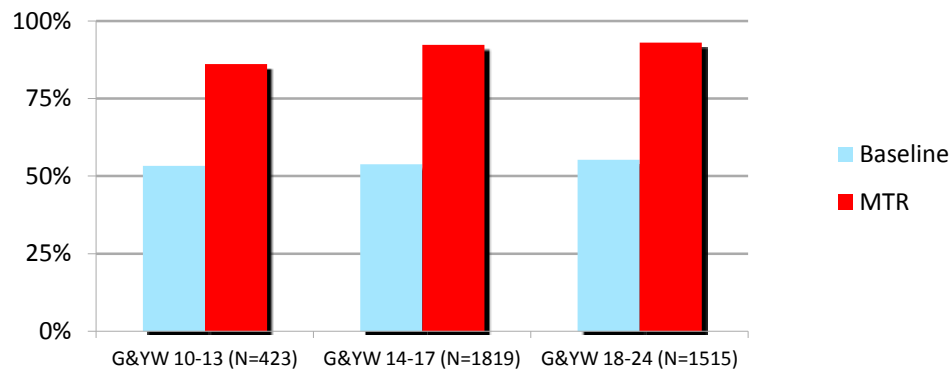
²⁸ This global value includes data from: Ethiopia, Nepal, Pakistan, Bolivia and Nicaragua.

²⁹ This global value includes data from: Ethiopia, Pakistan, Bolivia and Nicaragua.

³⁰ This global value includes data from: Ethiopia, Bolivia and Nicaragua.

³¹ This global value includes data from: Ethiopia, Bolivia and Nicaragua.

Indicator 42 - % girls and young women who agree that girls should be able to continue education after childbirth / marriage



The global figures show that today a large majority of G&YW agrees that girls should be able to continue education after childbirth or marriage (girls 10-13: 86%, girls 14-17: 92%, women 18-24: 93%). Comparing between countries there are some notable exceptions, for example in Ghana among the young girls between 10 and 13, only a small majority of 58% agrees with the statement, which is only a small increase since BL times. The little development within this age group is possibly due to influences from elders within the home as some of the respondents stated that their parents taught them that girls should be kicked out of their homes and schools if they become pregnant. This shows the importance of augmenting GPP awareness raising activities with male and female community members above 24 (the fathers, mothers and teachers of the girls).

Substantial improvements, on the other hand, can be observed in Zambia, Pakistan, Bangladesh, Sierra Leone and Nepal, among all age groups (while in Zambia this is not a GPP theme). Most GPP partners encourage girls to continue their education through gender and girls' rights trainings and in some countries also scholarships, materials and improvement of school infrastructure is provided. Partners furthermore see in education of G&YW an important tool for improving their means of protection against violence.

Partners and beneficiaries in Pakistan were particularly satisfied with the Fast Track Learning Centres:

Success of Education component in Pakistan

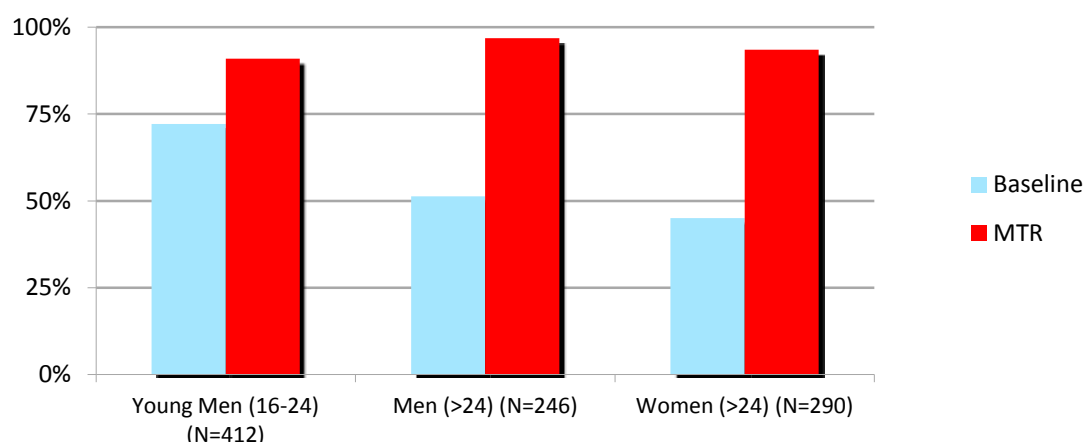
Lack of education and violence against women are the two main obstacles to women empowerment in Pakistan. Starting with over 1,900 potential students, the final goal is to train 9,000 girls and young women. Alongside teacher training, post primary Fast Track Learning Centres have been established to educate women. While Pakistan guarantees educational rights for all children up to the age of 16 and has policies in place at federal and provincial levels, the country is ranked second on the world's most out-of-school-children list, with a staggering 9.2 million 5-16 year olds currently not in school, mostly G&YW. Implementing the education component in Pakistan has been a major success despite the ongoing security situation and religious intolerance. G&YW are eager to learn and be independent like their male counterparts. Compared to baseline, these G&YW seem more open, mature and grasp the skills for their personal lives as well as community development.

Specific outcome on educational participation at the socio-cultural dimension

Specific outcome: Communities value education for G&YW equally important as for B&YM

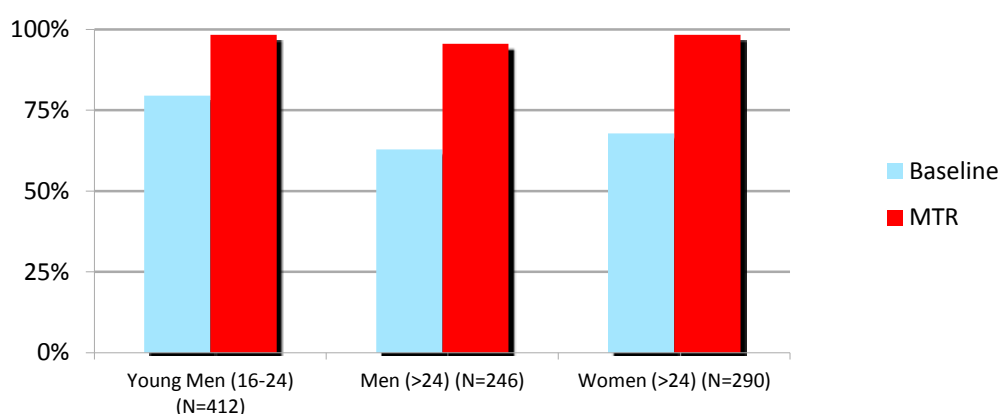
The graph on indicator 43 shows that more than 90% of all community members consulted think that their peers (young men between 16 and 24, men above 24 and women above 24) agree that girls should be able to continue their education after childbirth or marriage. All three groups show an increase between BL and MTR figures, however, the positive changes are relatively different between the groups. For men and women over 24, a considerable increase of 45 and 48% points respectively can be seen. A smaller change (19% points) can be observed for the young men (16-24), nevertheless, this can be ascribed to their higher scores before the start of the GPP. Reportedly YM were already holding positive opinions about this, which implies that the high percentage at MTR is not likely to be attributed to GPP. Overall, the GPP has only targeted these community groups sporadically, with some exceptions (e.g. in Bolivia partners have worked extensively with mixed groups of adolescent girls and boys, with positive effects on both gender groups). The changes mothers and fathers observed in their daughters due to GPP can however have influenced these positive results.

Indicator 43 - perceived % of community members who agree that girls should be able to continue their education after child birth / marriage



Across countries percentages are high, as is also indicated in the global figures. There are however differences between the baseline and MTR scores across countries and community groups. Large improvement is made in Ghana, for example, especially with men and women above 24. Also Sierra Leone shows notable growth, particular among the women over 24 and Pakistan on the other hand with young and adult men. In two countries, Ghana and Ethiopia, there is still room for more growth.

Indicator 44 - perceived % of community members who agree that girls should have an equal chance to go to school as boys



The graph above presents the results on the perceived percentage of community members who agree that girls should have an equal chance to go to school as boys (indicator 44). At the time of the MTR, all groups of community members that were consulted showed similar high levels of agreement (ranging between 95% and 98%). Overall, positive changes have been achieved on this indicator, although BL attitudes were already quite positive, which could be due to the fact that in most countries this topic has been addressed for some time now, specifically on the level of primary

education and in the framework of the Millennium Development Goals, and a positive trend of female net enrolment has been observed over the past decade. The biggest change can be observed in the group of male community members over 24, where before the GPP 63% of agreed with the statement and today 96%, thus showing an increase of 33% points.

However, not in all cases the attitude change provides the desired results, such as in Sierra Leone:

Sierra Leone – Disconnect between individual and socio-cultural dimension

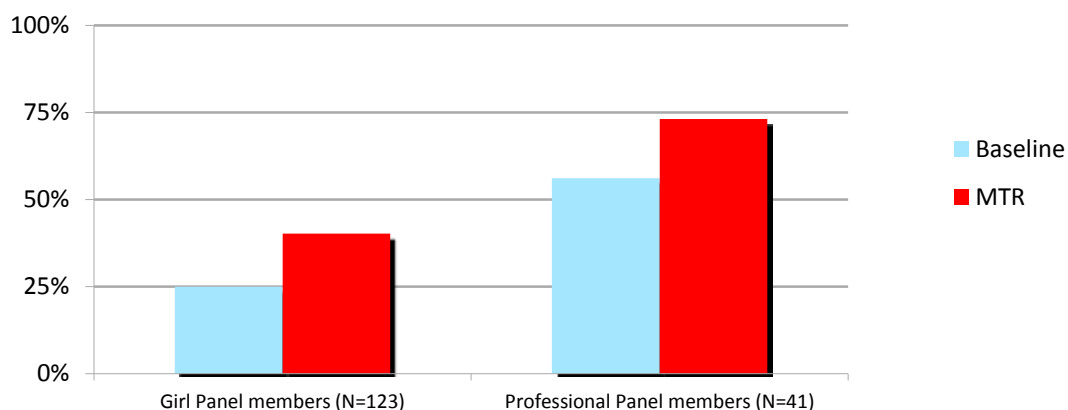
One of the greatest challenges faced by the GPP in Sierra Leone is with education. While there is ongoing and successful sensitisation and awareness-raising campaigns on the need for families and communities to send their girl child to school, it is evident that the families do not have the capacity to maintain them in school. Unfortunately, the GPP does not provide and neither lobbies for scholarship to girls, thereby creating a disconnection between awareness raising activities and the practical possibility of the girls been able to attend schools. This challenge was highlighted by all the partners in Sierra Leone as a major deficiency in the GPP. To counter this GPP should actively lobby with entities that could provide scholarship to GYW. This should preferably be sourced through the Ministry of Education, Science and Technology (MEST) to enhance sustainability but could also be provided (temporarily) by the GPP.

Specific outcome on educational participation at the institutional level

Specific outcome: Government actively creates conditions for equal participation of both sexes in (post) primary education

Presented below is a combined graph of the percentage of formal “girl power” experts (members of the professional panels – indicator 45 and members of the girls’ panels – indicator 46) who feel that government, is supportive of (post) primary education for girls and young women through enforcement of legislation and policies. On both indicators, a positive trend can be observed when comparing BL and MTR. The percentage of Girls’ panel members who felt that the government is supportive of education through enforcement legislation and policies is, however, lower than that of professional panel members for both the BL and MTR. Girls’ panel members, on average, scored 15% higher during the MTR than before the GPP, but still only 4 out of 10 feel that the government is supportive in this regard. Professional panels, on the other hand, show a significant increase of 17%, with three-quarters of their members perceiving government’s support with legislation as policies as positive in creating education opportunities for G&YW.

Indicators 45 & 46 - % (formal) "girl power" experts who feel that government is supportive to (post) primary education for girls and young women through enforcement of legislation and policies



Analysing differences between countries, Pakistan is the only country where a minority of professional panel experts perceives the government's legal framework as supportive. In the case of Girls' panel members a negative tendency can be observed in Nepal (from 50% at BL time to 0% during MTR of respondents who agree with the statement indicating that even though the level and quality of primary education for girls is improving, secondary education has remained an urban phenomenon, the gender gap is still significant and female enrolment varies strongly according to region) and Sierra Leone (from 18% to 0% respectively).

2.2 FINDINGS RELATED TO DEVELOPMENT OF GPP PARTNERS

How did the GPP contribute to increasing the capacities of partner organisations?

The organisations participating in the GPP have increased their capacities in several ways:

- Increased (or maintenance of) capacity of human resources;
- Increased capacity of resources to cover overhead costs;
- Increased capacity through capacity building activities. Although for all countries the capacity development of their own organisation was put on less priority and focus for the first GPP was on activities for G&YW. The capacity building activities can be categorised in several components:
 - o Received trainings;
 - o (International) peer-exchanges with partners;
 - o Research projects as part of the learning agenda (see paragraph 2.4);
 - o Meetings/consultations per region/global (see paragraph 2.5);
 - o Regional/global civil society networks reached by linking and networking activities;
- The development of the capacities of local and/or national CSOs and NGOs.

2.2.1 THE CURRENT CAPABILITIES OF THE PARTNERS – 5C ASSESSMENT

As prescribed by the MFS-II protocol, the capacity development was measured using the 5C tools. In total forty-three (out of eighty-seven) partners spread over the ten countries participated in the assessment.

In this paragraph the capabilities of CRA's partner organisations are discussed. Capabilities are measured using the '5 Core Capabilities' model, as developed by ECDPM. The 5 core capabilities against which the capacities of partner organisations were measured are:

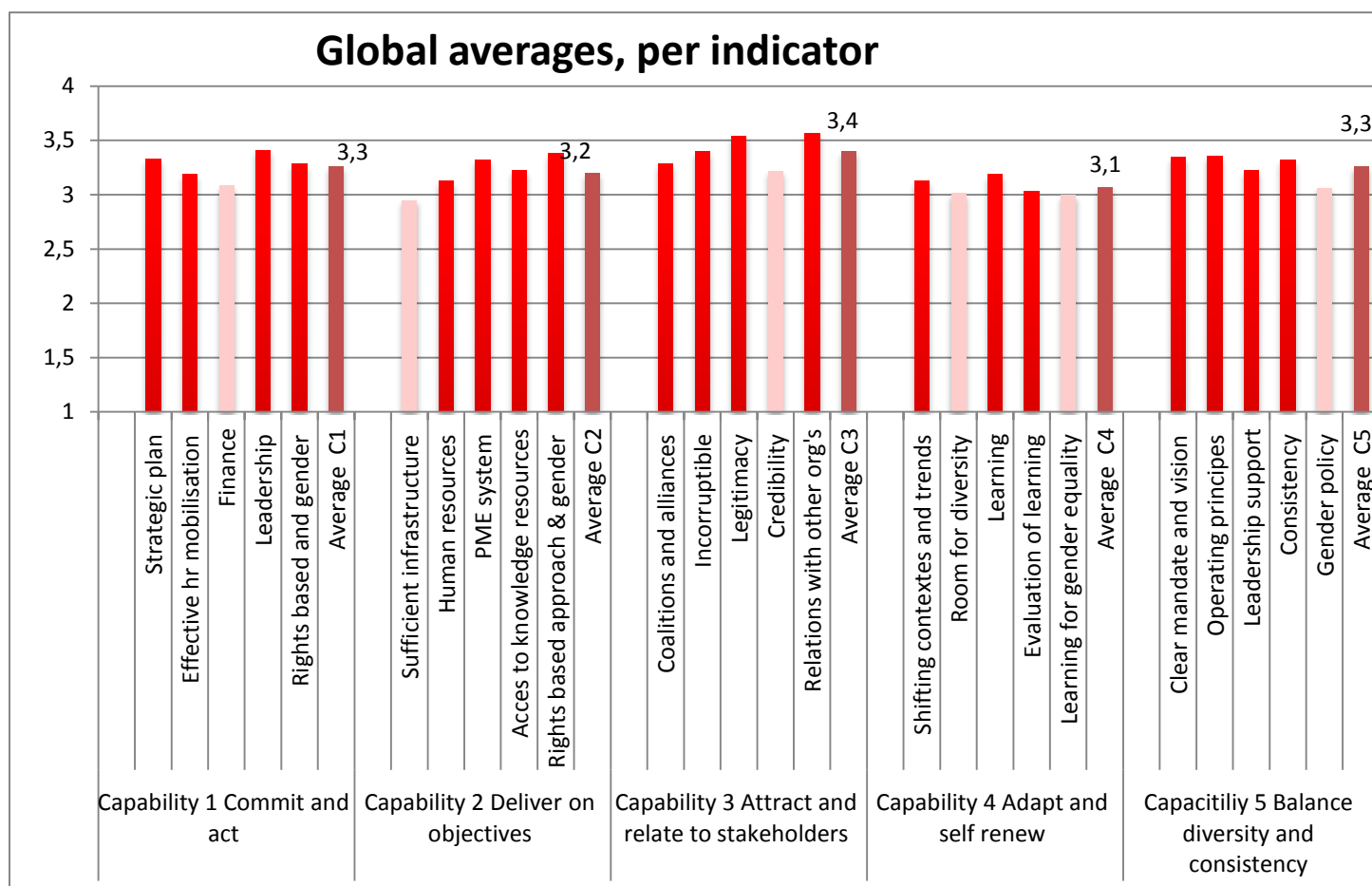
- Capability to commit and act;
- Capability to deliver on development objectives;
- Capability to attract and relate;
- Capability to adapt and self-renew;
- Capability to balance diversity and consistency.

The scoring (on the y-axis of this and following figures) corresponds to the indicated level of the organisation's capabilities. The following levels of development of capabilities are indicated:

- 1 → Awareness;
- 2 → Exploration;
- 3 → Transition;

4 → Full implementation.

Although the scores of the baseline are in general in line with the findings for the MTR, many participants indicated during the 5Cs that a comparison to the baseline made little sense, as they indicated that this exercise was executed in such a different set-up.



2.2.2 GLOBAL FINDINGS 5C ASSESMENT

The global average for all partners on the 5Cs (for the MTR) is between 3.1 and 3.4. This is a clear indication that the GPP has a strong partner base. Most of the partners of GPP have existed for over ten years and, not only do the Plan offices in the respective countries have a longstanding relationship in the countries, partners like Madadgaar in Pakistan are also closely connected to the CRA members like CHI. And the organisation Fe y Alegria (Faith and Joy) in Bolivia will celebrate in four years time its 50th anniversary. The other side is, there is little mix of old and young organisations working and learning from each other.

Attracting and relating to other organisations is where the CRA's partners in general rate themselves highest. The capability to adapt and self-renew is overall the weakest; partners globally have scored

this capability lowest. Interesting to note is that connecting with the outside world (attracting and relating) is regarded a greater strength by the partners than their internal ability to change according to what is happening around them and to stay renewed. This openness to collaboration is hopeful for the optimal functioning of the CSCs.

Partners from Bangladesh overall have scored themselves higher than those from other countries, at both moments in time. Progress was made on all capabilities in Ghana and Sierra Leone. The following table shows the diversity of scores within one core capability, using global averages:

5 highest scored indicators	5 lowest scored indicators
C1: To commit and act	C2: To deliver on objectives
- Leadership	- Sufficient infrastructure
C2: To deliver on objectives	C4: To adapt and self-renew
- Rights based approach and gender	- Learning for gender equality
C3: attract and relate stakeholder	- Room for diversity
- Relation with others	- Evaluation for learning
- Legitimacy	C5: Balance diversity and consistency
- Incorruptible	- Gender policy

2.2.3 REFLECTIONS PER CORE CAPABILITY

Capability 1: To commit and act

Within the capability to commit and act the leadership indicator is, on average, considered a strength when it comes to ‘committing and acting’ as an organisation. Also the strategic plan component has facilitated the organisations in the commitments and actions, as scored by all CRA’s partner organisations. The finance aspect scores lowest. The variety between country scores for this capability is quite large, with Bangladesh far above the rest. Six countries score below the average, with Ghana as only African country above the average (rest is Asian).

Capability 2: To deliver on objectives

This capability scored 3.2 on average. Especially the rights-based approach and gender were positively influencing this score with a global average of 3.4. The infrastructure was certainly not in all countries considered sufficient; this indicator has a grand negative influence on ability to deliver on objectives. The variety of scores between countries is even bigger; with an average of 3.2, Bangladesh has scored most above average (3.6), while Liberia and Zambia scored below 3.0.

Capability 3: To attract and relate to stakeholders

This capability was with 3.4 the highest scored capability, on average. Attracting and relating to others can therefore be seen as a capability that all partner organisations see for themselves. All indicators, except for 'credibility' were scored relatively high. Additionally, little country variety is shown.

Capability 4: To adapt and self-renew

This capability was on average scored lowest (3.1). There are no particular 'highs and lows' regarding scoring on the indicators of the C that determine this score. However, learning is scored highest (3.2) and learning for gender equality lowest (3.0). Zambia (2.8) and Liberia (2.6) bring global averages to a lower level with scores below 3.0. In this case, also Ethiopia scored low (3.0). Five out of six organisations scored above average on this capability during the MTR.

Capability 5: to balance diversity and consistency

This capability ended up with a global average score of 3.3. Three out of five indicators assured this relatively high average score: clear mandate and vision, operating principles and consistency. The average shows a picture similar to C1 and C2.

2.2.4 COMPARING 5C SCORES WITH TARGETS: ARE WE ON TRACK?

As indicated above, the organisations in general have strong capabilities, but noting that all Cs are still not on target yet. When the MTR data of the 5C scores are compared to the set targets, it can be concluded that the challenge is on C4: to adapt and self-renew. Where, globally, there is still an improvement needed of 20% point to reach the set target.

C3 and 5 – to attract and relate to stakeholders and balance diversity and consistency are more likely to reach targets. A clear development plan is lacking in most countries, so it was recommended by the countries to prioritise the capacity building activities and to ensure follow-up and implementation for the coming period.

2.2.5 PRIORITY AREAS FOR CAPACITY DEVELOPMENT

The five lowest scored indicators were identified for areas of improvement over the various countries. The most countries prioritised the following areas:

- To develop, review or implement a gender policy;
- Strategic and programme planning, monitoring and evaluation (PME);
- Financial management and;

- Mobilisation of human resources.

Especially the gender-related capacity development and PME capacity-building activities could be addressed very well collectively. Another expressed idea from partners is better use each other's capacities in the country, region or globally to learn from each other³². Furthermore all organisations ended the sessions with preferred areas for improvement.

Some interesting requests were formulated as follows:

- Bolivia indicated to appreciate capacity development efforts to focus on the building of coalitions and alliances. They, for instance, proposed to do a 5C exercise with all GPP partners to build a more common vision. In the field it was recommended to have more local meetings with GP partners and other local players (authorities and civil society, including youth organisations). GP is the only Plan project with multiple partners and different intervention areas; in other projects the relation is more bilateral. Thus, the GPP requires new ways of working.
- Zambia requested specific capacity building for the capability to adapt and renew, especially systematise learning and SWOT analysis;
- Several Plan country offices indicated the room for improvement for the effective HR mobilisation and inclusion of staff in strategic development of the organisation.
- For West Africa it is indicated that the advocacy, sensitisation and awareness-raising are not effective and need far more attention.

2.3 FINDINGS RELATED TO CIVIL SOCIETY (BOX 4)

The CIVICUS Civil Society Index (CSI) is an existing action-research project that aims to assess the state of civil society in countries around the world. The project and methodology were developed by the CIVICUS World Alliance for Citizen Participation³³.

The objective of the CIVICUS CSI exercise is to assess the role and function of GP partner organisations in the broader civil society and their interaction with public and private sector. Additionally the exercise looks for collective strengths and weaknesses of the GPP partners.

This section describes the findings of the 2013 CIVICUS assessment, in which 224 key informants of 10 countries participated. The purpose of this follow-up exercise is to analyse differences with the

³² Over the past 10 years especially CHI has gained valuable experiences with the use of peer-exchanges.

³³ For more information on the CIVICUS Alliance and the CIVICUS CSI tool, see: <https://CIVICUS.org/>.

baseline and to identify (if any) new challenges, risks and opportunities for the role and function of GP partner organisations in the remaining period of implementation of the Girl Power programme.

However, when drawing conclusions from the comparison of the baseline and MTR, one should keep in mind that different methodologies were used. In 2011, no group exercises but individual interviews were held with a small number of 5 experts per country. Also, no baseline data was collected in Sierra Leone and Liberia.

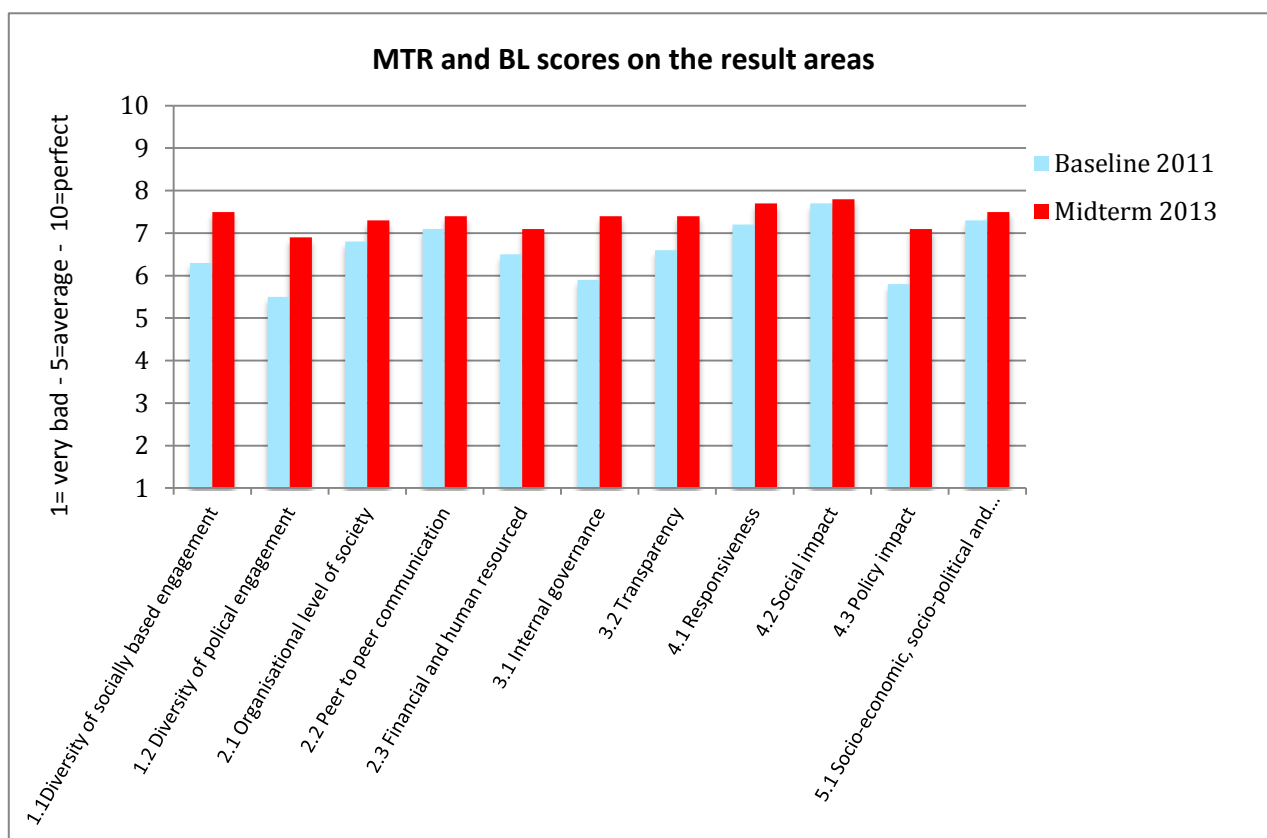
CIVICUS is composed of the following five key dimensions, which are operationalised by several result areas:

Civic engagement	Diversity of socially-based engagement; diversity of political engagement
Level of organisation	Organisational level of CS; peer-to-peer communication; financial and human resources
Practice of values	Internal governance; transparency; responsiveness
Perception of impact	Social impact; policy impact
Environment	Socio-economic, socio-political & socio-cultural context

Participants were asked to score each of the result areas of the CSI dimensions by choosing a point on a scale 1-10. The low end of the scale (1) signifies 'very bad' and the high end (10) signifies 'perfect'.

2.3.1 GLOBAL CSI RESULTS

The graph below compares the baseline results to the measurements of the mid-term review per indicator.

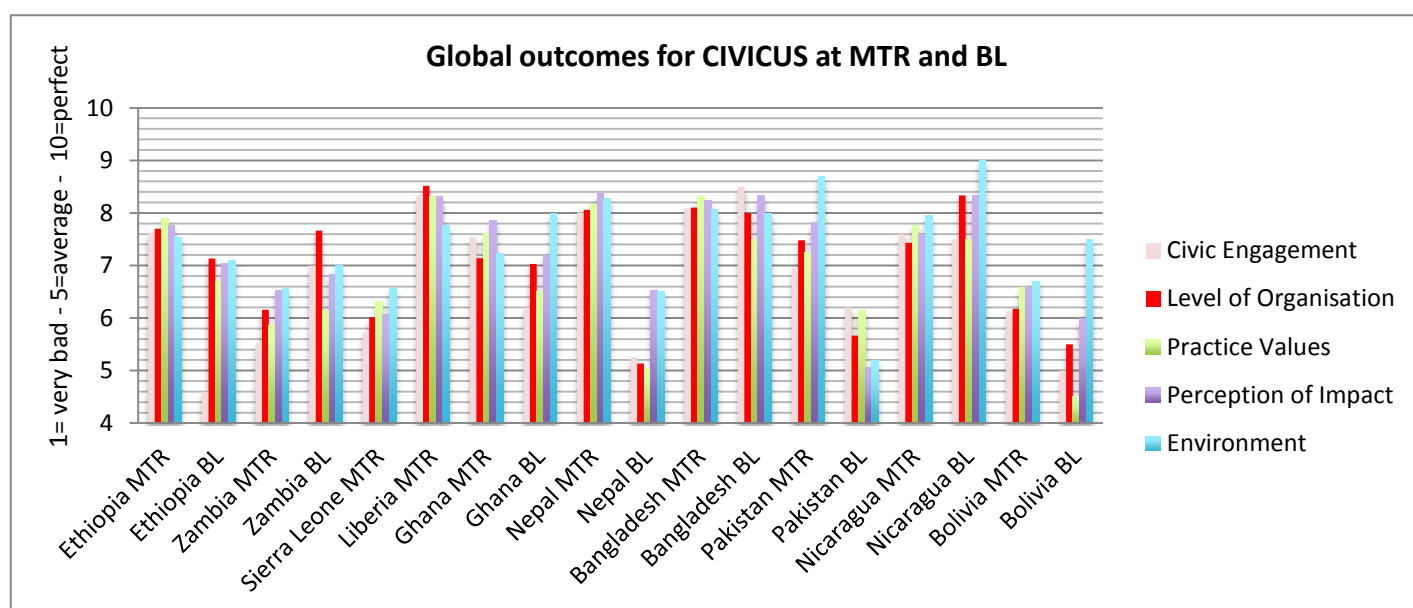


The following findings regarding the Baseline and MTR scores can be reported:

- All scores are relatively positive, with little variation between the indicators (minimum 6,9; maximum 7,8). The total average score is 7,3. This is slightly higher than the average score at the baseline (6,7), which could indicate a positive trend. Noting that many of the facilitators indicate that the scores are often too optimistic. Explanations provided by the facilitators are often the reference to the positive opinion they hold about the partners implementing the programme.
- Diversity of political engagement (1.2) is relatively the scored lowest (6,9). In line with the findings related to political participation of GYW, the respondents were critical about the level of involvement of G&YW in local government, and their active contribution to socio-political discussions and campaigns. When comparing to the baseline, the same trend can be observed, since this indicator also scored lowest before GPP started. This might indicate that especially political involvement of G&YW remains most challenging for actors intervening on civil society development.

- Social impact (4.2) scored highest (7,8). This means that the district panels evaluated the GPP partners to deliver services that respond to the basic social needs of G&YW. The same result was observed at the time of the baseline.
- Provided the fact that the comparison between BL and MTR cannot be validated, it remains interesting to observe parallel trends for both the lowest and highest scoring result area. Relative differences (in a positive direction) are found for Diversity of socially based engagement (1.1), Internal governance (3.1) and Policy impact (4.3).

The following graph represents the averages for separate dimensions per country as well as the global average.



The following findings regarding the Baseline and MTR scores can be reported:

- Three countries score below the global average, namely Zambia, Sierra Leone and Bolivia, while the other countries are on or above the average.
- Generally, all countries are (slightly) improving or remain stable between baseline and MTR.
- For Zambia, Nicaragua and Bolivia, it was indicated that the baseline information was less realistic and focus should be on MTR measurements.
- Liberia score relatively high at MTR. However, it should be kept in mind that no comparison with a baseline can be made. Furthermore, the facilitator indicated unrealistic scoring on many of the result areas.
- In addition, Bangladesh and Nepal score high. This was also observed at the baseline in the case of Bangladesh, while especially Nepal was one of the countries that scored lowest at the

baseline. It was indicated that the GPP partners have high trust in the GPP organisations to actually strengthen women's participation in civil society.

- The countries scoring lowest during the MTR are Bolivia, Zambia and Sierra Leone. The explanation is mostly that the CIVICUS was conducted very honestly by the partners in both Bolivia and Zambia. In addition for Bolivia, the present government is questioning the role of NGOs. The president sees more in channelling donor funds via the government. So as of this year, all NGOs that work in more than 1 department have to renew their registration papers and are being re-evaluated. This affects at least 2 of the GPP NGOs. Moreover, with Bolivia losing its low-income country status, donor funds are reducing. That is why financial resources scored so low. However, also in Nicaragua they indicated that donor funds are reducing. For Zambia, the explanation lies more with a more developed and critical civil society towards the government. The panels were in place and the exercise was experienced as rather complex, but was taken up seriously.

2.3.2 CIVIVUS CSI FINDINGS PER COUNTRY

As described in the paragraphs above, there are many similarities between the different countries. Even if the scores differ, the explanations provided are very similar. Of course each country does have some specific findings, which are important to share. More detailed information is provided in the country reports.

Ethiopia

- The CSO legislation, and its restrictions on influencing policies by CSOs, has really impacted the role of the CSO. Even though the collaboration with government is indicated as good, civil society is also restricted due to this legislation.

Zambia

- Social engagement by community leaders and other stakeholders – just as in the baseline – is high though more community sensitisation is needed.
- Social impact indicators were mentioned, such as changes in traditions and cultural values, increasing awareness or recognition of girls and child rights, reduction in early marriage cases and increased reporting of GBV cases, and more access to education. The findings provide a tentative indication, and important issues such as on transparency and impact came up but results do not provide reliable conclusions for district and country levels.
- The partnerships with government are considered good and they may have improved since two years ago.

- An interesting observation in Mansa is that CSOs are implementing instead of influencing governmental policies.

Ghana

- There is a good level of engagement and interaction between government agencies and CSO. In Ghana, CSOs demand to be listened to and several networks and coalitions have been formed across the country, which are supporting the activities of the programme. Most of them are part of the GNCRC, which is an umbrella organisation.
- There is little engagement with the private sector. This is an area that is not explored by CSOs.

Liberia

- Government institutions are now seeing the need to further engage civil society and other actors, which creates good opportunities for GPP.
- Organisations are faced with the challenge of internal governance and participation and there is little room for creative thinking and flow of ideas at all levels.
- Transparency was indicated as a major challenge. During field visitations even staff of organisations stated that the senior level managers of their organisations are not as transparent as they are expected to be.

Nepal

- District panels have been formed with aspiring objectives. However, they have not been able to perform their best. It is suggested that to make such panels effective, programmes should go beyond providing just trainings. Rather, their effectiveness can be seen when they are involved in action-oriented activities, for example the involvement in policy formulation would better meet the objectives of forming district panels.
- Sharing of information as well as the activities being done in the community would help assure the transparency of GPP.

Pakistan

- Compared to the baseline scores, the CIVICUS Civil Society Index has seen encouraging advancement in all of the dimensions assessed. This demonstrates that the GPP is well implemented in the programme areas and is visible to the other stakeholders including the beneficiaries. The capability of the organisations implementing the GPP in every aspect including its diversity of civic engagement, level of organisation, its financial and human resources as well as its transparency and policy impact seem to have been strengthened.

Bangladesh

- The civil society network members considered that involving local government at union level is not enough; the local government should be reached till village level.
- They communicated a keen need of capacity building training for Women Councillors, who are the first step towards achieving gender balance in local government. Local authorities in Bangladesh are strictly controlled by central government and totally dependent on government funding.
- In recent years the number of initiatives targeting G&YW has grown, but more needs to be done to address the fast growing population of vulnerable girls and young women. The existing initiatives can also be expanded by bringing together knowledge generated from: G&YW-centred events, consultations with G&YW research on rural/urban livelihoods and lessons learned from work by partner organisations.
- GPP may offer more incentives to include G&YW in employment-related training, strengthen the capacities of business development service providers to support G&YW entrepreneurs and create links between business development service providers and G&YW groups.
- The sense of ownership among the participants and the urge of doing more for the protection of G&YW are high.

Bolivia

- Municipalities are suffering from high staff rotation, which represents a waste of time and money invested in processes to strengthen local capacities and makes follow-up of established relations and processes more difficult. On the positive side, the work with networks and alliances is being strengthened, taking advantage of existing resources, including local experience and knowledge. This also increases the possible sustainability of the GPP as it encourages commitment and ownership of the interventions by the local entities.
- In general there is little transparency in the use of resources, both by local governments and by CSOs. Interestingly there is more transparency in Chayanta, because of the control mechanisms and follow-up provided by the Ayllus (indigenous local government). However, these are patriarchal structures, which make that participation of women in socio-political decision-making face more obstacles in this municipality than in others.
- It was stressed that it is particularly necessary to work more on the issue of prevention of violence, also considering economic empowerment as prevention mechanism. Thus the recommendation to review the appropriateness of including the economic theme in the GPP in Bolivia, which should include an analysis the possibility to reach interesting results in the remaining time of the programme.

- There are positive aspects like the current legislation, equal participation of girls in schools, more participation of women in political positions than before and more inclusion of the indigenous population (both issues that are promoted by the current government).
- Advocate for the development of the regulatory framework for Law Nr. 348, as well as encouraging implementation and control by the population itself of existing laws (for children, youth and women).

Nicaragua

- Public entities don't take up their responsibilities by lack of technical and financial capacity, so civil society takes up this role.
- In general there is little transparency in the use of resources towards the beneficiaries, other entities and the public in general, both by public institutions and by the CSOs.
- For social impact, there has been progress in empowerment of G&YW, their recognition of various forms of violence and their capacity to respond to these, but coverage must be extended and the results deepened to make them sustainable.
- GPP partners are entities with a long track record in the issue of protection of G&YW and they know very well the context in which they operate. The specialized comprehensive attention they offer responds to this context. It is in Puerto Cabezas where most care should be taken to adapt the programme interventions to the local culture. Partners are very aware of this and working on it.

Sierra Leone

- There is a conscious effort made by government and other stakeholders to work with government agencies when it comes to political engagement. However, civil society is political fragmented and need to go above political sentiments.
- Networks, coalitions are seen across the country but they still need to prove their relevance as most are fragmented or ill-coordinated.
- In as much as there are mechanisms in place for engagement and communication, there is very limited cooperation and collaboration. This is creating duplication rather than complementarity of efforts especially in the area of designing and implementing programmes.
- All the local institutions visited during field consultations are faced with the challenge of lack of financial and human resources capacity.
- Organisations need to improve on their internal governance. Training on organisational management and leadership will be very useful for CSOs.

- Organisations are faced with the challenge of accountability and transparency and should try to be more accountable to their partners, donors and beneficiaries.
- There are positive developments between organisations and the government. Organisations stated that government agencies are making conscious efforts to engage them and organisations can contribute to policy related discussions.

2.4 FINDINGS RELATED TO THE LEARNING AGENDA

The learning agenda (LA) was assessed through in-country interviews with key informants and a review of the available LA documentation. This section presents the overall findings drawn from these in-country interviews and provides suggestions on how the learning agenda might be improved. Each country report contains a section on the learning agenda (Chapter 3.4) with country specific details.

Overview of the Learning Agenda topics addressed in the respective GPP countries

Countries	BA	NE	PA	ET	ZA	BO	NI	GH	LI	SL
Learning Agenda topics										
1. Child protection systems	X	X	X	X	X	X	X	X	X	X
2. Role of boys and men	X		X	X	X	X	X	X		X
3. GYW participation				X	X	X	X	X	X	X
4. Alliance building	X	X	X	X	X	X	X	X	X	X

Following per country the main results of the activities that have been implemented as part of the learning agenda.

Bolivia

CDC was contracted to carry out four investigations on protection systems for children and young women; the role of boys and men in the process of empowering G&YW; conditions and opportunities for G&YW to organise themselves and participate in CSOs (including socio-political and economic participation); and strategies for effective alliance building. Draft versions should be ready in January 2014, after which CDC will develop:

1. Three booklets with an overview of the first three investigations, with clear methodologies and guidelines for their application in practice by the partners.
2. Minimum two life stories of women leaders about which have been the costs and benefits of becoming leaders.

3. Minimum one forum with respect to the first investigation, where specialists are invited, to discuss the thematic with a broad audience.

Partners' strength for future exchange in Bolivia

In Bolivia each of the partner organisations has a particular strength (experience, methodology, practice) that can be shared with other partners in the framework of the capacity-building plans and learning agenda:

- CIPE: mainstreaming gender in the curriculum of schools, through teachers' trainings. It was achieved that the district school management recognises the issue as key for all schools.
- DNI: experience with the educational Summit and processes of youth groups, taking advantage of their methodology for youth to plan, discuss and influence policy. It was already achieved to include the theme in municipal annual plans, budgets and laws.
- EDUCATIC: is developing interactive CDs for teachers about mathematics and language with mainstreaming of gender, taking advantage of the fact that the government has given all teachers a laptop.
- CPMGA: models of protection against violence, gender, empowerment through sports and martial arts (carried out with WW support).
- CCIMCAT: use of biodance for self-protection; allows girls to express their concerns, create their vital space and to acquire tools to react against invaders of that vital space.
- FyA: has developed a guide for managing violence at school.
- CDC: manuals of the rights of children, youth and teenagers.
- NICOBIS: use of communication technologies for prevention and protection.

Nepal

The learning agenda has not really developed and been implemented. The most important result so far is the gathering of knowledge on various organisations working on girls' issues and their area of expertise and the formulation of Girls Rights Network in the country.

Ethiopia

Exchange of good practises regarding the collaboration of FSCE and ANPPCAN with the Multi-stakeholder Child Protection System and the 3C (Community Care Coalition) structure, and of FAWE with Tuseme groups is taking place. Resources have been shared as well, such as the "positive child disciplining manual" from ANPPCAN. These experiences and resources can be applied by other partners and thus 'scaled up'. Next to this, a harmonisation meeting was held with a 'synergy matrix' as an output. Although, this synergy matrix is mentioned by the CSC members as an activity of the learning agenda, it seems to be broader than that. It gives an overview of topics, methods and resources the partners have or are involved in with the aim of looking for synergies.

Pakistan

A Learning Reference Group (LRG) at country level is established and a GPP country M&E plan is developed as planned and seven programme districts have been visited of which the lessons learnt are well documented. All other activities have been postponed.

Zambia

After the learning agenda inception workshop in the Netherlands, the CSC decided to engage the Department of Social Development Studies of The University of Zambia (UNZA) to lead in the development of tools for data collection, conducting the research and presenting the research findings during the stakeholders' learning conference to facilitate reflective learning and input into the findings. The University has done a first study on all the sub questions and delivered a report in April 2013.

After this study was done, a learning agenda conference (3 days) was organised to reflect on the lessons and come with action points. A report is not shared with the evaluation team. Each organisation should implement its action points. CHIN for example, didn't do much to involve (boys and young) men but this year started discussions with traditional leadership. Other action points were to strengthen M&E and alliances. In light of this, in August a workshop was organised on strengthening M&E for CSC and their partners.

Ghana

In addressing the questions of the agenda, individual organisations were initially tasked to document their experiences in the 4 learning question areas. A workshop was organised where individual organisations shared their experiences and UNICEF was also invited to facilitate a session on how to establish effective community based child protection systems. At that workshop a common guideline was developed to help partners establish community based child protection teams. Coupled with this, Plan Ghana stated that they have been engaging all the relevant stakeholders including government agencies, CSOs and district and girls' panels in a bid to promote the learning agenda. However, the implementation process could be improved with activities that foster learning and exchange promoted. This is much more relevant at this stage as there is a high level of desire on the part of the government and beneficiaries to be engaged in learning related issues.

The partners stated during field consultations that they are satisfied with the implementation process of the Learning Agenda and that it is succeeded in promoting interaction and a good

relationship among the different stakeholders. At the same time, it is deepening the knowledge of the programme and also the needs of the different organisations and the beneficiaries of the GPP.

Liberia

There is a Learning Agenda in Liberia which is adapted from the Global Learning Agenda and the CSC is in charge of its implementation. To address the questions in the Learning Agenda some activities undertaken include organising Focus Group Discussions with girls and young women, review of girls' panel reports with girls, quarterly review meetings with key stakeholder and conduction of expert panels review and stakeholders consultations. Some of the activities are on track and activities already implemented or are been implemented include, trainings for girls that are part of the girls' panels, CSC meetings held, support provided to the Ministry of Gender and Development for awareness raising, sensitisation and also advocacy campaigns.

However, the implementation process has been slow and the Learning Agenda has not been promoted as it could have been. From the discussions with key partners, very little assessments and consultations have been held and there has been very little space provided to examine the Learning Agenda and create room for exchanges on it.

Nicaragua

In Nicaragua a practical and flexible learning approach was adopted ("learning by doing"). Learning is integrated in the M&E cycle of the GPP. The following sources can be used for learning: own practices of counterparts, yearly reflection sessions with girls' panels, observations in field visits, peer reviews among counterparts, evaluations of projects and programmes, specific investigations of counterparts and/or external investigation institutes and expert meetings. Moreover, a postgraduate programme on gender has been implemented with the participation of staff from partners, other CSOs and public institutions.

2.4.1 PROCESS AND COLLABORATION

The implementation process took off in earnest after the kick off workshop meeting in Amsterdam and the subsequent development of the Learning Agendas in the first half of 2012. From the documentation provided, the development and planning of the Learning Agenda's is assessed positively: all countries have their Learning Agendas in place. Coordination by the CSCs seems to work well, and coordination and collaboration is taking place at regular intervals. Where CSC dynamics are somehow disturbed this does of course reflect on the interactions with regards to the

LA. According to a number of respondents, documentation of the implementation process is weak and should be improved to make sure every organisation remains in the loop on the process.

After a long inception phase of understanding the need for and potential of the Learning Agenda, and subsequently developing action plans, the Learning Agendas seem to be well underway since fall 2012. Across all GPP countries, a wide range of activities are undertaken to implement and coordinate the LAs.

In all cases, the CSC is the main coordinating body of the LA, but the structure put in place to implement the LA differs per country. In some cases the responsibility for carrying out research is outsourced, for example to a university in Zambia and a CSO in Bolivia. While there may be good reasons to do this, it is critical for the success of the LA to subsequently organise the internalisation of these external processes. The Zambian GPP partners participated actively in data collection and as such have been engaged in research. As a result of the externalization of some of the Learning Agendas, not all partners involved have a sound understanding of what the LA for their country exactly is. A reason that was mentioned for this in Bolivia is the lack of a clear “product” of the Agenda so far. This might be solved partially when fieldwork has started, as partners in Bolivia will be involved during data collection.

According to the initial design of the GPP Learning Agenda, “the CRA adopts a practical and flexible approach to learning (‘learning by doing’) based on the Kolb learning cycle. All learning starts with concrete actions taken by the learning subjects, who then reflect on the outcomes of their actions, connect the findings with existing knowledge and insights and test new ideas through further action.”³⁴ It is clear that learning can only take place when the “learning subjects” internalise the above process. In the case of the countries where an important part of the information and knowledge collection is outsourced, the MTR evaluation identified a risk that these outsourced actions may receive relatively more attention than the internal actions (e.g. in the form of workshops) that should be organised to ensure the learning is applied to the GPP.

It remains unclear to what extent regular programme monitoring informs the Learning Agenda. This is particularly relevant in light of the need to ensure the internalisation of the knowledge that is developed through the LA process.

³⁴ Girl Power Programme proposal section 7.1.12: Learning Agenda.

2.4.2 ADDED VALUE OF THE LEARNING AGENDA

The learning agendas have a very high added value, in the sense that the issues addressed are key to achieving and sustaining progress on the GPP objectives, and that partners are on the whole very positive about the potential for learning and exchange the Learning Agenda provides. This is subject to the proviso that the learning is sufficiently internalised, as a lot of the actual activities are outsourced to universities, consultants and other civil society organisations.

The Learning Agenda contributes to increased efficiency and improved planning and collaboration. All stakeholders seem well connected and committed to the process, which is likely to be related to the focus of the Learning Agenda. The Learning Agenda also contributes to increased exchanges in experiences and good practices. The Learning Agenda facilitates ‘scaling up’ of successful projects and approaches within and beyond the GPP. Examples include the multi-stakeholder Child Protection System and Community Care Coalition (3C) in Ethiopia.

Efforts on the Learning Agenda seem to have an effect on the concept of “learning” in the broader sense of the word. Thus, synergies are not just explored on the themes of the Agenda, but efforts are made to seek ways to improve planning and implementation processes across the GPP. Ethiopia is an example where a synergy matrix was developed as part of the Learning Agenda planning, which lead to the identification of many issues beyond the “narrow” scope of the LA itself. While this is an important success, diluting the Learning Agenda too much should be guarded against.

According to the purpose of the GPP Learning Agenda, the LA is intended to be more than sharing, and should “generate knowledge and insights on the relevance and effectiveness of [GPP] interventions” and “the generated learning should support partners’ organisational development”³⁵. A fine balance has to be sought between outsourcing research on GPP LA topics and internalising lessons learned from the GPP implementation process. In Zambia for example, there is a potential risk of overly focusing on University research products at the expense of following up on internal workshop action points.

2.4.3 LESSONS LEARNED ON THE LEARNING AGENDA

Several lessons learned can be drawn from the interviews held across all countries. Most lessons relate to the potential of country specific success factors, a few to identified risks to be mitigated.

³⁵ CRA learning agenda final document, 2011.

- There is potential for synergies between Regional activities and Learning Agenda. For example strategies how to include B&YM.
- Potential for synergies also exists between the Learning Agenda and the Capacity Building strategies of partner organisations. In Bolivia for example, it is clear that the process of Knowledge Management needs further strengthening, for which the Learning Agenda provides an excellent platform.
- Ensuring the involvement of local authorities in the Learning Agenda process has strong potential. The experience in Bolivia suggests that their involvement facilitates the effective integration of the LA into the actual programme implementation.
- Moreover, promoting the exchange of experiences and capacities of CSOs that have better capacities or expertise with homologous organisations contributes to improving and implementing better work practices on both sides.
- The Learning Agenda can be used as leverage in engaging external stakeholders, by disseminating research and organising thematic public events. Where such connections do not already exist, the LA may facilitate the evidence-based engagement with national level stakeholders.
- There is strong potential in the collection of compelling “life stories” of women who can act as role models and examples for the girls and young women involved in the programme. An example of this is the work of CDC in Bolivia.
- Risk of loss of focus of the Learning Agenda as a consequence of the above mentioned success in providing a platform to discuss all kinds of non-LA related coordination and implementation issues.
- Risk of blurring the lines between the Learning Agenda and regular programme monitoring, which is also aimed at to improvements in implementation. This was observed in Nepal for example where, based on Learning Agenda information, improvements were made in the preparation of learners in an education programme for final assessments.
- Securing the involvement of external stakeholders throughout the LA process, including global workshops, is an important success factor to ensure the internalisation of outsourced research and learning processes.
- Involvement of girls and young women in the evaluation and reflection meetings would increase the programmatic relevance of the decision taking at such sessions.
- More strategic use of the existing good relations with policy institutions and decision makers would enhance the relevance of the outcomes of the Learning Agenda. Experience in Nicaragua shows that there is room for better integration of findings on Learning Agenda issues into GPP lobby activities.

2.5 FINDINGS RELATED TO THE REGIONAL COMPONENT

This section presents findings from interviews held in country and in Netherlands based organisations. It provides insights on the impact so far of these activities and presents suggestions on how regional activities and their added value can be improved. The regional component (also referred to as global component or cross-country activities) refers to activities that contribute to the achievement of the Girl Power Programme objectives in more than one country. The types of activities include:

- Trainings and workshops for capacity strengthening of partner organisations from multiple countries
- Capacity support to organisations with a regional scope
- Programme implementation support to all Girl Power countries
- Strengthening networks and linkages of partner organisations
- Mutual learning and exchange
- Advocacy on the four thematic areas of the Programme

In accordance with the MTR contract, the evaluation primarily assessed “the Regional component in relation to the capacity of partner organisations in the country programmes for the regions Africa and Asia”. Global budgets as well as Country budgets are used to finance respective activities under the Regional component. Due to limited information available it proved difficult to draw any conclusions in terms of efficiency or value for money of the regional component. For example, most global or regional activities funded through GPP benefit more countries than solely GPP countries. For instance, a global gathering of the Kids News Network, benefitted FPU partners in 11 countries, of which only 5 are GPP countries; or CHI’s regional or international consultations, where more members are present. This might be more difficult regarding the attribution and financial streams, but does provide the partners with major knowledge sharing opportunities.

Initially, (as per the contract) only the regional partners of Plan Nederland in Asia and East Africa were considered to be part of the Regional component. Only later it transpired that the Regional component covered quite a broad range of activities, for example a training or workshop attended by GPP partners from two different countries. The Latin American region was initially completely disregarded, despite the existence of and CHI support to a regional body called CITEI.

This section reports the findings on the Regional Component at three levels:

- Global level: these are findings that concern the whole GPP regional component.

- Country level, which report on the findings of the broader regional component activities
- Regional partner level, which refer to the specific findings of the (initially planned) activities implemented by the regional Asian and African partners.

Global findings

All six CRA members are considered to be supporting the implementation of some form of the regional component or cross-country activity. ICDI has the smallest global budget of all global partners, and their training activities were not actively mentioned by the partners as regional activities.

Regional exchange in and with GPP Ethiopia

The Ethiopia GPP has three international organisations in its partnership: FAWE, ANPPCAN and ACPF. They each bring in practices from other countries, an example is FAWE's gender responsive pedagogy model, and good practices from Ethiopia are replicated to other countries. This international sharing of experiences is effective, but it is not a GPP initiative. Although FAWE is also included in the GP Programme in Sierra Leone, they do not exchange under the GPP and nothing is planned in terms of exposure visits or Learning Agenda. The Learning Agenda may strengthen the next exchange and relations with the other partners in the GPP. A good example of international collaboration is the exchange of Child Helpline organisations supported by CHI. Zambia, Ethiopia and Liberia went to Zimbabwe, to learn from that helpline.

The evaluation observes incorrect and inconsistent activity overviews, which indicates limited use (and possibly overall usefulness) of the current planning and reporting framework for the regional component activities. In addition, there is much focus on the regional level as being run by or aimed at regional organisations or structures only,³⁶ while there are a lot of other interesting regional and cross-country possibilities that can contribute to the overall objective of the regional component. For example, partners indicated in several countries the desire to share and visit their colleagues in other countries to share and learn from each other's activities, but can also develop joint advocacy campaigns. Finally, financial information is difficult to obtain and programmatic monitoring information is not readily available or not complete/up-to-date on the regional component.

Country level findings

Cross-country exchanges and learning happen between and within organisations. DCI partners particularly are strong in this latter respect in West Africa. Not on all occasions are opportunities however seized to invite other CRA members' partners to learning and exchange events. Also,

³⁶ See for example outputs on 'strengthening of local/national civil society organisations (in programme countries) by regional partners' and on 'cross-country research and learning contributing to improved performance of regional and global partners', respectively B2 and A4 in the reporting framework of the regional component.

different set-ups for the implementation of the regional component were observed, where sometimes a GPP partner is responsible for the activities, as was the case in Ghana.

Activities undertaken so far include:

- Child Helpline International has worked with partners to receive information and technical training on child help lines with a view to ensuring harmony, commonality of approaches and effectiveness in responding to the situation of children in all parts of the world. Training on monitoring and evaluation served to harmonise approaches to data collection, analysis and utilization of data.
- Annual regional review meetings have been organised at different levels to build a common agenda and to forge ahead beyond national and international boundaries.
- Joint monitoring of GPP activities at country level have been planned and experiences shared and partners have jointly launched GPP programmes.

There is a mixed picture in terms of effective use of opportunities provided by the regional component as perceived by partner staff. It is striking that is high within one region, e.g. Nepal perceives low and Bangladesh high opportunity. The exchange visits are most highly appreciated as well as highly relevant. For example, Lifeline Zambia was able to implement the learning taken from both the Regional Child Helpline Consultation as well as a field visit to Zimbabwe. These activities both fall under the facilitation of CHI. These exchanges have been proven successful over time for both programme staff level and (senior) management level, also depending on the subject.

Cross-country activities are not necessarily in need of a regional organisation, as long as leadership is provided from respective CSCs/partners. There is a difference between “at regional level” and “by regional organisation” which is the current terminology used in the planning and reporting framework. “At regional level” (=cross-country by CSC/partners) seems most relevant and useful to country programmes and partner capacities.

Furthermore, the evaluation found that currently there are no clear requirements to make an explicit connection between the (objectives of the) activity to (the objectives of) the regional component of the Girl Power Programme.

Regional partner findings

Where regional partners are operational, coordination and support is highly appreciated and even expected. Very high levels of relevance, efficiency and effectiveness towards Girl Power objectives of

Plan Asia Regional Office regional efforts are found. Key features are the Consultation of Civil Society Coalitions/National Action Coordinating Groups (NACGs) under the South Asia Initiative to End Violence Against Children (SAIEVAC) framework. There is furthermore a high likelihood of sustainability of results given the strong governmental commitments towards the regional SAIEVAC and South Asian Association for Regional Cooperation (SAARC) initiatives. High relevance and effectiveness is observed for the African Child Policy Forum (ACPF) research and policy influencing efforts. There is however room for increased regional relevance and coordination of ACPF in relation to the Girl Power programme across the East African and West African contexts.

Strong added value of regional organisations/networks lies in the creation of an enabling environment through lobby and advocacy of the regional institutions, with subsequent potential impacts on national governments and contexts. However, advocacy and campaigning is only done at the regional level when coordinated and supported through a regional organisation. Regional advocacy work therefore does seem to require a formal structure at regional level. Finally, little use is made of the opportunity for joint monitoring and evaluation.³⁷

2.6 OTHER FINDINGS

2.6.1 “DO NO HARM” AND CONFLICT SENSITIVITY

Do No Harm refers to the ability of organisations:

- To understand the context in which they operate;
- Understand the interaction between the intervention and the context; and
- To consequently act upon the understanding of this interaction in order to avoid negative impacts and maximise positive impacts of the intervention.

Conflict sensitivity refers to the ability of an organisation

- To effectively undertake conflict analyses before starting interventions,
- To design and implement interventions in a manner that they do not further fuel conflict and contribute to reducing or transforming conflicts.
- In addition, conflict sensitive programming includes monitoring of conflict dynamics in relation to programme interventions.

³⁷ See outputs on ‘cross-country M&E’ and ‘M&E by regional partners’, respectively A6 and B5 in the reporting framework for the regional component.

The GPP programme has no specific policies or procedures in place neither to monitor Do No Harm nor to ensure that programme implementation is conflict sensitive. However, the evaluation team found only one example of conflict analysis and consequent programming, even in those countries where conflict sensitivity is highly relevant. In Bolivia, Plan and the GPP partners have started to use a risk matrix to analyse potential risks of certain intervention (one such matrix was made by one of the GPP partners for the implementation of the MTR).

It is internationally recognised that Do No Harm risk reduce, and relevance and sustainability increases, if INGOs do not implement directly but only through local partners. In Latin America this is the case, and in Bolivia this was especially mentioned as part of the learning process for Plan, as GPP is the first programme in which implementation is done only through local partners, but where they find it hard to let loose of the related control. In Zambia however Plan is still implementing directly, which is no longer regarded as good practise.

Overall, the team found little negative side effects of interventions (only some which are mentioned in section 4.7). The relative positive findings can most probably be attributed to the fact that the GPP is mainly implemented through local organisations which are well embedded in local cultures.

2.6.2 DOES THE GPP CREATE GENDER TRANSFORMATIVE OUTCOMES?

Gender-transformative potential relates to the extent to which interventions actively strive to examine, question, and change gender norms and power relations. Gender-transformative approaches encourage critical awareness among men and women of gender roles and norms; promote gender equality; challenge the distribution of resources and allocation of duties between men and women of different age groups; and/or address the power relationships between women and others in the community, such as service providers or traditional leaders.

While GPP is a women and girls-focussed programme working directly on empowering women and girls, with some exceptions, GPP has so far little transformative impact. However, results vary greatly between countries and areas within countries. Some positive changes have been achieved with G&YW from indigenous territories like the RAAN in Nicaragua and Chayanta in Bolivia but they require much longer and intensive processes to achieve real empowerment than is the case with G&YW of the big cities (e.g. Managua and El Alto). Also in East Africa progress has been achieved at the beneficiary level but in the case of Zambia, empowerment in terms of strengthening agency and choices by G&YW is not always achieved. More impressive results can be seen in Nepal where GBV has decreased because of economic empowerment of women in GPP areas, which might, moreover,

have reduced the rate of child marriages and teenage pregnancies. Overall however, progress on gender equality in Asia, was found to be quite weak, not only at the community level but also within the partner organisations. In Latin America on the other hand, many of the partner organisations have a strong track record on the topic and could assist the other partners in the development of their gender policy and with training activities. Trainings have been given already to staff from public institutions. Also in West Africa most of the partners are serving as agents of change when it comes to gender equality, due to their increased capacity. Trainings in the area of gender equality have made them more gender sensitive and most of them try to mainstream gender into their activities, although clear gender strategies are still lacking. Already the increased capacity of GPP partners has influenced awareness of other civil society actors who are now involved in activities related to gender equality.

However, at the global level, the community work with young men does show positive transformative results, especially in the area of Gender Based Violence. It must be noted though that the group of young men targeted and interviewed is small, and one of the recommendations of the evaluation team is to work more on and with young men, which is expected to create more gender transformative outcome.

Considerable progress can be seen when looking at the results of indicator 10 where at the global level, it was observed that community men who agree that a man is allowed to beat his wife/girlfriend dropped from 30% to 12% among young men and from 56% to 13% among adult men when, respectively BL and MTR results are compared. The large decrease in the last group is key for improving G&YW's protection against violence as they represent the group that includes most of those who would enact in this kind of behaviour.

Another example is the enormous increase of young men that agree that GYW should be active in political/public decision-making as can be seen in the results on indicator 20, where among the consulted community members, an increase of 35.1% can be observed for young men (16-24) and men (>24) show an increase of 31.4% when comparing BL and MTR.

At internal level within the partner organisations, there is an interest to develop gender policies and action plans that include training of staff. In Nicaragua this was done through a postgraduate programme with the participation of CSO partner staff and governmental officers.

In order to increase the transformative impact of GPP, more work is required with boys and men, especially in the area of sensitisation regarding girls' and women's rights, gender equality, access to economic and political participation. Like this they can become allies for protecting G&YW against violence and it can increase prevention by building awareness in potential future aggressors.

Also the work with GYW can be of a more transformative nature, addressing strategic gender interests such as decision-making power, the distribution and of resources, gender norms. A comprehensive approach towards protection entails that individual GYW are being empowered socially and economically and increase their agency and decision-making power, they are supported by relevant institutions and structures, and societal norms change positively. Although in a general sense the GPP has such a comprehensive, rights-based approach, this is not implemented in all countries or districts. For example, young women in Zambia are being taught certain job skills without taking other gender-based issues into consideration that may constrain them in becoming empowered. Also girls are being told "not sleeping around as this brings about infections" and "the importance of delaying sex and avoiding unwanted pregnancies" which are messages with an abstinence-centred approach that do not increase girls' ability to take their own decisions. In Ethiopia, sex workers are being rehabilitated, yet they remain in sex work and expect more material support from the organisation. These are examples that indicate that the GPP does not yet have a shared vision of the gender transformation it aims to entail. This statement is further strengthened by the fact that there is no gender policy available at most partners and also not at GPP level. Such a policy could form a more structural basis for interventions.

3 REVISION OF THE GPP MONITORING PROTOCOL

Based on the MP review it was concluded that indicators, outcome level and outcome result level were not always organised in a logical order. Especially the link between outcomes and indicators could be strengthened, and some indicators were coupled with two outcomes, which is not recommended. Therefore, the structure of the MP (box 1-2) has been slightly adapted and the logical strength was improved, but without alternating the original meaning of indicators and outcomes. Introducing the following 3 levels strengthened the logical flow of the MP:

1. Four outcome results (one for every theme).
2. Under every outcome result, specific outcomes are formulated (at individual, socio-cultural and institutional level).
3. Under every specific outcome, indicators are formulated.

For a full overview of the adapted monitoring protocol see Annex E.

3.1 REVISION OF MP BASED ON MTR

The majority (80%) of the indicators were considered fit to use, provided slight (often textual) changes. These indicators are written in black in Annex E. For eight indicators revision is required and one new indicator is suggested (written in blue). One indicator (26) is suggested to be removed, since it is formulated the same as the specific outcome and therefore technically not of added value.

For the eight indicators, we would like to recommend the following:

- Indicators (17, 19, 21, 22, 28) should be operationalised differently compared to MP, but will remain with the same rationale.
- Indicators (13, 16, 35) were not measured in the MTR due to lack of available data. For these indicators, it is recommended to set up an internal GPP monitor that assesses these indicators on a regular basis. In other words, we recommend that these indicators should be measured as part of the M&E activities in each country programme.
- The educational indicators (33, 34, 36-41) related to enrolment and completion rates, are considered relevant.³⁸ The original indicators referred to data at regional/GP intervention areas as well. However, since especially regional data is often lacking it is recommended to focus on national data. Furthermore, it is recommended to monitor school enrolment and performance of direct beneficiaries in GP intervention areas. Up

³⁸ It should be noted that the NER measure is considered less relevant in countries (e.g. Bolivia) where policy measures are in place formalising free education and equal access for boys and girls.

to date MTR (2013) national data was not found available. The BL values were revised, based on information found (up to 2012) from various resources.³⁹

With regard to the education indicators the following is recommended:

- To include school enrolment and performance data into an internal GPP monitor that assesses these indicators on a regular basis. In other words, we recommend that these indicators should be measured as part of the regular M&E activities in each country programme.
- Since especially regional data is often lacking it is recommended to focus on national data.

3.2 THE INTERPRETATION AND USE OF THE MP

Experiences with violence, especially sexual violence, are difficult to measure. In our approach, we assessed indirect prevalence of violence, as **perceived** by the GYW. Every statement related to protection referred to ‘how often did you or a girl you know experience....’ Therefore, even though the FGD and tools used factored in the sensitivity of the topic, the MP indicators should be interpreted with care. Absolute levels of violence can very well be higher or lower.⁴⁰ Therefore, we focussed on the relative changes in the **perceived prevalence of violence**, as reported by the GYW at the time of MTR and when asked to reflect back on the past. This is particularly relevant since several indicators were scored 100%, for example with regards to community values on protection and education indicators.

The community members involved in the MTR were asked to reflect upon the general perceptions and attitudes within their community. Women, men, and young men were asked to respond to statements that started with ‘today, (wo)men/young men in this community think that....’. Therefore, the data at socio-cultural level reflects the general community attitudes and practices, as perceived by the interviewees. Moreover, the sampling strategy at community level was not aimed at involving a representative number of community members into the MTR, since data on number of community

³⁹ This global value includes data from: Ghana, Liberia, Ethiopia, Zambia, Bangladesh, Nepal, Pakistan, Bolivia and Nicaragua.

⁴⁰ By asking “or girls you know” the respondents might refer all to the same girl they know from school. Although the facilitators emphasized that it should be someone they know, in some cases we found out that they were actually referring to cases they saw on TV. Therefore, asking for cases they know is reflecting perceived prevalence of violence only, and not actual prevalence, which can be lower (when girls refer to the same case) or higher (in case they don’t know or don’t want to share about these cases).

members directly involved in GPP was generally not available or highly overstated.⁴¹ Therefore, a small selection of community members (women, men, and young men) was asked to reflect on attitudes within their own demographic strata. Hence, we cannot report on the indicators as reflecting the perspective of a community as a whole. Significant changes between BL and MTR (as for example observed in Zambia and Ethiopia) are therefore interpreted with care.

Indicators at institutional level are measured at the level of the Girls' panels and the professional panels. However, based on this MTR we can conclude that neither Girls' panels nor the professional panels are functioning and/or existing in the majority of countries (see also chapter 2). Since the number of GYW interviewees at institutional level were limited, and often not involved in the programme as planned, we have to conclude that this will affect the GPP contribution to changes aimed for at institutional level. Given the gender focus of the GPP, it is recommended for post 2013 to prioritise the functioning of the Girls' panels. The country reports provide details about lessons learned regarding size and functioning of these panels.

As flagged above, the MP results should be interpreted with care. Especially in those cases (e.g. indicator 24 and 42) where a significant change can be both positive and negative, depending on factors like age. For example, in our analysis, an increased reported percentage of children aged 10-13 conducting income-generating activities outside her house is considered a negative trend. Otherwise this finding might point to GPP promoting child labour, if indeed this increase can be attributed to the programme. However, an increase in reported percentage of adolescents and young women (aged 14-24) might be considered a positive trend, provided that the work takes place next to school hours and under fair conditions for GYW (which is currently not measured and therefore recommended). To conclude, we recommend always using mixed methods for measuring the MP. Qualitative information is needed for sense making of the quantitative MP indicators.

3.3 RECOMMENDATIONS RELATED TO THE MONITORING OF THE GPP ON AN INTEGRATED COUNTRY-LEVEL BASIS

The MP is considered to reflect/be the programme logic underlying the GPP at a global level. Since every GP country is characterised by its specific context and a selection of different partners, the implementation of the GPP is evidently different between countries. Therefore, it is important to implement the programme based on country specific programme logical frameworks, which are connected to the partner's own specific programmes.

⁴¹ Except for Nicaragua where the MTR was conducted among a representative number of community members directly involved in GPP.

However, Nicaragua, Pakistan and Nepal do not have a country GPP log frame. In these countries, partner specific log frames are in place, however, they do not provide a good basis for monitoring the GPP on an integrated country-level basis. Moreover, in some cases (for example in Nicaragua) they mainly cover Plan activities and not the activities of partners of the other CRA members.

In the seven out of the ten countries where country-specific log frames are in place, they generally fit well into the MP, although this varies between countries. For example, the Bolivia log frame and programme planning documentation (updated in 2013) is evaluated to be rather strong. In contrast, in the Bangladesh country log frame, education outcomes and indicators are missing. Based on the log frame mapping conducted during the inception phase, the following can be concluded:

- Gaps between the country log frames and the MP (especially at the individual dimension) are largely due to the fact that no updates have been made after the revision of the MP (January 2013).
- Country log frames can be further contextualised and less of a 'copy paste' framework. From the 'status' of the log frames, it is clear that they are primarily regarded as 'must comply' than 'good to have' management tool. This significantly challenges effective monitoring and evaluation.
- The country log frames can be improved in terms of focussing more on result indicators and impact indicators related to changes in the lives of GYW, instead of input and output indicators. More SMART indicators can also be added at country level (see suggestions in the adapted monitoring protocol in annex x), to further support and contextualise and define the global and much generic indicators. For example, at global level indicator 6 refers to protection mechanisms, which needs specification at country level (e.g. can be the Child Welfare Committee, or the police, depending on local set-up of the protection system). Targets set for outcome and impact indicators should be realistic and need revision.

Based on the findings described above, the following can be recommended:

- GPP country log frames should be developed or revised in all countries. This should also provide a basis for the CSC to conduct their monitoring role. This should be mirrored at central CRA level leading to up to date information on key documentation and processes at CSC level. A "dashboard monitor" could be a useful tool for this, providing key information like the status of the country log frame, themes of intervention, number partners, budgets, and output figures.
- The MP is generally not known at CSC level and therefore should be (re-)introduced and ownership should be built.

- Prioritise setting up a lean and user-friendly internal annual GPP monitor that assesses a small selection of primary contextualised indicators and secondary indicators, which will complement the final measurement of the MP in 2015 and can be used for annual reporting purposes.

3.4 RECOMMENDATIONS RELATED TO 2015 TARGET SETTING

At the beginning of 2014, priorities and targets should be set for further programme implementation. The MP, which is now revised and updated with the MTR and reconstructed BL values, provides a good basis for setting targets. It is strongly recommended to conduct this exercise at country level. Country targets can then easily be aggregated to the global level. On a related note, we would like to suggest developing 'MP capacity building workshops for CSCs', implemented by a small and strong global team of PM&E experts. The purpose of the workshops should be to (re-) introduce the MP, align the country log frames to the MP and jointly set targets for 2015. In addition, capacities on how to monitor progress of the GPP at country level should be strengthened and facilitated (see recommendation related to GPP monitor above).

The above recommendations also apply to target setting and monitoring of partner capacity (5 core capabilities). More specifically, it is recommended conducting 5C assessments with all partners and developing capacity building plans based on the prioritised outcomes for each partner. From the MTR it is observed that some capacity gaps overlap between partners within the same country. Therefore, it is recommended to set up a participatory national workshop where partner capacity building plans are consolidated and a national action plan can be developed. This will promote the required exchange and learning among the GPP partners and achieves economies of scale.⁴²

Realistic targets can only be set, when the object of change is clear, and when information is well organised and used for programme management. Based on the MTR, we conclude that information management is rather weak in general at national level, with some notable exceptions (Ghana for example). At global level, we also observed challenges in aggregating information. For example, the Annual Report 2012 does not contain the correct information about themes and partners.

More specifically, the administration of the type of beneficiaries (direct vs. indirect) is not functioning well. The definition of direct and indirect beneficiaries is unclear in most cases, which might result in

⁴² In certain countries it is assessed (5C) by partners that they can improve on the protection and/or gender policy, or their sustainability plan. Developing these mechanisms can be done through a joint workshop facilitated by an expert (preferably from one of the GPP partner organisations who are advanced in this domain).

overstating of achievements. In the majority of countries⁴³ the reported number of G&YW involved in GPP is very high and adds up both direct and indirect beneficiaries.

It is strongly recommended to differentiate between direct beneficiaries (for example involved in vocational training, or support provided in a case of SGBV) and indirect beneficiaries (radio audience, short phone call to the helpline, those receiving training from direct beneficiaries, etc.). Targets should be set for direct beneficiaries, and as such would provide a better basis for the final evaluation in 2015.

Therefore the following recommendations are made for target setting:

- Define and register direct and indirect beneficiaries segregated by age and sex;
- Facilitate an internal participatory target setting process at country level;
- When midterm values have reached the maximum (e.g. 100% agreement) it is recommended to keep the target at 100% (and include reflections on the past again at the final evaluation, in order to interpret relative differences);
- Prioritise improvements in information management, for effective management and M&E purposes.

⁴³ Nicaragua is a notable exception.

4 CONCLUSIONS

4.1 HOW RELEVANT IS THE GPP?

Relevance relates to the extent to which the objectives of an intervention are consistent with beneficiaries' requirements, country needs, global priorities and partners' and donors' policies. Overall, the GPP interventions are relevant to the local realities and the needs of the G&YW. Furthermore, the extensive work on changing attitudes within the communities is, without exception, highly relevant in all countries. And although activities are often not sufficiently linked to government (see 4.6), they are in general in line with the priorities on the country. In a number of countries, for example Liberia but also Nepal, the awareness raising activities of the GPP is so much in line with other initiatives, such as Government outreach programmes, that it becomes difficult to attribute change to the GPP. For example a law against rape was passed in Liberia seven years ago, and massive outreach activities took place by the Government and many civil society organisations.

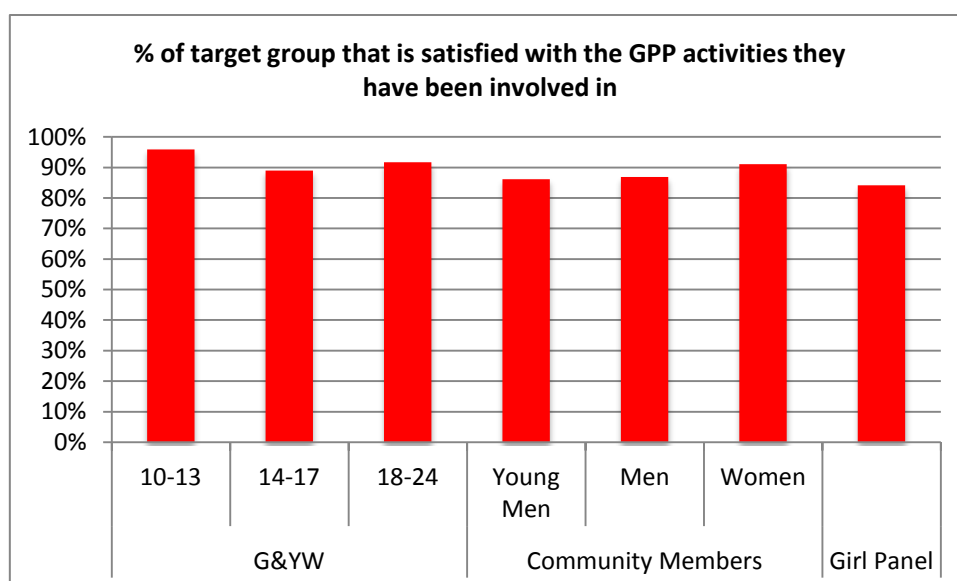
Extreme high relevance of GPP expressed in Liberia

"Liberia is a country that has suffered from a civil conflict that lasted for over a decade. The conflict led to the erosion of the social and economic fabrics of the Liberian society and this affected the general growth and development of G&YW in the country. The GPP is seen as a program that is geared towards providing G&YW with the support that they require to enable them live in decency and dignity. It provides hope and a sense of a brighter future as it targets the most vulnerable in society and at the same time complements the activities of government. The program also carefully reminds the government on the need to strengthen laws that would protect the rights and welfare of GYW and at the same time ensure that they take their rightful place in society.

The GPP has a wider reach as it covers different counties, districts and communities and reaches out to more G&YW than any other single program has done in a very long time. Programs like the GPP should be supported as it touches the hearts and souls of those that are in actual need"⁴⁴.

In addition, the high levels of satisfaction with the activities among all groups of beneficiaries, as shown in the graph below, can be considered an indirect measure of relevance. Because beneficiaries generally appreciate the activities organised through GPP partners, it is more likely that the changes aimed for will be achieved, and that the intervention is then more relevant; as well as the expressed wish by the targeted population to extend, expand and scale-up the programme indicates that they consider the programme interventions as relevant.

⁴⁴ Interview with a civil society actor Mohamed Konneh interviewed on the 7th of October 2013 in Monrovia, Liberia



The focus on G&YW is in general well understood, although the majority of countries do stress the need to include boys and young men in the programme, and to include in all countries the economic participation component to the GPP. This will make the programme even more relevant and at the same token add to the sustainability.

Ghana: Activities in the Ashanti region should not be limited only to protection

In the Ashanti region, protection is the only thematic area implemented. Beneficiaries would like to have the other areas implemented in their region. While the socio-economic situation in the Eastern and Upper West Regions is worse, it became obvious from field visits that the G&YW in the Ashanti region also face socio-economic and political challenges that they could be supported to overcome. The program should think (in the future) of having components of the other thematic areas implemented in the region. An interviewee in Kwabre, Ashanti region had this to say when interviewed “The rights of a woman also has to do with economic self-reliance and political freedom. This increases self-esteem and confidence and reduces vulnerability. The program should build on the two when it reaches out to girls and young women in the Ashanti region.” This sentiment was expressed by several girls and young women interviewed and they would like to see the connections in the future.

Also the high relevance applies to the areas selected for programme implementation. The CRA and GPP partners have purposely chosen to include very remote communities that sometimes take 2 to 3 days travel to reach. GPP is thus actively including the marginalised communities.

As the 5C and CIVICUS indicate – the design of the interventions on protection, socio-political participation, economic participation and education are considered highly contextualised of the country and districts needs and specifics. Adding to that, the GPP partners are generally experienced organisations that are knowledgeable in their respective thematic areas.

The GPP is designed fully in line with the MDG 2 and MDG 3, and is therefore responding to international set priorities on both global and country level. However, the level of linking to national government policies differs highly from country to country. While in some countries linkages are still weak, Ethiopia is the most positive deviant taking the lead in being embedded in the broader Government framework, also related to the new civil society legal framework (see country report Ethiopia for more details). Overall linkages to other economic actors, such as relevant line ministries, the private sector economic service providers are weak, like in Sierra Leone, where economic empowerment activities are taking place with little or no linking to government policies and programmes.

The GPP capacity development activities and especially those implemented under the umbrella concept “Regional component” and learning agenda are considered highly relevant by CRA members and implementing partners. These elements add considerable value to the programme as a whole. Largely, the activities are achieving their intended results. This is particularly the case for activities implemented in the context of GPP partner organisations’ skills and capacities.

4.2 HOW EFFECTIVE IS THE GPP?

Effectiveness relates to the extent to which the direct results of interventions contribute to the sustainable achievement of programme objectives. Effectiveness refers to the measuring of the level of change. An intervention is considered effective if its outputs have made a demonstrable contribution to achievement of the intervention’s intended objectives. Overall the effectiveness on individual level is high, as well as at the socio-cultural level, while effectiveness at the institutional level still needs to improve. Measured achieved change in attitudes compared to the baseline, are often statistically significant.

However, as already indicated in the section on relevance, there are several elements influencing the outcomes which should be taken into account. For example, the team found that in several instances the participants did not know the GPP as such, but were being assisted by partners that implement several programmes and it is hard for the G&YW and the community members to differentiate between the GGP and other activities. While this is a common issue in all evaluations, it does further complicate attribution and verification of participants and thus the measurement of actual effectiveness and outcome of the GPP activities.

Another issue raised is the number of communities and participants targeted, sometimes so high that it is compromising the effectiveness of the assistance:

Ghana: targets are too ambitious

The number of communities targeted in Ghana is too ambitious (250). The staff available for the implementation of activities is very small and they are stretched out to cover too many communities that at the end they spend very little time per community. This affects the potential of them facilitating the implementation process of the program as they should. This affects for example the communities in Ashanti region: Wa West and Akuapem North. The beneficiaries stated that they would like to have more interaction with the implementing agencies. Also, due to the number of communities, the quality of support provided is reduced as the emphasis is on numbers and not on quality. Future activities should ensure that there is a good balance between numbers targeted and the quality of the assistance provided. *-RC West Africa-*

The following paragraphs describe in more detail the conclusions on the effectiveness per outcome result.

4.2.1 BETTER PROTECTION AGAINST VIOLENCE FOR G&YW

As presented in chapter 2, the GPP shows to make most notable changes in the field of protection at the **individual level**. Regarding **specific outcome “Decreased prevalence of violence against you or girls that you know”**. For all categories of violence the average prevalence perceived by young girls (10-13 years), adolescent girls (14-17) and young women (18-24) lies between sometimes and often. The highest levels being perceived for emotional violence and the lowest for sexual one. Prevalence of all forms of violence is comparable between the three age groups, except for sexual violence, which is perceived by girls of 10-13 years old to be less prevalent. Overall, a significant decrease in experienced economic, physical, emotional, and sexual violence by adolescent girls and young women can be observed when comparing BL and MTR. For both age groups the sharpest decrease can be seen in the percentage of perceived prevalence of physical violence. In other words, according to the perception of adolescent girls and YW, protection against violence for them did indeed improve. This is partially due to the work done by GPP partners by informing and empowering these G&YW and to a lesser extent by the work done with community members (in many countries activities at this level are perceived by POs and the same community members as insufficient). Moreover, in some of the countries this process is sustained by recently approved favourable legislation on the topic, in some cases supported by service provision. Also here the GPP partners have had an influence via lobbying and trainings activities.

With respect to **non-acceptance of violence against G&YW**: On the global level, the non-acceptance of violence against G&YW has increased significantly for both indicators at the individual dimension. In the first case, a considerable and statistically significant increase in the percentage of adolescent girls and young women who feel able to say no to sexual activity can be observed. At the same time, the percentage of G&YW of all three age groups who agree that children may be beaten by adults, decreased significantly between BL and MTR.

Regarding **access of G&YW to quality (child) protection systems**: Overall, a considerable increase of adolescent girls and young women who demonstrate knowledge of available protection services and indicate they know how to act when in need of protection against violence can be observed. For all G&YW (from 10 to 24 years old), the MTR values of both these indicators are quite high (between 68% and 88%).

With respect to specific outcomes on protection at the socio-cultural dimension, on a global level, progress has been made on all three indicators regarding **community members recognizing violence against G&YW as unacceptable**, thus showing an improvement of protection against violence for G&YW at the socio-cultural dimension. All three community-member groups that were consulted think that today only a small number of their peers (between 11% and 16%) would agree that a man is allowed to beat his wife or girlfriend. This is a considerable progress from the numbers indicated for the period before the GPP started. The sharpest decrease can be seen in the group of men above 24, which is key as they represent the group that includes most of the perpetrators. At the same time, the perceived percentage of community members who agree that violence against G&YW should always be reported incremented largely to values of 83% and above. Additionally, the three groups show a decrease in the perceived percentage of peers who agree that children may be beaten. However, in this case, MTR percentages on socio-cultural level are higher than those of G&YW, especially in the case of men and, even more so, women above 24 years. Often these are the fathers and mothers of the G&YW participating in the GPP, whose sensitisation is important for achieving better protection against violence for G&YW.

At the institutional level, regarding the **specific outcome “Government acts to ensure the rights of G&YW to protection against violence”**, professional panel members have a significantly more positive view today than before the start of the GPP regarding the support government is giving to protection of G&YW, through legislation and policies and, to a lesser extent, through services. During the MTR three quarters of them indicated that government is supportive through legislation and policies and 6 out of ten feel the same regarding service provision. This can be explained by the fact that in various of the countries new laws have recently been approved against violence towards

women and in some subsequent services have been strengthened in order to respond to the increased number of cases due to this new legislation.

Girls' panel members on the other hand side show a totally different picture with only one-third perceiving government to be supportive through legislation and policies or services. This is a slightly increase from the time of BL in the case of legislation and policies but a decrease in the case of services. More research needs to be done to be able to explain this negative view of the girl's towards government support.

The biggest remaining challenge for the GPP is to combine the results booked at individual and socio-cultural levels, with better and more results at the institutional levels.

Sierra Leone: Increased awareness but lack of services

"Myself and my friends were ignorant of the fact that our rights could be protected and we could stand up against the violations and abuses that girls and young women endure in our society. With the GPP we came to learn about our rights and how they could be protected and promoted. When we started speaking out those that use to abuse us became scared and worried that we will take them before the law as we now know where to go when our rights are abused or violated.

*However, there is the challenge of been able to access justice and seek and secure good lawyers when there is an abuse/violation. The government should support the process of G&YW accessing justice when there is the need to seek redress. For now, the laws are not helpful as they are not fully implemented. Also, safe houses do not exist and the police are not ill-trained and not fully equipped to face the number of cases existing in communities. This discourages those who would like to seek redress and in certain ways entrenches abuses/violations against G&YW. The programme should engage the government and ensure that it strengthens protection relates laws that will build on the gains of the GPP."*⁴⁵

As more G&YW are aware of their rights, they are more likely to seek support if their rights are abused. However, in most countries the quality and quantity of services are insufficient and GPP should, in the remaining years, focus more on this dimension.

4.2.2 ENHANCED SOCIO-POLITICAL PARTICIPATION OF G&YW

Progress has been made on **specific outcome "G&YW take equally part in decision making and politics"** although full equality is still a long way to go. On the **individual level** significant and substantial increases can be observed between BL and MTR for the percentage of girls and young

⁴⁵ An interview with a beneficiary of the programme (name withheld as requested), interview conducted in Freetown in September 2013

women who agree that they or their peers should be part of community committees or other groups, to decide on issues that are important to them. More than 94% of all G&YW think like this today.

Even higher increases, although with slightly lower MTR levels, can be observed for the percentage of girls and young women who confirm that it is possible for them to join groups and discuss freely in places where their peers meet (indicator 18) or who confirm that when they have an idea to improve something at home, school or in the community, they have the opportunity to make that happen (indicator 19).

In the case of the girls this participation is mostly related to school boards and committees, where in some countries they even reach the highest positions of (vice) president. Young women have started to participate in neighbourhood committees, but usually in lower positions (e.g. secretary, vocal, fiscal). The increased participation is achieved by G&YW getting to know their rights and beginning to have more self-confidence due to awareness raising, training and empowerment activities implemented specifically by CSOs, amongst others in the framework of GPP. Moreover, the approbation of new laws regarding equality and awareness raising activities for community members (also part of the GPP) have had a positive effect on this indicator as well. Processes like this are key for achieving overall gender equality in society.

Advances have also been achieved at the socio-cultural dimension with **communities members valuing G&YW much more as actors of importance in (political) decision taking today** than before the GPP started. Large increases can be observed in the perceived percentage of community members who agree that girls and young women should be active in political/public decision making, with more than 87% thinking like that today. The consulted community members are of the opinion that involvement of women in decision-making processes is not only their right but will help overall development in the communities, and create a more gender equal society. When asked why they think like this, the respondents indicated that it came from awareness raising processes and diffusion of information coming from the GPP but also from other CSOs, the women themselves and the media. Since changes have occurred due to sensitisation and information activities it can be stated that the GPP activities are relevant and have contributed to the change, although the changes can also be attributed to activities before the GPP and other interventions during programme implementation.

At the institutional level the numbers are less positive and even a negative change can be observed in the percentage of Girls' panel members who feel that the government is supportive of enhancing

the participation of young women in local governance, comprising only one-quarter today. Professional panel members however, do feel more positive about this today than two years ago, reaching a slight majority of 60% during the MTR. In most countries where this thematic is implemented in the GPP framework, government did implement some initiatives to augment female participation in local governance and actual participation did increase in some of them. However, the steps government is taking are not enough, which is shown by the fact that a 30% participation (let alone 50%) is still far away in the big majority of the countries. Moreover, most female participation is by women over 24 years of age; specific policies for the participation of girls and young women still need to be developed.

4.2.3 IMPROVED ECONOMIC PARTICIPATION

Economic empowerment is clearly coming out as the weakest component of the MTR. While scores in terms of measuring progress between baseline and MTR show overall positive trends (as presented below), qualitative data and expert reviews of the team indicate serious weaknesses in this component. It is clear that most partners do not have the understanding, experience and network to effectively undertake economic empowerment activities. Therefore, results are disappointing and this component requires serious inputs in terms of capacity development. For example, mostly the activities are limited to skills training, often in stereotype low paid sectors, without any follow-up support to effectively use the skills. In addition skills training is not based on local market assessments and demands. Nepal has relative better economic projects, most likely due to previous experiences in economic activities such as micro-finance.

International lessons learned has led to a wealth of knowledge, experience and tools, which are not used by the GPP. The problem is related to the unfamiliarity of local but also NL-based partners with planning and implementing economic empowerment activities. The CRA is thus advised to bring in specialised consultancy firms or organisations to build capacities of NL and local partners in this important component. Last, this evaluation points to the fact that economic empowerment has direct linkages to political participation, protection and education. G&YW with income are more independent which generally reduces their vulnerability to the different forms of violence. G&YW with income can pay for their own and their children's education and get more status and voice in families and communities and will enlarge their networks through their business contacts, and thus their options. However, increased income and independence can also lead to more violence and conflict which requires explicit monitoring.

Following the quantitative data however, positive trends can be discovered. On the individual level there have been significant increases in all indicators related to socio-economic participation between BL and MTR periods. Today, **more G&YW benefit from socio-economic services and take equal part in household budget management**. However, there is still room for serious improvement, which could be fostered by GPP interventions, not only in the present countries that work on the theme, but also in others where partners have indicated the importance of economic independence for increasing the protection of G&YW and overall gender equality in society.

There has been a significant increase in the number of respondents who express that they can decide how money earned is used, which augments with age and subsequent responsibilities. Also the percentage of G&YW who engage in income generating activities outside their homes increases with age. However, from a child protection perspective, the fact that almost 4 out of 10 young girls (aged 10 to 13), work outside their homes to earn money, is representative of a need to do more to address the community perspective on child labour.

Positive changes between BL and MTR have also been measured at the socio-cultural level, with **communities valuing G&YW now more as actors of importance in economic life** as a result of the sensitisation and community engagement activities from GPP and other programmes. Especially the percentage of community members who agree that women should have an equal say as boys and young men in deciding upon the use of household income, shows a considerable increase for all age and gender groups when comparing the results of the BL to those of the MTR. Positive changes are less marked in relation to the right of women to receive an equal remuneration as men for comparable work. For both indicators, more work is needed within the GPP framework, especially with young men of 16 to 24 years and men above 24.

One important weakness is the almost complete absence of linkages to the private sector and the relevant line ministries in economic activities (e.g. labour and commerce). The perception of Girls' panel members regarding the support from government is quite negative and worsened in the last two years. This gives reason to conclude that GPP partners should increase linkages and activities that motivate and assist governments to actively create conditions for equal economic participation by both sexes and inform Girls' panel members about the progress.

4.2.4 ENHANCED EDUCATIONAL OPPORTUNITIES FOR G&YW

All three age groups of **G&YW value education highly**. The percentage of them agreeing that girls should be able to continue education after childbirth or marriage increased significantly to around

90%. It's very likely that GPP trainings and awareness raising activities regarding girls' rights to education have influenced this positive result.

Also, more than 90% of **community members now value education for G&YW equally important as for B&YM** and agree that girls should be able to continue their education after childbirth/marriage, which is an increase of 20-50% points. In this case, the MTR team is a bit more hesitant to attribute these positive results only to the GPP as community members have been addressed with the programme but not sufficiently yet. The changes mothers and fathers observed in their daughters due to GPP can however have influenced these positive results.

At the institutional level, positive trends can be observed as well, but a bit less rigorous, specifically in the case of Girls' panel members of which only four out of ten feel that the **government actively creates conditions for equal participation of both sexes in (post) primary education through enforcement of legislation and policies**. In the case of professional panel members three-quarters think like this (a significant increase from BL times when it was 56%).

4.3 CONCLUSIONS ON EFFICIENCY

Efficiency measures how economically resources are applied and converted to results. In this relationship both the quantity and quality of inputs and outputs are assessed as well as the process through which they are applied.

The efficiency of the GPP has been evaluated starting from a qualitative appreciation about how (based on its human, financial and material resources) the partners carry out a series of activities and develop strategies to generate products and direct results and reach the purposes of the project. Where available also financial data has been analysed but, despite the extensive administrative and financial control of GPP management, up to date financial data was not always readily available and often incomplete.

There have been some lags in programme implementation, which has resulted that in some countries the programme didn't start until October 2011 or districts where it started in 2012 or even 2013. Therefore in various countries they are behind with budget spending, although over time this has diminished to manageable levels for the remaining time of the GPP.

The lack of clarity on participants, and the lack of participant lists, provided enormous challenges for the MRT but more importantly, it rises questions in terms of verification of how many beneficiaries

the partners actually reach. The MTR evaluated progress at outcome level and not at activity or output level and therefore this process cannot verify if the total numbers of beneficiaries listed by partners actually do exist. However, several instances pointed to the possibility that “ghost” beneficiaries might exist, which should be investigated through the existing monitoring system of NL partners and their local partners.

Nevertheless, the MTR team found that a high percentage of the programme’s actions have been accomplished, especially because of the responses from the beneficiaries involved in this MTR, the availability of capable human resources (provided by the partners) and timely alliances and financial resources (provided by the CRA).

However, in this last case it is essential to provide security until the end of the programme to all partners, to ensure a timely execution as financial uncertainty (having to apply for funds every year and not knowing if funding will continue till the end of 2015) affects effectiveness, efficiency and possible sustainability of the programme. In the case of Latin America this is linked to partners having identified the reduction of budget allocation by international cooperation as a threat, which makes them fear a possible reduction of funds from CRA Netherlands (as the programme is evaluated every year) and of possible additional funds. Moreover, almost all partners indicated they face a work overload and also that not all staff has the same level of necessary development and competences in all themes.

Overall, partners have been efficient in the use of the available human and financial resources but they could improve economies of scale by sharing infrastructure, methodologies, materials and experiences instead of each of them having to develop them separately. Therefore it is good to progress in the learning agenda, a plan to exchange experiences, a shared plan for capacity building as well as broadening the regional component to all GPP countries.

4.4 CONCLUSIONS ON SUSTAINABILITY

Sustainability relates to the extent to which the results of the intervention will last after termination of the programme but also if the services are build as such that they remain in place after the closure of the GPP. It includes factors such as stakeholder involvement, partnerships, financial modalities, capacity development, and the availability of an exit strategy.

The issue of sustainability is not clearly established in the programme planning. There is no exit and sustainability strategy or plan for the programme in general nor on partner level. Because of the short time of the programme, the lack of staff and the ambitious results, it is essential to develop the sustainability plan as soon as possible, to start working on it from now on within the framework of the activities that are being realized and considering the different indigenous and geographic (rural, urban) realities.

An important threat for GPP sustainability is the lack of strong public institutions to work on the issue of rights and protection of children and teenagers and related to this, the lack of (trained) human resources and financial resources of local public entities to give continuity to interventions and result after the programme finishes (in some countries Child and Adolescence Defence Institutes exist but they lack the adequate human and financial resources). There have already been quite some initiatives to build alliances with public entities, but to achieve that they have real commitment with and ownership of the GPP activities and results (necessary for sustainability) it is important to strengthen these alliances and, as indicated by the partners themselves, to generate work agreements that continue beyond the GPP.

It has also been indicated that private companies must be more involved, which is something that has not yet been tried much.

As for the beneficiary population, the activities are directed towards their training and empowerment, which, if well done (e.g. continue and deepen the processes), will ensure sustainability because capacities will have been installed in the G&YW themselves. Additionally, strategies are being implemented that have a multiplier effect, like the training of reporters and monitoring girls who teach other girls what they have learned. If assisted well, this work can contribute to reaching a bigger population and to achieving sustainability.

Important progress has been made in awareness-raising among G&YW and some of the staff of public institutions but more focus must be given to B&YM as well as other community members, to promote acceptance (thus sustainability) of the results of the programme in the communities: *“Our sustainability is in process with the boys and girls; in training them as citizens that can claim their rights.”*⁴⁶

On another positive note, most partner organisations have a long track-record of working on the GPP themes, which they will continue to do in the future beyond GP financing. Nevertheless, in order for them to improve their work and increase potential sustainability of the programme the capacity strengthening plan of the partners must be finished in all countries and its implementation started.

Finally, the environment provides opportunities that may be used, like the availability of international organisms and laws that promote gender equality. However, this support availability from organisms is decreasing because of the gradual exit of many donors in especially the Latin American countries and the existence of laws in itself doesn't guarantee compliance.

4.5 CONCLUSIONS ON CAPACITIES AND CIVIL SOCIETY DEVELOPMENT

4.5.1 CAPACITIES OF PARTNERS – 5CS

The GPP partners are all well-established and experienced partners. According to the 5C assessment, the capabilities all score well, between 3.1 – 3.4 out of maximum 4. Due to the late start of the programme in many countries, the focus was on the activities with G&YW and the communities and to a lesser extent focussed on their own capacity development.

Although the organisations in general have strong capabilities, but noting that all Cs are still not on target yet. When the MTR data of the 5C scores are compared to the set targets, it can be concluded that the challenge is on C4: to adapt and self-renew. Where, globally, there is still an improvement needed of 20% point to reach the set target.

To improve the capacities countries prioritised the following areas:

- To develop, review or implement a gender policy;
- Strategic and programme planning, monitoring and evaluation (PME);
- Financial management and;
- Mobilisation of human resources.

⁴⁶ Quote of a participant in the 5C workshop with INPRHU/Nicaragua.

On the positive side partners have built alliances and coordinated GPP activities with guaranteeing institutions and other CSOs, including building community networks for protection. See more for CSO capacity building in section 4.7.3 .

4.5.2 CONCLUSIONS ON CIVIL SOCIETY DEVELOPMENT – CIVICUS

Overall, the role and function of the GP partners in the development of civil society is regarded as positive. It should be noted that often the organisations implementing the GPP are reflected upon, and to a much lesser extent the GPP as a separate entity. For example in Nepal, where Madadgaar has the media-barometer, which is highly influential. This barometer is associated with the GPP, but is in strict lines not a GPP activity.

- Most of the capacity building is geared towards influencing government as GPP alliance or as individual partner and has less focus on creating or fostering networks of CSOs and NGOs to create a common voice.
- Most countries indicate similar challenges for influencing civil society over the participating districts. This is encouraging for the national approach and capacity building initiatives. For example, for the peer-to-peer communication as noted in Ghana, “most of the CSOs are inward looking and source funds to implement their activities but find little time to reach out to each other and exchange ideas and seek collaborations”.
- There is a big challenge to really include G&YW in policy making. Even in some counties, e.g. Zambia, the involvement of G&YW in CSOs or volunteering, is lacking.
- CSOs are often involved in discussions about policies that might influence the content of such a policy, but have no final decision making powers. In many countries the influence on local level is regarded better than on district or national level, but the majority of the countries indicate this as a major challenge.
- The extent to which socio-economic, socio-political, and socio-cultural contexts have been taken into account in developing the CRA programme scored well. This confirms the findings from other outcome results. The CRA is considered relevant and seeks to help address the challenges faced by G&YW; however it is based on the context of the country.
- Discussed in many countries, including Nepal, Nicaragua, and Pakistan is the concern of the limited focus on B&YM. In the recommendations regarding the sustainability, the panels recommend a better balance in the inclusion of B&YM to ensure embedding of the changes of the G&YW and the prevention of especially violence against G&YW. In Nepal, this was even indicated as a risk factor: ‘Only involving girls and women of the community, which is seen to result in conflict between male and female members within the community. Women become

aware of their rights, whereas the male members who often violate women's rights are unaware about the issue. Noting that this has not been a problem at district level yet.'

- Civil society organisations are faced with a plethora of challenges, which include lack of funds, limited human resources capacity and the inability to retain staff. The GPP provides an opportunity to develop their capacity and also assist them in developing networks and coalitions that will foster cooperation and collaboration. While progress has been made, the GPP should focus even more in building the capacity of civil society organisations, including the partners. This is crucial in terms of ensuring local ownership and sustainability at the end of the programme. Related to this, capacities improvement of CBOs should be explicitly monitored.

Despite the challenges highlighted above, the GPP is faced with the opportunity of a willingness on the part of civil society to continue working on the thematic areas. They are very useful in raising awareness and doing sensitisation at local and national levels. Also, they provide the pressure necessary to get governments to introduce and implement policies and laws that are essential to the growth and development of G&YW. GPP and civil society organisations face the same threats, for instance a lack of political will to build on the four thematic areas of the programme has an equal effect on civil society as it would have on the programme. Thus the two are inextricably linked and rely on each other.

4.5.3 CONCLUSIONS ON THE LEARNING AGENDA

After a long inception phase of understanding the need for and potential of the Learning Agenda, and subsequently developing action plans, the Learning Agendas seem to be well underway since fall 2012. Across all GPP countries, a wide range of activities are undertaken to implement and coordinate the LAs.

As formulated by in the approved CRA proposal "The CRA adopts a practical and flexible approach to learning ('learning by doing') based on the Kolb learning cycle. All learning starts with concrete actions taken by the learning subjects, who then reflect on the outcomes of their actions, connect the findings with existing knowledge and insights and test new ideas through further action."⁴⁷

Up to date many different activities have been implemented as part of the learning agenda. Some learnings have also been gained from these activities. More strategic use of the existing good relations with policy institutions and decision makers would enhance the relevance of the outcomes of the Learning Agenda, for example in the lobby and advocacy work of the partners.

⁴⁷ Girl Power Programme proposal section 7.1.12: Learning Agenda.

In addition, there is potential for synergies between Regional activities and Learning Agenda. For example on strategies how to include B&YM, which are at country level part of some of the learning agenda's and could be used as major information source for regional knowledge sharing.

At the same time, in several countries the Learning Agenda is contracted to an external party. The positive elements are inclusion of other type of partners in the GPP, which then contributes to the strengthening of civil society and mutual capacity building of public organisations and availability of expertise and time and also priority on the side of the contracted partner. On the other hand, the monitoring of the out-sourced activities is limited and overall it lacks the element of Kolb where the experience should start with the learners.

Overall the evaluation team concludes that although the overall learning agenda is a very relevant part of the GPP and adds significant value to the programme as a whole, it needs careful attention and follow-up. In addition the Learning Agenda seems to be a very valuable tool when it comes to collective action. This is probably due to the fact that the partners for the LA are forced to collaborate outside of their own comfort zone.

4.5.4 CONCLUSIONS ON THE REGIONAL COMPONENT

The regional component (also referred to as global component or cross-country activities) refers to activities that contribute to the achievement of the Girl Power Programme objectives in more than one country. There is a broad understanding about the type of activities that can be included, ranging from similar partners that are facilitated to visit each other, like Zambia Lifeline, to regional partners Plan Africa and Plan Asia that take up regional advocacy. The regional activities that are indicated by the respondents are:

- Trainings and workshops for capacity strengthening of partner organisations from multiple countries.
- Capacity support to organisations with a regional scope
- Programme implementation support to all Girl Power countries
- Strengthening networks and linkages of partner organisations
- Mutual learning and exchange – peer exchange
- Advocacy on the four thematic areas of the Programme by regional partners.

So far there are incorrect and inconsistent activity overviews, which indicates limited use (and possibly overall usefulness) of the current planning and reporting framework for the de facto regional component activities.

Currently all partners, except for ICDI,⁴⁸ are somehow active in the implementation of some form of the regional component or cross-country activity. Reflecting on the planned versus implemented activities for both the CRA partners and the GPP partners in the countries, the implementation runs far behind. But as was indicated as well as with the organisation capacity development, the implementation of the whole GPP started late and then focus was mainly on implementing activities related directly to G&YW. But this lag in implementation also provides opportunities to focus more on the recommendations and outcomes of this MTR.

Some important conclusions regarding the regional component are:

- The regional partners are regarded to deliver high levels of relevance and effectiveness towards Girl Power objectives. Key features are the Consultation of Civil Society Coalitions/ National Action Coordinating Groups (NACGs) under the South Asia Initiative to End Violence Against Children (SAIEVAC) framework of African Child Policy Forum (ACPF) research and policy influencing efforts. And it should be noted that advocacy and campaigning is only done at the regional level when coordinated and supported through a regional organisation. Regional advocacy work therefore does seem to require a formal structure at regional level, and the structures through regional Plan offices are productive.
- The exchange visits are most highly appreciated as well as highly relevant. For example, Lifeline Zambia was able to implement the learning taken from both the Regional Child Helpline Consultation as well as a field visit to Zimbabwe. These activities both fall under the facilitation of CHI, and also the cross-country exchanges and learning between and within organisations facilitated by DCI partners.
- Although the respondents indicate that there is too strong of a focus on the regional level as being run by or aimed at regional organisations or structures,⁴⁹ while there are a lot of other interesting regional and cross-country possibilities that can contribute to the overall objective of the regional component. This was also expressed in the 5C and learning agenda assessment.
- There is so far little use of the opportunity for joint monitoring and evaluation.⁵⁰

Due to limited information available it proved to be difficult to draw any conclusions in terms of efficiency or value for money of the regional component. For example most global or regional

⁴⁸ In the comments provided by ICDI they indicate that while they have a small budget, they did organise some trainings where partners from different countries came together. However, the evaluation team found no reporting on this.

⁴⁹ See for example outputs on 'strengthening of local/national civil society organisations (in programme countries) by regional partners' and on 'cross-country research and learning contributing to improved performance of regional and global partners', respectively B2 and A4 in the reporting framework of the regional component.

⁵⁰ See outputs on 'cross-country M&E' and 'M&E by regional partners', respectively A6 and B5 in the reporting framework for the regional component.

activities funded through GPP benefit more countries than solely GPP countries. For example a global gathering of the Kids News Network, benefit FPU partners in 11 countries, of which only 5 are GPP countries or CHI's regional or international consultations, where more members are present. This might be more difficult regarding the attribution and financial streams, but does provide the partners with major knowledge sharing opportunities.

4.6 CONCLUSIONS ON COORDINATION

Coordination relates to the level and quality of collaboration among organisations involved in the intervention as well as the collaboration with external partners. It relates to the global, regional and national levels of the programme and concerns both policy and practice. This section presents the findings on the effectiveness and efficiency of internal and external coordination.

4.6.1 INTERNAL COORDINATION AT NATIONAL, REGIONAL AND GLOBAL LEVEL

National level:

On the national level the GPP partners are considered to work as an alliance, just as on the global level. The partners are organised in so called Country Steering Committees, with one coordinator. In nine countries the country Plan office provided the coordinator and only in one country another partner took up this responsibility.

The CSCs function with varying success. While some hold regular meetings and indicate learning between partners, others can hardly be identified as a committee. Overall, the CSCs do work towards the same GPP objectives, but often more as individual partners and less a coordinated effort.

The weight of the programme also varies per partner. For some smaller organisations, such as YAKAN in Sierra Leone, the GPP funds are their major source of income and GPP includes the majority of their responsibilities, while for other larger organisations, GPP is just a smaller programme and they do not want to spend too much time on efforts like coordination and 'overhead', especially if this is regarded on top of the programme implementation. Also the priority given to the programme within these different organisations differs largely as well as the experienced workload by staff members.

Furthermore there are some major challenges when it comes to the coordination of the CSCs, which are caused by a variety of elements.

- There are difficulties in coordinating and exchanging information between country coordination (representation of Plan) and non-Plan CRA partner organisations. It seems that

coordination with the partners of other CRA members, which are not Plan, is done rather by these members in the Netherlands than through the coordinators present in the countries who, because they are hired by and located in the offices of Plan offices, are more occupied with the direct partners of Plan, which is also driven by work overload.

- The hierarchical culture in Plan has been mentioned in most 5C's. This culture does not only affect staff within Plan, but also the relationship between Plan office/GPP coordinator and partner organisations. The coordinator of GPP has a difficult position of both stimulating knowledge sharing, cooperation and mutual coordinated efforts and at the same time a more accountability responsibility towards the CRA, where finances, numbers of beneficiaries, lists of participations are needed. Often this information is not handed over in time (due to all sorts of understandable reasons) and the coordinator also falls into the negative spiral of need, request, demand, push and fight. The role between partners can change into almost more like Plan employees/beneficiaries that implement activities than as partners that define a joint strategy.
- A third element is the changing role of Plan country offices from direct implementer to facilitators of development processes by assisting and building the capacities of partners and intermediating between CSOs and government. Partners indicate that Plan sometimes treats them as their staff or implementing partner that they are assisting, instead of a horizontal equal partnership.

Another challenge is the base of the Alliance structure. Working in partnership works best when there is urgency for all partners involved, such as finances, but the funding streams are still directly from the CRA partner to the implementing (CSC) partners in the country. Therefore at country level the financial incentive is absent, which enables organisations to operate independently. Therefore currently there is no urgency at country level to work together, except for an intrinsic wish to work together. This results largely in organisations coming together and trying to find coherence and synergies between existing programmes.

Sierra Leone: Lack of complementarities due to reporting lines

The design of the GPP in Sierra Leone affects complementarities and creates potential for duplication of efforts. It was deduced from interviews that the partner organisations concentrate on reporting directly to their CRA partner organisations and only provides limited information to the CSC. Thus, the CSC cannot constructively assess the implementation of activities by partner organisations. For instance, financial details are not available to the CSC and planning is mostly done between the CRA partner organisations and their local partners. In a bid to improve the management process of the GPP, there should be more involvement of the CSC in planning and implementation related activities to avoid duplication of efforts.

Although some CSCs are working quite well, examples of real integration at country level are limited, except for the learning agenda. This is probably due to the fact that the partners for the LA are forced to collaborate outside of their own comfort zone. The LA is therefore a good example of a joint effort.

Furthermore, the lack of real urgency is reflected in the lack of consistency in the guidelines and monitoring and evaluation provided to all partners. Although at country level there is a lot of freedom in organising and choosing thematic areas and approaches, GPP is a global programme, that comes with a whole set of guidelines and requirements that come from head office. This balance between the need for shared approach, monitoring and evaluation and at the same time not enforcing from top to bottom is a rather complex and unresolved issue.

Partners did express the necessity to engage more in exchanges of work methodologies, material, knowledge and experiences and the learning agenda is to a certain extent helping. This would greatly benefit the coordination and harmonisation of the work done by each of them in the framework of the GPP.

Regional level:

The regional partners are regarded to deliver high levels of relevance and effectiveness towards Girl Power objectives. It should be noted that advocacy and campaigning is only done at the regional level when coordinated and supported through a regional organisation. Regional advocacy work therefore does seem to require a formal structure at regional level, and the structures through regional Plan offices are productive.

Furthermore, the CRA members implement regional efforts, with their direct partners. There are plenty of examples of FPU, DCI and CHI that facilitate regional exchange activities targeting their own partners. Although it makes good sense, to connect Child Helplines and Kids Networks, the cross-

fertilisation is not optimised. Especially for shared challenges on for example lobby and advocacy or the integration of boys and young men in the programme, cross learning would be preferred.

Global level:

This MTR does not include the mandate to assess and review the coordination on global CRA level. However the team does want to share one important observation concerning management of documentation. As indicated in the challenges of the MTR (in chapter 1) the availability of consistent data at Global level is lacking. There are too many inconsistencies, which of mainly caused by the chosen alliance construction in the programme.

Still, for the programme to be evaluated on all its merits, it does need an improved and innovated M&E, as current ways of monitoring are not compliant.

4.6.2 EXTERNAL COORDINATION AT NATIONAL, REGIONAL AND GLOBAL LEVEL

Because of their long track-record in the GPP themes, the vast majority of partners form part of various networks and have relations with key players outside the GPP, such as other donors; national, regional and global women's movements; CSOs that work the themes in other districts/municipalities etc. However, the lack of exchange of experiences from the start of the GPP has brought along that most partners organised the work differently. This includes differences in the strengths of the alliances that were created in each district and between countries.

For example, in Zambia there is quite some collaboration with stakeholders outside GPP reported: The Child Helpline is overseen by a committee in which UNICEF and Save the Children also participate, and the mobile legal clinics in Luapula were conducted in collaboration with the Victim Support Unit (Police) as well as with an NGO, Community Legal Advice Centre (CLAC). In each district, there are partnerships with local NGOs, community radio and governmental institutions. In Ethiopia on the other hand, collaboration with other CSOs was not very strong, as CSO legislation makes it difficult to collaborate and build alliances with other CSOs. Also in the case of Nicaragua and Bolivia, one-to-one collaboration with CSOs is limited, but they do however collaborate a lot with public institutions and form part of networks (which include other CSOs). In Bangladesh, both formal and informal alliances have been formed by GPP even at community level, where G&YW have come together under the umbrella of G&YW Forums; likeminded CBOs and CSOs are working together under CSO and *Upazila* (district) Networks; and the Child Protection Group is an exemplary platform for organisations working on human rights to learn how to access local government officials to lobby for community priorities.

Partnerships for Protection in Nicaragua

In February 2012, the National Assembly of Nicaragua approved Law 779 Against Violence towards Women. This has brought along an increase in the number of persons that arrive at the women department of the police (in the case of the RAAN from 15-20 to 30 per day) and there is no capacity to attend them all. In the framework of the GPP, the police have strengthened coordination with the Nydia White shelter, partner of the GPP, who gives a full protection service including medicine, gynaecology, and defence.⁵¹

Both in Latin America as in Zambia, district panels and partners expressed the necessity to share more information about the programme and its activities, which would attract more stakeholders, both public institutions, CSOs and from the private sector. Coordination with the latter is hardly done in any of the GPP countries.

Also, partners indicated that there are key players in approaching violence to which they have not (yet) resorted, like the churches of the different religions that have a strong influence in the behaviour of the people in the communities as well as on the executive and legislative powers that approve and promote law compliance.

Moreover, apart from having to augment the exchange of experiences between GPP partners, there is need for greater synergies and shared methodologies, tools and lessons with other stakeholders working on similar issues of girls' and women's empowerment. This would strengthen the implementation and subsequent effectiveness of the GPP and favour the harmonisation with other programmes and interventions.

With some exceptions, coordination and collaboration with governments is still weak in most countries in proving relationships with the government is one of the preconditions to increase the final sustainability of the GPP activities and efforts. As indicated earlier, especially economic empowerment programming, linkages to relevant line ministries are weak while overall under the theme of education, linkages are stronger. Due to the political framework around civil society in Ethiopia, the GPP programme there actually does have strong relations with the government and is well embedded in government policies.

⁵¹ However, there is only 1 shelter and all G&YW are taken there, so they are all mixed together (mothers who were beaten, abused girls, pregnant teenagers, etc.) and there is not a differentiated attention for the victims.

Effective coordination in Ethiopia

Due to its necessarily close relations with the government, the programme in Ethiopia is very consistent with governmental policies. The GPP is obliged to link up with these policies and institutions and has shown to be flexible enough to do so in an effective manner. The policy environment also is conducive for both protection and educational themes. The government is committed and develops policies and structures. CSOs are not allowed to influence policies; however, working as closely with the government as the GPP partners do, they have a certain level involvement in it. An example is FAWE's gender-responsive pedagogy model that is replicated by the Ministry of Education. Another example is ACPF's work with the Supreme Court on the CLPC. As a negative effect of this close relation however, organisations cannot be very critical and they have to negotiate and be careful, risking the programme to lose its rights-based focus and approach. It seems that the GPP at this moment is still looking for its position, as the legislation is also new and it is not yet known what the political space for civil society is.

Most networks and alliances are formed on national level, but some have regional and even global reach. These are however not part of the GPP framework.

4.7 CONCLUSIONS ON RESEARCH QUESTIONS – PER REGION

In addition to the conclusions presented above, this chapter is explicitly summarising the answers on the research questions for the MTR, clustered by regions and illustrated by country examples (details are provided in the 10 country reports).

4.7.1 OVERARCHING RESEARCH QUESTION

The main goal of the **GPP is to build capacity of local civil society in order to support the empowerment of girls and young women for gender equality**. The overarching research question is thus, if this is actually happening?

In East Africa, especially in Ethiopia, this is indeed happening, especially as the GPP has 12 local partner organisations and a good institutionalization in government. Therefore a very positive element is the fact that the GPP has a lot of collaboration with government and also achieves triggering changes at institutional level. This is much less in Zambia where less interaction with government is found and there are only three partners. "Empowerment" is not always achieved, e.g. protection in Zambia is not always dealt with in an empowering way in terms of strengthening agency and choices by GYW; for example girls are told "not to sleep around". Also in the economic theme real empowerment is doubtful: just skills training and no other support is provided and also no market-based interventions are observed. However, also in Ethiopia, some part of the programme

is not much aimed at empowerment such as the “rehabilitating sex workers”, which is a doubtful activity as the focus is on rescuing victims, and they are not supported with actual better jobs.

For all themes community values seem to have changed considerably. The measures point out clearly that values on violence have changed considerably, but the question remains if this is really the case, in two years? Especially in Zambia the MTR team found very positive appreciation of the GPP and positive changes. It must however be noted that there was no random sampling (see country report), which may have influenced this. In general though, the programmes are aimed at empowerment: self-esteem of GYW, enlarging their choices and enabling them to take decisions in their life. Also community members such as parents, teachers, leaders, are involved and made aware so they become more supportive.

In West Africa

The implementation process of the programme is done mostly through civil society organisations that work in different areas of the targeted countries. As part of the engagement mechanisms, the programme supports the capacity development of the different organisations. This is happening in the three countries but could be further improved as the key areas in which the organisations need support are not addressed. For instance, to ensure sustainability, the organisations need to be trained in resource mobilisation, organisational management and accountability and transparency. Most of the organisations targeted are heavily reliant on the funds provided by Plan and may cease to exist after the programme as they do not have the skills needed to seek and secure other funds. Thus, they may not be able to build on the gains of the programme if they are not trained in resource mobilisation techniques, development of a resource mobilisation strategy and also how to effectively manage funds secured.

In West Africa it was furthermore observed that the trainings provided on advocacy, sensitisation and awareness rising are not effective as they could be better done. Consequently, in as much as the organisations are doing advocacy at the local levels, they are not effective at the national level, as they still do not have the confidence and strength to undertake such activities at such levels.

In Asia

Civil society empowerment activities on child rights issues are generally going on effectively in all three countries. Empowerment of girls, for example, sports (mainly karate), education and other activities are also going very well. There are seemingly big achievements made by CRA partners. However, progress on gender equality was found weak during the 5C exercise in all instances. There

is a strong need to educate the staff, partners and the community and build strategy to reach out to them. Consequently gender advocacy is weak in Pakistan and Bangladesh while Nepal seems to be doing better on this than the other two countries.

In Latin America

In the case of Latin America there has been a big delay in developing the plans for strengthening the capacities of partner organisations. These plans are just recently (being) finalized and are key in achieving the main goal on partner level. On a positive note, the partner organisations (selected by CRA) are in their majority very strong organisations with a long trajectory in the topics of the GPP, including gender equality. By having these strong organisations work with other local civil society organisations on GPP topics, there will definitely be some positive spill over effects, but in order to assure this, a clear strategy would have to be developed. Moreover, most partners work together with local public institutions and to a much lesser extent with other CSO, apart from some community based organisations (e.g. Ayllus and Bartolinas in the case of Bolivia and indigenous communities in the case of the RAAN/Nicaragua). In some public institutions personnel has been trained in the GPP Framework (e.g. of MCLS and PDCT⁵² in the case of Bolivia; and of National Ministries with the postgraduate gender programme in Nicaragua) but the rotation of personnel and the lack of financial and (qualified) human resources, remains a threat for sustainable capacity building of public institutions. On the positive side, advancement has been made on strengthening networks and alliances between CSOs and public institutions, making more efficient use of existing resources.

4.7.2 REGIONAL CONCLUSIONS ON PROGRESS PER THEMATIC AREA

This section summarises the answer to the question on **the extent to which the GP programme has made progress in facilitating change on the 4 thematic areas**, again presented per region.

Protection in East Africa

Most progress is actually on this theme in East Africa, especially in terms of the knowledge of girls on services and their values. Furthermore, community values have changed considerably. In Ethiopia, perceived prevalence has however not decreased, in Zambia it has. Prevalence is however a difficult indicator. Its most important that GYW understand gender and power dynamics, have self-esteem, know where to go, and have actual access to protection services. The programme is working on this level and it makes progress.

⁵² PDCT: Public Defender for Children and Teenagers (DNA in Bolivia). MCLS: Municipal Comprehensive Legal Service (SLIM in Bolivia).

Protection in West Africa

There are considerable changes taking place at the local level and this can be attributed to the growing level of awareness and sensitisation done at the local level. Most of the interviewees consulted indicated that they are aware of their protection related rights and institutions to contact when such rights are violated or abused. This is a dramatic shift from what used to happen as GYW were either afraid to come forward when abused or did not know that they have the right to seek redress. Also, there were stigmatisation and stereotypes associated with rape and sexual abuse that caused families and individuals to keep quiet when faced with it. This has changed in many communities as people feel free to speak about it and there are many instances where perpetrators (even relatives) are brought to book. Nonetheless, the Governments in the three countries have lagged behind when it comes to the implementation of existing laws and policies. Coupled with this, safe houses, psycho-social support, and rehabilitation mechanisms are almost non-existent and thus impacts the gains made by the programme negatively. This creates disconnect between the awareness raising component and the possibility to access support when needed.

Protection in Asia

Implementation of protection theme in the three countries in Asia, has resulted in life style changes of GYW. They feel more empowered and secured in the community and society. They have got increased respect and value of young girls from the society. GPP activities have changed the mind-set of the people of the community. Those people who are not beneficiaries of the GPP are asking support, in the same and other communities too. Sports programmes (especially Karate), and help-lines with referral system, have changed the life of the victims and girls groups in the community.

Protection in Latin America

At individual level, various G&YW interviewed (especially those that participated in the more intense processes like the reporters and monitoring girls) show a clear advance on knowing their rights, recognizing different forms of violence, knowing what to do and where to go when violence happens to them. They clearly identified which protection services are available and, according to their perception and personnel of the institutions, the use of these has augmented in the last two years and is today quite high. Moreover, according to the perception of G&YW, the four categories of violence (economical, physical, emotional and sexual) decreased significantly between the moment of the BL and the MTR. Also the capacity to say “no” to sexual activities has increased considerably. The answers to the questions of the baseline and MTR show that this was achieved during programme implementation and there are even indications in the qualitative answers that tend to conclude that in many cases the activities carried out by the partners have had an influence therein.

However, it cannot be denied that in the same period there were also important positive changes in the legal framework and government support.⁵³

Maybe less is being achieved on teaching G&YW how to prevent violence. In both countries, G&YW are still affected by all four categories of violence and some, especially girls from 10-13 years. However, regarding violence prevention, working with boys and young men (potential future aggressors) is also key. Much progress on this has been achieved in Bolivia but not in Nicaragua where it was identified as a necessity but not yet implemented, as it was not clear that specific awareness raising activities with B&YM and other community members could be done in the framework of GPP.

Political empowerment in East Africa

Political empowerment was not a theme in Ethiopia. In Zambia, not much progress can be observed, also because this theme gets less attention. GYW hardly mention having participated in socio-political activities. Activities and results on political empowerment are not clear. E.g. one of the indicators is: *more women in leadership positions in CBO's* but there seem to be no activities and it is not measured. It is thus unclear what GPP is actually doing and this theme should be more integrated, as in both countries girls are organised in clubs etc.

Political empowerment in West Africa

In all the three countries targeted, there is a growing awareness and an opening of the political space. G&YW are actively participating in decision-making processes in their communities. This is attributed to the programme. For instance, in Northern Ghana, the cultures and traditions hugely marginalised G&YW for several decades and there was no programme that holistically targeted the region. The GPP has succeeded in involving community leaders, thereby fostering acceptance and support. At the lowest levels, girls through girls clubs and girls' panels are being trained to take up leadership positions and also provide a voice to their peers. This is creating the confidence needed to take up their rightful place in their homes and communities.

Political empowerment in Asia

Formally, the GPP in Asia does not include the thematic area of political empowerment, though protection, education and economic empowerment interventions, did change the life of the G&YW. They are empowered politically and have taken responsibility of the community as a leader. For

⁵³ With PDCT, MCLS, and the approval of Law 348 in Bolivia and Law 779 in Nicaragua.

example, when women got involved in the economic sector as cooperative member, they got management training to run the cooperatives. Some are the leaders of the cooperative groups.

Political empowerment in Latin America

At individual level, various G&YW interviewed in Bolivia show a clear empowerment and advance in socio-political participation. Girls are very active in school boards; participation of (some young, but mainly older than 24) women in community organisations, local government (even as mayor) and national government has strongly risen, mainly due to the policies of the Evo Morales presidency. In some municipalities youth committees are (being) set up and municipal budgets are destined to them. This is an example where the GPP has real influence. However, real decision-making power of G&YW on community and municipal level is still minor.

Economic empowerment in East Africa

Economic empowerment is not a theme in Ethiopia. In Zambia, not much progress can be observed, also because this theme gets less attention. Activities are limited to trainings in certain skills, and are thus not very structural and not linked to markets. Also the choice for professions is not clear, and sometimes stereotyping, e.g. beautician are promoted. Therefore, not much real change can be expected and observed.

Economic empowerment in West Africa

This is the weakest component of the programme as most of the activities and training conducted are stereotypical (gara-tye dying, soap making etc.). Also, trainings provided are not based on opportunity mapping exercises, thus there is no understanding of the market forces and demands and thus support is provided on economic opportunities that they may not necessarily need, and more importantly that does not lead to real economic empowerment. Coupled with this, there is very limited, if any, post-training support provided. Thus, G&YW are not able to expand on the skills gained. This negatively affects the gains made, thereby rendering girls as economically vulnerable as they were before the GPP.

Economic empowerment in Asia

In Asia, only Nepal included this theme in the national GPP. In this country, economic empowerment has however made changes to the life of women. It has been Increased independence of women, who are able to manage the household expenditure. Many women are engaging in saving and credit groups, from where they are capable to handle finance of the committee. Saving and credit group has increased confidence level of women and they are working in the village as role models.

Economic empowerment has direct relation with violence. Because of economic empowerment, gender based violence rate has been decreased in programme areas of the region. While early to conclude, there are strong indications that economic empowerment has furthermore reduced the rate of early marriage, which has reduced the childbirth in teen age in the programme area.

Economic empowerment in Latin America

Economic empowerment is not a theme in GPP in Bolivia, nor for Nicaragua. However, some partners did integrate it into their activities due to previous experience with the topic. Moreover, in both countries partners indicated that it is important to include economic empowerment in order to generate more economic independence for women, and with that the possibility to deal differently with cases of violence (e.g. filing a complaint instead of maintaining silence to avoid the only breadwinner of the household being put in jail).

Education in East Africa

Education is not a theme in Zambia. In Ethiopia it is but progress is hard to track, the indicators (enrolment rate) are too general and cannot easily be attributed to the programme. Lots of activities exist though to support girls' education, and girls mention and appreciate many activities (material support). Also, much done on institutional level, which is actually more useful than just supporting so many individual girls in getting education. For example there is a lot of menstrual pad distribution and the question is if this is really the role of the programme?

Education in West Africa

The implementation process of the education component is faced with many possibilities but also challenges. Firstly, there are several G&YW that would not have accessed education if they had not been supported by the GPP. Families are also very appreciative of the fact that their children are now attending school. However, the packages developed are not as encouraging or good as was expected by local communities. For instance, in most cases it is only fees that are paid with some books provided. The families have to provide uniforms, shoes and other materials. When they cannot afford these, the children are still deterred from going to school. The challenge faced is the fact that there are many communities targeted by the project and the number of beneficiaries are also many. This stretch affects the quality of the packages provided and needs to be revised.

Education in Asia

The only Asian country working on Education is Pakistan. In this country the education component is highly relevant and effective and is leading to tangible empowerment of G&YW. As a module

Pakistan has implemented dropout education system in the community. In the earlier stage organisers faced many challenges in the implementation of the programme. But after hard work there are number of young girls participating informal education and they are very good examples in the community. Among those dropout girls, who were learning informal education, some girls have got into government-teaching jobs as providing nursery classes in the community, within a short period. Up scaling of the programme is needed and relevant. Also, culturally there are many problems to bring out the “drop out girls” as it requires permission of their parents. The GPP project has made progress to open the mind of the community people to send their girl-child back to school and GPP partners have now been demanded to conduct more higher education to those dropout girls.

Education in Latin America

Access to and participation in primary education by girls in the case of Bolivia is practically resolved. This is mainly due to governmental policies (like the Juancito Pinto bonus – a conditional cash transfer programme). Also in Nicaragua, girls show the same attendance rates as boys in the case of primary and even much higher in the case of secondary education. In both countries G&YW as well as the community members agree that girls should have the same educational opportunities as boys and be able to continue their studies when they get pregnant or marry. This is partially attributable to awareness raising activities of GPP and could lead to the conclusion that this theme should not be followed up upon in the case of Bolivia (in Nicaragua it is not included to begin with). This is true for primary education but it is however recommended to continue the focus on generating equal opportunities for girls as boys in post-primary education.

4.7.3 REGIONAL CONCLUSIONS ON RESEARCH SUB-QUESTIONS

This section presents summery **answers to the sub questions of the evaluation**, again clustered per region. For details and underlying evidence base, please see the 10 country reports.

- a. The extent to which the CRA financial and technical support is leading to increased capacity and outputs produced by partner organisations?**

In East Africa

In both countries, training of the GPP partners have not yet been completed and partners expressed need for more Capacity Development. In both countries, no improved capacities as measured by 5C can be observed, but the methodology of the tool is much different than at baseline, which is also of influence on measuring progress.

In West Africa

Most of the organisations visited indicated that the financial and technical support provided is leading to increased capacity and outputs. While the organisations were working on similar activities in the past they were almost non-functional and not as productive as they are at the moment. However, their capacity is still low and needs to be further developed. For instance, organisations such as CAHF and YUDA in Liberia are solely dependent on support provided by Plan Liberia and when this support ceases they may actually cease to exist. It is important that capacity development initiatives are also undertaken in areas such as resource mobilisation and organisation management.

In Asia

In the three Asia countries targeted, most of the partner organisations have increased the capacity to empower young girls in many respects. For example, Madadgaar has increased the capacity of young lawyers. From this programme, they are dealing with the victims of violence in a solid manner. They have learnt good counselling skills, life skills and referral systems for the victims.

In Bangladesh, partners have built strong relationships and networks with CSOs and with government bodies. A large number of outputs are achieved and beneficiaries reached with limited resources. However, they require capacity development in programme management, M&E and gender issues. Several organisations Plan Bangladesh, for example, indicated that whilst it has a gender policy, staff could benefit from training to improve its full implementation. Augmenting human resources (currently there is only one staff member per sub district) could also improve the effectiveness of the programme.

In Nepal, capacity building of the partner organisations as well as local civil society organisations by the GPP has shown positive results. Firstly, the partners have been able to implement the programme activities well and deliver the quality outputs. Moreover, the empowerment of CSOs has enhanced the demand side of the service delivery from the duty-bearers i.e. mainly the government stakeholders.

In Pakistan, when dropout girls started education, after the informal education, they themselves are getting involved to teach in the government schools at lower level.

In Latin America

Without the financial support the partners could not produce any of the outputs. All partners did work on some of the GPP thematic before joining the programme with other international funds, but have been able to augment their outputs and include new ones with the CRA financial support. Regarding increased capacity, as indicated above, there has been a huge delay in developing the plans for strengthening the capacities of partner organisations. On a positive note, the partners are in their majority very strong organisations with a long trajectory in the topics of the Girl Power programme, including gender equality. In the case of Bolivia they took on new topics (GPP themes), which has increased their capacity and outputs, however mainly due to the financial support and not so much through technical support, training or exchange.

Regarding technical support, this has until date been very limited, due to delays in the learning agenda, little exchange between partners, and little technical support from Plan, who is coordinating the programme in both countries. The focus of Plan has been mostly on administrative and financial support, in an overly controlled way according to the partners. Various partners expressed the desire to be able to work on a more technical and strategically level with Plan. Regarding other CRA members, there have been positive experiences in providing technical support from WW (specifically on how to implement the sports and recreational events, combined with awareness raising activities) and FPU (exchange events between global FPU members has increased capacity, specifically in the case of PROMEDIA/De Humo TV in Nicaragua).

- b. The extent to which the increased capacity of partner organisations is leading to, or at least contributing to, the empowerment of girls and young women. Are they really empowered?**

In East Africa

Protection activities have had a positive impact, especially as girls know where to go and to say no. However, still a lot remains to be done. The other 3 themes result less in empowerment as its more focussed on service provision and in case of economic, skills training, which in itself does not empower GYW, especially due to the way it has been implemented.

In West Africa

Overall, G&YW in the targeted communities are much more empowered than they use to be. Some of the organisations are involved in all the four thematic areas and they seek to constructively engage and empower the G&YW. For instance, GNCRC has created a mayor difference in the Ashanti region in Ghana and the girls are very much aware of their rights and how and why it should be

protected. In Sierra Leone organisations such as DCI, OFP, YACAN have done the same and this growing sense of empowerment is accepted in the communities where GPP is active. With the communities not being averse to the change and accepting it, the empowerment process is entrenched and slowly but progressively it is becoming the norm rather than the exception.

In Asia

In Nepal, the partner organisations are empowered on financial management. They have formed cooperative groups and trained women to run cooperatives, small businesses, and agriculture farming and irrigation systems etc. Economic support has started showing changes and has established a good example in the community. Women's groups have won the stakeholder trust. Local Development Office has even invited women groups in Makwanpur to be a part of several local initiatives and moreover, women's cooperatives are awarded for their contribution to the social change.

In Bangladesh, partners have developed an extensive network of organisations and individuals, and have made strong gains in the raising of awareness amongst girls and young women. Training girls in self-defence sports such as karate has improved their confidence greatly. However, the programme is somewhat limited in its scope, and can benefit extensively from inclusion of boys and young men, and training in gender issues and equality may support this.

In Pakistan there are several examples of Madadgaar bringing young girls out of violence, through their protection and referral services which have been developed under GPP. Prior to the programme girls could not speak at all about the violence they were suffering. As a result of the intervention, they are now able to speak openly against violence and punish those perpetrators even if they are from their own family. The community organisations like CPCs, VECs and mother groups are promoted and their capacity has been developed under the direct influence of the GPP. These groups will contribute to the lasting effects of the GPP. Under the education component, appropriate learning centres have been established and are providing fast track education to girls and young women. Families and communities are sensitised about the right to education. Parents and families of project beneficiaries are part of the CBOs/VECs/CPCs formed for providing an enabling environment to increase girl's access to education. As a result, about 9,229 girls and young women are enrolled in GPP FTLCs.

In Latin America

Various G&YW respondents showed a clear empowerment and also indicated that today, due to the GPP, they are less shy, have less fear to speak up and made more friends. This is especially the case for teenage girls that participated in intense processes of the GPP (e.g. those trained to be reporters or monitors who replicate what they learned to others). However, it was clear that many others still need a lot more guidance, especially those that have only participated in a few activities due to the fact that the GPP just recently started in their community. In Bolivia, progress has been made regarding socio-political empowerment of G&YW (they participate specifically in school boards, but opportunities are also created by GPP partners and other stakeholders in community and municipal committees), primary school matriculation and finalization levels are similar for girls as boys and, according to the adolescent girls and young women themselves, their capacity to say "no" to sexual activity and knowledge on how to act when violence occurs, have both increased significantly between BL and MTR moments.

Also in the case of Nicaragua, various of the GTYW participants show a clear empowerment and increased knowledge with respect to the different kinds of violence and where to go to in case it happens to them, and also the capacity to say "no" to a sexual activity has increased up to over 80%. According to the perception of the G&YW (both in Bolivia as in Nicaragua) the four categories of violence (economical, physical, emotional and sexual) decreased significantly between the moment of the BL and the MTR. In both countries these achievements can partly be attributed to the GPP and for another part to other factors such as a more favourable legislation and support from government (factors on which GPP partners have also been influential). Nevertheless, G&YW keep being affected by the four categories of violence and some of them, especially girls of 10-13 years, still think that it is correct that adults hit boys and girls in certain occasions.

- c. The extent to which the increased capacity of a partner organisation is leading to, or at least contributing to, increased civil society capacity to act as an agent in for gender equality**

East Africa

In Ethiopia, not much has been achieved so far on increasing capacities of civil society organisations as the GPP has little collaboration with civil society. In Zambia however there have been quite some capacity development activities. However the effect is still unknown as only outputs (x trainings given) have been reported on, and effect is not measured. The GPP has done several trainings with

local CBO's, but the capacities of these CBO's have not been assessed as part of this MTR, so we base these conclusions on the report of the GPP, which is only on outputs.

In West Africa

Most of the organisations that are part of the project are serving as agents of change when it comes to gender equality. This is due to their increased capacity. Trainings in the area of gender equality have proved to be useful and most of the organisations try to mainstream gender into their activities, and are thus much more gender sensitive than they were. However, big organisations such as Plan International, FAWE etc. do lack a gender strategy/policy and should ensure that they develop and implement them as soon as possible. With this, they would be in a better position to constructively engage and build the capacity of their partners.

In Asia

Partner organisations have increased their capacity to empower civil society on child rights issues. There has been a drastic change in Nepal that many civil society groups, who were not engaged at all on child rights issues earlier, have started raising children's voice strongly these days. On gender, there are not many strong evidences, where civil society took stand on gender equality, except CWIN. So, there is a strong need to further empower partner organisations on gender issues. There is the need to train the civil society groups on gender equality and achieving gender transformation. Also, more work is required on working with boys.

In Latin America

The partners are in their majority organisations with a long trajectory in the topics of the Girl Power programme, including gender equality. By having these organisations work with local civil society organisations on GPP topics there will definitely be some spill over effects, but in order to assure this, a clear strategy would have to be developed. Moreover, most partners work together with local public institutions and to a much lesser extent with other CSOs. In the case of the public institutions some personnel has been trained in the GPP Framework, in the case of Nicaragua specifically on gender with the postgraduate programme.

d. The extent to which other (external or internal) factors influence the outcomes, so to what extent can the observed change be attributed to the programme activities?

In East Africa

Attribution remains difficult, as there are activities of other CSOs and previous activities by the same organisations or the same organisations implementing other activities. Also government, especially in Ethiopia, is doing a lot, and schools are implementing programmes as well.

In West Africa

There are other actors involved in similar activities in the three countries and coalitions such as the Child Rights Coalition are playing a role to ensure synergy rather than duplication of efforts. These initiatives have positive effects on the implementation of the project. Also the introduction of laws in the three countries that have to do with domestic and gender based violence also positively impacts the project. While other organisation consequently started promotion of these laws, GPP activities contributed to G&YW being informed about these laws and their rights, how to recognise violence and what to do in cases it happens to them. However, the lobbying and advocacy component of the project has to be further strengthened to push the government and other stakeholders towards implementing the laws passed. Also, GPP should lobby with the government to develop protection and other related mechanisms that would help promote the gains of the programme.

In Asia

There are external factors, which have influenced the programme. Among those, the deep-rooted socio-cultural factor is a major one. It is very difficult for girls to overcome the social and cultural barriers. Non-cooperation from the family and society in sending girls for empowerment training is another hurdle. Even in Pakistan and Bangladesh, there are no girls' panels at the national level; there are district level girls groups though. For this to change some boys also need to be included in the programmes and the boys and girls need to be empowered together. Next, the gender equality training is needed for both the community men and women. This will make people more eager to send their girl children, like boys, to schools and other programmes.

In Latin America

In both countries there have been important positive changes during the GPP implementation period in the legal framework and support given by government; e.g. more PDCT and MCLS offices have been set up to give legal and psychological attention to victims of violence (children, adolescents and women) and in both countries a law dealing with violence against women has been approved (Law

348 in Bolivia and Law 779 in Nicaragua). These aspects have definitely influenced the increase in complaints that are filed and the access to protection services. However, GPP activities contributed to G&YW being informed about these laws and services, as well as their rights, how to recognise violence and what to do in cases it happens to them.

e. Does the GPP have unintended spill-over effects at civil society level?

In East Africa

This has not been confirmed in Zambia or Ethiopia.

In West Africa

The programme has only observed positive spill-over effects as it created an awareness that was not there before it started. Many civil society actors are now involved in discussions and programmes related to gender equality. Also, the programme is active in coalitions and networks and uses this to foster its activities. For instance the GNCRC is a national coalition of Child Rights organisations in Ghana and it is actively engaging and using its members to promote the course and welfare of G&YW in Ghana. At the same time partner organisations are using their regional bodies to learn from their experiences and sharing the experiences learnt with other organisations in their country of operation (for e.g. Plan, FAWE and DCI).

In Asia

A negative effect in Nepal was created as the programme is focusing on girls' empowerment only, not on the boys' empowerment, leading to a situation in which girls are empowered in the project areas and young boys are lagging behind in the same community, creating unintended negative side effects of the GPP.

In Latin America

Specifically in the case of Chayanta/Bolivia the partner expressed that GPP activities and topics can be rather conflictive with the local Quechua culture and will inevitably have an effect on its traditional community structures (the Ayullus, which could be seen as CBOs) if the goal of gender equality is to be achieved. The partner is currently analysing what this effect will be and how to act on it in order to achieve GPP's goals while respecting the local cultural norms and values. In addition, one of the partners in the RAAN/Nicaragua expressed a similar concern but on community (not civil society) level, and in this case they adjusted the GPP activities to the local context. However, it is to be seen which of the two strategies will ultimately lead to more gender equality.

f. Lessons to be used for greater programme effectiveness and programme efficiency both on the Country level and generic Girl Power level

In addition to the overall recommendations provided in section 5, based on lessons learned so far, the specific recommendations per region are presented below, further detailed in the relevant country reports.

From **East Africa**, a number of specific recommendations can be made, including the need to:

- Improve info management, documentation and participants lists;
- Use panels as planned;
- Develop a shared gender and CP policy and tools;
- Strengthen the rights-based approach and work more on structural power imbalances, empowerment of girls;
- Plan needs to be less rigid, more flexible, and more effective as decisions take long and staff is de-motivated;
- Definition of beneficiaries.

Plan is implementing in Zambia and not in Ethiopia. In Ethiopia, partners are however better strengthened and can take over the project; also the government is much more involved. Institutionalisation and sustainability is therefore expected better in Ethiopia than in Zambia.

From **West Africa** the specific recommendations include:

- The M&E component of the project has to be further developed. At the moment, very limited M&E is done and it is mostly ineffective. Thus, corrective measures are not identified and employed when needed;
- There should be more interaction among the different actors to ensure cooperation and collaboration. While this is done in some countries, in Liberia especially it is very weak;
- The number of beneficiaries is too large, taking into consideration the budget available, which affects the outputs and thereby watering down its quality, especially the scholarship packages;
- More support should be provided to the Girls' panels. In the three countries, they indicated that they would like to have more radio and TV programmes and also have community and school discussions. These are positive suggestions that could send messages to other children

and also community members who will hear their children advising them on issues related to SGBV;

- Also, the capacity of the district panels should be further developed. There is a high sense of willingness and commitment on the part of the district panels visited but it was realised that their capacity is weak and should be further developed. Specifically they need support in the areas of advocacy, lobbying, project management and resource mobilisation.

From **Asia** the specific recommendations include the need to:

- Develop joint programmes for the civil society members, girls and boys of the community on gender awareness. For this, there is a need to provide gender training to the staff first;
- Develop the Right to Information (RTI) programmes engaging and addressing GYW in Asia. Such programmes need to be developed in their own language and presentation also need to be developed by them;
- Organise regional meetings, exposure visits, where responsible persons could know each other's experiences and could be replicated in their own country. Such programme can fill the gaps between countries;
- Development of economic capacity of G&YW;
- Further focus on empowerment of G&YW on reproductive right, political right as well as overall rights;
- Develop the leadership capacity of G&YW in the region.

From **Latin America** the specific recommendations include:

- To define a plan for exchanging knowledge, experiences, methodologies, practices and information, with training, consulting and other forms of mutual support between partners, taking advantage of their individual strengths and making efficient use of the available resources by generating economies of scale;
- Focus more on violence prevention strategies (amongst others by offering awareness raising activities for B&YM) and by including include activities for economic empowerment (a theme which is lacking in both countries, although some partners do work on it) in order to generate more economic independence. Moreover, develop more activities with parents, professors, B&YM and other community members;
- Review relations of Plan with its partners and look for ways to make collaboration more horizontal and focused on mutual technical and strategic support. This should be paired with simplifying financial and administrative procedures to enhance efficiency and effectiveness of monitoring and follow-up;

- Ensure GPP financing of partners until the end of 2015 and not just per year to create security and assure continued implementation (= more effective and efficient than having to retake activities with beneficiaries);
- Implement a joint effort to promote and diffuse the goals and activities of the programme with the support of partners that are experts in this (like PROMEDIA/Nicaragua and NICOBIS/Bolivia) in order to facilitate the establishments of alliances and networks as well as to raise awareness on the thematic;
- Offer GPP planning and coordination spaces with participation of G&YW;
- Maintain a digital database with up to date information on the number of beneficiaries disaggregated by sex, age and ethnicity.

5. RECOMMENDATIONS

5.1 RECOMMENDATIONS PER PROGRAMME AREA

5.1.1 RECOMMENDATIONS ON PROTECTION

- As socio-cultural barriers are very strong in all countries the evaluation team recommends including gender equality training and other awareness activities for community members (B&YM, men and women; specifically school companions, teachers and parents of the G&YW) to make the programme more 'gender sensitive'.
- Because a high percentage of the intra-family violence reported is of women who have been victims of their husbands or partners and the population of teenage girls and young women is at risk of being part of this process, it is suggested to consider working on issues of masculinities and couple relations. Teenagers and YW also request the issues of sexual and reproductive health, and family planning to be tackled, which have proven to be important issues because of the high number of teenage pregnancies (see recent UNFPA report on this topic, September 2013).
- Overall, increase the focus on violence prevention strategies as addition to recovery and other protection services after an incidence has occurred. This implies working with education, awareness-building and even psychological support to family/community members, in specific parents, because among the risk factors for more violence towards G&YW are: that parents have not received psychological treatment in this regard, the large number of children they have (especially in low income homes), and themes related to alcoholism, drugs, migration of family members. Another topic, which is not much addressed yet, but very much related is the issue of trade and traffic.

- In some countries (like Bangladesh) the actors of the GPP have to consider the development of a very specific strategy to access the girls through community rather than accessing them through the family and to assess the mental part of violence. These strategies can be based on experiences from other countries, like Bolivia where beneficiaries are often accessed via educational centres, activities involve teachers and schoolboys (e.g. gender trainings and material for teachers made by CIPE) and the work with G&YW has reached not only very profound social but also psychological levels (e.g. CPMGA).
- Strengthen and scale up the sport and art activities (e.g. soccer, karate, bio-dance) for girls individually as well as offer mixed (boys and girls) trainings in Latin American countries, because of the positive effects they have on individual growth and empowerment of G&YW, especially in rural areas where people are more shy and there is more lack of confidence and self-esteem.
- Include the topic of sexual harassment via Internet and other communication media and how to deal with this in GPP activities.
- Focus on further advocacy, specifically regarding updating laws in countries where they are out-dated (e.g. the Vagrancy Act 1943 and Dowry Prohibition Act 1980 in Bangladesh), but also in countries where great advances have been made (e.g. legislation in both Latin American countries) but work still needs to be done at policy and service provision levels.
- More explicit recognition and coherent programming is required on the fact that higher economic Independence and empowerment of women can also prevent violence caused by the lack of financial resources. This violence not only refers to types of economical violence (including child labour) but also physical, emotional and even sexual violence. Moreover, in the case of violence still occurring women who are economically independent have a better position to respond to this.
- Systematise and share good practices regarding strategies, methodologies, protocols, processes and regulations concerning protection between the different countries (e.g. best practices of governmental protection services in Bolivia, achievement regarding political incidence in Nicaragua, effects of Karate trainings in Bangladesh, strategy of training girl's to become reporters in Bolivia, strategies of economic empowerment to reduce GBV and teenage marriages/pregnancies in Nepal, etc.).
- Use the media, especially radio and social networks, to promote the GPP and disseminate information on protection, taking into account mother tongues of different indigenous groups.

- Implement small research and more intensive monitoring of those groups/areas that did not show any positive effects regarding violence, in order to seek better explanations for this trend.

5.1.2 RECOMMENDATIONS ON SOCIO-POLITICAL PARTICIPATION

- Strengthen lobby activities towards governments regarding the implementation of legislation, policies and specific goals developed for enhancing female participation in decision-making bodies.
- Increase sensitisation and information activities for community members regarding political participation of G&YW as this has had a positive effect until now.
- Participation of adult women has increased in various countries, but more focus should be given to enhancing participation of girls and young women, for example through the development of specific policies for this age and gender groups and through practical initiatives like the creation of youth committees at local municipalities which are run by G&YW and have access to a fixed part of the municipal budget.

5.1.3 RECOMMENDATIONS ON ECONOMIC EMPOWERMENT

- Economic empowerment is regarded as a crucial component of girls' empowerment. It is recommended to add an element of economic empowerment to all country programmes. Economic empowerment is linked to other forms of empowerment, such as political participation in terms of stimulating working girls to have a voice in economic groups and associations, as well as in general within their communities. Linking economic empowerment to education, especially evening education, is regarded as international best practice as the income generated can be invested in education needs. Furthermore, economic empowerment reduces G&YW dependency from possible abusive family or other relations and reduces chances of girls engaging in transactional sex.
- Economic empowerment work needs however to be strengthened. Partners should be requested and supported to undertake local market studies to identify real economic opportunities with sufficient diversification to make the economic initiatives viable.
- Related to this is the need to only provide skill training in economic sectors that really have potential to lead to decent work.
- More and longer-term support is required to groups of girls starting businesses after training. They should receive Business Development Services and for this, partners need to establish

additional partnerships with NGOs but also private firms that provide these services. The CRA should provide adequate resources and expertise to make this happen.

- Economic empowerment activities need to be better linked to the economic actors at the local level. These include the private sector, decentralised representation of ministries of labour, commerce etc. but also to Micro Finance Providers (MFIs), farmers and traders organisations etc.
- Investigate and monitor child labour increase, as found through this MTR

5.1.4 RECOMMENDATIONS ON EDUCATION

- Investments in education should be strongly linked to the Ministry of Education. The best example in this is in Ethiopia where this is truly the case.
- Additional resources could be provided to G&YW to continue their education when pregnant and having small babies. This could be combined with vocational training and access to micro-financing. In order to make the intervention more sustainable the local government should be included in the initiative so they can continue with the support after the GPP period.
- Additional support could be provided for girls to study in urban centres in terms of lodging support. Nepal, outside the scope of the GPP, has developed under the UNIDRP a system for this which has recently been evaluated as extremely effective, leading to many girls completing secondary school in a culture where moving to urban centres has long been taboo.
- Some of the education interventions of the GPP are difficult to make sustainable. Alternative programming and inclusion of economic opportunities would improve this.⁵⁴
- Focus should only be given to post-primary education as equal participation of girls and boys at the primary level is already resolved in many of the countries.

5.2 RECOMMENDATIONS RELATED TO QUALITY PROGRAMME IMPLEMENTATION

- Develop more awareness-raising, educational and psychological support activities with male and female community members (e.g. parents, professors) and specifically with boys and young men, in relation to the GPP themes, to create more gender awareness and strengthen prevention of violence (in addition to the work that is done with victims).
- Intensify the work with G&YW (more than augment the coverage) by providing longer and more frequent training processes in order to achieve internalisation of the topics taught on.

⁵⁴ A nice example of how that could be done is AfriPads (www.afripads.com).

- As a high percentage of the intra-family violence reported is of women who have been victims of their husbands/partners and the population of G&YW is at risk of being part of this process, it is suggested to consider working more on issues of masculinities and couple relations. Moreover, G&YW also request the issues of sexual and reproductive health, as well as family planning to be tackled, which have proven to be important issues because of the high number of teenage pregnancies in GPP countries.
- Systematise the experiences with multiplier effect strategies like training G&YW as reporters and monitoring girls and women, with the goal to draw lessons, define successful methodologies and develop materials to strengthen these processes.
- While an exit strategy should have been developed from the outset of the programme, there is no existing at the moment in many of the countries. The programme should develop and begin to rollout one at this stage. This strategy should take into consideration sustainability and national ownership. It should be geared towards ensuring that the gains of the programme are further build upon when the programme comes to an end.
- As part of the sustainability plan it is recommended to build inter-institutional networks in every district/municipality, with the presence of CSOs, public institutions and the private sector that support the GP work and increase the possibility of member institutions continuing to support the beneficiary population when the programme will be finished.
- In this same context it is recommended to carry out a collective effort to better visualise the programme in all countries and extend the coverage towards more G&YW and community members, but also to increase the possibility to establish strong alliances with CSOs, public entities and the private companies (a well known programme will attract more partners). This can be done with the support of FPU partner organisations which have extensive experience in communication strategies. Moreover, it is recommended to make better use of social networks.
- The regional component can also be a strong alliance in this regard. However, until now it lacks coherence, resulting in the absence of a clear understanding among respondents in this MTR of what the regional component actually is. It is therefore recommended to make a clearer distinction between activities that have a clear regional focus (such as the work of regional organisations influencing regional policy institutions) and activities that are focused on the national level (such as cross country capacity building workshops). The latter should be integrated into the country programme framework.

5.3 RECOMMENDATIONS ON PROGRAMME MANAGEMENT AND COORDINATION

The vision that working together should increase efficiency and effectiveness of all separate initiatives is at this moment a long-term vision. Some frontrunner organisations, such as FSG group, have top-research on how to best achieve collective impact⁵⁵. If this is to be effective on the country/local level the following interventions are advised:

- CSCs may benefit from a process guiding them to a country level vision for GPP, resulting in a clear common agenda and action plan with mutually reinforcing activities. A memorandum of understanding among partners would be helpful to confirm commitment from all partners.
- The CSCs and the GPP country coordinator should have agreed responsibilities and have a special skill set function optimally. The coordinator should have sufficient authority to request information and at the same time be able to maintain good relationships with all partners through very regular communication about what is happening in the programme. It might be examined if it is possible to requite coordinators by the CRA, instead of from one particular partner, optimising his/her (perceived) neutrality.
- CSCs should more explicitly be involved at monitoring in order to improve M&E as well as shared learning between partners. It is advised to adapt a short-cycled monitoring system to enable the partners to quickly review and improve their programme.
- Implement some simple monitoring tools and rules for both CSCs and the CRA to show clearly how many beneficiaries the programme is working with per location. This is currently not the case and needs to be addressed for the final evaluation in 2015.
- The CRA should gather and share more information on financial inputs, capacity development inputs and participants numbers per partner and per region so that information is readily available for both upwards and downwards accountability. Above comments on information gathering should however be done by simple and readily available models, adapted to each country (especially in terms of language).
- Present financial and administrative procedures are too bureaucratic, require a lot of dedication from the partners in terms of reporting and don't generate readily available and adequate information. Therefore it is recommended to analyse the possibility to simplify the present financial and administrative processes and reporting to improve efficiency and effectiveness of monitoring and follow-up.
- Provide spaces for GPP planning and coordination with participation of G&YW to better adapt activities to their needs and realities.

⁵⁵ <http://www.fsg.org/OurApproach/CollectiveImpact.aspx>.

- Constitute a comprehensive and multidisciplinary team for GPP coordination that allows for better consulting, monitoring and coordination of the programme as well as for the formulation of shared guidelines at national level (based on the strengths of the partners) that serve as a guide for all partners. This team can be formed with HR of Plan or other CRA organisations (its highly recommended to also include other CRA members more at this level). Another option is to delegate more tasks to the partner organisations.
- Establish horizontal relationships focused on technical and strategic collaboration between CRA members and local partner organisations.
- Support capacity building of the partners with individual plans and one collective plan at GPP level to stimulate the exchange of experiences, work methodologies, tools, etc.

5.4 RECOMMENDATIONS FOR FINAL EVALUATION 2015

The design and execution of the MTR and related processes and tools have been conducted with utmost attention for quality. Of particular importance are the successful engagement of the CSCs and the delivery of a robust global quantitative data set. Despite this overall positive self-assessment of the process and deliverables achieved, we encountered a number of issues in relation to the design and execution of the MTR, which should be improved for the final evaluation.

First, the MTR has been conducted under considerable time pressure and was challenging in terms of geographic scope. This has led to challenges in the management, pressure on CSCs and field team, overburdening of the research team as a whole and delays in delivering according to work plan. Therefore:

- Despite a positive self-evaluation, more time and resources (staff time in the field) would have led to better quality and especially depth of analyses. If in addition impact will need to be measured in 2015, more investment is required;
- Allow for more time to collect and analyse qualitative data. For example, categorisations of possible responses based on the MTR responses would be a useful exercise and input for the final evaluation;
- More time is needed to evaluate relevance, thus more research is required in the environment in which GPP is implemented;
- More time and focus is needed to measure outcome and impact in terms of capacity development of GPP partners but also of other CSOs and CBOs. Therefore, CIVICUS and 5C should be complemented by more traditional qualitative methods of assessing increase in capacities across the board;
- More time is required for the feedback rounds from the field. To maintain, and further strengthen the participatory set-up of the evaluation;
- Adaptation of some tools to address the concern of sessions being too lengthy at times; especially when all thematic areas have to be covered.

Second, the CRA should adopt the revised MP and adapt monitoring processes of partners and the CSCs accordingly.

Third, ensure that all programme documentation (including financial data) is well organised and available in advance, both at CSC and global levels, this includes:

- Ensuring availability of verified participant lists per partner and per location;

- Efficiency should be added in a more serious manner and financial reports should be finalised and made available by the CRA before starting the evaluation;
- Monitoring on actual prevalence of violence should be introduced;
- Monitoring on progress on capacity development should be systematised.

Fourth, revisit the same districts and communities as included in the MTR and apply the same selection criteria. However, the age groups should be increased with 2 years, to ensure that people are consulted within the same cohort. With regards to the professional panel and Girls' panel members, it is recommended including the same respondents when measuring the institutional indicators for the final evaluation. Facilitate distribution of the written consent form at the time of invitation/mobilisation.

Finally, in case this MTR has been completed to the CRAs satisfaction, Transition International is eager to undertake the evaluation for 2015, taking into account the above. While the majority of the team members can be re-engaged if available, some need to be replaced based on performance demonstrated in the MTR process. The majority of the research team can however be re-engaged, which will lead to better results as they are trained and understand the programme and purpose better.

ANNEXES

A. GLOBAL ANALYSIS IN DETAIL

A1. FINDINGS RELATED TO MDG COMPONENT

Global results on: Better protection against violence for G&YW

Specific outcomes on protection at the individual dimension

#	Indicator	Girls 10-13 Total N=371		Adolescent girls 14-17 Total N=1670		Young women 18-24 Total N=1420	
		BL	MTR	BL	MTR	BL	MTR
Specific outcome: Decreased prevalence of violence against you or girls that you know							
1=never, 2=sometimes, 3=often, 4=very often							
1/2	% of girls and young women who indicate that they or girls they know have experienced economic violence % (#) don't know	- ⁵⁶	2.2 (1.04)	2.6 (1.05)	2.4 (.93)	2.8 (1.03)	2.4 (.92)
		-	14.1%	6.9	4.0	2.1	1.5
1/2	% of girls and young women who indicate that they or girls they know have experienced physical violence % (#) don't know	-	2.4 (.93)	2.8 (1.0)	2.3 (.87)	3.0 (.96)	2.4 (.86)
			.7%	3.4	2.2	1.5	1.7
1/2	% of girls and young women who indicate that they or girls they know have experienced emotional violence % (#) don't know	-	2.5 (.99)	2.9 (.99)	2.6 (.93)	2.9 (.93)	2.7 (.90)
			9.2%	4.9	1.9	1.9	1.4
1/2	% of girls and young women who indicate that they or girls they know have experienced sexual violence % (#) don't know	-	2.0 (.91)	2.6 (1.1)	2.3 (.97)	2.7 (1.0)	2.3 (.95)
			8.4%	5.8	3.2	2.7	2.9

⁵⁶ For the data marked with ' - 'no data was collected since the girls were either considered too young to respond to this indicator (3) or asking the baseline question (referring to 2 years before) was not considered appropriate since young children have difficulty interpreting these large time gaps. Therefore, we considered that these responses would not be reliable.

Specific outcome: Non-acceptance of violence against G&YW							
1=strongly agree, 2=agree, 3=disagree, 4=strongly disagree							
3	% of girls and young women who feel able to say no to sexual activity	-	-	52.4	88.9	60.2	92.8
		-	-	7.9	1.6	2.8	.6
	% (#) don't know						
4	% of girls and young women who agree that children may be beaten by adults	64%	41.9%	55.5	42.8	58.8	40.8
		7.5	.5%	3.9	2.1	1.7	1.5
	% (#) don't know	%	(2)				
		(30)					
Specific outcome: Access of G&YW to quality (child) protection services							
% (#) respondents who reported affirmative							
5	% of girls and young women who know how to act when in need of protection against violence	-	77.4%	50.1	80.3	31.8	67.8
6	% of girls and young women who demonstrate knowledge of available protection services	-	74.1%	45.8	79.2	38.3	87.9
7	% of girls and young women who indicated they know GYW who accessed formal protection services because violence happened to them	-	45.5%	-	62.4	-	67.9

Specific outcomes on protection at the socio-cultural dimension

#	Indicator	Community YM 16-24 Total average N=449		Community Men >24 Total average N=334		Community Women>24 Total average N=365	
		BL	MTR	BL	MTR	BL	MTR
Specific outcome: Communities recognise violence against G&YW as unacceptable							
% respondents who (strongly) agrees							
8	Perceived* % of community members who agree that children may be beaten by their parents and/or teachers.	71.9	45.3	77.9	55.7	74.4	63.0

9	perceived* % of community members who agree that violence against G&YW inside and outside the home should always be reported	54.7	90.4	58.7	87.7	47.3	82.8
10	perceived* % of community members who agree that a man is allowed to beat his wife/girlfriend	30.4	11.8	56.2	13.0	49.3	16.2

Specific outcomes on protection at the institutional level

#	Indicator	Girls' panel members Total N=168		Professional panel members Total N=61	
		BL	MTR	BL	MTR
Specific outcome: Government acts to ensure the right of G&YW to protection against violence % respondents who indicated '(very) supportive'					
11-12	% of "girl power" experts who feel that government is supportive to protection of girls and young women through policies and legislation	28.6	32%	55.5	76.2
13 ⁵⁷					
14-15	% of "girl power" experts who feel that government is supportive to protection of girls and young women through services	41.8	34.6	49.2	58.7

⁵⁷ Indicator 13 – percentage of VAW/G complaints reported to police that were also investigated has not been evaluated. See recommendations on revision of monitoring protocol.

Outcome result: Enhanced socio-political participation of G&YW

Specific outcomes on socio-political participation at the individual dimension

#	Indicator	Girls 10-13 Total N=232		Adolescent girls 14-17 Total N=909		Young women 18-24 Total N=756	
		BL	MTR	BL	MTR	BL	MTR
Specific outcome: G&YW take equally part in decision making and politics							
% respondents who (strongly) agrees							
16 ⁵⁸							
17	% of girls and young women who agree that G&YW should be part of community committees or other groups, to decide on issues that are important to them	51,4%	94%	58.2	98.9	56.4	97.5
18	% of girls and young women who confirm that it is possible for them to join groups and discuss freely in places where girls and young women meet	34,3%	88,8%	29.3	89.8	23.1	91.8
19	% of girls and young women who confirm that when they have an idea to improve something at home, school or in the community, they have the opportunity to make that happen	32,5%	77,3%	25.8	87.1	23.8	83.6

⁵⁸ Indicator 16 – percentage of leadership positions occupied by women in CS organisations targeted by GP partner organisations – has not been measured. See recommendations on revision of monitoring protocol.

Specific outcomes on socio-political participation at the socio-cultural dimension

#	Indicator	Community YM 16-24 Total N=360		Community Men >24 Total N=211		Community Women>24 Total N=218	
		BL	MTR	BL	MTR	BL	MTR
Specific outcome: Communities value G&YW as actors of importance in (political) decision taking % respondents who (strongly) agrees							
20	perceived* % of community members who agree that girls and young women should be active in political/public decision making	59.3	94.4	55.4	86.8	37.6	99.5

Specific outcomes on socio-political participation at the institutional level

#	Indicator	Girls' panel members Total N=94		Professional panel members Total N=27	
		BL	MTR	BL	MTR
Specific outcome: Government actively creates conditions for equal political participation by both sexes % respondents who indicated '(very) supportive'					
21-22	% of "girl power" experts who feel that the government is supportive of enhancing the participation of young women in local governance	44.7	26.6	44.4	59.2

Outcome result: Enhanced socio-economic participation of G&YW

Specific outcomes on socio-economic participation at the individual dimension

#	Indicator	Girls 10-13 Total N=192		Adolescent girls 14-17 Total N=600		Young wo- men 18-14 Total N=666	
		BL	MTR	BL	MTR	BL	MTR
Specific outcome: G&YW benefit from socio-economic services							
% respondents who (strongly) agrees							
23	% of girls and young women who indicate that they benefit from socio-economic services, delivered by organisations like saving and credit groups and local development banks, vocational training institutes etc.	-	-	18.0	49.8	9.8	58.1
	% of girls and young women who feel that women have the same opportunities to earn money as men			29.7	42.0	34.3	55.2
Specific outcome: G&YW take equal part in household budget management							
% respondents who (strongly) agrees							
24	% of girls and young women who have engaged in income generating economic activities outside their homes	34.5%	38.5%	38.5	47.5	49.5	57.3
25	% of young women who indicate they have a say in how the money they earned is spent	14.9%	24.1%	27.2	68.2	58.8	87.3

Specific outcomes on socio-economic participation at the socio-cultural dimension

#	Indicator	Community YM 16-24 Total average N= 254		Community Men >24 Total average N= 188		Community Women>24 Total average N= 204	
		BL	MTR	BL	MTR	BL	MTR
Specific outcome: Communities value G&YW as actors of importance in economic life							
% respondents who (strongly) agrees							
26 ⁵⁹							
27	perceived* % of community members who agree that women should have an equal say as boys and young men in deciding upon the use of household income.	57.0	86.1	58.5	98.3	56.8	99.5
28	perceived* % of community members who disagree that men should earn more than women for the same work	67.4	75.6	57.8	69.9	48.2	87.9

Specific outcomes on socio-economic participation at the institutional level

#	Indicator	Girls' panel members Total N=87		Professional panel members Total N=21	
		BL	MTR	BL	MTR
Specific outcome: Government actively creates conditions for equal economic participation by both sexes					
% respondents who indicated '(very) supportive'					
29-30	% of formal "girl power" experts who feel that government is supportive to socio-economic participation of young women through legislation and policies	58.6	9.2	71.4	76.2
31-32	% of "girl power" experts who feel that government is supporting socio-economic	63.2	41.4	61.9	66.7

⁵⁹ Indicator 26 – percentage of community members who believe that women should not participate in economic life – has not been measured. See recommendations on revision of monitoring protocol.

	participation of girls and young women through services				
--	---	--	--	--	--

Outcome result: Enhanced educational opportunities for G&YW

Specific outcome on educational participation at the individual dimension

#	Indicator	Girls 10-13 Total N=423		Adolescent girls 14-17 Total N=1819		Young women 18-14 Total N=1515	
		BL	MTR	BL	MTR	BL	MTR
Specific outcome: G&YW values on education							
% respondents who (strongly) agrees							
42	% of girls and young women who agree that girls should be able to continue their education after childbirth/after marriage	53,3%	86,1%	53.9	92.3	55.3	93.1

Secondary data on enrolment and completion of primary and post-primary education (indicators 33-41/individual dimension)

#	Indicator	National	
		BL	MTR
Specific outcome: G&YW enrol in and complete primary education			
33	National male net enrolment ratio (NER)	68.6 ⁶⁰	
34	National female net enrolment ratio (NER)	47.0 ⁶¹	
35 ⁶²		-	-
36	National male completion rate (until last grade)	47.0 ⁶³	
37	National female completion rate (until last grade)	43.5 ⁶⁴	

⁶⁰ This global value includes data from: Ghana, Liberia, Ethiopia, Zambia, Bangladesh, Nepal, Pakistan, Bolivia and Nicaragua.

⁶¹ This global value includes data from: Ghana, Liberia, Ethiopia, Zambia, Bangladesh, Nepal, Pakistan, Bolivia and Nicaragua.

⁶² Indicator 35 – percentage of schools with gender aware PTAs in GP intervention areas – was not measured. See recommendations on revision of monitoring protocol.

⁶³ This global value includes data from: Ghana, Liberia, Sierra Leone, Ethiopia, Zambia, Pakistan, Bolivia and Nicaragua.

⁶⁴ This global value includes data from: Ghana, Liberia, Sierra Leone, Ethiopia, Zambia, Pakistan, Bolivia and Nicaragua.

Specific outcome: G&YW enrol in and complete post-primary education			
38	National male net enrolment ratio (NER)	40.3 ⁶⁵	
39	National female net enrolment ratio (NER)	34.5 ⁶⁶	
40	National male completion rate (until last grade)	30.6 ⁶⁷	
41	National female completion rate (until last grade)	36.0 ⁶⁸	

Specific outcomes on educational participation at the socio-cultural dimension

#	Indicator	Community YM 16-24 Total average N=412		Community Men >24 Total average N=246		Community Women>24 Total average N=290	
		BL	MTR	BL	MTR	BL	MTR
Specific outcome: Communities value education for G&YW equally important as for B&YM							
% respondents who (strongly) agrees							
4	perceived* % of community members	72.2	91.0	51.4	96.9	45.1	93.6
3	who agree that girls should be able to continue their education after childbirth/after marriage						
4	perceived* % of community members	79.5	98.3	62.9	95.5	67.8	98.3
4	who agree that girls should have an equal chance to go to school as boys						

⁶⁵ This global value includes data from: Ethiopia, Nepal, Pakistan, Bolivia and Nicaragua.

⁶⁶ This global value includes data from: Ethiopia, Pakistan, Bolivia and Nicaragua.

⁶⁷ This global value includes data from: Ethiopia, Bolivia and Nicaragua.

⁶⁸ This global value includes data from: Ethiopia, Bolivia and Nicaragua.

Specific outcomes on educational participation at the institutional level

#	Indicator	Girls' panel members Total N=123		Professional panel members Total N=41	
		BL	MTR	BL	MTR
Specific outcome: Government actively creates conditions for equal participation of both sexes in (post) primary education % respondents who indicated '(very) supportive'					
45-	% of formal "girl power" experts who feel that	25.0	40.2	56.1	73.1
46	government, is supportive to (post) primary education for girls and young women through enforcement of legislation and policies.				

A2. FINDINGS RELATED TO CAPABILITIES OF PARTNER ORGANISATIONS

Introduction

Capabilities are measured using the '5 Core Capabilities' model, as developed by ECDPM. The 5 core capabilities against which the capacities of partner organisations were measured are:

1. Capability to commit and act
2. Capability to deliver on development objectives
3. Capability to attract and relate
4. Capability to adapt and self-renew
5. Capability to balance diversity and consistency

While the 5 overall capabilities were maintained as in the original model, indicators and pointers, used to measure the capabilities in a more detailed level, were tailored to the work of the CRA.

Methodology used

To determine the capabilities of the partner organisation, the 5C assessment tool that was introduced during the BL was used again during the MTR. By using the same tool, the same information was collected at the two moments in time (MTR and BL). The methodology applied for data collection during the MTR was however more developed and participatory. Workshops per partner organisation were organised in which an external facilitator guided the 5-10 participants in a self-assessment of their organisation. The facilitators were supported with guidelines to assure a common approach in all the workshops worldwide.

During the workshops, first the 5C tools were (re)introduced, after which participants individually scored all indicators (with the use of 1-3 pointers) of the 5 core capabilities. Discussion on the scoring followed, after which a comparison was made with the baseline. Points for improvement were identified and ambitions formulated. The facilitator calculated the overall average scores, based on the participants' scorings. The methodology used during the BL data collection was different. Self-scoring like during the MTR was not applied; an external consultant gave scores for the different indicators based on the assessment of information gathered by a number of interviews.

In total forty-three partner organisations participated in the organisation's capability assessment during the MTR, which varies from three to six organisations in the different countries. In Pakistan, a total of six partners was part of the sample of the organisations to do a self-assessment, while in Nepal only three organisations (which is the total number of partners) took part. In Bolivia four organisations did the self-assessment during this MTR, all with the facilitation of the regional coordinator.

The intention was to have organisations taking part in MTR who were also assessed during the BL. This was not possible in all cases, e.g. due to change of partner organisations or changes in the relative importance of partner organisations in the programme, compared to the BL. Another reason is that a maximum of five partner organisations were assessed, for which Pakistan is an exceptional case. Due to the maximum, choices had to be made with regard to which organisations to involve.

It can be concluded from the table below that not in all countries the same partner organisations were included during the BL and MTR.

Countries	Partners BL	Partners MTR ⁶⁹
Bangladesh	SDS, BNWLA, NUK, News Network, ACD, AB, BNNRC	<i>SUPK</i> , Plan , BNWLA , ACD , AB
Bolivia	SECRAD, Plan, NICOBIS, CPMGA, FAB, EC, DNI, CRECER, CIPE, CDC	Plan , CPMGA , FAB , DNI
Ethiopia	ACPF, ECFA, FAWE, KMG, ANPPCAN, Plan, FSCE	Plan , FSCE , FAWE , ANPPCAN , ACPF
Ghana	SILDEP, CRRECENT, AMPCAN, GNCRC, GCRN, CAPECS, DCI, ARK,	<i>Plan</i> , GNCRC , DCI , CRRECENT , ARK
Liberia	<no baseline established>	<i>YUDA</i> , <i>Plan</i> , <i>FAWE</i> , <i>DCI</i> , <i>CFH</i>
Nepal	SIDS, Sahamati, RWSC, EWN, CWIN	<i>Plan</i> , EWN , CWIN
Nicaragua	CA, FCM, AT, INPHRU, Plan, ALA	INPHRU , CA , AMNLAE , ALA , Plan
Pakistan	Bedari, LHRLA	<i>Plan</i> , <i>NRSP</i> , <i>MIED</i> , LHRLA , Behari , <i>AIOU-BUESP</i>
Sierra Leone	DRIM, GSI, DCI, DB	<i>YACAN</i> , <i>Plan</i> , <i>OFP</i> , <i>FAWE</i> , DCI
Zambia	VSU, NOWSPAR, CPU, AQ, CHIN	<i>Plan (incl Plan Chipata)</i> , NOWSPAR , <i>Lifeline</i> , CHIN

As can be seen, a comparison can hardly be made in some countries, due to the divergence of partners included in the 5C analysis at the time of MTR and BL. In Sierra Leone only one of the partners in the MTR was part of the BL. In the other countries this number is higher, and in two of the countries the total sample of partners in the BL and MTR are the same. The analysis below should therefore be read while taking this information into account: more than half (twenty-eight out of forty-seven) of the partners were part of both the MTR and BL. Furthermore it should be noted that capabilities were not measured in similar ways during the BL and MTR. As mentioned in the first paragraph: the scoring tool used was the same, but the methods used for data collection were not similar. These differences provide yet another challenge for comparing the data from the BL and MTR.

Taking this into account, the choice was made to restrict the comparison of the BL and MTR to the global, average level. The more in-depth analysis of the individual capabilities and underlying indicators on country level will not include the BL.

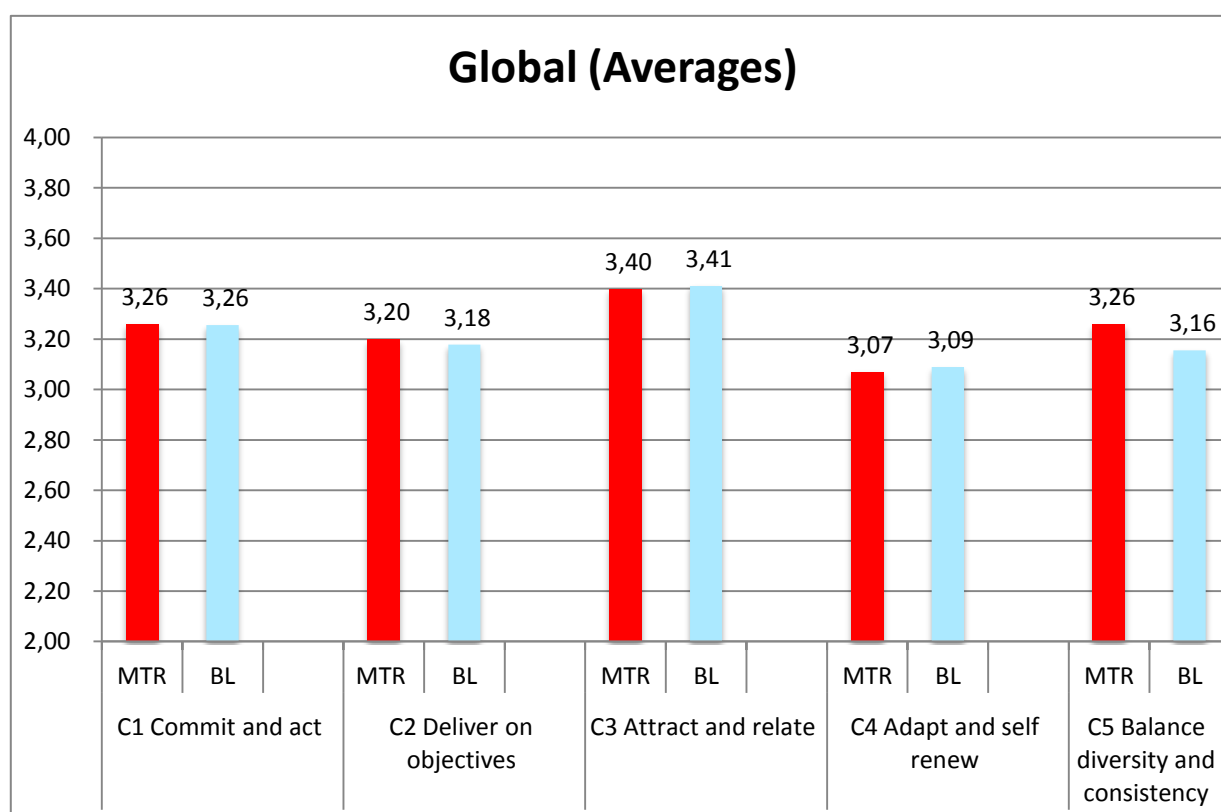
⁶⁹ In *italics* the partners that were not part of the BL, in **bold** the partners that are included in both BL and MTR.

Global findings

In this paragraph we present the organisations that were part of the 5C self-assessment during the MTR and BL. Furthermore, global averages on 5C and indicators under the 5Cs at the time of BL and MTR are presented and analysed.

Global average scores (MTR and BL)

Below a figure is presented with global average scores on the 5 core capabilities as measured during the MTR and BL.



Global (average) scores on 5 Core Capabilities during BL and MTR

The scoring (on the y-axis of this and following figures) corresponds with the indicated level of the organisation's capabilities. The following level of development of capabilities are indicated:

- 1 → Awareness
- 2 → Exploration
- 3 → Transition
- 4 → Full implementation

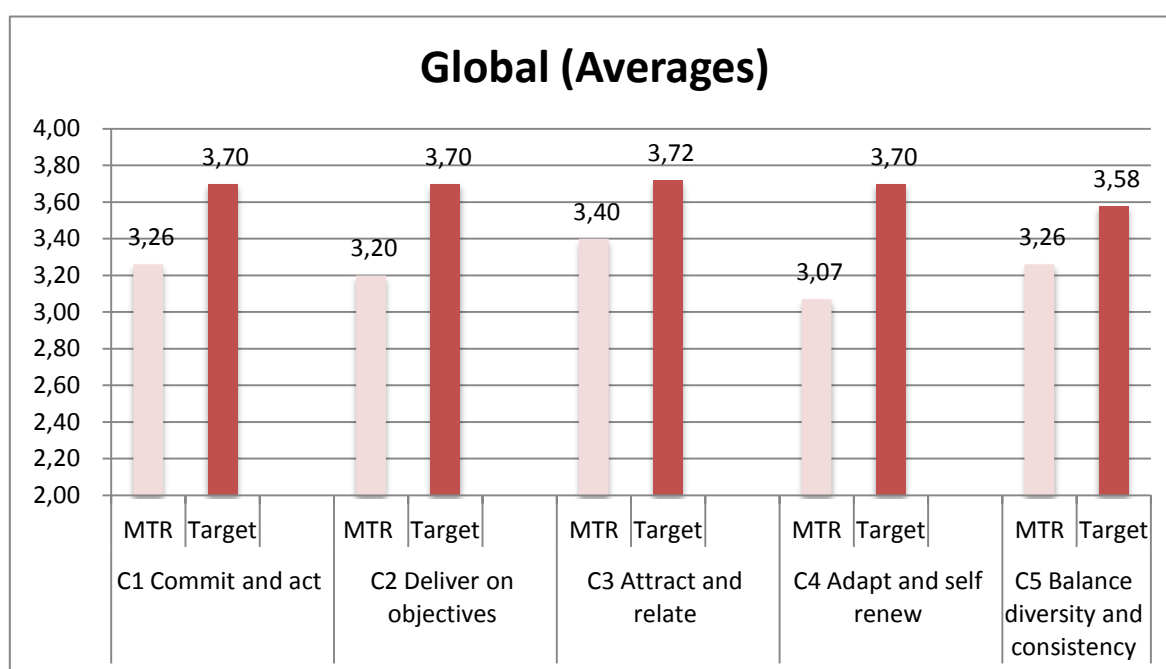
Since the scores are all above 2.00, the graphs start at this level.

It can be observed that there are hardly any differences in scores (thus capabilities) between MTR and baseline. The greatest diversity in scores can be observed for C5.

Capabilities 3 is scored highest overall; attracting and relating to organisations around is where the CRA's partners in general rate themselves highest. Capability 4 (Adapt and self-renew) is overall the weakest; partners globally have scored this capability lowest. More detail on the underlying reasons for this will be provided below, where the scores on the individual indicators are presented. Overall it can be said that C1, C2 and C5 are globally on average scored about the same while C3 is by the partners regarded a stronger capability and C4 the weaker one. Interesting to see is that connecting with the outside world (attracting and relating) is regarded a greater strength by the partners than their internal ability to change according to what is happening around them and to stay renewed.

Targets 2015

When scores from the MTR are compared to the targets set for 2015, as visualised in figure 3, it becomes clear that the organisations are still underway in reaching the desired level.



Global (average) scores on 5 Core Capabilities during MTR and targets 2015

As it seems from figure 3, the capability to “Attract and relate” (C3) and the capability to “Balance diversity and consistency” have currently most potential of reaching the target level. The difference between the MTR score (2013) and the target score (2015) is 0.32. For the capability “to adapt and self-renew” (C4) it occurs to be most challenging to reach the desired level: the difference between actual situation and target level for the global average score is 0.63. For the two remaining

capabilities (C1; to Commit and act, C2; Deliver on development objectives) the targets are the same as for C4 (3.70), but the discrepancy between the current and planned level is smaller.

Overall, it can be observed that the desired and current scores are on average (globally) all between 3.00 and 4.00. This means that partner organisations which are currently at the start of their transition (score 3), should by 2015 be nearing the end of the transition phase, and be closer to full implementation (score 4). The planned final level for C5 is more modest than for the other capabilities.

Average scores on capabilities per country

In the table below, more specific figures – for the countries separately – are given.

Average scores per core capabilities, per country

Countries	C1		C2		C3		C4		C5	
	MTR	BL	MTR	BL	MTR	BL	MTR	BL	MTR	BL
Bangladesh	3.69	3.80	3.58	3.90	3.74	3.90	3.58	3.80	3.79	3.80
Bolivia	3.16	3.20	3.16	3.20	3.31	3.60	3.03	3.20	3.22	3.30
Ethiopia	3.14	3.20	3.25	3.20	3.39	3.30	2.96	3.10	3.09	3.20
Ghana	3.39	3.00	3.18	2.90	3.51	3.10	3.20	2.80	3.26	2.90
Liberia*	3.07		2.85		3.27		2.62		2.98	
Nepal	3.35	3.40	3.46	3.30	3.41	3.40	3.24	3.00	3.34	3.10
Nicaragua	3.24	3.60	3.23	3.60	3.43	3.70	3.18	3.40	3.37	3.70
Pakistan	3.29	3.60	3.27	3.50	3.29	3.90	3.11	3.40	3.26	3.20
Sierra Leone	3.23	2.30	3.04	2.40	3.32	2.30	3.01	2.10	3.21	2.20
Zambia	3.04	3.20	2.98	2.60	3.33	3.50	2.77	3.00	3.06	3.00
<i>Global (average)</i>	<i>3.26</i>	<i>3.26</i>	<i>3.20</i>	<i>3.18</i>	<i>3.40</i>	<i>3.41</i>	<i>3.07</i>	<i>3.09</i>	<i>3.26</i>	<i>3.16</i>

* no baseline was established for partner organisations in Liberia

Partners from Bangladesh overall have scored themselves highest. At the same time there is no visible progress compared to BL. The partner organisations in Bangladesh seem to rate themselves higher than those from other countries, at both moments in time. On a positive note, progress was made on all capabilities in Ghana and Sierra Leone.

Many countries show MTR scores that are lower than BL scores. Various issues could cause this. Possible explanations are (1) the way the scoring was done, (2) the fact that not in all cases (entirely) the same group of organisations was part of the MTR as during the BL, (3) the workshops created a

more critical/reflective analysis than the individual interviews, and lastly (4) more strengthened organisations are able to analyse themselves more critically,

Per core capability

The following observations can be made:

Variety in C1 (MTR) is quite large, with Bangladesh far above the rest. Six countries score below the average, with Ghana as the only African country above the average (the rest is Asian). Further explanations as to which indicators played a determining role in the scoring will be shown below.

Variety in C2 (MTR) is even bigger; with an average of 3.20, Bangladesh has scored most above average (3.58), while Liberia and Zambia scored below 3.0. On average there is only a slight improvement compared to the baseline, which is mainly due to improvements made by Nepal (from 3.3 to 3.46), Sierra Leone (from 2.4 to 3.04) and Zambia (from 2.6 to 2.98).

Less variety is seen at C3, and this translates in a higher average score. While some overall countries scores are (significantly) lower at the MTR than the BL (Bolivia from 3.60 to 3.31), Pakistan (from 3.90 to 3.29), again Sierra Leone has scored itself significantly higher in the MTR (from 2.30 in the BL to 3.32 in MTR). Also Ghana's organisations have seen improvement and scored higher (from 3.1 at BL level to 3.51 at MTR).

For C4, Zambia (2.77) and Liberia (2.62) bring global averages to a lower level with scores below 3.00. In this case, also Ethiopia scored low (2.96). Both Zambia and Ethiopia scored the MTR lower than the BL. Bangladesh (3.58), Ghana (3.20) and Nepal (3.24) pull the scores in the MTR to a higher level. Five out of six organisations scored above average on this capability during the MTR, similar to the BL. During the BL average scores were brought to a lower level by particularly Sierra Leone and Ghana (both below 3).

The average of the fifth C shows a picture similar to C1 and C2. It does however show more improvement, compared to the baseline (from 3.16 to 3.26). Also here Sierra Leone and Ghana influenced the average of the BL negatively, while Nicaragua and Bangladesh had a positive influence. Quite a number of organisations did not change their scoring much over time (Bangladesh, Bolivia, Pakistan, Sierra Leone, Zambia). Partner organisations in Ghana considered there were quite some improvements, as reflected in the scores (from 2.9 to 3.26) and Nicaragua's organisations belief they have become weaker in this area (from 3.7 to 3.37).

The highest scored indicators are spread out over 3 capabilities: C1, C2 and with the majority in C3. The lowest scored indicators are also divided over 3 capabilities. Indicators from C2 are mentioned in both the highest and lowest scored indicator-list. Hence, here can the biggest diversity in scoring be observed. The other capabilities that received lowest scores are C4 (3 out of 5 lowest scored indicators) and C5.

Per core capability the following observations are made:

The average global score for Core Capability 1 (C1) is 3.26. As can be seen, the finance component under C1 is scored significantly lower than the other indicators. The leadership on the other hands is on average considered a strength when it comes to 'committing and acting' as an organisation. Also the strategic plan component has facilitated the organisations in the commitments and actions, as scored by all CRA's partner organisations. Scores on the indicators, analysed for the different countries will be shared in the paragraphs to come. Here it will also become evident which countries have created significantly high or low average scores.

C2 was scored 3.20 on average. Especially rights-based approach and gender was positively influencing this score with a global average of 3.38. The infrastructure was certainly not in all countries considered sufficient; this indicator has a grand negative influence on ability to deliver on objectives.

The third C was with 3.4 the highest average scored capability. Attracting and relating to others can therefore be seen as a capability that all partner organisations see for themselves. All indicators, except for 'credibility' were scored relatively high.

C4 was on average scored lowest (3.07). There are no particular 'highs and lows' regarding scoring on the indicators of the C that determine this score. However, learning is scored highest (3.19) and learning for gender equality lowest (2.99).

The 5th C ended up with a global average score of 3.26. Three out of five indicators assured this relatively high average score: clear mandate and vision, operating principles and consistency. On the other hand, organisations globally did not consider the gender policy to be very beneficial for the capability to balance diversity and consistency.

Findings Capability 1: to Commit and Act

This paragraph is devoted to the Capability ‘to Commit and Act’. First we present average scores per country, followed by scores per indicator (again per country). The scores are also visualised in a figure, to make easy comparison between indicators and between countries possible. Both comparisons are shared in the paragraph below.

As can be seen in figure 5, the partner organisations from Bangladesh are most positive about their capability to commit and act. Scores by Zambia, Liberia, Ethiopia and Bolivia are on the low end. In the table below, the scores on the 5 indicators, which together form the total score on C1, are reflected.

Scores indicators C1, per country

Capability 1: To commit and act					
	Strategic plan	Effective HR mobilisation	Finance	Leadership	Rights-based approach and gender
Bangladesh	3.61	3.71	3.37	3.86	3.64
Bolivia	3.26	3.04	2.98	3.20	3.29
Ethiopia	3.29	3.18	3.16	3.05	3.04
Ghana	3.41	3.57	3.14	3.58	3.26
Liberia	3.28	3.02	2.76	3.19	3.12
Nepal	3.62	2.83	3.29	3.53	3.50
Nicaragua	3.09	3.26	3.05	3.52	3.28
Pakistan	3.29	3.21	3.16	3.47	3.33
Sierra Leone	3.38	2.86	3.01	3.51	3.39
Zambia	2.99	3.16	2.90	3.19	2.96
<i>Global (average)</i>	3.32	3.18	3.08	3.41	3.28

The highest scored item overall is the leadership component in Bangladesh (3.86). The lowest scores can be found under the indicator finance (Liberia 2.76; Zambia 2.90) and effective human resource mobilisation (Nepal 2.83; Sierra Leone 2.86). Remarkable is that at the same time quite high scores can be observed for effective human resource mobilisation (3.71 for Bangladesh, 3.57 for Ghana).

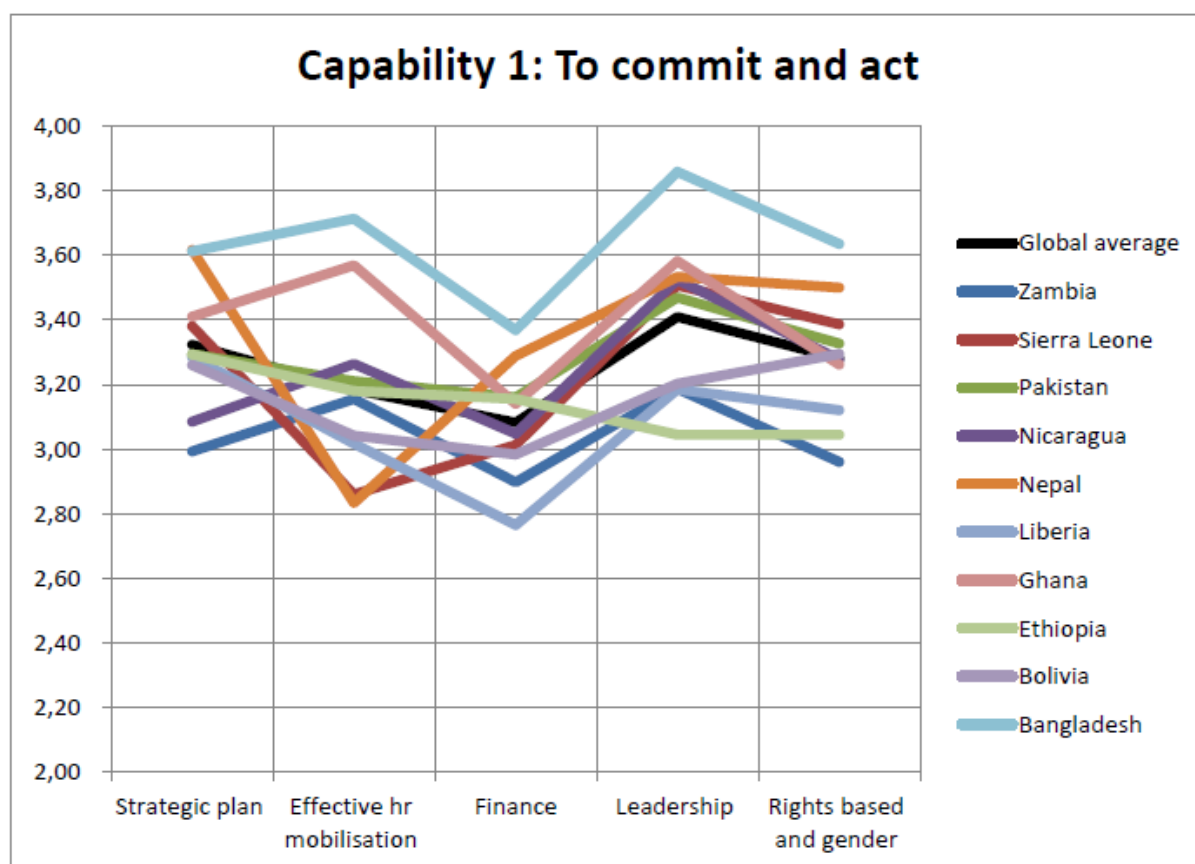


Figure: Scores per country on indicators C1

All scores are between 2.76 and 3.86 for all countries, on all indicators. The differences in scoring of items are clear from the fact that the lines are curved and not straight. Due to this in-depth analysis, it can be observed which specific areas (as measured with the indicators) need further capacity building, while this would not have been possible when only analysing the averages scores on core capability level.

Strategic planning is overall the second highest scored indicator under C1. Strategic planning is a considered strength by partners in Bangladesh and Nepal. Four out of five partners in Bangladesh consider themselves strong (3.75 and above) in strategic planning. It also counts for Nepal that two out of three organisations have scored themselves above 3.70. However, in Zambia and Nicaragua partners have scored as being relatively weak in this area. One of the partners in Zambia however has rated itself differently: it scored 3.56 on this indicator, while other organisations from Zambia are all on 3.00 or below. In Nicaragua most partners scored relatively low on this indicator, which explains the low score. Partner in other countries consider themselves around average.

“Effective human resources” is a quite divers scored indicator. Two countries have scored themselves highest on this: Bangladesh and Ghana. Scores from Bangladesh can be explained by the fact that

one of the partners has scored itself extremely high on this indicator (3.95) and one partner quite low (2.67). Also for Ghana, one partner scored 3.92, far on the positive side, and another 2.75, which balanced out the total score. The countries with less positive scoring are Nepal and Sierra Leone. In Nepal this low average is due to one organisation, which scored itself with a 2.00. For Sierra Leone counts that all partners except for one (3.60) gave low scores for this indicator.

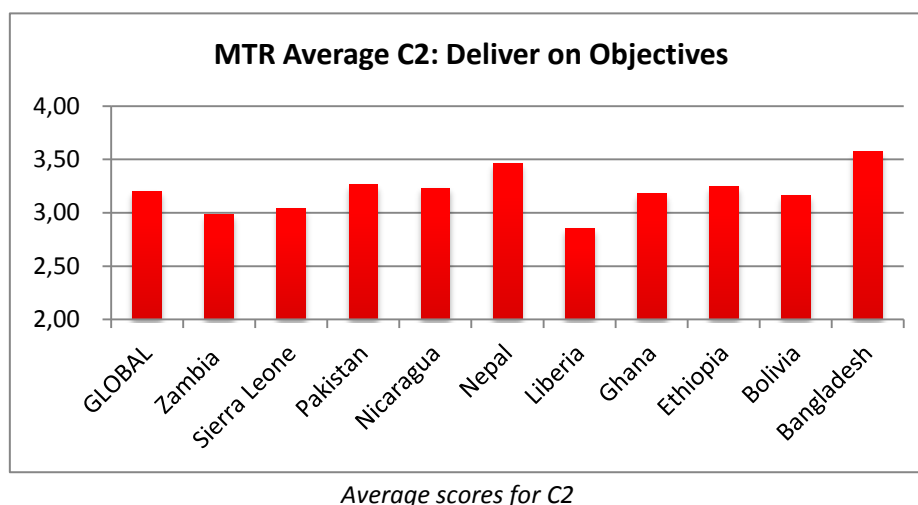
Finance is on average the lowest scored indicator, the least diverse, and for most organisations the weakest part reflecting this capability. Especially organisations in Liberia are very negative regarding this aspect (average 2.76), which counts in particular for three out of five partners. Also Zambia's partners scored finance on average below 3.00, at 2.90. This is partially due to one partner, who has scored very low on this indicator.

Leadership is scored quite similar for a lot of organisations; the leadership of most organisations is a bit above average. Only Ethiopia and Bangladesh are clear trend-breakers. For Bangladesh, four out of five organisations scored very high, this created the high average score. In Ethiopia the average low score is not caused by one of the organisations; the overall scoring is low. Also Bolivia, Liberia and Zambia are not too positive about their leadership's ability to enable commitment and action. However, in all these countries, partners have given very diverse scores for this indicator.

Rights-based approach and gender average of 3.28; there are no clear negative or positive exceptions. Only the average of partners in Zambia ended below 3.00. This is mainly caused by a low score of one of the partner organisations.

Findings Capability 2: Deliver on Objectives

In the figure below, the scores of the different countries on capability 2 are visualised.



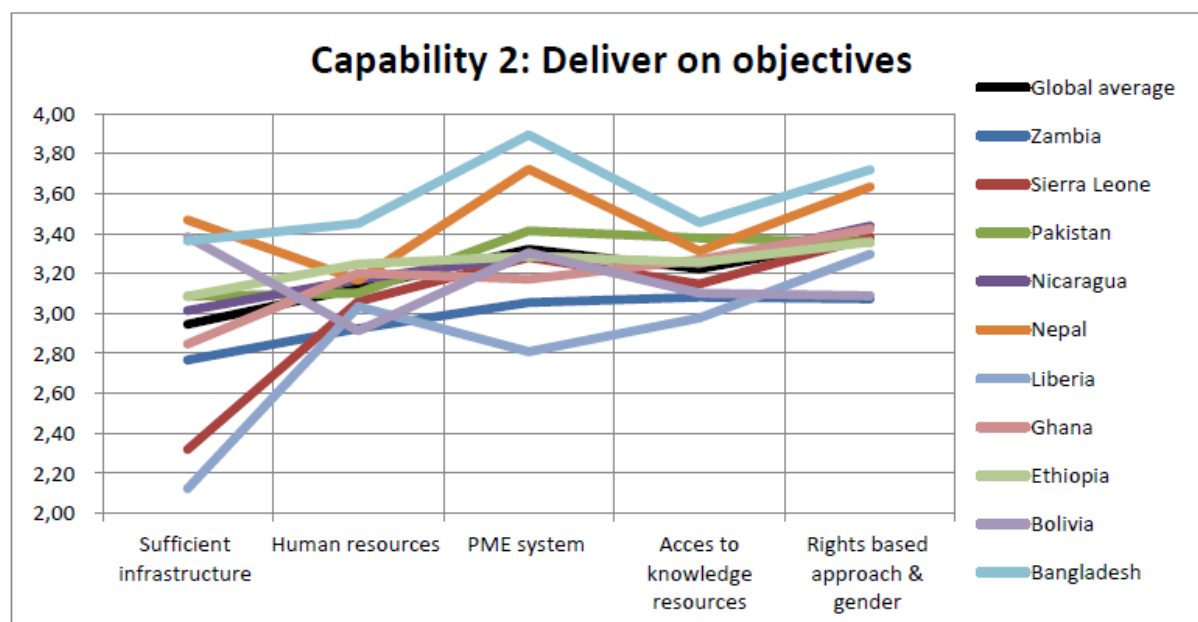
Also for this capability, partners from Bangladesh have on average scored themselves highest compared to other countries. Partners from Nepal are as well positive about their capabilities to deliver on objectives. Zambia and Liberia have scored lowest.

Below the scores on the different indicators under capability 2 (sufficient infrastructure, human resources, PME system, access to knowledge resources and rights-based approach and gender are presented.

Scores on indicators C2, per country

Capability 2: Deliver on objectives					
	Sufficient infrastructure	Human resources	PME system	Access to knowledge resources	Rights-based approach and gender
Bangladesh	3.36	3.45	3.89	3.45	3.72
Bolivia	3.38	2.91	3.30	3.10	3.09
Ethiopia	3.09	3.25	3.29	3.26	3.36
Ghana	2.85	3.20	3.17	3.27	3.42
Liberia	2.12	3.03	2.81	2.98	3.30
Nepal	3.47	3.17	3.72	3.31	3.63
Nicaragua	3.01	3.17	3.29	3.25	3.44
Pakistan	3.09	3.10	3.41	3.38	3.36
Sierra Leone	2.32	3.06	3.28	3.15	3.38
Zambia	2.77	2.92	3.05	3.08	3.07
Global (average)	2.95	3.13	3.32	3.22	3.38

The highest scored indicator overall is the PME system, provided in Bangladesh (3.89) and Nepal (3.72). Also the rights-based approach in Nepal is appreciated with good scores (3.63). By far the lowest scores can be found under the indicator sufficient infrastructure (Liberia 2.12; Sierra Leone 2.32). Compared to other countries, Liberia scored remarkably low on the PME system (2.81).



Scores per country on indicators C2

The weakest link under C2 is sufficient infrastructure, which is highly influenced by very low scores provided in Liberia and Sierra Leone. While in Liberia all organisations scored this as being a weak part of their organisation (all below 2.4), the average score in Sierra Leone is still pulled up a bit by one out of five organisations that scored a 3.30.

Partners from Nepal have considered themselves relatively strong, when compared to other countries, in this area. With an average score of 3.47, which is the average of scores between 3.00 and 3.80 by the partners, it is the highest.

The indicators on human resources show less variety among the countries. Only Bangladesh forms an exception, with on average higher scores than the other countries. The score of 3.45 is generated by four organisations scoring above 3.60, one organisation scoring 2.00 and remaining scores in the middle. The diversity within the country can be called quite significant.

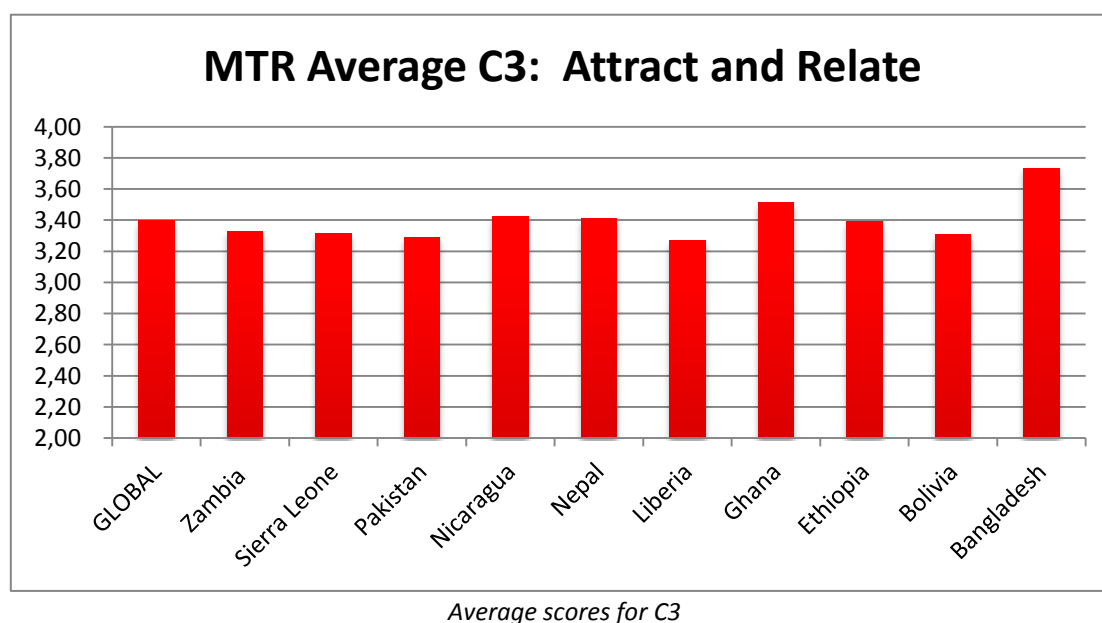
The overall best (perceived) performance under C2 is the PME system. Partners from Bangladesh and Nepal have scored very high in this area. In Nepal this high scoring applies to all organisations, in

Bangladesh one of the organisations has scored this indicator quite a bit lower (2.33). On the low end we find Liberia; this is the country in which partners on average have scored lowest. All except one partner have scored below 3.00. Countries' scores again show little variety around access to knowledge resources. All countries have scored between 2.98 and 3.45.

The last indicator, rights-based approach and gender, is a bit more divers. As there are no extremely low scores (all are above 3.00), the average is highest of all indicators under C2. Bolivia and Zambia are weakest in this area. In Bolivia, all organisations score around the same, but in Zambia one organisation diverts from other with the only score below 3.00. With a 2.50 this is pointing at an exploration phase regarding this indicator.

Findings Capability 3: Attract and Relate

Below, the average scores per country for the capability 'To Attract and Relate' are visualised.

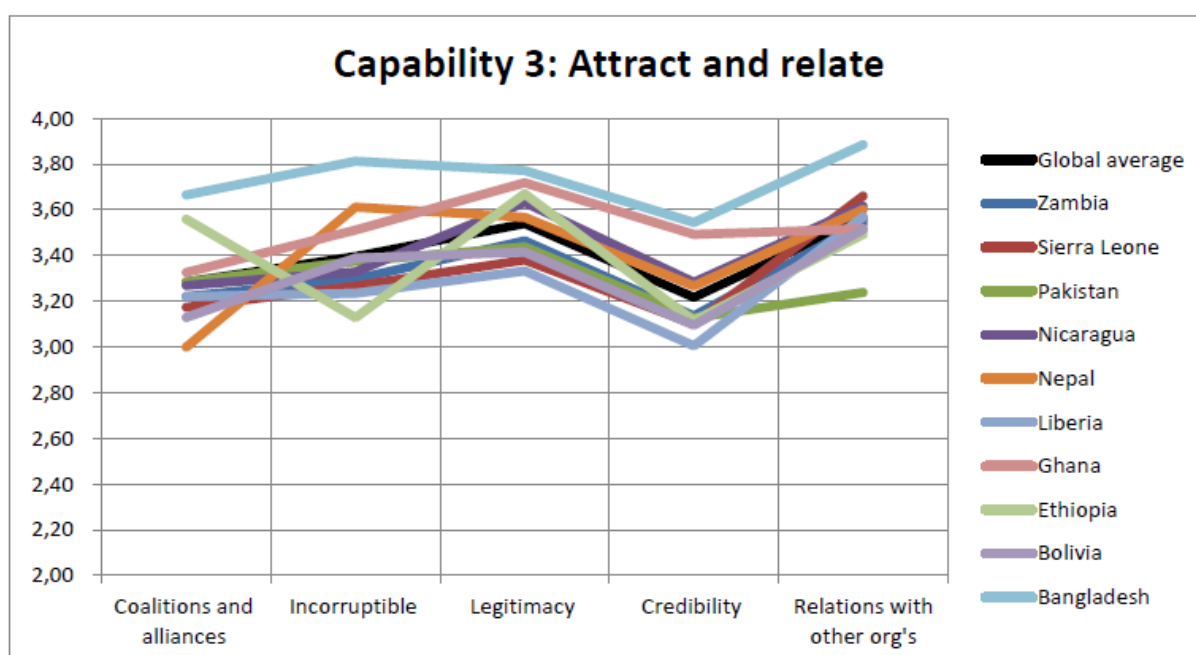


Again Bangladesh overall scored highest on the capability. The diversity of scores of remaining countries is not enormous. All countries are above 3.00, which indicated that all countries, on average, are between the level of transition and full implementation. Liberia is the country from which partners have scored the capability lowest (3.27), but differences with other low scoring countries are minimal (Bolivia, Pakistan).

Scores indicators C3, per country

Capability 3: Attract and relate					
	Coalitions and alliances	Incorruptible	Legitimacy	Credibility	Relations with other organisations
Bangladesh	3.66	3.81	3.77	3.54	3.88
Bolivia	3.13	3.39	3.42	3.09	3.51
Ethiopia	3.56	3.13	3.67	3.11	3.49
Ghana	3.33	3.51	3.72	3.49	3.52
Liberia	3.22	3.23	3.33	3.00	3.57
Nepal	3.00	3.61	3.57	3.27	3.60
Nicaragua	3.27	3.33	3.63	3.28	3.62
Pakistan	3.28	3.37	3.44	3.13	3.24
Sierra Leone	3.17	3.27	3.38	3.10	3.66
Zambia	3.22	3.30	3.46	3.14	3.54
<i>Global (average)</i>	<i>3.28</i>	<i>3.40</i>	<i>3.54</i>	<i>3.22</i>	<i>3.56</i>

The highest scored item overall is the relations with other organisations in Bangladesh (3.88), followed by the incorruptibility for the same country. Lowest scored items are the credibility, scored as such by organisations from Liberia (3.00) and the coalitions and alliance forming by Nepal (also 3.00).



Scores per country on indicators C3

The diversity in scoring, when comparing between countries and between indicators, is relatively small. This can be observed in the graph above: the lines do not show high peaks nor extreme low points. Moreover, many of the lines show the same curving; the capability is overall shown quite a similar pattern for most countries. Only Nepal, Ethiopia and Bangladesh show slightly alternative patterns, compared to the other countries.

After Bangladesh, Ethiopia is relatively strong in 'coalitions and alliances'. All organisations in the country have provided quite similar, high scores. The other countries score between 3.00 and 3.33. Nepal is slightly weaker than the rest. This is due to the low scoring of two from the three partner organisations.

The indicator "incorruptible" shows two diverting scores'. With Bangladesh again on lonely height (applicable to all partner organisations), Nepal is also a positive exception to the middle range. All three organisations in Nepal have scored above 3.45, reflected in this score. Ethiopia forms the exception on the negative side; it has scored 3.13 on average, which is the result of scoring by partners between 2.83 and 3.33.

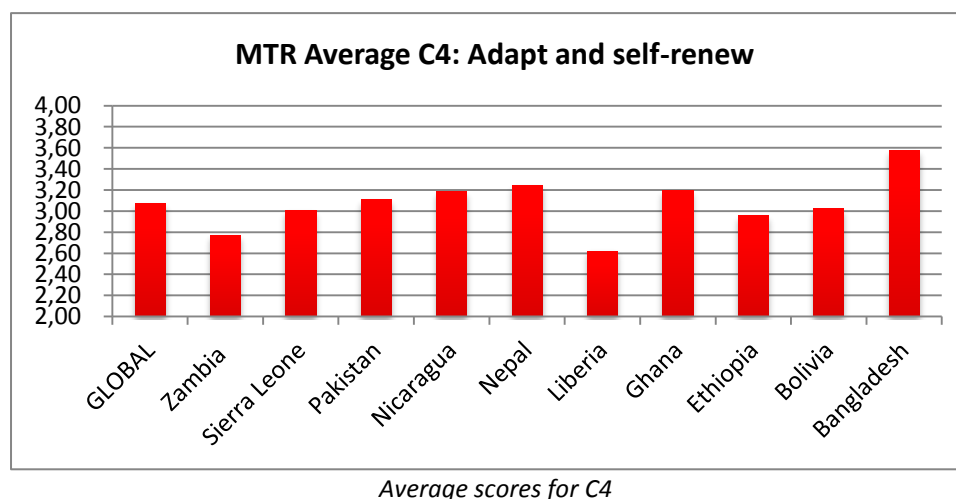
All countries score legitimacy quite similar. The average score here is, together with the last indicator 'relations with other organisations' quite high. There are no negative exceptions in this area; all countries seem quite strong on legitimacy.

The indicator credibility has, on average, been scored lowest. Ghana and Bangladesh consider themselves more credible than the other countries. In Ghana this score is influenced by one of the organisations, which rated themselves with a 3.90. Three partners from Bangladesh have scored themselves with a 3.25; two others have scored above 3.80. Liberia's partners score at the low end: with scores between 2.71 and 3.42 ending up with an average of 3.00.

Pakistan has scored remarkably low on the indicator 'relations with other organisations', compared to the other countries. The score of 3.25 forms the middle between low (2.88) and higher (3.56) scores of the partner organisations in this area. Most of the countries score between 3.49 and 3.66, but Bangladesh stands out with a score of 3.88, which is partially due to an organisation with a full score of 4.00.

Findings Capability 4: Adapt and Self-renew

The fourth capability is around the extent to which organisations can ‘Adapt and Self-renew’. In figure 11 data per country for capability 4 are visualised. The capability ‘to adapt and self-renew’ was scored lowest, compared to the other capabilities. In general, this does not seem to be the capability Plan partners consider themselves strong in.

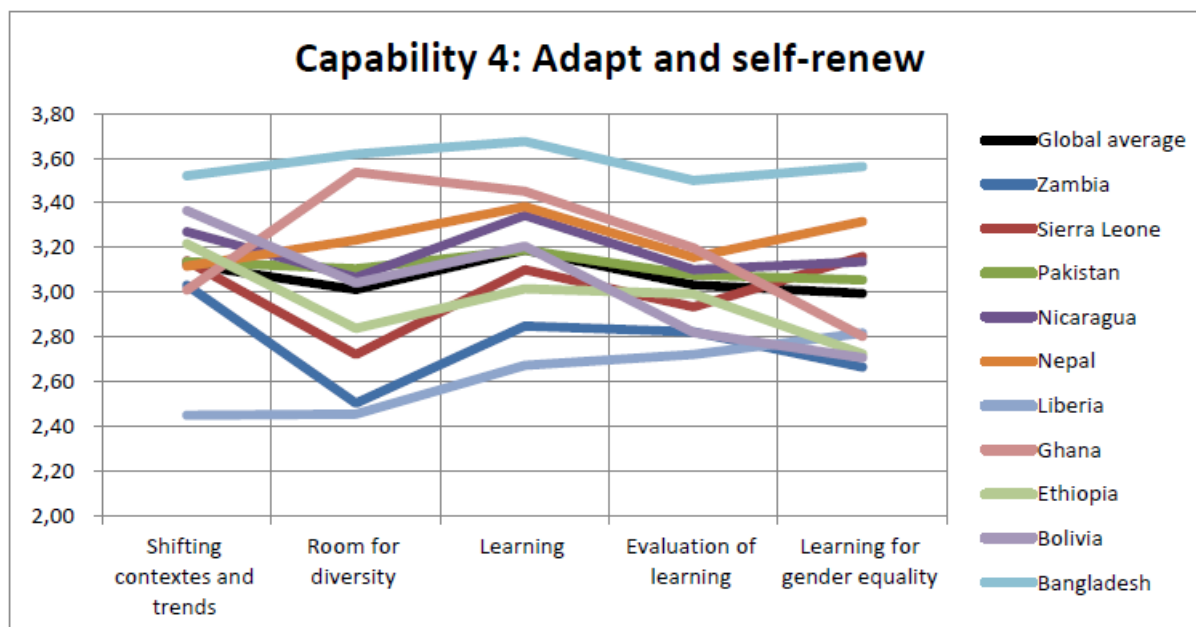


On the fourth capability again Bangladesh scored highest. The scoring varies quite between the different countries. While Bangladesh has scored a 3.58 (between transition and full implementation, Liberia is on average still, according its organisation’s scoring on a very different level (2.62; between exploration and transition).

Scores indicators C4, per country

Capability 4: Adapt and self-renew					
	Shifting contexts and trends	Room for diversity	Learning	Evaluation of learning	Learning for gender equality
Bangladesh	3.52	3.62	3.68	3.50	3.56
Bolivia	3.37	3.04	3.21	2.82	2.71
Ethiopia	3.22	2.84	3.02	2.99	2.72
Ghana	3.01	3.54	3.45	3.20	2.80
Liberia	2.45	2.45	2.67	2.72	2.82
Nepal	3.12	3.23	3.38	3.16	3.32
Nicaragua	3.27	3.07	3.34	3.10	3.14
Pakistan	3.14	3.10	3.19	3.08	3.05
Sierra Leone	3.14	2.72	3.10	2.93	3.16
Zambia	3.03	2.50	2.85	2.82	2.66
Global (average)	3.13	3.01	3.19	3.03	2.99

The highest scored item overall is Bangladesh on learning (3.68), complemented by room for diversity, also in Bangladesh (3.62). Lowest scored items are both on the account of Liberia, shifting contexts and trends (2.45) and room for diversity (2.45 both).



Scores per country on indicator C4

Reflections per indicator can be summarised as follows:

Liberia in general has the lowest scores, especially on the first indicator 'shifting contexts and trends' and 'room for diversity'. The average score provided in Liberia is to a great extent determined by one organisation, which considers itself very weak in this area (1.75). Due to one other organisation, which scored 3.22, the average is pulled up a bit. Bangladesh's organisations scored on average highest on this indicator.

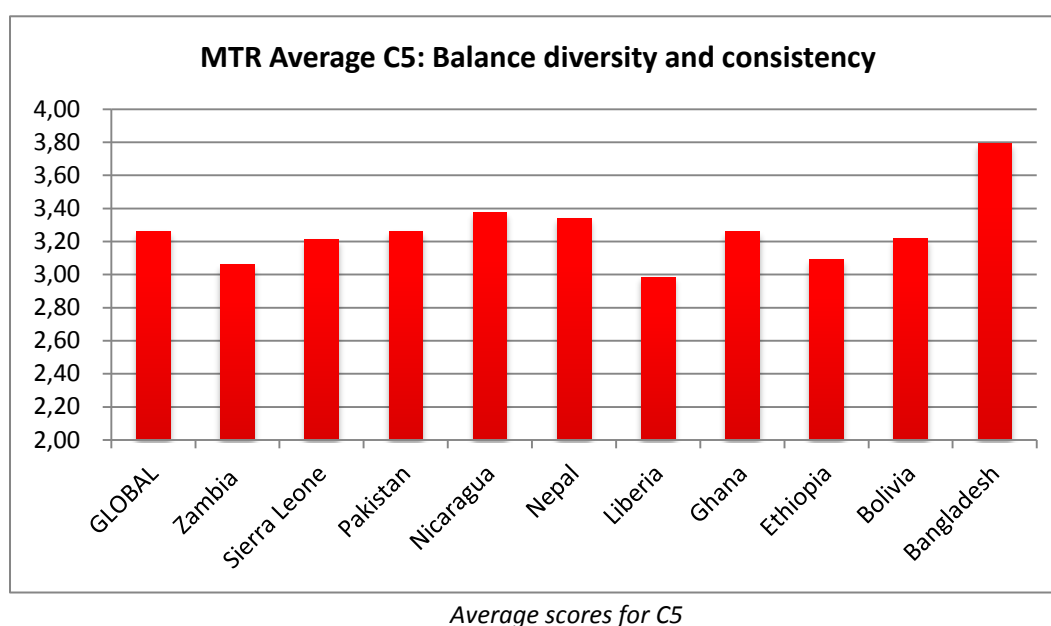
As can be seen above, the scores of all the countries are quite varied, especially when it comes to the indicator 'room for diversity'. The room for diversity seems to vary in the different countries. Liberia, Zambia, Sierra Leone and Ethiopia do not sense this a strength in favour of the capability to adapt and self-renew. Remarkable is that these averages are the result of very divers scoring among the partners in the respective countries. Ethiopia's partners are different in this regard and have scored slightly more homogeneous. Ghana and Bangladesh score highest; other countries score around average. For Bangladesh it counts that one organisation has scored itself considerably lower than other Bangladeshi organisations. The extent to which the organisations in the countries are able to learn is again globally quite divers and on average the highest scored indicator under this capability.

Bangladesh's partners (all except for one) believe to be strong in this, while partners in Liberia are not convinced of its ability in this regard. The scores from partner vary here between 2.25 and 3.00.

The indicator "evaluation of learning" is scored more similar, however on average lower than 'learning'; Bangladesh is again strongest in the evaluation of learning. Learning for gender equality on average has been scored lowest, while it does not contain the lowest score overall. Nepal and Bangladesh perform best here. For Bangladesh counts that one of the organisations scored a 2.08, which is quite low compared when taking into account that another organisation from the same country scored 3.75. Scores in Nepal are less divers. Zambia has scored lowest on this indicator, which is mainly due to low scoring by two organisations (respectively 2.10 and 2.25).

Findings Capability 5: Balance diversity and consistency

The final capability we discuss is the capability to balance diversity and consistency.

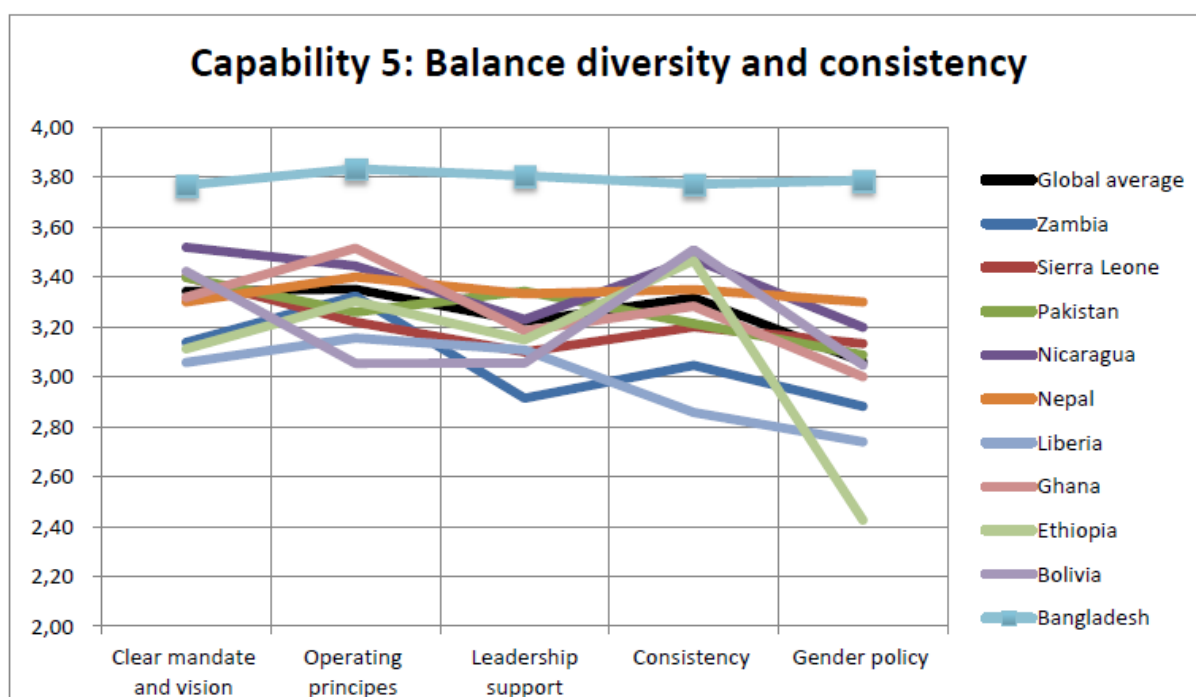


In figure 13, data per country for capability 4 are presented. For the last capability (5) it is again Bangladesh, which on average has scored highest. Liberia is on average lowest and shows as only country scores below 3.00.

Scores indicators C5, per country

Capability 5: Balance diversity and consistency					
	Clear mandate and vision	Operating principles	Leadership support	Consistency	Gender policy
Bangladesh	3.77	3.83	3.81	3.77	3.79
Bolivia	3.42	3.05	3.06	3.51	3.05
Ethiopia	3.11	3.30	3.15	3.47	2.43
Ghana	3.32	3.52	3.19	3.28	3.00
Liberia	3.06	3.16	3.11	2.86	2.74
Nepal	3.30	3.40	3.33	3.35	3.30
Nicaragua	3.52	3.44	3.23	3.47	3.20
Pakistan	3.40	3.26	3.34	3.21	3.09
Sierra Leone	3.40	3.22	3.10	3.20	3.13
Zambia	3.14	3.32	2.91	3.05	2.88
<i>Global (average)</i>	<i>3.34</i>	<i>3.35</i>	<i>3.22</i>	<i>3.32</i>	<i>3.06</i>

The highest scored item overall is in Bangladesh on operating principles (3.83). The highest scores following this belong on all 5 indicators to Bangladesh. The lowest score is given by partners from Ethiopia on their gender policy (2.43).



Scores per country on indicators C5

Clear mandate and vision are on average, by all countries, scored highest. Nicaragua's partners consider themselves relatively strong in this area. Two of the partners from this country have scored themselves above 3.85, while the lowest score provided in the country is 3.17. The lowest score in Nicaragua corresponds to the lowest score in Bangladesh, but here, other organisations have scored even higher (up to 4.00).

The operating principles are scored quite homogeneous, taking all countries except Bangladesh into account. Bolivia's partners on average have scored relatively modest; two out of four partners scored below 3.00. When diving into Ghana's scores, a great diversity in scoring can be detected; they vary from 2.25 to 4.00.

Support from leadership is not considered the greatest strength of all partners from Zambia. Two out of five organisations from Zambia are not convinced of their organisations capability in this regard. Scores from other countries are near(er) to average. Bangladeshi organisations have again scored far above the average.

"Consistency" seems to be more divers, when comparing the different countries. Liberia shows the lowest score (2.86). This is due to all the organisations from the country, with one in specific (score 2.25). Also Zambian organisations are not convinced of its own consistency. Scores here vary from 2.50 up to 3.40.

Ethiopia scores remarkably low on the last indicator 'gender policy'. They consider themselves relatively weak in this area. Two of the Ethiopian partners have provided very low scores for this indicator (1.28 and 1.93). This is one of the reasons the indicator, on average, has been scored low. Zambia and Liberia also score relatively low. In both countries all partners score relatively low. Together with Bangladesh, Nepal considers it is doing rather well on gender policies. Two out of three partners in Nepal scored above 3.65.

Overall it can be said that Bangladesh together with Nepal and Ghana (be it on another level) often are the positive exceptions to the average scores. Partners in these countries have scored themselves higher than the organisations in other countries. Liberia is often at the lower end; partners from this country have given relatively low scores.

A3. FINDINGS RELATED TO CIVIL SOCIETY

The CIVICUS Civil Society Index (CSI) is an existing action-research project that aims to assess the state of civil society in countries around the world. The project and methodology were developed by the CIVICUS World Alliance for Citizen Participation. For more information on the CIVICUS Alliance and the CIVICUS CSI tool, see: <https://CIVICUS.org/>.

The objective of the CIVICUS CSI exercise is to assess the role and function GP partner organisations in the broader civil society and interaction with public and private sector. Additionally the exercise looks for collective strengths and weaknesses of the GPP partners. During the MTR, half-day CIVICUS participatory workshops were organised at district level. The workshops did not only focus on the scoring but also included discussions around topics on sector level and the GPP. Depending on the number of districts sampled in a country, one to three district panels were consulted per country. District panel consists of five to ten key informants (both external and partner staff) who had an understanding of the GPP. Participants were: CSC representative, NGO/CBO (grassroots organisation) representatives, target audience of GPP lobby and advocacy activities at district level, frontline professionals at district level from e.g. police, justice, health/social welfare, education.

This section describes the findings of the 2013 CIVICUS assessment, in which 224 key informants of ten countries participated. In addition, a comparison against the 2011 assessment is made. However, when drawing conclusions from this comparison, one should keep in mind that different methodologies were used. In 2011, no group exercises but individual interviews were held with a small number of 5 experts per country. Also, no data was collected in Sierra Leone and Liberia. This should be kept in mind when comparing global outcomes on CIVICUS 2011-2013.

The purpose of this follow-up exercise is to analyse differences with the baseline and to identify (if any) new challenges, risk and opportunities for the role and function of GP partner organisations in the remaining period of implementation of the Girl Power project.

Global CSI results

CIVICUS is composed of 5 key dimensions:

1. Civic engagement
2. Level of organisation
3. Practice of values
4. Perception of impact
5. Environment

Every dimension consists of one to three result areas.

Participants were asked to score each of the result areas of the CSI dimensions by choosing a point on a scale 1-10. The low end of the scale (1) signifies 'very bad' and the high end (10) signifies 'perfect'.

Dimension	Result areas CIVICUS	Total 2013 MTR	Total 2011 BL
1. Civic engagement	1.1 Diversity of socially based engagement.	7.5	6.3
	1.2 Diversity of political engagement	6.9	5.5
2. Level of organisation	2.1 Organisational level of society	7.3	6.8
	2.2 Peer to peer communication	7.4	7.1
	2.3 Financial and human resources	7.1	6.5
3. Practice of values	3.1 Internal governance	7.4	5.9
	3.2 Transparency	7.4	6.6
4. Perception of impact	4.1 Responsiveness	7.7	7.2
	4.2 Social impact	7.8	7.7
	4.3 Policy impact	7.1	5.8
5. Environment	5.1 Socio-economic, socio-political and socio-cultural context.	7.5	7.3

Dimension	Result areas CIVICUS	Average scores on scale 1-10				
		Asia	East Africa	West Africa	Latin America	Total 2013
1.Civic engagement	1.1 Diversity of socially based engagement.	7.8	7.4	7.4	7.2	7.5
	1.2 Diversity of political engagement	7.7	6.2	7.0	6.3	6.9
2.Level of organisation	2.1 Organisational level of society	7.9	7.2	7.2	6.9	7.3
	2.2 Peer to peer communication	8.1	7.0	7.0	7.2	7.4
	2.3 Financial and human resources	7.8	7.0	7.1	6.1	7.1
3. Practice of values	3.1 Internal governance	8.0	7.3	7.3	7.0	7.4
	3.2 Transparency	8.0	7.0	7.6	7.2	7.5
4. Perception of impact	4.1 Responsiveness	8.1	8.1	7.3	7.3	7.7
	4.2 Social impact	8.3	7.8	7.9	7.0	7.8
	4.3 Policy impact	8.2	6.1	7.2	6.8	7.1
5. Environment	5.1 Socio-economic, socio-political and socio- cultural context.	8.3	7.2	7.1	7.3	7.5

Average CIVICUS score at regional level

B. SAMPLING AND SCOPE OF THE MTR

This Annex provides both an overview of sample sizes for this MTR, as well as an explanation of the sampling strategy.

Overview of Sampling:

The table below presents the samples and sample sizes developed for this evaluation:

Samples	Planned sample sizes
G&YW	<ul style="list-style-type: none"> • 40 girls (10-13 y/o) • 180 Adolescent girls (14-17 y/o) • 180 Young women (18-24 y/o)
Community members	Depending on # of communities (sample step 5): <ul style="list-style-type: none"> • 20-40 Boys and young men (16-24) • 20-40 men >24 • 20-40 women >24
Girls' panel	<ul style="list-style-type: none"> • 1 or 2 girls' panels per country • 10-12 girls (aged 14-24) per panel who actively participate in and represent a Girls' panel
Professional panel/key informants at national level	<ul style="list-style-type: none"> • 1 professional panel at national level for every theme (minimum= 1 protection panel; maximum is 4 panels) • Every thematic panel (or: key informants group) consisted of five thematic experts.
Partner staff	<ul style="list-style-type: none"> • All partners eligible for participation (see sample step 8), up to a maximum of 5 partners. • Between 5-10 partner staff were selected. Number of participants depended on the size of the organisation.
District panel/key informant at district level	<ul style="list-style-type: none"> • A district panel consisted of 7-8 key informants* • 1-3 panels (depending on number of districts selected for MTR (step 1 above))
Global/Regional component key informants	<ul style="list-style-type: none"> • 20 NL based/regional CRA member staff and in-country local partner staff.
Secondary data	<ul style="list-style-type: none"> • Depending on the size of the country programme this meant 2, 4 or 6 districts were covered as target areas.

The table below shows the planned versus actual sample sizes used in this MTR. From this table it can be concluded that the response to the MTR was very positive, and in some cases beyond what the sample aimed for.

	Actual	Planned
Girls 10-13	424	400
Adolescent girls 14-17	1877	1800
Young women 18-24	1609	1800
Community members: Young male 16-24	555	400
Community members: Male >24	369	400
Community members: Women >24	410	400
Girls' panel members	186	150
Professional panel members	92 (63% F/37% M)	100
District panel members	224 (46% F/54% M)	200

Additional notes on sample

- Average age of girls 10-13 involved in the MTR is 12 years old;
 - Average age of girls 14-17 is 16 years old;
 - Average age of YW 18-24 is 20 years old;
 - Average age of professional panel is 42 years old;
 - District panel participants from twenty-five different districts (within ten countries) attended.
- Total=224.

Sampling Strategy:

This section provides a more detailed overview of the methodology used to determine the sampling size and actual number of people consulted for the MTR. Sample sources have been identified in each of the ten countries using the following eight sampling steps:

STEP 1: Determined number of districts;

STEP 2: Selected district panels/key informants at district level;

STEP 3: Determined number of communities;

STEP 4: Selected girls and young women (G&YW);

STEP 5: Selected community members;

STEP 6: Selected Girls' panels;

STEP 7: Selected professional panel members/key informants at national level;

STEP 8: Selected partner and partner staff;

STEP 1: Determine number of Districts.⁷⁰

Using country factsheets which were produced during the inception phase in cooperation with the CSC, it was determined in how many districts the GP programme activities were implemented, segregated by themes and partners (CRA/national partners). Additionally, the budget per partner and number of beneficiaries per district were determined, allowing the following calculations to be made.

Sample size:

Using the table below the number of districts was determined, based on a total number of districts per country programme. For example, if in country X the GPP operated in 8 districts, then 4 districts were selected for the MTR.

Districts are covered by the programme?	Number of districts to be selected for MTR:
IF 2 – 5:	2 districts
IF 7 – 10:	4 districts
IF > 11:	6 districts

Sampling strategy

For the sampling strategy the districts with the largest allocation of the Country GPP budget (preferably up to 75%), and/or with the most beneficiaries were selected. Districts were also selected where project activities had been taking place for at least one year (i.e. started before August 2012). During this process, a balanced representation of the themes of intervention was ensured. For example, if in country X 75% of the budget is spent on Protection, and the other 25% on Education, 3 districts needed to be selected where GP Protection activities took place, and 1 district where Education activities took place. If there was overlap between beneficiaries and themes, 4 districts were selected where both Protection and Education activities took place. Additionally, a balanced representation of different areas (e.g. urban vs. rural), ethnicities, level of development, cultural/social differences and other key demographic characteristics was secured. Issues of access and security were also taken into consideration, particularly in Pakistan and Bangladesh.

⁷⁰ Depending on administrative units used in country, this can also be called municipality.

The table below shows the number of districts selected per country:

Country	Number of districts selected
Bangladesh	4
Nepal	4
Pakistan	4
Ethiopia	6
Zambia	4
Bolivia	6
Nicaragua	6
Ghana	4
Liberia	4
Sierra Leone	2

STEP 2: Select District panels⁷¹/key informants at district level

For the MTR, key informants at district level were consulted on the extent to which the GPP had contributed to changes in civil society capacity towards gender equality (CIVICUS).

Sample size:

To determine the sample size of the district panels the table below was used. For example, if in country X 4 districts were selected, 2 district panels were mobilised within these 4 districts. A district panel consisted of seven to eight participants.

Number of districts selected for MTR (step 1)	Number of district panels to be selected:
IF 2 districts:	1 district panel
IF 4 districts:	2 district panels
IF 6 districts:	3 district panels

Sampling strategy

District panels consisted of key informants at district level who were or had been involved in and/or knew about the GP partners. At all times it was ensured that the panel members had an understanding of the GPP and thematic areas it intervenes in. Participant were CSC representatives, NGO/CBO (grassroots organisation) representatives, target audience of GPP lobby and advocacy, welfare, education etc. Informants were chosen who were most knowledgeable about the thematic

⁷¹ Depending on context, this can also be called differently, e.g. municipality panel.

areas and the GPP. It was, furthermore, ensured that the district panels represented a variety of perspectives and institutions. An equal representation of men and women was safeguarded, however it was not necessary to have an equal representation. For example, if mainly women qualified for participation in the district panel, a minimum representation of 2 men was ensured. Lastly, the CC/CSC was consulted on potential candidates for the district panel.

The table below shows the actual number of District Panels and number of participants interviewed during the MTR:

Country	Number of District Panels	Total number of District Panel participants
Bangladesh	2	19
Nepal	3	24
Pakistan	2	22
Ethiopia	3	34
Zambia	2	21
Bolivia	3	26
Nicaragua	3	21
Ghana	3	23
Liberia	2	18
Sierra Leone	2	16

STEP 3: Determine number of Communities

To determine the number of communities involved in the MTR, the total number of communities targeted with the total GP country programme (within all districts, so total national coverage) was calculated. With this number, the number of communities was calculated as follows:

1: Total number of communities divided by 3 = Y.

2: Calculated the following categories:

Categories:	<i>Example of calculation:</i> <i>In country X, a total of 90 communities are targeted. Calculated:</i> <i>Total number of communities divided by 3: $90/3 = 30$. $Y=30$</i>
1 up to Y	<i>1 up to 30</i>
Y+1 up to 2*Y	<i>31 up to 60</i>
2*Y+1 up to 3*Y	<i>61 up to 90</i>

Sample size

For the sample size the table below was used. In the central column the above calculation were entered, after which the number of communities to select per district determined. A balance between districts was ensured in the process.

Number of districts selected for MTR (step 1)	Total number of communities targeted with GPP calculated into 3 categories	Number of communities to be selected for MTR
2, 4 or 6	1 up to Y	6
	Y+1 up to 2*Y	9
	2*Y+1 up to 3*Y	18

For example, in country X, 4 districts were selected, and within those districts 61 communities were targeted. In the case described above, 18 communities were selected within the 4 districts.

Sampling strategy

In order to sample communities within the selected districts, the total number of communities was compared to the inhabitants per district. For example, if district A was very remote and consisted of half the number of communities/inhabitants as compared to district B, then this balance was also reflected in the sample. Also, the representation of partners, themes and number of beneficiaries within the selected communities were safeguarded.

The table below shows the total number of communities visited during the MTR:

Country	Number of districts	Number of communities selected for the MTR
Bangladesh	4	18
Nepal	4	10
Pakistan	4	19
Ethiopia	6	13
Zambia	4	9
Bolivia	6	19
Nicaragua	6	13
Ghana	4	18

Liberia	4	9
Sierra Leone	2	9

STEP 4: Select Girls and Young Women (G&YW)

Girls and young women were involved in the MTR to assess changes in empowerment within the 4 thematic areas of intervention at the individual dimension.

Sample size

Firstly, the number of G&YW reached by the GP country programme in total (total outputs) and the number of G&YW reached within the selected communities (6, 9 or 18; see step 3) were prepared. Then, with the table below the number of G&YW to be selected per community was determined.

Number of communities selected for MTR (see step 3)	Number of G&YW to be selected <u>per</u> community	TOTALS for MTR
IF 6	7 girls (10-13 yrs) 3*10=30 girls (14-17yrs) 3*10=30 YW (18-24 yrs)	+/- 402
IF 9	5 girls (10-13 yrs) 2*10=20 girls (14-17yrs) 2*10=20 YW (18-24 yrs)	+/- 405
IF 18	2 girls (10-13 yrs) 1*10=10 girls (14-17yrs) 1*10=10 YW (18-24 yrs)	+/- 450

The table below allowed for determination of the number of G&YW to be selected per age group and theme. Please note that the totals between the two tables (above and below) are not the same, but they do refer to the same participants for MTR. So, the total sample size in every country was always approximately 400 G&YW.

Numbers of G&YW to be selected as per age group and theme					
		Sampling scenario A			Sampling scenario B
G&YW	age groups	Protection & Education	Economic participation	Political participation	Protection/ Education
10 – 13 years	10-11	12	6	6	20
	12-13	12	6	6	20
14 – 17 years	14-15	44	22	22	90
	16-17	44	22	22	90
18 – 24 years	18-20	48	24	24	90
	21-24	48	24	24	90
Total		416			400

The table below helped to determine themes of intervention within every country, and which set to pick from the table above.⁷²

Thematic areas of intervention	Countries				
Protection, Economic participation, Political participation and Education => Sampling scenario A in table above	<i>Ghana</i>	<i>Liberia</i>	<i>Sierra Leone</i> ⁷³	<i>Zambia</i> ⁷⁴	<i>Bolivia</i>
Protection and/or Education =>Sampling scenario B in table above	<i>Bangladesh</i>	<i>Nepal</i>	<i>Pakistan</i>	<i>Ethiopia</i>	<i>Nicaragua</i>

For example, in country X 18 communities were selected within 4 districts.

- This meant that per community 2 girls (age 10-13), 10 girls (age 14-17) and 10 young women (age 18-24) were selected.
- Since this country programme was intervening in all themes, equal representation of G&YW per themes was ensured. Set 2 in the table above provided the detailed numbers of G&YW to be selected (segregated by age and theme).

⁷² This overview is based on the information received so far.

⁷³ Based on the country factsheet information received so far, it looks like there is overlap between beneficiaries/themes in Sierra Leone. NOTE: if this is the case, you should go for sample set 1. IF there is no overlap, stick to sample set 2.

⁷⁴ Zambia doesn't work on Education, but since Protection and Education MTR measures are merged, please select the indicated sample size among the G&YW who are reached by the protection project activities.

Sampling strategy

The number of G&YW was preferably selected using random sampling. For this, the list of project beneficiaries, detailed per selected community/type of activity was used. Then from this list every twelfth person was randomly selected.⁷⁵ If there were no lists available and no random sampling was possible the needed number of G&YW was selected using a non-random sampling technique: quota sampling, purposive sampling or accessibility/snowball sampling. Because these sampling techniques can easily be biased it was explained how maximum objectivity was ensured and every G&YW had an equal chance of being selected.

In the case that the number of G&YW per community selected for the MTR was larger than the number of G&YW involved in project activities in that respective community, it was verified whether the project activities also took place in close neighbouring communities and/or at the communal/zone level (contextual relevant administrative level above community was verified). In addition, it was confirmed with the CSC and/or respective implementing partner how to collect a sample that is aligned to project implementation.

The table below shows the number of girls and young women interviewed:

Country	G&YW 10-13	G&YW 14-17	G&YW 18-24
Bangladesh	40	180	180
Nepal	45	190	190
Pakistan	40	195	193
Ethiopia	45	198	159
Zambia	42	167	189
Bolivia	39	211	84
Nicaragua	49	186	113
Ghana	36	172	180
Liberia	43	187	186
Sierra Leone	45	161	167

STEP 5: Select Community Members

Community members were involved in the MTR to assess changes in empowerment within the four thematic areas of intervention at the socio-cultural dimension. Community representatives were selected from communities where GP national partner organisations intervened. Assessments with

⁷⁵ Depending on the length of the list, this could also have been the 5th or 20th person. Ensured in any case was that all participants on the list had an equal chance to be selected.

community members took place in the same communities as where G&YW were assessed. Within selected communities, young men (16-24), men (>24) and women (>24) were interviewed.⁷⁶

Sample size communities for community assessments

After verifying the number of communities selected in the MTR the table below shows how many communities needed to be selected for community member assessments. For example, if in step 3 six communities were selected, out of those six, two communities were selected where a community member assessment was also conducted.

Number of communities targeted with MTR (see step 3):	6	9	18
Number of communities selected for assessments with community members:	2	3	4

The communities selected benefitted directly and/or were involved with the GPP/thematic area(s). They were also selected from a variety of regions.

5.1 Sample size and sampling strategy for Boys & Young Men (B&YM)

To determine the number and age of B&YM to be selected the table below was used.

	Sample sizes B&YM		
<i>Number of communities targeted with MTR (see step 3):</i>	6	9	18
	Selected in 2 communities:	Selected in 3 communities	Selected in 4 communities
16-19 years	10 boys	15 boys	20 boys
20-24 years	10 young men	15 young men	20 young men
Totals across communities:	20	30	40

For example, in country X, 18 communities were selected within 4 districts. This meant that B&YM were only be selected in 4 out of the total 18 communities. Within those communities, 40 boys and young men (20 aged 16-19 and 20 aged 20-24) were selected.

⁷⁶ It was ensured that when community members were assessed, the different types of members (B&YW, men, women) are assessed in the same communities. This was to avoid that only men were consulted on gender issues in one community and only women in another community.

Sampling strategy B&YM:

The needed number of B&YM was selected using non-random purposive sampling, based on the following criteria:

- Aged between 16-24;
- Can be or has been involved in GP project activities, but this was not a strict requirement;
- Can be representatives of CBOs, religious organisations, cooperatives, etc.

5.2 Sample size and sampling strategy for adult community members (men and women)

Through the table below, it was determined how many community members (men and women) had to be selected.

	Sample sizes for men/women		
<i>Number of communities to select for assessments with community members:</i>	2	3	4
	Select in 2 communities:	Select in 3 communities	Select in 4 communities
Men above 24 years:	20 men	30 men	40 men
Women above 24 years	20 women	30 women	40 men
Totals across communities	40	60	80

Examples of community representatives are traditional leaders, Child Welfare/Protection Committee member, grassroots organisation/CBO representatives, police, local government, mother/father (>24 years), media (journalist/community radio), religious leader, service provider, business owner, community assistants/volunteers, health workers, school based representatives, women led protection units, etc.

Sampling strategy community members:

Selected community members had to be directly involved with the GPP and/or thematic area. Preferably the community members were selected using random sampling. For this, a lists of project beneficiaries on the socio-cultural dimension (at community level), detailed per selected community/type of activity was accessed from which a sample was randomly selected, for example

every twelfth person on the list.⁷⁷ If there were no lists of project beneficiaries available and thus no random sampling possible, the needed number of community members were selected using a non-random sampling technique such as: quota sampling, purposive sampling or accessibility/snowball sampling. Because these techniques are less reliable and can lead to bias it was ensured and explained how maximum objectivity and equal opportunity for community members to be selected was achieved. Furthermore, a good balance between age groups of men and women was safeguarded.

The table below shows the number of Community Members interviewed per country:

Country	Young Men (16-24)	Men (>24)	Women (>24)
Bangladesh	40	40	40
Nepal	90	90	90
Pakistan	43	43	42
Ethiopia	50	32	37
Zambia	60	30	30
Bolivia	100	21	24
Nicaragua	20	13	40
Ghana	39	36	46
Liberia	61	34	33
Sierra Leone	46	30	30

STEP 6: Select Girls' panels

Girls' panels were involved in the MTR to assess changes in empowerment within the four thematic areas of intervention at the institutional dimension.

The existence, number and functioning of Girls' panels was very different between countries. If no Girls' panel existed, a group of girls was mobilised. This was preferably done in close cooperation with CSC/local partners (e.g. verifying ToR), and with the aim of continuing working with these panels. The panel participants were knowledgeable about the relevant thematic areas that were covered by the GPP in the respective country.

⁷⁷ Depending on the length of the list, this could also be the 5th or 20th person. It was ensured in all cases that all participants on the list had an equal chance to be selected.

Sample size

The sample size was one or two Girls' panels per country. Ten to twelve girls aged between fourteen and twenty-four years per panel would actively participate in and represent a Girls' panel.

Sampling strategy

In the case that there was only one Girls' panel then that one was selected. A maximum of twelve girls were invited to represent a Girls' panel. If there were more Girls' panels functioning, then two panels were selected. The selection criteria were based on the level of activity (e.g. the ones that meet most often/ are well established and functioning), and their geographical coverage. Per panel, a maximum of twelve girls were invited to represent their Girls' panel. If there was no Girls' panel in place, the CSC was asked for support in mobilising ten to twelve active girls aged above fourteen. These girls might have been active in other CSO and grassroots organisations and were interested and capable to reflect on the thematic areas.

The table below shows the number of Girls' panels and Girls' panel members interviewed per country:

Country	Number of Girls' panels	Number of Girls' panel members
Bangladesh	2	20
Nepal	2	20
Pakistan	1	12
Ethiopia	2	19
Zambia	1	11
Bolivia	1	7
Nicaragua	1	8
Ghana	4	43
Liberia	3	29
Sierra Leone	2	17

STEP 7: Select professional panel members/key informants at national level

Key informants at the national level were involved in the MTR to assess changes in empowerment within the four thematic areas of intervention at the institutional dimension.

The professional panels were not yet functional in most countries. If no professional panel existed, key informants were selected in close collaboration with the CSC. It was encouraged, where possible, to include the same experts who were involved in the baseline assessment of 2011.

Experts or key informants at national level included representatives of the strategic/institutional local GP partners (e.g. partners of CHI, FPU); state/ministry representatives, journalists, academics, security sector actors, private sector actors, school board members, UN staff (e.g. director of UN women), gender experts, protection experts, youth livelihood experts, donors, key religious partners, representatives of international agencies (e.g. Care, Save the Children etc.).

Sample size

There was one professional panel at national level for every theme with a minimum of one protection panel and a maximum of four panels. Every thematic panel or key informants group consisted of five thematic experts.

Sampling strategy

If there was more than one professional panel in existence, the most active panel per relevant theme was selected, which was verified with the CSC. If these panels were not yet existent, experts and key informants were involved. They were interviewed individually so there was no need to meet as a 'panel'. Professional panel experts were knowledgeable and experienced in one of the four thematic areas that the GPP intervenes on. It was encouraged to involve representatives of the strategic/institutional local GP partners (e.g. partners of CHI, FPU), if relevant. Also, representatives of GP partners who started implementation recently (e.g. since 12 months or less) were encouraged to participate. The CSC was asked to provide a list of experts that had been involved with the GP programme and from that list 5 people were selected, ensuring a diverse group in terms of NGO, public institution, donor agency, gender expert.

The table below shows the number professional panel members interviewed per country:

Country	Number of professional panel members
Bangladesh	5
Nepal	10
Pakistan	12
Ethiopia	9
Zambia	7
Bolivia	12
Nicaragua	21
Ghana	20
Liberia	10
Sierra Leone	6

STEP 8: Select Partner and partner staff

For the MTR, a selection of GPP partners and their staff was invited for a self-assessment to reflect on organisational strengths and weaknesses. Changes in partners' capacity to implement projects that increase gender equality were assessed using the 5C tool.

All partners were listed including information on the type of partner (e.g. governmental, institutional, NGO, pan-African, etc.), as well as themes of intervention and starting date of project activities. To provide a basis for evaluation, the partners who had a capacity building plan that was in implementation or was planned for in the coming years were also listed.

Sample size

All local partners with whom the CRA has a funding contract and who work as a non-governmental organisation form the basis from which to sample. Subsequently, a maximum of five partners eligible for participation were selected. Between five and ten partner staff were selected, the number of participants depended on the size of the organisation.

Sampling strategy

Preferably, partners who had a capacity building plan (targets) and were receiving capacity building support from a CRA partner were selected. For partners who recently started implementing (and/or were recently contracted) or who had the intention to develop a capacity building plan, also qualified for selection. In case there were no capacity building plans this was verified with the central level.

Also partners whose beneficiaries had not been selected for the MTR could be selected. All the while a balanced representation of all themes of intervention among the selected partners was ensured. Among the five to ten selected partner staff, a reasonable gender balance was ensured as well as a balanced representation of the different departments within the organisation (e.g. finance, management, programmes). Furthermore, participants should have the conceptual level, know the GPP and be able to discuss organisational issues. The selected partner staff, however, needed to be well introduced into their organisation, so working for the organisation for at least six months. CSC members who are representing a selected partner organisation, and are interested and capable to be trained (ToT) in partner assessment could be invited as well. (Please note that follow-up on capacity assessment with other partners was not included in the MTR and needs to be coordinated by CRA).

The table below shows the number of partner staff interviewed for the MTR:

Country	Number of partner staff
Bangladesh	54
Nepal	21
Pakistan	54
Ethiopia	27
Zambia	27
Bolivia	33
Nicaragua	64
Ghana	39
Liberia	39
Sierra Leone	20

C. TOOLS

The general approach to all sessions was to have a warming-up and trust building phase, a data collection phase with qualitative and quantitative measurements and a closing exercise. During the participatory warming up exercise, the facilitator introduced the topic of the session and make sure everyone has a common understanding of it, before participants start responding to the (quantitative) statements. This way, participants were triggered to think about certain concepts (e.g. protection mechanisms for G&YW, core capabilities of partner organisations) and it created a non-intrusive opportunity to check whether participants have an accurate understanding and shared agreement on the topic. Statement scorings were generally conducted anonymously due to the sensitivities of the questions in relation to (S)GBV, except for the focus group discussions with community members, where this was not considered necessary.

For the assessment of organisational capabilities and partners' contribution to civil society developments, the tools required by the Dutch MoFA were applied (5C and CIVICUS CSI). The existing indicators were respected, but participatory group exercises were developed to promote exchange and learning among the participants.

The following tools were used during the MTR:

Tool A: Girls 10-13

Tool B: Adolescent Girls 14-17

Tool C: Young Women (YW) 18-24

Tool D: Community Members (Female >24 years)

Tool E: Community Members (Male >24 years)

Tool F: Community Members (young men 18-24 years)

Tool G: Girls' panels

Tool H: Experts Panel Members/Key Informants at National Level

Tool I: District Panel/Key Informants at District Level (CIVICUS)

Tool J: Partner Staff (5C)

Tool K: Key Informants for the Global/Regional Component

Tool L: Secondary Data

See separate document for the "final toolkit data collection" and "final manual for data collection" as submitted in the inception phase.

D. REVISED GIRL POWER MONITORING PROTOCOL DATED JANUARY 2013

See separate document for the Monitoring Protocol “Promoting Equal Rights and Opportunities for Girls and Young Women”.

E. PROPOSED REVISION TO THE MONITORING PROTOCOL

See separate document for the proposed revision to the Monitoring Protocol.

F. SPSS DATA FILES WITH BASELINE AND MID-TERM REVIEW DATA

See separate document for the SPSS data files.

G. BUDGET EXPENDITURE PER COUNTRY

This annex provides a more detailed overview of the budget expenditure per country which is shown in the table below. The partner-based budget expenditure in each country can be found in the country reports. These figures are based on Annual report 2012, and Child Rights Alliance 2013 Q2 report provided by Plan Netherlands.

Country	Theme	Budget expenditure in GPP (in euro)	Number of Partners
1.Bangladesh	Protection	1,731,592	11
2.Pakistan	Protection Education	1,639,127	4
3.Nepal	Economic Protection	2,510,035	6
4.Zambia	Protection Political Economic	2,364,808	12
5.Ethiopia	Protection Education	2,089,088	4
6.Ghana	Protection Political Education Economic	2,183,923	9
7.Liberia	Protection Political Education Economic	1,785,730	19
8.Sierra Leone	Protection Political Education Economic	2,422,556	8
9.Nicaragua	Protection Education	2,387,340	7
10.Bolivia	Protection Political Education	2,076,427	7
Total		21,290,626	87

H. OVERVIEW OF INTERVIEWS HELD FOR THE REGIONAL COMPONENT

This annex provides an overview of the interviews held for the regional component of the MTR.

	Area of focus	Organisation	Interviewee
1	Bangladesh	Aparajeyo	Chairperson
2	Bangladesh	Plan Bangladesh	Director
3	Pakistan	Madadgaar	Secretary General
4	Pakistan	Plan Pakistan	Director
5	Zambia	Lifeline Zambia	Ex-director and counsellors
6	Bolivia	Nicobis/Pica	Head
7	Bolivia	CDC	Director
8	Nicaragua	Promedia/Humo TV	Director
9	Ghana	AMPCAN	Director
10	Sierra Leone	DCI Sierra	Director
11	Regional East Africa	African Child Policy Forum	Head of Programmes
12	Regional Asia	Plan Asia Regional Office	Regional Advisor
13	Regional Asia	SAACH	Coordinator
14	Regional Asia	SAIEVAC South Asia Initiative to End Violence Against Children	Director General
15	Global	CHI	
16	Global	DCI	
17	Global	FPU	
18	Global	ICDI	
19	Global	Plan	
20	Global	Women Win	