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

Community awareness session, Centre for Mass Education in Science, Bangladesh

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ANNUAL REPORT
1 July 2016 – 30 June 2017
Frances J. Ferreira
Senior Advisor, Women & Girls
Commonwealth of Learning
30 June 2017
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Reporting Period: 1 July 2016 – 30 June 2017
Submitted by: Frances J. Ferreira
Senior Advisor, Women & Girls
Commonwealth of Learning
Submitted on: 30 June 2017
The Commonwealth of Learning (COL) is an intergovernmental organisation created by the Commonwealth Heads of Government to encourage the development and sharing of open learning and distance education knowledge, resources and technologies.

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COL would like to thank the project team — Frances Ferreira, Senior Advisor; Charisse Cruz, Project Coordinator; Kristina Smith, Project Assistant; and Jasmine Lee, former Project Assistant — for their dedication and commitment to the project and for authoring this report. A special thanks to the COL Communications team, specifically Ania Grygorczuk, for the design and layout of this report, and Dania Sheldon for proofreading the report. COL would also like to thank the Steering Committee for its input and guidance. Lastly, special thanks go to the President and CEO of COL, Professor Asha Kanwar, for her commitment and dedication to GIRLS Inspire and women's and girls' education.

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<th>Description</th>
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<td>Ajuda de Desenvolvimento de Povo para Povo, Mozambique</td>
</tr>
<tr>
<td>CA</td>
<td>Contribution Agreement</td>
</tr>
<tr>
<td>CEFM</td>
<td>Child, Early and Forced Marriage (CEFM)</td>
</tr>
<tr>
<td>CFP</td>
<td>Communications Focal Point</td>
</tr>
<tr>
<td>CMES</td>
<td>Centre for Mass Education in Science, Bangladesh</td>
</tr>
<tr>
<td>COL</td>
<td>Commonwealth of Learning</td>
</tr>
<tr>
<td>CoP</td>
<td>Community of Practice</td>
</tr>
<tr>
<td>GAC</td>
<td>Global Affairs Canada</td>
</tr>
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<td>IAE</td>
<td>Institute of Adult Education, Tanzania</td>
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<tr>
<td>IM</td>
<td>Immediate Outcome</td>
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<tr>
<td>ITM</td>
<td>Intermediate Outcome</td>
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<tr>
<td>KIWOHEDE</td>
<td>Kiota Women’s Health and Development, Tanzania</td>
</tr>
<tr>
<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
</tr>
<tr>
<td>M&amp;E FP</td>
<td>Monitoring and Evaluation Focal Point</td>
</tr>
<tr>
<td>MOU</td>
<td>Memorandum of Understanding</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-governmental Organisation</td>
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<tr>
<td>ODL</td>
<td>Open, Distance and Technology-Enabled Learning</td>
</tr>
<tr>
<td>PMF</td>
<td>Performance Measurement Framework</td>
</tr>
<tr>
<td>Progresso</td>
<td>Associação Progresso</td>
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<td>SPARC</td>
<td>Society for the Protection of the Rights of the Child, Pakistan</td>
</tr>
<tr>
<td>ToC</td>
<td>Theory of Change</td>
</tr>
<tr>
<td>TVET</td>
<td>Technical and Vocational Education and Training</td>
</tr>
</tbody>
</table>
The Commonwealth of Learning (COL) recognises that advancing the goals of both women’s empowerment and gender equality are central to “Learning for Sustainable Development” and that open, distance and technology-enabled learning (ODL) can be especially helpful in enabling women and girls to access educational opportunities while they also fulfil their other responsibilities (see Commonwealth of Learning Strategic Plan 2015–2021). Over the past decade there has been a growing interest in the issue of child marriage and, more recently, its implications for the achievement of the Sustainable Development Goals (SDGs). This is evident in SDG 5, where specific reference to ending child marriage is made. Ending child marriage will, in fact, contribute to the achievement of eight of the SDGs (Girls Not Brides, 2016).

**ENDING CHILD MARRIAGE WILL CONTRIBUTE TO THE ACHIEVEMENT OF EIGHT OF THE SDGS.**

Meeting of employers, CMES, Bangladesh
How does ending child marriage contribute to the SDGS?

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

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

3. **SDG 3: Good Health and Well-being**
   Child marriage and pregnancy at young ages impacts girls’ physical and emotional well-being.

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

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

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

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

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

Driven by the Government of Canada’s strong efforts to end child, early and forced marriage (CEFM), COL launched GIRLS Inspire in 2016. This project is funded by Global Affairs Canada (GAC) and is implemented in Bangladesh, Mozambique, Pakistan and Tanzania.
Table 1: Prevalence of Child Marriage by Country

<table>
<thead>
<tr>
<th>Country</th>
<th>Married by 15 (%)</th>
<th>Married by 18 (%)</th>
<th>International Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangladesh</td>
<td>18</td>
<td>52</td>
<td>5</td>
</tr>
<tr>
<td>Mozambique</td>
<td>14</td>
<td>48</td>
<td>9</td>
</tr>
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<td>Pakistan</td>
<td>3</td>
<td>21</td>
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</tr>
<tr>
<td>Tanzania</td>
<td>7</td>
<td>37</td>
<td>22</td>
</tr>
</tbody>
</table>

Source: (Girls Not Brides, 2017a)

This report provides a systematic overview of the project’s activities undertaken over the past year as well as an assessment of its achievements so far. According to the evidence provided by partners and verified by COL, the project is on track. Where relevant, actual data are provided to substantiate progress made towards the achievement of the stated results in the project’s Performance Measurement Framework.

Through this project, real stories have shed light on the reasons for child marriage and the positive outcomes for girls when marriage is delayed. The story of the “Evil Twins,” which portrays the lives of three girls in Bangladesh aged 14, 14 and 15 whose early marriages were called off, is an indication of the impact of community awareness and marry off their daughters, even if the parents had to pay dowries to the grooms’ families. This story is a reflection of the same circumstances most girls of their age are exposed to on a regular basis. In most of the developing and underdeveloped countries, the common reason for child and early marriage is poverty. However, there is another reason behind parents’ decision to give their daughter in early marriage, called “Eve teasing.” A term commonly used in South Asia, Eve teasing is a euphemism for the public sexual harassment or molestation (often known as “street harassment”) of women by men. The three girls in this story were all victims of this.

Ria, Asma and Sahida were very gentle and studious students. They always wanted one thing in life: to learn. However, because of Eve teasing, their parents decided to give their daughters in marriage. Sahida’s father even agreed to provide 50,000 BDT as a dowry to the groom’s family. In most cases, parents think that marriage is the best and ultimate solution to save their daughter from Eve teasing. They strongly believe that once a girl is married, every problem in her life or related to her will be solved. So, as per the usual practice, these three girls’ parents arranged their marriages.

Since its inception, our partner the Centre for Mass Education in Science (CMES) has created awareness programmes to fight against these evil twins — child marriage and Eve teasing. In every gender session, participants and activists in the organisation discuss
Eve teasing, child marriage, dowry and other social concerns. CMES programmes are not limited to the sessions only — they also act to solve the problem. In the action portion, participants in the GIRLS Inspire project were determined to stop the marriages of Ria, Asma and Sahida, which were scheduled for 30 November and 19 and 30 December 2016, respectively. The girls were saved from child marriage by CMES’s adolescent girls with the help of a local support group (LSG) member. In such a situation, the adolescent girls group, LSG and a representative from the local government visit each girl’s house and convince the parents not to proceed with their plans to marry off their daughter. At the same time, the local government (chairman and Union Parishad members) and CMES assure the parents that they will take care of the Eve-teasing matter. Ria, Asma and Sahida’s parents promised that they would continue their daughters’ education and would not give them away in early marriage. Now, the three girls are continuing their studies with CMES. (Translated from Bengali into English by CMES.)

**CREATING AN ENABLING ENVIRONMENT**

Child marriage is a problem deeply rooted in community traditions and practices caused by various factors. Addressing such a complex problem requires a structured and focused approach with local partners and communities. This project’s catalysing strategy concentrated on three pillars: the partner organisations, the communities and the girls, who are the ultimate targets.

To create an enabling environment for the successful implementation of the project, we developed a framework for partners, supported by a rigorous communications, monitoring and evaluation strategy. This section will provide an overview of these activities over the past year.

**Project Management**

Due to various factors, the contribution agreements (CAs) for the first year were signed between April and 18 July 2016. At the time of writing the report, the second year CAs for CMES, Bedari and SPARC had been signed. The other agreements are under review and will be signed over the next few weeks.

The CAs and their various supporting documents, such as work plans, budgets, timelines and reporting guides, are mirrored against the three Intermediate Outcomes of GIRLS Inspire:

- **1100**: Improved access to safe, quality, gender-sensitive ODL opportunities for women and girls in rural areas in selected countries.

- **1200**: Increased equitable participation in quality ODL by disadvantaged women and girls in rural areas of selected countries, and reduced incidence of CEFM.

- **1300**: Enhanced economic leadership and family decision making, including family planning, for disadvantaged women and girls in rural areas of selected countries.

The Monitoring and Evaluation (M&E) Strategy, Communications Plan and “Project Guidelines for Partners” are integral to building the capacity of partners to achieve the project’s intended outcomes.

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

– Sadia Hussain, CEO, SPARC Pakistan
Over the past year, GIRLS Inspire continued to build on its community of practice (CoP) to create a strong, knowledgeable and empowered team of advocates tackling the deeply rooted issue of CEFM.

Internally, GIRLS Inspire committed to creating a network through the CoP as one of the strategies to enhance the capacity of partner organisations.

Conscious efforts are being made to form a strong network amongst the partners for knowledge exchange and capacity building that transcend geographies.

The following data provide a snapshot of various activities whereby the community learned from each other’s practice, and where COL provided training on pertinent project issues.

**Online Community of Practice**

girlsinspire.org

**Communications Focal Point Sessions**

- Blogging
- Emotional storytelling
- Taking evocative photos
- Sharing quotes
- Social media analytics
- Twitter
- Facebook

**Webinar Series**

- Innovations in ODL
- Project management
- Child, early and forced marriage
- Child protection
- Gender and ODL
- Sustainable development
- Monitoring and evaluation
- Women in leadership
- Blogging for social change
- Gender equality

**125 members, 59 blogs, 62 discussion posts**

**15 sessions**

“The tips from others on how they managed to get their colleagues to use social networks, ideas on activities that were conducted on 8 March, the versatility and thinking outside the box by the different partners are so inspiring to the listener and always leaves me motivated and able to inspire my colleagues as well... I find these sessions valuable; whenever I miss one, I really feel the gap.” – Mzi Ntuli, Project Manager, ADPP Mozambique, feedback form on CFP sessions, March 2017

**10 sessions**

“The whole session was in fact very educative and instructive to me. But particularly the importance of knowledge about the local context where we are implementing our project had been prioritised in the presentation, and I found it really very helpful as local context assessment and knowing the different actors in the locality is vital for the successful implementation of any project.” – Afzal Hossain, CMES Bangladesh, feedback form on Project Management webinar, June 2017

**CONSCIOUS EFFORTS ARE BEING MADE TO FORM A STRONG NETWORK AMONGST THE PARTNERS FOR KNOWLEDGE EXCHANGE AND CAPACITY BUILDING THAT TRANSCEND GEOGRAPHIES.**
Integration of Technology in Communications

GoToMeeting | Skype | Basecamp | Online CoP | Twitter | Facebook | Instagram | Flickr

6 new COL platforms in addition to the use of Skype and GoToMeeting

“As GIRLS Inspire keeps the whole team connected through online meetings, we keep track of fieldwork through Google Drive sharing and Skype calls, and we respond to queries when needed. Facebook and other social media are used to promote the vision and mission of the organisation and update the activities going on in its projects.”
– Raffat Shuja, Bedari, December 2016 Report

“As with Basecamp, life was much easier, especially for the organisational heads. Whenever we wanted to dig into previous information, it was easy to find it out from a well-organised portal.” – Sadia Hussain, CEO, SPARC Pakistan

Critical Reflection Events

Country Steering Committee (CSC) webinars | GIRLS Inspire delegation to Pan-Commonwealth Forum (PCF8) | Presentation of study on CoP during PCF8 | Two-day pre-conference held for GIRLS Inspire partners

5 CSC Meetings

13 delegates to Pan-Commonwealth Forum (PCF8) and GIRLS Inspire pre-conference

On paper presented on the CoP: “Building a Vibrant Online Community that Transcends Geographies, Distance, Cultures and Traditions and Leveraging the Expertise and Experience of Partners,” by COL Senior Advisor.

“This is a wonderful experience. I have met so many mesmerising people, and talking with them is like being in a world of knowledge. Cultural programmes, plenary sessions, and the pre-conference were excellent. Presentations were informative and constructive. By attending this conference, I feel more empowered.”
– Mrs. Hassan Banu, Executive Director, CMES Bangladesh, PCF8 Delegate Report

“This is an amazing forum to meet and learn from people across the globe, to get inspired from the leadership of COL and so many other organisations and individuals. The urge and realisation on behalf of the international community to work more for girls’/women’s empowerment is amazing, and that’s the most valuable understanding/learning for myself.” – Sabeen Almas, Project Manager, SPARC, PCF8 Delegate Report

“The Community of Practice has been a wealth of information and great forum for learning. . . . I was entertained and inspired by stories from SPARC, Mann Deshi and other partners who shared freely about their successes and challenges. The efficient and professional support gave me confidence every time I was tempted to quit due to Internet connectivity challenges or other pressing workloads. COL’s investment in its implementing partners has been an eye-opener for me that has enabled me to stay up to date, well informed and trained in various skills that are critical in my work. I would like COL to keep the meetings and other sharings that they have exposed me to, like the discussions on CEFM, gender and the Sustainable Development Goals. Well done to the COL team.”
– Mzi Ntuli, Project Manager, ADPP Mozambique, December 2016 Report
“Field staff members are now more encouraged to share updates on social media. This helps in accelerating the communication process. Now, they can share updates anytime, anywhere and not wait for the next day to go to their office and write lengthy emails. New WhatsApp groups of regional teams are very active in spreading awareness. They also include focal persons from government departments and oblige them to act upon issues.”

– Sabeen Almas, Project Manager, SPARC, Pakistan, December 2016 Report
Externally, GIRLS Inspire committed to leveraging the power of social media and online channels to discuss the issues of gender equality and CEFM, which are often sensitive or taboo subjects in communities. Social media is used extensively to share information on our work and to sensitise our followers about child marriage. Over the past year, GIRLS Inspire has achieved:

**Facebook**
- **22,882 likes**, a growth of 12,682 likes in one year.
- **Six** new Facebook pages created: GIRLS Inspire + five CMES active units
- Bedari’s Facebook page likes **increased by 87%**
- KIWOHEDE’s Facebook page likes **increased by 50%**
- SPARC’s Facebook page likes **increased by 89%**

**Twitter**
- **476 followers**, a growth of 342 in one year, and tweeted 1,000 times
- **Seven** new Twitter accounts created: GIRLS Inspire Progresso, five CMES active units, IAE
- Bedari had **36 more** Twitter followers
- KIWOHEDE’s Twitter followers **increased by 60%**
- SPARC’s Twitter followers **increased by 70%**

**Instagram**
- **92 Instagram followers**, a growth of 32 followers this year, who posted **63 times**
- **Five** new Instagram accounts created: GIRLS Inspire, CMES, Bedari, SPARC and KIWOHEDE + staff member accounts

Social media is also used to raise our collective voice and be heard during international observance days such as International Women’s Day (IWD2017), International Day of the Girl Child, 16 Days of Activism, International Day for the Elimination of Violence Against Women, and Human Rights Day. For example, IWD2017 was hugely successful in creating and sharing new content from all the GIRLS Inspire partners. Twitter posts on IWD2017 had a combined impression on 11,900 users, and Facebook posts on the day engaged 750 unique users. On International Day of the Girl Child, GIRLS Inspire’s Facebook page reached 1,095 unique users, and Twitter posts had a combined impression of 9,000 for the campaign.

“Social media and other online platforms are very important in terms of advocacy and can reach a large number of people widely with less time and cost. Also, it is easy to get feedback from the peripheries for evaluation.”

– Salim Mpanda, M&E Focal Point, KIWOHEDE, Tanzania
Engaging with communities both near and far creates an expanded network of advocates for gender equality. Locally, in Vancouver, the GIRLS Inspire team has met with a group of high-school girls who are keen to contribute and are currently exploring ways of raising awareness and funds. A local secondary teacher is keen to put her skills to use and create interactive learning resources to approach gender equality using a lens of environmental sustainability. Also, discussions with the University of British Columbia’s Centre for Community Engaged Learning promise a mutually beneficial partnership that engages local students in GIRLS Inspire’s work.

The GIRLS Inspire M&E system is guided by an overarching theory of change (ToC), which traces the pathway from the problem of CEFM all the way through to the vision of establishing enabling conditions for sustainable livelihoods for women and girls. The GIRLS Inspire ToC can be explored at the online CoP.

To ensure the success of this pathway, a results-based management (RBM) framework was employed, with tools such as a logic model and a performance measurement framework. These guiding documents map out the operationalisation of the results chain — starting from the inputs to the ultimate outcome, as illustrated by Global Affairs Canada.

To ensure sustainability, ownership and efficiency, we used a holistic and participatory approach to implement our M&E strategy. To achieve this balance, the GIRLS Inspire CoP is leveraged to foster knowledge sharing and capacity building amongst organisations, creating an ever-growing forum of support across borders and continents through the use of technology.
Establishing Partner Capacity

Capacity building is extensive and frequent amongst the seven M&E Focal Points (M&E FPs), which extend to the Project Managers and most especially to the 49 appointed Field Data Collectors across the four countries. Fifteen M&E FP training sessions have been held via GoToMeeting, allowing for knowledge sharing between partners on challenges faced and strategies used, and on topics such as usage of online data-collection platforms, the safety and consent of survey respondents, qualitative data collection and components of the Results-Based Management Framework. M&E FPs are then responsible for cascading the training to their team of Data Collectors and seeking additional one-on-one support as needed. In addition, partner organisations are provided with tools such as written guidelines on data collection, consent forms for parents of minors, and definitions of terms used in survey instruments.

“Skills and support mostly came from COL staff, who tirelessly trained every individual and provided training kits and handouts for further support”

– Salim Mpanda, KIWOHEDE Tanzania

“We are indeed surprised to find that there is hardly any project in Pakistan on the same mandate and theme that has such a structured M&E and follow-up mechanism. I happened to meet a few heads of international NGOs last week. They were quite concerned about the monitoring and follow-up of their CEFM projects across Pakistan. The follow-ups and monitoring may sometimes seem too much to handle, but we completely realise that that’s the only way to ensure the impact of a project of such significance. Once my staff understood the expectations of the COL project, they enjoy all these follow-ups and M&E, even across the seas and miles away from Canada.”

– Sadia Hussain, CEO, SPARC Pakistan
Establishing Capacity for Data Collection

As a second step, creating a foundation for M&E requires an online data collection platform equipped with tools for standardisation. As the chosen platform, Survey Gizmo hosts the data collection tools listed on below. This Web-based platform also allows for data collection in offline environments, ideal for conducting surveys in remote villages. The Field Data Collectors can then upload collected data once they connect back to the Internet, which increases efficiency using technology.

These tools, particularly the baseline and endline instruments, were finalised through a consultation of all partner organisations to ensure contextualisation that is both respectful and responsive to local cultures. In addition, partners translated these tools to provide survey respondents with the language option that was most comfortable to them. Thus, the baseline and endline tools are available in Bengali, Portuguese, Urdu and Swahili.

To collect other means of verifications, such as activity reports, photos and videos, Dropbox was set up to allow for file sharing from all partner organisations. Dropbox folders were created to align with partners’ work plans and the three Intermediate Outcomes.

The online CoP is another platform where partners can submit human-interest stories aligned with one of the three Intermediate Outcomes. These stories, in the form of blogs, are snapshots of the development of case studies over the period of the project, as part of qualitative data collection. In addition to the online CoP, other project management systems have been established, such as Basecamp for project management and GoToMeeting for regular sessions. This open feedback loop ensures continuous and open communications that channel data and knowledge efficiently and in real time.

These platforms — Survey Gizmo, Dropbox, the online CoP and the project management systems — provide the mechanism to monitor project activities on a daily basis while maintaining a system whereby data is automatically streamlined according to where it fits within the Results-Based Management Framework. As illustrated in the figure on page 13, this approach has created a continuous cycle of measurement that ensures an ongoing flow of relevant data, which are synthesised in an in-house data hub. This hub allows us to manage and monitor data, use data to stimulate learning and improvement, and engage internal and external stakeholders with timely, regular and compelling reporting.

---

GIRLS Inspire – Data Collection Tools:

- **1.** Registration form for girls and women participants.
- **2.** Attendance form for capacity-building events for staff, communities, girls and women.
- **3.** Internship and employment participation for girls and women.
- **4.** Four baseline tools: girls and women, community, organisational staff, prospective employers.
- **5.** Four endline (monitoring) tools: girls and women, community, organisational staff, prospective employers.
- **6.** Semi-annual Partner Reporting Template.
- **7.** Quarterly Partner Update Template.
- **8.** Capacity-building feedback forms for critical-reflection events and capacity-building sessions.

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“The GIRLS Inspire M&E] is an efficient process, considering the challenges of our areas of intervention regarding Internet bandwidth. The possibility of entering data in the offline [mode] and being able to upload as soon as there is network availability makes the data collection process much easier.”

– Helvia Momade, Project Manager, Progresso Mozambique, March 2017 Report
Establishing a Baseline

In order to understand how the project is making a difference in the communities and lives of women and girls across the four countries, a baseline study is being conducted to hear the perspectives of four key stakeholder groups: girls and women, project staff at partner organisations, community members such as community leaders and parents, and prospective employers.

The intention of this baseline study is to compare shifts in attitudes and perspectives with those at the monitoring (endline) point, which is to be collected after the implementation of the project. To ensure a high confidence level in the baseline study, a five per cent random sample of the total population of women and girls involved in the project was taken.

The baseline data collected so far are presented in Table 1. As girls’ registration/enrolment and subsequent schooling/skills training take place on a rolling basis, the baseline study is an ongoing endeavour aligned with the project implementation plan of each partner organisation.

Table 2. Number of baseline study responses from partners per stakeholder category

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Girls &amp; women</th>
<th>Partner organisation project staff</th>
<th>Community members</th>
<th>Prospective employers</th>
</tr>
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<tbody>
<tr>
<td>Bangladesh – CMES</td>
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<td>4</td>
<td>26</td>
<td>49</td>
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<tr>
<td>Mozambique – ADPP &amp; Progresso</td>
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<td>88</td>
<td>23</td>
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<tr>
<td>Pakistan – Bedari &amp; SPARC</td>
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<td>5</td>
<td>99</td>
<td>7</td>
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<tr>
<td>Tanzania – IAE &amp; KIWOHEDE</td>
<td>91</td>
<td>3</td>
<td>41</td>
<td>20</td>
</tr>
</tbody>
</table>

To start to understand the scope of the problem that the project aims to tackle, Tableau was used to visualise the baseline responses received thus far. The next section will detail the demographic and response data collected to date.
Demographics of girls and women

This section illustrates the demographics. The responses received so far indicate that the majority of girls participating in the project are between the ages of 18 and 24 (48%), followed by girls between the ages of 15 and 17. Thirty-three per cent of the girls are married, 64% of whom before they turned 18.

Out of all of the respondents, 47% have children. In terms of schooling, 90% have attended some primary schooling. Secondary-level attainment is much lower at only 48%. An overwhelming 85% of respondents have no employment.

Intermediate Outcome 1100

In order to investigate the availability of quality and gender-sensitive learning opportunities for women and girls, community members were asked about the institutions in their communities. Seventy-three per cent indicated that there are no institutions in or near their community offering open, distance and technology-based education to girls. Furthermore, these community members reported that the current level of access to education amongst girls and women is poor (41%) or very poor (16%), and that the available education and training are not gender sensitive (48%).

In addition, the community members gauged the level of community support for women and girls’ education as poor or very poor (57%).
Safe learning environments

To understand the availability of gender-sensitive facilities that protect the safety of girls and women, project staff at partner organisations were asked about their learning facilities. Eighty-five per cent indicated that their facilities are within walking distance from the homes of the women and girls they serve, while 73% reported that ablution facilities are available.

Ninety-four per cent of project staff felt that learners are protected by their tutors/teachers in their learning facilities, and 78% reported that clean water is available. While these statistics are promising for safe learning environments, they also highlight room for improvement.

Meanwhile, 69% of women and girls indicated that institutions they had previously attended in their communities had toilets, while only 39% reported that ablution facilities were available.
Intermediate Outcome 1200

To understand how deeply rooted the issue of CEFM is, we asked community members how they rated CEFM as an issue. Eighty-five per cent of respondents across the four countries indicated that CEFM is a significant or a very significant concern that their community wants to see changed. This is a promising statistic, as it conveys the level of readiness amongst community members for change in order to support women’s and girls’ education and economic participation.

We also asked women and girls about their level of economic participation before the project. Ninety-four per cent believe that they need education and skills training to find a job. However, 88% have not completed any vocational training in order to gain employment. Furthermore, there was a strong indication that women and girls are motivated to gain further skills, with 89% wanting to continue to tertiary education.

Intermediate Outcome 1300

To understand women’s and girls’ current level of economic leadership and participation in family decision making, we asked community members about their views.

The majority of community respondents (61%) feel that women’s and girls’ role in decision making and leadership is poor or very poor in the community. Similarly, 60% believe that the role of decision making and leadership in the family amongst women and girls is poor or very poor.
Meanwhile, women and girls surveyed also report low levels of economic empowerment. Ninety per cent of those surveyed do not have a bank or a savings account, which indicates very low economic leadership, while 75% feel that they do not have anywhere to access information on training and employment. However, there is a strong indication that girls want to take charge of their lives through their aspirations for employment or self-employment.

It is also important to determine whether economic opportunities are available for women and girls. According to surveyed prospective employers, 90% have opportunities for skills positions in their organisations, with all of Bangladesh and Pakistan respondents indicating that they do.

The engagement of employers in the project is illustrated through the employers’ committees established by CMES Bangladesh. These have been established in all active units in order to have a body that oversees the market linkages of girls trained, as shown in the photo of an employers’ committee meeting held in Gobratola, Bangladesh.
Intermediate Outcome 1100

Strengthening Organisational Capacity

Increased access to safe, quality, gender-sensitive open, distance and technology-enabled learning opportunities for women and girls in rural areas in selected countries.

As the first pillar of the GIRLS Inspire strategy, Intermediate Outcome 1100 plays a critical foundational role in the success of the project. This stream of work focuses on creating enabling conditions within COL’s partner organisations to ensure that women and girls receive gender-sensitive, safe and quality training throughout the project.

“This project helped [us] to learn how to engage the community people actively in the development programmes and prioritise them as essential focal points to implement the programme at the field level, and help to benefit the women and girls to empower them by engaging them with employment opportunities.”

– Project Manager, CMES, Bangladesh

Over the past year, an extensive capacity-building strategy to create a sense of ownership and empowerment amongst project staff in the four countries was implemented. This involved developing gender policies, as well as training staff members on topics such as M&E, communications, gender mainstreaming, child protection, gender-sensitive content development and delivery, multimedia creation and project implementation. As a result, 264 project staff were able to implement the M&E strategy and collect data continuously and consistently, communicate their successes and lessons through appropriate channels, create learning resources for girls and community members, understand the importance of creating safe spaces for girls’ education, and feel confident in their role to tackle deeply rooted perceptions about CEFM in the active communities.

“I am happy to take part in the project. Through the Girls Inspire programme, I use my ability to produce audiovisual learning materials for our target audience. This has greatly improved my knowledge of multimedia educational materials as well as content.”

– Deogratius Protus, Videographer, IAE, Tanzania
Intermediate Outcome 1200

Building Community Awareness

*Increased equitable participation in quality ODL by disadvantaged women and girls in rural areas of selected countries and reduced incidence of CEFM.*

Changing the paradigm of child marriage is highly unlikely without engaging the widest possible number of people in the communities where the project is implemented. The decision to marry girls instead of enrolling them in school lies not only with the parents, but also with community elders. Community mobilisation is a very important pillar for the success of this project. Creating an enabling environment which supports girls’ education and training is critical for ensuring girls’ participation. The project adopted a communication strategy for social change which involves various techniques relevant and responsive to the specific contexts. These include street theatre performances, courtyard meetings, girls’ clubs, seminars, community radio and television broadcasts, to name a few. Over the past year 394 community awareness events, reaching 166,607 community members, took place, with a strong emphasis on involving men and boys. Community support groups and community activists were identified and trained to ensure that the change will be sustained and that girls are supported.

“Even married girls already participate in education. When [answering] questions, some say they will no longer accept husbands depriving them of their education. [Now] husbands and fathers very easily allow them to enrol and attend school. According to gender committees, the project reinforces the government’s message on the prevention of CEFM, which [previously] didn’t find initiative to support these messages.”

– Helvia Momade, Project Manager, Progresso, Mozambique

Intermediate Outcome 1300

Enhancing Women’s and Girls’ Confidence and Capacities

*Increased economic leadership and family decision making, including family planning, for disadvantaged women in rural areas of selected countries.*

One of the key project results we are working towards is for women and girls to have an enhanced leadership role in the family and community, and be able to take and exercise greater control over decisions that influence their lives, including getting married and having children at a time of their choice. To ensure that we achieved this result, we used the strategies outlined in our ToC to create the if–then effect,

“These activities have made a significant impact on the scope of support for girls’ education and change in the perception of CEFM. The attendance rate of girls in classes and sessions has increased. There is no drop out from the initially enrolled girls and young women in the programme. The community people, including parents and guardians [were] . . . willing to let their daughters do their own business and wage employment, even in remote industries and enterprises.”

– Afzal Hossain, Project Manager, CMES Bangladesh

“The most important strategy is to engage men and boys, and sensitise them on gender issues. On one side, we are empowering girls, and on the other, we are sensitising men, which makes the change more sustainable.”

– Raffat Shuja, Project Manager, Bedari, Pakistan
whereby each building block could prepare the way for the next until we arrived at the result. Continuous and wide community awareness about girls’ education and the negative consequences of CEFM was an important building block to create the next step, where the community was receptive to changing their opinion about girls’ education and allowing them to attend school or skills training. Over the past year, our efforts have paid off, and we have evidence of a great number of women and girls who have achieved financial independence, taken on leadership roles and become ambassadors for GIRLS Inspire, speaking out against CEFM.

In addition to her beautician course, Shagufta, 22, also attended daily lectures in Life Skills and Basic Education (LSBE). These lectures made her feel motivated, confident and inspired to help lift herself and her family from poverty. After completing her course, she was motivated to pursue a career to meet her family’s expenses. She expressed her wish to work in Media. Mr. Naeem Ahmad of SPARC referred her to the Nawa-e-Waqat Channel, in Jatoi, where she worked for two months as an internec.

After this, she was selected to be a Deputy Bureau Chief for the Hamara News Channel, Jatoi, which was a great opportunity for her. She is the first woman reporter of Muzaffargarh, and she now receives a handsome salary from the TV channel and is able to comfortably support her family.

– The story of Shagufta Saleem, 22 years old, from Tehsil Jatoi, District Muzaffargarh, Pakistan

Pakistan, December 2016 Report
Country Highlights tells the story of the project approach and the achievements to date in each of the four countries: Bangladesh, Mozambique, Pakistan and Tanzania.

This section consists of a bullet-point summary for each country, listing the achievements to date. These achievements are presented with reference to their indicators on the results chain, as follows: intermediate outcomes (ITM), immediate outcomes (IM) and outputs. The aggregated summary of progress made in the project as a whole can be found in the section following the Country Highlights: Results against the Performance Measurement Framework.
Bangladesh

- 44 staff members trained (Outputs 1121, 1122, IM 1120)
- 1 gender policy in use (Output 1111)
- 2 exchanges with external agencies (Output 1123)
- 7 social media platforms created and in use (Output 1123)
- 7 courses developed (ITM 1100, Outputs 1311, 1322)
- 10 active units providing safe learning environments for girls agreed with communities in addition to 103 MOUs signed with prospective employers (Outputs 1212, 1213)

- 143 community events, including 29 workshops and 10 theatre performances, have reached 151,010 community members across 10 active units (Output 1211)
- 1,350 women and girls completed life skills training, 1,200 of whom also completed vocational skills training (IM 1310, 1320)
- 30 community support groups established: 10 local support groups, 10 job counselling committees, 10 employers’ committees (ITM 1200)
- 5 employment camps (job fairs) and 5 info-sharing events were held, exposing 1,200 women and girls to market and employment information (Outputs 1331, 1332)
- 1,131 applied for employment, 874 were successful (Output 1332, ITM 1300)
BANGLADESH: COUNTRY OVERVIEW

GIRLS Inspire in Bangladesh is focusing on 25 geographic units, identified on the map below, as these are poverty stricken and geographically vulnerable locations with a high prevalence of CEFM. Other motives for selecting these areas are lack of education, specific environmental and social disadvantages, clustering in an undeserved region, enthusiasm of the local community, and damage from river erosion, flash flooding and other natural disasters. To date, the ten highlighted units have completed their activities.

Based on the 111 baseline study responses received from girls and women in Bangladesh to date, the majority of those involved in the GIRLS Inspire project are between the ages of 18 and 24 (43%), followed by ages 15 to 17 (28%). Of those who are married (35%), 58% were married before turning 18 (see the graph). Thirty-two per cent of them have children. Additional demographic information can be found in Appendix A.

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

If you are married, at what age did you marry?

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<thead>
<tr>
<th>Age</th>
<th>Married Percentage</th>
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<td>12</td>
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<td>13</td>
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<td>20</td>
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<tr>
<td>21</td>
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<td>22</td>
<td>23.2%</td>
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[[Graph Image]]
Building on a market analysis and a community needs assessment, CMES first focused on strengthening internal capacity. According to the baseline study conducted with community members of the 25 selected units, over 60% know of only one institution in their community that offers open, distance and technology-based education to girls and women. Therefore, over the past year, CMES activated ten units across Bangladesh, in Alinagar, Elaipur, Gobratola, Damkura, Nayadiary, Fulbari, Ulipur, Deuty, Joldhaka and Malgara. All ten units were set up as safe learning environments for women and girls. Forty-four staff members, including unit organisers and field implementers, were trained on topics such as technology integration, gender equality awareness, M&E, communications and content development. Pictured below is the life skills training session for the gender facilitators. As a result, seven course modules were developed, social media presence and online communication tools were strongly established across all units, and girls’ registration and baseline data were collected. To ensure sustained support, CMES also held two exchanges with advocates for GIRLS Inspire at regional and national forums attended by the Ministry of Women and Children Affairs and at gender forums attended by other local and international NGOs.
Recognising that women’s and girls’ empowerment cannot take place without community support, an intensive community awareness-raising strategy was implemented in all ten units. As illustrated below, 93% of community members involved in the baseline study identified CEFM as a significant issue within their community, and 62% of whom identified CEFM as a very significant concern which the community wants to see changed.

Over the past year, CMES advocated for women’s and girls’ rights both online and offline. In total, seven social media accounts were created across the active units to communicate the stories of women and girls and to discuss sensitive issues such as child marriage. Also, local government officials, local elites, community leaders and parents were engaged on topics such as the impacts of child marriage, human rights, repression and reproductive health, through 143 community events such as awareness-raising meetings, community seminars and workshops, Charol Dol (Adolescents’ Travelling Troup) marches and theatre performances. These events reached over 151,000 community members. Staffed by community volunteers, 10 LSGs — one for each unit — were also established to oversee the success of local project activities. As Afzal Hossain, CMES Project Manager, summarises:

_Through these activities, women and girls were able to increase their social rights. One hundred and five cases of repression (i.e., physical and/or mental violence) against women were averted and 75 cases of child marriage prevented._
Once community support is obtained, women and girls are able to participate in economic activities, including education and employment opportunities. In the baseline study, women and girls made themselves heard by indicating that they wanted to be employed or self-employed (98%, as pictured in the pie chart). However, in the same baseline study, 84% of these girls and women did not own a bank or savings account, an indicator of economic participation and leadership.

Over the course of the year, a total of 1,350 women and girls have completed skills training with CMES. Women and girls were engaged in life skills training which raised their knowledge of health and hygiene, reproductive health and entrepreneurship. Thereafter, they were trained in a locally relevant vocational skill such as computer operation, fashion garment making or vermi-composting. To link girls to the labour market, CMES sought partnerships with local enterprises and employers, and as a result, 103 MOUs were signed, paving the way for girls’ employment upon training completion. Ten employers’ committees and ten job counselling committees were also set up in each of the active units. Employment camps and information-sharing events were held to expose women and girls to market information and employment opportunities. To date, 418 girls have obtained microloans. Meanwhile, 874 women and girls are taking advantage of income-generating activities: 641 have become self-employed and 233 are in wage employment.
Momota: The story of a successful fighter against CEFM
Translated from Bengali

Momota Khatun is 15 years old and studies in Class 10. She is the daughter of Manser Ali and Hajera Begum from the village of Malghara, Luhakochi, Kaliganj, Lalmonirhat district. Her father is a poor farmer and her mother is a housewife. Momota's parents arranged her marriage with a man in a nearby village. The potential groom is engaged in farming and claimed BDT 60,000 as dowry. After hearing this from her parents, Momota was strongly opposed and let them know that she would not be married off at this age under any circumstances. Her parents disregarded her opinion.

After this, Momota shared her situation with her friend Mantasa Yasmin Munmun, a girl in the third (03) batch of the GIRLS Inspire project in the Malghara Unit. After hearing the details, Munmun decided to discuss the problem in an awareness session, then planned to go Momota’s house to dissuade her parents about the marriage. The girls also informed the LSG member. He assured them that he would see to the matter. The girls together went to Momota’s parents to try to convince them not to marry Momota off at this early age. But Momota’s parents told them that they would do whatever they deemed to be good for their daughter. The girls then tried to figure out the best alternative way to stop the marriage.

They managed to find the mobile number of the Thana Nirbahi Officer (TNO), then called him and let him know about Momota’s case. The TNO then called the local government chairman of that union and instructed him to take the necessary measures to prevent the marriage. The local chairman called for Momota’s parents to attend the Union Parishad, along with some LSG and Community Working Committee (CWC) members. The Chairman himself told the her parents about the negative consequences of CEFM and then instructed them to stop the marriage. The parents, now convinced and sensitised, promised not to arrange the marriage and instead to let Momota complete her education and become socially and economically self-reliant.
✓ 50 staff members have been trained in project collaboration for women’s and girls’ issues, content development, technology integration and data collection (IM 1120, Outputs 1121, 1122)

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

✓ 10 exchanges with external agencies (Output 1123)

✓ 74 events in addition to 4 radio/video spots that have reached at least 9,803 community members in 16 communities of 4 regions (Output 1211)

✓ 8 support groups created — 7 cultural groups and TRIOs for girls’ peer support at ADPP — and 18 support groups and 3 District Technician Advocates at Progresso (ITM 1200)

✓ 16 safe learning environments established and agreed with communities, in addition to 242 agreements signed with parents and spouses to allow girls to attend school (Outputs 1212, 1213)

✓ 666 women and girls completed skills training (IM 1310, 1320) and 386 girls re-integrated into formal schooling (ITM 1100)

✓ 20 girls applied for employment (IM 1330)

✓ 1 girl told her story of economic empowerment and leadership in family decision making (ITM 1300)
In Mozambique, two partner organisations are working to tackle CEFM in different regions of the country, expanding the reach of the project as pictured in the country map below.

ADPP is implementing the project in seven targeted communities around Nacala Porto in Nampula Province. Nacala Porto is one of most used ports of entry into Malawi, Zambia and Zimbabwe. Research by the International Organization for Migration (2006) reports that Nacala Porto ranks high for HIV and AIDS vulnerability, as it is frequented by a transient population that uses it as access to a commercial sex trade, which exposes children and women to the risk of sexual abuse and exploitation. The GIRLS Inspire project is being implemented in this area due to its high rate of child marriages. The World Development Report (World Bank, 2011) states the province has high levels of gender inequality, characterised by weak participation of women in the productive economy, high levels of early marriage and low levels of female literacy.

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

Niassa Communities:
- Chimbunila-sede (Bairro Undi)
- Lione
- Machomane
- Cuamba Sede (Bairro Adine)
- Muheia
- Mukhwapa
- Comunidade-sede (Chanica)
- Muita
- Lissicte Chigula
Associação Progresso, meanwhile, is operating in Niassa Province, which is located in the extreme northwest of Mozambique, its capital being Lichinga. Niassa is the largest province in the country in terms of area, 122,827 km², but has the lowest population. Niassa shows the highest absolute number of girls married during childhood, accounting for 24% of those married before the age of 15 (UNICEF, 2015).

According to the baseline study responses received so far from women and girls in the project, most participants are between the ages of 18 and 24 (42%), followed by girls between 15 and 17 (27%). A third of the women and girls are married — the majority before they turned 18 (72.3%), as pictured on page 29. Furthermore, 90% attended some primary schooling. However, at the secondary level, this decreased to 33%. Ninety-five per cent indicated that they did not have employment. Additional demographic data can be found in Appendix A.

“The GIRLS Inspire project is extremely important for Mozambican society, since thousands of Mozambican girls living mainly in rural areas are victims of premature marriages and this has a negative impact on their survival and development, depriving them of having access to services, protection, education, health and other necessities that guarantee the realisation of their rights as children and girls. However, once the project was implemented in Nacala Porto, it began helping some of the girls and/or children who are victims of these harmful practices. With the project implemented, some children are already back to school and will learn to stand on their own, and perhaps say no to men who want to marry their children at a young age.”

– Orlanda Langa, ADPP

In the baseline study conducted with community members, as pictured in the bar graph, the responses received to date indicate that 81% of community members in Mozambique believe that no institution in or near their community offers open, distance and technology-based education to girls.

Over the past year, therefore, both ADPP and Progresso worked extensively to establish internal systems, build staff capacity, and connect with local governments and communities to pave the way for successful project implementation in order to provide women and girls with safe learning environments and opportunities for economic participation.

ADPP focused on strengthening organisational capacity by training 28 of its staff members — community facilitators, M&E officers, data collectors and course material developers. An MOU was signed with the Ministry of Health to develop life skills courses on sexual and reproductive health and HIV/AIDS, while a partnership was established with Instituto Nacional de Emprego e Formação Profissional (INEFP), the government authority accredited to provide vocational skills training, to enable the delivery of electricity, hotel and tourism, cooking, and...
“I write this short piece to express my feelings regarding the GIRLS Inspire project. It is an honour for me to be part of the materials development team for GIRLS Inspire. It is certainly a unique experience to have been part of this team, because I identify with the causes that the project is working for. Nowadays, it is very common to see many girls married off while they are very young, girls being made brides while they are only children themselves. I have witnessed the negative effects of this on the girls in my neighbourhood; some of these girls were my family or distant relatives. When I was invited by ADPP to be part of the Girls Inspire materials development team members, I was literally over the moon. Here was my chance to contribute my voice against a scourge that is denying some children a chance to realise their dreams, to live out their childhood without fear of being ‘snatched’ by predators in the name of ‘culture.’

I am confident, therefore, that in a small and significant way, the materials I have developed for this project will contribute to raising awareness amongst communities about CEFM. The material provides information for girls on what to do in the event they are aware of girls in their communities who might be victims of or are in situations where they might find themselves victims of CEFM. This project is relevant in our communities, as it makes the community in general and girls in particular more aware of their rights while also informing them of the risks and consequences of CEFM, and it alerts them to services and opportunities available in their communities, especially to prevent early marriages.”

– Orlanda Langa, ADPP Mozambique

This piece was written in Portuguese by Orlanda Langa. She translated it using Google Translate and asked the ADPP Project Manager for translation support.

According to the baseline study responses received so far from community members in Mozambique, 75% indicate that CEFM is a very significant concern that the community wants to see changed.

To aid in shifting away from CEFM practices, ADPP and Progresso conducted 74 community awareness events that reached all sections of the community in welding courses to girls and women. Furthermore, MOUs were also signed with the Ministry of Labour to allow the use of their mobile training facilities and to allow linkages with internship and work placements. Finally, ADPP also underwent school rehabilitation to ensure that the project is implemented in communities close to girls’ residences, and that women and girls can safely access bathrooms separate from the men’s and boys’.

Progresso, meanwhile, also trained 22 of its staff on various topics such as gender mainstreaming in order to adequately support women and girls. Nine gender committees, nine school councils and nine community learning centres were also established, with one of each set up in all active communities. Furthermore, Progresso continually discuss co-ordination of the project with the Ministry of Education (MINEDH) and the Direcções Provinciais da Educação e Desenvolvimento Humano (DPEDH). The Progresso team also produced radio spots and awareness-raising materials to support community advocacy efforts.

In total, these ten exchanges and partnerships with external agencies, including signed MOUs, lay the foundation for girls’ and women’s education.

ITM 1200: BUILDING COMMUNITY AWARENESS

According to the baseline study responses received so far from community members in Mozambique, 75% indicate that CEFM is a very significant concern that the community wants to see changed.

To aid in shifting away from CEFM practices, ADPP and Progresso conducted 74 community awareness events that reached all sections of the community in
active regions, such as local and national government officials and administrators, civil society organisations, legal professionals, community leaders, teachers and school principals, parents, men and boys, women and girls, through community radio, national TV spots, debates, role playing and presentations, community meetings, community performances by cultural groups, and events to commemorate international observance days. With Progresso, three district technicians have been trained to continually support the girls post-project. In total, approximately 9,800 community members were reached. A community strategy is exemplified in the quote above from ADPP Mozambique.

ADPP raised awareness about sexual and reproductive health, domestic violence and the importance of gender equality. Most recently, they presented the GIRLS Inspire project on national TV — a broadcast seen by over 500,000 people. To engage communities, ADPP has also trained seven cultural groups, one for each active community, to disseminate messages on the importance of girls’ education and the risks of CEFM. Community referral structures were also put in place in each active community to create networks and partnerships that cater to girls’ various needs. As a result of these community awareness efforts, ADPP has signed 242 agreements with parents, spouses and other caregivers to allow girls and women to participate in project activities.

Furthermore, Progresso conducted provincial and district workshops to disseminate the project objectives with all the active communities in order to ensure community buy-in. Provincial education staff, community leaders, community members such as parents, and girls and women were all involved during these workshops, as well as in sensitisation activities that discussed girls’ education and the impacts of CEFM. Agreements with community radio stations were also established, reaching up to 450,000 community members through a broadcast about the GIRLS Inspire project.

“The role playing and debates as strategies have been very effective in winning the men over. In addition, the project has used community meetings where they employ a social-cultural approach, ‘pretending’ that the story being shared is from another community. The comments and usually ‘outrage’ at this imaginary community are then used to ask the participants what they would do to ensure that occurrences like those in the ‘other’ community don’t happen in their own. By using this strategy, the project has been able to develop ideas for presentation ‘palestras’ that they then deliver in these communities to influence positive behaviour changes around CEFM and violence against women and children.”

– Mzi Ntuli, Project Manager, ADPP
Based on the baseline study responses received to date from Mozambique, women and girls have spoken up and indicated that they aspire to be employed or self-employed, as illustrated in the pie chart. However, 85% feel that they do not have the skills or capacity to find employment, and 82% do not have anywhere to access information on training or employment. Furthermore, 89% do not have a bank or savings account, an indicator of the absence of women’s and girls’ economic participation.

To bridge this gap, ADPP laid the foundation to provide skills training for women and girls. A partnership with the Ministry of Health allowed girls to attend life skills workshops on sexual and reproductive health, family planning and HIV/AIDS. These sessions and health site visits allowed girls to see pictures and hear stories of young mothers who experienced complications in early pregnancies, which influenced their views. As ADPP explained, “Some [girls] were emboldened to share this information with their husbands, and others with their mothers, contributing to a pool of people ready to prevent CEFM.”

Meanwhile, partnerships with the Institute of Labour and INEFP (the National Institute for Employment and Vocational Training) allowed girls to participate in vocational courses through mobile classes on topics such as electricity and hospitality/tourism. In addition, 166 girls were reintegrated into formal schooling. ADPP also established TRIOs, where women and girls were grouped together to provide peer support throughout the project to ensure retention and project completion. As a result of these efforts and partnerships, 216 girls completed their holistic three-month courses and were referred to services offered by the Ministry of Women and Social Action, 171 girls accessed family planning services and 20 girls applied for employment in a restaurant.

Progresso also enrolled 450 women and girls in their skills training programme, and 220 girls were reintegrated into formal schooling. To ensure girls’ economic participation, Progresso has held meetings with nuns based in Cuamba to offer tailoring and cooking opportunities with other civil society organisations that help promote small and medium-sized businesses, and with INEFP to ensure girls’ participation in job fairs. Furthermore, savings and loans groups amongst girls have begun to enable them to start their own small businesses or projects with a support system.

A compelling outcome of these efforts is shown in Natália’s story.
My name is Natália Mitilage Narera. I am 23 years old. I am a mother of two children, and we live in Muzuanex Baixa suburb [in Nacala Porto]. I separated from my husband, and I live alone with my two children.

My story began one day when I was nine years old. A relatively well-off man came and told my parents that I was of school-going age. My parents told him that they did not have money to send me to school, since they were not well off and were struggling to put my brothers through school. The man “offered” to put me through school until I completed Grade 10 and trained as a teacher. I registered at the ADPP primary school, “Ants of the Future,” where I did Grades 1 to 7. In seventh grade, the ADPP primary school was closed due to government policies on private schools. I stayed home for two years without going to school. When I was 17, the man who had been paying my school fees came to my parents and asked them to return all the money and goods that he had spent on me during the years I was studying. Having no money or assets to pay him back, my parents decided to marry me off to this man.

My parents felt indebted to this man for all the help he had given them by paying for my schooling. They believed that it was a good “repayment” to give my hand to him in marriage. At first, I thought my parents’ idea was a good choice because I longed to return to school. During the marriage negotiations, he was very understanding and promised my parents that he would take me back to school. My parents happily accepted him as their son-in-law. We got married. In no time after the marriage, I fell pregnant with our first child. After the birth of our first child, my husband’s behaviour changed. He did not allow me to leave the house and became abusive. Fearing for my health and my life, I left him and took my two children with me. With the savings I had managed to scrape together, I looked for and found a room to rent.

The day the GIRLS Inspire project was introduced in my community was one of the happiest days of my life. I heard that it would be offering training to women and girls, the majority of whom were victims of CEFM. I was asked to select a course of my choice and was told that the project would help me secure employment or start a small business. This was my opportunity to give my children a future better than mine. When the course started, the training built up my problem-solving skills and conflict-resolution skills, and I learned how to cook a balanced and nutritious meal using local ingredients. I also learned a great deal about sexual and reproductive health.

I will use this information to sensitise other girls in my community, especially about the dangers of teenage pregnancy and the importance of going to school. I am also able to raise awareness and sensitise community members, particularly community leaders, about the risks and consequences of early marriages for girls, families, communities and the nation at large. I am confident that I will positively influence the lives of my children, whom I will raise up differently from the way my parents raised me, thinking that marriage is the solution to poverty for girls. Now, as I go for my practical phase of the course, I will commit myself so that I can graduate and get a good job. With my TRIO group and other groups, we have planned to start a group savings and loan scheme so that we can raise money for projects.
✓ 2 gender policies in use (Output 1111)
✓ 69 staff members trained in standard operating procedures for child-friendly environments and women’s and girls’ issues, project communications and M&E (IM 1120, Outputs 1121, 1122)
✓ 11 exchanges with external agencies (Output 1123)
✓ 2 new social media platforms in use (Output 1123)
✓ 19 life skills and vocational courses developed (ITM 1100, Outputs 1311, 1322)
✓ 141 events and 13 theatre performances have reached over 5,488 community members (Output 1211)
✓ 49 lawyer advocates available for deployment (ITM 1200)
✓ 1 advocacy documentary produced and in use (Output 1211)
✓ 23 centres and 7 community-based spaces established as safe learning environments for girls and agreed with communities (Outputs 1212, 1213)
✓ 3,001 girls completed life skills and vocational skills training with SPARC, and 142 girls completed self-growth sessions with Bedari (IM1310, 1320)
✓ 18 info-sharing events on employment opportunities and 1 employment camp held to exhibit girls’ vocational products and link them to the market (Outputs 1331, 1332)
✓ 30 girls obtained microloans
✓ 80 girls applied for employment (IM 1330)
✓ 116 internships established (Output 1323)
✓ 6 girls told their stories of enhanced economic leadership (ITM 1300)
Communities:

**MUZAFFARGARH**

**Bhuttaapur**
- Bheema Sial
- Chah Kikar Wala
- Chah Qazi Wala
- Damani Wala

**Jatoi**
- Al-Noor Colony Tehsil
- Bahar Wala
- Bamboo Sandila Tehsil
- Basti Awan Tehsil
- Basti Bhaila
- Basti Gujar, Ward #6
- Basti Gunawan
- Basti Joya
- Basti Laskani
- Basti Maher Wala
- Basti Manzoor Abad
- Basti Ramzan Khan
- Basti Sithari
- Basti Thar Khan
- Bhela Wala Kotla Raham Ali Shah Tehsil
- Bismillah Colony
- City, Near GGHS
- Damani Wala Shumali Tehsil
- Faisal Street, Ward #09
- H #361 Sarcal Road
- H #361, Ward #10
- H #753/628 Ward #09
- Jhugi Wala Tehsil
- Kadeer Abad
- Kandh Sharif Tehsil
- Milan Colony Tehsil
- Mohallah Arian
- Mohallah Arian Wala
- Mohallah Bahar Wala
- Mohallah Balochan

**Shehr Sultan**
- Ali Shah
- Ali Shah Kotla Mughal
- Bair Band
- Bair Band 2
- Baloch Colony
- Bana Roya
- Basti Fareed Wala
- Basti Nawar Babran
- Bastti Ali Shah
- Bastti Ali Shah Kotla Mughal
- Bastti Band
- Bastti Chajra Wala
- Bastti Chowk Gopang
- Bastti Kanolo Wala
- Bastti Kareem Bakhsh
- Bastti Khan Wala Murad Pur
- Bastti Masu Shsh Kotla Mughal
- Bastti Meer Hazar
- Bastti Meer Pur
- Bastti Meeran Pur
- Bastti Shary Wala
- Bastti Takhi Meeran Pur
- Chah Abdullah Wala
- Chah Bhrai Wala
- Chah Kanday Wala
- Chah Shani Wala
- Chah Shary Wala
- Chah Shumali Bar Band
- Chah Shumali Wala Murad Pur
- Chah Tibbi Wala
- Chowk Gopang
- Chrahns Pur
- Eid Gha Wali Gali
- Kotla Lal Shah
- Mohallah Number Dara Wala
- Mohallah Qazian Wala
- Murad Pur
- Murad Pur Shumali

**Sanawa meeran Pur**
- Shah Shumali Bar Band
- Ward #04, Mohallah Zai Nagar
- Ward #04, Abu Bakar Chowk
- Ward #04, Mohallah Qazian Wala
- Ward #05, Mohalla Farooqja
- Ward #06, Bhotral Wala
- Ward #06, Qazian Wala
- Ward #07, Qazian Wala
- Ward #08, Mohallah Qazian Wala
- Ward #08, Mohallah Rehman Colony
- Ward #09, Mohallah
- Ward #09, Mohallah Pathan Wala

**Taleri**
- Basti Ali Shah

**MULTAN**

**UC 34 Shujabah Road Multan (Main Centre 1)**
- Chowk Kumaran Wala (Community Centre)
- 18 Kasi (Community Centre)
- Stadium Road near Sultan Ghee Mill (Community Centre)
- Vehari Chowk near Al Huda Hotel Multan (Main Centre 2)
- Bahawalpur Bypass (Community Centre)
- Qasimpur (Community Centre)
- Dunnyapur Road (Community Centre)
- 20 Feet Samijabad (Community Centre)
The GIRLS Inspire project in Pakistan is being implemented by two partner organisations working in parallel: the Society for the Protection of the Rights of the Child (SPARC) and Bedari. The team has chosen two districts in Punjab where there is a high prevalence of CEFM — Muzaffargarh and Multan.

The first phase of the project has been completed in Muzaffargarh district, where the partners focused on the communities in the Union Councils of Jatoi, Bhuttapur, Taleri and Shehr Sultan. Moving forward, the project will now focus on Multan.

According to the baseline study responses received from women and girls in Pakistan to date, the majority of girls are between the ages of 18 and 24 (50%), followed by girls aged 15–17 (33%).

Over a third of the girls participating in the project are married (33%), 65% before they turned 18 (see the graph below). Eighty-three per cent of girls and women attended some primary schooling. However, at the secondary level, this figure is 45%. A resounding 99% of respondents do not have employment.

Additional demographic charts can be found on Appendix A.
An overwhelming majority of community members surveyed in Pakistan for the baseline study indicated that there were no institutions in or near their community offering open distance and technology-based education to girls (93%). Similarly, they rated the current level of access to girls’ and women’s education as poor or very poor (86%).

These resounding statistics highlight gender inequality that prevents women’s and girls’ empowerment and economic participation. Over the past year, SPARC and Bedari have joined forces to create opportunities for women and girls in Muzaffargarh in the province of Punjab. Staff training on M&E, project implementation, technology integration, child protection, content development and delivery resulted in 69 staff members with strengthened capacities for project delivery. The team also developed a total of 19 learning resources for life skills-based education, vocational training and community awareness raising. To deliver training, 23 safe learning centres were established across Muzaffargarh; these eventually became trusted, highly visited areas and safe havens for women and girls as well as other community members. In addition, to reach girls who do not have access to facilities near their home, mobile centres were set up to bring learning close to girls, which also gained the trust of community members.

To successfully operate in communities, both SPARC and Bedari created strong networks online and offline. They built on their existing online presence and started communicating on Instagram to communicate picture stories about the project to their networks. They also established 11 exchanges with other civil society organisations, such as Louis Berger (an advanced training provider), Aahung (a sexual and reproductive health and rights organisation) and Akhuwat (a microfinance institution); parliamentarians, Members of the Provincial Assembly (MPAs), district officers, lady councillors and policy makers; a vocational training institute (VTI); the Technical Education and Vocational Training Authority (TEVTA) of Punjab; and the Institute of Rural Management (IRM). Bedari built a network of 49 legal councils who deploy volunteer lawyers to communities to promote and protect the human rights of women and girls. Both SPARC and Bedari also lobbied at the national level by presenting at meetings held by the National Council for Social Welfare and the Child Rights Movement.

“As an organisation, this project assisted in building our capacities to another dimension of women’s economic empowerment. As project staff, this helped us realise the grave health and education situation for girls, work with them to build their capacities and encourage them to do so for themselves and others around them.”

– Sabeen Almas, Project Manager, SPARC, June 2017 Report
According to the baseline study, 89% of community members such as community leaders and parents rate the community’s support for women’s and girls’ education as poor or very poor. Meanwhile, 90% of respondents to date also rated CEFM as a significant or very significant issue that their community wants to see changed. These statistics indicate a high level of gender inequality but also a high level of inclination for change.

Community mobilisation is a crucial pillar of work to make the GIRLS Inspire project successful and beneficial for women and girls. Without a community’s support, girls will continue to face barriers to their economic empowerment. Therefore, over the past year, SPARC and Bedari conducted 141 community-based events, reaching over 5,488 community members, including local government officials, community leaders, religious leaders, men and boys, women and girls. Theatre shows were performed in highly visible community areas, meetings with men and boys were held, sessions with opinion makers were conducted, self-growth sessions took place for girls, and mothers were invited to attend workshops. These events not only highlighted the importance of girls’ education and the negative impacts of child marriage but also served as bridges to gain the trust of communities. This trust, once established, created an enabling environment that allowed women and girls to participate in skills training, raise their voices and create their own economic pathways. As a result, according to SPARC’s Project Manager, social mobilisers observed that community members...
The baseline study responses received from women and girls so far reveal high gender inequality in the active communities in Pakistan. Ninety-three per cent of the girls rate their understanding of social rights as poor or very poor, and 96% do not own bank accounts and do not have a skill or capacity that will help them find employment. Meanwhile, 100% of community baseline respondents indicate that the role of women in decision making and leadership within the community is poor or very poor.

Both Bedari and SPARC focus on attending to girls’ needs and providing sessions on life skills training and self-growth, which are designed to enhance their confidence and build their knowledge of health and hygiene, decision making, self-negotiation, com-
munication, social rights, financial management, the consequences of CEFM, and entrepreneurship. Daily sessions are delivered by social mobilisers and in-house psychologists to provide counselling to girls. Thereafter, women and girls are trained in a vocational skill that appeals to them, such as tailoring and stitching, beautician work, fabric painting, hand embroidery and dress making. These efforts have resulted in 3,001 women and girls receiving certificates of training completion. For most, this would have been the first time they received such a certificate.

Both partners have also made efforts to provide girls and women with additional skills for today’s economy. SPARC has trained at least 100 girls to use social media to explore employment, market trends and business promotion opportunities. According to SPARC’s project manager, “[the girls] take great interest in learning online product promotion opportunities and also to use this platform for learning.” The team also expanded its networks and established partnerships to improve girls’ and women’s economic opportunities. Meetings with TEVTA, Louis Berger, Akhuwat and other technical skills provision authorities were held to link girls and women with further professional development opportunities.

Information sharing events were held to share market trends and employment opportunities, and at an employment camp girls were able to exhibit the products they had created during vocational training. As a result, 116 girls were involved in internship opportunities, 80 girls have applied for employment, 30 girls have secured microloans and three girls were connected to the local open university for further education.

**THE TEAM ALSO EXPANDED ITS NETWORKS AND ESTABLISHED PARTNERSHIPS TO IMPROVE GIRLS’ AND WOMEN’S ECONOMIC OPPORTUNITIES.**

As a result of these efforts, six girls — Samreen, Shagufta, Rukshana, Nasreen, Ramsha and Nazia — have told their stories of transformation and enhanced economic leadership. Shagufta’s story can be found on page 20.
During a self-growth session, Bedari saw a 14-year-old girl, Faaria, sitting quietly in a corner.

Faaria was the brightest student amongst all of the girls, and she always participated fully in the activities we conducted during the sessions, so it was surprising for the Bedari team to see her like that. When asked how she was, she started crying. Once she could gather enough energy and strength to speak, she said that her parents were going to marry her off in few months.

Bedari, through self-growth sessions, spreads awareness in the community about CEFM and its impacts on the lives of girls, boys and families. Faaria was completely aware of the consequences of child marriage, so she was very frightened about bearing this huge responsibility. Like all 14-year-old girls, Faaria was enthusiastic, motivated and wanted to explore the world and new ideas. Imagining her as a bride was very hard for us, as she was too innocent to understand the complications and responsibilities of married life.

Faaria was also well aware of the bitter situation her elder sister, Sidra, was facing with her in-laws, and she wanted Bedari to visit her home and convince her family to delay the marriage.

Bedari team headed to Faaria’s community and held a meeting with her family. Bedari showed its documentary A Tale of Two Marriages. The documentary had a serious impact on them, as it showed the bitter reality of the problems girls face due to early marriage. The entire family was now aware of the importance of education and the health issues girls face as child brides. Watching the documentary and seeing the consequences of the two early marriages, her mother broke down crying. She admitted that her elder daughter, Sidra, was also a victim of child marriage and had a miserable life, as she was too young to bear the responsibilities of married life. She said she couldn’t let the same happen to Faaria. She hugged her, and both of them started crying. Shabbir Husain (centre in the photo) recalled his own life and how they had survived the problems of early marriage. He was the elder son and had three sisters. When he married Faaria’s mother, Naseem Bibi, she was just thirteen. At the time of the marriage, the bride was told by her mother (Faaria’s maternal grandmother), “Now, you have to take care of Shabbir’s family, his mother and sisters.” She dutifully entered married life and soon gave birth to a girl child. Being a mother, she was busy with the newborn and day-to-day life. She lost track of her husband, and Shabbir married another woman of his age and start living in the neighbouring city of Bahawalpur. Though her in-laws were happy with Naseem Bibi and appreciated her hard work, Naseem Bibi blamed her early marriage for Shabbir’s second marriage. When Bedari told Shabbir the consequences of early child marriage, Shabbir was reluctant to expose his own daughter to the same risks. Shabbir already regretted his decision to marry off the elder daughter, Sidra, at an early age. Both parents were afraid and promised to delay Faaria’s marriage for four to five years until she could complete her studies.

Hearing this, Faaria ran to one of the Bedari team members and hugged her. She was very happy and expressed her heartfelt gratitude to Bedari for saving her future.
Tanzania

- 2 gender policies developed (Output 1111)
- 2 new social media platforms (Output 1123)
- 1 support group: Community Champions for Change (IM 1200)
- 52 staff members trained in technology integration, multimedia development, M&E, child protection policies and CEFM issues (IM 1120, Outputs 1121, 1122)

- 3 advocacy videos developed (Output 1211)
- 36 community events in 6 wards across 3 districts, reaching at least 500 key stakeholders and leaders in communities (Output 1211)
- 360 women and girls registered for schooling and skills training
The prevalence of child marriage in Tanzania is one of the highest in the world; almost two-fifths of girls will be married by the time they turn 18 (UNFPA, 2014).

Through an in-country partnership between the IAE and KIWOHEDE, the GIRLS Inspire project is being implemented in three regions of Tanzania — Dodoma, Lindi and Rukwa — where the prevalence of child marriage is 51%, 48% and 40%, respectively (UNFPA, 2014; see the map).

According to the baseline study responses received to date from women and girls in Tanzania, 75% of project participants are between the ages of 18 and 24, followed by girls between the ages of 15 and 17. Over a third of girls (38%) are married, 37% before the age of 18. Amongst the respondents, 56% have children. Eighty-six per cent have attended some primary schooling, but only 57% have attended some secondary schooling. Sixty-eight per cent reported having no employment. Additional demographic information can be found in Appendix A.

**Dodoma:**
- Kongwa – Sejeli Ward
- Bahi – Bahi Ward

**Lindi**
- Kilwa – Masoko Ward
- Ruangwa – Ruangwa Ward

**Rukwa**
- Nkasi – Chala Ward
- Karambo – Msanzi Ward
Of the community members in Tanzania that have participated in the baseline study so far, 66% do not know of an institution in or near their community that offers open distance and technology-based education to girls.

To bridge this gap, the IAE and KIWOHEDE are working hand-in-hand in the three identified regions, with KIWOHEDE working directly with the communities to shift perspectives on child marriage and the importance of girls’ education. This will pave the way for the IAE to reintegrate women and girls into schooling and skills training.

Over the past year, the IAE and KIWOHEDE have established new social media presences through the use of multimedia on Twitter and Instagram. They have also worked together through capacity-building exercises to plan their approach in the three districts and train staff in multimedia development and topics such as child protection and the reunification of vulnerable children. Both organisations focused on developing their own gender policies to ensure that gender equality is embodied throughout all
programming within GIRLS Inspire and beyond. As a result, both have developed gender-sensitive learning materials, with KIWOHEDE focusing on community sensitisation modules about child marriage, and the IAE focusing on multimedia development and the adaptation of school-based materials for women and girls. These efforts addressed the need identified through the organisational staff baseline survey, which indicated that gender-sensitive learning materials were not available prior to the GIRLS Inspire project, as illustrated on page 45.

In addition, the IAE has engaged national, regional and local stakeholders such as the Ministry of Education, Science and Technology, UNESCO and the Prime Minister’s Office – Local Government Authority (PMO-LGA) through a series of 12 consultative meetings to ensure the project’s success through government channels. As a result, recent press coverage in the Tanzanian media indicates the project is gaining attention amongst key stakeholders.

**ITM 1200: BUILDING COMMUNITY AWARENESS**

Hearing from women and girls through their baseline study responses to date, 54% indicate that their family is very unsupportive about letting them go to school or skills training, with a further 26% responding that their family is somewhat unsupportive. Parents’ belief that women’s and girls’ education is unimportant indicates the crucial work that needs to be done in community sensitisation, which can address deeply rooted attitudes that prevent women’s and girls’ empowerment.

To address these issues, KIWOHEDE conducts community workshops and events that reach government officials, community leaders, elders and children, women and boys, and other stakeholders to raise the issue of CEFM and the importance of girls’ education. Debates are held and international awareness days are observed. Furthermore, the team conducts consultation meetings with regional administrative secretaries and district commissioners in each region to ensure that those in power are in a position to support the project. To expand their reach, the IAE and KIWOHEDE have developed three videos as communication tools. So far, through the efforts of both KIWOHEDE and the IAE, a total of 36 events have been held in communities, reaching at least 500
key stakeholders. The majority of these stakeholders are males (approximately 76%).

Most encouraging from the community mobilisation activities is the training of Community Champions for Change. Mr. Twaha, District Administrative Secretary (DAS) of Ruangwa District, shared his story during the first day of training for the Community Champions for Change, in May 2017 (see the boxed text on this page).

Mr. Twaha came from a very poor family. His mother had no means of earning a living except through making rice cakes (locally called vitumbua), which he sold in school and in the street after school. He said that although his mother was young and uneducated, she used the opportunities around her to make money for her family and managed to pay Twaha’s school fees through to university. He added that young married or pregnant girls can improve their lives through learning skills and engaging in entrepreneurial activities, and can help free their families from the cycle of child marriage and poverty.

“I have witnessed the power of one woman. Now, I can only imagine what will happen with these girls, who will be provided with every reasonable resource to make them productive, independent and empowered.” – Mr. Twaha Mpembenwe, GIRLS Inspire Champion for Change at KIWOHEDE, and District Administrative Secretary, Ruangwa District (Mr. Twaha, middle of the photo, with the KIWOHEDE Executive Director)

*Quote translated from Swahili to English*
Baseline studies amongst women and girls have started, with results indicating that girls aspire to employment or self-employment (see the pie chart). However, the baseline study also reports that 77% do not feel they have the skill or capacity to find employment, and 86% don’t have anywhere to access information on training or employment. Furthermore, 96% of girls do not own a bank or savings account, a strong indicator of the lack of economic participation amongst women and girls in Tanzania. To bridge this gap, the IAE has started to enrol girls, with 360 registered to participate in schooling opportunities thus far.
My name is Salim Mpanda, and I am 30 years old. Since I joined KIWOHEDE in January 2016, I have worked as a Project Officer and Trainer in one of the KIWOHEDE centres in Bunju (Kinondoni District) for the education, protection and empowerment of girls and boys aged ten to 17. As I am a young practitioner in children, youth and gender equality advocacy, my Executive Director Mama Justa Mwaituka gave me the chance to be a part of the GIRLS Inspire Project, which was inaugurated on 25 May 2016, as part-time Monitoring and Evaluation Focal Point. From there I started to learn more about issues related to project management, M&E dos and don’ts, as well as online platforms for communication, data collection, evaluation and dissemination. I have started to embark upon a new career which I had no idea about before, through workshops, webinar training, interactions with other stakeholders and field work for the GIRLS Inspire project.

Since then, the GIRLS Inspire Team at the Commonwealth of Learning has provided me and KIWOHEDE with plenty of guidance, materials and all the necessary support to make me conversant with project activities as the M&E FP. I have learned about the project’s theory of change and the use of several applications and tools for M&E data collection and evaluation, such as Fluid Survey and Survey Gizmo. I have also learned how to use online platforms such as Dropbox, Basecamp, Skype and GoToMeeting, which I wasn’t previously aware of.

Both my training and my work experience have led me to develop a special interest in project management and M&E issues in education, women and youth empowerment, gender equality and economic development, because these disciplines are closely related to the building and maintaining of sustainable development that leads to a society free of uncontrolled poverty, disease, inequality and illiteracy.

My fellow staff are now an important part of this project, because in my work I always engage them specifically in the processes of designing community sensitisation materials and conducting community sensitisation. I have also trained them in the use of online tools for M&E activities and communication. Now, the KIWOHEDE management team is about to start using Basecamp for all its projects. The project has increased KIWOHEDE’s credibility and social recognition in some areas where this wasn’t previously easy — for example, in Rukwa and Dodoma. In addition, KIWOHEDE staff are now aware of the power of social media in awareness raising.

I am also looking forward to using all the skills and knowledge I have gained from the Commonwealth of Learning’s Girls Inspire project to assist in other projects by helping the project co-ordinators become aware of the basics of M&E and the importance of integrating advanced M&E. I have started to do so in our centre at Bunju by inviting my colleagues to participate in webinars, training sessions and online platforms such as social media and the GIRLS Inspire blog in order to build their capacity.
This section provides a progress update against the Performance Measurement Framework. The baseline figures provided are derived from the responses received to date from the four stakeholder groups in the active communities: girls and women, project staff members, prospective employers and community members.

### ITM 1100: Increased access to safe, quality, gender-sensitive ODL opportunities for girls and women in rural areas

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Baseline</th>
<th>Targets</th>
<th>Actual Data April–June 2016</th>
<th>Actual Data July 2016–June 2017</th>
<th>Actual Data Cumulative</th>
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<tbody>
<tr>
<td>ITM 1100</td>
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<tr>
<td>Increased access to safe, quality, gender-sensitive ODL opportunities for women and girls in rural areas in selected countries</td>
<td>14 staff members indicated their organisation did not offer gender-sensitive ODL courses before the project; 19 said they did.</td>
<td>8 organisations offer new and revised, quality, gender-sensitive learning resources in 24 courses</td>
<td>n/a</td>
<td>7 organisations</td>
<td>7 organisations</td>
</tr>
<tr>
<td></td>
<td>232 girls have access to institutions with ODL education, 268 don’t, 29 don’t know whether there is such an institution</td>
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<td></td>
<td>586 attended primary school</td>
<td></td>
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<tr>
<td></td>
<td>290 attended secondary-level education</td>
<td></td>
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<tr>
<td></td>
<td>10,000 women and girls completed lower secondary courses in a safe learning environment</td>
<td></td>
<td>In progress</td>
<td>386 girls reintegrated into schooling</td>
<td>386 girls reintegrated into schooling</td>
</tr>
</tbody>
</table>
### IM 1110
Improved organisational capacity to design and deliver quality, gender-sensitive, skills-oriented learning programmes for women and girls

- **232** girls and women surveyed stated there is education in or near the community focused on girls’ skills training; 368 stated that there is not.
- **8** institutions in **4** countries adopted new models to deliver gender-sensitive, skills-oriented training
- **n/a**
- **7** organisations
- **7** organisations

### Output 1111
Training to develop relevant and appropriate policies to provide gender-sensitive education and training for staff of partners

- **8** policies
- **3** policies
- **2** policies
- **5** policies

### IM 1120
Increased vocational skills to leverage ODL which address the barriers women and girls experience, amongst local partners

- **0** faculty and community-based resource persons trained and have the capacity to develop gender-sensitive learning resources for ODL and technology-mediated learning, as evidenced by the learning resources
- **500** staff members
- **193** staff members
- **264** staff members

### Output 1121
Capacity building in the use and integration of technology for staff of partners

- **250** staff trained in the use and integration of technology
- **51** staff members
- **135** staff members
- **186** staff members

### Output 1122
Capacity building in the development of gender-sensitive materials for staff of partners

- **250** staff trained to develop **24** gender-sensitive courses or learning materials
- **20** staff members
- **58** staff members
- **78** staff members

### Output 1123
Various networking on CEFM, skills and gender issues, with various other development agencies and partners

- **4** exchanges with other development agencies
- **5** online platforms by COL and **3** new platforms by partners
- **22** exchanges
- **17** online platforms
- **3** international events attended by advocates of CEFM
- **3** international events
- **3** international events attended
### ITM 1200

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

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Baseline</th>
<th>Targets</th>
<th>Actual Data June 2016</th>
<th>Actual Data June 2017</th>
<th>Actual Data Cumulative</th>
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<tr>
<td>ITM 1200</td>
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<tr>
<td>Increased equitable participation in quality ODL by disadvantaged women and girls in rural areas of selected countries and reduced incidence of CEFM</td>
<td>574 girls and women aspire to continue to tertiary education</td>
<td>10,000 women and girls aspire to continue to the next level of education through ODL instead of getting married</td>
<td>n/a</td>
<td>In progress</td>
<td>In progress</td>
</tr>
<tr>
<td>2 advocates and 1 support group for women’s and girls’ education and training per community</td>
<td>57 support group</td>
<td>52 advocates</td>
<td>57 support groups</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Workshop on CEFM, CMES, Bangladesh*
Increased awareness amongst parents and community leaders of the benefits of girls’ education and the use of ODL, as well as increased awareness of the negative consequences of CEFM on development, as evidenced by girls’ participation in schooling and skills training

<table>
<thead>
<tr>
<th>Output 1211</th>
<th>Awareness raising about the benefits of education and training using ODL, conducted with the whole community (parents and community leaders, women and girls)</th>
</tr>
</thead>
<tbody>
<tr>
<td>108 community members responded that the level of access to education amongst girls and women is good or very good (144 said it is poor to very poor)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IM 1210</th>
<th>217 responded that CEFM is a significant to very significant concern in their community</th>
</tr>
</thead>
<tbody>
<tr>
<td>224 community members said that they are familiar with the issue of CEFM (29 said no)</td>
<td></td>
</tr>
<tr>
<td>378 girls and women responded that their family is somewhat to very supportive with letting them go to school or skills training (265 girls and women responded that their family is somewhat to very unsupportive)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10,000 women and girls</th>
<th>5,140 girls, as evidenced by girls attending skills training (see ITM 1300)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5,140 girls, as evidenced by girls attending skills training (see ITM 1300)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Garments Training, CMES, Bangladesh</th>
<th>40 workshops</th>
<th>40 DVD/radio programmes</th>
<th>40 theatre performances</th>
<th>8 awareness-raising events per community</th>
<th>10 awareness-raising events across 6 communities reaching at least 200 community members</th>
<th>384 community events reaching at least 53 communities and 166,407 community members</th>
<th>29 workshops</th>
<th>29 workshops</th>
<th>11 radio and DVD programmes</th>
<th>23 theatre performances</th>
</tr>
</thead>
<tbody>
<tr>
<td>2394 community events reaching at least 53 communities and 166,607 community members</td>
<td>29 workshops</td>
<td>11 radio and DVD programmes</td>
<td>23 theatre performances</td>
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</tbody>
</table>
### Output 1212

**Establish safe learning environments for women’s and girls’ teaching and learning**

- **88** of community members said that the education or training in or near their community was gender-sensitive, 121 said that it was not gender-sensitive.

- **268** girls and women indicated that the institution in or near their community provides toilets, 153 said it had ablution facilities, 299 felt safe with its teachers, 287 said it had clean water, 269 said they felt safe walking home from their home to the institution.

<table>
<thead>
<tr>
<th>Safe learning environments per community</th>
<th>n/a</th>
<th>56 safe learning environments</th>
<th>56 safe learning environments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total of 75 safe learning environments</td>
<td></td>
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</tbody>
</table>

### Output 1213

**Agreements concluded on support for women and girls, between the community and the project teams in the countries**

- **141** community members responded that the community’s support for girls’ education is poor or very poor (106 said that it is good or very good).

<table>
<thead>
<tr>
<th>1 per community</th>
<th>n/a</th>
<th>401 agreements concluded</th>
<th>401 agreements concluded</th>
</tr>
</thead>
</table>

*Training on stitching and embroidery, SPARC, Pakistan*
## 1300: Enhanced economic leadership and family decision making, including family planning, for disadvantaged women and girls in rural areas of selected countries

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Baseline</th>
<th>Targets</th>
<th>Actual Data June 2016</th>
<th>Actual Data June 2017</th>
<th>Actual Data Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITM 1300</td>
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<tr>
<td>Enhanced economic leadership and family decision making, including family planning, for disadvantaged women and girls in rural areas of selected countries</td>
<td><strong>379</strong> girls and women responded that they have poor decision-making ability in the family</td>
<td>At least <strong>12,000</strong> women and girls are motivated to use their knowledge and skills to earn an income and to make informed decisions within the family</td>
<td>n/a</td>
<td><strong>7</strong> girls with enhanced economic leadership</td>
<td><strong>7</strong> girls with enhanced economic leadership</td>
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<td></td>
<td><strong>373</strong> girls and women aspire to be self-employed and <strong>274</strong> aspire to be employed</td>
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<tr>
<td>IM 1310</td>
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</tr>
<tr>
<td>Increased knowledge amongst girls about their health, their social rights and the consequences of CEFM</td>
<td><strong>316</strong> girls and women rated their understanding of their social rights as good or very good (327 rated it as poor or very poor)</td>
<td><strong>25,000</strong> women and girls successfully complete life skills courses</td>
<td>n/a</td>
<td><strong>5,140</strong> women and girls</td>
<td><strong>5,140</strong> women and girls</td>
</tr>
<tr>
<td></td>
<td><strong>474</strong> girls and women rated their ability to make health decisions as good or very good (168 rated it as poor or very poor)</td>
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</tr>
<tr>
<td>Output 1311</td>
<td>Courses developed and tested in life skills, financial literacy and entrepreneurship, for offering to girls</td>
<td>0</td>
<td>12 life skills, financial literacy and entrepreneurship courses developed</td>
<td>3 courses developed</td>
<td>10 life skills courses</td>
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</tr>
<tr>
<td>IM 1320</td>
<td>Increased skills amongst women and girls</td>
<td>76</td>
<td>15,000 women and girls successfully complete vocational skills courses</td>
<td>n/a</td>
<td>4,402 women and girls</td>
</tr>
<tr>
<td>Output 1321</td>
<td>Locally relevant vocational skills courses developed and tested by partners</td>
<td>0</td>
<td>12 TVET courses on locally relevant technical skills developed and tested</td>
<td>6 courses developed</td>
<td>13 vocational skills courses</td>
</tr>
<tr>
<td>Output 1322</td>
<td>Vocational skills courses validated by labour market</td>
<td>0</td>
<td>12 skills courses validated by the labour market</td>
<td>6 courses validated</td>
<td>13 vocational skills courses</td>
</tr>
<tr>
<td>Output 1323</td>
<td>Internships for skills courses established for women and girls</td>
<td>85</td>
<td>8,000 internships established</td>
<td>n/a</td>
<td>116 women and girls in internships</td>
</tr>
<tr>
<td>Output</td>
<td>Activity Description</td>
<td>Details</td>
<td></td>
<td></td>
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<tr>
<td>IM 1330</td>
<td>Increased awareness of and aspirations for employment opportunities amongst women and girls</td>
<td>97 girls and women responded that they have employment opportunities; 585 girls and women responded that they do not have a bank or savings account; 8,000 women and girls apply for employment; 1,231 women and girls applied for employment.</td>
<td></td>
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</tr>
<tr>
<td>Output 1331</td>
<td>Information on employment opportunities and financial support for entrepreneurs shared with women and girls</td>
<td>488 girls and women responded that they have no access to information or training on employment (162 indicated that they have access); 10 information-sharing meetings on employment opportunities and financial support conducted; 23 info-sharing events.</td>
<td></td>
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</tr>
<tr>
<td>Output 1332</td>
<td>Employment awareness and placement camps conducted for women and girls</td>
<td>As above; 12 employment awareness and placement camps arranged; 8,000 women and girls attend awareness and placement camps; 6 employment camps took place; 1,200 women attended.</td>
<td></td>
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</tr>
</tbody>
</table>
RISK MITIGATION AND STRATEGIES

Amongst the risks identified in the project documentation, one is potentially still valid: the implementation capacity of a partner organisation may affect the ability to achieve results as planned. COL has done everything possible to enhance partner capacity to achieve results as planned. In the case of Tanzania, despite capacity building and enhanced organisational capacity, the project was delayed due to various factors.

Whilst the project intended to focus on schooling and skills training, the baseline data revealed that the majority of girls in the identified constituencies have only basic education, so it will take longer to complete the schooling originally earmarked for two-fifths of the total number of girls. As the project is under tight timelines, it is important that each partner meet the results. Corrective measures are considered to ensure minimal disruption of project goals. Following success in vocational skills training, which takes less time to complete than schooling, a possible mitigation strategy under consideration is to re-allocate some of the girls earmarked for schooling to skills training.

CHALLENGES AND LIMITATIONS

The project has made tremendous progress and is deemed to be on track. However, in spite of the achievements, partners are experiencing challenges, which are discussed in this section and which are helpful for improving strategies or planning similar projects in the future. To ensure that the challenges are authentic, useful and contextual, each is discussed within its specific environment.

ADPP

Managing the time allocated for training against the training needs of women and girls was difficult. Due to their different educational levels, the women and girls could not follow the same pace during the training. Furthermore, due to other commitments, some of the girls and women regularly arrived late for training. The absence of audio-visual materials compromised the pace and the extent to which the
women and girls could expediently learn and follow some of the training. The project team believes that the Aptus would be critical in closing these gaps, especially because the materials development team has collected and collated material to upload on the Aptus. The budget did not cater for uniforms for vocational training, and in these communities, a uniform is an important form of identity. Sometimes the community members would ask the women and girls why they did not have uniforms, and the project team often came under “attack” from community members for not providing uniforms for these women and girls. Staff turnover, especially when the project was at its peak, impacted the momentum of the training. Working in collaboration with third parties to deliver specific training, such as on sexual and reproductive health, did not go according to plan and led to some delays in the initial weeks of the scheduled training.

There were challenges in getting the photo/video release forms signed. In Mozambique, as in many countries in Southern Africa, human trafficking, especially of women, is rampant. Consequently, families are sometimes reticent because they have heard stories on radio and TV of girl children who have been abducted or duped into trafficking. Some men/partners/parents thus refuse to give consent for fear the information will be added to a database of girls to be trafficked. Some parents, because they do not know how to read and write, fear that if they give consent for their stories or photos to be released, these might be used to kidnap their girls.

Bedari

Seasonal activities such as harvesting hindered the planned work. However, the partner managed to re-plan the activities according to the seasonal calendar. The wide dispersal of communities made it difficult to reach families for sessions. The two Union Councils, Jatoi and Shehr Sultan, are 120 and 90 km, respectively, from Muzaffargarh. To reach community members, Bedari staff travel almost 300 km daily to perform the planned activities, so access is challenging. South Punjab is one of the worst hit areas for human rights violations. To address this issue, many national and international NGOs are working there and, unlike in Bedari, most of them provide tangible items to the communities. Because of this, Bedari faces the challenge of the community asking for incentives.

Religious rigidity is another challenge. In the last two decades, a number of madrassahs (religious schools) were established in South Punjab, and these ultimately influence the behaviour of communities. The partner cannot talk directly and openly on the issue of child marriage, as it is religiously acceptable and the community supports child marriage. Muzaffargarh is Pakistan's agricultural hub. Harvesting is at its peak from April until June, and women and girls usually migrate temporarily to sites near harvesting areas to earn an income. Communities are not available for meetings during the migration period.
CMES

Convincing parents that their daughters will find employment in remote areas after training is a challenge for our partners at CMES in Bangladesh. In the Malgara Unit, the partner’s field staff use self-employment as an option. Parents’ and guardians’ prejudices meant they did not support the girls’ participation on International Women’s Day. However, when the field staff and some girls told them that raising awareness in the community would save many girls’ lives, youths and community members started to change their minds.

IAE

The IAE in Tanzania underestimated the work and scope of developing multimedia teaching and learning materials. This has delayed the start of the project. There are challenges to getting the photo and video release/consent forms signed. In some cases, community members think if the stories or photos are published, their daughters will not be married off or they will be humiliated. Some even think, due to religious perspectives, that publication will breach privacy and there will be a risk of their daughters being seen.

KIWOHEDE

Challenges arose from bad weather conditions, as some areas experienced heavy rainfall, which affected the mobilising teams’ outreach activities. Due to the high prevalence of teen pregnancies, participants in Tanzania view teen and young adult pregnancies as a bigger problem than early marriage.

Progresso

The distances between the school and communities, and girls being overloaded (due to activities on farms) constituted the biggest challenges for girls’ participation in extracurricular activities, such as awareness-raising activities and/or initiatives to overcome some of the pedagogical challenges they face. Internet connectivity created a challenge for staff and partners when trying to use digital platforms, and this led to a breakdown in communication amongst the various stakeholders. The shortage and/or lack of computerised materials is one of the greatest challenges for this project, whose focus is the prevention of early marriages through education and the use of technology.

SPARC

It is a challenge to satisfy the huge need for training amongst the identified communities. SPARC concluded the first phase of the project in Muzaffargarh and closed two of its long-standing centres in Jatoi and Shehr Sultan. This was a challenging decision, because the centre was seen as a safe haven for girls. SPARC tried to sustain the project with the help of the community, but due to budget limitations, it was difficult to manage two fully fledged rented buildings.

It is clear that each context has its unique challenges which should be addressed in a timely way. Whilst there are solutions for some of the challenges, for others there are no immediate solutions.
ADPP

Harmful behaviours can be modified by working with the right people at their own pace and providing them with key facts and consistent messages. It is important to use community leaders as change agents who are supportive of girls and women. Having positive role models is critical if one wants to make sustained change, especially when dealing with a complex and sensitive issue such as child marriage, which is driven by a number of factors in the different constituencies. Working with people who are already familiar with the context and are trusted in the community where one is seeking to effect change has long-term benefits, especially when the community members start to see the results for those who are being supported.

Bedari

Rigorous community mobilisation is needed to make a lasting change in people’s mindset. To address the reasons for the poverty and lack of education behind child marriages, strong linkages need to be developed with organisations and departments that are providing economic and educational facilities. A long-term strategy is required to sensitise lawyers, teachers and community activists on gender issues.

CMES

Non-typical occupations (such as computer operation, mobile servicing, etc.) need to be provided to girls and women, along with typical trades (fashion garments, etc.), to bring about significant, sustainable change in the issue of girls’ empowerment and consequently prevent CEFM. Reaching out to the male section of society and emphasising special sensitisation of them is crucial for the successful and sustainable prevention of CEFM and the economic empowerment of girls and young women. Addressing issues such as girls’ social and economic empowerment and preventing CEFM requires that the organisation continuously assess...
existing capacity and build new capacity for itself, as new challenges in addition to the projected challenges always emerge in the process of implementing project activities.

IAE

There is a need for closer involvement of and consultation with media and technology experts when it comes to developing multimedia materials. Furthermore, we need to ensure that planning is prioritised and realistic, given available funds and other demands, including existing competing priorities.

KIWOHEDE

The community is aware that child marriage is the problem, but it lacks the initiative to address it, and community members are more concerned about early pregnancies than early marriages.

Progresso

Co-ordinated planning and action amongst the different project actors is the best way to achieve a visible impact. Shared team learning through the use of a digital platform will help overcome barriers of distance, time and scarce resources in the implementation and monitoring of the project. A focused and peaceful approach through dialogue and capacity-building processes will lead to a consensus between facilitating and/or intermediary NGOs on change, communities, the private sector and government.

SPARC

SPARC is spreading their work to more remote communities, with first-hand information about the lives, problems and struggles of these communities. This experience is helping them shape their future strategies in thematic areas. Health issues are very prominent in the targeted area of CEFM, and these will be included in future activities as they directly affect the health and well-being of children.

Initiatives focusing equally on men are also needed, as these will change the overall culture and context of the area through sensitisation and awareness. Political and rights-based awareness is highly necessary, as people can only raise their voice for their rights if they know their rights in the first place. Limited government initiatives are available for girls’ education, such as a stipend programme, but communities are not fully aware of these programmes. Awareness of such initiatives must be part of every campaign. SPARC learned that it must be fully equipped with knowledge of and solutions for most of the community’s problems. Project teams are encouraged to be aware of other organisations’ work and to link community members to those organisations for requirements beyond their scope. This referral mechanism helps win the good will of the community. SPARC reports that people come to them with very high expectations, and those expectations can only be met with the support and help of others.
Whilst the project has achieved success in the short term, it has a limited lifespan; hence, we have to plan for the changes to be sustainable so that it can have a lasting impact. This project rests on three pillars: the community, the organisation and the girls. For the project to succeed, the three pillars should all be in place. However, one cannot exist without the others.

The following are some examples of views within the communities. In Mozambique (in the constituency where the project is implemented), the majority of men and boys have deeply held definitions of masculinity, and in some of the men’s views, “the project is challenging the way things were done and are done in this community.” Resistance from boys and men, especially older men, is therefore not a surprise. They hold strong beliefs, for example, that marriage is a way to protect girls’ virginity and family honour. They also believe that if girls get married when they are older, the families will not receive a lucrative bride price. There are also fears that they will lose power over and respect from girls and women. These fears lead boys and men to resist the project.

In the beginning, older female family members, especially mothers of the girls, also resisted the project. Their main concern was loss of “earning/income,” as the girls’ bride price is an additional earning in some of the poorer households. Other females were concerned about being perceived as “rebels,” women who are easily “swayed” by what they believed to be Eurocentric values.

In Tanzania, the men are of the opinion that when a girl is educated, all her earnings will go to the family into which she marries, and her own family will have minimal benefit from her. In Pakistan, male community members were very reluctant to attend awareness-raising sessions and were unwilling to send their girls for training. Furthermore, parents were very reluctant to allow their girls to use mobile phones.

The decision to marry off underage girls is influenced by the community’s traditions and practices. It is therefore important, for the success of the project, to build trust in the community (through partner organisations) by engaging every possible member of the local community, including parents, and developing their capacity. Involving community leaders in the process was not only a very effective way of partnership and collaboration but also was an innovation. One might assume that for every parent, the education of their children, including daughters, is an important issue. However, in a community where the education of daughters is viewed as a non-issue, one has to employ a social change communication strategy to ensure a paradigm shift. This project provided new perspectives on the views commonly held by men and boys, and it employed innovative mechanisms to change those views. In all of the countries, the organisations work closely with influential community leaders, local councillors and parliamentarians where possible.

Over the past decade, a number of interventions have been undertaken to end child marriage. One of the more successful strategies has been to offer economic support and incentives for girls and their families. Whilst GIRLS Inspire’s approach does not provide the same incentives to women, girls and their families, its strategy of involving prospective employers and connecting women and girls with them for employment can be viewed as an innovation.

One of the women in Mocone said, “My daughters know that their role is to get married, bring home a bride price and preserve the family dignity.” – ADPP Mozambique
## ALIGNING WITH INTERNATIONAL DEVELOPMENT AND NATIONAL PRIORITIES

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<tbody>
<tr>
<td>Bangladesh</td>
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<td>Perspective Plan of Bangladesh</td>
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<tr>
<td>Poverty Reduction Strategic Paper</td>
<td>National Social Protection Strategy (NSPS)</td>
<td>Perspective Plan</td>
<td>7th Five-year Plan</td>
<td>Final Data Gap Analysis of SDGs</td>
<td>Integration of SDG in the 7th Five-year Plan</td>
<td>National Food Policy Plan of Action</td>
<td>National Health Policy of Bangladesh</td>
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<td>Mozambique</td>
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<td>Perspective Plan of Mozambique</td>
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<td>Secretariat on SDGs</td>
<td>The Punjab Fair Representation of Women Act 2014</td>
<td>The Punjab Commission on the Status of Women Act 2014</td>
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<tbody>
<tr>
<td></td>
<td>Standards for Adolescent-Friendly Reproductive Health Services</td>
<td>ICT Policy for Basic Education Tanzania</td>
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<td>Policy on Women in Development Tanzania</td>
<td>National Plan of End Violence Against Women and Children in Tanzania</td>
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<td>National Employment Policy 2017 Tanzania (Draft)</td>
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<td></td>
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<td>Inclusive Democratic Governance Tanzania</td>
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</tbody>
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<table>
<thead>
<tr>
<th>GIRLS Inspire</th>
<th>Link girls with employment and microfinancing</th>
<th>Provide context-specific skills training for employment</th>
<th>Life skills training, including self-growth and health &amp; hygiene sessions, and visits to health facilities</th>
<th>Access to quality learning in safe spaces, using context-specific resources</th>
<th>Development and implementation of gender-sensitive policies and training in social rights</th>
<th>Provide context-specific skills training for employment; link girls with employment and microfinancing</th>
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</thead>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>Development and implementation of gender-sensitive policies and training in social rights; awareness raising and social mobilisation to prevent CEMF</td>
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</table>
New contracts for year two will be completed over the next month, and we will continue to monitor the project with the same rigour and use the data to make improvements where needed.

GIRLS Inspire will continue to explore additional funding. Ending child marriage is a huge task, and there is a need for more work in this area.

Over the next year, concerted efforts will be made to ensure that our work is counted at the national level.

Our monitoring and evaluation strategy is our competitive advantage, and we will continue to collect both qualitative and quantitative data to provide information on the development impact of our project. The baseline study, with the initial findings presented in the Monitoring and Evaluation section found on page 10, will be analysed on an ongoing basis. In addition, the endline (monitoring) study will also be conducted as a mirror for the baseline, after the women and girls have completed their training. Endline survey tools were created and translated into the local languages for the four key stakeholder groups: women and girls, project staff at partner organisations, community members and prospective employers.

The project started in Pakistan, and for illustration purposes we are using a sample of 42 women and girls who were surveyed at baseline and endline after they completed skills training.

The data suggest that the majority of girls indicate training has made some or a significant impact in their ability to participate in family decision making. This is a strong improvement from the baseline point, where the majority of girls (61%) felt somewhat to very disempowered with respect to participating in family decision making.

“During the education sector budget speech, the Minister of Education mentioned the GIRLS Inspire [project] as one of the approaches designed to tackle the challenges of early and forced marriage in Tanzania.”

– Godfrey Mnubi, IAE, June 2017 Report
According to the data, girls’ desire to continue to tertiary education has increased from 89% to 100% of the women and girls at the endline point, indicating that their motivation for economic empowerment came from their participation in the project.

Other results, such as safe spaces being provided for schooling and skills training, indicate positive feedback on the project. All of the girls who responded reported that they felt the project provided them with a safe space for their skills training.
Reflecting on the various reports, activities and data collected over the past year, it is fair to conclude that the project taught us a lot about our own abilities and preparedness, as individuals and organisations, to deal with deep-rooted social issues. It also encouraged us to find innovative ways to implement, redirect and adapt our strategies and plans as we went. The reflections from individual staff members, woven into the report, provide evidence that the project transformed not only the lives of women and girls, but those of staff members too.

From partners’ reports, it is evident that this project was a highlight in their organisational calendar because for the first time, they were working directly on changing community perceptions about girls’ education and on ending child marriage.

The most significant difference from previous projects was that the project connected girls and women with employment opportunities after their training. Using the Theory of Change as a compass allowed us to navigate our direction as we assessed whether we had reached a requisite destination for continuing to the next one, and had finally arrived at a place where the girl without education and an income has become a girl with education, employment and self-reliance.

While the Commonwealth of Learning has a long history of making girls and women a priority in its work, this was a special project which inspired innovation amongst its project staff, and it will undoubtedly affect future activities of this nature. COL is immensely grateful to the Government of Canada for its commitment to girls’ and women’s education, and the investment it has made through this partnership.
Bangladesh – Girls’ Demographics from Baseline Study: Responses Received to Date
Mozambique – Girls’ Demographics from Baseline Study: Responses Received to Date

What is your age?

- 10-14: 15%
- 15-17: 27%
- 18-24: 42%
- 25-34: 10%
- 35-44: 5%

Are you married?

- Yes: 30%
- No: 70%
- De Facto Union/Common Law: 1%

If you are married, at what age did you marry?

- 6-12: 1.4%
- 13: 0.7%
- 14: 12.5%
- 15: 15.3%
- 16: 25.6%
- 17: 18.1%
- 18: 14.6%
- 19: 5.0%
- 20: 4.6%
- 21: 1.4%
- 22: 0.7%
- 23: 0.7%

How many children do you have?

- None: 42%
- 1: 20%
- 2: 17%
- 3: 8%
- 4: 5%
- 5: 2%
- Over 5: 7%
Pakistan – Girls’ Demographics from Baseline Study: Responses Received to Date

What is your age?
- 10-14: 7%
- 15-17: 33%
- 18-24: 50%
- 25-34: 10%

Are you married?
- Yes: 33%
- No: 67%

If you are married, at what age did you marry?
- 0: 7.5%
- 1: 2.5%
- 2: 2.5%
- 3: 5.0%
- 4: 5.0%
- 5: 7.5%
- 10: 10.0%
- 15: 10.0%
- 20: 10.0%
- 25: 7.5%
- More than 25: 2.5%

Did you attend primary school?
- Yes: 83%
- No: 17%

Did you attend secondary school?
- Yes: 45%
- No: 55%

Do you have employment?
- Yes: 99%
- No: 1%
Tanzania – Girls’ Demographics from Baseline Study: Responses Received to Date

- **What is your age?**
  - 10-11: 1%
  - 15-17: 15%
  - 18-24: 75%
  - 25-34: 9%

- **Are you married?**
  - Yes: 38%
  - No: 59%

- **Did you attend primary school?**
  - Yes: 86%
  - No: 12%

- **Did you attend secondary school?**
  - Yes: 57%
  - No: 43%

- **Do you have employment?**
  - Yes: 68%
  - No: 32%

- **How many children do you have?**
  - None: 43%
  - 1: 37%
  - 2: 13%
  - 3: 5%
  - 4: 1%
REFERENCES


