Girls' Leadership Programs and Evaluation –

Power to Lead Alliance (PTLA) and Innovation through Sport: Promoting Leaders, Empowering Youth (ITSPLEY)

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Power to Lead Alliance (PTLA)

- September 2008-September 2011
- 6 countries: Egypt, Honduras, India, Malawi, Tanzania, Yemen
- For girls ages 10 to 14

GOAL: To promote girl leaders in vulnerable communities

Objective 1: Cultivate opportunities for 39,000 girls to practice their leadership skills

Objective 2: Create partnerships to promote girls' leadership

Objective 3: Enhance knowledge to implement and promote girls' leadership programs

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

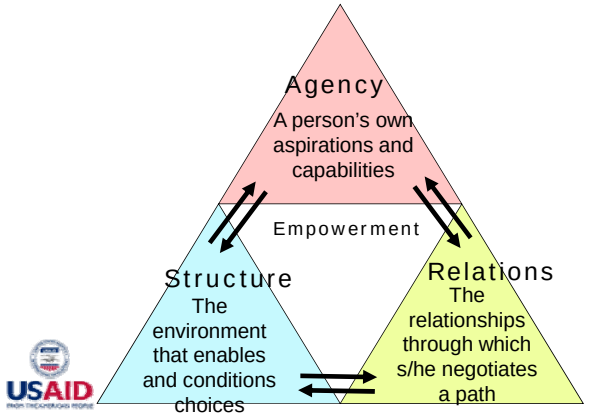
- March 2009-March2012
- 4 countries: Bangladesh, Egypt, Kenya, Tanzania

OBJECTIVES:

1. To reach 100,000 adolescent (10-18+yrs) with leadership skills and opportunities to practice leadership through sport-based trainings
2. To deliver innovative institutional capacity building to local organizations through sports and the Marketplace Model.

CARE's Gender Empowerment Framework:

Domains of changes needed for sustainable change

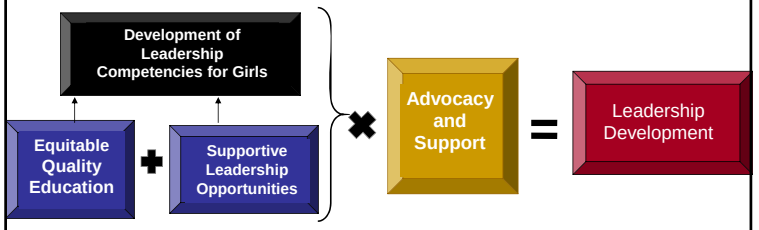


Leadership Competencies

- Voice/Assertion
- Decision making or Action
- Self-confidence
- Organization
- Vision/Ability to Motivate Others

A girl who is an active learner who believes that she can make a difference in her world and acts alone and with others to bring about positive change.

CARE's Theory of Change
Program Implementation Approach
Girls' Leadership Model



USAID FROM THE AMERICAN PEOPLE

care

"Future Leaders"
Speaking for Themselves in Egypt
[video clip]

You can find the video clip on You Tube:

- http://www.youtube.com/watch?v=Ee4sqIzM-bE

Girls' Education & Leadership Evaluation

Miske Witt & Associates

Miske Witt & Associates, St. Paul, MN

MIDEC

Minnesota International Development Education Consortium

- Shirley Miske, Jerry Boardman, Evaluation Co-coordinators
- September 28 – December 16, 2011
- 7 Country Coordinators – 8 countries
- 5-person teams (3-5+ nationals per team)
- 3–4 sites per country, randomly selected; comparison sites or groups

Methodology

1. **Document review**
2. **Surveys**
   - Revised Girls' Leadership Index **(GLI)** to girls (Malawi included boys)
   - Revised Gender Equity Index **(GEI)** to girls and boys
3. **Focus groups** – Girls; Boys
4. **Semi-structured interviews**
   - Support persons (e.g., mentors)
   - Partner staff and/or volunteers
   - Community leaders
5. **Activity observation**
6. **"Success story" interviews**
   - Participating girls
   - Community leaders

Finding: **PTLA Strategic Objectives were met.**

PTLA

1: Opportunities were cultivated for over 39,000 girls to practice their leadership skills.

-- Opportunities in 12 categories: sports, arts, drama, debate, music, youth councils, academic clubs scouts/guides, awareness campaigns, etc.

-- Significant increases in girls' leadership skills & gender equity

2: CARE strengthened partnerships with more than two with local organizations in each country to promote girls' leadership development.

3: CARE enhanced knowledge to implement and promote girls' leadership programs.

Finding: **ITSPLEY Strategic Objectives were met.**

ITSPLEY

1: CARE provided over 100,000 adolescents (10-18+yrs) with opportunities to participate in sport-based trainings, learn leadership skills, and practice leadership.

2: CARE delivered innovative institutional capacity building to local organizations through sports and the Marketplace Model.

-- Local organizations (e.g., NGOs, schools) increased capacity to deliver programs

-- Marketplace Model (Resource/Technical Exchange Network) was tried at local level and shows promise for future capacity building

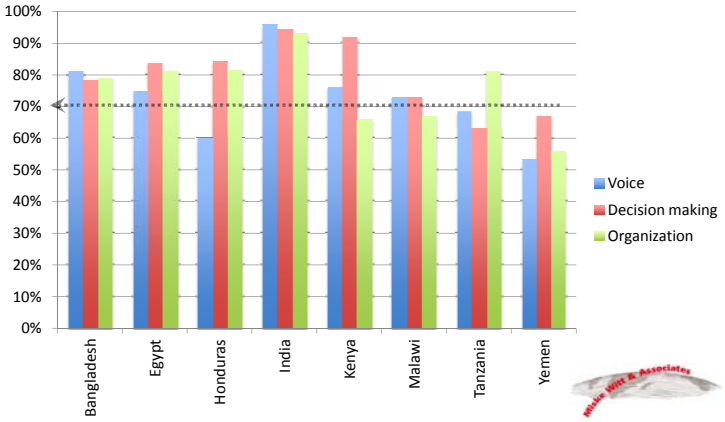
PTLA & ITSPLEY targets achieved

		ITSPLEY	PTLA
Indicator		**Totals thru October 1, 2011 (Cumulative from inception)**	**Totals thru October 1, 2011 (Cumulative from inception)**
# of children served	**M**	76,852	40,172
	F	113,009	52,862
	Total	**189,861**	**93,034**
TARGETS		*100,000 children*	*39,000 girls*
# of people trained	**M**	8,181	---
	F	16,067	---
	Total	24,248	---
# of organizations strengthened		143 (CBOs, youth clubs, schools and others)	
Total # of people reached directly	**M**	85,033	40,172
	F	129,067	52,862
	Total	**214,109**	**93,034**

Data collection: GLI; Focus Groups; GEI

- Girls' Leadership Index (GLI) revised
  - 24 items: Voice; Decision making; Organization
- Focus Groups
- Gender Equity Index (GEI) revised
  - 26 items
  - Gendered social beliefs (girls; boys)

Results: Skills and competency target (GLI) 70%



RESULTS: Self-concept/Self-confidence (50%) and Leadership Action Targets (70%)

Confidence 1
I am aware of my strengths and weaknesses, and feel comfortable within my abilities and limitations.

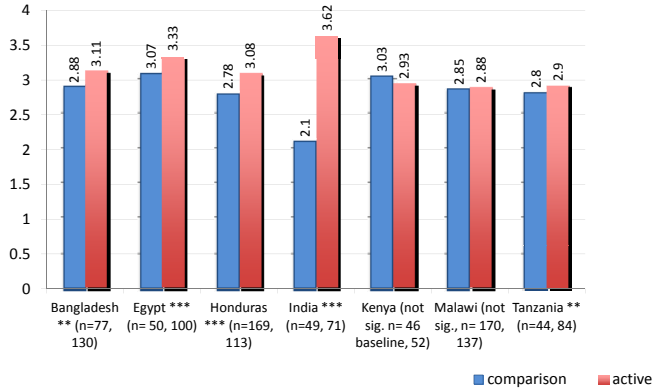
Confidence 2
If someone treats me unfairly, I take action against it.

Confidence 3
I realize that things I say and do sometimes encourage others to work together.

	50%	50%	70%
	Concept 1	Confidence 2	Leadership Action
Egypt	72%	89%	75%
Honduras	74.3%	25.7%	31%
India	94.4%	88.7%	87.3%
Malawi	50%	25.6%	71.3%
Tanzania	48.8%	45.2%	83.3%

Agency

Leadership (GLI) mean scores - Girls



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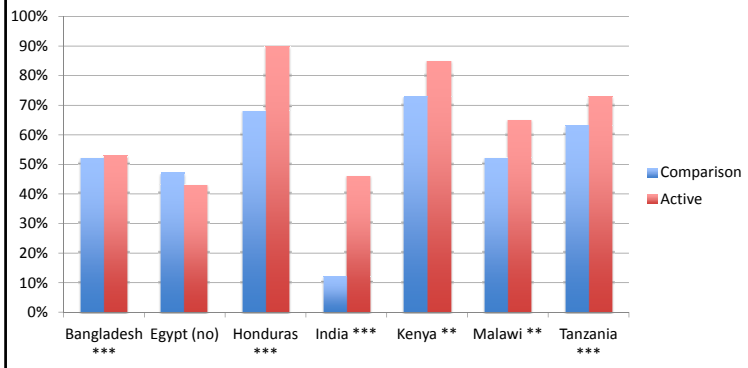
Social relations

Positive change: Gendered social beliefs - **Girls** (GEI)



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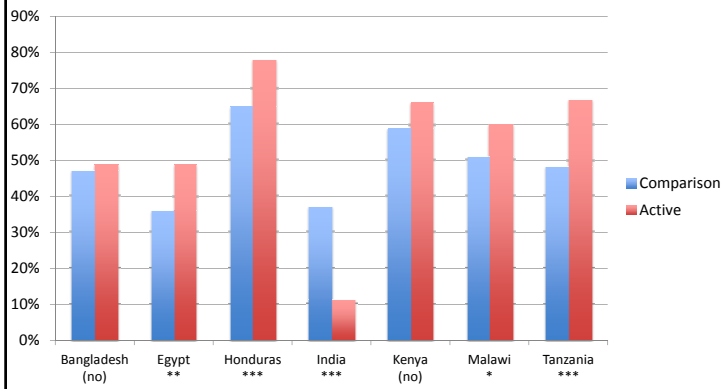
Social relations

Positive change: Gendered social beliefs - **Boys** (GEI)



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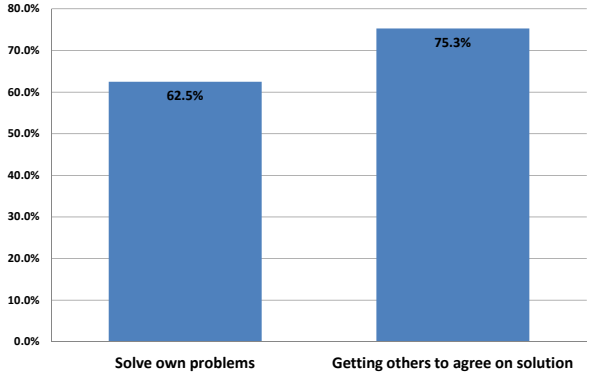
Focus Groups

- Active girls developed a stronger sense of leadership than non-active participants
- Both male and female youth perceived they were developing as leaders
- Boys, women (mothers), and (to a lesser extent) men in all PTLA and ITSPLEY countries revealed shifts in attitudes toward girls
- Women encouraged girls by giving them more freedom to participate

Results: Yemen



Yemen

- PTLA programming in communities with new school buildings (via Dubai Cares) highly successful
- Dramatically changing community norms
- Brothers support sisters' learning

Yemen

- It is now considered normal for girls to go to school.
- Priority is given to girls' school homework over household chores.
- Girls have fewer restrictions of movement placed on them than before.
- Girls are allowed to take on new roles in the community, such as library manager.

Yemen

- Girls are allowed to participate in sports, school theatres, school radio, and other initiatives
- Women and girls have started to participate in community work
- Mothers have begun to attend literacy classes
- New community structures
  - New role of parents in school management & girls' education (Mothers Councils; Fathers Councils
  - New role for students in the running of the school (student and class councils)

Challenges

- Remarkable change in 3 years, but more time is needed to ensure sustainable change
- Community attitudes change slowly; enabling environment needs ongoing, increased attention
- Building local NGO capacity requires investment of time and resources, especially for new initiatives in gender, leadership, and sports

Conclusions

- Integrated PTLA & ITSPLEY approach is powerful for girls' and boys' education and leadership development, and for gender equality
- Girls' empowerment is about individual change *and* changes in structures and relations
- ITSPLEY promotes gender equity: girls were allowed more freedom to be out in public, play sports (i.e., use "male spaces"), and interact in positive ways with boys
- Building capacity at local & community level shows signs of sustainability; investing in adults as mentors, etc. is critical
- Piloted instruments (GLI; GEI) show promise and merit further development

Recommendations

- Include boys as well as girls with a focus on participation and targeting gender equitable attitudes and behaviors (not parity)
- Conflict management needs to be part of the capacity building training.
- Give more attention to interventions that target adult and early-adolescent mentoring relationships

Recommendations, cont.

- Extend programming beyond 3 years for sustainability (i.e., at least 5 years)
- Develop further:
  - instruments to measure impact as in Yemen (e.g., a Youth Leadership Instrument) and gender equity (GEI): qualitative and quantitative
  - approaches to build capacity in Local Partners and to measure change in organizational capacity