



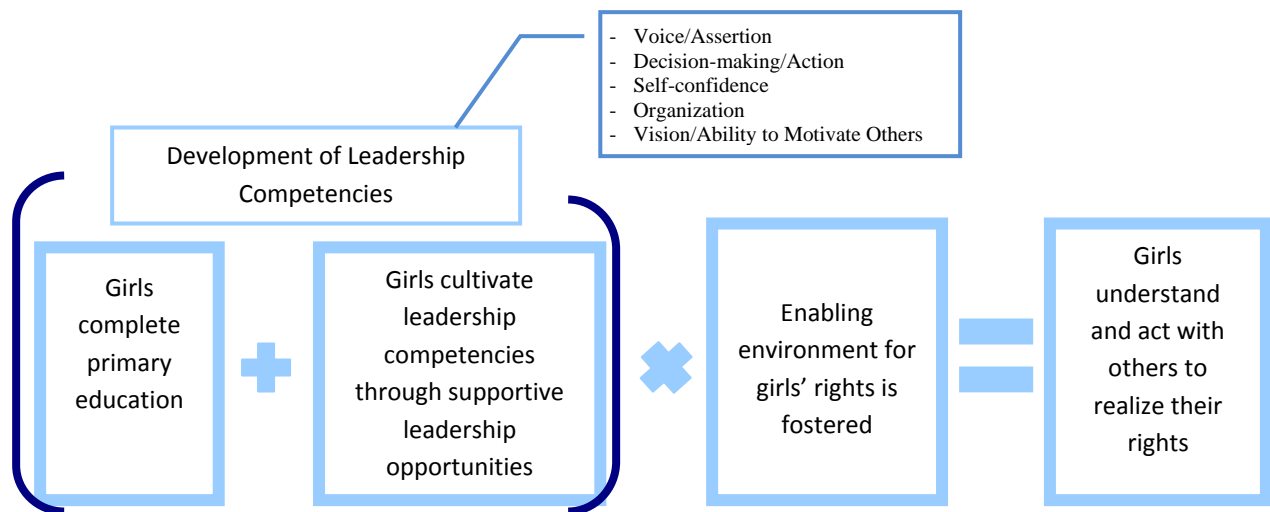
Addressing Gender Barriers through Girls' Empowerment and Leadership Development: Project Evaluation Findings

CARE USA is pleased to present external evaluation findings of two of the USAID funded girls' leadership development interventions, *Innovation through Sports: Promoting Leaders, Empowering Youth (ITSPLEY)* and the *Power To Lead Alliance (PTLA)* in eight developing countries across four global regions (Africa, Asia, Middle East and Latin America). The presentation will share key findings from the evaluation, reflections and approaches on empowering marginalized and vulnerable children and youth (and especially girls) by addressing barriers to gender equality at the community level and working with the youth to develop their leadership competencies through access to



education; promoting their participation in sports, recreation and play; engaging in social networks; and civic action. All eight countries (Bangladesh, Egypt, Honduras, India, Kenya, Malawi, Tanzania and Yemen) targeted youth between the ages of 10-18yrs, collectively reaching over 200,000 participants and cultivating their leadership competencies around five key areas: confidence, voice/assertion; decision making/action; organization; and vision/ability to motivate others. The findings reveal positive changes at the individual agency level, as well as spill over changes at the social and structural levels of the community. Implications of the findings suggest that to address barriers to gender equality, development programs need to focus not only at effecting change at the individual level, but applying a multi-pronged approach that addresses change at the structural and relational domains as well.

CARE's Theory of Change & Pathways to Girls' Leadership



CARE's theory of change presents a hypothesis about how transformational processes can occur in the lives of girls. To help translate this into strategies for programming in girls' leadership development for this age group, a set of ten pathways to change have been identified. These pathways represent specific leverage points, referenced in the literature, about how to accelerate each of the three domains presented in the theory of change. This list is not exhaustive. Instead, it is designed to be selective and somewhat focused in order to test the theory of change over time. The figure below gives a summary of the three domains of change and the ten pathways:

Objective 1: Girls complete primary education	Girls cultivate leadership competencies through supportive leadership opportunities	An enabling environment for girls' rights is fostered
<ol style="list-style-type: none"> 1. Equitable, quality education 2. School transitions 3. Learning opportunities for older girls 4. Gender sensitive policies and programs 	<ol style="list-style-type: none"> 5. Diverse extracurricular activities for girls 6. Social networks of girls 7. Girls' participation in civic action 	<ol style="list-style-type: none"> 8. Attention to harmful traditional practices 9. Reduction of risk and vulnerability 10. Role models, mentors and champions for girls

PTLA and ITSPLEY Success Story – Egypt



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

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

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

PTLA and ITSPLEY Success Story – Tanzania



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

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

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

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

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

Revised Girls' Leadership Index (GLI) Items

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

Revised Gender Equity Index (GEI) Items

Equality of Rights

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

Gendered Social Beliefs

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