



**CARE Tanzania
Girls' Education and Leadership Evaluation
Power to Lead Alliance
&
Innovation through Sport:
Promoting Leaders, Empowering Youth**

Final Evaluation Report
for
CARE USA

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Prepared by
Gerald R. Boardman, Ph.D.

Miske Witt & Associates Inc.
3490 Lexington Avenue North #320
Saint Paul, MN 55126 USA
www.miskewitt.com

Acronyms

CBO	Community-Based Organization
GEI	Gender Equity Index
GLI	Girls' Leadership Index
LEADER	Learning and Advocacy for Education Rights
IR	Intermediate Objective
ITSPLEY	Innovation through Sport: Promoting Leaders, Empowering Youth
MWAI	Miske Witt & Associates Inc.
NGO	Non-governmental Organization
NFE	Non-formal Education
PTLA	Power to Lead Alliance
RfP	Request for Proposal
SO	Strategic Objective
SRH	Sexual and Reproductive Health
SSCN	Sport for Social Change Network
WAGE	Women and Girls' Empowerment
WDC	Ward Development Committee

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EXECUTIVE SUMMARY

Introduction. In September 2011, CARE USA contracted with Miske Witt & Associates Inc. (MWAI), St. Paul, Minnesota USA to conduct a summative evaluation of the PTLA and ITSPLEY projects in eight countries. This report is a summary of the country-level findings for Tanzania. The Power to Lead Alliance (PTLA) and the Innovation through Sport: Promoting Leaders, Empowering Youth (ITSPLEY) projects were jointly implemented in Tanzania through CARE's Gender and Empowerment Unit. PTLA is a public-private partnership between CARE, USAID, civil society organizations, and private sector partners to promote girl leaders in vulnerable communities. ITSPLEY is a pioneering initiative that uses the "convening power of sports" to minimize the effects of poverty and social injustice on marginalized youth, especially girls. Tanzania provided a unique opportunity to look at the synergy between projects. The sites were marginalized communities with minimum resources, infrastructure, and teaching and learning materials.

Methodology. The methodology involved random selection of two active sites where the projects were being implemented and one site with similar population characteristics for a comparison site. Groups of active and non-active girls and boys were selected for focus group interviews. A Girls' Leadership Index (GLI) and Gender Equity Index (GEI) were group administered. Semi-structured interviews were conducted with the contact matron or patron teacher(s), head teacher, SMC chairperson, PTA chairperson, village head, community mentors and/or group leaders, and a government official. Where possible, an activity was observed.

Framework of development. The guiding conceptual frame for the project was CARE's Gender Empowerment framework. The model has three interactive dimensions of empowerment: individual agency, strategic relations, and structures. Each must be addressed to sustain transformative outcomes for the well-being of girls, boys, and women.

The Request for Proposal (RfP) provided five specific objectives to guide the evaluation. Included are summary results related to these objectives.

1. Assess each country's progress against each initiative's global results frameworks and strategic objectives.

ITSPLEY Global Framework

Finding: The project has a target of training 4,000 girls as mentors and reaching 17,000 girls and boys with sports-based activities. To date, the project has trained 2,700 girls in mentorship skills and reached 17,857 girls and boys with sports activities. The 4,000 target has not been reached, it required the project to retrain girls in order to strengthen their mentorship skills. The target of 4,000 should be reached before the end of the project in March 2012.

The number of organizations that have increased capacity is less than indicated in the Results Framework, since ITSPLEY was implemented through informal groups and schools and not through local partners. CBOs and NGOs were included in the trainings and, thus, they received however some capacity building. CARE also worked with the regional Sport for Social Change Network (SSCN). The Marketplace Model is new and training has just taken place.

PTLA Results Framework

Finding: Based on selected items from the GLI instrument, the girls' self-ratings showed the following percentages for the positive (often/always) response for the three objectives related to cultivating opportunities for girls to practice their leadership skills: Objective 1— voice (67.9%), organization (81.0%), and decision making (63.1%); Objective 2— self-confidence (two items, 45.2% and 48.8%) and vision (76.2%); and Objective 3— group dynamics (83.3%). These data are supplementary and supported the indicators. Information was also provided in support of Objective 4 (communities ensure safe social and physical environment for girls' leadership activities), and Objective 5 (communities are demonstrating support for girls' education and leadership development).

2. To assess each country's progress against each initiative's country level strategic objectives.

Finding: CARE will fall short on the in-country specific objective of number of mentors trained. There was attention due to mobility among the mentors, so recruitment and training needed to be continuous. The recruitment focused primarily on marginalized females in Non-Formal Education (NFE), and the NFE centers grew slowly (there was a need that mentors have literacy and numeracy). At the same time, these female mentors were a real asset to the project because of the contacts they had in the community.

With reference to CARE Tanzania, the project has contributed to the achievement of the overall country office goal by addressing key pathways to women's and girls' empowerment. It has prepared the girls to have the capacity to control assets, and it has empowered duty-bearers to support the needs of the girls. This has been achieved especially through meetings between girls and local government leaders where various issues concerning girls' right to education were discussed and agreed upon.

3. To provide insight into any unique country level results and outcomes that may or may not have been previously identified within the initiatives' global results frameworks.

Finding: Several unique-level results were as follows: (1) girls were applying their leadership skills in their families (i.e., they were influencing decisions within the family to encourage other younger children in the family to attend school); (2) girls were talking to their parents about joining a Village Savings and Loan program to get school fees for

other siblings; (3) girls were found to be influencing others at the village forums; and (4) girls were influencing changes in the education system through the Ward Development Committees (WDC); that is, girls were able to negotiate for participation in WDC meetings. Today, girls have a seat on these committees. In summary, girls are influencing the social actors and structures in their family and community.

4. To highlight effective practices and opportunities for improvement in CARE's implementation of similar initiatives and provide reflections on emerging issues and challenges.

PTLA. Girls' camping, competitions (drama, debate, and choir), Girls' Parliament, and civic action activities were especially effective. All of these activities have good spread potential and were supported at the community, ward, and district-level. Each involved visibility within and outside of the community for the participants and allowed girls to demonstrate their newly acquired leadership skills in public. PTLA worked closely with the district-level Scout Commissioner. He observed and liked what CARE was doing and so helped to advocate for scouting at the district-level. The value of the Girls' Parliament activities was also demonstrated at various public events. The competitions were between two to four schools in neighboring communities.

ITSPLEY. This project is an active learning kind of activity using multiple sports and traditional game activities to introduce and practice leadership skills and to communicate social messages. All participants are included in the activities. ITSPLEY is a highly visible and transparent project that is easily understood and can be integrated into any public event. The community can directly observe the social and behavioral change of the children at school, home, and in the community. There is good project accountability. The activity materials are user-friendly and easy for the participants to understand and implement. Students have fun while they learn leadership, application, and reflection. The activities use indigenous materials and build on traditional games and sports and do not involve the development of any new systems.

Finding: Key promising practices involved: (1) public forums that provide a platform for girls to have a direct access to decision makers and have their questions and concerns answered (e.g., use of WDC meetings); (2) use of games that engage all pupils (i.e., traditional games are fun to play; every pupil will find a game of interest where she or he will play and learn); and (3) peer mentorship activities where girls have the opportunity to learn and practice leadership skills.

Finding: CARE implemented the PTLA and ITSPLEY projects through informal groups, rather than through CBOs or NGOs. The result increased capacity building of the teachers and community members. This took time and training on the front end. The increased capacity of the teachers resulted in improved teaching, increased academic performance of the students, better school discipline, fewer dropouts, and increased attendance – especially of girls. The increased capacity of the community resulted in more mentors, more parental support, and greater involvement and improved volunteer contributions from the community. Building capacity of the target beneficiary and

stakeholder directly as opposed to the capacity of a CBO or NGO is an interesting model to consider in terms of longer-term school and community sustainability.

Reflections. The girls' PTLA and ITSPLEY projects are just starting to take off. More assistance and support is needed for sustainability and spread. The exit strategy is beginning too soon. For efficiency of resources, it is necessary to have 'transportability' and 'scale up' and to have longer term impact and change. Empowerment projects need time to mobilize constituency support and for training and orientation. The efficiency comes in the longer term impact (i.e., attitude and behavior change of the beneficiary). Also, boys' support for the girls is an essential component of the project and should be included in the program earlier.

The use of the GLI and GEI as a means for measuring leadership, gendered-social norms, and equality of rights among the target beneficiaries went smoothly but the factors and items need further research. For example, it would help if the items reflected a single idea and if the response set were operationalized (i.e., stated as a frequency of performance per a unit of time). With the agree/disagree scale on the GEI, the response pattern needs a wider range of responses to better discriminate values of perception and judgment.

Emerging issues and challenges. A challenge has been the transfer of contact teachers in the schools. It contributes to spread but hinders development of the community and school from which the teacher was moved. A new contact teacher needs to be identified and trained. Another challenge has been identification and training of mentors. New mentors need to be continually identified, trained, and re-trained. Working with informally organized groups has also been a challenge. The community groups are formed by loosely connected members, many of whom are illiterate and find it difficult to internalize key concepts that are necessary to undertake project activities.

Finding: Transfer of teachers; identification, training, and re-training of mentors; and working with informal community groups have all proved challenging.

5. To provide reflections on key lessons learned, conclusions, recommendations, and next steps in the programming effort.

Key lessons learned. Lessons learned included the involvement of boys and men earlier, use of an integrated project approach, use of an integrated resource model, and the use of the SMC as a driver mechanism for girls' education. There is need for some SMC user-friendly training tools focusing on the promising techniques from the ITSPLEY and PTLA interventions. The Marketplace Model needs further research and implementation, as do such strategies such as use of school clusters and school exchanges. There is need for greater advocacy at the district-level of promising practices for adoption by the government.

Conclusions and recommendations

Individual (Agency). The combination of the two initiatives (ITSPLEY and PTLA) effectively provided marginalized youth, especially girls, knowledge acquisition and opportunities to practice their leadership skills. Participants were actively engaged in school-based academic extracurricular activities as well as social networks and clubs and civic and community activities. Academic performance of the girls and boys improved along with their attitude toward their ability to lead.

Supportive relations. Active girls and boys developed new relationships with classmates, peer leaders, teachers, parents and family, mentors, and community leaders. Most commonly, the girls mentioned 'encouragement' as the mechanism of support. Men and boys are accepting the changes although there was a feeling that boys should be brought into the project earlier.

Supportive structures. Partnerships were primarily strengthened through the trainings. Participation included representation from the formal school support structures, (e.g., SMCs, PTAs, head teachers, contact teachers, and local education officials along with informal representation from the community including the Village Head, peer leaders, mentors, and group representatives. Trainings were provided by CARE and were effective, although more user-friendly, and more 'how to' materials are needed to provide increased potential for sustainability, especially for the PTLA.

Change regarding leadership. Active girls showed a significant difference (more positive) in their leadership skills than non-active girls. This was supported by the qualitative data, active girls and active boys showed improvement in their leadership development compared to non-active girls and non-active boys although active girls are showing more leadership development than the boys.

Change in gender equity. Active girls and boys showed a significant difference (more positive) on gendered social norms than non-active girls and boys. Active girls also showed a significant difference (more positive) on equality of rights compared to non-active girls. There was no significant difference between the active and non-active boys on equality of rights although the active boys showed some positive improvement on equality of rights. This was supported by the qualitative data, since 81% of the active boys indicated that they were now thinking differently about girls. Neither the active girls nor the active boys showed a significant difference in their attitudes about gendered social responsibility.

Change in community. There is perceived improvement in community interaction; girls and women have more opportunity to participate in the community, there is improved respect for the rights of girls and women; girls' and boys' roles in the family are becoming more equitable; and girls are now more likely to attend school. There is a positive reaction by the community to the participation of girls in civic and community engagement activities.

Change in social messaging. Traditional games and performing arts activities of the ITSPLEY project are effective for communicating sensitive social messages. The community is perceived to be more knowledgeable in their understanding of the social messages and there has been some impact in terms of community attitude and behavior change based on the active girl and community member success stories.

Scale-up, replication, and sustainability. Social change takes time, especially in traditional, rural, and marginalized communities. There is a need for further refresher training in the existing schools and communities to improve the potential of sustainability—both horizontal (replication) and vertical (secondary school scale up). Other communities and schools are inquiring as to how to start such programs as scouting or a ‘mock’ student parliament and/or the integrated sports and leadership activities program. There is need for a transportable package of the training and implementation materials for distribution to interested schools and communities.

Next steps

Sustainability. Additional resources and work are needed. There is need for a continuation of the present projects for another two years but with an integrated resource package and/or a more coordinated effort with other projects, whereby key components of the ITSPLEY and PTLA projects can be integrated into the other projects. More assistance and support is needed for sustainability and spread – the exit strategy is beginning too soon.

Scale up and replication. The most promising practices from ITSPLEY and PTLA need to be identified and packaged for delivery in a user-friendly ‘how to’ tools packet as part of both a horizontal (replication) and vertical (scale up) effort. The government needs to take more responsibility and leadership in this effort. Other strategies are the use of exchanges utilizing the teachers, student leaders, and community mentors from a cluster of schools; further implementation of the market place model; use of the local CBOs and NGOs, which have participated in many of the CARE trainings; and the NFE component (MEMKWA) for girls who have dropped out of school. Each of these strategies has potential for further development.

1.0 INTRODUCTION, BACKGROUND, AND METHODOLOGY

1.1 Purpose and objectives

The Power to Lead Alliance (PTLA) was a public-private partnership between CARE, USAID, civil society organizations, and private sector partners to promote girl leaders in vulnerable communities of six countries. Extracurricular activities, social networks, and civic action formed the basis of the programs that were implemented in Egypt, Tanzania, Honduras, India, Yemen, and Malawi from September 2008 to September 2011. The project objectives were to:

- 1) cultivate opportunities for girls to practice their leadership skills;
- 2) create partnerships to promote girls' leadership; and
- 3) enhance knowledge to implement and promote girls' leadership programs.

In Tanzania, along with the PTLA project, the Innovation through Sport: Promoting Leaders, Empowering Youth (ITSPLEY) project was jointly implemented through CARE's Gender and Empowerment Unit. ITSPLEY is a pioneering initiative that uses the "convening power of sports" to minimize the effects of poverty and social injustice on marginalized youth, especially girls. ITSPLEY is being implemented in four countries; Bangladesh, Egypt, Kenya, and Tanzania. This USAID-funded, three-year project began in January 2009 and will conclude in February 2012. Its aim is to enhance the institutional capacity of local organizations working directly with youth, and to provide youth, especially girls, with opportunities to develop and practice leadership skills through sport-based activities. ITSPLEY's two objectives are to:

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

In September 2011, CARE USA contracted with Miske Witt & Associates Inc. (MWAI), St. Paul, Minnesota USA to conduct a summative evaluation of the PTLA and ITSPLEY projects in eight countries. This report is a summary of the country-level findings for Tanzania, which were collected in preparation for the girls' leadership evaluation final report on each of the USAID-funded initiatives. The findings are based on evidence collected that respond to the comprehensive summative evaluation request from CARE.

1.2 Tanzania context

CARE Tanzania implemented both the PTLA and ITSPLEY projects. ITSPLEY is working with 18 primary schools in Kahama district, Shinyanga Region, in North Western Tanzania in collaboration with on-going initiatives on girls' empowerment funded by private donors from the US, NORAD, and USAID through PTLA. PTLA works with 17 of the same primary schools. The schools are located in 15 villages in three wards (i.e., Bugarama, Bulanhulu, and Lunguya). ITSPLEY is being implemented

through community groups located in the villages while PTLA is school-led, working through the school associations (School Management Committee [SMC] and Parent Teachers Association [PTA]). The two projects work together, which provided a unique opportunity to look at the synergy between the projects. All of the sites were marginalized communities with minimum resources, infrastructure, and teaching and learning materials. Overcrowding was common and there was a shortage of teachers, especially females. Conditions were very basic.

1.3 Methodology

Sampling process. The site selection included two districts and/or sub-districts, and a random selection of three sites within those districts. For Tanzania, the sampling frame included all 18 schools in three wards (sub-districts), since the Tanzania PTLA and ITSPLEY projects are working directly with primary schools. Since populations in the three wards have homogenous characteristics, a list of 18 schools was developed and each school assigned a randomly generated number using Excel. The results were sorted by random number in ascending order and a sampling interval of six was used to identify the final sample of three schools. Since CARE Tanzania is working with all students at a primary school, the evaluation team decided to select a separate school from a like homogenous population from a coterminous district for a non-participating school, resulting in two participating schools and one non-participating school as a comparison site. The two participating primary schools; Kakola A – very rural but located near a village, and Ndalilo Primary – smaller, very rural with scattered housing, were poverty-level, subsistence living sites with multiple infrastructure needs along with a need for basic teaching and learning materials. The non-participant comparison school (Nyambula Primary) was of like population characteristics.

Table 1: CARE girls' education and leadership evaluation sites

Site	No. of Participants	Site Description	Site Location
Kakola A Primary, Bugarama Ward (ITSPLEY & PTLA)	1732 students – 833 girls and 849 boys; 12 teachers and two volunteers	Over-crowding; infrastructure needs; shortage of teachers	Rural, marginalized community near a village
Ndalilo Primary, Lunguya Ward (ITSPLEY & PTLA)	513 students – 284 girls and 229 boys; seven teachers	Over-crowding; infrastructure needs; shortage of teachers	Rural, 18 kilometers from health services, scattered housing, agrarian, marginalized
Nyambula Primary, Ngogwa Ward (non-participants)	320 students – 152 girls and 168 boys; nine teachers	Similar in size to Ndalilo prior to implementation of projects at Ndalilo	Rural marginalized community with scattered housing

Data collection process. The data collection process included a selection of an equal number of participants from Standards 4, 5, and 6 (16 girls each) for the Girls' Leadership Index (GLI) self-ratings and an equal number of participants from Standards 4, 5, and 6 (16 girls each and 16 boys each) for the Gender Equity Index (GEI). Likewise, a mix of eight girls, where possible, across Standards 4, 5, and 6 and eight boys across Standards 4, 5, and 6 were selected for the focus group interviews. If students were in ability groups, the numbers were broken down accordingly. Students were selected by the evaluation team directly from the classes involved. One of the more active girls was then selected from the girls' focus group by the interviewer for the success story interview. In addition, the contact teacher(s), head teacher, SMC chairperson, PTA chairperson, Village Head, other community mentors and/or community group leaders, and a government official were interviewed and, where possible, an activity was observed.

	Instruments										
	Active Girls	Non-Active Girls	Active Boys	Non-Active Boys	Girl Success Story	Activity Observed	Support Person	Comm. Leader	Partner Staff	Reflection	CO Staff
Sites	7a	7b	7c	7d	7e	7f	7g	7h	7i	7j	7k
Kakola A	8	-	8	-	2	1	3	9	1	1	-
Ndalilo	6	-	8	-	1	1	1	5	1	1	-
Nyambula	-	6	-	8	-	-	1	1	1	-	-
Kahama	-	-	-	-	-	-	-	-	-	-	2
Mwanza	-	-	-	-	-	-	-	-	-	-	1
Dar es Salaam											4
<i>Totals</i>	14	6	16	8	3	2	5	15	3	-	7

Data collection went smoothly—the research associate, interpreter and two data collectors were excellent. CARE Tanzania helped with protocol and introductions and arranging the logistical needs for the data collection. The sites were notified ahead of time of the evaluation team needs, cooperation was excellent, and all interviews (students, staff, community members, and government officials) were conducted smoothly. The CARE Tanzania staff is to be commended for their excellent work and support in facilitating logistics. This was not an easy task in such remote rural areas.

1.4 Organization of the report

The guiding conceptual framework for both projects was CARE's Gender Empowerment framework. In this framework, CARE asserts that three interactive dimensions of empowerment – individual agency, along with strategic relations and structures – must be addressed to sustain transformative outcomes for the well-being of girls, boys, and women.

Section 2 will present an assessment of the individual (agency), where girls and boys gain agency by gaining skills, knowledge, confidence, and experience. Section 3 will focus on supportive relations, Section 4 on supportive structures, and Section 5 on

perceived change related to the individuals, supportive relations, and supportive structures. Included in Section 6 are selected girls' and community success stories. Section 7 will address progress against the Results Frameworks, including data quality, promising practices, lessons learned, and efficiency. Section 8 will address the potential for scaling up and replication. Each of these sections will include key findings specific to the questions asked. Section 9 will include the conclusions, recommendations, and next steps for additional investments.

2.0 ASSESSING INDIVIDUAL (AGENCY) KNOWLEDGE, ATTITUDES, AND PRACTICAL EXPERIENCE

This section reports on the extent to which youth, especially girls, had the opportunity to acquire knowledge about leadership and practice their leadership skills. In addition, selected self-rating leadership items from the GLI related to self-perception of the ability of the girls to lead are included.

2.1 What were the activities in which girls and boys say they were involved?

The ITSPLEY activities included sports and traditional games and life skills clubs guided by peer leaders and mentors from the community, while the PTLA activities included scouts, academic clubs, Girls' Parliament, and competitions (drama, debate, and choir). Both ITSPLEY and PTLA included civic action (forums for girls to have direct access to decision makers to express their concerns and peer mentorship activities, where the girls can practice their leadership skills (e.g., WDC meetings, African Child Day, Global Week of Action, and a monthly leadership week). The civic and public arena activities were excellent for building and practicing leadership skills. The boys are new to the program this year and are learning from the girls but are mostly interested in the sports, traditional games, competitions (drama, debate, and choir) and a few related extracurricular activities. Sixty minutes (twice a week) is set aside for sports and life skills training either before or after school. Other clubs typically meet once per week.

Finding: The activities tended to group into three categories; (1) school-based academic extracurricular activities; (2) school-based social networks, clubs, and sports; and (3) civic and community – public arena.

2.1.1 What was their level of engagement, if mentioned?

All students were actively engaged in the sports and traditional games activities and selected groups of students were involved in the scouting, clubs, and other extracurricular activities. Participants were motivated and actively involved.

Finding: Girls and boys are motivated and actively engaged in the activities, especially the more vigorous learning activities such as sports and traditional games.

2.1.2 What were the barriers to their participation?

In general, active girls made relatively few complaints about barriers that prevented them from program participation. Notably, the barriers cited were related to peers, in particular male peers, as opposed to family or community members. A few girls stated that some non-participating students tried to discourage them from participating. Overall, boys did not face barriers to participate and are eager to participate more.

Finding: The main barrier mentioned by the girls was peer constraints mostly coming from male peers.

2.2 What was the knowledge acquisition of girls and boys?

Fifty percent of the support personnel (4 of 8) indicated that 'Participants learned some new things' and the other 50% (4 of 8) indicated that 'Participants learned a great deal.' The teacher contacts mentioned that the information included life skills (including leadership skills), how to teach sports and games, health education (HIV and malaria), taking care of school property, and self-guidance.

Specific to leadership, the support personnel at the participating sites reported that they actively promoted the five leadership skills. Seventy five percent (6 of 8) indicated that participants learned a great deal about leadership skills. The support personnel held small group meetings and discussions for the participants, provided mentoring during the meetings, and helped arrange practical opportunities for the girl mentors to practice during the activity sessions. All of the teachers were involved with either ITSPLEY or PTLA as were women from the community.

All of the active boys and over 90% of the girls from the participating schools indicated that they had gained knowledge of leadership. Only about a third of the participants from the non-participating comparison school indicated any knowledge of leadership.

Finding: There was improvement in both general knowledge and leadership knowledge acquisition among the girls and boys in the participating schools.

2.3 What was the attitude of girls related to their ability to lead?

Based on the GLI self-rating of leadership skills, the girls in the participating schools showed a significant difference (more positive) in Group Dynamics (item 1), 'I realize that things I say and do sometimes encourage others to work together' and in Self-Confidence (item 21), 'If someone treats me unfairly, I take action against it' compared to girls in the comparison school. This is encouraging, since Group Dynamics and Self-Confidence are key skills in leadership development.

Finding: The girls are showing improved attitude toward their ability to lead.

2.4 What were the opportunities for girls and boys to practice their leadership skills?

Voice. All of the active girls in the focus groups maintained that they had changed in their ability to state their opinions and ideas but “still needed to work on it.” In contrast, all of the girls from the comparison site indicated that they had seen no change. All three of the active girls interviewed individually felt that they could express themselves well and speak confidently with classmates (one specified that this was the case with both boys and girls; the other two did not specify boys or girls). A support staff member reinforced this observation by saying that the girls were speaking up more in class. The active boys, on the other hand, all stated that they had changed in their ability to state their opinions and ideas, with 56% indicating a big difference and 44% indicating that they had changed some but still needed to work on it. One active boy said that he had gone to a village meeting and encouraged people to use modern agricultural practices. None of the boys from the comparison site said that they had seen any change.

Self-Confidence. Sixty-four percent of the active girls in the focus groups said that they had noticed a big difference in their self-confidence, while 36% said that they had changed some but “still needed to work on it.” To illustrate, one girl said: “I am confident with what I do – the way I talk, the way I play and even the way I study. . . I just believe in my abilities that I can perform better.” All three of the active girls interviewed individually indicated they felt more confident. In contrast, girls in the inactive focus groups had difficulty expressing their ideas and did not answer the question about self-confidence. Sixty-eight percent of the active boys, on the other hand, noticed a big difference in their self-confidence. Their examples included no longer being afraid to answer teachers’ questions and being better able to fulfill the role of prefect. The boys from the comparison site reflected the opposite. All stated that they had seen no change in their self-confidence.

Organization. Two of three active girls interviewed said they were able to organize themselves in order to complete teachers’ tasks.

Group Dynamics. Two of the three active girls interviewed felt able to manage individual tasks within a group. One gave an example from scouts: “In scouts, we have four groups and each group has a chairperson, a journalist, treasurer, first aid provider, and security officer. In case of any problem, let us say an accident, the first aid provider reports to the journalist, and the journalists report to the chairperson and the chairperson reports to the teacher.” The third girl said that she couldn’t force people to do things they didn’t want to do; she could only “convince.”

Decision Making. Some of the active girls mentioned being able to make wise decisions, such as, settling disputes among fellow students. Program staff observed students organizing a parliament. Two of three active girls interviewed individually felt they had learned how to make decisions, one citing her decision to study and stay in school.

Conflict Management. The three active girls interviewed were less confident about their conflict management abilities than the other leadership skills. While one thought she could stop a conflict, another said she could, but hadn't, and the third did not reply.

Vision. Active girls were likely to identify vision as a leadership skill, but active boys were not. The three active girls interviewed all had visions for themselves—envisioning good husbands and families, educated children, as well as good jobs and houses.

Examples of active girls practicing leadership skills.

Girl 1. “A few days ago we were taken by CARE officers to attend a ceremony celebrating a 50-year anniversary of Tanzanian independence and, as part of the celebrations, I managed to lead a “parliament session for girls” as a speaker. There were so many people who attended, which made me feel confident as I believe that many of the others girls would not be able to do this!”

Girl 2. “A few months ago in our family we had a problem – some bricks were stolen each day and no one could tell who was responsible. In our family meeting, I gave the idea that we just keep on observing for a few more days and every member of the family was given a task to observe all visitors who came during the day. . .and after two days we managed to catch the person who was stealing our bricks!”

Girl 3. “I can ask questions even when there are many people surrounding me. For example, one day I asked the ward officers about how on the Kahama-Mwanza road there are so many trucks which pass near by the people’s residences and cause a lot of dust which results in flu and cough problems. I asked: “Now, how can you, as leaders, help to solve such problems?””

Finding: The active girls and boys developed increased self-confidence and a stronger sense of voice, as compared to girls and boys from the comparison school, who experienced no shift in voice or self-confidence. There was some qualitative evidence to suggest that active girls also may have gained skills related to organization, group dynamics, decision making, and conflict management.

2.4.1 Through participation in academic extracurricular activities (PTLA)?

The students are participating in academic clubs; that is, reading, math, science, quiz competitions, and debate. There is synergy between the academic club participation and the life skills, sports, and other related clubs and activities. It is not possible to single out which are more important in developing the leadership skills and improved academic performance as it appears to be the integrated whole that is having an effect. The head teachers in the active schools reported improved academic performance by girls and boys. One site visited was previously last in their district of 257 schools and last in their ward of 12 schools. It is now 174th and last in their ward of 12 schools and is now third in the ward. The other active school is now in the top ten in the district. Both schools are reporting fewer discipline issues, fewer dropouts, better attendance, and

more girls attending. The Ward Education Development Coordinator said this is true of all schools in the ITSPLEY and PTLA program in his ward.

Finding: Academic performance was improved in participating schools.

2.4.2 Through participation in social networks (PTLA; social networks, clubs and sports activities – school-based or community-based)?

There has been a significant improvement in group dynamics, especially among the girls, along with self-confidence and ability to speak out. This was confirmed by the village head in that the girls and boys will appear together before a town meeting and express issues and concerns. The girls and boys are learning how to work as a group to discuss sensitive issues and present these issues through drama, theatre, and student parliament.

Finding: There were signs of social networking to present issues both in the community as well as at the school during public arena venues.

2.4.3 To what extent have social networks for girls been implemented and/or strengthened?

Head teachers in the active schools reported that their activities, especially, sports, clubs, theatre, and debate, include small group activities to strengthen social networks.

Finding: The evaluation team observed use of small group and reflective activities associated with the sports and traditional games during the activity observation.

2.4.4 To what extent do girls report a positive influence through social networks?

Some of the girls and boys identified new friends with their study mates, while others developed a closer relationship with a teacher, community sports leader, government official, or with parents, as they are better able to communicate their requests. A few indicated improved support from boys. The girls and boys said that teachers and other adults are more supportive; likewise with parents, there is more trust, although this is an area that needs further work as it was a challenge to get specific examples.

Finding: There is a positive influence, although this area needs more work as social networks will be key in sustaining support for girls longer term, especially, as they move on to the secondary school. There is a real need for role models as well as a positive influencing social actor.

2.4.5 To what extent do youth, especially girls, effectively participate in individual and community engagement activities (community and civic)?

Teacher scout contact. “The activities are practical and the girls were able to apply their knowledge in civic cleaning projects.”

Community leader. “I have observed students making a parliament and they are attending the village council meeting and presenting issues to us. We are thinking of holding more meetings as the result.”

Village chairperson. “My role was to facilitate opportunities for girls and boys to present issues before town meetings and village council.”

Ward Education Coordinator. “I have attended some of the trainings and have seen a definite improvement in student self-confidence, advocating of issues (taking of issues to their village councils). . .In the community, the women know their rights and are pushing, asking, and discussing their situation in women’s groups.”

Finding: The examples clearly indicated a positive reaction by the community to the participation of girls and boys in civic and community engagement activities, which has helped to raise community awareness about the need for girls’ education.

2.4.6 Give examples of opportunities to practice the leadership skills of voice and self-confidence.

During the games, if a group fails, they sit in the middle and discuss how to overcome that failure and they advise each other on how to improve. Some examples are included earlier in this section and more examples are included below:

Active girls. “I am confident with what I do – the way I talk, the way I play, and even the way I study. . .I just believe in my abilities that I can perform better.” “Yes, I am a prefect and have confidence to be a role model for the other students.” “Because I have confidence and a long vision for doing things (e.g., when I am in a game competition), I always have high expectations to win that particular game.”

Active boys. “Before, I was afraid to answer the teacher’s question and now I am confident to answer.” “Before, I was a prefect but not able to tell the students to assemble and to be quiet while the teacher arrives and now I can do this.”

Finding: The students were finding self-confidence and voice opportunities in their daily classroom activities, sports, and within their self-development.

2.4.7 Participation in sports (ITSPLEY). What has the project experience been in addressing social issues and messaging – sexual and reproductive issues and/or civic issues (where relevant to ITSPLEY)?

Social messages are coming through in the scripts prepared by the students and presented through traditional song and dance, poems, debate, and drama. In the active schools visited, the government official, head teacher, and village head all confirm that there has been a reduction in pregnancy prevalence, reduction in early marriages, more chatting between girls and boys as friends without having a sexual connotation,

improvement in attitude toward the rights of girls to get an education, and, in general, respect and support for the girls by both the boys and the community leaders.

Community development officer. “These young girls see the domestic violence in the home and say that they don’t want to be married at this young age.”

Finding: The traditional games and performing arts activities of the ITSPLEY project are especially effective for communicating sensitive social messages in a neutral setting for all to discuss and understand.

2.5 What leadership skills did the evaluator observe?

The activities were student led by a peer or a mentor from the community. Small group discussions were held, led by a student. The students were actively engaged and highly motivated with strong interest. Voice and self-confidence (during a debate activity), organization and decision making (competition and related sports activities), and conflict resolution (during a debate activity) were evidenced. Scripts were prepared and presented by students, and students worked across gender and age groups.

Finding: Multiple leadership skills were evidenced during the activity. All students were actively engaged and attentive to the messages being communicated in the activities.

3.0 ASSESSING SUPPORTIVE RELATIONS – SUPPORTIVE SOCIAL ACTORS

This section includes information about how the girls and boys formed new relations with other social actors.

3.1 With whom have the girls and boys developed relationships through this program? What is the nature of those relationships?

Community mentors. Active girls and boys referenced building relationships with community mentors, notably sports leaders, CARE officers, and mentors assigned to small groups.

Family members. Some active girls reported feeling that since they had been involved in the programs, their fathers and brothers were more accessible to them.

Peers. Both active girls and boys reported developing new relationships with classmates, and participants in one focus group mentioned developing relationships with students from nearby schools that also participated in CARE programming. Most notably, active girls cited developing relationships with their male peers and being more comfortable asking them for help, playing with them, and working with them.

Teachers. Active girls and boys also cited developing relationships with teachers from their classes and those leading the clubs.

Community leaders and peer leaders. A few of the focus group participants mentioned developing relationships with community leaders and/or peer leaders. One active girl mentioned having an opportunity to meet the ward education coordinator.

Finding: Active girls and boys developed relationships with program community mentors, teachers, family members, and peers. Of particular note are the relationships that developed between girls and their male peers. Program participants developed fewer relationships with the community leaders and/or peer leaders, although both developed greater respect for the girls and boys.

3.2 How have these relationships supported girls' and boys' leadership development?

Multiple community members and groups are engaged in supporting the girls and boys, which has proven to be an effective strategy for raising community awareness about girls' leadership and sport.

Girls. Most commonly, girls cited "encouragement" as the mechanism of support, particularly encouragement from friends, peers, and teachers.

One girl stated: "One teacher encouraged me and convinced me to accept the position of speaker. 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, I will also manage to lead a parliament. I remember when we were celebrating the 'SIKU YA MTOTO WA AFRIKA' (i.e., *African Child Day*,) one lady who I didn't know before congratulated me and told me that she has never seen a child who could express herself as well as I did! I felt so good!"

Parents. Parents supported girls by granting them permission to attend programs. Program support staff held meetings and discussions and provided other practical opportunities for the girls.

Mentors. The community mentors were typically girls from the CARE LEADER project. The experience has been positive and has encouraged girls who had stopped coming to school for different reasons to come back to school. There was some transiency in these girls so training was an on-going effort and required retraining of the girls in order to strengthen their mentorship and leadership skills. The LEADER girls benefited personally, although few support relationships were mentioned by the girls from the schools. An added benefit was that these mentors were marginalized members of the community; thus, their involvement helped build overall community awareness.

Peer leaders. The project succeeded in training and facilitating peer mentorships among the students. Girls and boys now take the lead in facilitating different games designed to instill leadership skills among the students. These peer mentors provide

one-on-one and small group guidance to the other students and supportive relationships are developing as the result of these mentorships.

Teachers. The support role was to guide and facilitate scouts and related practical school and civic engagement activities, to champion the rights of girls, and to help develop leadership competencies

Community stakeholders (village leader, school management chairperson, or PTA leader). Stakeholders supported girls by attending the trainings, enabling public arena leadership opportunities for the girls to be seen and heard, advocating for girls' and boys' education within the community with the community (encouraging attendance of girls and boys at school), and working with the community to mobilize resources.

Community group leader. Support was provided by linking the CARE girls' empowerment efforts to the community and local sub-district office.

Sub-district government official. Support was shown by providing commitment and support for the CARE girls' empowerment projects in the ward.

Finding: Girls' leadership development was supported primarily by encouragement from people in relationships with the girls, and indirectly this helped raised community awareness.

3.3 How do supportive relationships differ between active girls and boys and non-active girls and boys?

Only one boy and one girl in the non-active group volunteered having formed a relationship with a peer in the last two years. None of the non-active participants said that they had formed a relationship with an adult in the last two years.

Finding: Evidence may suggest that girls and boys who participated in the programs developed more supportive relationships with peers and adults than girls and boys who did not participate in the programs, although the reluctance of the non-active participants to provide much data makes the finding tentative at best.

3.4 What is being done to strengthen social networks for girls?

Partner organization staff members maintained that all of their programs included small group activities to strengthen social networks.

3.5 What is being done to support SRH and involvement of men and boys? Sexual and Reproductive Health (if addressed in the project)

The SRH themes are being addressed in the life skills clubs and embedded as messages in the debate, drama, song and dance, and poems. The students prepare the messages to be communicated and the manner in which the message is communicated, thus reinforcing their understanding and practical application.

Involvement of men and boys

Teacher contact. “Yes, I am making an effort to get the boys more involved by emphasizing this in the trainings. Nowadays, boys try to help the girls in the group in their studies and performance. The boys are also helping more at home.”

Teacher contact. “The scouting activities are mixed. The boys are accepting the girls taking a leadership position in the activities. Even the men in the community are accepting the changing role of girls and women through the influence of the students, CARE, teachers, and peers. Some men are starting to fetch water and collect firewood, which traditionally were tasks of the women.”

Teacher contact. “I am making an effort to involve the boys more. The boys are jealous of the girls. The boys needed to be brought into the project earlier as they need to support each other. It would help if there were an equal number of boys and girls.”

Community group leader. “We have been successful in involving men from the community; they will join the group to participate in the games. Most groups are mixed.”

Village leader and school management chairperson. “I talk with the community members. The men are accepting the changes. The parents (women and men) are happy, as the changes are better for both the girls and the boys.”

Finding: Men and boys are accepting the changes and are becoming supportive. The feeling was that boys needed to be brought into the project earlier as they are a good support to the girls.

4.0 ASSESSING SUPPORTIVE STRUCTURES – DEVELOPING AND STRENGTHENING OF SOCIAL ORDER

This section presents information on supportive partnerships and emerging supportive structures.

4.1 To what extent have partnerships been created or strengthened (schools, community groups, LNGOs, CBOs, government agencies, etc.) to promote girls’ leadership?

The site programs partnered with the school management committees, parent teacher associations, head teachers, village head, informal community groups, and the Ward Education Coordinator. These groups were linked at the trainings with other community representatives in like positions. This resulted in some networking relationships in addition to the ward-level networking, as well as some interaction at the district level, through student parliaments, scouting activities, and sports competitions. Other CARE projects are being implemented in the community and area, which helped in community awareness and recruitment of mentors. CARE Tanzania provided the trainings and

follow-on monitoring so the schools and informal community groups worked directly with CARE and not through other local NGOs or community organizations.

4.2 What is the effectiveness of the training and training materials?

Head teachers, contact teachers, and community leaders indicated that they learned a lot from the trainings. The trainings varied in length from a few days to 10-14 days. The trainings were extensive and there was some feeling that more shorter-type training would be good. Materials are still in development. There were few handouts. It would be good if the materials could be prepared in a user-friendly and 'how to' tools package for distribution. SMC chairpersons and other community leaders are requesting this. One of the head teachers new to the program requested that there be more inter-school sharing of training and materials – a 'Learning from Others' model with the Ward Education Coordinator taking a lead role. There is mobility at both the teacher and head teacher level so for sustainability of the program, practical, 'how to', and transportable materials are needed.

Finding: Trainings are provided by CARE and are effective, although they could be shorter in length. More practical, user friendly, and 'how to' materials are needed to provide improved project consistency and greater potential for sustainability.

4.3 Are local partner organizations effective in delivering youth services?

Where all of the support groups are functioning (e.g., there are supportive contact teachers, a supportive School Management Committee, supportive ward, supportive community groups, and supportive village council), the local capacity to deliver youth services is effective and there is potential for longer-term sustainability. At another smaller rural site where there is one teacher who serves as both the sports and scouts contact person, if that teacher were to leave, the school would lose their key facilitator, and even with the other support groups, the school and community would be on the edge in terms of sustainability. The strong contact person is essential to drive the school side of the model. Multiple teacher role models are needed. School-to-school exchanges might be an option to provide a backup alternative, or pairing the teacher contact with a community volunteer could be an option.

Finding: Local partner groups and organizations are effective in delivering youth services although, like any organization, they are dependent on key leaders and support persons.

4.4 What are the emerging supportive structures and policies?

Examples of emerging supportive structures are below.

Supportive program. The MEMKWA program is a supportive structure as it is aimed at allowing, both girls and boys who missed the opportunity to have primary education join the school and be educated. This is a national program which is managed by the government.

Supportive rule. An example of a supportive rule structure is how, in one community, children are no longer allowed to walk on the street late at night. One of the active girls cited another example: “One day when they had a village meeting, the village chairperson announced that boys and girls should be treated equally at the family level. He told the parents that, after school hours, all tasks should be divided equally among all children, because formerly boys were just playing while girls were busy with cooking, fetching water, finding firewood, and completing other domestic tasks.”

Supportive norm. In one community it is no longer an offense for women to wear trousers, and girls and women playing sports can be seen in trousers.

Finding: Supportive community structures and policies are emerging.

4.5 What has been the partner experience in working with marginalized groups?

All of the schools and communities in which the PTLA and ITSPLEY girls’ empowerment projects are being implemented are marginalized communities. In addition, special programs focusing on the marginalized youth include the Ongeza Maarifa, which is an accelerated education activity for about 50 previously out-of-school youth. There is another accelerated program that helps out-of-school girls enter school directly to Standard 5. In addition, community members are helping to identify low-income and/or culturally-deprived children who should be in school; some of the active parents are providing orientation and encouraging the marginalized parents about the need for school for their children; one community tries to help with school uniforms for the needy and the government is finding money for other small fees; program staff members work to identify marginalized women from the community to serve as mentors; and, in another effort, program staff members are lobbying the government to contribute to plans for a hostel at the secondary school to assist with boarding issues.

Finding: Partners are targeting marginalized groups as beneficiaries and as a part of the program implementation process. Awareness and engagement is effective.

4.6 To what extent have the capacities of local partners (schools, community groups, LNGOs, CBOs, schools, government agencies, etc.) been strengthened to deliver effective youth and girls’ services through sports (ITSPLEY)?

The ITSPLEY model (sports) has been effective as the facilitation tool has been standardized, is user-friendly, and is easy to understand and use. Community members

as well as youth and professionals can all easily understand and master the techniques of the model; thus, ensuring capacity and delivery, adaptability, and transportability. The model is highly participatory with active engagement of all participants, builds on culturally appropriate games and traditions, and cuts across gender and age; thus, lending itself to a nice combination of fun and learning.

Finding: Capacities of the local partners have been enhanced through the ITSPLEY sports model.

4.7 To what extent does the marketplace model enhance an organization's institutional capacity (ITSPLEY)?

Partner respondents stated: "We are just new into this approach. This is a concept which we are just beginning to understand. We had one training. We are optimistic that this will help provide us with additional human and material resources, which will help in sustaining the program, although there will be transport costs. We think it will work." With regard to linkages with other similar local organizations, the model needs more time.

Finding: The Marketplace Model needs further implementation and more time before it can be properly assessed to determine its effectiveness as an organizational capacity-building tool.

5.0 ASSESSING IMPACT – PERCEIVED CHANGES IN GIRLS' AND BOYS' LEADERSHIP AND IN FAMILY AND COMMUNITY SUPPORT STRUCTURES

This section includes quantitative data on GLI comparisons (girls only) and GEI comparisons (girls and boys). In addition, qualitative change data on girls' and boys' perception of their leadership, gendered social norms, and family and community support structures is included (see Annex for supporting quantitative data).

5.1 Change in girls' perception of themselves as leaders (GLI)

5.1.1 How do active girls in 2011 compare in their perceptions about themselves as leaders with non-active girls in their perception of themselves as leaders, where a non-active site was used for comparison?

Finding: Active girls in 2011 showed a significant difference (more positive) than the non-active girls in their self-rating on the overall leadership dimension.

5.1.2 Have girls and boys changed in their ability to state their opinions and ideas (focus group)?

Finding: All of the active girls in the focus groups maintained that they had changed some but still needed to work on their ability to state opinions and ideas, compared to 94% of the active boys. None of the non-active girls and boys indicated any change in ability to state opinions and ideas over the same time period.

5.1.3 Have girls and boys changed in their self-confidence (focus group)?

Finding: Sixty-four percent of the active girls in the focus groups said that they had noticed a big difference in their self-confidence compared to 68% of the active boys, while none of the non-active girls and boys indicated any change in their self-confidence over the same time period.

5.2 Change in girls' and boys' perception of Gender Equity (GEI)

5.2.1 How do active girls and boys compare to non-active girls and boys in their perceptions of the equality of rights, where a non-active site was used for comparison (GEI)?

Finding: Active girls in 2011 showed a significant difference (more positive and more agreement with the items) than the non-active girls in their self-rating on equality of rights. There was some positive change in the active boys, but not significant.

5.2.2 How do active girls and boys compare to non-active girls and boys in their perceptions of gendered social norms, where a non-active site was used for comparison (GEI)?

Finding: Both the active girls and boys in 2011 showed a significant difference (more positive) than the non-active girls and boys in their self-rating on gendered social norms.

5.2.3 How do active girls and boys compare to non-active girls and boys in their attitudes about gendered social responsibility, where a non-active site was used for comparison (GEI)?

Finding: Neither the active girls nor the active boys in 2011 showed a significant difference from the non-active girls or boys in their attitudes about gendered social responsibility although the active boys showed some positive improvement.

5.2.4 How do active boys compare to non-active boys in their attitudes about girls (focus group)?

Finding: The data from the two active sites indicated a positive movement in attitude on the part of the active boys, with nine of the 16 boys indicating that they were beginning to think differently about girls now; four indicated that their attitude had changed a lot,

and only three indicated that their attitude had not changed. For the non-active boys, a majority 13 of 16 (81%) indicated that their attitude had not changed over the past two years.

5.3 Change in knowledge, attitude, and practice of community members regarding girls (focus group)

5.3.1 To what extent does the community perceive a change in community attitudes towards girls?

Community leaders perceive that girls are now being respected and valued like boys, and that boys themselves have come to realize that they are equal to girls, not better than them. They also think that the men's perception of their daughters has changed, in that they no longer consider girls assets to be married off early. They suggested that girls themselves are now saying that they do not want to marry young.

Community leaders suggested that the attitudes of men towards girls are gradually changing, but one support staff member said that men still will consider the boy first to go to school. The majority of active boys agreed that girls have the same right to education as boys, although in one focus group, some qualified the right by saying, "in our area, boys are first."

Finding: The data indicated that men and boys have changed in their attitudes towards girls, perceiving them to have more rights, yet the sentiment that boys continue to have priority remains.

5.3.2 To what extent do community leaders perceive a change in community interaction patterns between women and girls, boys and girls, men and girls?

Community leaders perceive that the distribution of family roles is shifting to involve boys more in family tasks and to give girls more opportunity to play and attend school. One respondent said that "there are only a few families which are still practicing things which discriminate against girls and women." Active boys are more likely to help their sisters with domestic chores. They mentioned helping with cleaning, cooking, fetching water, doing dishes, and collecting wood. Only one inactive boy said that he now helps his sisters with domestic tasks. One staff member said that men have started to help fetch water and collect wood, two tasks traditionally assigned to women.

One community leader also thinks that girls are more able to communicate with their parents, in particular, discussing issues of sexual relationships and reproductive health with their mothers. In terms of family planning, one woman said, "I personally have changed my attitude through these programs. As you see, I have seven children...and there would be nine. But unfortunately I had two miscarriages. I was giving birth almost every year. But when I joined the program, I changed my lifestyle and I don't expect to have any more children." One of the active girls felt that women are encouraging their daughters to use their leadership skills to protect themselves from men who want to engage them in sexual relations. The suggestion was made by one respondent that the community as a whole is feeling more responsible for girls.

Finding: Girls' and boys' roles in the family are becoming more equitable and girls are more likely to attend school. Girls interact more freely with boys and men. Attitudes towards sexual relationships and reproductive health also seem to be changing, allowing girls more freedom from traditional expectations.

5.3.3 To what extent do active girls perceive a change in community attitudes towards girls?

One of the active girls interviewed said that girls and boys can now interact freely in class, when before girls could not sit next to boys. Another said that girls can lead now, and boys do not complain. These girls also perceived that women have more power in families and girls can interact with boys, their fathers, and other men in the community more easily. One of them also suggested that men are less likely to convince young girls to have sexual relations.

Other comments: (1) "The attitudes of many of the community people toward girls changed. We are now valued and respected more. Formerly, we couldn't sit next to boys even when we were in the class but now we interact freely"; (2) "I cannot tell if there are any changes of rules or procedures but what I can say is that the community attitude towards girls and women has changed. The community members now know that we are all equal. There are only a few families which are still practicing things which discriminate against girls and women"; and (3) "There are a lot of changes in the community. For example, women have more power in their families and can express their ideas with confidence. They also have confidence in their daughters' ability, which is why they allow them to decide on some issues related to their own lives. Boys had a perception that girls cannot lead them, but now we lead them and they don't complain. We can freely interact with boys, even our fathers, and other men in the community."

Finding: The active girls perceive a change in community attitude toward girls; there is improved respect for the rights of girls and women.

5.3.4 To what extent do active girls perceive a change in community interaction patterns between women and girls, boys and girls, and men and girls?

Active girl 1. "The tendency of adult men to convince young girls to have sexual relations is also decreasing. Generally there are now less such interactions among parents and their boy and girl children, or between women and men in our society. I am not sure if there were changes in rules or procedures to allow more opportunities for girls' and women's participation in the community."

Active girl 2. "The community has undergone several changes as a result of CARE programs. For example, the number of bang smokers has been decreasing, women are emphasizing their girl children to use the leadership skills to protect themselves from men who want to engage them in sexual relations, parents are also warning their boys to stop cheating the girls and to avoid the bad groups, and at the family level, boys and girls are now treated equally. . .no discriminations of any kind."

Finding: The active girls perceive an improved change in community interaction patterns, allowing girls and women a greater opportunity to participate in the community.

5.4 Was change due to project activities or other factors?

Cause and effect is always difficult to ascertain in a dynamic setting, but there has definitely been positive change in the participating schools and communities. The quantitative and qualitative information is consistent and validates that change has taken place in the project sites. These are traditional communities that change slowly over time if at all; thus, project activities clearly were an influencing factor. There appears to be multiple levels of change taking place. Change is developmental and occurs gradually and in stages. One can only conceptualize as to the developmental process taking place—such frameworks need to be empirically tested, which takes time and further research.

6.0 SUCCESS STORIES – ACTIVE GIRLS AND COMMUNITIES

6.1 ACTIVE GIRLS – SUCCESS STORIES

6.1.1 Active girl – Success story 1

Girl 1 is 14 years old and is an active girl in a primary school (Standard 6) in a marginalized community within walking distance of a rural village. She is the second oldest of four children. Her mother is a shopkeeper and her father is working in the gold mines. She is very confident and is speaker of “Girls’ Parliament” in her ward.

Increase in confidence. Regarding use of time before participating in the CARE program and now, formerly, she was not committed in the sports and other school and home activities. She was doing these activities just to please her parents and teachers. Now she is different, she is a leader and likes to participate in those activities because she is confident, feels that she can make good decisions, and has goals in her life.

Increase in voice. She says that she can now express herself and can make proper decisions in various situations. She also said that she can lead the scout group, she can lead a parliament, she can introduce visitors in the parliament, and she can defend her answers when asked to do so in the “ONGEZA MAARIFA” session. “Now I can speak loudly and confidently. I can talk with the government leaders who visit us (e.g., Regional Commissioner, Village Chairperson, and CARE officers).”

Increase in vision. “Some boys have encouraged me to work harder and they say that I can do it! I also remember that one woman came to our shop and told my father that I led the parliament very well. My father congratulated me and encouraged me to work harder. The CARE officers also congratulated me and told me that I am very confident! I

now have high expectations. . .and my plan is to study hard so that in the future I can become a real parliament speaker of Tanzania as the current Speaker, Ms. Makinda!”

Increase in support. She receives support from various people: “One teacher encouraged me and convinced me to accept the position of a Speaker. 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, I will also manage to lead a parliament. I remember when we were celebrating the “SIKU YA MTOTO WA AFRIKA” (i.e., *African Child Day*), one lady congratulated me and told me she has never seen a child who could express herself as well! I felt so good!”

I feel that society has changed. “The attitude of the community toward girls is changing. We are now valued and respected more. Before, we couldn’t sit next to boys even when we were in the class, but now we interact freely. The tendency of adult men to convince young girls to have sexual relations is also decreasing.”

Finding: Girl 1 now has improved voice, self-confidence, and a vision for the future. She has a role model and feels she can make good decisions. She is practicing her leadership skills in her activities and in her everyday life – school, family, and community.

6.1.2 Active girl – Success story 2

Girl 2 is 10 years old and is an active girl at a marginalized primary school (Standard 4) located in rural Tanzania near a small village. She joined the CARE programs (PTLA, ITSPLEY) in 2009. Her typical school day goes from 6:45 a.m. to 4:30p.m. and when she arrives home in the evening, she assists in washing utensils and then helps her younger brother in his school work.

Practicing a leadership skill. One day we were playing a game in sports and after the game, I led a reflection session. I asked those who failed how they felt and what caused them to lose in that game, and what could happen to their academic progress if they repeat the same weakness. I also asked the same question to those who won.

Increase in vision. She has grown in terms of her thinking ability (e.g., when she needs something which she does not have at that particular moment, she finds alternatives like borrowing from a friend instead of just sitting idle and complaining). She says that now she has goals, so every time she can be sure that she is doing something in order to achieve her goals. When asked, “What kind of goals do you have?” she replied, “My goal is to be successful in my academics, to pass my exams, and to go to the higher levels until I become an officer.”

Increase in support. She says that she receives support from various people and gave the following explanations: “My teachers encouraged me to keep on trying even when I fail to perform as I wish. Some boys and girls also encourage me when we are working together in groups. For example, if I fail to read a given passage fast enough, they don’t

tell me to stop, but encourage me to continue reading. I even remember one elder girl used to call me every time when I entered the class and told me to sit close to her and taught me how to read a book. She also taught me some riddles like 'what falls down but never goes up again'. The answer is tree leaves. My parents and other elder people in the society used to tell me, 'Keep participating in the activities of the CARE program. .it will help you to be a good child.'" She hopes to study to the higher levels of education.

Feels community is changing. She felt that the community has undergone several changes as a result of CARE programs (e.g., women are encouraging their girl children to use leadership skills to protect themselves from men who want to engage them in sexual relations, parents are also warning their boys to stop cheating the girls and to avoid the bad groups, and at the family level, boys and girls are now treated equally. .no discriminations of any kind). She says that she cannot tell if there are any changes of rules or procedures but what she can say is that the community attitude toward girls and women has changed. The community members now know that they are all equal.

Finding: Girl 2 is younger but has developed an interest in improving her academic performance in order to enable herself to continue to secondary education and higher. Her aspirations have improved. She still seems to be struggling with some challenges but is developing her leadership skills, sees some changes in the community, and is developing a personal set of beliefs and values.

6.1.3 Active girl – Success story 3

Girl 3 is 15 years old and is an active girl at a primary school (Standard 6) in a rural, marginalized community in Tanzania. She is among those children who dropped out of school and came back to complete their primary school education through a special program called COBET (MEMKWA). She dropped out of school when she was in Standard 5. The reason for her dropout was that her mother left home and went to live with their elder sister who was sick, so she had to stay home to take care of her younger sisters and brothers. When her mother came back (one year later), her best option was to join this special program.

Before this project, she spent most of her time doing such domestic work as cooking, fetching water, farming, and taking care of the family. Even before her mother left, she had to spend a lot of time doing family tasks in the morning before going to school and also after school hours.

Self-concept was low. In terms of how she saw herself, she said that formerly she was not able to express herself, she was not able to read, and she had no self-confidence, but now she is better.

Increase in support. She has been receiving support from different people, especially her sports teacher, who convinced her to join the special program to complete her primary education. Her sister and a certain woman in their church always encouraged

her to keep on struggling. One of her former classmates, who is now in secondary school, keeps on encouraging her to do work hard, and tells her that she can also join the secondary school. Many boys are also supportive, but a few of them (in the street) sometimes tease her.

Increase in voice. “One day a teacher announced a test and I stood up and advised my classmates to start reading intensively. They agreed and at the end we all passed.”

Organizing. “I remember one day the teacher gave us a task to teach ten students the leadership skills. . .most of my classmates failed to do that but for me I was able to teach all of my classmates and they all understood.”

Group dynamics. “I can lead a group task. I always write the names of each member and assign them work.”

Now has a vision. Her future hope is to be educated to the highest level and to become a teacher like her sister (the daughter of her mother’s sister), although in the beginning she had ideas of quitting the school after staying home for a year. She said she wants her children to be well educated.

Finding: Girl 3 was a dropout due to domestic responsibilities and has re-entered school. She is emerging in her leadership skills and is receiving good support and encouragement from others. Now, she has a vision, would like to continue her education, and become a teacher.

6.2 ACTIVE COMMUNITIES – SUCCESS STORIES

6.2.1 Success story – Community 1

Four community mentors (three females and one male) from informal community groups supporting an active community in a marginalized, rural setting in Tanzania.

Role. “My role is to educate and help my fellow women to get loans and establish their small businesses.” (Female 1)

“My role is to mobilize my fellow girls and even to get boys to join the program and get the education that is provided there.” (Female 2)

“I have participated in the ongoing sports.” (Female 3)

“By teaching about leadership skills, I help those who have been behaving badly (e.g., bang smokers) to change their attitudes and live a better life.” (Male)

Community support for girls is changing. The majority of the people in the community are happy with the program and they regularly encourage the girls to join the programs in order to be taught. The community is positive with the programs. . .people like the program. Participants are receiving good support. Girls are respected and are being valued more. The distribution of family roles is now more balanced. Boys and girls now have a more equal opportunity to attend school.

Women’s attitude toward girls has changed. “Mothers feel free to talk to their girl-child, especially about sexual relations and reproductive health. These are taught in the gatherings. Women are becoming familiar with them. . .so they can transfer the knowledge to their children. Early pregnancies are now decreasing.” (Female 3)

Boys’ attitude toward girls has changed. “Before, a boy who had a girlfriend was respected and considered to be a clever boy! Now, we are being taught how to live and interact with girls without involving ourselves in sexual relations.” (Male) “Girls are able to say ‘NO’ to early sexual relations and are handling their relational matters.” (Female 2)

Men’s attitude toward girls has changed. “Formerly, fathers believed that boys were better than girls but now they consider the girls to be equal.” (Female 3)

Family interactions have changed. Girls can now play and share family roles, can discuss with their parents various things related to their personal lives, and girls and women can now sit with their father and brothers for a family talk.

Overall community attitude has changed. People’s attitude towards women is changing. . .and this change in attitudes is resulting from the gatherings (e.g., in sports).

Finding: The community members have knowledge, are active in supporting girls’ education, and see a positive difference in families and in the community.

6.2.2 Success story – Community 2

Two female mentors from an informal community group supporting the school in an active marginalized community implementing in a rural, scattered-housing setting.

Role in the program. “My role is to teach sports in different groups; to make a follow-up on students’ attendance, and advise the scouts group.” (Female 1)

“My role was previously to cook food for the students who were in the special program (MEMKWA), but now I also teach the girls the leadership skills. The cooking has stopped now. . .so I don’t cook anymore.” (Female 2)

Community supports the program. Community members cooperate with teachers to solve student problems (i.e., the issue of attendance). Parents allow their children to attend the sports programs. Two women requested that the CARE officers add more time to the programs because they have been a big success in shaping the community. Many children have gained confidence and are able to control their emotions. We are all participating in shaping our children. “Formerly, boys considered themselves to be better than girls but now they have realized that they are just equal. I think the entire community is feeling responsible in taking care of the children.” Girls are now respected and being more valued like boys.

Community is now different. One of the mentors said, “Before, many children were not disciplined, but after studying about leadership skills, the children are now behaving better and there are even fewer early pregnancy cases. We see them as matured people although they are still young.”

Men’s perceptions towards their daughters have changed. Previously, most of them considered girls as an ‘asset’ that can be exchanged for cows when they get married and so they were convincing their daughters to have early marriages. Now, it is different; many parents are now advocating for their children’s education. The girls are not ready to enter into married life when they are still so young. The girls are saying, “No. I have my own goals to accomplish. . .don’t cheat me.”

There are changes in community rules and procedures. Recently, it was announced in a group meeting that children are not allowed to walk outside in the street during the night hours. Another change is children are strictly not allowed to attend any parties (especially during the night). . .the parents are encouraged to leave their children at home and if necessary, take their children to special parties for children where they can play with their age mates.

Finding: Family and community attitudes and practices have changed. Individual family members and community leaders are more supportive and see education as an equal right. The community has taken an active interest in the school, especially the girls. Community norms toward girls are changing.

7.0 STRATEGIC OBJECTIVES, CHALLENGES, PROMISING PRACTICES, AND LESSONS LEARNED

This section includes information and comments related to the strategic objectives, including data quality and efficiency, challenges and issues, unique results, promising practices, and lessons learned.

7.1 Has the project achieved its intended strategic goals, objectives, and results (RfP Specific Objective 1)?

7.1.1 To assess country progress against each initiative’s global results framework and strategic objectives.

With reference to the ITSPLEY global framework, the project achieved the following results:

The project has developed leadership skills among youth and has provided opportunities for them to practice such skills. Opportunities include sports sessions in schools where every pupil participates in some kind of sports; community forums where girls express their rights to education and development; and learning visits. The project

has succeeded in facilitating peer mentorships among pupils. Girls take the lead in facilitating different games designed to instill leadership skills among boys and girls.

Capacity building was provided to 36 informal community partner groups on use of sports for development. Both community and schools have been able to organize opportunities for youth to participate and learn from sports and games.

Finding: ITSPLEY targets will be met for SO1 (Strategic Objective)—number of youth, especially girls, who have developed leadership skills and opportunities to practice knowledge through sport-based trainings; IR1 (Intermediate Result)—number of youth trained on leader competencies; and IR2 (Intermediate Result)—number of strengthened social networks for girls.

For SO2 (Strategic Objective) – deliver innovative institutional capacity building to local organizations.

Finding: The number of organizations whose capacity has increased is less than indicated in the results framework, as ITSPLEY was implemented through informal groups and schools and not through local partners (i.e., CBOs and NGOs), although selected CBOs and NGOs were included in the trainings and administered an organizational assessment instrument, thus, receiving some capacity building. Additionally, the Marketplace Model is just now being implemented, so it is uncertain how effective this model will be for increasing informal group and local partner capacity, although initial reaction of those participants in the trainings is positive. ITSPLEY has until March 2012 to run.

Were the targets met or unmet and why or why not?

Finding: The project has a target of training 4,000 girls as mentors and reaching 17,000 boys and girls with sports-based activities. To date, the project has trained 2,700 girls on mentorships skills and has reached 17,857 girls and boys with sports activities. The 4,000 girls mark has not been reached as it required the project to retrain girls in order to strengthen their mentorship skills. It has been a back and forth work, but the target of 4,000 girls should be reached before the end of the project in March 2012.

With reference to the PTLA results framework, the project achieved the following results:

Objective 1: Cultivate opportunities for girls to practice their leadership skills.

Based on the analysis of the GLI and the percentage of girls who responded that they used the leadership skills “often” or “always,” the following data provides some supplemental information for these three objectives.

a. Indicator: 70% of girls have enhanced skills and competencies.

Item 7 (Voice): “I do not hesitate to let others know my opinion.”

67.9% of girls responded that they do not hesitate.

Item 24 (Organization): “I can help organize others to help accomplish a task.”

81.0% of girls responded that they can.

Item 12 (Decision making): “I recognize that I have control over my own actions.”
63.1% of girls said that they did.

b. Indicator: 50% of girls have improved self-concept and self-confidence.

Item 21 (Self-confidence): “If someone treats me unfairly, I take action against it.”
45.2% of girls responded that they do this.

Item 18 (Self-confidence): “I am aware of my strengths and weaknesses, and feel comfortable working within my abilities and limitations.”

48.8% of girls said they are aware.

Item 22 (Vision): “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.”

76.2% of girls said that they realize this.

c. Indicator: 70% of girls report undertaking leadership actions in their homes, schools, or communities.

Item 1 (Group dynamics): “I realize that things I say and do sometimes encourage others to work together.” 83.3% of girls said they do realize this.

d. Communities ensure safe social and physical environment for girls’ leadership activities.

This objective has been met. See findings in Section 3.0 on Supportive Relations (3.2 and 3.4) related to support for a safe social environment. In addition, the community ensured a safe physical environment by utilizing the school building, classrooms, and grounds for the sports and related activities.

e. Communities demonstrate support for girls’ education and leadership development.

This objective has been met. See findings in Section 5.3 related to Knowledge, Attitude, and Practice of Community Members and in Section 6.2 on Community Success Stories.

Objective 2: Create partnerships to promote girls’ leadership—at least two partnerships established at CO level to promote girls’ leadership.

Finding: The PTLA was primarily implemented through the school, with the community functioning in a supporting role. Capacity building was provided to 36 informal community partner groups on use of sports for development. CARE worked with the regional Sport for Social Change Network (SSCN) and with several NGOs by involving them in the trainings.

Objective 3: Develop knowledge on implementing and promoting programs for girls’ leadership.

Finding: In addition to local forums and related civic and community activity, sharing of information occurred with the sub-district and district education coordinators and among

head teachers. Now, there is a need to share the country and inter-country impact evaluation with the stakeholders.

7.1.2 To assess country progress against each initiative's country level strategic objectives (RfP specific objective 2).

Finding: CARE will fall short on the in-country specific objective of number of mentors trained. There was mobility in the mentors and recruitment and training was continuous. The recruitment focused primarily on marginalized females from the Non-Formal Education (NFE) component and the NFE centers grew slowly. There was also the need that mentors have literacy and numeracy. At the same time, these female mentors recruited were a real asset to the projects because of the contact they had in the community.

With reference to the CARE Tanzania 2010–2011 Long Range Strategic Plan, the project has achieved the following results:

Strategic direction 2. This requires CARE Tanzania programs to promote empowerment approaches.

Finding: ITSPLEY developed, designed, and tested sports-based activities for leadership development and is beginning to implement a Marketplace Model to strengthen capacities of partners on use of sports for development. The project has contributed to achievement of the overall country office goal by addressing key pathways to women's and girls' empowerment. It has prepared girls to have capacities to control assets, and it has empowered duty bearers to support the needs of girls. This has been achieved especially through meetings between girls and local government leaders where various issues concerning girls' right to education are discussed and agreed upon.

7.2 Quality of data and efficiency

7.2.1 What has been the quality of data supporting the Results Frameworks – Reliability, Validity, Timeliness, Accuracy, and Integrity?

Reliability. Does the data reflect a consistent data collection process over time? Attendance at sports activities is documented in logbooks available in schools and community groups. Data collection is done during the last week of every month. Newcomers are counted separately to establish the number of first-time attendees in each quarter. Triangulation is done by a secondary review of attendance logbooks followed by randomly selecting of names of pupils for interviews to justify whether they participated in a sports activity, and games played on that particular day. The number of youth trained is established by counting youths who have physically attended a sports-based training organized by the project, while the number of youth participated is established by counting participants who attended sports activities organized by the trained youth.

Validity. Do the data clearly measure the intended change toward a specific output? Data are mostly counting types of data (i.e., attendance and participation). Validity is good on counting data if recorded correctly. All participants are counted. Relationship between program activities and the intended change is measured by observing behavioral changes among youth. For example, teachers report that pupils who participate in sports regularly have an increased level of confidence and ability to contribute and engage in the learning process during class hours. The challenge was how large a sample size to select to ensure valid information.

Timeliness. Are the data collected in a timely manner to meet reporting deadlines? Data are collected during the last week in each month, compiled and submitted in time for monthly reporting.

Accuracy. How does the project assure that data coding, transcription, and computer input is accurate? The project collects mostly quantitative data, and all data is entered into an Excel worksheet. Data accuracy has improved. The data are cross-checked and patterns examined at the field office. The field coordinator follows up on-site whenever he or she is in a community or at a school and checks how the data are being recorded. Attendance at activities is a key piece of data and, initially, group leaders had difficulty keeping track of new participants as attendance was irregular. It took time for the community members to understand the need to record attendance, especially the participation by any new members. Teachers did a better job in recording. This improved over time and accuracy has improved.

Integrity. Can the data be trusted in making program and policy decisions? Are the data issues discussed in the reports? Integrity has been a work in progress and is improving. The field coordinator feels the data now have integrity, although data issues are not routinely included in the CARE quarterly and annual reports. From the routine data collection, the project has established trends in attendance to sports activities. Highest rates are during dry season, while wet seasons observe low rates due to farming activities. Most training programs and sports activities are conducted during dry seasons to ensure maximum attendance for both girls and boys.

Finding: Reliability, validity, and timeliness are good. Reliability triangulation is done by a secondary review of attendance logbooks followed by a random selection of names of pupils for interviews to justify whether they participated in the games played on that particular day. Validity is good on counting data if recorded correctly. Data are collected monthly and reports are on time. Data accuracy has improved over time as the data collectors and data input staff have gained experience. Integrity has been a work in progress and is improving.

7.2.2 Efficiency. Could the same results be achieved with fewer resources or through an alternative approach?

CARE handles all procurement and training, ensuring efficiency in procurement and delivery of training. With the increase in enrollment, there is a shortage of classrooms,

desks, materials, and space. CARE has helped with teacher training and a private company has helped with some infrastructure, but overall infrastructure and material needs are great. There is a need for more resource allocation. The schools and communities are marginalized sites with minimum resources but with good community reception and involvement. The communities are contributing to the improvement of the grounds (maybe a shallow water-well or gardens) and are volunteering as mentors, which is helping with overall efficiency and effectiveness.

Finding: It is difficult to have efficiency in the short-term on an empowerment project as social change takes time. Sustainability is low without a more integrated package of resources and a longer term of intervention. There was some mobility of trained contact teachers which hinders efficiency. ITSPLEY has some transportable materials but PTLA does not. Any transportability of materials helps efficiency. If more resources are provided in support of some of the infrastructure and material needs, more transportable materials are produced, and the intervention is extended, efficiency will improve as the potential for longer term sustainability improves.

7.3 What were the challenges and issues? Reflections.

One of the main challenges has been the transfer of contact teachers in the schools. A new contact teacher needs to be identified and trained. The teachers can either be replaced or moved to a different school outside the catchment area; hence, the project has to retrain another teacher and it takes time for the new teacher to become competent and support project activities.

A second challenge has been identification and training of mentors. Because the project is trying to work with marginalized women as mentors, identification, training, and re-training of the mentor remains a challenge. New mentors need to be continually identified and trained.

Working with informally organized groups has been a challenge. The community groups are formed by loosely connected members, many of whom are not literate and find it difficult to internalize key concepts that are necessary to undertake project activities. As a result of capacity building efforts by the project, the community groups have started to catch up and meet most of expectations. However, more experience and training is necessary.

Finding: Transfer of teachers; identification, training, and re-training of mentors; and working with informal community groups have all proved challenging.

7.4 Were there unique country-level results and outcomes (RfP Specific Objective 3)?

Several unique-level results were: (1) girls were applying their leadership skills in their families (i.e., they were influencing decisions within the family to encourage other younger children in the family to attend school); (2) girls were talking to their parents about joining the Village Savings and Loan program to get school fees for other siblings;

(3) girls were found to be influencing others at the village forums; and (4) girls were influencing changes in the education system through the WDCs—the girls were able to negotiate for participation in WDC meetings. Today, girls have a seat in these committees and they have used that opportunity to request schools to set aside official time for pupils to participate in sports.

Finding: Girls are having an influence on the social actors and structures in their family and community.

7.5 What were the promising practices (RfP specific objective 4)

Several promising practices were as follows:

PTLA. Girls' camping, competitions (drama, debate, and choir), Girls' Parliament, and civic action activities were especially effective. All of these activities have good spread potential and were supported at the community, ward, and district-level. Each involved visibility within and outside of the community for the participants and for the girls to demonstrate their newly acquired leadership skills in public. PTLA worked closely with the district-level Scout Commissioner. He was able to observe and liked what CARE was doing and helped to advocate for scouting at the district-level; likewise, with the Girls' Parliament activities, which was demonstrated at various public events. The competitions were between two to four schools in neighboring communities.

ITSPLEY. Several activities and practices worked well as ITSPLEY was very effective, especially when implemented jointly with the PTLA project. ITSPLEY is an active learning-type of activity with multiple activities and all participants are included, are active, and are able to practice their leadership skills. ITSPLEY is a highly visible and transparent project that is easily understood and that can be integrated as part of any public event—the community can directly observe the social and behavioral change within their children at school, at home, and in the community. There is good project accountability. The activity materials are user-friendly and easy for the students to understand and implement. Students have fun while they learn leadership, application, and reflection. The activities use indigenous materials, build off traditional games and sports, and involve little development of new systems.

Further reflections. CARE implemented the PTLA and ITSPLEY projects through informal groups – the school and community groups rather than through local CBOs and NGOs. The result increased capacity building of the teachers, school staff, and community members. This took more time and training on the front end, although the increased capacity of the teachers resulted in improved teaching, increased academic performance of the students, better school discipline, fewer dropouts, and increased attendance – especially girls. The increased capacity of the community resulted in more mentors, greater involvement of the community, more parental support, fewer young girl marriages and pregnancies, and improved and greater volunteer contributions from the community (i.e., food, time, supervision, money, sewing of uniforms, collaboration in civic activities). Building of capacity of the target beneficiary and stakeholder contrary to building capacity of a CBO or NGO is an interesting model to consider in implementing an 'empowerment' project vs. a 'service delivery' project.

Finding: In summary, key promising practices involved (1) public forums that provide a platform for girls to have a direct access to decision makers and have their questions and concerns answered (e.g., use of WDC meetings); (2) use of games that engage all pupils; traditional games are fun to play, every pupil will find a game of interest where she or he will play and learn; and (3) peer mentorship activities where girls have the opportunity to learn and practice leadership skills.

7.6 What were some of the key lessons learned (RfP specific objective 4)?

PTLA. There is a need to (1) continue to build trust with the parents, especially with the scouting project; (2) use an integrated project approach; for example, each of the CARE projects in the community promoted overall community awareness, support, and commitment to development (i.e., the WAGE project [helped with community orientation and awareness], LEADER project [helped with identification of mentors and marginalized and out-of-school girls], and ITSPLEY project [where some of the ITSPLEY activities were integrated into the PTLA scouting and camping, extracurricular, and civic activities]), all of which helped to build participant and community support for the PTLA project; (3) continue to work with the School Management Committee and community in identification of mentors (e.g., 50 mentors were identified from the communities in the two wards – all women with the help of the School Management Committee [SMC] and members participating in the CARE/WAGE and LEADER projects); and (4) the need to involve boys sooner – the support of boys is needed, it helps with girl empowerment when girls have the respect and support of boys; otherwise, the boys can become a resistance to the program.

ITSPLEY. There is need to (1) involve boys earlier in the project and for more men to get involved, the male cannot be left out as the male serves as gatekeeper to the family and needs to be supportive; and (2) continue to use both community members and school members to facilitate mobilization and support, although materials need more work for these groups to effectively utilize them – the sports activities are well-organized with a standard format that is user-friendly, but the health materials need some work, especially for community mentors to handle them.

Finding: Some key lessons learned were to involve boys and men earlier, use of an integrated project approach, and the use of the SMC as a driver mechanism for girls education. There is need for SMC user-friendly training tools focusing on the promising techniques from the ITSPLEY and PTLA interventions.

7.7 What are some suggestions for improvement (RfP Specific Objective 4)?

It takes time to mobilize a community, to build awareness and interest, and to refine the strategies and techniques. Both the girls' PTLA and ITSPLEY projects are just now starting to show impact. More assistance and support is needed for sustainability and spread – the exit strategy is beginning too soon. For efficiency of resources, it is

necessary to have 'transportability' and 'scale up' of a project and to have longer term impact and change. Empowerment projects are different than 'service delivery' projects in terms of efficiency. In empowerment projects there is a need to spend more time in mobilizing constituency support and in training and orientation, and the efficiency comes in the longer term impacts, systemic change, attitude and behavior of the beneficiary, and sustainability of the project. The boys' support for the girls is an essential component of the project in terms of affecting longer-term impact. Boys should be included in the program earlier.

The use of the GLI and GEI as a means for measuring leadership, gendered social norms, and equality of rights among the target beneficiaries needs further revision. The GLI should also be administered to boys. The administration of the shortened form went smoothly. A printed form of the questions was provided and each question was read twice for the participants for understanding to ensure that the items were not a test of reading. More work is needed on the items to ensure that each item reflects a single idea and is culturally appropriate. In addition, the response sets need more work. The "rarely," "sometimes," "often," "always" scale on the GLI would be easier to respond to if it were operationalized (e.g., stated as a frequency of performance per a unit of time). With the "agree/disagree" scale on the GEI, the response pattern needs a wider range of responses to better discriminate values of perception and judgment.

Finding: More assistance and support is needed for sustainability and spread – the exit strategy is beginning too soon. There is a need to involve boys earlier and for further revision to the GLI and GEI.

8.0 SCALE-UP AND REPLICATION

This section addresses the potential for scale-up and replication along with some priorities and suggestions for implementation.

8.1 What opportunities exist for replication and scale-up (RfP specific objective 5)?

There is a need for both horizontal (replication) and vertical (scale up) of the ITSPLEY and PTLA projects. Other communities and schools are inquiring as to how to start scouting or a 'mock' student parliament and/or the integrated sports and leadership activities program. There is need for a transportable package of the training and implementation materials for use in replication in other schools and communities. The use of mass media (radio and television) should be investigated as a strategy for providing leadership opportunities for girls and boys, social messaging opportunities, as well as a mode of delivery for creating awareness and interest for scale-up.

The use of exchanges utilizing teachers, student leaders, and community mentors from a cluster of schools (two to four schools located close together) could be an effective mode of transporting the model to nearby communities. Resources and staff could be

shared. The Marketplace Model needs further work in implementation to assess its potential for use in project replication and expansion. Any CBOs or NGOs, which participated in CARE trainings and were administered an organizational development assessment at these trainings, need to be encouraged to work with selected schools and communities on implementation; likewise, with the Ward Education Coordinators and the Department of Education and Sports at the district-level.

There is need for follow-on activities at the secondary level (vertical expansion). Once girls pass their leaving exams to move on to the secondary school, they are back into a traditional structure. There needs to be some form of a project developed to provide support at the secondary level for girls' empowerment.

The NFE component (MEMKWA) for girls who have dropped out of school allows for an opportunity to invite friends to observe and/or participate, which is a way to include marginalized members from the community to get involved for purposes of spread at minimal costs. There may be some potential here for further development as to how the NFE piece could be used to facilitate spread.

8.2 What opportunities exist for greater impact?

To ensure sustainability, the project is focusing on packaging sports-based activities for sharing with various stakeholders (i.e., the district and national level, and other NGOs). Within CARE Tanzania programming, other projects are picking up sports activities to implement in their areas. This will be a key to improved impact and any scale-up or replication of the project. The use of extracurricular activities could be the most promising practice to impart life skills to youths.

9.0 CONCLUSIONS, RECOMMENDATIONS, AND NEXT STEPS FOR ADDITIONAL INVESTMENTS (RfP Specific Objective 5)

9.1 Conclusions

Included are a set of conclusions based on the findings from each of the sections of the report:

Individual (agency). The combination of the two initiatives ITSPLEY and PTLA effectively provided marginalized youth, especially girls, knowledge acquisition and opportunities to practice their leadership skills. Participants were actively engaged in school-based academic extracurricular activities as well as social networks, clubs, and civic and community activities. Academic performance of girls and boys improved along with their attitude toward their ability to lead and their specific leadership skills (e.g., self-confidence and voice).

Supportive relations. Active girls and boys developed new relationships with classmates, peer leaders, teachers, parents and family, mentors, and community

leaders. Most commonly, girls mentioned 'encouragement' as the mechanism of support. Men and boys are accepting the changes although there was a feeling that boys should be brought into the project earlier.

Supportive structures. Partnerships were primarily strengthened through the trainings. Participation included representation from the formal school support structures (e.g., SMCs, PTAs, Head Teacher, contact teachers, and local government officials) along with informal representation from the community (i.e., Village Head, peer leaders, mentors, informal community group representatives, and other NGOs). Trainings were provided by CARE and were effective although more practical, user-friendly, and 'how to' materials are needed to provide more consistency in project implementation, transportability, and increased potential for sustainability.

Change regarding leadership. Active girls showed a significant difference (more positive) in their leadership skills compared to non-active girls. Based on the qualitative data, both active girls and active boys showed improvement in their leadership development compared to non-active girls and non-active boys, although active girls are showing more leadership development than boys. Boys are new to the program this year.

Change in gender equity. Both active girls and active boys showed a significant difference (more positive) on gendered social norms compared to non-active girls and boys. Active girls also showed a significant difference (more positive) on equality of rights compared to non-active girls. There was no significant difference between the active and non-active boys on equality of rights. Neither the active girls nor the active boys showed a significant difference in their attitudes about gendered social responsibility. The active boys showed some positive improvement on equality of rights and social responsibility, although not significant. This was supported by the qualitative data, as 81% of the active boys indicated that they were now thinking differently about girls.

Change in community members. There is perceived improvement in community interaction showing girls and women have a greater opportunity to participate in the community, improved respect for the rights of girls and women, girls' and boys' roles in the family are becoming more equitable, and girls are now more likely to attend school. There is a positive reaction by the community to the participation of girls in civic and community engagement activities.

Change in social messaging. Traditional games and performing arts activities of the ITSPLEY project are effective for communicating sensitive social messages. The community is perceived to be more knowledgeable in their understanding of the social messages and there has been some impact in terms of community attitude and behavior change based on the active girl and community member success stories.

Lessons learned. Some key lessons learned are to involve boys and men earlier, use of an integrated project approach, use of an integrated resource model, and the use of

the SMC as a driver mechanism for girls' education. There is need for some SMC user-friendly training tools focusing on the promising techniques from the ITSPLEY and PTLA interventions. The Marketplace Model needs further research and implementation, as well additional strategies such as the use of school clusters, school exchanges, radio and mass media. More advocacy is also needed at the district level for official adoption by the government.

Scale-up, replication, and sustainability. Social change takes time, especially in traditional, rural, and marginalized communities. Successes have been excellent, considering the environment and limited resources available in these schools and communities. There is a need for further refresher training in the existing schools and communities to improve the potential of sustainability of the current changes plus both horizontal (replication) and vertical (secondary school and scale up) of the ITSPLEY and PTLA projects. Other communities and schools are inquiring as to how to start such programs as scouting or a 'mock' student parliament and/or the integrated sport and leadership activities program. There is need for a transportable package of the training and implementation materials that can be produce at a minimum level of economy of scale and transported to other interested schools and communities.

9.2 Recommendations and next steps

9.2.1 Sustainability. Additional resources and work are needed for sustainability. There is need for either a continuation of the present projects for another two years (but with an integrated resource package) or a more coordinated effort with other projects in the area whereby the key components of the ITSPLEY and PTLA projects can be integrated into the other projects and, therefore, further reinforce and strengthen the objectives of ITSPLEY and PTLA as part of a coordinated program approach.

9.2.2 Scale-up and replication. The most promising practices from ITSPLEY and PTLA need to be identified and packaged for delivery in a user-friendly, 'how to' tools packet as part of both a horizontal (replication) and vertical (scale-up) effort. The government needs to take some responsibility and leadership in this effort with support from an INGO group. Other strategies are the use of exchanges utilizing the teachers, student leaders, and community mentors from a cluster of schools; further implementation of the Marketplace Model; local CBOs and NGOs, which have participated in many of the CARE trainings, need to be encouraged to work with selected schools and communities; likewise with the Ward Education Coordinators and the Department of Education and Sports at the district-level; and the NFE component (MEMKWA) for girls who have dropped out of school. Each of these strategies has some potential for further development.

9.2.3 Social messaging. Equity of rights and gendered social responsibility need more work with boys and men. There is some knowledge and attitude change just beginning, but behavior change needs to be strengthened. Integrated with this effort should be a continued emphasis on SRH, social networking, and leadership development of girls and women in the community. This may be a new project or added to a current project.

Social change takes time and continual reinforcement. It is recommended that more resources be invested in this effort.

Annex

Note: Since we do not have baseline data, it is impossible to attribute any differences to PTLA. We only know if there are differences between the groups, and not reasons for the differences.

Girls' Dimensions:

Leadership Dimension (Girls):

The scale for the leadership dimension was 1=rarely, 2=sometimes, 3=often, 4=always. The comparison group and active group scores represent the average scores across all respondents during that data collection period. Therefore, the average score during baseline was 2.80 and the average score during final collection was 2.90. This is an average difference of .10 points. This suggests much leadership for girls in the active group as compared to girls from the comparison group.

Equality of Rights Dimension (Girls):

The scale for the equality of rights dimension was 0=disagree and 1=agree. The comparison group and active group scores can be interpreted in terms of percentages. For example, the comparison group's score of .72 means that on average, respondents agreed with 72% of the items on the scale. The active group's score of .89 indicates that on average, respondents agreed with 89% of the items on the same scale. This suggests higher recognition of equality of rights for girls from the active sites.

Gendered Social Norms Dimension (Girls):

The scale for the gendered social norms dimension was 0=agree and 1=disagree. It is important to note that these items were reverse coded because the statements were phrased using negative language. The comparison group and active group scores can be interpreted in terms of percentages. For example, the comparison group's score of .63 means that on average, respondents disagreed with 63% of the items on the scale. The active group's score of .73 means that on average, respondents disagreed with 73% of the items on the scale. This suggests a greater recognition of gendered social norms for girls from the active group.

Gendered Responsibility (Girls):

The scale for the gendered responsibility dimension was 0=agree and 1=disagree. It is important to note that these items were reverse coded because the statements were phrased using negative language. The comparison group and active group scores can be interpreted in terms of percentages. For example, the comparison group's score of .13 means that on average, respondents disagreed with 13% of the items on the scale. The active group's score of .14 means that on average, respondents disagreed with 14% of the items on the scale. There was no statistically significant difference between these groups, suggesting girls responded similarly whether in the comparison or active group.

Boys' Dimensions:

Equality of Rights Dimension (Boys):

The scale for the equality of rights dimension was 0=disagree and 1=agree. The comparison and active group scores can be interpreted in terms of percentages. For example, the comparison group's score of .76 means that on average, respondents agreed with 76% of the items on the scale. The active group's score of .83 indicates that on average, respondents agreed with 83% of the items on the same scale. There was no statistically significant difference between these groups, suggesting boys responded similarly whether in the comparison or active group.

Gendered Social Norms Dimension (Boys):

The scale for the gendered social norms dimension was 0=agree and 1=disagree. It is important to note that these items were reverse coded because the statements were phrased using negative language. The comparison and active group scores can be interpreted in terms of percentages. For example, the comparison group's score of .48 means that on average, respondents disagreed with 48% of the items on the scale. The active group's score of .67 means that on average, respondents disagreed with 67% of the items on the scale. This suggests a greater recognition of gendered social norms for boys in the active group.

Gendered Responsibility (Boys):

The scale for the gendered responsibility dimension was 0=agree and 1=disagree. It is important to note that these items were reverse coded because the statements were phrased using negative language. The comparison and active group scores can be interpreted in terms of percentages. For example, the comparison group's score of .24 means that on average, respondents disagreed with 24% of the items on the scale. The active group's score of .36 means that on average, respondents disagreed with 36% of the items on the scale. There was no statistically significant difference between these groups, suggesting boys responded similarly whether in the comparison or active group.

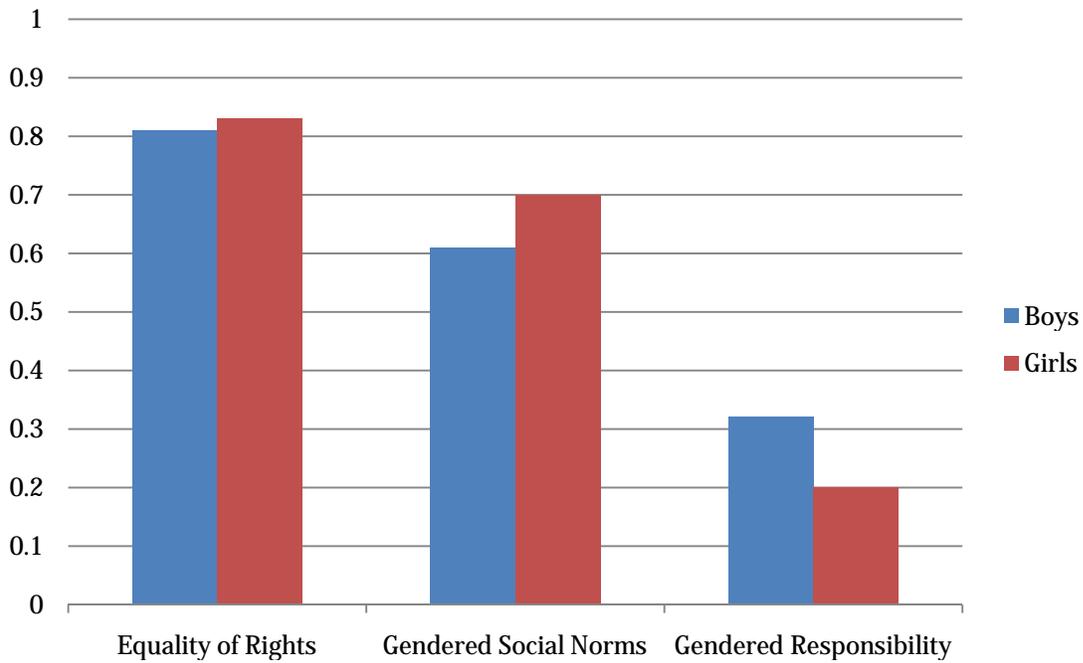
Comparison between girls and boys

Using only data from the final data collection group, means on each dimension score were compared between boys and girls. There was no significant difference between boys and girls on the equality of rights dimension, but significant differences were found favoring girls on the gendered social norms and favoring boys on gendered responsibility. Table 3 shows the data. Figure 4 depicts these results.

Table 3: Difference in dimension scores between boys and girls on the GEI

Dimension	Sample size		Min	Max	Mean		Standard Deviation		Significant Difference (p-value)
	Boys	Girls			Boys	Girls	Boys	Girls	
Equality of Rights	71	73	0	1	.81	.83	.16	.15	NO
Gendered Social Norms	71	73	0	1	.61	.70	.26	.17	YES; p = .013**
Gendered Responsibility	71	73	0	1	.32	.20	.30	.21	YES; p < .001**

Figure 4: Difference in dimension scores between boys and girls



Individual items analyses

Table 4: Difference in scores on individual items from GLI for girls

	Sample Size		% often or always		Significant Difference (p-value)
	Comparison	Active	Comparison	Active	
<i>Group dynamics:</i>					
GLI 1. I realize that things I say and do sometimes encourage others to work together.	44	84	59.1%	83.3%	YES; p = .003
<i>Voice:</i>					
GLI 7. I do not hesitate to let others know my opinions.	44	84	63.6%	67.9%	NO
<i>Decision making:</i>					
GLI 12. I recognize that I have control over my own actions.	44	84	72.7%	63.1%	NO
<i>Self-confidence:</i>					
GLI 18. I am aware of my strengths and weaknesses, and feel comfortable working within my abilities and limitations.	44	84	75%	48.8%	YES (neg.); p = .004
GLI 21. If someone treats me unfairly, I take action against it.	44	84	29.5%	45.2%	NO
<i>Vision:</i>					
GLI 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.	44	84	72.7%	76.2%	NO
<i>Organization:</i>					
GLI 24. I can help organize others to help accomplish a task.	44	84	86.4%	81%	NO

Table 5: Difference in scores on equality of rights question from GEI for girls

	Sample Size		% Agree		Significant Difference (p-value)
	Comparison	Active	Comparison	Active	
<i>Equality of rights:</i>					
GEI 2: Girls have the same right as boys to be educated.	24	49	87.5%	91.8%	NO

Table 6: Difference in scores on equality of rights question from GEI for boys

	Sample Size		% Agree		Significant Difference (p-value)
	Comparison	Active	Comparison	Active	
<i>Equality of rights:</i>					
GEI 2: Girls have the same right as boys to be educated.	24	47	83.3%	85.1%	NO