



**Innovation through Sport:
Promoting Leaders, Empowering Youth (ITSPLEY)
Strategic Objective 2**

Final Cross-Country Evaluation Report

for

CARE USA

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Acronyms

ARSHI	Adolescent Reproductive and Sexual Health Initiative
BKSP	Bangladesh Sports Education Institute
BOT	Board of Trustees
CAT	Capacity Assessment Tool
CBO	Community-Based Organization
CO	Country Office
ECD	Early Childhood Development
FGD	Focus Group Discussion
GBV	Gender-Based Violence
GEF	Gender Empowerment Framework
GEI	Gender Equity Index
ICT	Information and Communication Technology
IGA	Income Generating Activity
INGO	International Non-Governmental Organization
I/R	Intermediate Result
ITSPLY	Innovation through Sport: Promoting Leaders, Empowering Youth
LEADER	Learning and Advocacy for Education Rights
MOU	Memorandum of Understanding
MWAI	Miske Witt & Associates Inc.
NGO	Non-Governmental Organization
OECD	Organisation for Economic Co-operation and Development
OVC	Orphans and Vulnerable Children
PE	Physical Education
PPDG	Partnership Program for Democracy and Governance
PTL	Power to Lead
SGBV	Sexual and Gender-Based Violence
SO2	Strategic Objective 2
SRH	Sexual and Reproductive Health
SSCN	Sports for Social Change Network
SWOT	Strengths Weaknesses Opportunities Threats Analysis
VAW	Violence Against Women
VSL	Village Savings and Loan
WAGE	Women and Girls' Empowerment
YFEDC	Youth, Fun, Education, and Development Centers

Executive Summary

Introduction

The Innovation through Sport: Promoting Leaders, Empowering Youth (ITSPLEY) project, part of CARE's Gender and Empowerment Unit, harnesses the power of sports-based programming to develop girls' leadership and empowerment. The project was guided by CARE's Gender Empowerment Framework, which posits that three interactive dimensions of empowerment – agency, social relations, and structures – must be developed in order for genuine change in the well-being of girls and women to be sustained.

ITSPLEY has two strategic objectives (SO):

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

ITSPLEY was funded as a three-year project by USAID (2009-2012) in Bangladesh, Egypt, Kenya, and Tanzania. A final evaluation was conducted in late 2011 by Miske Witt & Associates (MWAI), St. Paul, Minnesota, USA. The evaluation noted that activities related to the second strategic objective were ongoing in every country, and therefore could not be fully evaluated. Following a no-cost-extension granted by USAID, a final evaluation of the second strategic objective was conducted in late 2012 by Miske Witt & Associates and is presented here. This final evaluation of SO 2 provides a summative evaluation of the project's efforts to meet the second Strategic Objective's two intermediate results (I/R):

1. I/R 1: Strengthen the capacity of local partners to deliver effective youth/girls services through sports
2. I/R 2: Implement the Marketplace Model

Data Collection

Qualitative and quantitative data were collected in each country. Qualitative data collection methods included a document review of ITSPLEY and related reports; focus group discussions, group interviews, and site visits conducted with ITSPLEY's community partner organizations (schools and community-based organizations [CBOs]); and interviews with a wide range of district, provincial, and national staff from governmental and non-governmental organizations involved in the project. Community partner organization participants were selected to represent the full range of levels of organizational involvement in the project (from organizations that received minimal training to those that participated in every aspect of ITSPLEY's capacity-building activities) and perceived success (from those that were viewed by CARE Country Office

staff as most successful to those that were viewed as struggling). Qualitative data were collected from a total of 71 community partner organizations, constituting the following percentage of community partner organizations in each country: Bangladesh (64%), Egypt (19%), Kenya (83%), Tanzania (47%).

Quantitative data collection included selective review of organizations' records and a questionnaire based on CARE's and USAID's organizational capacity assessment tools. The questionnaire was distributed to all community partner organizations in all four countries. Response rates were 100% in Kenya and Tanzania, and three organizations each in Bangladesh and Egypt. (Questionnaire data from Bangladesh and Egypt were not included in the analyses.)

Evaluation data analysis utilized constant comparative approaches that worked across three intersecting axes: the three levels of the Gender Empowerment Framework (change within individual organizations, changes in organizational relations, changes in the structures in which organizations operate); the four types of capacity-building activities undertaken by ITSPLEY staff (content, organizational, collaborative, and Marketplace); and the four country contexts (Bangladesh, Egypt, Kenya, Tanzania).

The evaluation data indicate that ITSPLEY was fundamentally successful in meeting the second strategic objective of "delivering innovative institutional capacity building to local organizations through sports and the Marketplace Model." In all four countries, ITSPLEY's community partner organizations participated in capacity-building activities that they felt had significantly improved their ability to provide quality sports-based programming for girls' leadership and empowerment. A subset of community partner organizations participated in the Marketplace Model activities in each country, and, as a result, created and implemented innovative, collaborative projects to improve girls' leadership opportunities and empowerment. The evaluation also collected additional evidence of ITSPLEY's diverse, significant, and ongoing empowering effects on girls, their families, and their communities. For example, it provided evidence of the slightly longer-term effects of ITSPLEY training and programming on the girls and young women who were trained as peer educators and mentors by the project, and who were playing new roles in CBOs, schools, communities, and NGO labor markets.

Results

While the project met its goal for "I/R 1: Strengthen the capacity of local partners to deliver effective youth/girls services through sports," its success at achieving the officially intended goal of "I/R 2: Implement the Marketplace Model," was more complicated.

There were three types of capacity-building activities undertaken by the project: content, organizational, and collaborative activities, and Marketplace activities. For reasons further detailed below, the Marketplace activities are best understood as an innovative approach to collaborative capacity building; thus, ITSPLEY's approach to capacity

building can be described as tripartite: content, organizational, and collaborative (including Marketplace) capacity building, undertaken through formal training, mentoring, and peer education.

The ITSPLEY project was an unqualified success at building the content capacity of community partner organizations and their personnel in all four countries and across multiple content areas. Content capacity-building efforts, which included subjects like gender, sports, and peer education, were strongly shaped by the GEF and by the gender-focused projects that had preceded ITSPLEY in each country. Training occurred primarily through formal trainings, which served as arenas for peer learning and were supplemented with individualized mentoring sessions from CARE staff. This success translated into improved programming for girls' leadership and empowerment in and out of schools, new relationships and learning opportunities between and among CBOs and schools, and increased community and institutional support for ITSPLEY and for girls' empowerment.

The project's organizational capacity-building efforts were shaped by project activities (particularly the Marketplace activities), and by international models of organizational capacity developed by organizations like CARE and USAID. Training was driven more by CARE's project-management agenda (focused on financial systems and governance of CBOs, in particular) than by organizational contexts; and it placed a heavier reliance on mentoring (and monitoring) by CARE staff, as opposed to formal trainings and peer education. Consequently, organizational capacity-building efforts were less evenly successful. The trainings also offered little sustained engagement between organizational development and ITSPLEY's larger goals of gender equity and girls' participation. Nonetheless, many community partner personnel found the trainings helpful in implementing ITSPLEY; CARE staff felt the trainings were insufficient but had made a difference in organizational functions; and many organizations reported at least minor changes in their practices as a result of these trainings. In some limited cases, organizational capacity-building efforts were changing the systems within which organizations operated.

Collaborative capacity building, including many of the activities undertaken as part of the Marketplace Model appeared to have had significant effects on organizational leadership. Relations within individual organizations began to mirror the democratic decision-making processes operating among organizations in Marketplace collaborations. Organizational relations were also deeply affected: collaborations not only overturned previously competitive and suspicious relations (Kenya) but also pushed organizations to look beyond their (geographically, thematically, or ideologically) narrow agenda to recognize other organizations and other ways and means of achieving their goals (Bangladesh, Tanzania, Egypt). As a result, across the four countries, organizations built greater credibility and momentum for themselves as well as for girl-focused programming. Collaborative learning created conditions within organizations and communities that were more favorable to girl-focused programming. Collaborative leadership opened up new opportunities for girls' participation and

leadership in community organizations. And collaborations revealed the compatibility and complementarity of schools and CBOs as partners for delivering girl-focused programming. Only a subset of all community partners participated in these collaborative activities, however, in part due to the considerable resources required of organizations and CARE staff to implement and manage them. There is also little evidence to suggest that most of the positive outcomes of collaborative relations among CBOs will outlast ITSPLEY, despite organizations' best intentions. This is due both to the resources required to continue collaborations (particularly in rural Bangladesh and Tanzania), and to the limited time (two to six months) given to develop the collaborations and change organizational cultures before the end of the project.

Reconceptualizing the Market and Capacity Building

The Marketplace Model posited that a successful Marketplace would: (1) identify the supply and demand for programs and services among community partner organizations and enable their monetary exchange, and (2) enable the development and micro-funding of collaborative proposals for new program-implementations that bundled the complementary skills of participating organizations. In the long-term, the exchange relationships would serve as a local, localized, sustainable, independent stream of monetary and technical resources, in turn feeding into increased and sustained community partner capacity to deliver girl-focused programming.

In all four countries, the managerial demands of the Marketplace activities led CARE staff to limit the number of organizations that participated in various aspects of the Marketplace. In all four countries, a subset of organizations developed collaborative proposals, received microgrants from CARE to complete the proposed activities, and conducted the activities—achieving and in some cases surpassing the original goals. The collaborations themselves fostered significant growth among collaborating partners. But the Marketplace failed in all four countries to create buying and selling relationships among community partner organizations, or to create a new, independent, or sustainable stream of monetary or technical resources for community partner organizations.

The Marketplace Model was critiqued by community partner organizations and some CARE Country Office staff for its perhaps misguided (in Bangladesh, Egypt and Tanzania) efforts to impose a market-model on poorly-capitalized organizations that are attempting to further a girls' empowerment agenda in the community where it is difficult to market. The project did not engage in a gendered analysis of the Marketplace Model's goals or functioning. Partners questioned the cultural "fit" of the notion of buying and selling development services; a similar concern can be raised about the model's gender-neutral assumptions about which organizations, which personnel within organizations, and which activities and community development foci would benefit from a market model.

While Marketplace activities failed to create buying and selling transactions among community partner organizations, they were quite successful at teaching organizations new lessons about their own strengths, weaknesses, and needs; creating new collaborations among partner organizations; and beginning to transform the institutional culture operating in some areas. Marketplace activities included intensive formal trainings, mentoring sessions, and many structured opportunities to learn from and negotiate exchanges and partnerships with peer organizations. These collaborations mostly met and exceeded their programming goals, and they had important consequences on organizations' understanding of their relationships with one another and with those they were trying to serve. As such, aspects of the Marketplace may form the basis for a very strong framework for collaborative capacity building.

Indeed, the project's capacity-building efforts provide a number of important lessons for future CARE programming, including the extremely successful grafting of ITSPLEY onto previous projects, the excellent results of fostering school-CBO partnerships, and the potential strengths of a tripartite approach to capacity building that is infused with a gender empowerment approach. CARE is well-positioned to play a leading international role in crafting such a gendered framework for holistic community organization capacity development. Finally, the results of the ITSPLEY project elucidate the importance of community organization capacity building to improving programming, empowering girls, and transforming social norms and relations.

1. Introduction and Background

The Innovation through Sport: Promoting Leaders, Empowering Youth (ITSPLEY) project, administered through CARE's Gender and Empowerment Unit, is an innovative initiative that draws from evidence showing that well-designed sport-based programming can be a powerful tool in achieving a wide range of development goals. ITSPLEY harnesses the power of sports as a vehicle to mitigate and minimize the impacts of poverty and social injustice on marginalized youth, especially girls, through leadership development and girls' empowerment.

CARE received funding from USAID to implement ITSPLEY as a three-year project (January 2009 to September 2012) in four countries: Bangladesh, Egypt, Kenya and Tanzania. The project's two aims were (1) to provide youth, particularly girls, with opportunities to develop and practice leadership skills through sports-based initiatives, and (2) to enhance the institutional capacity of local organizations working directly with youth. CARE expected ITSPLEY to involve 90,000 children and youth in sports and leadership programming, and to mobilize 10,000 youth leaders and mentors with opportunities to demonstrate leadership skills. CARE also designed ITSPLEY to strengthen the capacity of local sport and non-sport organizations and organizational networks in the four participating countries.

The two Strategic Objectives (SOs) for the USAID-funded project were:

SO1: To develop leadership skills and opportunities to practice leadership through sport-based trainings.

SO2: To deliver innovative institutional capacity building to local organizations through sports and the Marketplace Model.

This evaluation examines the outcomes and consequences of the ITSPLEY project's second Strategic Objective (SO2). The outcomes of the first Strategic Objective (SO1) were assessed in the *ITSPLEY Final Evaluation Report* (Miske Witt & Associates, December 2011), which indicated that the project had achieved and surpassed its first objective, but that work on the second objective was emerging and ongoing. That evaluation report noted that the project appeared to have a positive impact on the development of community partner organizations' capacity through the delivery of innovative institutional capacity-building activities. However, the report urged that SO2 should be re-evaluated after these activities had more time to develop and reach fruition. Therefore, this report presents an updated evaluation of SO2, following a no-cost extension granted by USAID to CARE to complete the programming associated with this second objective, particularly the Marketplace Model activities, in each of the four countries, and the request to Miske Witt & Associates Inc. (MWAI) to conduct the second evaluation.

This report represents a summative evaluation of the outcomes of ITSPLEY's SO2 following the implementation of additional activities and after the conclusion of the project in all four countries.

Specifically, this report does two things. First, it provides a summative evaluation of the project's efforts to meet the SO2's two intermediate results (I/R):

3. I/R 1: Strengthen the capacity of local partners to deliver effective youth/girls services through sports.
4. I/R 2: Implement the Marketplace Model.

Second, the report evaluates the consequences of the project on organizational functioning, relations, and environments, and the lessons that can be learned from this broader evaluation of intended as well as unanticipated project effects.

1.1 Document Review

ITSPLEY's focus on building organizational capacity was developed in the context of CARE's long history of building strong partnerships with local non-governmental organizations (NGOs). This is described in CARE's (1997) *Partnership Manual* published 15 years ago for CARE staff. The manual acknowledges the need for "true dialogue which openly embraces . . . local capacity as the primary determinant of the success and sustainability of development projects," with the ultimate goal "to allow for local institutional participation in design, conceptualization, decision making, and shared control of the development agenda as well as budgetary decisions" (CARE, 1997, p. 5). The four categories emphasized for capacity building assessments were "vision, human resources, program, and financial viability" (p. 18).

ITSPLEY's focus was also developed in the context of other contemporary capacity building initiatives in countries where CARE works. For example, in Bosnia and Herzegovina, the "Anti-trafficking Community Mobilization Project" worked to build Montenegro's NGO capacity through "training, education, and media campaigns" (CARE, n.d.a). CARE Angola's "Transitional Programming Initiative" acknowledges that local NGOs often lack the capacity to effectively deal with human rights issues. To address this issue, they offered support to local NGOs in the form of "training, workshops, and field assessments" (CARE, n.d.b). CARE Niger's "Women on the Move" program is cited in a report of the Organisation for Economic Co-operation and Development (OECD) as an exemplar of how international non-governmental organizations (INGOs) have changed their role over time to more effectively emphasize capacity building.

CARE support evolved from a ground level testing and frontline service to an upper-tier training and advisory organization. Such evolution has allowed CARE to move to the background as local groups have stepped up, promoting local learning and

ownership of the program and ensuring that the growth of women's groups continues to be driven by local demand (OECD/Len CD, 2011; p 24).

A literature review of capacity building documents from major international organizations conducted for this evaluation explores the ways in which various international agencies first reflect on their activities and experiences in capacity building and then create frameworks to build on these experiences that exemplify their various approaches. (See Annex 1, References, for a list of citations and websites related to capacity building.) The review included capacity building documents from the United Kingdom's Department for International Development (2009), the Institute for International Development (2012), the OECD (2011), Progressio (2005), the World Bank (2009), UNESCO (DeGrauwe, 2009), and USAID (2010). The review reveals that most of these capacity building documents do not specifically address gender. The exceptions are the Progressio handbook, which describes gender in the context of capacity building, and the UNESCO article, which proffers a brief explanation of why literature on educational capacity building excludes gender.

Progressio (formerly the Catholic Institute for International Relations) highlights the importance of gender in the strategic planning process and recognizes "lack of gender analysis and awareness in staff team" (p. 64) as a major weakness in the capacity of organizations. The guide suggests that staff be trained and mentored on gender issues, and that a program officer be employed who is strong on gender affairs and strategies that come from the work on gender mainstreaming in organizations.

While USAID's (2012) Policy on Gender Equality and Female Empowerment stresses the importance of developing women's leadership capability and encourages gender equality, female empowerment, and gender integration into its efforts in development work (p. 3), USAID's new Human and Institutional Capacity Development (HICD) model is gender neutral and focuses instead on how individuals need to take knowledge and put it into practice in the target country in a way that improves organizational performance (p. 5).

DeGrauwe (2009) observes that gender has not been a central concern of the capacity building debate in education, in part because the field of education is often considered "gender-neutral" (p. 81). DeGrauwe also points to inconsistent numbers of women in leadership positions in many educational planning efforts (p. 80) and to further limitations due to women constituting a small percentage of many trainee programs (p. 81). This is a partial explanation at best, for the gender blindness that is apparent in this body of literature. It highlights the need for new frameworks that capture the complexities of working with local NGOs to build their own capacity as gender-empowered organizations, even as they undertake a gender initiative such as ITSPLY.

2. The ITSPLEY SO2 Evaluation Framework

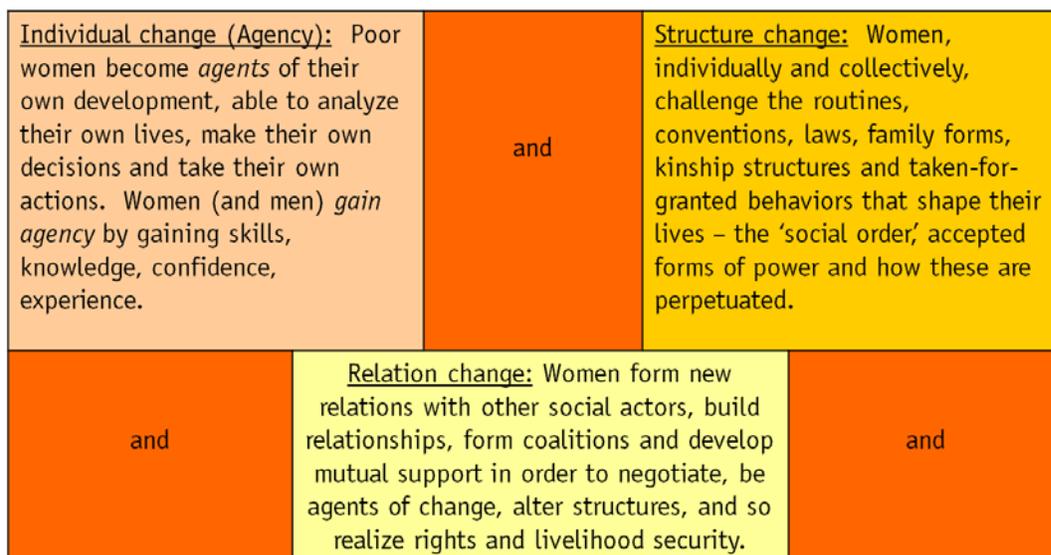
The ITSPLEY SO2 evaluation was designed to capture the multiple dimensions of the ITSPLEY project’s design and implementation: CARE's Gender Empowerment Framework (GEF), adapted to the level of organizations; the four types of capacity building activities implemented under ITSPLEY; and the four countries in which ITSPLEY was implemented.

2.1 The Gender Empowerment Framework

Within the last decade, CARE has developed and refined a Gender Empowerment Framework (GEF), which undergirds the work of the organization internationally and which shaped the conceptualization and implementation of the ITSPLEY project. In this framework, grounded in the literature on women's empowerment (see Miske, DeJaeghere, and Meagher, 2010), CARE asserts that three interactive dimensions of empowerment -- individual agency, structures, and strategic relations -- must be addressed to sustain transformative outcomes for the well-being of girls, boys, and women (see Figure 1).

Figure 1.

CARE’s Gender Empowerment Framework



This framework was valuable in evaluating SO1 in 2011, and the Miske Witt evaluators anticipated it would be equally useful in evaluating SO2 (i.e., the project’s effectiveness in empowering the sustainable transformation of organizations working to support girls’

boys', and women's empowerment and wellbeing). Therefore, the GEF was also used as a conceptual framework for this evaluation, and was adapted for use in understanding organizations and organizational development rather than to its more customary application to short-term projects and to long-term programming.

2.2 Types of Capacity Building for ITSPLY

CARE staff undertook a range of capacity-building activities to support I/R 1 and I/R 2. These activities can be classified as content, organizational, collaborative, and Marketplace activities. Though there was at times overlap between these types of capacity building, they were largely perceived by CARE staff and community partner organizations as distinct.

2.2.1 Content Capacity Building

Content capacity building included activities designed specifically to provide community partner organizations¹ with training on topics that were directly linked with their efforts to conduct sports-based girls' leadership and empowerment activities (I/R 1). Content capacity building included trainings on issues such as sports education, gender empowerment, peer education, the training of trainers, sexual and reproductive health, and theater. Content capacity building largely occurred in formal training sessions, most often led by CARE staff (except in Egypt, where training was conducted by three consultant organizations). CARE staff also systematically encouraged organizations to learn from each other during these sessions, thus fostering organizations' conceptualization of themselves as learning institutions who could always strive for further improvement in the quality and reach of their programming.

2.2.2 Organizational Capacity Building

Organizational capacity building took two primary forms. First, it consisted of trainings on topics that were viewed as essential to organizations' effective and appropriate planning, implementation, and evaluation of the sports-based girls' leadership and empowerment activities, which they were undertaking as part of the ITSPLY project. This type of organizational capacity building included topics such as record-keeping, budgeting for activities, and monitoring the number of people that attended ITSPLY events.

¹ The term "community partner organizations" refers to all of the community organizations with which ITSPLY staff worked—public schools, private schools, and community-based organizations of various sorts. The term "community-based organizations" (CBOs) is used when referring only to non-school community partner organizations, and the term "schools" is used to refer to public schools with which the project worked. Most of the project schools in Kenya were private schools, which CARE staff and evaluators opined generally held more of the organizational characteristics associated with CBOs in Kenya than with the public schools. Therefore, in Kenya the term CBO includes private schools.

The second type of organizational capacity-building activities largely occurred in response to the demands of the Marketplace Model. They included topics such as improving the capacity of community partner organizations to set organizational goals, to recognize organizational strengths and weaknesses, to conduct transparent financial accounting, and to write proposals for new activities.

Organizational capacity building took place in structured training sessions, but it also occurred through a great deal of one-on-one mentoring between organizations and CARE staff. Many of these one-on-one encounters occurred during CARE staff follow-up visits to organizations, when staff saw issues of organizational concern (for example, that an organization did not have complete records of the events they had conducted), or when organizations requested support from CARE staff. The extensiveness of this mentoring, and what was reported to be its effectiveness, was a testament to the structure of the ITSPLY project and the hard work of the ITSPLY field staff, who had developed a high level of trust and rapport with most organizations.

2.2.3 Collaborative Capacity Building

Unlike content and organizational capacity-building activities, collaborative capacity-building activities were generally less planned and deliberate. With the exception of some of the Marketplace activities described below, there were no formal training sessions that focused on collaborative capacity-building topics. Nonetheless, community partner organization believed that the CARE offices trained them effectively in how to create new collaborations among partner organizations, and in fostering new approaches to working together. For example, the CARE staff's emphasis on organizations learning from each other, which took place during the content capacity-building training sessions, effectively laid the groundwork for Marketplace collaborative activities. In a small number of cases, this fostered collaborative activities among community partner organizations. However, the majority of the collaborative capacity-building activities took place as part of the Marketplace Model activities, described below.

In its most successful form, the collaborative capacity building that occurred as a result of ITSPLY appears to have shifted the organizational field and norms within which partner organizations functioned. Because such a shift is essential to the Gender Empowerment Framework and to the sustainability of the work of partner organizations, it is analyzed separately in this evaluation.

2.2.4 Marketplace Model Activities

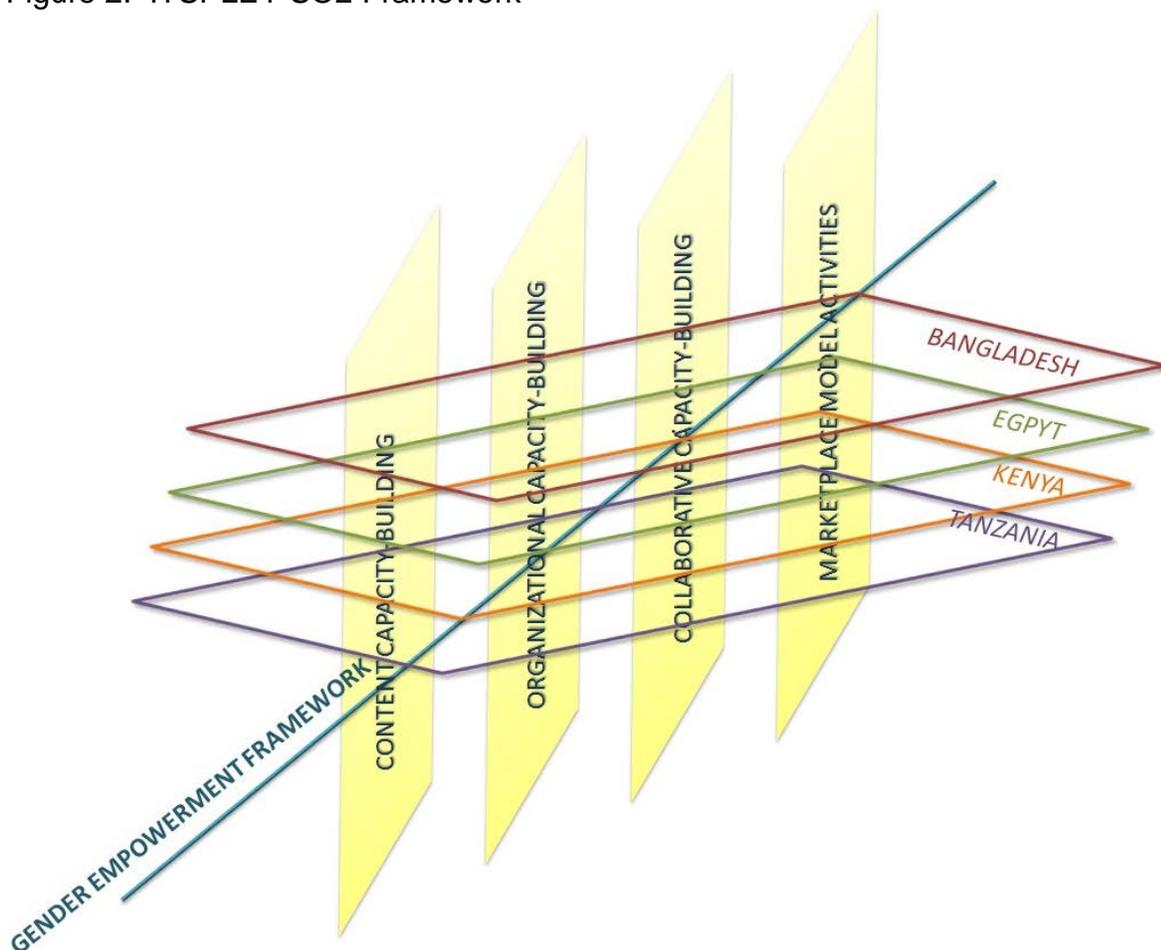
CARE staff also undertook a range of Marketplace Model activities (I/R 2). The Marketplace Model was initially conceptualized for the project as an exchange of expertise and services by partner organizations that would pay each other, allowing future exchanges and purchases of resources, and thus further developing the

marketplace. As discussed below, in practice the Marketplace Model operated differently than this initial conceptualization in every country; nonetheless, it had powerful, positive consequences on some aspects of organizational capacity and project sustainability. The Marketplace activities shaped many of the organizational capacity-building activities and the majority of the collaborative capacity-building activities. The actual Marketplace activities also built the capacity of participating organizations. Therefore, the report examines the Marketplace Model in two ways: as a model designed to create a marketplace for buying and selling organizational services (a potentially competitive model), and as a model for building relationships among community partner organizations to strengthen the activities of all organizations (a collaborative model).

2.3 Evaluation Framework

ITSPLY was conducted in four countries where CARE has worked successfully among marginalized populations: Sunamganj District, Bangladesh; Beni Suef, Minia, and Qena governorates, Egypt; Kibera slum, Kenya; and Kahama district, Tanzania. The contexts are described in greater detail following Figure 2 below.

Figure 2. ITSPLY SO2 Framework



The ITSPLEY SO2 evaluation was designed to capture the multiple dimensions of the ITSPLEY project’s design and implementation, which are represented in Figure 2 above.

The cross-cutting axis represents the three central aspects of the Gender Empowerment Framework, conceptualized at the institutional level: (1) empowerment of individual organizations, and of personnel within organizations; (2) positive changes in relations among organizations and between organizations and their stakeholders; and (3) change in the communities and/or institutional systems in which organizations operate.

The four vertical bars indicate the types of capacity building activities that form the basis of project responses to I/R 1 and I/R 2: content capacity building; organizational capacity building; collaborative capacity building; and Marketplace Model activities. The four planes represent the countries of the diverse contexts in which the project was implemented: Sunamganj District, Bangladesh; Beni Suef, Minia, and Qena governorates, Egypt; Kibera slum, Kenya; and Kahama district, Tanzania.

2.4 Overview of ITSPLEY Results

The first ITSPLEY evaluation noted as follows: “The program timeframe was too short for the types of changes it seeks to achieve. Having said that, as illustrated, ITSPLEY achieved significant outcomes regarding girls’ leadership and empowerment in all four countries,” (p. 39). Data collected for this final evaluation of ITSPLEY’s SO2 validated this initial finding, indicating that across all four countries, ITSPLEY had significant and positive effects on girls’ leadership opportunities and empowerment, on their relationships with one another, and on their schools and communities. This SO2 evaluation provides many new examples of the transformational effects of the project on girls’ lives, as well as some qualitative evidence that the effects of the project are continuing (and in some cases even expanding) well into the post-project period.

Brief examples of these continued SO1 effects in each country are presented in Table 1 below:

Table 1. Examples of ITSPLEY’s impact on girls, their families, and communities

BANGLADESH	<p><i>A significant, visible increase in the number of girls targeted by partner organizations.</i></p> <ul style="list-style-type: none"> - One partner increased the number of girls engaged in sports from 10 - 15 pre-ITSPLEY to 1,000 post-ITSPLEY - Written survey results (25 of 39 partners): the number of girls targeted through various programs has gone up by 330% in 2012 as compared to 2008. - Participating schools reported lower dropout rates for girls, higher girls’ attendance, and a better girl to boy ratio in schools.
	<p><i>A more pro-active, confident approach among partner organizations in their communities.</i></p> <ul style="list-style-type: none"> - A number of programs aimed to create awareness among male heads of

households on the positive effects of girls' sports activities.

- Most partners carried out advocacy efforts, including forum theatre productions on Violence Against Women (VAW), child marriage, eve-teasing, gender discrimination, dowry, and verbal sexual harassment. Several organizations (including *madrassa* and a few schools) successfully intervened to stop child marriages.

Transformed relations between girls and their families.

- Girls can now choose their own clothes, arrange to visit their friends, or participate at youth centers without their parents objecting.
- A father who refused to let his daughter complete her education now supports her joining the Police Academy.
- After ITSPLY, one of the girls found courage to discuss the harmful effects of smoking with her *shisha*-smoking father; she convinced him to stop.

EGYPT

Greater space(s) for girls to express themselves.

- In the past, candidates in Student Union elections were always boys. Now girls and boys run for office, with girls often the majority.
- Girl's participation in rallies – not accepted when ITSPLY began – exceeded targets later on.
- One of the successes of ITSPLY, according a partner, is that girls can now enter their Youth Center for the first time.

Increased confidence among girls about their futures.

- ITSPLY project girls demonstrated a heightened awareness of their potential and a greater sense of self-esteem. They spoke of their transformation from “shy to courageous,” from “never socialized with anyone . . . to teaching other girls like me to talk.”
- Several schools reported reduced teenage pregnancies rates.
- The number of girls reached in the community through leadership or sports activities increased over the ITSPLY period. CBOs reported a 66% increase and the reach of schools tripled from 356 to 1,052.

KENYA

Increased support for girls' education in the community.

- Some CBOs have awarded a number of girls scholarships to help pay for secondary education.
- There is evidence of many more girls out-performing boys in Kibera in the (exit) national exams in standard eight.

From bride price for daughters to educating their girls.

- A CBO member noted that parents were encouraging their girls towards secondary education – significant progress from the past, when most fathers urged their daughters to fail their exams in order to be married off for a bride price.
- There is an observed decrease in incidents of forced early marriages and early pregnancies and, hence, lower school dropout rates among girls.
- In one school, for instance, the head teacher said that for two consecutive years, none of his girls had been pregnant -- a remarkable achievement.

TANZANIA

ITSPLY-SRH linked up in the community.

- Prior to ITSPLY, SRH information was inaccessible to most people in the community. Now women and men pay attention to knowledge about the importance of the health of the mother – not only as it impacts her but also the lives of her children.

Just as social change takes longer than could be analyzed fully during the project evaluation timeline, so too organizational capacity building and change—and particularly changes in the systems in which organizations operate—take more time to foster and to evaluate than the project timeline allowed. Despite these limitations of time, resources, and the lack of a clear framework for conceptualizing holistic organizational development, consistent, significant, positive, and likely sustainable changes occurred in organizations' capacity to provide sports-based programming for girls' leadership and empowerment (I/R 1). Though more uneven, there was also evidence that the project had fostered widespread organizational and community changes that supported girls' empowerment, and that these were largely being sustained into the post-project period (I/R 1). There was less evidence that collaborative and Marketplace activities had fully achieved their intended outcomes, or that these would be sustained in post-project activity; but there was evidence of rich and important unanticipated consequences from these activities (I/R 2).

Marketplace Model activities often had significant, positive results on participating organizations' networks and on the quality of their programming, but organizations did not buy and sell services to each other. Organizations' involvement in Marketplace activities revealed particular constructs, practices, and norms—such as collaboration, exchange systems, and recognition of strengths and weaknesses—that *were* successfully developed through the Marketplace activities and on which CARE might build even more successful organizational partnership models.

Finally, the evaluation revealed arenas in which ITSPLEY might inform CARE's development of innovative frameworks and practices that could in turn inform an array of projects, programs, and institutions. (These are discussed fully in the Recommendations.) Before presenting the results of the evaluation, one important point clarifies some of the differences among the procedures and outcomes associated with the four types of capacity-building activities outlined above, is the difference in how CARE's Gender Empowerment Framework shaped ITSPLEY's conceptualization of content capacity-building activities versus organizational, collaborative, and marketplace activities. Most ITSPLEY staff experience was in service provision (providing direct programming) to communities. Most ITSPLEY offices therefore had staff with significant experience in gender empowerment programming, as well as in sports for development. CARE's Gender Empowerment Framework shaped their understandings of and engagement with these project activities, and similarly shaped their evaluation of the activities' successes and weaknesses. Thus, staff expertise in ITSPLEY content areas was shaped and sharpened by the shared Gender Empowerment Framework. As a result, the content training to support project activities delivered by ITSPLEY staff tended to be viewed as extremely effective at fostering and improving girls' leadership and empowerment programming, and it was consistently lauded by organizations. The content training also resulted in increased capacity within community partner organizations to recognize connections between content areas, which led to more powerful sports-based activities that provided girls' leadership and empowerment opportunities.

In contrast, staff expertise in training for organizational capacity building tended to be more spotty, and there was no shared framework within ITSPLEY staff or at the CO level for conceptualizing or measuring organizational capacity building. The two models that COs used were universal and largely de-gendered assessment tools (e.g., CARE's Organizational Capacity Assessment Rating and Lvinger & Bloom's (USAID/PACT/AED) Discussion-Oriented Organizational Self-Assessment) and locally-constructed practices that linked organizational capacity building to desired project outcomes. For example, when ITSPLEY staff were preparing for the Marketplace activity, they realized that community partner organizations did not know how to write proposals. Therefore, CARE staff conducted training on proposal-writing in preparation for the Marketplace activity and then provided additional support in proposal writing during and after the Marketplace activities. Neither the universal nor the locally-constructed frameworks helped CARE staff or community partner organizations think about how organizational capacity related to their organizational visions and goals as CBOs and schools, to project sustainability, or to gender empowerment within organizations. The frameworks also did not offer a systematic evaluation approach.

Given CARE's experience with the Gender Empowerment Framework, introducing a model of organizational development for gender empowerment could strengthen CARE's ability to build the organizational capacity of partners in projects like ITSPLEY in the future. Nonetheless, ITSPLEY had significant and positive effects on various aspects of organizational capacity building in all four countries; these are discussed in detail below.

3. Country Contexts

ITSPLEY was conducted in four diverse contexts, each of which is described below. The descriptions provide details about the geographical, organizational, and socio-economic contexts in each site. They describe the other CARE projects that had taken place previously in each area, since in each country, ITSPLEY was constructed to build on the successes of these projects. This process of productively "grafting" ITSPLEY into CARE's work in each site is discussed further in of the report recommendations.

3.1 Bangladesh

ITSPLEY was administered in one of the most remote and least developed regions of northeast Bangladesh: Sunamganj district in Sylhet Division. Sunamganj is cut off from the rest of the country for months at a time because of flooding. It has a poor communication system, inadequate road infrastructure, and is limited in other services such as health and education. It is one of the three regions of the country that suffers most heavily from sexual and gender-based violence (SGBV), early marriage, eve-teasing, high girls' dropout from school, and other forms of discrimination against girls and women. Youth, especially girls, have very few opportunities for recreation, social network development, or community participation. Literacy rates are low and girls are married very young, this limiting their social, political, and economic options. A

prevailing dynamic in this area is that the high level of SGBV leads families to try to protect their daughters by restricting their movements and having them marry early.

ITSPLEY was carried out in 10 sub districts of Sunamganj region, in 53 sites. Twelve of these sites were initiated since January 2011. According to country office sources, CARE was the only national or international non-governmental organization (INGO) in Sunamganj that was involved in gender issues at the time of ITSPLEY's implementation. CBOs² in the area tended to be very small and volunteer-based, with low budgets and with limited experience in organizational planning, administration, or evaluation.

ITSPLEY was implemented in the same areas as the ARSHI (Adolescents' and Women's Reproductive and Sexual Health Initiative), which ended in December 2010. It overlapped with ITSPLEY for two years (2009 and 2010), after which ITSPLEY was implemented alone.

The ARSHI team was composed of 16 CARE staff members. When it ended, nine of its staff continued with ITSPLEY: five project officers, one team leader, one technical officer, and one finance officer. These staff members all had a strong theoretical and practical background in gender, reproductive health, and development work. Because of the topics, approaches, and staffing of the two projects, there was continuity and synergy in programming between ARSHI and ITSPLEY. *Self-transformation* was a central principle for both projects, and both instituted a process of "critical analysis and actions in the areas of gender, sexuality, masculinities, power and equity." This process was community- and youth-led, with the focus of its capacity-building efforts being the integration of gender into the organizational practices and projects of its partners.

ARSHI was implemented in all unions (sub-sub-districts) in Sunamganj. It worked with 120 youth partner organizations and 1,050 peer educators from the youth groups it formed. Among its other activities, it built a structure of youth-led Fun Clubs (male and female), which later became the YFEDC (Youth, Fun, Education and Development Centers). These were community-based and school-based. ARSHI supported them with sports materials, a snake and ladder game developed with sexual and reproductive health (SRH) and SGBV themes, books on RH, SGBV, life skills, livelihood, and technical assistance. (For example, they facilitated adolescent boys' and girls' study circles, provided training on gender and violence issues, and facilitated indoor and outdoor games.)

ITSPLEY in Bangladesh had a two-fold purpose: (1) to empower adolescents and youth with information and skills to support healthy practices in the area of SRH; and (2) to mobilize communities and local organizations to ensure an enabling environment

² A number of different terms were used to describe community-level organizations in each country context. These included Civil Society Organizations, Community Development Associations, and Community Development Organizations. For the sake of clarity, all of these organizations are referred to as Community-Based Organizations (CBOs) throughout this report.

through sport-based activities and events. The program's approach was to build leadership skills first, which in turn would help empower adolescent girls and boys in the district. Key strategies to achieve this objective included training on life skills and coaching; exposure visits among organizations; baseline and context studies; national engagement with creative media that could be used to support social change and empowerment; a nationwide creative competition to explore masculinities; formation of the national-level *Shiri* forum; and, Marketplace and organizational training.

ITSPLEY carried out a context analysis in 2009 to understand the existing resources related to girls and sports (e.g., youth leaders, sports patrons) in the area. The analysis revealed that most resources had been fostered or created by the ARSHI project, including the YFEDC network. CARE decided to use the YFEDCs and schools as the institutional base for ITSPLEY, given both the potential of these organizations, and the fact that they were located in a region with significant gender issues. It also drew on the experience it had gained in "community-led" development processes from another CARE project to inform ITSPLEY's approach to engaging communities and organizations.

YFEDCs and schools were considered the best partner organizations for ITSPLEY in this area because they were embedded in communities and had good relationships with community leaders and the community in general. They were also well placed to leverage resources eventually from local government and other local sources. In addition, they were considered the most sustainable choice because they were voluntary; and therefore they would be likely to continue work in these same communities in the area of girls' leadership and sports, as well as in other gender-related efforts, once the project ended. CARE's experience with more highly developed "professional" national NGOs was that once the funds stopped, their participation in project-specific topics or approaches also stopped. The fact that the community-based organizations were primarily youth-led was also considered an advantage because this was understood by ITSPLEY staff as the age when psycho-social transformation takes place, and a good age for exerting influence on gender attitudes. Finally, in the case of schools, they already had physical education (PE) teachers, so the problem of finding staff to carry out sports activities was partially solved.

A total of 50 out of the original 120 ARSHI organizations were selected for inclusion as partners in ITSPLEY Bangladesh. The 50 partners included YFEDCs, community clubs, schools, and madrasas (religious schools). The main criteria for choosing these particular partners was their potential. Specifically, they were accepted by the community and they were interested in the project. The Capacity Assessment Tool (CAT) was carried out with 30 of these organizations, but it was not used to decide which partners to include in the project, nor which ones to include in the Marketplace activities. It provided some insights into organizational functioning, but it did not provide complete enough information to guide such a selection process.

As stated above, the YFEDCs had all been formed during the project life of ARSHI, so they were very young in terms of their work on advocacy, gender and sports, and in terms of their organizational and project management skills. For example, of the 25 organizations included in this evaluation, the schools and one madrasa were well established—between 10 and 65 years old—while all the CBOs were less than four years old when ITSPLEY began. The CBOs were mostly small informal organizations; only one was officially registered with the government when ITSPLEY began. Most of these organizations served one or several villages within a union. Though older and better-established, schools were still limited in their ability to promote sports-based programming for girls' leadership by the number and skill of their teachers, by their restricted sports budget, by their focus on academic subjects, and by the often hierarchical and sexist institutional structures. Given this level of development and capacity, all community partner organizations needed intensive capacity building to carry out ITSPLEY objectives and activities.

Of the 50 initial ITSPLEY-Bangladesh partners, 11 eventually dropped out. This was due to CARE's limited capacity to support all these partners, especially the more geographically distant ones, given the difficult road system in Sunamganj. Of the remaining partners, 18 participated fully in all aspects of the project, including the Marketplace activities and the Marketplace collaborations that resulted from these activities (category 1 partners). Another eight participated fully in all activities, except that they participated in the Marketplace as observers and thus did not form collaborations. Eleven organizations did not participate in the Marketplace activities at all. ITSPLEY also had over 67 "nonformal" partners, such as artists, who participated in the project through a national forum called the *Shiri* network. It was not possible to review adequately their role in this evaluation exercise.

In summary, prior to ITSPLEY, most of ITSPLEY's CBO partners (but not school partners) had received training and support in reproductive health and critical analysis of SGBV and gender issues, as they were formed by ARSHI; and this was the focus of ARSHI. CBO partners had also been provided with some sports materials to help stimulate sports activities for girls and boys. These were almost entirely indoor activities for girls, since such activities were considered more socio-culturally appropriate. Through Fun Clubs and acting as peer facilitators, youth had played active roles in informing women and girls of reproductive health services available to them, and engaging in activism to stop early marriages.³

3.2 Egypt

According to Egypt's Human Development Report (EHDR, 2010) in 2010, the three governorates of Menia, Beni Suef and Qena rank among three of the bottom five

³ A smaller number of CBO partners had different content-area backgrounds, but had been involved in youth programming before the project. For example, one of the CBOs interviewed had provided ICT training to youth before the project.

governorates in human development rankings. EHDR further notes that of the 1000 poorest villages in Egypt, 923 villages are located in the Upper Egypt governorates of Menia, Beni Suef, Qena, Assiut, Suhag, and Aswan. CARE's work in Egypt began in 1954 with the introduction of a nationwide school meals program. It has established a fundamental presence in Upper Egypt serving the poorest communities. With regard to the specific governorates where ITSPLEY was implemented, CARE and USAID have been extensively involved in many human development programs. CARE Egypt follows an empowerment model that leverages partnerships with civil society organizations, government, aid agencies, networks, community-based associations and the increasingly socially-involved corporate sector. The foci of CARE's projects include quality education and girls' leadership, more effective and equitable natural resource management to enhance rural livelihoods, effective governance and civic engagement, and equitable social protection for vulnerable groups – especially women.

Recent social and political developments notwithstanding, ordinary citizens in Egypt – in particular women and youth – tend not to participate in local public affairs. To counter this trend, CARE Egypt has implemented a number of projects since 2006 designed to address aspects of girls' and women's involvement in leadership and governance processes. ITSPLEY was implemented in Egypt between January 2009 and December 2011. Its overarching goal in Egypt was "to develop the institutional capacity in the governorates of Qena, Beni Suef, and Minia to provide girls ages 9-14 with opportunities to develop and practice leadership skills through sports-based initiatives" (CARE/SSCI Concept Paper for USAID DCOF).

The ITSPLEY project built on synergies with two ongoing CARE programs: Power to Lead (PTL) and the Partnership Program for Democracy and Governance Initiative (PPDG-Hewar). PTL was implemented in Minia and Beni Suef from 2008 through 2011. It centered on creating opportunities for girls to practice their leadership skills, on building partnerships to promote girls' leadership, and on enhancing knowledge to implement and promote girls' leadership programs. PPDG began in July 2006. It was implemented in Beni Suef, Qena, and Luxor. The third phase of the project ended in July 2012. The project worked with Local Popular Councils, Local Executive Councils, CBOs, and Local Media Organizations to improve public governance. One key initiative of PPDG is building the capacity of young men and women to participate in local governance. This included training in citizens' rights and responsibilities, participatory governance, public advocacy, and public accountability.

ITSPLEY programs primarily centered on young women ages 18 to 30 and young girls ages nine to 14. After training in leadership through sport, young female volunteers acted as mentors for younger middle school youth. While the project primarily targeted girls, it did include boys, especially in elementary schools. Synergy between ITSPLEY, PTL, and PPDG was anchored in the high overlap of the three projects in areas of intervention, project partners, and programmatic focus. ITSPLEY was implemented in Beni Suef, Qena, and Minia, and it leveraged the same partnerships that were cultivated through PTL and PPDG with governorate NGOs, CBOs, and schools.

CARE Egypt's ITSPLEY strategy operated on three levels: the village, the governorate, and the country as a whole. At the village level, through the development of mentor linkages, 16 CBOs partnered with 32 schools to organize sporting events, leadership activities (election of student representatives in student unions), and innovative community improvement activities. Partnerships between schools, CBOs, and the community were intended to challenge gender stereotypes and to provide a freer space for girls and young women to play, discover their strengths, and use the leadership lessons learned from sports to develop self-confidence and contribute to their schools and communities.

The schools in which ITSPLEY was implemented had previously worked with CARE through the PTLA and PPDG-Hewar projects. The three governorates were selected because of their relatively low level of resource development. While located in marginalized communities, the school sites visited for the evaluation had playgrounds for girls and basic sports equipment, as well as basic infrastructure (i.e., water and functioning latrines). They did not appear to have sufficient teaching and learning materials, and several schools shared a female PE teacher.

At the governorate level, partnerships with four governorate-level NGOs involved these NGOs in providing training, monitoring, and support for CBOs implementing ITSPLEY in the community. The four partner NGOs, (i.e., the consulting partner organizations), were Youth and Environment Association (Beni Suef governorate), Youth Association for Population and Development (Qena governorate), Key of Life Association (Qena governorate), and Jesuit and Frères Association (Minia governorate). In addition to the four consulting partner organizations, CARE Egypt selected Aspire Consultancy and Training to provide training to youth mentors on sport-based programming. Partnerships with the consulting organizations focused on strengthening networks between CBOs and other civil society organizations, government agencies, and the media.

CARE's national strategy was to promote ITSPLEY by building networks with national and international organizations that use sport for social change in Egypt. Some of the target partners were the National Youth Federation, the British Council, Save the Children's SERAJ program, Institute of International Education, UNICEF, Center for Women's Legal Assistance, and the Supreme Council of Youth and Sports. Using the Sport for Social Change Network model (SSCN) as a platform, CARE's strategy was to strengthen national partnerships through a common agenda. Building coalitions that leverage sport as a means to empowerment was one of CARE's strategies to build government support for ITSPLEY initiatives.

3.3 Kenya

Young people comprise approximately 50% of Kenya's population. The country is experiencing a very high rate of urbanization, with 41% of the population living in urban areas. Most of this urban growth has taken place in Kenya's rapidly expanding informal settlement and slum areas. Kibera, the ITSPLEY implementation site, is often deemed

to be East Africa's largest slum. It is situated in Nairobi's South Western peri-urban zone approximately seven kilometers from the Nairobi City Centre. It is densely populated, with over 90% of the residents living in abject poverty and with few government services. It is estimated that over 700,000 people live in the area of about 2.5 square kilometers. Some of the common challenges in the area include poor sanitation and healthcare services, high crime rates and unemployment, severe water shortage, increased cases of orphans due to AIDS-related deaths, and drugs and alcohol abuse. As a consequence, the residents are at a great economic and social disadvantage. This is especially severe for women and girls, whose rights are frequently violated (Swart, 2011, 2012). It is common to hear of reported cases of domestic and sexual violence against women. For example, incidences of rape by known and unknown assailants are frequently reported, and these became more pronounced during the 2007 post-election violence (CARE Kenya, 2010a; Kumba, 2009; Mutiga, 2011).

ITSPLY was implemented as a response to some of the challenges facing adolescents, mainly girls ages 10 to 19, in Kibera. The project aimed to strengthen the social, ethical, emotional, physical, and cognitive competencies of these youth (CARE Kenya, 2010b). Through sports, they would be equipped with knowledge and skills related to HIV/AIDS, SRH, communication, interpersonal skills, goal-setting, and other essential life challenges. Additionally, ITSPLY aimed to strengthen the capacities of partner institutions to impart leadership skills to youth and to improve the gender-equitable attitudes, behaviors, and practices of their youth leaders.

Kibera is one of the areas in the country with the largest concentration of CBOs. According to some members of the community, there are over 200 CBOs in the area. Because of its dense population and dwellings, literally everywhere one turns, there is a CBO of one kind or another. While some of these organizations are affiliated with international sponsors, many are local organizations with purely local support. In total, seven CBOs partnered with CARE-Kenya in this project. CARE also partnered with 17 primary and secondary schools, 15 of which were private schools that in many ways had more organizational similarities with the CBOs than they did with the public schools. For example, they often had very limited physical space (e.g., no sports fields); their teachers were not government employees; and their administrative and bureaucratic practices were not regulated by the government in the same way as were the public schools. These partners are described in greater detail below.

ITSPLY was implemented in an environment that had a rich and long history with CARE. CARE-Kenya has been addressing the challenges faced by vulnerable households (including orphans, the elderly, and AIDS-affected households and caregivers) in Kibera since 1992 through the Orphans and Vulnerable Children (OVC) integrated program. The OVC consisted of six projects, including ITSPLY.

- (1) Local Links Project for OVC Support (2004—2010) aimed to mitigate the impact of HIV/AIDS by strengthening collective community capacity to care for orphans and vulnerable children. It sought to enhance the economic coping mechanisms of the families caring for orphans and vulnerable children, the capacity of local

- organizations to meet the needs and rights of orphans and vulnerable children; it sought to reduce the stigma and discrimination against orphans and vulnerable children and their families. The project did this by providing such services as food and nutritional support, health care, psycho-social support, shelter and care, and educational support. The project targeted children from 0 to 9 years of age.
- (2) Sweetening Justice for Vulnerable Women, Children and People Living with HIV and AIDS (2006-2010) was initiated to address gaps realized in the Local Links project, including the violation of the human rights of OVCs and their caregivers. Its primary objective was to protect human rights for vulnerable women, children, and people living with HIV/AIDS in Kibera by strengthening the capacity of communities to protect and promote the rights of these vulnerable groups.
 - (3) Early Childhood Development Project began as a component the Local Links project. It aimed to improve the development of OVCs in communities highly affected by HIV/AIDS. The project targeted children ages four to eight years in non-formal schools and ages zero to three in homes and child care centers in Kibera. The project addressed children's needs through provision of food and nutrition; cognitive and emotional support (counseling and play therapy, fun days at child care centers); protection through training of caregivers on child rights; health support and economic empowerment through generation activities.
 - (4) Building a Network of Peace project (2008-2010) was designed to respond to the high animosity and hatred among the diverse ethnic communities in Kibera following the post-election violence after the 2007 general election. The main goal of the project was to restore peaceful co-existence among area communities through capacity building for partners in peace building and conflict resolution. Activities included information-sharing forums, peace rallies and tournaments, door to door campaigns, and peace forums with youth in and out of school.
 - (5) Girl's Empowerment Project (2011-2012) aimed to complement ITSPLEY'S activities by addressing the immediate causes of poor quality education among school-going girls. To achieve this, the project facilitated lobby and advocacy forums on girls' right to education with educational stakeholders and community members; trained girls as peer educators on life skills education, character development, and education performance monitoring; trained parents of 9 to 13-year-olds on family interventions and on monitoring girls' education performance; provided adolescent girls with sanitary pads; and offered school scholarships for bright and vulnerable girls for up to four years in high school.

More recently, the Sports for Social Change Network (SSCN) and the Sports and Youth Development Unit have promoted sporting activities for female and male youth in Kibera as a positive pastime and as a means to encourage youth participation in community activities.

ITSPLEY was designed to expand CARE Kenya's sports and OVC programs to include the Marketplace Model and to target more directly the themes of leadership, organizational development, economic empowerment, peer education, public-private partnerships, and sexual and reproductive health. ITSPLEY's target population—girls

between ages 10 to 19, was identified after the implementation of the Local Links Project as a group that had not been adequately reached by that OVC-integrated program. The latter focused on children younger than 10 years old, who then did not have a program to be involved in when they “graduated” from Local Links. CARE realized that preteens and teenagers were in need of similar support programs. ITSPLY was initiated to cater for adolescents, given their different needs from the younger group targeted by other OVC and sports project components. This way, there was an excellent fit and almost seamless transition of children from one project to the next.

The CARE CO involved the community in identifying ITSPLY partners. They sent out a request for nomination of partners to community leaders, schools, local officials in the Ministry of Youth and Sports, and officials in the district office in charge of registration of organizations. The CARE CO provided criteria and said, “just give us all youth organizations you think will fit in with what we are doing here.”

From the lists generated, together with some of the stakeholders, CARE picked 30 organizations that met the minimal criteria (those that were actively implementing youth programs in Kibera in the areas of HIV/AIDS, gender and sexuality, SRH, behavior change, mentorship, and other relevant areas). Of highest priority were organizations that were using sports activities in implementing their programs. The CARE CO then went to the individual organizations to verify their existence and did a survey of their structures to assess their capacity for ITSPLY activities. From their informal assessments, they ended up with 24 organizations. Importantly, the CARE Kenya CO did not initially administer a formal CAT to the partners, due to the expectation of funding that comes with such assessment among organizations in Kibera. In choosing the partner organizations, the CARE CO ensured a mix of both public and private schools and a wide range of CBOs in terms of their mission. The CAT was then implemented with the organizations that were already selected to participate in the project, though CARE staff noted the limited utility of the CAT to capture either the current capacity of organizations to participate in ITSPLY or their capacity-building needs.

Of the 24 partners in ITSPLY, there were 12 primary schools (two public and 10 private), five secondary schools (one public and four private) and seven CBOs. The CBOs had a variety of sponsorships—international, national, and community. These partners were chosen for a number of reasons, such as, their prior involvement in the Sports for Social Change Network (SSCN) program (three CBOs); their involvement in the OVC program (two schools and two CBOs); and their focus on issues such as sexuality, sports, gender empowerment, women’s leadership, and educational access. All of the selected partner organizations had worked with CARE prior to ITSPLY in a variety of capacities.

3.4 Tanzania

ITSPLEY was implemented in the rural area of Bugarama, Lunguya, Bulyanhulu, and Mwingiro Wards, Kahama district, Shinyanga region of North Western Tanzania. Tanzania largely relies on agricultural activities and products for its economy. It is estimated that agriculture accounts for more than 50% of the gross domestic product. The nation is also rich in minerals (e.g., gold, diamonds, coal, and iron), natural gas, and tourism. It is the third largest producer of gold in Africa, and Kahama is one of the leading mining regions.

Although Kahama region is rich in minerals (gold and diamond), there is also much poverty. While there is immense wealth in the mining industry, most residents do not benefit from it. Many have never seen the gold unearthed in their district. The closest they have come to it is either to work in the mines (mostly the men) or hearing and seeing the planes flying by, carrying it away from their province. For a majority of the people, and particularly women and children, their lifestyle is one of deprivation. As most men go to work in the mines, the women and children are left at home, often with insufficient supplies of food and other necessities and in a constant struggle for survival. Unless a woman has an alternate source of income, she often has to wait for the husband to return, to provide funds for household needs.

Kahama district is a region with a history of high levels of illiteracy; gender discrimination in education, leadership, and civil engagement; and cultural values and practices that undermine girls and women in general. For instance, traditional gender roles such as fetching water and firewood, taking care of young ones, and performing household chores were reserved for women and girls and firmly upheld, though ITSPLEY did begin to affect these practices.

ITSPLEY responded to and expanded on a number of projects that had been active in the area, including the SSCN, active in Tanzania since 2007, and two projects focused on reducing poverty and improving social justice through girls' empowerment strategies. These projects were the Learning and Advocacy for Education Rights (LEADER) initiative, and the Women and Girls' Empowerment (WAGE) program. ITSPLEY was designed to build on the work of these programs and to respond to the education challenges faced by the most marginalized girls in Kahama. The overall goal of the project in Kahama was "...to allow 17,000 children and young adults [to] participate in sports opportunities that foster physical development and personal skills of leadership, self-confidence, and life skills related to sexual and reproductive health by 2011" (CARE/SSCI Concept Paper for USAID DCOF). By enabling children to participate in sports, the program would foster physical development and personal skills of leadership, self-confidence, and life skills related to sexual and reproductive health.

ITSPLEY took particular advantage of grafting its work onto the LEADER initiative. LEADER, an ongoing CARE project that started in 2006, was designed to address constraints to girls' education by empowering them and by building social and political

communities that would support equitable access to quality education for them. This was achieved through improved self-esteem and awareness activities, improving quality and relevance of non-formal education systems, and policy advocacy on girls' education issues at the national level. LEADER aimed to provide: after-school social groups for the girls; sports, drama, and music activities to promote self-esteem and leadership; village savings and loan (VSL) groups established by WAGE to promote girls' rights and provide financial support for girls who could not afford to attend school; and, a social network to support development of the Adolescent Sexual and Reproductive Health (ASRH) curriculum (Archer Consulting, January 2012).

ITSPLEY directly engaged with and expanded the second set of proposed LEADER activities. Both projects were implemented in the same area, but the scope and extent of sports activities under LEADER were small relative to those in ITSPLEY. LEADER targeted 1,500 girls between the ages of three and 15, whereas ITSPLEY targeted 17,000 boys and girls. CARE Tanzania envisioned ITSPLEY as an expanded version of a LEADER component.

The ITSPLEY project was implemented in 18 primary schools and 18 CBOs. All the schools that had participated in LEADER were included in the ITSPLEY program. Since the number of children ITSPLEY targeted was larger than the number LEADER targeted, however, CARE expanded from Bugarama ward (the site for LEADER) to include three other adjacent wards—Lunguya, Bulyanhulu, and Mwingiro. In the latter wards, schools were assessed for their capacity to implement ITSPLEY. Those that were deemed capable and willing were included.

Through earlier projects in Kahama, the CARE CO had established relationships with all the schools in the ITSPLEY project. Although CARE had not been involved with the CBOs previously, CARE was known in the communities because of its involvement in other largely school-based projects. This familiarity made it easy to facilitate the introduction of ITSPLEY to the schools and communities.

From each target village, CARE staff selected a school and CBO to work with. In the schools, CARE Tanzania worked with the administration and the Ministry of Education to incorporate physical education in the daily school program. In order for the program to succeed, it was important to link ITSPLEY activities such as leadership skills with academic issues. This ensured that nearly the whole school participated in morning sports, and it connected the leadership skills to classroom learning. In addition to western sports (primarily soccer), ITSPLEY Tanzania emphasized traditional games and sports, with the intent of reviving the latter in the educational system. The schools' physical education (PE) curriculum primarily consists of western sports and games, a result of a colonial influence carried over after independence (Mafumiko & Pangani, 2008).

Tanzania's public schools are funded by the government. Therefore, a budget is allocated to the different activities carried out in the schools. Even so, many of the head

teachers interviewed indicated that the funds allocated for sports were rarely released to them, and, when they were, the funds were seldom adequate to pay for sports equipment and other sporting activities. However, the PE teachers (full time staff) are on the government payroll. Since they are mandated to conduct PE lessons, this ensures incorporation of some form of physical activity in the school's weekly program. This made it quite easy for ITSPLEY activities to be integrated into the schools. Due to the perceived value of games and sports, ITSPLEY was able to encourage school policy changes so that all the participating schools had sporting activities programmed into their daily activities for all children.

Kahama did not have well-established community-based organizations. Prior to the start of ITSPLEY, there was a handful of informally-functioning community sports groups, but none of these was formally registered. Therefore, there was no record of their existence and consequently, they were not recognized by the government. The CARE CO staff mapped out the area for project implementation, and through head hunting and word of mouth in the community, they identified these groups and assessed their suitability for participating in the project. The CBOs involved in the project were all voluntary groups, largely motivated by fun, physical fitness, and awareness-raising related to HIV/ AIDS and drug abuse in the community. CARE CO staff identified groups that had a sports component and had the potential for being trained to incorporate SRH and leadership skills into their activities. In some participating villages, there were no CBOs. Because word had spread in the community about the project, some members took this opportunity, to get together and they formed CBOs that became part of the project. In each target village, CARE linked a CBO to the primary school in the area. As such, activities initiated at one site (either the school or the community organization) were easily continued and/or complemented at another site, since that they targeted the same children.

In the pre-ITSPLEY era, members of the sports-based CBOs were motivated by fun, physical fitness, raising awareness on HIV/ AIDS and drug abuse. Due to lack of community sports grounds the members of the sports groups would meet on nearby school grounds to play for fun. Many said that their sporting activities were not focused on any particular goal; they "just came to sweat and go home at the end of the day." ITSPLEY introduced a pathway for these groups to establish more structured and goal-oriented activities, something they seemed quite excited about. Some indicated that the new approach gave their organization greater focus and meaning.

All of the CBOs except one were volunteer community organizations without formal registration. However, by the conclusion of the ITSPLEY program, CARE had helped three CBOs register with the government, bringing the total number of registered CBOs to four. Nonetheless, because they are volunteer organizations, membership and participation in the CBOs' tends to fluctuate because of other competing engagements. Most of the volunteers have family obligations (e.g., finding food, fetching water and firewood, tending to cattle) that cannot be ignored.

4. Methodology

The evaluation research design reflects the cross-site, summative goals of the study. The evaluation team included the co-coordinators of the cross-country study; a country coordinator for each country, who traveled to the country to lead the evaluation team; a national research associate, who conducted research alongside the lead evaluator; and an interpreter (in Bangladesh). CARE country staff contacted sites ahead of time to let local staff know the needs of the evaluation team, traveled to the sites with the evaluation team to introduce the team to community partners, and coordinated the dissemination and collection of an organizational questionnaire (described below).

The co-coordinators of the project drafted instruments and developed plans for data collection, analysis and report writing, with feedback from the CARE US team and the lead evaluators in each country. The co-coordinators and the country lead evaluators then met by teleconference for two days in St. Paul, Minnesota to review and revise these materials. Country visits ranging from seven to 12 days commenced September 9, 2012 and concluded on November 5, 2012. The dates of particular missions are listed below.

Country	Lead Evaluator	Dates
Bangladesh	Sharon Beatty	September 9–23, 2012
Egypt	Mohammed Elmeski	October 26–November 5, 2012
Kenya	Hilda Omae	September 5–10 and 24–25, 2012
Tanzania	Hilda Omae	September 11–22, 2012

Four categories of organizations were established to facilitate purposeful sampling. Although there were variations, a typical country visit included the following: (1) preparatory conversations or e-mail exchanges with CARE Country Office (CO) staff in advance of the visit, including requests for reports, requests for initial data, and collaborative discussions to select sites; (2) a meeting with the CARE country office staff on arrival in the country and a meeting with the field office staff, if it was located outside the capital city; (3) data collection during site visits by MWAI staff, and dissemination and collection of questionnaires by CARE CO staff during and after the course of the evaluation; (4) subsequent to the site visits, translation and drafting summaries of qualitative data, as well as entry, checking, and cleaning quantitative data; and (5) a final meeting with CARE staff for them to reflect on the project and to discuss the data collection process.

Following the country visit, each country coordinator worked with the national researcher (and translator in Bangladesh) to submit full transcripts of the qualitative data to the MWAI team data analysts, and an Excel file with all data from the questionnaire. The MWAI data analysis team used first cycle descriptive coding

approaches (Saldaña, 2009) to analyze the qualitative data within each country and by cross-national themes. The team also ran descriptive statistics on questionnaire data; they then returned these data to the lead evaluators to draft a report specific to each country.

The MWAI team of co-lead and country coordinators (except for Bangladesh) reconvened in St. Paul, Minnesota on November 13-14, 2012 to share findings and lessons learned across sites. These conversations informed the cross-country report and provided feedback to Country Coordinators about their draft reports. This meeting was particularly generative in identifying cross-country themes that Country Coordinators uncovered as they discussed in detail their interactions with community partner organizations and CARE CO staff. The MWAI data analysis team then used second cycle coding approaches to examine cross-country and conceptual themes emerging from the country reports and team conversations, and from engagement with literatures on gender empowerment and organizational capacity building and collaborations.

4.1 Process and Data Collection Strategies

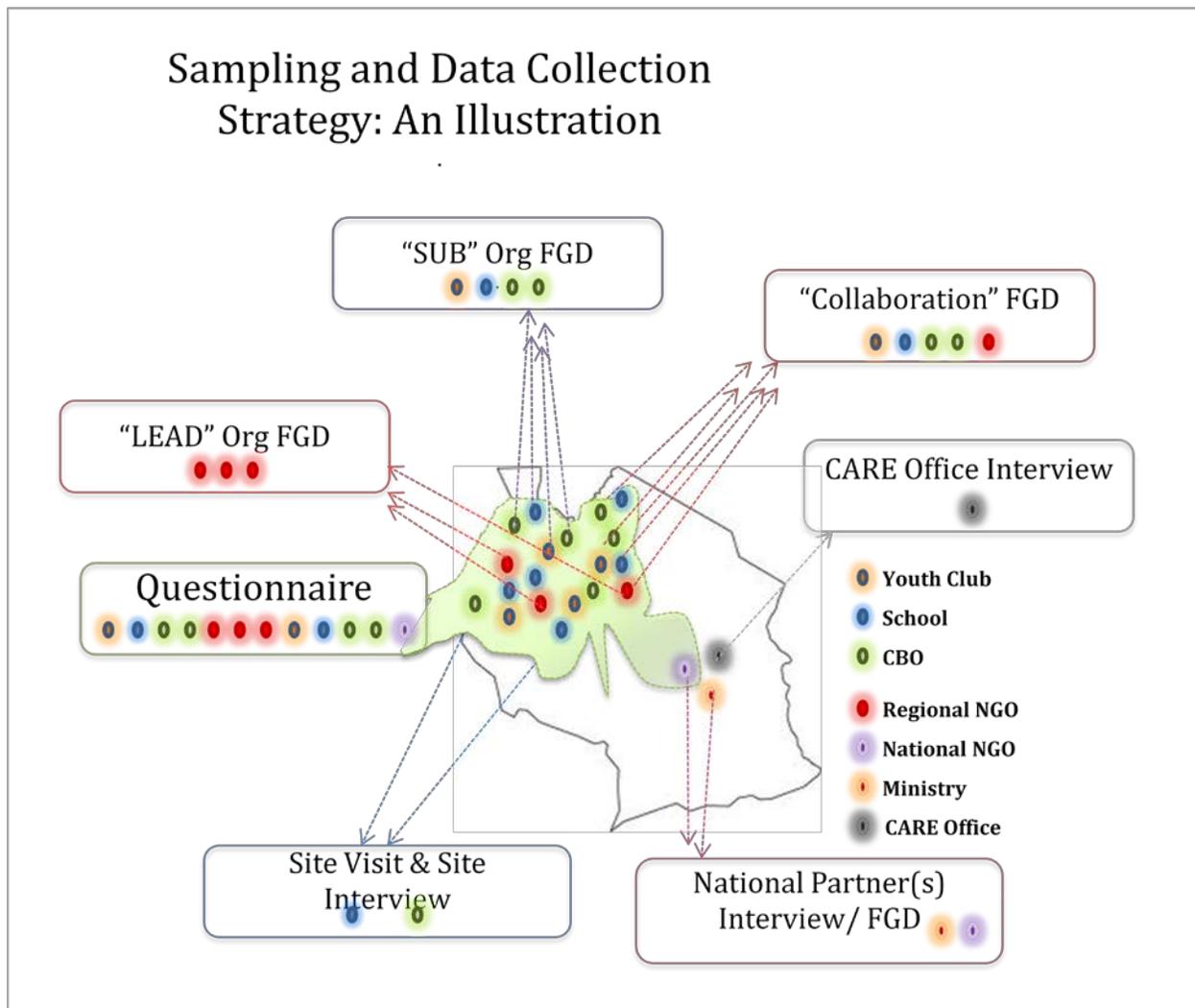
MWAI two-person (three-person in Bangladesh) evaluation teams met with and/or made visits to 12 different ITSPLEY program sites in each country. At least two members of each team were able to speak the official or national language of the country. Data collection strategies included site visits, focus groups, semi-structured interviews, activity observations, and the administration of an organizational questionnaire. Site visits were conducted with a range of school and community-based organizations identified as more or less successful by CARE CO staff. Focus groups were conducted with members of partner organizations that were more and less, and differentially, active in ITSPLEY programming. Semi-structured interviews were conducted with CARE CO staff, individual members of partner organizations, and government personnel involved with the project. The questionnaire was distributed to every partner organization involved in ITSPLEY.

4.2 Sampling

Evaluation co-coordinators and lead evaluators worked with CARE CO staff to develop a sampling frame for the capacity assessment questionnaire and for site visits, focus group discussions, and semi-structured interviews in each country. The sampling frame was designed to reflect the particular mix of organizational partners and activities in each country, and it purposively sampled as broad a range of organizations as possible. Because of the evaluation's central focus on organizational capacity building, the sampling frame emphasized capturing and sampling the range of organizations' engagements with ITSPLEY capacity-building activities that existed in each country. For example, while all community partner organizations in all countries were involved in initial content capacity-building activities, in most countries only some organizations were involved in Marketplace activities and in the organizational capacity-building

activities associated with the Marketplace. Even fewer organizations were involved in the post-Marketplace collaborative initiatives funded by CARE; and, within these initiatives, some organizations played a lead role and others a supporting role. Moreover, organizations had different characteristics coming into the project: some were schools; some were community organizations active in gender work; others were community organizations active in sports activities; some were well established at the start of the project; and some were quite new. Sampling of partner organizations for focus group discussions and semi-structured interviews attempted to capture the perspective of the full range of types of organizations that participated in the project, at each different level of engagement in each country. This is illustrated in Figure 3, which shows the different levels of country partner organizational engagement in a country and the methods by which organizations might have been selected and sorted into focus group discussions, site visits, and questionnaire completion for the evaluation.

Figure 3. Sampling and Data Collection Strategy



Similarly, within focus group and interview discussions, evaluators tried to capture a full range of participant perspectives, from organizational leaders to those in positions of lesser structural authority (including, when possible, young women working with the organizations, often as volunteer peer educators and mentors).

Site visits were conducted with community and school organizations that the CARE CO staff identified as “high-performing” and “lower-performing” in order to try to understand some of the different characteristics (including various aspects of their capacity) that appeared to differentiate organizations’ success at achieving project goals. The evaluation team’s time constraints were the only systematic limitations faced in the sampling frames. In order to capture as full a range of partner organization experiences as possible, the evaluation teams did not travel further than about 2.5 hours in any direction from the CARE CO. This constraint had no effect in Kenya, a limited effect in Egypt, and a significantly greater effect in Bangladesh and Tanzania—rural areas with long travel times between sites.

The questionnaire sampled all organizations that were actively participating in ITSPLY in Egypt, Kenya, and Tanzania.⁴ In Bangladesh, because of the significant barriers posed by the geography of Sunamganj, the questionnaire was distributed only to the organizations that were within a two-hour drive of the CARE offices.

4.3 Data Collection

Qualitative data were collected over part of one day with each partner organization (or set of partner organizations) included in the evaluation. The evaluation teams generally conducted one data collection activity in the morning and one in the afternoon. Evaluators were assisted in data collection by research associates and CARE country staff, who assisted with such logistics as site selection, contacting sites in advance to let local staff know the needs of the evaluation team, and traveling with the evaluation team to partner organization sites to introduce the evaluation team and help them gain access to the sites. This was particularly important in Kibera, where the CARE team provided safe passage to the evaluation team through the slum, but it was essential in all of the countries. CARE staff generally introduced the evaluation team and then left the area in which the evaluation activities were to take place, so that partner organization participants would feel comfortable speaking openly about the project. It was evident to the evaluation teams that CARE staff generally had excellent relationships with community partner organizations, and the teams felt that partner organizations were comfortable expressing freely their opinions about the project and CARE staff.

⁴ In Kenya, a small number of organizations were involved in ITSPLY at the start of the project and dropped, or were dropped, from the project before 2012. One of these organizations was included in the qualitative data collection sample; but, for logistical reasons, questionnaires were not distributed to these organizations. Similarly, a number of schools in Tanzania were not active in the project but had adopted ITSPLY activities on their own. Again, one of these schools was included in the qualitative data collection sample, but questionnaires were not systematically distributed to these organizations.

The selection frame for partner organizations in each country depended on the structure of ITSPLEY activities, and, in particular, on decisions that each country made about which organizations would be included in which ITSPLEY capacity-building activities, and their roles in marketplace activities and collaborations. These structures are described below for each country.

4.3.1 Selection of Community Partners for the Evaluation: Bangladesh

The selection of partners for inclusion in the evaluation was carried out in a participatory manner with Mr. Shahidullah Ahmed, ITSPLEY Bangladesh. Selection was designed to include the following: (a) all major categories of partners (schools; CBOs; and national, network, and government partners); (b) the three different levels of participation in ITSPLEY-Bangladesh capacity-building activities:

- those who participated in all capacity-building activities of ITSPLEY (category 1)
- those who participated in all capacity-building aspects but were observers rather than full participants in the Marketplace activities (category 2)
- those who did not participate in marketplace activities at all (category 4);⁵

(c) lead versus sub-organizations in the marketplace collaborations; (d) CBO partners who specialize in different types of activities (theatre, sports, information and communication technology [ICT], journalism); (e) school and CBO partners judged by CARE CO staff to be more successful and less successful; and (f) the different *upazillas* or sub districts of Sunamganj.

Four ITSPLEY staff were also interviewed. A full listing of all ITSPLEY partners, by category, is included in Annex 2.

As noted previously, ITSPLEY worked with 50 partners in its target region of Sunamganj. Of these, 11 dropped out over the course of the project, leaving 39 partners participating at different levels of the project in 2011. Sixty-four percent (25 out of 39) of all 2011 partners were included in the interviews, providing a very representative sample of partner experience. In general, however, those partners that were not included were more geographically marginalized than participants.

Altogether, 12 interviews/focus group discussions (FGDs) were carried out. These included one national partner interview; one FGD for a collaboration; one FGD for lead partners; one FGD for sub-partners; one FGD for category 2 partners; one FGD for category 4 partners; three site visit interviews/observations; two ITSPLEY Country Office staff interviews; one interview of national level and network partners; and one government interview.

Each FGD or interview sought to target five-eight participants. This number was judged to be ideal in order to maximize both the breadth and depth of information gathered in

⁵ Category 3 organizations were not interviewed because they had dropped out early in ITSPLEY and were largely located very far from the CARE CO.

each interview. An attempt was made to interview both male and female partner staff. Since the majority of teachers and heads of organizations were male, the number of females interviewed was necessarily smaller than males. A total of 57 stakeholders were interviewed, 41 male, and 16 female. All interviews but one had female participants, however. Each interview took, on average, three hours to complete, and the participants remained engaged throughout.

This evaluation captured a wide range of perspectives from partners who participated in the project within Sunamganj region. The evaluation only touched on the *Shiri* network, which was organized by ITSPLEY at a national level. Only one member of the *Shiri* network was interviewed, which was not sufficient to judge the outputs from this activity. In addition, only one government partner at the regional level was interviewed due to the lack of availability of the other government partners. This made it impossible to assess adequately the relationship between ITSPLEY and its government partners, and ITSPLEY and the national network that it established as part of the project.

Only three of all of the surveyed community partner organizations completed and returned the questionnaire to the CARE CO; and of these, two were largely incomplete. This issue is addressed further below, in the Data Quality section.

4.3.2 Selection of Community Partners for the Evaluation: Egypt

The selection of partners for the evaluation of the ITSPLEY second strategic objective was carried out in coordination with Ms. Areeg Hegazi, the Education Program Director in CARE Egypt. Given CARE Egypt's project design, the partners targeted for the evaluation included schools, CBOs, and consulting partner organizations. The evaluation schedule was compressed in Egypt because of the project closeout process and because of travel times among the participating governorates. CBOs and schools in two of the three governorates were proposed by CARE staff to allow the evaluators to meet with organizations that they judged to be "more successful" and "less successful" stories of ITSPLEY implementation. Out of the 32 schools that participated in ITSPLEY activities, three schools were included in the evaluation. In Qena, evaluators visited one elementary school and one middle school. In Minia, one middle school was selected. No school was included from Beni Suef.

For the CBOs, selection criteria included whether or not the organization participated in the Marketplace activities (schools did not participate, and all three consulting partners did). For site visits, the criteria included whether they were judged to be "most successful" or "less successful" stories of ITSPLEY implementation. Sixteen CBOs participated in ITSPLEY. Six CBOs were included in the evaluation. Four of them participated in the Marketplace.

Altogether, 13 interviews/FGDs were carried out. These included:

- one consulting partner interview;
- one FGD with all members of a lead sub collaboration;

- two group interviews with lead partners;
- one FGD for sub-partners;
- three site visit interviews/observations of CBOs;
- three site visit interviews/observations of schools;
- one ITSPLEY Country Office staff interview;
- one group interview with a consulting partner, which was not scheduled in the initial data collection plan but was asked to share its views about the Marketplace experience.

There were six participants in each of the two FGDs. Group interviews ranged from two to seven participants. The number of participants and the frequency of interviews was enough to reach adequate information saturation. Counting FGDs and group interviews, the evaluators were able to conduct four interviews with CBOs, three interviews with lead organizations, and three interviews with schools. A total of 65 stakeholders were interviewed, 30 male, and 35 female. Each interview took, on average, two hours to complete. The schedule for these visits may be found in Annex 3.

This evaluation captured a wide range of perspectives from partners who participated in ITSPLEY from Qena and Minia. While schools participated in interviews, only one member of a school's board of trustees (BOT) was involved. In this respect, this evaluation cannot report conclusively about the impact of ITSPLEY on BOT's institutional capacity and sustainability, or on the full range of their engagement with the project. Interviews with schools and CBOs indicated that BOTs played a key role in creating a supportive or non-supportive environment for the project. For this reason, additional research with them might have been particularly useful in understanding when and how community support was garnered for ITSPLEY's enactment in schools.

4.3.3 Selection of Community Partners for the Evaluation: Kenya

Partners were selected for inclusion in the evaluation through a set of conversations with CARE CO staff. The selection framework accounted for: (a) all major categories of partners (public schools, private schools at the primary and secondary levels, CBOs); (b) the three different levels of participation in ITSPLEY-Kenya capacity-building activities; (those that participated in all capacity-building activities of ITSPLEY but were not part of a Marketplace Collaboration, those who led a Marketplace collaboration, and those who were sub-contractors in a Marketplace collaboration); (c) CBO partners specialized in different types of activities (sports, sexual and reproductive health, educational access); and (e) school and CBO partners judged by CARE CO staff to be more successful and less successful. ITSPLEY staff were also interviewed. A full listing of all ITSPLEY evaluation partners, by category, is included in Annex 4.

As noted previously, ITSPLEY worked with a total of 24 partners in Kibera throughout the project. Over the course of the project, one organization was dropped by CARE and

one left the project. 83% (20 out of 24) of all 2011 partners were included in the interviews, providing a very representative sample of partner experience.

A total of four FGDs were conducted with the following:

- three organizations that led Marketplace collaborations, each of which was a prime contractor for three or four other organizations;
- one set of three organizations (lead and sub-contractors) that were a part of a Marketplace collaboration;
- head teachers and/or PE teachers from 10 schools that sub-contracted in Marketplace collaborations; and
- girls' soccer coaches and youth leaders from two CBOs.

The FGDs were comprised of key members of the organizations (e.g., PE teachers and head teachers from the respective schools, and the leaders of the CBOs) that were involved in the implementation of the project. These individuals were the point persons who worked directly with the CARE CO. Each FGD sought to target five-eight participants, though sizes were sometimes larger and sometimes smaller. An attempt was made to interview both male and female partner staff, and this balance was largely achieved; 19 women and 23 men were included in the activities. With the exception of two women-led organizations, all other CBOs were headed by men, who often participated in the evaluation with a female colleague. From the schools, both male and female PE teachers (who also acted as the patrons of the program) were interviewed. Also, both of the schools visited and observed were headed by male teachers. Each interview took between two to three hours to complete, and the participants remained engaged throughout.

There were five site visits in which observations and interviews were conducted:

- one successful sports-focused CBO;
- one successful woman and gender-focused CBO and one less successful CBO focused on socio-economic development;
- one successful private school; and
- one less successful private school.

The variety of organizations included in the evaluation aimed at showcasing a wide range of project outcomes. As part of the observation, evaluators took notes on and photographs of the physical structures, sports fields, and any material or literature displayed that demonstrated girls' leadership and sports activities.

In addition to the site visits and FGDs, one interview with an organization that was dropped (by the CARE CO) from participating in ITSPLY, was conducted. Also, three ITSPLY Country Office staff interviews/reflective interviews were done. Annex 4 details the activities conducted for the evaluation.

The questionnaire was administered to 23 of 24 organizations: 17 schools and six CBOs. All the questionnaires were returned for data entry, coding, and analysis.

4.3.4 Selection of Community Partners for the Evaluation: Tanzania

Partners were selected for inclusion in the evaluation through a set of conversations with CARE CO staff. The selection framework accounted for: (a) all major categories of partners (public schools, CBOs); (b) the three different levels of participation in ITSPLEY-Tanzania capacity-building activities (namely, the 17 organizations that participated in capacity-building activities but not Marketplace activities, the 15 that participated in the first round of Marketplace activities, and the three that participated in the second round of Marketplace activities as well); (c) those that led Marketplace collaborations and those that sub-contracted in these collaborations; and (e) school and CBO partners judged by CARE CO staff to be successful and less successful. ITSPLEY staff and representatives of governmental organizations with whom ITSPLEY staff worked closely were also interviewed. A full list of all ITSPLEY evaluation partners, by category, is included in Annex 5.

As noted previously, ITSPLEY worked with a total of 36 partners in Kahama throughout the project. Forty-seven percent (17 out of 36) of all 2011 partners were included in the interviews, providing a very representative sample of partner experience.

A total of six FGDs were conducted with the following groups:

- three PE trainers from a partnering teachers' college, who were a resource for ITSPLEY and trained PE teachers as well as CBO representatives primarily on organizing and engaging in sports;
- four Ward Education Supervisors, who, as government representatives, helped schools prepare a timetable to integrate ITSPLEY into schools, and monitored activities to ensure that the project enhanced and did not disrupt the smooth implementation of curriculum;
- one set of three collaborating partners (two schools and a CBO) in a Marketplace follow-on activity;
- one group of partner organizations who received minor capacity-building training through ITSPLEY;
- one set of three lead organizations that participated in Marketplace follow-up activities (with the CBOs also participating in a second round of implementation of Marketplace activities); and,
- one set of four school sub-partner organizations who participated in Marketplace follow-up activities after the first round of Marketplace training.

The FGD was comprised of key members of the organization (e.g., physical education teachers and head teachers from the respective schools, sports trainers from a partnering teachers college, government officials from the ministry of education, and group leaders of the CBOs) who were involved in the implementation of the project. These were the point persons that worked directly with the CARE CO. Wherever possible, each focus group discussion sought to target five to eight participants. However, group sizes were sometimes smaller than this. An attempt was made to interview both male and female partner staff. This balance was largely achieved except

when it was impractical (e.g., when the trainers were all male). Each interview took between two to three hours to complete, and the participants remained engaged throughout.

Observations and interviews were conducted on five site visits.

- One visit was conducted at a successful school. In this institution, ITSPLEY activities had been integrated into the school program and had become a part of the daily/weekly routine. Children's activities were primarily conducted by the children (with minimal supervision from teachers) and teachers had confidence in the children's ability to perform on their own.
- One visit was conducted at a less successful school, where most activities were directed and supervised by the teachers. For instance, children had little visibility in making decisions on what games to play and when to change to another. Conversations with the teachers also revealed that ITSPLEY activities were not fully integrated into their routines.
- One visit was conducted at a successful CBO. Members of this group seemed enthusiastic about ITSPLEY activities and their participation. They were involved in a number of individual IGAs; they encouraged their children and those in the community to participate; and, through their VSL group, they had established a common fund to aid in providing for sports activities once ITSPLEY wrapped up. Through this group, several VSLs had emerged.
- One visit was conducted at a less successful CBO that seemed to struggle in implementing ITSPLEY activities (e.g., their support and participation in sports was irregular).
- One visit was conducted at a school that received no direct training from ITSPLEY, but had adopted ITSPLEY activities after learning about them from Ward Supervisors. In this school, effort to engage in ITSPLEY sporting activities was evident. However, the discussions after the games were lackluster, and they did not quite get at the skills emphasized by the project.

The variety of organizations that were visited aimed at showcasing a wide range of outcomes of the project. As part of the observation, notes were made of the physical structures, and of relationships and interactions in the organizations. Also, photographs of the physical structures, and the grounds for sports were taken. In most of the schools, there was literature displayed on walls, but none that pointed towards girls' leadership and sports activities. For the most part, it touched on such academic subjects as geography and science.

In addition to the site visits and FGDs, there were two ITSPLEY CARE CO staff interviews/reflective interviews. One of these was with the project manager, and one was with the ITSPLEY field coordinator and a collaborating project leader. Annex 5 details the activities conducted for the evaluation.

Two kinds of questionnaires were distributed to all the 36 partners; 18 were community-based organizations (CBOs) and 18 were public primary schools. One of the

questionnaires was a post-test of the Capacity Assessment Tool (CAT) that had been administered midway through the implementation of ITSPLY, the other was the partner organization instrument that was distributed in all four countries. All the questionnaires were returned for data entry, coding, and analysis.

4.4 Data quality

Across the four countries, there were significant differences in the quality of the data collected by the questionnaires as opposed to that collected by the researchers. Each type of data is addressed separately below.

4.4.1 Qualitative Data

The evaluation teams were confident that the quality of the data collected by the evaluators from ITSPLY participants was high. People were consistently engaged throughout interviews, focus group discussions, and site visits; and people's responses to questions aligned well with evaluators' observations (for example, about internal organizational dynamics, and about the relationships between CARE staff and community partner personnel). There were visible differences between organizations that were identified as "more" and "less" successful by CARE CO staff, and other organizations differentiated these organizations similarly. In Egypt, there was some indication that, the organizations identified as "less successful" schools and CBOs were not, in fact, the schools and CBOs having the most difficulty with the project. However, this may have been the result of the CARE CO staff being less familiar with the sites because of the three governorate-level consulting organizations that conducted most of the training of CBOs and schools in Egypt. In the other three countries, this training was conducted primarily by CARE staff. Nevertheless, even in Egypt the evaluation team was able to hear about some of these less successful schools through the wide pool of participants in the evaluation process. For example, a PE teacher who was interviewed in one of the schools also taught at another school that had and continued to experience significant issues with community resistance to the project. She was able to reflect on both experiences during her interview with the evaluation team. Similarly, interviews with the consulting organizations provided details about the diversity of school and CBO experiences across partner organizations that did not directly participate in evaluation activities.

Interview data from all four country evaluations appeared to reflect the opinions of a broad array of participants in ITSPLY, and observations confirmed various aspects of the data collected through interviews. There was remarkable consistency among different partners interviewed in terms of their reported experiences with project activities; and of their perceptions of the project's effects on organizations, communities, and girls. There was also consistency across male and female members of organizations. For instance, in Bangladesh, women and girls would often independently verify statements that male colleagues had earlier made about them (e.g., about the

roles that they played in the organization, or the level of respect among organization members). This consistency, and the fact that a significant majority of participating organizations in each country were included in the evaluation, provides a rich set of data upon which to draw conclusions about the intended and unanticipated consequences of the project.

There were, however, few “hard” data to guide the evaluation, other than the inspection of some partners’ records. Evaluators noted that the quality and completeness of the records kept by organizations was itself a partial indication of how successful ITSPLY organizational capacity-building activities had or had not been. Individual organizations’ record-keeping appeared to correlate with CARE CO’s evaluation of their success in building the organization’s capacity as an organization, and in CARE CO staff’s evaluation of the general capacity of the organizations to implement high-quality sports-based programming for girls’ empowerment. Relatively successful organizations tended to have well-kept records that they could easily locate, while less successful organizations sometimes struggled to find theirs. This did not indicate the extent of the organizations’ record-keeping, as all records related to project activities were available at the CARE CO offices. Instead, it was instead a reflection of whether the organizations themselves had the capacity to copy these materials, whether they valued the information included in them, and whether they had developed filing mechanisms that were followed by the large number of people who circulated in and out of the organizations on a regular basis.

4.4.2 Quantitative Data

Though evaluators attempted to collect pre/post-data on organizational change in a number of ways, the team was largely unsuccessful at doing so. The CAT, which was given by every office to at least some of the community partner organizations at some point during the project, offered the best opportunity for collecting such data.

Collection of post-project CATs was complicated, however, by a number of factors. In some countries, the CAT had been collected through face-to-face interviews, and this was not possible during the follow-up period because of time and human resource constraints. The individuals who had completed the CAT were, in some cases, no longer working with the original organizations, which meant that different representatives of the organization would have to complete the pre- and post-assessment.

Beyond concerns about how similar the pre- and post-project CAT implementations could be, there were larger issues with collecting systematic quantitative data using existing universal models of organizational capacity. In Bangladesh and Egypt, community partner organizations simply did not complete the questionnaires that they were asked to complete. This was not a reflection of their willingness to participate in the evaluation, as the extensive time and energy that they put into the interviews and site visits made clear. In Bangladesh, the CARE CO was adamant that the CAT and the

evaluation questionnaire (which included all of the CAT questions) were not effective tools for understanding partner capacity. They claimed that partner organizations did not fill out these questionnaires in part because the questions were neither interesting nor always comprehensible to partner organizations. Their concerns about the validity of the instrument were mirrored by comments made by the CARE Kenya CO, indicating that of the most successful community partner organizations, some had scored very high, and some very low, on the original CAT.

In contrast to Bangladesh and Egypt, where there were not enough questionnaires completed to constitute a data set, in Kenya and Tanzania, all of the community partner organizations filled out the capacity assessment questionnaire. The questionnaire included all of the CAT questions, as well as additional questions transferred directly from USAID/PACT's DOSA (Levinger & Bloom, 1997) organizational capacity assessment. While the evaluation team changed some of the response categories to these questions, the questions were translated (and back-translated) directly from existing items in order to assure that the team collected data on capacity constructs of interest to CARE and to USAID. Because of the evaluation design, the quality of data collected with these instruments could be examined in greater depth and detail, and qualitative and quantitative responses from the same organizations about similar capacity constructs could be matched to triangulate the questionnaire responses.

For the most part, the data from the questionnaires did not align well with the qualitative data, nor did it appear to reflect a clear understanding of the questions on the part of respondents. For example, in Tanzania, seven schools responded that their organization became registered with the government during the time of the project's implementation. All schools were already registered with the government at the time that the project began, so these responses represent definite misunderstandings of the question. Many of the questions that requested information about organization structure, organizational activities, and organizational budgets appeared similarly unaligned with the qualitative data. Given observations of the organizations, the qualitative data appeared to align with organizations' practices much more than did the questionnaire-based data.

Based on discussions with the CARE CO in all four countries and evaluators' discussions with a wide range of organizations in all four countries, it seems likely that the categories and constructions of organizational capacity that dominate in the questionnaire are neither very comprehensible to community partner organizations, nor particularly relevant to understanding their capacity (and growth in capacity during the project). While in some cases this may be due in part to item construction, more generally it appeared to be due to very different frameworks for understanding organizational capacity and change. This issue, and its potential implications for conceptualizing alternative models of organizational needs, capacity building, and growth measurement, is discussed further in Recommendations.

Given the results of the questionnaire and the questionable utility of the initial CATs, it was difficult to evaluate organizational learning through measures other than research participants' accounts of such change. The evaluation team was, however, able to triangulate rich qualitative data about participants' experiences and capacity, and how these changed over the course of the project.

Results of IR1: Strengthen the capacity of local partners, NGO/CBOs to deliver effective youth/girls services through sports

Toward the start of the ITSPLEY project, each CO used the Capacity Assessment Tool (CAT), as well as more informal conversations and observations, to assess the training needs of their community partner organizations. The CAT process was designed to identify organizational capacity related to sports, leadership, and gender, as well as a host of organizational capacity issues related to planning, management, and monitoring and evaluation. As discussed in the previous section, however, the CAT was not generally described by CARE staff as a very useful tool in identifying partners and their needs. Instead of relying only on the CAT to select partners, COs reported using face-to-face visits with organizations, including visits in which they conducted the CAT, to determine the training needs of each organization through conversation with community organization staff. The process of visiting partner organizations, conducting the CAT, and talking with them about their interests and training needs as related to the program was consistently described as an essential ingredient to the project's success. ITSPLEY staff engaged with community partner organizations to talk with them about their needs and experiences repeatedly throughout the project, as CARE staff conducted follow-up visits with partner organizations and worked with them to identify and respond to issues they were facing in their programming.

Through their previous knowledge of many of the organizations and their extensive conversations with partner organizations about their needs and interests, CARE staff selected community partner organizations to be included in the project and began to determine their training needs. The Bangladesh CO also carried out two additional core capacity-assessment and capacity-building exercises with all organizations: (1) a critical analysis around gender, sexuality, masculinity and power dynamics; and (2) the 3-A approach – analysis, actions, and advocacy. In line with the Bangladesh CO's philosophy that personal transformation is essential in order to engage effectively around issues of gender and social change, these capacity-building exercises were the basis for building additional content and organizational capacity-building exercises. In other words, clarification on a personal level was believed necessary to develop clarity on how to deal with gender and social change issues at an organizational level.

CARE staff in all four countries became increasingly aware through this process of engagement with community partner organizations that the capacity-building needs of the organizations with whom they planned to work were diverse. For example, organizations that had previously been involved in gender programming but not sports programming had different initial training needs than those that had been involved in sports programming (usually as local sports clubs) but not in gender issues. CBOs that were recently established often had different organizational needs than those that were more firmly established. Schools tended to have different organizational capacity-building needs, and different institutional resources, than CBOs (except for Kenya's private schools).

In each country, ITSPLEY staff conducted three types of capacity-building activities to address I/R 1: content capacity building, organizational capacity building, and collaborative capacity building. In general, all partner organizations were invited to participate together in an initial core set of content capacity-building activities; CARE staff often fostered learning opportunities among organizations by urging them to share experiences, practices, and areas of expertise. While some organizational capacity-building activities followed this pattern and took the form of formal training sessions to which all partner organizations were invited (more than was the case for content capacity building), organizational capacity-building efforts included only a subset of organizations, or took the form of one-on-one mentoring. Collaborative capacity-building efforts, outside of the Marketplace activities, largely took the form of CARE staff connecting organizations with each other, encouraging them to learn from one another in structured training sessions, or talking with organizations one-on-one about their needs.

Each type of capacity building is discussed in turn below, though in practice, capacity-building activities regularly overlapped these categories or grew out of one another in daily interactions among CARE and community partner organization staff.

5. Content Capacity Building

5.1 Content Areas

In all four countries, ITSPLEY staff initially focused their programming on content capacity building, as these capacities were viewed as the most necessary for expanding and improving the quality of community partners' sports-based girls' leadership and empowerment programs. Content capacity building is here understood to refer to training designed to improve organizations' capacity to provide girls and communities with content-rich and appropriate programming designed to improve girls' leadership and empowerment directly (e.g., through sports) or indirectly (e.g., through VSL groups for girls' mothers). Differences in the exact focus of content capacity-building activities across countries largely reflected the different foci of the projects that had preceded ITSPLEY in each country. (See Section 3: Context for details.) For example, sports training, peer education/mentor education, and gender empowerment were core components of content capacity building in all countries. In Bangladesh, Kenya, and Tanzania, sexual health and gender-based violence were common training topics. Theater and youth journalism were topics only undertaken in Bangladesh, while training on VSL groups only occurred in Tanzania.

Data drawn from CARE staff reports and from interviews and observations conducted with CARE staff and a diverse cross-section of organizations in each country indicate that, across all four countries, the most commonly reported types of content training related to: (1) the key components of ITSPLEY's core programming (sports, gender, and youth leadership); (2) the project's goals to reach girls and youth and to train girls and youth for leadership positions, including such positions as peer educators; and,

except for in Egypt, 3) girls' and women's sexual and reproductive health (HIV/AIDS, sexual violence). The content capacity-building efforts in Bangladesh were the most topically diverse (including, for example, training on theater, journalism, income generation, and masculinities). Those in Egypt appear to have been the most topically narrow (that is, focused mostly on sports, gender, youth leadership, peer education, and training of trainers).

Survey data collected from all participating local partner organizations in Kenya and Tanzania indicated that the following five content capacity-building activities were most often received:

Table 1: Kenya reported frequency of content capacity-building activities

	Total	CBOs only	Schools only
1. Training of trainers	22	9	13
2. Sports training	19	8	11
3. Youth mentoring/peer education	19	7	12
4. Gender Issues	16	7	9
5. Reproductive and sexual health	10	3	7

Table 2: Tanzania reported frequency of content capacity-building activities

	Total	CBOs only	Schools only
1. Sports training	35	16	19
2. Reproductive and sexual health	34	17	17
3. Gender issues	26	10	16
4. Youth mentoring/peer education	23	9	14
5. Exposure visits	21	10	11

Interview data from all four countries indicated that partner organizations felt that their capacity as organizations (and the capacity of individual members of the organizations) to provide effective sports-based activities for girls' leadership and empowerment had been improved significantly by the content capacity-building activities. Partner organizations reported nearly unanimously that the training they had received was of very high quality, and, it was directly relevant to their work with girls and communities. Indeed, many stated that although the training was sufficient, they would have preferred to receive even more advanced training in some of the subjects.

Interview data indicated that partner organizations had a clear understanding of the content areas in which they had received training and a clear sense of the content-

related goals of the ITSPLEY project. Partners often also linked the goals of ITSPLEY and its activities to the goals of the projects on which ITSPLEY had been grafted. For example, in Tanzania, communities listed the goal of “reducing irresponsible sexual behavior” along with goals more directly related to girls’ leadership and empowerment through sports activities.

The linkages that partners made between sports activities, girls’ leadership and empowerment, and national development were more uneven. In Tanzania, for example, organizations talked about the effects of ITSPLEY activities on the development of individual girls, but not in relation to broader development goals. In contrast, in Bangladesh organizations clearly and consistently articulated these linkages. The additional training and programming that the Bangladesh CO conducted around linking personal, institutional, and national transformation may have fostered these deeper understandings of ITSPLEY’s social and national development goals.

As noted previously, in most countries all of the content capacity-building trainings were provided for all partner organizations.⁶ In every country but Egypt, CARE staff provided these trainings when they had appropriate expertise. When they did not, COs looked to local, national, and international organizations to provide this training. For example, in Tanzania PE trainers from Butimba Teachers College were asked to provide training on school-based PE programming. Similarly, in Bangladesh, the Bangladesh Sports Education Institute (BKSP) provided partners with training on sports science. In a small number of cases, CARE hired outside resource consultants to provide some of the content capacity building. For example, a journalism expert was hired to train partners in journalism techniques in Bangladesh.

In most countries, ITSPLEY and other CARE staff had expertise in at least one area of content training, and also had experience training adults and youth as mobilizers and educators. CARE staff also sometimes received additional training to support their role as “trainers of trainers.” For example, CARE staff in Bangladesh received two trainings from a CARE advisor, in 2011 and 2012, on “Sports for Social Change”; and ITSPLEY project staff from Bangladesh and Tanzania also received additional training on the Marketplace Model in Kenya. Sports was often a new area of content programming for CARE staff, so this type of capacity building was integral to allowing ITSPLEY staff to gain the content skills needed to support fully community partner organizations in implementing ITSPLEY. CARE staff did not receive similar orientation or training on the Marketplace Model until well into the project’s timeline. This appeared to impact the capacity of CARE staff to lay the groundwork for Marketplace activities from the start of the project.

In some cases, CARE partnered with other organizations to expand training opportunities related to sports, gender, and youth leadership and empowerment for

⁶ In Bangladesh, more specialized content topics like youth journalism and income generation were provided only to those organizations that expressed an interest in working in these areas.

people and organizations that were not officially part of ITSPLEY. For example, in Bangladesh, in collaboration with the British Council, UNICEF, and others, CARE staff participated in an intensive one month-long training on community coaching. CARE incorporated girls' leadership and community-based notions of sports for social change into the concept and methodology, and CARE participated in training 100 people from different Bangladeshi organizations. Of these, 10 were CARE staff (including seven project staff), and seven were girls and boys from the ITSPLEY project area. The seven youth and the organizations they worked for then provided coaching to all 50 ITSPLEY Bangladesh partner organizations, including schools.

Egypt adopted a different training model than the other three countries. Instead of CARE staff providing training to partner organizations directly, CARE staff devolved the management of community partner organizations to four well-established, provincial, and national NGOs. These organizations (hereafter lead organizations) provided support and training to community partner organizations on the basis of their project monitoring activities. Each of the lead organizations had a coordinator in charge of solving implementation issues, including identifying training needs. The CARE office devolved many of the formal training activities to a national organization (hereafter referred to as the consulting partner organization). Initially, CARE, lead, and consulting partners used the CAT to determine the types of training sessions that would best prepare community partners to implement ITSPLEY successfully. Later in the project, they used monitoring activities to identify emerging training needs. CARE staff described four categories of trainers who regularly worked with lead partners in providing capacity building: (1) consulting firms hired by CARE; (2) individual consultants with expertise in the specializations needed for the training; (3) coaches from technical orientation from the Ministry of Education, and (4) CARE staff.

CARE staff (or lead organizations in Egypt) also conducted additional, individualized content training for many partners. These trainings were sometimes planned, but sometimes they occurred spontaneously during follow-up visits by field officers. They were commonly based on CARE staff/lead partner organization⁷ observations of community partners' project activities, or on community partner requests for additional training. For example, CARE staff might observe a sports exercise conducted by a partner organization, and then plan a sports training session in response to something they observed occur during the sports exercise; or, they might conduct a gender issues training session at a school in response to a teacher reporting that girls were being harassed by their peers for participating in sports activities.

Evaluators and some CARE staff noted that CBOs that had been involved in sports programming before ITSPLEY tended to require more support in content capacity building than those that had been involved in gender programming before ITSPLEY. This was because the sports CBOs often had more inequitable gender norms shaping

⁷ From this point on, the reference to "CARE staff" applies only to CARE staff in Bangladesh, Kenya, and Tanzania, and it refers to CARE staff and lead and consulting partner organization staff in Egypt unless otherwise noted.

their practices than did the gender-focused organizations, and many also conducted sports activities in a manner that was not designed to empower participants. As a Tanzanian sports club member noted, people had previously come “just to sweat and go home.” These organizations therefore needed training on both the ITSPLEY approach to sports, and they needed to be sensitized to gender issues in their communities and in the programming in which they involved girls.

Organizations that had already been involved in gender programming were less likely to struggle with understanding the importance of girls’ empowerment and were less likely to require significant training on this front, even though these organizations’ internal practices were sometimes still gender inequitable.⁸ Nonetheless, inclusion of sports-based organizations in the project was key to the project’s success for a number of reasons, including their legitimacy as “mainstream” clubs and organizations in the eyes of communities (particularly in Tanzania) and at the national level (particularly in Bangladesh), their expertise in organizing sports tournaments (which was often used as a central mechanism of project outreach), and their ability to reach segments of the community that could not easily be reached by gender-focused organizations. Furthermore, their inclusion assured that sports—often an essential and historically masculinized arena of community organization—became an arena for challenging gender inequities and providing joyful opportunities for contact among girls and between girls and the broader community.

Schools reported benefitting from both gender- and sports-related content capacity building. Schools used this training in a more specific and institutionalized way than community organizations. PE teachers generally implemented ITSPLEY activities during scheduled PE classes (the classes themselves in some countries became regularly scheduled because of ITSPLEY), and they did so in a structured format.

In most countries, community organizations sent one or (when possible) two representatives to receive training in ITSPLEY activities. CBOs generally sent personnel⁹ who were directly involved in organizing ITSPLEY activities, while schools generally sent PE teachers to the training sessions.

ITSPLEY content trainings (as well as Marketplace Model activities) served as a key mechanism through which community organizations and schools met and partnered

⁷ Except in Bangladesh, there seemed to be little effort to support community partner organizations in systematically examining and addressing their own internal gendered practices. This is discussed further in Sections 6 and 10: Organizational Capacity-Building and Recommendations.

⁹ The term “personnel” refers to paid staff, contract staff, and volunteers working with CBOs. In all countries, a relatively small number of the CBO personnel were paid staff. For example, data from the Tanzania questionnaires about CBO and school staffing indicated that 100 percent of full-time salaried female staff were employed by schools; all female CBO personnel were volunteers (87%) or part-time/contract staff. In Kenya, 54% of female CBO staff were volunteers, while 46% were full-time, part-time, or contract staff. Though questionnaire data are not available, interviews with CBOs indicate that the Tanzanian pattern likely holds true in Egypt, while Bangladesh likely lies between Tanzania and Kenya in its staffing patterns.

together. In these partnerships, schools generally provided space and a captive student audience for community organizations, who in turn provided peer educators for various school-related activities (particularly related to SRH) and after-school activities for youth on school grounds.

Many community partner organizations also participated in training activities related to the projects that had been or were ongoing in the ITSPLEY catchment areas. For example, in Tanzania, VSL training was expanded to additional groups of parents and community organizations during the ITSPLEY period. It was evident from the evaluation data that the VSLs were playing many roles in supporting women's economic independence in the community, which in turn had multiple positive effects on girls' leadership opportunities and women's general empowerment in the community. In Bangladesh, Kenya, and Tanzania, ITSPLEY content capacity-building activities directly addressed issues of girls' and women's sexual and reproductive health—a "holdover" from projects that had occurred previously in the countries. Community organizations reported that these additional content-area training sessions provided essential expertise to community partner organization personnel, and they formed a key aspect of ITSPLEY training and the organizations' later programming. By continuing to build on the success of previous projects, CARE also expanded and extended the institutionalized knowledge and content programming of community partner organizations, providing new inroads for these organizations into community sub groups and new opportunities for future funding and programming (as they and their staff built expertise in these programming areas).

Just as CARE staff encouraged community partner organizations to learn from each other during the content capacity-building trainings, CARE staff also learned from and improved their own approaches to capacity building based on their training experiences.

Improving capacity-building approaches in Tanzania

When conducting capacity-building training with ITSPLEY partners, CARE Tanzania staff initially utilized a cascade training model. They requested that representatives from each organization (often one male and one female) be trained, and then they instructed them to train other members of their institutions. Organizations often sent the same one or two people to all of the training sessions. Follow-up visits to many of the organizations revealed that the rest of the members of the organization were not aware of the information disseminated in ITSPLEY trainings.

In response to this finding, as one of the staff observed, “. . . we encouraged schools and CBOs to bring in different people for different trainings.” Using different people each time, it was hoped that people would become more aware of the training sessions and would spread information around to each other more regularly. This is exactly what occurred, possibly because each member knew s/he had a chance for training and that the success of the group was dependent on the collective capacity of all.

This insight and programmatic response was facilitated by the structure of the project, and, in particular, by the role of field officers. To enhance the capacities of the partners after training, field officers made regular visits to each partner organization. Due to the rural nature of the project site in Tanzania, two field officers resided in the area nearly full-time. This ensured that the field officers were well acquainted with the project partners, were able to conduct regular (and therefore low-key) visits to the organizations, and were able to offer additional support whenever needed. The personal relationships that were created allowed for easy communication between partners and the CARE office, especially whenever needs arose or if partners ran into difficulties regarding the project activities.

5.2 Effects of Content Capacity Building on Individual Organizations

Content capacity-building activities appeared to have had significant and positive effects on the capacity of partner organizations to provide sports programming for girls' leadership and empowerment. Community partners consistently praised CARE staff for the content capacity-building training they received, though they also consistently said that they would have liked even more training.

Content capacity building appeared to have important and positive, but more uneven, effects on relations within partner organizations. Organizations reported that they felt significantly more capable of working with stakeholders to improve girls' leadership opportunities and empowerment. In addition, there were signs that the roles that girls were playing in many of the organizations had expanded since the start of the project. However, within organizations and across countries, there were differences in organizations' reports about whether people had examined gender relations in their own organizations, whether they felt that gender relations in their own organizations were fair, whether they felt that all people's voices were heard in their organization, and how their own organization addressed gender issues.

5.2.1 Girls

One of the most important changes to occur in community partner organizations as a result of ITSPLEY was the increasing and diversified roles that girls and young women began to play as leaders and educators. This was fostered in large part by the central role of peer education in ITSPLEY activities. As girls were trained in leadership and peer education skills, and as they were provided opportunities to practice these skills through ITSPLEY activities, they began to claim (and be allowed to claim) new roles in CBOs, in schools, and in peer and family institutions. For example, in some schools, gender and peer education capacity-building activities appeared to have affected gender dynamics within the school, including the roles that students were allowed or even expected to play in public speaking and decision-making in the school. In Kenya, the project trained girls and peer educators in leadership and life skills. The effects of this knowledge were reflected in teachers' reports that girls are ". . . creative, they conduct meetings, advise each other, do peer group counseling, and have peer counselors among themselves." Teachers and peer educators reported that teachers were asking peer educators to meet with students during school lessons on topics such as SRH and GBV because the peer educators were more effective sources of information on these topics. Girls' activities were spilling out of the schools and into CBOs as well. Some of the youth leaders said that they ". . . were not going to the schools but working with street children; we find somewhere and talk to them" on issues affecting youth in the community.

As ITSPLEY peer educators in Kenya and Tanzania became more visible in both the school and the community, they were sometimes sought out by youth who may not have previously been directly involved in ITSPLEY activities, especially with regard to issues of sexuality and reproductive health. One of the Kenyan peer educators/youth leaders, for instance, mentioned a case where one 13- year-old girl was in a quandary as to the right age to start dating, and she sought advice from the peer educator on the matter. Similar scenarios were relayed during multiple interviews in Kenya.

Similarly, girls involved in ITSPLEY as peer educators and mentors reported a peer effect through their work together. For example, in Egypt, a young woman mentor said she had questions and issues that she thought she alone was having. Being part of the peer educators group made her realize that her concerns were shared by girls her age. As groups of girls realized they had shared concerns, they sometimes began to work together to determine how to address these concerns for themselves and for other girls, either through organizational activities or through support for one another.

In Bangladesh, where a central component of the content capacity building was self-transformation, girls were assuming new and multiple roles in CBOs and were driving change in organizational practices and foci. There were reports of girls assuming new leadership positions in YFEDCs, of moving the organizations in new programming directions in some cases, and of some organizations playing important new advocacy roles around issues like eve-teasing and child marriage.

5.2.2 Community Organization Volunteers

An arena of uneven but very important intra-organizational change related to the role of capacity-building activities in strengthening (largely female) volunteers' positions in individual organizations and in their families and communities. This was a particularly important dynamic in Egypt, and, to a lesser extent, in Kenya, where partner organizations were largely volunteer-based and operated in a volunteer (and occasionally salaried) market for NGO volunteers. Community partner organizations reported that their volunteers were much more likely to remain invested in ITSPLY and the CBO because they believed they were receiving training and programming opportunities that were valued by a range of CBOs and that might result in volunteer or paid employment with other organizations in the future. These volunteers were largely female, and their narratives of content capacity building reflected a significant change in their own sense of their expertise and abilities, as well as their desirability for potential employers. For example, all of the CBOs in Egypt emphasized that the content capacity-building training had resulted in a higher level of volunteer self-efficacy. Volunteers were able to confront social issues, negotiate with community members, and train girls, and sometimes boys. Volunteers gained individual skills that provided them new entries into their communities and, potentially, into the labor market.

Volunteer capacity building in Egypt

Most partner CBOs in Egypt were run by men, but they were staffed by female volunteers. These volunteers were mostly young women who were no longer in school but were not yet married. The volunteers reported that they gained a great deal of enjoyment from the work that they did for ITSPLY and for the CBOs, from meeting each other and forming networks of colleagues, and from gaining new skills through the training that they received from ITSPLY. Not only did they view these trainings as impacting their own sense of self-efficacy and empowerment, but they also viewed the training sessions as important human capacity-development opportunities that might give them an edge in the (otherwise relatively limited) employment markets they faced.

Indeed, many of the female volunteers were able to transfer the skills acquired from ITSPLY to new initiatives. In one CBO, ITSPLY volunteers are now involved in new project funded by Save the Children. In *Lacoste*, a new initiative for sports for social change targeting youth aged 15 to 30, CARE is working directly with CBOs instead of working through lead organizations as they did in ITSPLY. They are able to work in this manner because of the increased capacity that the volunteers acquired in ITSPLY. In another CBO, each of the 12 volunteers who were involved in ITSPLY are now working in another project in the association (for a financial return) because of expertise they have achieved through ITSPLY.

Volunteers in Egypt, Kenya, and Tanzania also reported realizing that they had common issues that they no longer had to address individually because they had formed a supportive cohort. This feeling of belonging to a larger community of girls sharing similar challenges and aspirations made volunteers, mentors, and girls in school more resolved to work together to solve shared problems.

5.2.3 Teachers

Teachers involved in the project, particularly PE teachers, reported being excited about the training they received to coach different sports, and about their training on life skills. In many cases, they in turn trained other teachers and students in their schools, thus spreading the message throughout the institution. In some cases, this required them to take on new institutional roles as peer educators to other teachers, just as girls and young women did in the project. Teachers also reported more regularly playing a listening role with their students: as girls “found” their voice and felt more confident speaking up about their experiences, teachers became more aware of their students’ needs and concerns; and, in some cases, they worked to try to address or ameliorate some of them. For example, some teachers in Egypt and Tanzania who had experienced this change and had been trained in girls’ leadership and empowerment reported utilizing this training as the basis for new initiatives that they developed from their critical reflections on girls’ experiences and opportunities.

Teachers and CBO personnel also sometimes disagreed about these efforts, pointing to the spaces that might be opening up for a range of people involved in ITSPLEY to examine critically and improve what will hopefully be an expanding range of activities to empower girls designed by a diverse group of stakeholders.

Teachers’ and leaders’ empowerment as advocates/partners in girls’ empowerment: Kibera

By the end of the project, teachers and patrons reported knowing more about a variety of sports and games, coaching and mentoring skills, leadership skills, and record keeping and life skills. They felt that they were better equipped to instruct youth on issues of SRH, gender empowerment, use of sports for expression and health improvement, and self-pride and acceptance. In one of the CBOs, leaders observed a decrease in the number of teenage pregnancies – a result they attributed to education on SRH. These leaders felt empowered to try new things in solving some of their societal problems. For instance, many girls reported missing school during their menstrual periods mainly because they could not afford sanitary towels. In one school, one of the teachers partnered with a CBO and trained girls in making reusable sanitary towels from locally available materials. Then, using these students as trainers, many girls (and even boys who decided they wanted to make pads for their mothers and sisters) received training in this technique.

While this knowledge is now fairly widespread in the community and there is real excitement about its possibilities on the part of teachers and students, one CBO leader had misgivings about the health implications of reusable pads. She expressed her concerns over possibilities of infection due to poor sanitation. Kibera is overcrowded, with poor services; and it experiences frequent and severe water shortages. Reusable pads must necessarily be laundered well, and they must be aired properly in order to be used again. The lack of water and space (most homes hardly have any space for clotheslines) means that they may not be washed well and do not dry out well, and might therefore pose a health risk. In spite of these misgivings, there is evidence that school absenteeism for girls has substantially declined, as indicated by some of the teachers in the schools where girls have been trained on making of the pads.

Across all countries, female PE teachers saw their roles and positions in schools shift, most often (but not always) toward greater acceptance and support for their activities. PE teachers also frequently reported that their capacity to implement sports activities to empower girls was significantly improved by the project and the opportunities that it provided for them to engage community and school leaders in discussions about ITSPLY activities. In some cases (particularly Tanzania), teachers reported training other teachers in their schools, who were not usually engaged in PE, on ITSPLY activities. In these cases, teachers' roles as "trainers of trainers" both increased teachers' confidence in conducting sports activities and expanded the capacity of the school as an organization that could to continue ITSPLY activities if a particular PE teacher departed. Teachers also often reported engaging in new types of sports activities (e.g., collaborating with partners to organize tournaments, or introducing new sports in their PE classes). In all countries, but especially Tanzania and Egypt, teachers reported a significant increase in the number of students participating in PE activities, a shift in institutional support for these activities, and an expansion of the types of activities conducted. For example, in Tanzania, PE teachers reported that their new knowledge and programming for traditional sports provided opportunities for all children to be involved in sports. This is in contrast to Western sports, which often relegate most students to spectator positions. In Egypt, teachers reported that girls began to participate in outdoor, as well as indoor, sports.

Those teachers and administrators who reported less change in their ability to improve girls' sports experiences in their schools generally also reported that they were constrained by community-school governance authorities (such as the board of directors in Egypt), local leaders (often male), teachers and peers (male and female, often those who were not included in ITSPLY activities), and school administrative and scheduling requirements. These differences among teacher and school experiences point to the potential importance that involving diverse school actors in ITSPLY trainings might play in increasing institutional support for the project, and in assuring its sustainability. In countries and schools in which PE teachers remained the primary source of information about and programming for the project, they appeared to be more likely to have difficulties gaining colleagues' support for the project, and activities appeared largely dependent on the one teacher's presence—always a concern given teacher turnover rates.

5.2.4 Community Partner Organizations

In community partner organizations in which significant organizational changes occurred, gender equity and sports activities for girls were regularly discussed, and their importance was embodied in daily institutional practices. In Bangladesh, the process of reflection and training on self-transformation had

In Egypt, all three schools visited by evaluators reported that girls' PE classes had been limited before the project (and often were protested by parents), but they had become systematized, regular, and planned events because of the project. In two of the three

schools, girls had been allowed to wear trousers to play sports; and girls were speaking publicly (for example, on the school radio) in ways they had never done before the project. Because of these changes, and unlike the situation before the project, boys and girls were becoming equally involved in the student unions, and girls were even running for election as class leaders. One school reported that these changes had a “ripple effect”; for example, in their school’s board of directors elections, three women had run for office. Similar changes were occurring in CBOs, which, for example, reported that girls were allowed to enter Youth Centers for the first time because of the project.

In Kenya, all of the CBOs visited affirmed that the knowledge acquired through ITSPLEY trainings had enhanced their ability to provide a greater variety of programming related to girls’ leadership and empowerment. For example, CBOs reported feeling more comfortable handling girls’ questions about sexual and reproductive health issues, even if their organization had not previously been involved in this work. Some of the teachers, especially those from informal schools, mentioned that they had become more creative in designing sports activities for youth, which in turn attracted more students to their activities. Teachers also reported that they had learned ways (from other partner schools and CBOs) to use the small spaces they had available for sports and other activities to organize innovative and fun activities. In a number of the schools, teachers noted that peer educators were increasingly participating in teaching other children, especially topics that touched on anatomy and sexuality. It was unclear, however, whether this structural change toward support of peer education was occurring primarily to enhance girls’ opportunities for leadership skills’ development, or as a way for teachers not to handle uncomfortable topics.

There were also signs that the focus and extent of some organizations’ mandates and reach were expanded by participation in the project. Prior to ITSPLEY, partner organizations tended to be engaged solely in their core business. Schools were busy with academic curricular materials, while CBOs concentrated on addressing a range of social issues in the community, or on providing sports playing opportunities. ITSPLEY led to these organizations expanding the span of activities in which they were engaged, and it reshaped the approaches taken by the organizations to providing sports and gender activities. For example, a Tanzanian CBO that was involved in theater before ITSPLEY primarily performed for entertainment. After ITSPLEY training, it began to package messages of gender equality, girls’ empowerment, and women’s rights to education in its plays and poetry. In this way, in addition to entertainment, they are able to sensitize the community on issues such as gender equality and reproductive health. As they became known for these sensitization activities, theater troupe members reported that it became easier for girls to attend the performances and become involved in the organization.

5.2.5 Community Partner Leaders

Leadership training through ITSPLEY has affected the way some CBOs view and run their organizations. Across all four countries, some leaders indicated that they had

become more democratic in their leadership approach. They now sought the opinions of other members of the organization before making decisions, or they adopted more transparent decision-making practices. One member of a Kenyan CBO said, “. . . decisions [are] made by everybody, both men and women. We bring things on table and we discuss.” In another Kenyan CBO, members talked about having several committees that were involved in hierarchical decision-making process at different levels. Suggestions at the lower levels were passed on to higher level committees that would be involved in the final decision-making process. Similar decision-making process changes were reported in Egypt. In one CBO, the board of directors reported meeting periodically with employees and volunteers (largely female) to present achievements and discuss their problems. One CBO explained that the board of directors reaches decisions by majority rule. Leadership gender equity in some CBOs, especially at the level of boards of directors, is clearly improving. In one CBO, the secretary position is now held by a male while all the other positions are held by female leaders. The board of directors’ female chair of another CBO pointed out that the governance of the association is based on clear rules and regulations that are in turn governed by Egypt’s law for associations. In Bangladesh, CARE staff reported that leadership training was one of the three topics that had the greatest affect on partner organization capacity, and that the training had resulted in more inclusive decision-making practices. Moreover, in a number of CBOs, girls who had taken part in ITSPLY leadership and empowerment activities had moved into key leadership roles in the organization, and they were now organizing new types of activities and reaching out to new constituents.

Institutionalized changes in who could access resources and positions of authority within organizations were uneven within and across countries, however. While, as described above, some organizations reported quite significant changes in their governance practices (and these reported changes were in many cases verified independently by less powerful members of the organizations), other organizations (more commonly those identified as “less successful” by CARE staff) reported little change, or they reported changes that were evidently not embodied in their daily practices. For example, in one Kenyan CBO, the male leader proudly declared that women were now included in leadership and decision-making processes, and everyone in the organization could now freely contribute their opinions. The one woman on the leadership team (who was responsible for the organization’s Early Childhood activities) did not speak during the interview, but she was spoken to and spoken about by the leader multiple times.

In those organizations that reported positive changes, it appeared likely that these institutional changes were of a lasting nature. For example, having overcome institutionalized opposition to new roles for girls and teachers, for example, and having changed policies and daily practices, it would take an active movement against these changes to destabilize these new modes of institutional engagement.

Despite these significant changes in the gendered experiences and opportunities of some organizations’ members, across all countries, there were no consistent reports of

community partner organizations reflecting on and improving internal gender relations at the organizational level in response to content capacity-building activities. This process of reflection leading to organizational change was most clearly supported by the project and structured into organizational activities in Bangladesh. In the other countries, the project seldom spoke directly to these issues. Because of this, the structure of organizations—who officially led the organization, the roles of various personnel, who was paid for project activities, and so forth—did not appear to be affected consistently and significantly by the gender training to support girls' leadership and empowerment that many partners received. In other words, content capacity building appeared to have significant effects in organizational programming for girls, and it often had important effects on individuals within organizations. These effects in turn led some individuals (particularly young women) to claim new spaces and opportunities for themselves and their colleagues. Though some organizations discussed changes in their leadership structures and styles—most often toward more officially democratic structures—organizations qua organizations did not report adopting a systematic, gendered analytic approach to understanding and addressing their own organizational practices.

For example, in Kenya most of the partners talked about receiving training in gender issues. However, the results of the training and conversations on gender were mixed. Many of the partners were run by men and had mostly men in leadership positions. With the exception of one CBO that increased its regular staff ratio of women to men to 5:5 from 3:5, there was no reported change in the gender distribution of staff or leadership in the organizations. There was no conscious effort to increase the number of women in these organizations, or even to balance the numbers at the leadership table. This was rationalized by some leaders in post-parity terms: As one member noted, “. . . what matters is not whether you are a male or female but on what we are contributing to achieve our objectives and bringing impact to the society.” Moreover, in the Kenyan organizations that participated in the evaluation whose primary focus was not on gender issues, discussions about gender were scarce, or even eschewed. A member of such an organization remarked, “. . . the gender issue is something sensitive and we want to avoid confrontations, we normally tend to focus on life skills. We are worried that different people address gender issues differently and that is why we need the skills to address it properly.” Rather than deal with what they are not sure of, they choose to ignore it.

5.3 Effects of Content Capacity Building on Relations among Institutions and Stakeholders

Partner organizations and CARE staff reported that content capacity-building activities affected in significant and positive ways how organizations related to each other and how they related to the stakeholders that they targeted, particularly girls. The most effective content capacity-building efforts lay the groundwork for organizations to examine their own assumptions about gender, sports, and education for empowerment; to recognize their own strengths and weaknesses in relation to various aspects of the

project's content concerns; and to learn from each other (and occasionally work together) to strengthen their own programming.

CBOs in Kenya: Learning from each other and partnering for change

During the initial stages of the implementation of ITSPLEY in Kibera, the CARE CO made a concerted effort to bring partners together and have them determine what each could offer; not only as part of its involvement in the project, but also to enhance other partners' ability to offer ITSPLEY programming. Partners were encouraged to identify their weaknesses and/or deficiencies and identify other partners who might have what they were missing, in order to share ideas and resources.

A sports-based CBO in Kenya incorporated a *speaking-out* desk after a training session in which they learned about this approach from a gender-focused CBO. The *speaking-out* desk is a facility that allows girls to share their concerns with an adult without fear, and in confidence. In turn, the adult, often a female counselor, helps the child find a solution to the concerns. One of the members of the sports-based CBO remarked that, ". . . we were not used to having special desks for addressing girls' needs, but after ITSPLEY, there is a special desk for addressing girls' needs." The content training on gender issues led the CBO to identify unmet support needs for the girls who were participating in their sports activities. They learned about the speaking-out desk from a CBO that had been involved in gender issues for many years, and was well-trusted in the community. When the sports-based CBO decided to adopt the speaking-out desk, they worked with the gender-based CBO, who provided counseling to girls who used the desk. The sports-based CBO benefitted because the girls who participated in their activities were happier and better able to engage. The gender-based CBO benefitted because they were able to identify and provide support for a larger number of girls whose lives had been affected by gender inequities and gender-based violence (their particular focus).

In every country, as girls felt freer to speak up, evaluators heard stories about community partner organizations learning about the importance of girls' leadership and empowerment and learning about some of the hardships that girls face.

Tanzanian CBOs Learn to Listen to Girls, and to Make Girls' Voices Heard

The implementation of ITSPLEY allowed partner organizations to recognize their weaknesses in programming for girls' leadership through sports: lack of knowledge, equipment, and adequate support systems for girls' concerns. Training, especially in the use of traditional games as an avenue for empowering girls, was invaluable. In addition to providing a variety of choices for the PE teachers and the CBO leaders, the games ". . . helped children to know themselves and build relationships and guide each other by using the five leadership skills [having self-confidence, having a vision, having a voice, being goal-oriented, and being decisive]." Some teachers stated that, "the organization came to find out about the prevalence and nature of violent acts against children mainly because the children were able to express themselves in a candid way that surprised even their parents." They said that girls reported being seduced and even raped by (often older) men in the community. In other cases, teachers learned

that children were subject to severe corporal punishment from their caregivers, an action that appeared to be more punitive than corrective.

For some parents/caregivers, learning that girls were openly voicing these experiences seemed to make them rethink the way that they engage with the children, for fear of being *reported* in the community. Also, children are now able to use the time at the end of the games/ sports activities to talk about the lessons learned from their participation. Consequently, they are able to think critically about the challenges they face in the community and in school, particularly with regard to their rights, and to come up with possible solutions.

In response, some CBOs and schools changed their programming and the physical spaces in which they operated to make them more girl-friendly and deliberately to encourage girls' participation in what had been male-dominated spaces (though evaluators found during site visits that some schools and CBOs were still not girl-friendly spaces). For example, a sports-based CBO in Kenya noted that ". . . we received training on gender. . . [and now] in our organization there is gender empowerment through the tournaments. For instance, we had a girls' match in Kibera and girls played major roles in the preparation and in the match itself. Boys just gave them technical support." Youth participants and partner staff indicated that in the past, sports tournaments organized by this organization were predominated by men and boys. Similarly, in Tanzania, as a result of ITSPLY, CBOs began to train girls and women as coaches, linespeople, referees, and announcers for sports tournaments. These activities represented an important change in these organizations' recognition of their stakeholders' needs and capabilities, and they reflected deliberate efforts to institutionalize necessary services and opportunities.

Community partner organization personnel also reported feeling more confident of their ability to explain the importance of ITSPLY activities to stakeholders, and to convince stakeholders of the importance of their work. In some cases, this in turn increased community partners' engagement and partnering with leaders in strengthening or expanding ITSPLY activities. In turn, this transformed organizational (and in some cases community) norms concerning women's capacity to engage in outside sports (in Bangladesh and Egypt), and to play leadership roles in organizing large-scale sports events (in Kenya and Tanzania). This shift was visible to other organizations and to the community at large, and a cadre of girls gained new experiences through these shifts.

As discussed in the previous section, in Bangladesh, the training focus on self-transformation leading to transformations in organizations and society appeared to have had significant effects on many organizations' relationships with stakeholder groups, particularly girls. CBOs in particular were more likely to view girls as essential members of CBOs, and girls were increasingly likely to be playing leadership roles in the organizations. Girls and other members of the CBOs reported that the gender dynamics in CBOs were more gender-equitable and girl-friendly than was previously the case. Organizations were adopting a wider range of activities to meet girls' needs as they learned about these activities through content capacity building and as girls were

increasingly able to share their opinions about which activities would best suit their needs. The focus on self-transformation and self-knowledge in order to transform gender dynamics, coupled with the youth-oriented organizational structure of YFEDCs in particular, offer a potentially very powerful model to other countries for achieving significant changes in organizational functioning and organizational relationships with stakeholders in projects like ITSPLEY.

5.4 Effects of Content Capacity Building on Community and Other Systems

The project's content capacity-building efforts appeared to have some effects on the communities and institutional systems in which ITSPLEY partner organizations were operating. But these effects were localized, and they appeared to be more uneven than the effects of capacity building on individual institutions. These effects differed across countries, both in terms of the nature of CARE staff and partner organizations' engagement with community members and local leaders, school officials, and political institutions. The effects also differed in terms of the outcomes of these relations.

Very generally, ITSPLEY appeared to have changed community and school institutional norms concerning girls' public (outdoor) participation in sports in most catchment communities across all four countries. Except for some communities in Bangladesh and Egypt, over time CARE and community partner staff were able to work with local leaders, parents, and school officials to transform their attitudes toward and support for girls playing sports. This is no small accomplishment, especially given the entrenched understandings of sports as a male domain in the four countries at the start of the project, and the restrictions on girls' time and/or movement that had existed previously in the ITSPLEY catchment areas. Moreover, organizations' involvement in sensitizing and convincing community members and schools to make this shift had significant implications for community organizations' positions—particularly in gender-focused organizations in the communities in which they worked. As the community organizations' work came to be seen as more mainstream, important, and effective, their status and position also changed, and they began to attract more participants and be more centrally involved in community conversations.

These changes are even more impressive given the limited structural attention that ITSPLEY gave to content or organizational training on community sensitization and mobilization. CARE staff and community partners reported working together closely to try to defuse concerns if and when issues with community or institutional resistance arose. This approach assured that project responses were tailored to each particular situation, and they assured that individual community organizations and schools were mentored by CARE staff in approaches to defusing resistance.

Nevertheless, community partner organizations did not receive systematic information or mentoring around these issues, nor did they discuss systematically how to address the potential effects of this resistance on girls. This had consequences for girls' experiences in the program. For example, in one school in Egypt, girls who participated

in outside sports with the ITSPLEY female PE teacher were later harassed by a male teacher at the school, who told them that they should be ashamed of participating in such activities. The school and lead partner organization worked together to try to defuse this tension, but they had not previously worked together to develop a response to such hostility, or to spell out to each other their concerns about the possibility of such hostility. This was not to say that schools, CBOs, and lead partners were naïve about the dangers the project posed to their status quo, and they were generally able to navigate these responses in very positive and productive ways. Nevertheless, this lack of systematic capacity building concerning community sensitization and mobilization indicates a potential area of growth for future projects drawing on the ITSPLEY model, and for CARE's future efforts to build capacity in partner organizations.

CARE's content capacity-building activities did not directly address community sensitization and mobilization, but these activities were de facto a part of the project in many communities. CARE staff provided support for community and school partner organizations as they attempted to sensitize and mobilize community leaders; and as they provided support for peer, youth, and teacher educators trained and mobilized through the project.

There are many lessons to be learned from ITSPLEY and CBO personnel about these experiences, and about how sensitization and mobilization training might be systematized from projects like ITSPLEY. There is also a significant international development literature on this topic, such as the literature on social mobilization campaigns (e.g., USAID's Girls' Attainment in Basic Literacy and Education Social Mobilization Campaign [GABLE SMC] and Social Mobilization Campaign for Educational Quality [SMC-EQ] projects in Malawi).

Across all four countries, evaluators heard stories of the many ways that community and school leaders, parents, and other stakeholders had originally resisted all or parts of the project. Particularly in Bangladesh and Egypt, evaluators heard about schools and communities that continued to restrict girls' participation in sports. However, in most schools and communities in all of the project's catchment areas, there had been real transformations in community and school support for the project and for girls' involvement in it, in response to CARE and community organization personnel working together to address community concerns. In most cases, interviewees described extended periods of conversation with multiple stakeholders that over time convinced them to support the project. In some cases, these initial doubters became strong advocates by the end of the project.

It appeared from the interviews that initial resistance often came from two different sources: people citing socio-cultural norms concerning girls' appropriate roles and activities, and individual self-interest. Resistance stemming from self-interest was usually effectively addressed through conversation about the shared benefits of the project, and the low (or nonexistent) cost of the project to most people. For example, in Kenya, interviewees reported that a significant number of head teachers were originally

resistant to releasing teachers to receive training for the project, because the head teachers did not benefit directly from the project. CARE staff held one-on-one meetings with head teachers (and resistant community leaders) to get buy-in for the project. As these leaders learned about the benefits that individual children would receive, and the benefits for the school as a whole, they began to embrace and support ITSPLEY activities. Their support continues to be strong even though the project has ended.

In other cases, people who were resistant because of the costs that they might incur through the project (e.g., parents who did not want to give their girls extra time to participate in events) changed their mind as they saw the evident benefits of the project to their communities and to their girls.

Resistance because of concerns about the project changing socio-cultural norms was more complicated and more difficult to change. For example, girl interviewees often mentioned that one of the benefits of ITSPLEY was that they were able to interact with boys in a freer, more friendly (and less sexually-charged), environment than previously. While this was viewed as a benefit by girls, concerns over exactly these sorts of changes in girls' behaviors led some parents and leaders to resist the project at the start. Similarly, some parents and leaders were concerned that girls would become "too empowered" and would cause trouble. This was a significant factor in Egypt, for example, where CARE and community partner organizations all noted that one of the greatest successes of the project was that parents learned that their girls' improved communication, negotiation, and leadership skills led to improvements in parent-child relationships, which parents also valued.

Girls Negotiate a Path to Higher Education in Luxor, Egypt

Amira's father was opposed to her continuation to secondary education and on to the university. He told her that the family is too poor to pay for her fees in addition to those of her brother who is already in college. The father tried to persuade his daughter to stop her education after middle school. He explained that as a girl, she would not need more school when she gets married.

As a member of her school's core leaders' group at El Democrat Preparatory Mixed School in Luxor, Amira had participated in training sessions on building team spirit and on designing and implementing community initiatives. In these trainings, girls learned how to lead group discussions that set priorities and action plans for implementing community initiatives. Amira put these skills to good use in negotiating her academic future. She had a vision and a goal that was much larger than being a housewife. She negotiated her vision with her father and reached the following deal: If she made progress in her study and her scores were high, he would allow her continue her education. She worked hard and achieved one of the highest scores in the midterm exam. Her father, then, promised her to continue her education regardless of the cost.

In a more limited number of cases, it appeared that ITSPLEY was poised to have an effect on institutional practices at the national level. In Tanzania, the curriculum created

for ITSPLEY is being adapted and adopted by the Ministry of Education for use in schools throughout Tanzania. In Bangladesh, BKSP staff reported that they felt that ITSPLEY's community coaching approach was more effective than BKSP's traditional approach to getting children (especially girls) involved in sports. As they are mandated to find sports talent among young people, they were excited to potentially expand the community coaching approach in order to create a larger base from which to select the country's best athletic candidates.

There were limited, but exciting, reports of socio-cultural changes in the ITSPLEY catchment areas rippling outward to affect other communities. For example, the Ministry of Health and Family Planning official responsible for Sunamganj believes that as a result of ITSPLEY, the overall tolerance for eve-teasing and early marriage is decreasing in Sunamganj. Bangladesh has a system of mobile courts, with magistrates who have the power to convict criminals. Recently, girls complained about a case of Eve-teasing, the accused was found guilty, and he was put in jail for a year. Such things were previously unheard of; and the change, he believes, is because girls have now started to become aware of their rights and have found their voice due to ITSPLEY. In Tanzania, ward supervisors who were responsible for ITSPLEY schools had spread the message of ITSPLEY to schools outside of the project's catchment area, and some of these schools had adopted ITSPLEY activities on their own.

5.4.1 Community Members and Structures

Evaluation data indicate that partner organizations' engagement with the communities in which they worked and the content programming that they provided was significantly and positively improved by the content capacity-building activities undertaken by ITSPLEY. Furthermore, though uneven, these engagements appeared to have a significant and positive effect on the broader community's support for ITSPLEY activities and on girls' empowerment more generally. When this was not the case—that is, when project partners and activities did not lead to a shift in community norms concerning girls' involvement in sports activities in particular, and in girls' empowerment more generally—the project was significantly less successful. This was particularly evident in Bangladesh and Egypt, where teachers, community organizations, and CARE staff reported receiving significant resistance to project activities from some community leaders. The project's activities and relative lack of success in these communities stood in contrast to communities in which leaders were supportive of the project.

5.4.1.1 Overcoming community resistance

In Egypt, at least three organizations (two CBOs and one lead organization) reported that their initial implementation efforts were thwarted by community resistance. The three organizations cited community skepticism about ITSPLEY's "hidden agenda" and its repercussions on the girls and the community as the cause of this resistance. Building trust was a key strategy to building community support for ITSPLEY in these communities. This was done by inviting parents to attend ITSPLEY activities and to ask

questions about the project. The reputation of the CBOs in the community, and their engagement in social initiatives for the betterment of the community, was an important trust-builder. The three CBOs have a health intervention component, for example, that includes initiatives such as health units and health awareness programs (hepatitis C prevention and women's and children's health). These had strengthened people's understanding of the social mission of these CBOs and helped them leverage their goodwill to advocate for girls' sports. The schools and CBOs also mentioned ITSPLEY-specific community services, such as distributing food to the needy, painting and fixing lampposts, and naming streets after respected Islamic figures, as ways to communicate that girls' empowerment does not alienate them from their religious and cultural values. In one community, the chair of the board of directors of the CBO implementing ITSPLEY is the Imam of the community, and the organization emphasizes that all members have to set a good example in the community. In fact, an individual who smokes cannot be a member of this CBO. According to the members, their positive reputation in the community allowed them to persuade parents to let their daughters participate in ITSPLEY activities.

In Kenya and Tanzania, there appeared to be less significant or regular community resistance to against the project. In both places, this may have been partly the case because many households were de facto women-headed (in many cases because of male out-migration for labor); and women in both communities were gaining economic independence from men (in Kibera through their own business activities, and in Tanzania through the VSL programs). Regardless, it was also evident in these two countries that the ITSPLEY project was much more successful in communities where there was active support for the project. Such active support was most often either the result of community leaders' own proclivities for gender equity and girls' empowerment, which the project fostered, or the result of CARE staff and community partners actively engaging these leaders in discussions about the project, its goals, and its activities.

5.4.2 School Officials and Systems

CARE's engagement with school officials was relatively limited in all four countries. CARE staff engaged with school leaders when selecting project partners and when building support for the project, and they engaged regularly with PE teachers in content capacity-building activities. Across the board, PE teachers reported that their skills and capacity to empower girls through sports was increased by the project. There was some indication, however, that even within ITSPLEY schools, teachers who were not involved in ITSPLEY training and activities were not all convinced of the importance or the benefits of the project. As mentioned earlier, in Egypt, for example, evaluators heard stories of male and female teachers berating a female PE teacher and female students for participating in sports activities through ITSPLEY. Differences in whole-school support for the project appeared to depend on school leaders' and PE teachers' personalities, their dedication to the project, and their status and role in the school. Egyptian PE teachers may have faced more difficulties in gaining full-school support

than in other countries because they taught in multiple schools and were therefore not regularly present in any one school.

CARE staff also sometimes engaged school leaders at various levels (ward, district, provincial) to try to affect PE staffing and programming in ITSPLEY partner schools. These results were largely positive but localized. In Tanzania, this resulted in ITSPLEY's PE curriculum being recognized, shared regionally by ward officers, and eventually adopted nationally. Except for the Tanzania curriculum, however, the project's effects on school systems, policies, and practices appears to have been largely limited to the schools or districts in which ITSPLEY was implemented. For example, in Egypt, the project's request for female PE teachers in ITSPLEY schools was honored by the Ministry. However, they did not hire more female PE teachers; they simply shifted the number of schools for which they were responsible during the project period. The project therefore trained its own PE teachers and mentors, but these activities were localized. In one of the Egyptian schools, the director of the district said that he was personally involved in ensuring ITSPLEY implementation and that he was committed to scaling the ITSPLEY experience to other schools in his district. This was both extremely promising, and also dependent on individual officials' initiative and interest in the project, as opposed to a systematic administrative response.

5.4.3 Political Institutions

One notable similarity across all countries was that CARE staff and ITSPLEY organizations did not engage systematically with government institutions, above the level of the school or district. In some countries there were significant, localized changes made to school curricula and schedules in order to increase the time and resources available for girls to play sports. However, these changes were not instituted outside of the ITSPLEY project area, and so their sustainability and scalability is unclear.

In every country but Egypt, the project's lack of engagement with national and sub-national political institutions was not reported as an impediment to the project; and, in some cases (such as Kenya, where the government is viewed with some suspicion), it may even have been a benefit. In Egypt, however, evaluators identified a lack of consistent engagement with these parties as a problem for the schools involved in the project, and potentially for CARE over the longer term. This was mostly a problem related to the political transitions and turmoil occurring in Egypt during the project. Nevertheless, the project's lack of consistent engagement with school board of directors had caused issues for individual female PE teachers and their students in some schools, and these issues were not directly addressed by CARE staff.

Not surprisingly, evidence of stronger partnership with government agencies was not mentioned as an outcome of ITSPLEY activities in Egypt. Relatedly, one of the criticisms of the Marketplace by evaluation participants was the absence of government agencies as participants and observers. CARE does have a staff person whose

responsibility is to communicate with government agencies and ensure that its projects have official authorization and are conducted in a timely manner. However, and especially due to the lack of visibility associated with the current political turmoil, the public suspicion about the “hidden agendas” of international organizations seems to have cast its shadow on the relationship between CARE and the government.

For example, even though CARE arranged all the required clearances for the current evaluation, one of the principals’ insistence on a written note from an ‘Idara’ superior (regional administration) suggests an extra level of caution by government agencies that CARE staff had not noticed before. Similarly, during one of the focus groups attended by the head of NGOs directorate (a government official) in one of the governorates, his questions in the CBO focus group discussion suggested that there was insufficient clarity between government agencies and CBOs about the CBOs’ ITSPLEY work and what the government might do to support it. This further indicates that stronger partnership with the government was not an ITSPLEY priority. It is not clear when the political situation will improve in Egypt. However, as long as the relationship between CARE and the government seems to be more transactional (i.e., getting clearances) than partnership-based, it might be hard to secure government support for ITSPLEY programs after the end of the project.

5.5 Conclusions

Evaluation data indicate that there was a considerable increase in community partner organizations’ capacity to provide quality sports-based girls’ leadership and empowerment programming, within and at the individual institutional level. Many organizations leveraged content capacity-building training (particularly around peer educator and mentor training) to strengthen significantly their relationships with stakeholders, particularly girls. There were signs of important, about geographically limited and uneven, changes in the gender norms functioning in community and other institutional systems in which ITSPLEY took place.

In their self-evaluation of content capacity-building activities, CARE CO staff in all four countries felt that content capacity building had been successful and largely sufficient. In Bangladesh, CARE CO staff felt that the content capacity building that had the biggest impact on organizations was the critical analysis around gender, sexuality, masculinity and power dynamics. Other content topics, which they felt were internalized and led to personal transformation, were leadership training and training on how to create change through sports and arts. The importance of these topics was derived from the fact that what the organizations go on to do is dependent on their self-transformation. Evaluation data support the notion that, at least in the organizations that participated in the evaluation, there were significant transformations in how people viewed themselves, and in the ways many organizations engaged girls.

In all four countries, partner organizations appreciated content capacity building and desired further, more advanced training in such sub-areas as maternal health, civic

participation, the arts, GBV, and income-generating approaches. In contrast to community partner organizations' desire for more content capacity building, CARE CO staff asserted that community partners were most in need of organizational capacity building, particularly in areas such as management of funds, budgeting, and proposal writing.

6. Organizational Capacity Building

6.1 Determining Training Needs

All community partner organizations in each country were involved in ITSPLY *content* capacity-building activities, and organizations consistently judged the activities to have been of high quality, effective, and resulting in positive changes to their sport-based programming for girls' leadership and empowerment. Community partner organizations' involvement in *organizational* capacity-building activities, and the results of their involvement in these activities, were more uneven. This was due to three factors. First, fewer community partner organizations were involved in systematic organizational capacity building. Though CARE offices did organize some formal training for community partners on organizational capacity-building topics, many more organizational capacity-building activities took the form of one-on-one mentoring between CARE staff and community partner organization personnel. These activities were largely developed through the CARE staff's direct observations of organizational areas that appeared to be weak in community partner organizations during CARE staff monitoring and follow-up visits. Therefore, CARE staff relations with individual organizations, and the location of organizations (e.g., CARE staff had a harder time in Bangladesh traveling to very remote partner organizations), played a noteworthy role in determining the kinds of organizational capacity-building organizations received.

Second, CARE staff either did not observe the same kinds of issues, or felt discouraged from engaging in issues, related to organizational capacity building in schools in Bangladesh, Egypt, and Tanzania. (All but two partner schools in Kenya were private, and they had many similar organizational needs as community partners in the area.) Thus, in some cases CBOs were more likely to receive organizational capacity-building training than school partners. In other cases, even though representatives from schools and CBOs attended formal trainings, the schools did not expect to implement administrative changes in response to the trainings. (The training sessions were still useful in fostering connections between schools and CBOs, however.)

Third, organizational capacity-building activities conducted during the later stages of the project were largely conceptualized and conducted in response to the Marketplace activities that CARE staff were preparing to implement. The Marketplace Model, described below in detail, required a particular set of administrative capacities on the part of partner organizations. These included particular exercises to prepare organizations for Marketplace activities (e.g., how to analyze organizational strengths and weaknesses, how to document organizational successes, how to write proposals,

and how to design Memoranda of Understanding [MOUs] among collaborating partners).

In both the more formal organizational capacity-building activities conducted at the start of the project, and in the personalized organizational capacity-building activities undertaken to prepare community partner organizations to participate in the Marketplace activities, CARE staff did not conceptualize or engage in the full range of organizational training activities that might have been needed or desired by partner organizations. Instead of being shaped by a shared framework for conceptualizing the project's broader social transformation goals and learning about the needs of community partner organizations, the organizational capacity-building activities were largely shaped by the particular demands of the project's activities (particularly the Marketplace activities) and by the guidelines for planning, budgeting, and monitoring of project activities that were required of CARE and its partners by CARE USA and USAID.

At the start of the project, each CARE CO used a combination of methods (usually the CAT and site visits) to determine the initial organizational training needs of their partners. (See individual country descriptions below.) They generally provided these trainings to all organizations, but subsequently they provided differentiated and individualized training to different partners (Schools and CBOs often reported different one-on-one training foci).

6.1.1 Initial Organizational Capacity Building: Bangladesh

Through a process of dialogue between CARE and its partners, and based on the needs of the organizations, CARE staff conducted organizational capacity building training on financial management, reporting and documentation, networking and collaboration, and MOU design. The CAT provided some insight into the level of leadership and the needs of partners in areas such as financial management and documentation, and that insight was used to decide training topics as well. However, the CAT was not fully contextualized to the situation in the project areas; and, it did not incorporate all aspects of institutional sustainability, such as governance, registration, and financial and programmatic sustainability. It also did not touch on the topic of learning through innovation and personal transformation, concepts that were central to the CARE staff's approach to capacity building.

This first round of formal organizational training was supplemented with intensive one-on-one support for organizations during site visits by CARE staff. These trainings focused especially on preparing partners for the demands of the Marketplace workshop. For example, CARE adopted a system of carrying out site visits in which they discussed with the partners what had been achieved (e.g., their most significant changes and their success stories). This helped partners prepare for the Marketplace workshop. The institutional capacity building – both the formal training and the on-site support – was carried out prior to the Marketplace workshop, and was finalized by the end of 2011. It

was considered to be the preparation for the Marketplace activities, whereas the Marketplace activities were considered the practicum for partners to use their new skills, and the stage upon which they could demonstrate their skills. Based on the Marketplace activities, however, CARE staff also developed additional training after the Marketplace workshop to provide additional capacity building to organizations that planned to participate in Marketplace collaborations.

6.1.2 Initial Organizational Capacity Building: Egypt

The CARE Egypt office used the baseline CAT to help determine the initial organizational capacity-building needs of partner organizations. While the CAT was administered to lead organizations and community partner organizations, CBOs (and, to a lesser extent, school BOTs) were the main beneficiaries of ensuing training. Lead organizations attended the same training sessions as CARE staff, and often they participated as facilitators in the CBO sessions. The Marketplace activities also provided extensive insight into the organizational capacity needs of CBOs, and they served as the impetus for many of the trainings that occurred.

Overall, the CAT and the Marketplace activities indicated that CBOs demonstrated weaknesses in governance, organizational management, project design and management, networking, and internal and external relations. Capacity-building needs were also identified in information systems, provision of services, documentation, and girls' leadership-oriented services.

During interviews, CBOs (and, to a much lesser extent, lead organizations) listed the following as organizational capacity-building training in which they had participated as part of ITSPLY: Strategic planning, monitoring and evaluation, mobilization of resources, grant management, Marketplace activities, teamwork skills, building good relationships, communication skills, report writing skills, proposal writing skills, implementing initiatives, and documentation of activities.

Reflecting on the organizational capacity-building efforts undertaken as part of ITSPLY, CARE staff and the consulting partners stated that organizational capacity was still quite low for most community partner organizations, and they felt that these weaknesses would undermine the sustainability of the NGOs. Skill areas for improvement they identified included project proposal development, managing development projects, monitoring and evaluation, sustainability support, strategic planning, networking, advocacy and lobbying, visioning, financial management, and developing an organizational culture focused on operating as a charity.

6.1.3 Initial Organizational Capacity Building: Kenya

All community partner organizations in Kenya received training on a core set of organizational capabilities that the CARE staff felt would enable them to carry out

successfully ITSPLEY sport-based programming for girls' leadership and empowerment. These included: monitoring and evaluation, budget management and reporting, creating a work plan, MOU drafting, resource mobilization and management, SWOT analysis, proposal writing, and leadership. Training was accomplished through formal training workshops and exposure visits to other sites.

Through these workshops and exposure visits, the capacity of organizations was significantly enhanced. Although initial training was conducted with all partners together, CARE staff provided specialized follow-up to individual organizations or to subsets of them. For instance, support was given to schools to help them integrate life skills and leadership skills in sports and into their curriculum, and to train peer educators. On the other hand, a number of the CBOs were guided through the process of report writing and how to develop guidelines and routines for activities. This decision was made after CARE CO administered the CAT and noticed differences in some of the needs of the organizations. Also, some of the partners self-identified their requirements and made those known to the CO staff.

6.1.4 Initial Organizational Capacity Building: Tanzania

Through the administration of the CAT questionnaire, CARE CO staff realized that all the organizations with which they hoped to partner needed organizational capacity building. As such, CARE staff created formal training for all organizations on monitoring and evaluation, budget management and reporting, business development, creating a work plan, MOU drafting, registering the organization, resource management, SWOT analysis, revenue generation and management, proposal writing, and leadership and group facilitation. The trainings were conducted in large groups, and CARE later realized that CBO members were not at the same level as the school patrons in grasping the information and using it effectively in their organizations. This was partly attributed to differences in educational attainments, since CBOs often had lower levels of educational attainment. Consequently, CBO representatives received more personalized follow-up as well as one-on-one training to enhance their understanding of these topics.

The partner organizations found the trainings to be important and useful. Some members noted, "I can say that CARE helped us very much from the beginning to the end. It has even enabled us to form groups and register them"; and, ". . . we only had a sports group, but through CARE's project we came to understand the issues of VSL. When we joined CARE, we already had our account, but we were not able to write a proposal, but now I can write it."

While these initial organizational capacity-building activities continued throughout the project, in the second half of the project the Marketplace activities began to play a larger role in determining organizational training topics. CARE staff in each country made different determinations about who should be included in Marketplace activities, and, therefore, about who should be included in these later organizational capacity-building

efforts. The later training is described in greater detail below under Marketplace Model activities.

6.2 Content Areas

Organizational capacity-building efforts were quite similar across all four countries; and they were more similar across countries than were the content capacity-building efforts. This is likely due to the shared administrative and Marketplace Model frameworks that drove organizational capacity building across all four countries.

The most commonly reported types of organizational capacity-building training related to: (1) planning (budget and program), (2) management (budget, revenue, resources), and (3) monitoring and evaluation. Business development activities, including SWOT and registering organizations, were common topics as well. Finally, many of the organizations that participated in Marketplace activities with which evaluators met reported that proposal writing training was a core aspect of the organizational capacity building that they received, and it was essential to their engagement in the Marketplace activities. Survey data collected from all participating local partner organizations in Kenya and Tanzania indicated that the following five organizational capacity-building activities were most often received:

Table 3: Reported frequency of organizational capacity-building activities in Kenya

	Total	CBOs only	Schools only
1. Monitoring and evaluation	20	9	11
2. Proposal writing	19	7	12
3. Budget management	16	8	8
4. SWOT	14	8	6
5. Work plans	13	6	7
5. Resource management	13	7	6

Table 4: Tanzania reported frequency of organizational capacity-building activities

	Total	CBOs only	Schools only
1. Work plans	33	15	18
2. Monitoring and evaluation	31	14	17
3. Budget management	22	11	11
4. Resource management	19	8	11
5. Creating MOUs	17	8	9

6.3 Organizational Capacity Building Outcomes

Partner organizations generally felt that they had learned important skills from the organizational training, and that these positively influenced their ITSPLEY activities. In Egypt, community partners felt that training on how to communicate in and facilitate focus group discussions directly improved their capacity to engage community members and to learn systematically about their needs and experiences. CBOs in Bangladesh had learned through organizational training about the usefulness of organograms and about better management and leadership approaches. Organizations then used some of these lessons to transform girls' official involvement in organizations as well. For example, many CBOs and schools in Bangladesh now use committees to spearhead actions and decision-making, a mechanism they did not use before. Many of these committees have given girls new roles in the organizations—roles that, as discussed in the section on content capacity building, girls were seizing with vigor. Similarly, training on organizational goals and planning led some organizations to change their focus and direction.

Supporting Mission and Vision in Bangladesh

The goals of some organizations have changed as result of ITSPLEY training on organizational visioning and goal-setting. Previously it was common for CBOs not to have any specifically stated goals to guide them. As a result, their activities were poorly focused. After ITSPLEY training on organizational management, one organization began to promote girl-focused activities. Its objective became "to protest violence against women, dowry, and child marriage," and a second objective was formulated relating to girls' leadership through sports. Its broad goal became "women's empowerment by any means."

Another CBO previously had only a very general goal of women's empowerment, but they did not understand how to implement it. After ITSPLEY training, they chose the activities that they thought would fit this goal best in their community. They decided to provide sewing training for girls and women in order to address their economic empowerment needs.

Another CBO had previously wanted to make an impact on the dowry issue in their community, but they did not know how to conceptualize the problem. Through reading about gender inequality, this CBO became more conscious of the nature of the problem. This consciousness raising, combined with ITSPLEY training on strategies to organize a campaign of protest, prepared them to combat gender inequalities successfully. With this level of awareness, they then drafted a goal of gender equality and worked towards it. They learned how to conceptualize the problem, which in turn helped them set goals for addressing the problem.

Another organization described itself as unorganized and without a specific plan. As a result, it was ineffective trying to protest child marriage and violence against women. ITSPLEY helped the group decide to change its goal to promoting girls' leadership through sports, because they came to realize that girls' leadership was essential for creating social change for girls.

Evaluation interviews routinely noted that training on sensitization and community collaboration—which usually occurred through one-on-one meetings among CARE staff, community members, and community partner organization personnel active in specific locales—had helped organizations overcome resistance and partner with community actors.

While CARE staff in all four countries felt that organizational capacity building was insufficient and that most partner organizations continued to have significant training needs, partner organizations were more interested in receiving additional content capacity-building training.

Evaluators and CARE staff noted that, in most countries, the conceptualization of the role of organizational capacity building differed significantly for schools and CBOs. While community organizations viewed organizational capacity building as essential to improving the quality and sustainability of their ITSPLY activities—as well as enabling them to have some record of what the project accomplished—school partner organizations generally appeared less interested in (or were viewed as less affected by) organizational capacity-building efforts. In Egypt, schools did not even participate in most of the training. Schools already were bureaucratic organizations with well-developed hierarchies and practices; and, while these were expected to be (and were) influenced by ITSPLY, these changes occurred through established systems. In community organizations, CARE staff were involved from the beginning in introducing and beginning to develop these systems (e.g., organograms, and monitoring and evaluation frameworks). Nonetheless, there was some indication that schools benefited from organizational training, both through their increased exposure to potential community partner organization collaborators, and through topical trainings that they might not have expected to find very useful. For example, in Tanzania many CBOs commented about the utility of the proposal-writing skills they had acquired, and they noted that they were putting them to use in writing proposals for government funding. While schools generally reported not finding this training useful, one school noted that the acquired proposal writing skills had unexpectedly come in handy when the school needed to request transportation funding from the district office: “. . . One day we wrote a request to hire a car to go to Geita but unfortunately, because we were going to Geita, we were required to inform the District Education officer. Yet, sincerely, we did not know how to write a proposal before the coming of ITSPLY. Now we know. Also, before the coming of ITSPLY we did not have any collaboration, but now we have started to work with Iyenze Primary School.”

As discussed previously, CARE staff and occasionally partner organizations identified organizational capacity-building needs most often in response to ITSPLY activities in which partner organizations were participating or were planning to participate. The most evident of these were the Marketplace activities, which called for a range of organizational practices, such as proposal writing, needs assessment, and strengths and weaknesses identification, which were for the most part foreign to community partner organizations at the start of the project.

Programming around each of these topics was successful—albeit insufficient—at preparing a subset of community partner organizations for involvement in the Marketplace activities. More generally, CARE staff and partners viewed organizational capacity building as useful for improving program quality, improving organization-community relations, and improving the focus and goal-setting of partner organizations. There was less agreement across countries and within countries on the benefits or necessity of organizational capacity building related to registering organizations. These differences were related in part to the bureaucratic and financial requirements of this process in each country, and to the benefits gained by organizations when they became registered.

6.4 Effects of Organizational Capacity Building on Individual Organizations

Community partner organizations reported that the organizational capacity building affected their internal practices and their official engagements with other organizations. This was particularly the case with CBOs, which often did not have pre-existing, consistent, and institutionalized mechanisms for planning, management, and monitoring and evaluation. Reports of these effects were, however, more uneven and diverse than were the consistently positive and enthusiastic reports of the effects of content capacity-building activities. While most CBOs felt that they had learned from the trainings and that the trainings had in some way impacted organizational practices, CBO personnel often seemed to feel that these results were not very important. This seemed particularly true in Bangladesh and Tanzania. While CARE CO staff lamented the low organizational capacity of their partners, CBOs urged that more content training be offered. Each type of organizational capacity-building activity and its reported effects is discussed below.

6.4.1 Planning

Activities designed to build the planning capacity of community partner organizations commonly included proposal writing, business development, creating work-plans, registering organizations, and creating MOUs. Planning topics pursued by ITSPLEY appeared to be shaped by the interaction of national contexts within which the project was operating, ITSPLEY program activities, and models of organizational development prevalent in CARE and USAID tools and literatures (e.g., CARE, 2000; Levinger & Bloom, 1997). For instance, in some countries, registering NGOs was a relatively straightforward process, and one that was viewed by project staff as a mechanism for strengthening CBOs. In other countries, the registration process was quite difficult and did not provide significant benefits to organizations, and therefore it was not pursued as a central planning activity. Models of business development (including registration), work plans, and MOUs were largely developed by CARE staff in consultation with national and international laws and models. An organization that had a work plan was viewed as better prepared than one that did not, and particular models for how to create good work plans were used for organizational training.

As the Kenya staff noted, however, in some cases organizations that were ranked very low on models of organizational development like the CAT were some of the most successful at ITSPLY programming; and some of the organizations that were very highly ranked according to these characteristics were less successful in transforming girls' leadership opportunities and empowerment. In these cases, CARE staff noted that the unexpectedly successful organizations tended to be run by visionary leaders who were wholly devoted to the cause of the CBO. Those that were unexpectedly less successful tended to have professionalized staff, were dependent on external funding, and had a history of programming unrelated to gender. A similar pattern was noted by Bangladesh CARE CO personnel, who argued that professionalized CBOs would shift their focus to wherever there was money, while volunteer-based CBOs cared about particular communities and issues and could not be moved from this interest, whether there was money available or not. Individuals involved in mission-driven organizations often faced huge hardships to pursue their goals, but these hardships often strengthened their dedication to their goals. Moreover, it was widely noted (and supported by questionnaire data) that paid staff in CBOs were almost always men, even if the CBOs themselves were composed largely of women.¹⁰ These observations raise important questions about the common international assumption that the sustainability, focus, and effectiveness of CBOs are improved through professional staffing models.

The Creation of a Mission-Driven Organization: Bangladesh

A *Shiri* network member, and head of the Training Center in Dhaka described how, as a result of ITSPLY, she gained a purpose in life and expanded her work to women in her community. She challenged the prevailing concept of work without meaning. She became dedicated to creating an organization that would identify children who needed help, even on an individual basis, and use sports to help them. She stated that as she became very involved in her work, she became well-known and even received a national award as leader of the best woman's organization in Bangladesh. She surpassed her husband in status, which resulted in him demanding that she quit her work. She is determined to continue her work, but does not yet know how. She is in the process of figuring it out.

Organizational planning activities were also shaped by the Marketplace activities and by CARE staff approaches to increasing the sustainability of community partner organizations. As described below, each Marketplace arrangement differed slightly by country, and each country's arrangement had a significant effect on the types of capacity building for planning undertaken with groups. For example, in Egypt, community partners were expected to partner with one of three lead partner organizations in writing proposals for Marketplace collaborations. Because the three lead organizations had significant experience writing proposals, CARE staff did not

¹⁰ Kendall found a similar pattern when conducting an evaluation for a USAID/Zimbabwe OVC project in 2000. When USAID tried to fund CBOs directly, but also required that they show capacity to conduct double-entry bookkeeping in order to receive funds, the all-women church groups that had cared for vulnerable children and families for years became officially headed by men who claimed these skills. The men thus came to hold the official leadership positions in the organizations.

provide training on this to community organizations. Some of the community organizations learned a great deal about proposal writing from the lead organization involved in their partnership; others learned less. In contrast, in Kenya and Tanzania, most organizations received training in proposal writing in preparation for the Marketplace activities. Over 80% of Kenyan organizations reported receiving training in proposal writing, and a number of them reported that this knowledge had improved their capabilities and positively affected their long-term sustainability (e.g., in writing proposals for local and international funding sources).

A number of organizations reported that goal-setting activities were particularly useful to them. After setting specific goals, CBOs were then able to leverage more aligned support from personnel and communities and to achieve one or two specific outcomes related to their larger goals.

6.4.2 Management

Many CARE COs were concerned and frustrated that community partners (particularly CBOs) were simply disorganized; they did not have tracking or monitoring systems for their activities; and they did not know how their stakeholders were responding to their activities. CARE staff most frequently developed this concern when providing technical support through follow-up visits with community partner organizations. The Kenya CO found during these visits that many partners were not able to keep clear records of the ITSPLEY activities they conducted how many people attended—key reporting mechanisms for CARE. CARE staff therefore trained CBOs in how to keep records, establish guidelines and routines, manage and be accountable for finances, and how to get registered.¹¹ All the CBOs interviewed noted that their abilities to keep records had improved, not only for ITSPLEY activities, but also for their other work.

The impact of these new activities was described by a number of CBOs as substantial and positive. A Kenyan CBO described the impact that report writing and record keeping had on its operations. Prior to the project, “. . . at the end of the year we couldn't give any account of our activities, but nowadays, we write down reports and document everything in the report.” The CBO further noted that in the pre-ITSPLEY era, they engaged in “activities without keeping proper records of events, or even registration [records of participations]. It was like we have decided to do an activity, and we would do so many activities, no planning, no evaluation, and without any documentation. We were very casual in our operations. But now we are more organized we can do planning, monitoring, and proper documentation.” They indicated that these exercises forced them to be more reflective and thoughtful in their operations.

¹¹ All CBOs in ITSPLEY were registered with the Ministry of Culture and Social Services. However, the informal schools under these CBOs were run as one of the income-generating ventures of the organization. As such, some these informal schools are not registered in the Ministry of Education and hence are not recognized by the government. CARE staff organized training on the registration of such schools.

Similarly, in Bangladesh, organizations expressed satisfaction that they could now manage themselves much more effectively because of the management training they received. Their new skills included how to write reports, how to maintain accountability through the use of vouchers, how to implement a project step by step, and how to manage a formal public presentation program (introducing speakers, reciting the Koran, etc.). They reported having become more organized regarding finance and administration. For example, they learned how to maintain ledgers and account and cash books, and how to have two signatories for a bank account.

6.4.3 Monitoring and Evaluation

Over 80% of organizations in Kenya reported receiving training in monitoring and evaluation. CO staff reported talking to community partners about how better to monitor their own events and about new ways of judging their success. They also talked about creating formative evaluation feedback loops about their programming, and about collecting new kinds of evidence of the success of these activities. Not only did this serve CARE's interests in getting a more complete record of ITSPLEY activities from community partners, it was an essential component of teaching community partner organizations to be learning organizations.

One Kenyan CBO leader explained the changes wrought in her institution by the monitoring and evaluation training as follows: ". . . I used to go to the rural areas to learn what girls are saying that would be a concern to us, but now we have changed that. We decided to do an evaluation using pre- and post-test experiments to see the results of our program. [*They would now ask girls in the community what would be beneficial for them, design activities to address those needs, and administer an end-of-activity satisfaction survey.*] We are really in a different level; we are becoming more confident. As regards to our activities we are becoming more organized." Other organizations gave similar to testimonies of the effects of these new forms of monitoring and evaluation. A culture of self-examination developed that appeared to allow them to identify and take advantage of opportunities for improvement.

Though CBOs across all four countries noted that their capacity to manage funds, set goals, plan and carry out programming, and monitor and evaluate their work had been strengthened by ITSPLEY trainings, CARE CO staff and community partners agreed that more training was needed in many organizational areas. These areas include budgeting, leadership, monitoring and evaluation, business development, generation of work plans, gender dynamics, and revenue management. In some cases, this desire for more training reflected the fact that, particularly in Bangladesh and Tanzania, many of the CBOs were quite new and were operating with very few regular personnel or regular processes for understanding their own work. In other cases, it reflected frustrations on the part of CARE CO staff and CBO personnel that their processes were not considered sufficiently adequate for CARE and USAID program approaches. For example, as will be discussed below under the Marketplace Model, none of the Tanzanian CBOs handled ITSPLEY funding directly—their budgets for collaboration were managed by

CARE CO staff because their capacity to keep records was too low. This was not an ideal situation for anyone involved.

6.5 Effects of Organizational Capacity Building on Relations among Institutions and Stakeholders

Organizational capacity-building activities appeared to have a number of effects on organizations' relationships with stakeholders and other organizations. The most evident of the changes in stakeholder relationships resulted from organizational capacity building related to: (1) the identification of stakeholders, (2) data collection about stakeholders' experiences and needs; and (3) new leadership and organizational approaches that increased stakeholder involvement in organizational decision-making.

As organizations set new goals for themselves, they often clarified who their stakeholders were and in some cases began to interact with them differently. For example, in Bangladesh a CBO explained that previously they would carry out different kinds of social service in their community without any specific target, but that after ITSPLY they have begun to specify their target clearly, namely, the promotion of girl-focused activities. As a result of this clarification of goals, they also came to understand girls and their relationship to the organization differently.

Similarly, as organizations began to conceptualize their work as targeting stakeholders and designing activities for their benefit, this opened up new possibilities for understanding the effects of the activities. Some organizations began to seek out stakeholders' views before crafting new activities or to judge the success of previous activities. Such an approach to programming was foreign to most organizations before ITSPLY. Organizations had often focused on doing particular things in a particular community, and the end-recipients of these activities were seldom directly involved in shaping the activities. The monitoring and evaluation activities (along with some of the Marketplace activities) helped foster an understanding of organizations as capable of both learning and improving, and not as responsible for trying to do everything.

Finally, the concept of leadership learned through ITSPLY organizational capacity-building activities resulted in changes in the way in which organizations were governed. This was particularly evident in Bangladesh and Kenya; and it was frequently mentioned as an important change in CBO and school settings.

School and CBO Leadership Transformations in Bangladesh

In Bangladesh the president of one CBO testified that previously he had thought that as president he had the right to impose any decision on his organization. ITSPLEY's leadership training convinced him that he should discuss issues with the other members and they should make organizational decisions democratically. This CBO, like many others, now works primarily through committees, and committee members have democratic decision-making power. Similarly, most of the Bangladeshi schools included in the evaluation stated that girls have been given—and have taken—greater leadership roles in the schools. This is partly a result of a democratic style that they learned from ITSPLEY, which requires them to listen to the voices of youth. One example of girls' leadership is that now girls are involved in deciding which types of sports they will play, whereas before the teachers would decide such matters. Besides sports, the girls have taken leadership roles in other areas. For example, girls who received training on forum theatre became proficient in implementing dramas, and they took leadership roles in these activities. In one very active school, the records of who attended forum theatre training showed that mostly girls were chosen for the training, and mostly girls organized the productions. Documentation at this school also included lists of a large number of girls who played in their football tournament. In another school, post-ITSPLEY, students formed a sports management committee, with a girl student as the team leader, and they implemented many kinds of sports programs. One school previously did not have student committees, but, as a result of ITSPLEY, they formed a volunteer committee to implement girls' sports and cultural activities. In this committee 18 out of 24 members are girls. In another school, all class captains had been boys. Now girls are beginning to hold these positions. In one school, eight captains out of 10 are female. These changes not only affect organizational dynamics and functioning, they have also transformed school environments and outcomes. Girls' enrollment rates and grades have increased significantly, and some teachers report having much more positive perceptions of girls and their capacity to achieve at school.

Changes in relationships among organizations were also reported. For example, interviewees in Egypt reported that organizational capacity building had expanded their networks with other organizations. In Bangladesh, as a result of both content and organizational capacity building, and the subsequent activities they carried out, CBOs became more visible, and in turn they attracted the attention of new organizations outside of the ITSPLEY network. This enabled a number of them to participate in broader social issues and to increase their impact. For example, one CBO partnered with a disaster management organization to carry out an awareness-building program. A second CBO that carried out drama on social issues such as dowry, child marriage, violence against women, and eve-teasing, influenced another drama group to carry out social messaging on other topics. Another CBO became so well known for its community theater that it was approached by an organization that wanted to learn how to organize forum theater shows. This other organization, in turn, had skills in technical issues like stage design and lighting; and it helped the CBO with these, for mutual benefit. Finally, relationships with other CBOs were reported as being formal, but now they are cooperative and friendly.

As with the content capacity building, the formal training sessions in which organizations were brought together to receive training played a key role in encouraging organizations to learn from one another. For example, in Tanzania, CBOs reported that bringing together various organizations during training helped them to discover what their neighbors were doing, and what they were capable of. They were able to network with one another and to take advantage of resources that they would otherwise not have accessed. For instance, they reported exchanging information on different ways of keeping records and of starting and maintaining VSLs. They also consulted one another on a variety of ways of setting up businesses and sustaining them.

6.6 Effects of Organizational Capacity Building on Communities and Systems

There were fewer evident effects of organizational capacity building on the structural environments in which organizations functioned than there were on individual organizations. Nonetheless, there were a number of interesting and often unanticipated consequences of organizational training and practices for communities and institutional systems. These tended to be specific to particular organizations or countries.

6.6.1 Bangladesh: Expanding Partnerships for Girls' Empowerment

Some of the networks created through ITSPLEY in Bangladesh appeared to be expanding the effects of CBOs' and government officials' work to improve girls' and women's empowerment and health. The MOHFP official responsible for Sunamganj stated that the Ministry joined with ITSPLEY partners to protest child marriage publicly, because early marriage is detrimental to girls' health. This was an activity begun under ARSHI and continued under ITSPLEY. Also, through drama and sports events arranged by ITSPLEY, the MOHFP was able to meet new organizations, that in turn invited the Ministry to speak to them about gender issues, child marriage, and other pressing matters for girls' and women's health. Through these relationships the CBOs have helped the MOHFP to meet their quotas for the number of girls and women accessing RH services, and they have also helped the girls and women themselves.

One area of capacity building that organizations consistently identified as essential to ITSPLEY's success was their increased capacity to address community concerns about ITSPLEY. As was discussed above under content capacity building, in general ITSPLEY was successful at addressing community resistance to the project. However, content skills related to community sensitization and mobilization were not addressed systematically in any of the countries. Rather, organizations learned about and practiced these skills with CARE CO staff if and when resistance arose. Some of these skills, such as presenting CBO goals and activities to community leaders, analyzing institutional power, dynamics, and networking with other organizations to address powerful sources of resistance may be conceptualized as organizational capacity-building activities that CARE staff taught irregularly to local organizations. The majority of organizations in Bangladesh said that the greatest barrier to success for ITSPLEY

was overcoming community resistance. One organization said: “Previously there were huge barriers in the implementation process. Now we know how to involve the community for the successful implementation of our programs, and we learned this from the training provided by ITSPLEY.” This training was evidently successful in overcoming resistance in most ITSPLEY communities. The lack of systemization of such training, however, was reflected in the uneven experiences that community partner organizations could identify.

6.6.2 Egypt: Organizational Capacity Building Through Praxis

Lead organizations in Egypt noted that the only training that was explicitly directed to their organizations, not the coordinators, took place at the beginning of the project. These were CARE workshops targeted at building CARE staff capacity in monitoring and evaluation. Lead organizations attended these trainings. Perhaps, the biggest indicator of lead organizations’ institutional capacity building lies in the fact that CARE devolved its project management responsibilities in implementation, monitoring, training, financial management and auditing to partner organizations, who took the project management lead at the level of their governorates. While there was no explicit training focused on the follow up of the lead organizations’ devolved responsibilities, taking the lead in managing sub-organizations by involving the CBOs in project planning, strategy, and implementation, solving problems at the levels of schools and school provincial authorities is a unique case of organizational capacity building through praxis.

6.6.3 Kenya: Diffusion of Accounting Practices

All community partner organizations had to keep financial records in compliance with CARE standards, and they had to deal with businesses that met the records requirements set by CARE. Because of these strict criteria in financial accountability and reporting, businesses that transacted with community partner organizations were forced to comply and issue receipts, which was not a common practice for most small retailers in Kibera. Though some small businesses originally resisted this practice, it soon became common and accepted. The small businesses continued with this practice even after the ITSPLEY project ended. Interviewees reported that the business owners said that this practice helped them to become more fiscally accountable in their business. Thus, the practice of accounting in CARE seems to have restructured the way some local businesses are conducted.

6.6.4 Tanzania: School Parliaments

Though many of the organizational changes ITSPLEY fostered related to CBOs, schools also experienced some significant changes in their organizational structures and approaches. These sometimes also had ripple effects outward to the community. In one Tanzanian school that was providing new opportunities for girls’ voices to be heard and for girls to take on leadership roles, girls instituted a *parliament* where they and

other students debated issues of concern to them and to society. This innovative structure worked so well that it was adopted by other schools and CBOs. Its success led the school that pioneered it to get recognition from government authorities in the local area, and some of the girls who founded it were invited to participate in a session with civic leaders in Kahama. In the session, the girls were able to ask questions and engage with leaders on issues of community concern. The girls also visited an actual Tanzanian parliamentary meeting in Dodoma. This was the first time such a high honor had been extended to girls in this region, and it greatly motivated many other pupils to be involved in ITSPLY activities. More generally, school and CBO personnel noted that some of the societal perceptions about girls and women appeared to be changing: they were respected more; their opinions were not always shunned; and they were given opportunities to lead. This was not the case before ITSPLY.

6.7 Conclusions

Community partner organizations and CARE staff viewed organizational capacity building as generally successful. All four countries indicated that organizational capacity-building activities had had a positive impact on organizations' programming and practices, on their learning from one another, and on the community and institutional structures in which they operated. These effects were significantly more pronounced for CBOs than they were for schools.

Most shared trainings and many mentoring activities around organizational capacity building were shaped by the demands of ITSPLY activities and administrative requirements, particularly the Marketplace Model. While this approach to conceptualizing organizational capacity-building needs had the benefit of linking training directly to activities that organizations were expected to practice and master over the course of the project, the consequence of this approach was that neither CARE staff nor community partner organizations had opportunities to reflect more holistically about what sorts of organizational capacity might deepen organizations' ability to provide sustained, high-quality, sports-based programming for girls' leadership and empowerment. One evident area of training that would have benefited organizations was community sensitization and mobilization. While many aspects of this training would be "content" training, other aspects would relate to building the organizational capacity of CBOs to analyze and respond to power, and to recognize opportunities to partner with other organizations in order to create a movement in support of their goals.

Organizational capacity building differed from content capacity-building approaches, which were more directly and consistently shaped by the Gender Empowerment Framework. The development of a framework for conceptualizing and providing organizational capacity building could also offer a similar the promise of more effective organizational capacity-building approaches.

7. Collaborative Capacity-Building Activities

Collaborative capacity-building activities conducted in support of I/R 1 activities were largely unstructured, implicit, and less systematic than content and organizational capacity-building efforts. Content capacity building often took the form of formal workshops and trainings followed by personal visits and mentoring. Organizational capacity building took the form of workshops and structured mentoring of individual organizations. Collaborative capacity building, on the other hand, appears to have been an almost unanticipated result of the structure of the ITSPLEY project and of the training approaches CARE CO staff used.

7.1 Content Areas

Collaborative capacity-building efforts took three primary forms: (1) mentoring organizations to help them adopt new relationships of collaboration within their organization; (2) structuring and encouraging new relationships among schools and CBOs; and (3) creating training environments in which community partner organizations were urged to learn from one another. Because collaborative capacity building was unstructured, the topics covered were diverse. In some cases, they might include discussions about internal governance structures and how to increase the collaborative nature of decisionmaking. In other cases, they might include CARE CO staff urging a CBO to share a strategy they use or an activity they undertake in a formal training session, and then providing opportunities for community partners to ask those organizations questions.

Collaborative capacity-building activities conducted apart from the Marketplace activities are discussed separately in this report because they played an essential role in improving organizations' learning throughout the project and because they laid the groundwork for many of the successes evident in the Marketplace activities. They may, therefore, provide insights into the types of collaborative activities that could be incorporated more systematically into future CARE efforts to build organizational collaborations and partnerships.

7.2 Effects of Collaborative Capacity Building on Individual Organizations

As has been discussed throughout this review of capacity-building activities, one change that interviewees identified most often as an effect of ITSPLEY was a change in the role that girls played in organizations—both because organizations were taught to include and listen to their voices in new ways, and because girls increasingly claimed new roles, including leadership roles, for themselves. Another important aspect of this change may have been the sense of collaboration and care between adults and youth that developed in some schools. When this dynamic was introduced, CBOs and schools often responded with systemic organizational changes, such as trying to make both physical spaces and programs more “girl-friendly,” working with girls to develop new

programs or to create new leadership opportunities for them, and deliberately trying to listen to girls and incorporate their ideas for institutional reform. Such organizational transformations were often the result of leaders adopting a more collaborative approach to governance that they had learned from CARE's content and organizational capacity-building activities.

7.3 Effects of Collaborative Capacity Building on Relations among Institutions and Stakeholders

In some settings, such as in Kenya, CBOs had secretive and competitive relationships with one another before ITSPLEY. In other places, such as Bangladesh and Tanzania, they often had no relationships at all. Furthermore, many CBOs, particularly those involved in programming around gender issues, reported tenuous relationships with the communities in which they worked. Many were marginalized by community leaders, and they had trouble engaging families and girls in their programming. Collaborative capacity-building activities began to reconstitute these relationships from the start of the ITSPLEY project, often resulting in remarkably positive results in relationships among and between schools, CBOs, and communities.

Bangladesh: Coming Together to Transform Girls' Experiences

Nearly all CBOs and schools tell the same story of initial struggles to cross the barriers to acceptance of girls' sports, and then eventual success. This success is often attributed to collaboration with other CBOs and schools. Through these partnerships and their increased programming capacity, CBOs reported that ITSPLEY had helped them become successful and recognized to the point where they had gained legitimacy in the eyes of their communities. Organizations reported that they had stopped trying to work alone, and instead they worked with community leaders and other stakeholders. As they did so, initial criticisms of the project were defused. One CBO stated: "At the very beginning the community did not support girl's leadership and gender equity. But when girls' participation increased, gradually the community became more interested in it. Our CBO arranged meetings with the Madrasa and schoolteachers, and involved them in the girls' leadership and gender equity program. After that, the teachers helped the community understand the positive aspects of girls' leadership and gender equity. This is how their community became interested—to the extent that now 30 out of 50 members of the CBO are from Madrasas."

Another explained: "Previously no one from the community interacted with us, but then we made contact with the community members. Now, after ITSPLEY, most of the community members are convinced of our work, and interact with us. This is partly because we don't try to work alone but we bring community leaders and other stakeholders along with us. Not only leaders, but also average people will now discuss their problems with us. Having the sports activity, and dealing with social problems such as verbal sexual abuse, dowry, [and] violence against women, makes us recognized by the community."

ITSPLEY fostered these forms of collaboration in a number of ways. First, formal training sessions in Bangladesh, Kenya, and Tanzania consistently encouraged organizations to learn from one another and to respect one another's experiences. Second, CARE CO staff actively encouraged and worked with CBOs and less often, with school personnel to develop closer and more open relationships with communities and girls, urging them to view these actors as partners, as opposed to project recipients or enemies. Third, CARE CO staff structured collaborative relationships through the deliberate efforts to partner schools with CBOs. This was most evident in Tanzania, where each CBO was partnered with one other school; but it was evident as well in Bangladesh and Kenya, where organizations said that they had not previously considered themselves collaborators, but now did.

Schools and CBOs consistently were discussed as having complementary strengths and skill sets to bring to ITSPLEY programming. CBOs had time, energy, the capacity to reach all children, the ability to innovate and to respond flexibly to new opportunities, and, often, intense motivation. However, they often had low institutional capacity, few stable resources, and limited community support or interest. Schools, on the other hand generally had space for sports activities, a captive youth audience, salaried staff (including for PE), and an established relationship with the community. However, their focus is not girls' and youth empowerment, and their bureaucratic structure is quite inflexible. Schools in Bangladesh and Egypt in particular, have institutional practices and governance systems that can reinforce sexism. Given the strengths and constraints of each, there was a general consensus across countries that these institutions were complementary, and that collaborations among these organizations had significant and positive effects on the organizations, their stakeholders, and their ITSPLEY activities.

New collaborative modes of thought and new partnerships were formed over the course of ITSPLEY as a result of collaborative capacity-building approaches. These were most evident in the extensive school/CBO partnerships formed and in the number of organizations that said that they had learned from one another during formal training activities. These collaborative forms seemed likely to be sustained after the project ended, since schools and CBOs had come to realize the benefits of working together, and CBOs had become legitimized enough within communities to feel confident working with other institutions. They also laid the foundation for the types of Marketplace collaborations that would later be formed.

7.4 Effects of Collaborative Capacity Building on Communities and Systems

The collaborative and learning approach CARE staff promulgated and the structure of ITSPLEY in Bangladesh, Kenya, and Tanzania led to important changes in the relations among communities, schools, and CBOs. CBOs in Bangladesh, Kenya, and Tanzania described significantly improved relationships with community leaders (including religious leaders) and significant changes in community perspectives of their legitimacy and as organizations of the causes for which they worked.

Egypt's training model did not emphasize collaboration and learning in the same way as the other three countries. In fact, with a few exceptions, such as one training in financial management for Boards of Trustees, schools were not included in organizational capacity-building events. This meant that the connections made among schools and CBOs were not as tightly coupled as in the other three countries. Moreover, in Egypt the mode of project engagement with schools and communities was different. School Boards of Trustees were expected to collaborate with school and CARE CO staff in engaging communities with ITSPLEY and assuring its implementation in school. Evaluation data indicated that the process of collaboration among these actors was very uneven. Schools and communities in which Board members or school officials were opposed to the project had significantly more trouble achieving the project's intended outcomes.

7.5 Conclusions

Collaborative capacity-building activities outside of Marketplace activities were generally unstructured and informal. Though not systematized, they had powerful and important effects on institutional relationships and relationships among community partner organizations and communities, and they laid the groundwork for the Marketplace collaborations. The collaborative learning approach to capacity building that was adopted by the Bangladesh and Kenya offices in particular offer insights into how collaborative capacity building could be pursued systematically in future projects. The trust-building and legitimation effects of this approach had a key role to play in ITSPLEY's success, particularly as it related to transforming institutional relations to support girls' leadership and empowerment.

Results of I/R 2: Implement the Marketplace Model

Following an overview of the Marketplace goals and country-level descriptions of Marketplace implementation, this report provides an overview of successes and failures, and to important similarities and differences in the consequences of Marketplace activities across all four countries. The Marketplace Model failed consistently to achieve many of its officially intended outcomes. This was due in part to ambitious timelines; it was also due to active resistance (or disinterest) on the part of partner organizations (and of some CARE CO staff) to its core goal of getting community organizations to buy and sell things to one another and to others. An analysis of the full consequences of Marketplace activities, however, also reveals its significant successes in fostering improved sports programming to support girls' leadership and empowerment, improved organizational capacity, and improved collaborations among community partner organizations. Based on these successes, the report recommends that Marketplace activities, in the future, could form the core of a structured approach to collaborative capacity building that could be useful for a wide range of community partner organizations with which CARE might work on a variety of programs.

8. The Marketplace Model: CARE Aims and Goals

The Marketplace Model was originally envisioned as an “evolved” form of the Sport for Social Change Network in Kenya – that is, a means by which partner organizations would do more than mere networking, to accumulate together the skill-sets required to implement ITSPLEY successfully.¹² At its core, therefore, and from the start, the Marketplace was seen as an “innovative approach to institutional capacity building.”¹³ Equally central to the concept (and adapted from the World Bank) were the market-based constructs of demand and supply. CARE would convene “markets” that, based on demand and supply, would first set the exchange value for the ideas, services, and expertise of community partner organizations, and then would enable these exchange transactions to occur between organizations.

In the process, participating organizations would, it was hoped, have both the incentive (since it would drive up demand and bring in a better price) and the means (since one could buy from other organizations what one did not have present capacity for) to develop better quality programs and services. The Marketplace Model was to function as a self-sustaining, locally-invested capacity building mechanism. Additionally, any revenues accruing from the sales of programs and services in the Marketplace would diversify the funding stream of participating organizations, further reducing dependencies on external donors and experts.

If capacity building and increasing sustainability were the ultimate goals of the Marketplace, other tactical aims of the Marketplace CARE listed were the following:

- To assist local organizations to network, in order to build relationships and alliances that would outlive CARE’s local presence
- To facilitate contact with donors and provide technical assistance on fund raising, in order to increase sustainability of local community organizations
- To limit grants/financial support from CARE in order to encourage lesser dependency of local community organizations on external donors; and
- To facilitate ties between local community organizations and local government, which would include official and public recognition of the local community organizations.

8.1 The Marketplace Model: Steps to Organizing a Marketplace

CARE planned the Marketplace was planned by CARE as primarily as a Workshop event, with prior pre-Marketplace planning stretching over a year and post-Marketplace follow-up activities.

Given that “the central component of each Marketplace is the exchange of expertise and services through a buyer/seller mechanism” (p. 4), a key first step was the

¹² CARE presentation, “The Marketplace Model,” Auma Obama, n.d.

¹³ “ITSPLEY Marketplace Workshop Planning Toolkit,” CARE USA Basic and Girls’ Education Unit.

identification of the products – the ideas, technical expertise, skills, programs, and services – that could be sold or bought. Thus, as part of Pre-Marketplace Planning, each participating organization would undergo a capacity assessment, utilizing the CAT. This would help CARE and the organizations determine their strengths and their needs. With CARE support to strengthen community partner organizations' service offerings through content-based capacity-building activities, and to facilitate the formation of networks and partnerships with other local organizations, the foundation for successful Marketplace participation was set.

At the Marketplace workshop, a "Customer Window" exercise (similar to a SWOT) and a "Gallery Walk" would familiarize participating organizations with each other's strengths and needs. The "market" would then align the strengths and needs of a participating organization with those of other organizations, setting off a chain of buying/selling exchange relationships or resulting in new collaborative funding proposals that drew on the complementarity of individual organizations' skill-sets. To set these relations into motion, CARE would offer small ("micro") Marketplace grants to enable organizations to purchase from each other and to collaborate on joint proposals.

While the main players in the Marketplace were community partner organizations, the "convener" of the Marketplace (i.e., CARE/ITSPLY) was also charged with bringing in government and international institutions, development agencies and donors, and researchers and technical experts to further the capacity-building efforts through collaborative research projects, experimental pilots, or workshops and events.

Once proposals were selected for funding and grants were awarded to organizations or collaborations, CARE would monitor progress and verify progress reports.

In summary, a successful Marketplace would identify the supply and demand for programs and services among community partner organizations and enabled their monetary exchange. Alternatively, it would enable the development and micro-funding of collaborative proposals for new program-implementations that bundled the complementary skills of participating organizations. In the long term, the exchange relationships would serve as a local, localized, sustainable, independent stream of monetary and technical resources, that would in turn feed into increased and sustained community partner capacity to deliver girl-focused programming. Such success assumed the following:

- Organizations were more or less equally willing and able (capacity, in terms of resources, and geography) to buy, sell, or collaborate.
- A market for girl-focused, sports-based programming existed among the organizations, which would efficiently distribute the very meager resources that CARE offered or organizations afforded.
- This market would, in turn, be supported by the demand for girl-focused sports-based programming in the local community, or in its absence, by demand from national or international agencies.

- The market and its functioning would also, in its functioning, support the overall ITSPLEY goals of gender equity and girls' empowerment and participation.

Whether these conditions did or could hold in each of the four country contexts shaped the enactment of the Marketplace in each.

8.2 Country Enactments of the Marketplace Model

The Marketplace Model was a new idea to everyone involved in the project—from CARE staff to CBO volunteers. The process of introducing the idea of the Marketplace and translating it into activities was complex and differed in each country. The Model originated in Kenya, and CARE CO staff from other countries often learned from this experience, either through visits to observe Keya's programming (for example, Tanzania CARE CO staff attended a one-week training in Kenya), or through CARE USA's descriptions and documentation of the Marketplace that were shaped by Kenya's experience.

Once CARE CO staff were introduced to the idea, they planned a series of Marketplace activities. These generally consisted of Pre-Marketplace activities, Marketplace Workshops, post-Marketplace activities, and Marketplace collaborations.

8.2.1 Pre-Marketplace Activities

In all countries but Egypt, CARE COs reported conducting pre-Marketplace activities to prepare community partner organizations for the Marketplace workshop and collaborations. Marketplace activities required a particular set of skills, such as the identification of organizational strengths and weaknesses and proposal writing, with which many community partners did not have previous experience. CARE COs identified needed skills and provided this skill-building in varying ways, from conducting a formal pre-Marketplace workshop in Bangladesh, to one-on-one mentoring sessions with community partners in Tanzania. In Kenya, training was provided largely through one-on-one mentoring, on topics including: partnerships and networking, resource mobilization, budget management and sub grant management, and the process of conducting a SWOT analysis.

CARE CO staff generally reported that they felt more organizational capacity building before the start of the Marketplace workshop was needed. A structured plan for identifying and providing training about the skills needed for full participation in the Marketplace might have simplified this process for CARE COs, and allowed for broader participation by community partner organizations. In Bangladesh, Egypt and Tanzania, the CARE CO staff chose a subsection of organizations to participate in the Marketplace workshop (in Egypt, no schools were included); the selection process was based in part on the CO's sense of which community partners had the skills needed for full participation.

8.2.2 Marketplace Workshop

CARE COs conducted a Marketplace workshop (two, in Tanzania) that included a core set of activities designed to let community partner organizations learn about each others' strengths, weaknesses, and needs, and to begin to form potential collaborations for innovative sports-based programming for girls' leadership and empowerment. The Workshops generally included the *customer window* exercise; the *gallery walk* exercise; opportunities for organizations to interact, form collaborations and propose projects; and opportunities to begin proposal-writing to support the collaborations.

Participants found the client windows and the gallery walk techniques, in particular, to be very effective, as they educated them about other organizations' strengths and weaknesses, and aided them in reflecting on their own organizations. The gallery walk allowed partners to set up gallery corners in which they showcased their organization's "wares". Participants then circulated through the stations in a market fashion, with the goal of identifying what they might buy from and sell to one another. They had the opportunity through customer windows to talk with other organizations about each organization's practices, and about the possibilities of forming collaborations.

Participants were very positive about Workshop activities, and felt that the Workshop had provided them the opportunity to learn about other organizations and how they worked, and to begin to form collaborations. Time was quite limited in these meetings, though, and in some cases, this may have led to collaborations that were more hastily drawn together, or in which organizations had quite different levels of commitment, than might have been ideal.

8.2.3 Post-Marketplace Activities

In Bangladesh, the CARE CO organized a seven-day post-Marketplace workshop to offer partners more time to plan and refine their proposals. This led to significant changes in the proposed collaborations: for example, half of the 13 original partners in one collaboration dropped out to join other groups during the revision process. In Egypt, lead and consulting partner organizations that were heading potential collaborations, worked with CBOs in the collaboration on skills like proposal-writing. Though the participating CBOs reported that they learned a great deal from this mentoring, CBOs in general felt that it was unfair that they were expected to compete against the same organizations that were responsible for offering support and training on Marketplace skills.

8.2.4 Marketplace Collaborations

Following the Marketplace workshop, groups of organizations formed collaborations and submitted proposals for microgrants from CARE to support proposed sports-based programming for girls' leadership and empowerment. In Kenya, every partner

participated in a collaboration and lead collaborating organizations were selected by collaborating partners in what was reported as a democratic process. Though not all community partner organizations participated in collaborations in Bangladesh and Tanzania, interviewees reported a similar process in each country. In Egypt, very few community partners participated, and the collaborations were all led by non-community partners.

Table 5 below provides an overview of Marketplace activities in each country.

Table 5: Country Marketplace activities

	Pre-Marketplace	Marketplace	Post-Marketplace	Marketplace collaborations
Bangladesh	Pre-marketplace workshop, one-on-one mentoring	18 full participants, 8 observer organizations (3 days)	Post-Marketplace workshop (7 days)	6 funded collaborations, each with 4-8 collaborating partners)
Egypt	Organizations received minimal documentation	Attendees included community partners, lead and consulting partners, Microsoft, and other INGOs	None reported	2 funded collaborations, with 3 and 5 partners respectively
Kenya	Content capacity building activities emphasizing partnerships	All 24 community partner organizations (5 days)	None reported	8 funded collaborations, including all 24 partners
Tanzania	Preparatory one-on-one mentoring	Round 1: 15 community partner organizations; Round 2: 3 community partner organizations	None reported	6 funded collaborations

As these narratives attest, in its simplest form, I/R 2: Implement the Marketplace Model, was achieved in all four countries. The aim of such implementation, however, was to foster new relationships. The results of the Marketplace Model's implementation are described below.

8.3 A Framework for Evaluating Marketplace Success and Failure

The Marketplace Model was designed to foster two types of relations: (1) market relations, where organizations would buy and sell services and products to one another; and (2) collaborative relations, in which organizations would identify complementary areas of expertise and work together to prepare joint proposals for innovative programming. The Marketplace, as originally conceptualized, would achieve these goals by bringing together ITSPLY community partner organizations and other actors (e.g., corporations, NGOs, government actors) to provide new connections, areas of expertise, and potential funding sources for community organizations. These new relationships were in turn expected to strengthen and potentially broaden community partner organizations' programming, and to provide networks of potential collaborators and donors to increase the sustainability of community partner organizations' work. The evaluation explored the relationships that were fostered by the Marketplace activities and the results of these relationships in two ways: through a series of CAT questions on the questionnaire (data available for Kenya and Tanzania only), and through in-depth interviews and focus group discussions about organizations' experiences of working together in Marketplace collaborations.

8.3.1 Failure of the Marketplace Model as a Monetized Exchange

Only one organization and one individual, both in Bangladesh, reported having bought or sold services to others as a result of the Marketplace. Given the centrality of this concept to the Marketplace Model, it stands as the only intended outcome that the project unequivocally failed to achieve; monetized, exchange-based relationships consistently were *not* fostered by the Marketplace activities, even when the people who attended the Marketplace were engaged in selling products and services every day in their personal lives (as was the case for many participants in the Tanzania Marketplace). Likewise, CARE CO staff generally did not invite a wide range of external partners to participate in the Marketplace activities, and so there were no reports of the Marketplace activities directly resulting in increased "sales" to other funding organizations.

This systematic failure, across all four countries appeared to be due to two things: first, the Marketplace Model did not foster relationships that could add up to a functioning "market"; and second, among community partners and CARE CO staff, there was little support for (and sometimes was active resistance to) the adoption of a market route to fostering relationships and collaborations among community organizations. That is, the Marketplace Model was perceived by some participants as not a "good" or appropriate model in the development services context.

The Utility of “Buying and Selling” in Sunamganj

Bangladesh was the only country in which evaluators heard about the Marketplace activities resulting in sales of services. It is significant that since ‘buying and selling’ was a prominent feature of the Marketplace methodology, the interviews uncovered only one CBO that engaged in buying and selling as a result of the workshop. CARE staff also reported a second instance – that of New Generation Football Club selling its coaching skills to the London Tiger Club, which was a non-collaboration CBO. Lastly, one member of a CBO sold his tailoring skills to another collaborating organization. This was an unintended outcome of the Marketplace capacity building around the ideas of buying and selling because he sold his skills as an individual, not for the benefit of his CBO.

Organizations and CARE staff in Bangladesh expressed the strong feeling that ‘buying and selling’ was a business concept, and not part of (and not a desired part of) CBO culture. An important aspect of its inappropriateness related to people’s concerns that CBOs should not be competitive with one another, but instead needed to be more collaborative and willing to teach and learn from one another.

“Appropriate” CBOs were motivated by their deep care for their cause and for their community, not by business concerns or profit-making. In Bangladesh, most interviewees said it was better not to sell skills, since sharing them for free would ensure good relations among organizations, whereas money would hamper these relationships over time. One participant felt that if there was a focus on buying and selling then everyone starts thinking about profit and not the work. Another said collaboration is better because if you don’t have enough funding, then you cannot buy, but everyone can always exchange or share. This general focus on decreasing competition and increasing collaboration was not only evident in CBO responses to the Marketplace activities; sports organizations, including the BKSP, said that after ITSPLY they viewed sports less as a competition and more as a means to develop life skills—something at which everyone could excel.

Another important aspect of the inappropriateness of the buying and selling concept was the organizational field in Sunamganj. Most organizations are geographically dispersed; travel between organizations is difficult and potentially unsustainable without external resources; and networks that provide support—instead of competition or a formal buying/selling relationship that requires that an organization have something of value to another organization with which they are interacting—were felt to offer greater leverage for improving girls’ empowerment programming. To be frank, there was no natural market for most CBOs’ skills. CBOs did not often have the resources to buy expertise from each other, and there were no other buyers on the horizon. Also, CBOs were often operating in disparate geographical regions, so exchanging knowledge only strengthened organizations that were not in a natural competitive market with each other. If organizations could learn from each other through exchanges, all their programming could improve.

8.3.2 Successes of the Marketplace Model as Collaborative Capacity Building

In contrast to the lack of buying and selling relationships, numerous community partner collaborations were established through the Marketplace and funded by CARE. These new relationships yielded rich information about the effects of Marketplace activities on organizational capacity and the quality of ITSPLEY programming. The relationships fostered by the Marketplace Model experiences and its potential as a collaborative capacity-building model revolved largely around the creation of Marketplace collaborations.

8.4 Marketplace Collaboration Relationships

Across all four countries, Marketplace collaborations consisted of one lead organization and several other organizations that worked with the lead and were called “sub-organizations.” This set of organizations identified a common programming interest and a set of complementary skills, which could then be used to deliver the proposed program with the support of CARE’s micro-grants. The collaborations appear to have been largely successful at building the capacities of participating organizations and at achieving, and, in some cases, surpassing their goals. These successes are particularly notable given the very limited timeframe in which Marketplace activities were rolled out. Thus, if the Marketplace activities are analyzed in terms of their effects on collaborative capacity building and ITSPLEY project activities, a very different picture of the success and potential of the model emerges.

8.4.1 Relations between Lead and Sub Organizations

In all four countries, the Marketplace collaborations consisted of lead and sub organizations. This model for collaborative relations worked quite well when the teams adopted democratic leadership principles. For example, in Bangladesh interviewees described very democratic relations among collaborating partners. The three lead organizations that participated in an evaluation focus group discussion said that they were selected democratically, through a process involving all organizations in their consortium. The role taken by the lead organization in each collaboration was also determined through a democratic process of discussion and decision-making. In one collaboration group, the lead organization was responsible for arranging meetings and taking the steps needed to prepare and plan for the collaboration. In a second group, the lead was responsible for maintaining the collaboration itself, distributing roles, supporting partners, and making all final decisions. In a third group, the lead gave technical guidance and some training as well as logistical and problem solving support to the sub organizations. In all cases, however, leads and subs were equally and solely responsible for programming in the geographical areas in which they functioned.

The role of the sub organizations was to implement the project in each of their geographic areas. Each organization took the lead role for the activities taking place in

their geographical location. All lead organizations stated that decisions about roles were made by majority opinion of the members of the collaboration through discussion.

The perception of all three leads was that the distribution of roles was fair and logical given that they were agreed upon through a democratic process, and that they were based on the particular expertise and geographic location of each partner. For example, a partner who was an expert on a topic took responsibility for training all other partner organizations on that topic, and for implementing activities associated with that topic in their own geographic area. The roles of the organizations were flexible; for example, if a school was located far away from the lead organization, a partner located close to that school arranged the activities at the school. All interviewed organizations (leads and subs) that were asked about respect for one another felt very strongly that collaboration partners respected one another. As examples of this respect, they spoke about the willingness to help one another for free, and their fulfillment of obligations to one another.

All three leads felt strongly that there was a high level of trust among collaborators, both for organizational and financial matters. One of the partners in one collaboration was a transgender group, the members of which are normally shunned by society. Even this group was treated with respect, and good relations were formed.

The fund management system, the use of vouchers, and the MOU (all of which were introduced by CARE) were seen as facilitating this trust. For example, in the fund management system, the collaboration partners created a bank account for management of the funds, with three persons from three different organizations participating in the collaboration jointly responsible for the account. This assured that there were no questions among organizations about when and how funds had been used. The different organizations also kept records of each of their own events, complete with signatures of attendees, in order to encourage trust among collaborators.

Organizations regularly reported participating in collaboratives that were functioning democratically in Bangladesh, Kenya, and Tanzania (this occurred less often in Egypt, because of the structure of the collaboratives). In such collaboratives, few difficulties were mentioned. Those that were included: time restrictions to complete the activities, financial difficulties (both insufficient funding for the activities, and issues around release of funds (particularly in Egypt)), differences in levels of commitment (particularly in countries where organizations were not encouraged to complete MOUs), and distance and communication issues (in rural areas).

8.5 Marketplace Activity Outcomes

All community partner organizations felt that they had learned a great deal from the Marketplace activities, and though they wished there had been more time to implement Marketplace activities and collaborations, they did not have suggestions for improving the core Marketplace activities.

Partners held a range of concepts about the Marketplace, including:

- It is a model where they can gain knowledge about collaboration and partnership, and know who has the skills they need.
- It is a concept of exchanging skills with each other in a place.
- No one organization has the full set of skills, so exchange and transfer is necessary.

It was clear from these responses and the interviews that ‘buying and selling’ was not a concept that got across strongly, or that partners thought reflected the strengths of the Marketplace activities. Instead, partners talked about a range of outcomes that they felt were directly impacting the quality and breadth of their programming, and their organizational practices.

8.5.1 New Collaborative Relationships

Community partner interviewees reported having developed large and expanding networks through the Marketplace collaborations. They credited these networks with making their activities more dynamic and effective, heightening their visibility in their implementation areas, and increasing their acceptance by communities. They also noted that they could work faster to innovate their programming in the future, because the exchange relationships were already built.

All partners felt that their collaborations were very valuable and successful. They learned a great deal and were able to complete their planned activities successfully. However, interviewees reported that shortages of time and funding (and in Bangladesh, the considerable geographic difficulties in reaching collaborators) mediated against the continuation of some existing collaborations (for example, collaborations in which partners were located quite far from one another). They also made it difficult to establish other collaborations that might be more easily sustained (such as new collaborations with organizations located nearby). While most Marketplace collaborations completed their projects on time (two to six months), they felt that their effects would have been even greater if they had been given more time to develop.

Bangladesh offers a test of sorts to the argument that perhaps collaborations would have formed without the Marketplace activities. In Bangladesh, category 2 and 4 organizations that were not active participants in the Marketplace reported considerably fewer collaborative or networking benefits from the project as a whole, and the Marketplace activities in particular, than did participating organizations. Thus, the forum of the Marketplace and the collaboration experiences post-Marketplace appeared to aid organizations in their ability to network and increase their impact.

In countries in which school-CBO partnerships were not encouraged as strongly from the start of the ITSPLY project, the Marketplace workshop seemed to be particularly helpful in strengthening CBO-school relations. The most common example given of the results of these new relationships was schools’ willingness to provide their playing field facilities to CBOs when asked. Also, schools began involving CBOs in sports and

theatre productions. This had the effect of increasing community acceptance of the CBOs. In turn, CBOs also began supporting schools in new ways, which also improved relationships and expanded the educational topics and quality that schools could provide their students. For example, Bangladesh's Prottasha CBO provided a computer trainer to a school computer lab to improve the IT training for students.

8.5.2 Improved Programming

Most organizations that participated in Marketplace activities reported that they learned a great deal that informed their own programming, including the benefits of networking and learning from other organizations. For example, a CBO in Egypt that participated in the Marketplace described its effects as "turning random work into systematic work." This was a gain shared by small and large organizations alike, as they became more appreciative of the value of networking and marketing their skills as a means for organizational development.

8.5.3 Organizational Learning

Community partner organizations reported that their organizations benefitted a great deal from the Marketplace, particularly from learning about the benefits of collaborations and having the chance to practice forming them. Individuals who attended the Marketplace workshop felt they learned about leadership and gained new skills and knowledge through Marketplace activities. In many cases, these skills were used to strengthen organizational practices.

CBOs stated that they learned from CARE over the course of the project that "when you work with others, you are stronger." The Marketplace provided an opportunity for organizations to put this insight to the test. Through the process of forming new collaborations with partners with different skill sets, organizations had to think about what expertise and other resources they brought to the collaboration and how they would leverage the skills and expertise brought by new collaborating partners to improve programming for their stakeholders. The support and learning from collaboration partners was tremendously helpful for organizations and had evident impacts in the quality of sports programming for girls' leadership and empowerment. One CBO in Bangladesh, stated, "For volleyball games I could not ensure girls' participation on the playground. But I saw how another organization had boys and girls play together, and the girls did not feel shy. So I made a decision to follow the same technique and then I became successful."

8.5.4 Organizational Support Systems

Some partner organizations experienced the benefits of what amounted to a new support system as a result of their collaborations. Given that these organizations were dealing with very sensitive social issues, being able to discuss and learn from others

doing the same kind of work provided an essential and new form of support that is likely to positively affect both the quality of each organization's programming and the sustainability of organizational efforts. One CBO in Bangladesh described how the audiences of the dramas they put on sometimes had very critical questions, which were difficult for them to answer. Once they put on these dramas together with their partners, they could rely on their partners to answer the questions that they could not. This increased their effectiveness and gave them courage. Discussions among collaborating partners about gender issues that they had encountered also helped clarify their thinking on what to do to address thorny socio-cultural issues. These support systems were credited with improving the ability of individual organizations to raise awareness of communities about SGBV, dowry, and child marriage because they learned new approaches and skills from each other.

8.5.5 Administrative Mechanisms to Support Collaborations

CARE staff and community partners noted a number of characteristics and practices that strengthened the collaborations and that were hallmarks of the most successful collaborations. First, financial transparency was essential. This was fostered by the MOUs signed among some collaborating partners and by the financial mechanisms put in place by CARE staff. CARE staff felt that formalization of organizations and of their relationships through MOUs particularly helped partners clarify their roles. For example, they learned that whatever they wanted to do collectively needed to be done transparently and accountably. However, the financial reporting requirements were very difficult for partners. Joint bank accounts were required, so all partners had to sign for bank accounts. They also were expected to keep cash books, ledgers and resolution books for writing of minutes. This proved too much for most organizations. They agreed instead to a modified system where they did not keep cash books and ledgers but only kept receipts. CARE Bangladesh developed a financial policy that made the process easier for their partners and made the documentation of activities simpler as well.

CARE staff also noted some limitations to schools' involvement in collaborations, which were caused primarily by constraints of academic schedules. The advantages of schools as partners in collaborations largely consisted of schools' sports and ICT facilities, and their "captive" youth audience. Schools rarely were involved in receiving or distributing microgrant funding, and staffing for collaborative activities was largely (though certainly not entirely) provided by CBOs.

8.5.6 Organizational Capacity

Content, organizational and collaborative capacity all appeared to increase significantly for community partners that participated in the Marketplace workshop. For example, participating organizations were able to engage in idea generation, presentation of ideas, proposal writing through collaboration with partners, joint financial management, program implementation, documentation, and reporting. They were able to design and carry out agreements for community based events management, they practiced team

work, learned from each other to improve their programming, and learned about transparency and accountability. The methodology of the Marketplace workshop—for example, the client window exercise that forced organizations to highlight to themselves and others what they had to offer as organizations and what they needed from others—helped partners realize their strengths and weaknesses, and identify areas in which they needed improvement. Meeting other organizations and being encouraged to work together on proposal-writing provided a venue in which to establish such partnerships and learn from one another. As the Bangladesh CARE CO said, the Marketplace acted as a practicum for all of the training organization’s had received, and it was a practicum that revealed great growth in capacity. It must be emphasized, however, that only those organizations that were deemed of higher capacity were allowed to participate in this practicum. CARE Co staff in all four countries said that many partners were not ready to participate in the Marketplace. This seems quite likely, but it also indicates that the Marketplace is not necessarily the best mechanism for supporting weaker organizations’ growth.

Buying and Selling in Kibera

Unlike in the other countries, community partner organizations also said that the idea of the market (and of community organizations functioning in a market) was not new. However, the way it was operationalized in ITSPLY was new. As one of the CARE CO staff observed, “...it was supposed to be really a market where all these organizations would sell skills..., a kind of exchange but for money, just as you go to the market and buy oranges, you have to pay for them. That is how originally it was designed but when it came to actual operation, it was not the case, buying and selling was not seen. What followed, since we knew our skills, allowed us to bring those skills together and collaborate”. The idea of buying and selling was translated into an exchange of skills and knowledge (partly because the “Marketplace” activities did not actually call for the sale or purchase of services, but instead for organizations to form collaborations). As a member noted “...for me market place is where you go buy and sell according to your need, sharing ideas with other organizations, getting together with a common goal”. Even a CBO that regularly marketed products (tailored garments and baskets) in other markets, did not sell them in this group.

8.5.7 Learning and Exchanging

Instead of reflecting the ideal of buying and selling (and the competition among sellers and formal transactions this entails), the relationships formed among organizations were described almost entirely as ones of exchange and learning. These were in some cases rich and long-term exchanges; in others, they were situations in which organizations felt free to take each others’ best ideas and experiences and test them out in new areas.

Organizations frequently exchanged knowledge, skills, and hand-made products with other organizations as a result of the Marketplace activities. For example, in Bangladesh the New Generation Football Club exchanged sports skills with another organization that provided their stakeholders with sewing skills training. A second CBO

exchanged training in theatre skills and writing in exchange for management and organizational skills training from another CBO.

The concept of exchange and learning was qualitatively different from the original Marketplace intent of selling and buying. Exchanges were not about the market value of goods and services, but about the needs of organizations and the roles that organizations could play in strengthening one another's programming. Exchanges did not need to be of equal value to make them meaningful, nor did they need to be two-way. Some organizations described providing support to their partners, but did not ask for anything in exchange. For example, one Bangladeshi CBO provided support to Tengra high school for forum theater and to Duarabazar Amropari CBO for sports, through provision of a (free) trainer. They did not ask for anything in return.

Learning and Exchanging in Kibera

Prior to implementation of ITSPLY, organizations reported that they ran fairly independently from each other and with minimal meaningful interaction. In fact, many of the partner representatives indicated that the level of rivalry and competition among them was quite elevated. They were secretive and did not want to share with others what they were doing, beyond what was common knowledge. This was especially true in regard to their funding sources and amounts. There was fear that others would *steal* their donors from them. The Marketplace created more collaborative, rather than competitive, relationships. This was, across the board, viewed as a shift in CBO relations that had and continues to significantly improve organizational capacity and programming. Partners acknowledged the opportunities that exchange collaborations presented to improving their programming. The gallery walk and customer window allowed them not only to identify what the other organizations were doing, but to also to showcase their strengths. Through these sessions, they identified potential partners and formed collaborations. They also identified good ideas and skills in others that they were in need of, and planned on acquiring those through exchanges and collaborations. For example, a CBO that was good at establishing *speak-out boxes* and dealing with teenage girls' concerns (e.g., conflict with parents, dilemmas about sexual activity, how to date properly), helped a sports CBO start a similar program and actually provided counseling services to girls who participated in the sports CBO's activities. In return, its members were trained on refereeing soccer matches.

Though the flowering of exchange relationships was exceptional and powerful, the exchange of ideas and collaboration appeared to be limited to ITSPLY activities. Each of the CBOs seemed to maintain its own identity and focus, and they still competed with each other in other work arenas. A full shift in organizational culture had not occurred by the end of ITSPLY.

New Knowledge-Sharing and Collaboration Systems in Tanzania

Marketplace collaborations resulted in a new knowledge sharing system among CBOs and schools in Kahama. Partners were eager to share what they considered their strengths. As one person noted, “Bugarama didn’t know about organizing a talent day, so they learnt it from Buyange; and Buyange learnt football and traditional dance skills from Bugarama.” Organizations were happy to identify what they were lacking and look for it from their counterparts. One person observed, “...when we joined a Marketplace, our focus was *who has what*, so that we can take advantage of it [through collaboration]”. These new knowledge networks also functioned for the collaborative activities. In one instance, the networking resulted in a successful joint proposal and project for CARE funding. Each of the partners contributed something valuable to the venture. The person whose idea was central to the concept of the proposal was not articulate in writing the proposal; another partner made this contribution.

Similarly, as a result of the Marketplace activities, a CBO that was good at making home visits to find out why children did not attend functions, and convince their parents to allow this helped others that did not have this capability. In return, they were trained on starting their own VSL (from the WAGE project) and supported along the way. Knowledge on maternal health, safe sex, and planned parenthood was similarly exchanged. The rate at which VSLs were established in the community was notable. Once community members learnt of the benefits, they organized themselves into groups and started their own. For example, one group helped start about 22 VSLs through the trainings they conducted. Networking and knowledge exchanges facilitated by ITSPLY made this possible.

While the new CBO collaborations were fruitful and interesting, perhaps even more notable were the changes in school/CBO partnerships. Before ITSPLY, organizations ran independently and there was no collaboration amongst them. Schools were focused on their business of teaching while CBOs were focused on offering sports and SRH and maternal health instruction. In the few instances where CBOs approached schools to be allowed to use their sports grounds, the reception they received was not always warm or even encouraging. One CBO member commented on the fact that it used to be quite difficult to get a willing school on whose campus they could practice their sports. After networking through the Marketplace, CBOs were able to access schools’ sports grounds while schools gained training in areas such as SRH and safe sex from CBOs. Accessibility of sports grounds for CBOs made it easy for them to organize sports and games for the community. This was often done after school and during the weekends, time when school going children could also be involved. In exchange for the use of this space (often not charged for it), CBOs held forums for teachers and students on SRH, gender equality, women empowerment, safe sex and planned parenthood.

Schools also collaborated among themselves. However, it was more a case of learning from exemplary practices rather than an exchange of skills between them. For example, many schools copied the notion of *girls’ parliament* from one school without necessarily offering anything in return. However, the learning didn’t seem to go beyond project activities (e.g., there didn’t seem to be conversations around best teaching practices for academic subjects).

8.6 Sustainability of Marketplace Activities and Outcomes

One of the goals of the Marketplace was to increase the sustainability of CBOs by creating new funding opportunities. As noted previously, there were no cases in which new funding sources for organizations resulted directly from Marketplace activities. Some of the skill sets that resulted from the Marketplace activities, such as proposal writing, were viewed as quite useful by organizations, and organizations were using these skills to write new grant proposals. Some individuals who participated in the Marketplace or in the trainings leading up to it felt that their own capacity to get a job with other organizations had improved. There were signs, however, that the new networks and collaborations that were envisioned were unlikely to materialize, due in no small part to the limited number of participants in the Marketplace, and to the limited time available to establish and maintain networks of potential collaborators.

Interviewees in Egypt proffered that, if the Marketplace were to result in sustainable outcomes, it would require something different.

The Marketplace cannot be an event. It should be a thinking framework that provides continuous incentive to organizations to invest in long-term institutional capacity building, and not quick fixes for occasional events. This includes thinking about the sustainability of their volunteers, and how best to sustain loyal staff whose development contributes to overall organizational development. CBOs pride themselves on opening doors of opportunity to volunteers in bigger organizations. However, a future where the CBO evolves into a professional organization with full-time staff does not seem to be part of their vision.

Another way to conceptualize the effects of the Marketplace on sustainability is to consider the effects of the Marketplace on the institutions and systems in which organizations function. In Bangladesh, Kenya, and Tanzania, resource-sharing partnerships between schools and CBOs were developing because of the Marketplace and these seem likely to continue. In Kibera, where the Marketplace Model had the longest time to reach fruition—and the most difficult institutional culture to overcome—there were signs of significant, though incomplete, changes in the landscape of organizational relations, with many positive outcomes.

Transforming the Landscape of Organizational Culture in Kibera: From Competition to Collaboration

Many of the CBOs that participated in the Marketplace decried the competition that existed among them. As one member pointed out, "...formerly the level of competition was very high. When competition is high, it doesn't create a peaceful environment for exchange of ideas; rather it creates conflict with individuals and in the community." Another noted, "...before ITSPLY the focus of most of the organization was on how to do better than the other." That has changed and many now work collaboratively. Those interviewed mentioned the fact that serving a common group, and having a common goal was largely responsible for the networking and partnership.

With this new understanding of the benefits of collaborating toward a common goals, both schools and CBOs were able to benefit from the training received on the Marketplace Model. Through this model, schools and CBOs were able to partner and exchange knowledge, skills and resources with each other. School allowing CBOs to use their rooms for teaching and training youth is a good example of a shared resource. However, one of the biggest challenges for partners was the (initial) lack of collaboration among them, and the lack of trust and good will with the school. There was an atmosphere of competition for resources (e.g., funding sources), especially given the fact that some of the CBOs run informal schools as their income generating activities. Holding on to information would (possibly) guarantee some competitive advantage and relevance in the community. Through the partnerships, the CBOs indicated that they had built greater trust with each other since the CARE CO staff encouraged them to learn from each other rather than them giving direct training. For example, one CBO invited another to instruct them on creating a conducive environment to handle some of the challenges girls experienced in the community.

Exchange of ideas also led to greater utilization of resources within the community. Instead of organizations struggling with an aspect of an activity they may not be good at, they resorted to *borrowing* skilled personnel from other organizations that were good at that activity. During sporting activities, they were able to use referees from other organizations. Organizations also became more thoughtful in planning community activities in order to incorporate as many partners as possible. This increased a sense of togetherness, trust, and good will with their counterparts. Even so, the collaborations seemed to be strongest around ITSPLEY activities, with each organization still focused on its own mandate. It was somewhat unclear how much the partnering and/or collaboration would extend beyond ITSPLEY activities.

Collaboration among organizations has fostered a sense of shared responsibility. Many reported that they were following up more closely on problem cases, were more proactive in seeking solutions to a number of the girls' challenges (even beyond their own individual organizations), and were more conscious not to invest too many resources in just one area or in only a few individuals. Prior to ITSPLEY, a CBO dealing with out of school girls reported having difficulties in finding scholarships and places in schools for some of its girls. Through the networks ITSPLEY created, it found another CBO that runs a school and is open to the enrolment of older girls, many of whom were once school dropouts. The second CBO also had tuition scholarships. This working arrangement made it easy to identify girls' needs and to provide the necessary resources to them. In the partnerships, CBOs shared information and some realized that some girls were beneficiaries of multiple educational scholarships. This knowledge allowed them to redistribute the resources to benefit many more of the girls.

8.7 The Marketplace qua Marketplace

Some partners, particularly in Egypt and Kenya, noted that the Marketplace activities did not actually bring together a marketplace of ideas or partners. The organizations invited to participate were all involved in ITSPLEY, thus automatically limiting the range of likely ideas and expertise. Other CBOs, government actors, and for-profit corporations were seldom invited, neither were potential sources of funding and

equipment. In Egypt, CBOs suggested that in the future, corporations, ICT companies, government ministries, and sports clubs could add to the diversity of the participants.

Community partners also expressed concerns about the alignment between their work as CBOs and the notion of a Marketplace in which organizations are (theoretically) trying to figure out what to sell that others will buy. One Marketplace expert from Egypt observed that enhancing authentic exchange is premised on the grassroots expressing their demands as they perceive them, and not as prescribed by Marketplace organizers/donors.

Similarly, CARE staff pointed out that the collaborations, an integral part of the Marketplace Model, were not about buying and selling at all, but about collaboration. The collaborations were funded through a grant; organizations did not need to purchase or sell anything. So the “Marketplace” was not itself populated by a full range of potential service providers or sellers, and there were no paying customers for CBOs’ services, except for CARE.

The Marketplace ideal of community partner organizations buying and selling to each other and the ideal of community partner organizations coming together to complement each others’ strengths in proposals for programmatic funding were not effectively located in actual markets and were not effectively differentiated for organizations. Particularly in rural areas, community partner organizations stated clearly that there was no internal market for the development work that they did, and that while collaborations were sometimes possible and very much appreciated, they too posed logistical problems that were quite different than those faced by CBOs in areas like Kibera.

In part because of these internal inconsistencies and in part because buying and selling did not fit with the concepts volunteer organizations used to conceptualize good relationships, CARE CO staff in all four countries said that it took organizations a long time to grasp the Marketplace concept—and organizations never centered the notion of buying and selling in their definitions of the Marketplace. CARE staff and some CBO personnel noted that the buying and selling concept could help support organizational sustainability in a few limited cases, but that this would largely be for more “advanced” organizations that for various reasons were comfortable commodifying social mobilization—something that, many CBOs and CARE staff responded, should not be viewed as available for buying and selling.

8.8 Conclusions

8.8.1 Official Outcomes

By official measures, which focus on training organizations in how to conceptualize themselves as part of a market in which they will become more sustainable and developed if they identify their strengths and weaknesses and learn how to market the

first and buy improvements in the second, Marketplace activities were a consistent failure across all four countries. Not only did very few organizations participate in any buying and selling activities, but CARE staff and community partner organizations in Bangladesh, Kenya, and Tanzania expressed deep reservations about the potential effects of commodifying CBOs' activities. Across all four countries, it was also evident that schools in particular did not respond strongly to the buying and selling framework. In some cases, such as in Egypt, schools had nothing to gain by selling their services or resources, since the local government would in turn take these resources from them, and, in fact, CARE CO staff did not include them in the Marketplace activities.

It was also evident in every country but Kenya, but particularly in the rural areas of Bangladesh and Tanzania, that the logic of organizations identifying and participating in markets to sell their resources and services was likely to be a losing proposition. Marketplace Model goals were not well-suited to extremely rural areas in which there was no market for social mobilization and betterment services, even though these areas were those most likely to benefit from improved services.

Finally, as a number of Marketplace participants pointed out, the activities associated with the Marketplace Model were themselves not aligned with the development of a Marketplace mentality. Organizations were not selected on the basis of their competitiveness, complementarity, or capacity to buy services (something that some organizations, particularly in Egypt, protested); they were selected because they were viewed as the organizations that were participating in ITSPLY that had the highest capacity to form productive projects around innovative programming to support girls' leadership and empowerment. Given their shared dedication and focus on this topic, they could either be a network of collaborators supporting each others' efforts to improve programming, or they could be nearly-direct competitors in a market. In all four countries, the Marketplace activities resulted in rich networks of organizations that collaborated on innovative programming that improved all of their capacity and resulted in outcomes that were greater than what any of the organizations could have accomplished on their own.

8.8.2 Collaboration Consequences

While buying and selling was largely dismissed as a desired outcome, or appeared not feasible to implement, in all four countries, CARE staff and community partner organizations overwhelmingly experienced the Marketplace activities and the collaborations that followed as empowering, useful, and essential to their improved capacity to provide sports-based programming for girls' leadership and empowerment. This was accomplished through the dual processes of developing project-based collaborations and creating networks of knowledge and resource exchanges among organizations that were dedicated to creating social change through broadly similar types of programming.

8.8.2.1 Collaborative Networks

Organizations that participated in Marketplace collaborations consistently described their engagement with other organizations as collaborative, supportive, democratic and inclusive, and productive. Though of course there were issues that arose in these collaborations, it appeared that the Marketplace was successful in setting the stage for organizations to work together productively toward a shared goal. This was even the case in Kibera, where a longstanding tradition of competition between organizations had to be overcome for organizations to begin to collaborate in this manner.

As discussed above, in most countries the basis for Marketplace collaborations was laid during content capacity-building trainings in which CARE staff emphasized organizations learning from one another. The Marketplace built on this tradition of encouraging organizations to view each other as resources and as partners in trying to improve girls' and communities' lives in their regions.

The Marketplace Model offered new opportunities for organizations to imagine the networks and relationships that they might want to form with other organizations. By learning much more about each other, and by providing a safe space for organizations to identify their strengths and their needs, the Marketplace activities played a key role in fostering productive collaborative networks. New partners met each other through writing collaborative proposals, expanded each others' knowledge and interests, worked together and built trust through the collaboration (if they were funded), and became a regular network of support for one another. This appeared to be particularly important for CBOs in Bangladesh, where organizations' knowledge that they were not alone and that they had other organizations to turn to if they were in need, and their growing collaborations and mutual respect for schools, appeared to transform significantly their own self-confidence and their standing in the community.

The Marketplace Model also appeared to effectively enable members and organizations to network and share resources. By partnering with one another, organizations enhanced their capacity to deliver services. For instance, it was more efficient and productive for schools to engage with CBOs in organizing for sports tournaments, gender empowerment forums and advocacy workshops since the CBOs had more experience in such matters. Rather than avoiding such activities all together due to lack of expertise, schools were now able to be involved and contribute to the development of the youth in new ways.

Marketplace collaborations were strengthened by support from CARE staff in negotiating governance, accountability, and transparency among partnering organizations. This was often most successful when formal guidelines or agreements were put in place (e.g., about budget requirements or MOUs). CARE staff and community organization partners noted that some of CARE's requirements in these areas were too complex and required too many resources for small CBOs. CARE staff worked with collaborations to try to ease some of these requirements and, in some cases, handled the budget directly because of concerns that partner organizations did

not have the capacity to keep the accounting required for the funds. Nevertheless, the burden was still identified as onerous by many partner organizations. Given the small amounts of money and the grant-nature of the collaborative funding, it might be productive for CARE COs' and CARE USA to look at alternate models of community-based or collaboration-based accountability that utilize accounting practices that are more familiar to community partner organizations. This would require flexibility from CARE and project funders. However, since CARE staff invested tremendous amounts of time in supporting budgeting for partner organizations, such flexibility would both save CARE resources and would provide more locally-accountable mechanisms for organizations and communities.

While there were signs that some of the collaborative networks created through the Marketplace would continue, a number of factors also mediated against their continuation. First and foremost, the amount of time given to organizations to form these collaborations and to work together on the proposed projects was very brief. CARE staff and partner organizations talked at length about the important strides made in collaborating partners trusting one another, but this process requires more time than the project allowed. Second, many collaborations required CARE resources to continue, in part because of significant communication and transportation costs. While technological changes may lower this barrier over time, it is hard to imagine many collaborations being sustained with no inputs in very rural areas. Third, the Marketplace often included a very limited number of organizations. If more, and potentially more diverse, organizations were included in these activities, the connections and networks formed to support a broader array of activities might emerge.

8.8.2.2 Project-based collaborations

The project-based nature of the collaborations fostered by the Marketplace appeared to play a key role in the rapid success of the collaborations. Many different models of collaborations, partnerships, and networks have been developed to describe and foster a wide range of desired outcomes, including professional, topic- or sector-based, and geographical models (Woodland & Hutton, 2012). The project-based, complementary, and broadly democratic collaborative model that was fostered by the Marketplace activities had a number of strengths. First, it brought together organizations involved in a broadly similar type of work and encouraged them to propose new activities that innovated on their shared strengths. Second, it urged organizations to view themselves as learning organizations—each of which had its own strengths and its own needs. By urging organizations to collaborate with other organizations with complementary skills, it created a learning environment for all organizations. Third, organizations heeded CARE staff urgings in Bangladesh, Kenya, and Tanzania to enter the collaborations as partners, and though some would take the lead and others would not, these roles were not strongly hierarchical. Organizations generally reported that all partners in the collaborations learned from each other and listened to and respected one another. The programmatic and capacity-building successes of the Marketplace activity were numerous and particularly notable given the very limited time and resources available

for the activities. The Marketplace activities systematically produced a set of capacity-building outcomes that community partners deeply valued and that directly and clearly improved the quality of collaborating organizations' programming for girls' empowerment.

Given these successes, and given what was viewed by some CARE staff and partner organizations as the problematic nature of the originally intended (i.e., competitive, commodifying) goals of the Marketplace activities, it seems most productive to view the Marketplace activities as a successful approach to building the content, organizational, and especially the collaborative capacities of ITSPLY community partner organizations. While these effects appear to have been significantly stronger for CBOs than for schools, and though only a subset of higher-capacity organizations were included in these activities, their success points to the potential for Marketplace activities to be renamed and reconstituted as core components of a structured approach to organizational and collaborative capacity building that CARE could adopt in working with a range of community partners on a range of programs.

If the Marketplace Model is examined as a structured approach to organizational and collaborative capacity building, the evaluation data point to two other important topics related to organizational capacity building that can be fruitfully included in future capacity-building frameworks. First, organizations involved in work that is attempting to transform girls' roles and social gender relations consistently experience the need to sensitize, engage, and mobilize community leaders, school leaders, and parents. CARE staff generally were very effective at working one-on-one with organizations to address these topics, but this topic was not systematically included in capacity-building trainings. This means that organizations' capacity to engage, re-engage, and expand their circle of influence is currently dependent on their particular experiences of working with individual CARE staff on these issues. There is a significant body of literature and development best practices associated with community sensitization and mobilization around gender issues, and many organizations would benefit from learning systematically about this work. Potentially, they could even reconceptualize their engagement with community and school leaders and members through this lens.

Second, people and organizations involved in community-based work that is often deeply fraught, emotional, and contested, derive tremendous benefit from receiving emotional support that helps them continue their work. In Bangladesh, organizations talked about the difference it had made to their programming when they knew that collaborative partners would support them when communities pushed back against some of their programming. Given the complexity of the social relations that they were trying to change and the inevitable resistance that would result at times, this finding is also applicable to a wider range of organizations involved in gender transformation efforts.

Just as organizations may face reproach and benefit from support from peer organizations for their work, so too individual personnel involved in these organizations

require support. In particular, those who dealt directly with issues such as gender-based violence spoke of their need for support. Capacity building, networking, and collaborating that focuses on providing support mechanisms and emotional outlets for these personnel may have significant, positive results on their capacity to continue their work. For example, one of the most successful CBOs in Kenya was run by a woman whose vision and life's work was to provide support for girls who experienced sexual assault in Kibera. She spoke to evaluators of the intense emotional strain that the work placed on her. ITSPLEY had increased this work by connecting her with multiple organizations that had begun to send girls who had experienced sexual assault to her once they learned of her expertise.

The emotional toll on caregivers working in situations of high violence, poverty, and abuse is well-documented. A number of programs, often created to provide support to caregivers of AIDS orphans, have shown remarkable success at relieving some of this toll. For example, the USAID-funded Speak for the Child program in Kenya had remarkable success at improving the emotional well being of grandmother caregivers and the physical and emotional well being of their charges, through the creation of caregiver support groups. These good practices could be examined and incorporated into organizational capacity-building efforts in CARE's future work around gender empowerment and similar social arenas in which organizational staff are addressing deeply emotional events in the lives of those they serve.

9. Conclusions and Recommendations

ITSPLEY's approach to capacity building can be described as tripartite: content, organizational, and collaborative capacity building, undertaken through formal training, mentoring, and peer education. (Successes from the Marketplace Model are included with collaborative capacity building.)

The ITSPLEY project was an unqualified success at building the content capacity of community partner organizations and their personnel in all four countries and across multiple content areas. Content capacity-building efforts were strongly shaped by the GEF and by the gender-focused projects that had preceded ITSPLEY in each country. Training occurred through formal trainings, which served as arenas for peer learning, and were supplemented with individualized mentoring sessions from CARE staff. This success translated into improved programming for girls' leadership and empowerment in and out of schools, new relationships and learning opportunities between and among CBOs and schools, and increased community and institutionalized support for ITSPLEY and for girls' empowerment.

The project's organizational capacity-building efforts were shaped by project activities, particularly the Marketplace activities, and by models of organizational capacity embodied in tools such as the CAT. Training in this realm occurred through more limited formal training sessions, was driven more by CARE project-management agenda (i.e., financial systems and governance), and placed a heavier reliance on mentoring and

monitoring by CARE staff. Consequently, organizational capacity-building efforts were unevenly successful at changing organizational practices beyond their ITSPLEY focus, and inspired less excitement in community partners than did the content capacity building, particularly in schools. The trainings offered little sustained engagement between organizational development and ITSPLEY's larger goals of gender equity and girls' participation, beyond theorizing that a more developed organization is better equipped to deliver ITSPLEY. The design and delivery of organizational capacity-building efforts were largely unrelated to ITSPLEY's gender objectives.

Nonetheless, many community partner personnel found the trainings helpful in implementing ITSPLEY. And many organizations reported at least minor changes in their practices as a result of these trainings. Where formal workshops occurred, they played a key role in fostering new relationships among community partner organizations. CARE's encouragement of official registration for community partners required considerable effort in some countries and was aimed at bringing community organizations into sustained relationship with local governments. But the value of this is an open question. In some limited cases, organizational capacity-building efforts were changing the systems within which organizations operated.

Collaborative capacity building was a by-product of ITSPLEY's approach to content trainings and its reliance on partnerships and collaborations, but it played an important role in organizational and sectoral change. On the one hand, relations within individual organizations often began to mirror the democratic decision-making processes operating among organizations in ITSPLEY collaborations. In the process, it was gratifying to see that this furthered gender equity and girls' participation. At the sectoral level, collaborations not only overturned previously competitive and suspicious relations (Kenya) but also pushed organizations to look beyond their narrow agenda to recognize other organizations and other ways and means of achieving their agendas. As a result, across the four countries, organizations built greater credibility and momentum for themselves as well as for girl-focused programming, whether in the local community or with external donors. Thus, collaborative learning created conditions within organizations and communities that were more favorable to girl-focused programming. It also facilitated the discovery of the compatibility and complementarity of schools and CBOs as partners for delivering girl-focused programming. While Egypt may be an exception (given the political compulsions of the day), there is much evidence in other country contexts to support the continued success of strong school-CBO relations. These in turn, may potentially embed ITSPLEY goals deeply in the community. There is less evidence to suggest that the positive outcomes of collaborative relations among CBOs will outlast ITSPLEY, despite organizations' best intentions. The unstructured forms of collaborative learning also mean that they are unlikely to sustain in the face of funding pressures, which is a very present operational reality for most partner organizations.

The Marketplace Model has already been critiqued for its perhaps misguided efforts to impose a market model on poorly-capitalized organizations that were attempting to

further an already difficult-to-market girls' empowerment agenda in the community. The Marketplace, as it was designed, organized, and convened, also failed to engage seriously with any gendered analysis of its goals or functioning. For example, not merely the cultural "fit" of the notion of buying and selling development services, but how women and their culturally-appropriate roles were positioned with respect to the market).

While Marketplace activities failed to create buying and selling transactions among community partner organizations, they were quite successful at teaching organizations new lessons about their own strengths, weaknesses, and needs; creating new collaborations among partner organizations; and beginning to transform the institutional culture operating in some areas. Marketplace activities included intensive formal trainings, mentoring sessions, and many structured opportunities to learn from and to negotiate exchanges and partnerships with peer organizations. These collaborations mostly met and exceeded their programming goals. They also had effects on organizations' understanding of their relationships with one another and with those they were trying to serve. As such, aspects of the Marketplace may form the basis for a very strong model of collaborative capacity building in future programs.

ITSPLEY's capacity-building efforts contributed deeply to the success of the first strategic objective, and they met the goals of the first intermediate result. In every country, the Marketplace Model was also implemented. It consistently failed to meet its intended objectives, but it provided a powerful model for collaborative capacity building that should be built upon in future projects.

The project's capacity-building efforts provide models for future CARE programming in a number of ways, including the extremely successful grafting of ITSPLEY onto previous projects, and the excellent results of fostering school-CBO partnerships.

In contrast to the content capacity-building activities, it is notable that the organizational, collaborative, and Marketplace activities were not informed by a gender framework. In turn, the results of these efforts continued to promulgate gender inequities and blind-spots within and among organizations. For example, except in Bangladesh (where the transformation from within the GEF shaped practices to a greater extent), in very few cases did organizations seriously consider their internal gender dynamics as a necessary (or even appropriate) topic of analysis, much less did they systematically set out to address such inequities among personnel. Similarly, the caregiving and support work of "front-line" volunteers, primarily women, was not considered to have implications for organizational needs or capacities. These are areas in which CARE can play a leading international role in crafting a gendered framework for holistic community organization capacity-development. The recommendations section discusses these issues further.

9.1 Sustainability

Project sustainability can be conceptualized along at least three dimensions: the sustainability of project activities, the sustainability of community partner organizations involved in ITSPLEY and their collaborations with one another, and the sustainability of the institutional and cultural changes wrought by the project.

9.1.1 Activities

ITSPLEY's activities had significant effects on girls' daily lives and on community norms in most ITSPLEY catchment areas. Most of these activities will take limited external support—often the occasional cost of sports equipment and transportation—to be sustained. For poor communities, this is far from insignificant. In particular, some of the most prominent and powerful project activities, such as public tournaments that drew large crowds in Kenya and Tanzania, are unlikely to continue without some external financial support. They will also require the human resources needed to continue to function—the teacher, school officials, girls, and CBO volunteers who organize the activities.

Tanzania appears to be best-positioned to continue ITSPLEY activities without concerns about financial and human resources. PE teachers and CARE staff involved a wide range of teachers in the activities, so the school programming is not dependent on one person. The project focuses on traditional sports, which tend to have much lower equipment costs; and parents established a community sports fund kitty, built as part of VSL activities, to foster community-level financial sustainability of ITSPLEY activities. Such an approach to sustainability might be introduced to other countries, and some aspects (such as involving more teachers in the project) might be easily accomplished. Other aspects, such as the community kitties, might require a great deal of additional programming.

9.1.2 Organizational Strengthening

Organizations felt that their involvement in ITSPLEY had equipped them with powerful new tools for girls' empowerment, a larger and better-trained cadre of volunteers and staff, and improved and more innovative programming. There were promising signs that organizations involved in ITSPLEY were experiencing increased legitimacy in their communities (especially in Bangladesh and Egypt); that they were better networked and supportive of one another than before (especially in Bangladesh and Kenya); and that they felt more confident in and capable of providing programming to improve girls' leadership and empowerment. Not only did organizations appear better-positioned to continue their work *for* girls, but in many organizations, work was increasingly planned and carried out *by* girls or in fuller partnership with them. The most evident of these transformations were the new roles that girls and young women were playing in some of the CBOs and schools, including as leaders. In Bangladesh, this was particularly

evident in CBOs, which were largely youth-led, and in which girls therefore did not face the double-barrier of gender and age in gaining leadership opportunities. In Kenya, this was particularly evident in the roles that girls were playing as peer educators (especially for issues of SRH), in and out of schools. In Egypt and Tanzania, this was particularly evident in the roles that girls were playing in creating and participating in school governance structures.

These new leadership opportunities were due in some cases to the greater gender awareness of these organizations, in some cases to the more democratic way in which they were run, and in some cases because the structure of ITSPLY required that organizations incorporate girls in new ways. Once girls were included in these new ways and their voices were heard, girls' capabilities were recognized. In Bangladesh and Egypt, greater gender awareness led to the decision by some organizations to select girls for ITSPLY training opportunities. Girls often became involved in CBOs through their participation in "front-line" activities such as drama, counseling, or sports activities. They then received training as a peer educator, coach, or other CBO role, became more active in the organization, and sometimes (particularly in Bangladesh) took on increased leadership roles. Even in cases where girls did not take on greater leadership roles within the organization in response to this training as was common in Egypt, girls began to play a host of roles, and were seen as an increasingly essential human resource for organizations and community alike.

Women and girls in some Bangladeshi, Egyptian, and Kenyan CBOs noted that girls were now more respected in their organizations, and interacted with male members of the organization as sisters and brothers—a significant change, interviewees said, from how women had been treated earlier.

It seemed likely that these changes in organizational functioning would be sustained at the individual organizational level, well after the departure of ITSPLY. The sustainability and expansion of these gains at the network and collaboration level, however, appeared unlikely without additional external support and time to develop.

9.1.3 Collaborations

Given the transportation and communication costs required to support rural collaborations, and given the very short timeframe for collaborative partnerships' development and joint programming, it seems unlikely that many of these activities will continue without more prolonged external support. The gains realized through these activities may be particularly short-lived in areas where Marketplace activities emphasized exchange, as opposed to joint learning, models. In situations where an organization did not learn about and begin to embody certain practices, but instead partnered with another organization to provide these services (such as was common in Kenya), if that one particular relationship does not work, it is unclear whether the organizations will turn to collaborative models to try to strengthen their programming. In situations where organizations learned new skill sets from one another with and without

exchanges (such as in Bangladesh), continued collaboration may be more likely to occur.

Although many aspects of ITSPLEY appear sustainable without direct support from CARE, in all cases (activities, organizational, community) it seems likely that sustainability would have been further guaranteed with an extended project timeline. As noted at the start of the evaluation, ITSPLEY's ultimate goal was to transform social and organizational norms and relations, and such goals take time. Indeed, the longer-term sustainability of the project is more difficult to ascertain. ITSPLEY's focus on training trainers and peer educators appears to have created a cadre of people in each country who can pick up ITSPLEY programming and continue it, even if there is a turnover of current teachers and leaders. There was not, however, any direct mechanism created to continue and update this training over time, and so, over time, this cadre may not be renewed. Particularly in Egypt, where the project faced difficulties in some schools and communities and was fueled largely by young women's volunteer labor, the decline in official trainings for which volunteers were certified by an external body, and a decline in CARE's indirect support for navigating community relations, may put the sustainability of project activities at risk.

A number of steps could be taken to strengthen the sustainability of project activities and goals. The first would be a continuation of the project for a number of years. Such an extension would allow for full institutionalization of ITSPLEY relations and practices at the organizational, community, and potentially super-community levels. The second would be to establish a body in each catchment area that could continue the fundamental sensitization and training activities of the project, providing continued support (particularly to strengthen collaborative capacity building) for organizations involved in ITSPLEY activities. Such a body (e.g., an umbrella organization of community partner organizations) might continue to be funded directly by CARE or other external funders, but would be responsible to community partner organizations to continue providing support for partners' growth and capacity building. A third would be to support activities, such as Tanzania's VSL, that would allow communities to support systematically the ITSPLEY activities carried out by partner organizations. For example, in Tanzania, members of VSLs agreed to put funds into a kitty that would be used to purchase sports equipment for ITSPLEY activities after external project funding ended. Groups like these provide a structured and trusted mechanism through which communities and CBOs can work together to support shared goals. A fourth would be to engage government officials more directly in aspects of the project, to try to have the government take up and sustain pieces of the project that could be broadly institutionalized in schools (e.g., school schedules, training of more female PE teachers, training all PE teachers in ITSPLEY approaches, and adoption of ITSPLEY curricula).

9.1.4 Community and Cultural Change

It appeared likely that in communities and schools that had engaged productively with ITSPLEY over the course of the project, social norms concerning girls' involvement in

sports and the benefits of girls' leadership and empowerment were rapidly becoming entrenched. The notion that sports could be a powerful mechanism for this change was widely accepted. For example, Bangladeshi CBOs commonly noted that other types of activities that the partner organizations sponsor in communities (ICT, income generation, drama) are very popular and more easily accepted than sports for girls, but that they have less power to create change.

The opportunities for girls to play sports, for their voices to be heard and their talents seen, and for the effects of these activities to be viewed as positive for girls and their families was increasingly normalized. For example, in many Bangladeshi communities there was a dramatic shift toward girls playing outdoor sports and a wide range of community actors coming to observe these activities. (This did not include out-of-school girls, who were often sent to attend to chores instead.) Moreover, the opportunities for girls to engage with CBOs, receive training, and begin to play active roles as peer educators and leaders in the CBOs were growing and receiving increasing community support. This was particularly evident in Egypt and Kenya.

These shifts in girls' voices and opportunities for leadership were in turn associated with a broad range of positive outcomes for girls and their families. Schoolteachers reported seeing a significant impact of sports on girls, including helping them develop their leadership skills, increasing their academic performance, and decreasing dropout. Other teachers noted that girls who participated more in sports were more expressive and confident in and out of class. In Kenya, Egypt, and Tanzania, these results were so evident, and girls so rapidly began to leave boys behind academically, that officials called for ITSPLEY for boys, since the boys' performance in school was now lagging.

9.2 Scalability and Increased Impact

ITSPLEY was conducted in rural and urban areas in four countries located in three different regions of the world. In all of these settings, the project was successful at achieving its core goals in a short amount of time and with limited resources. It brought new types of organizations together to create a substantial impact on organizational and community norms and practices concerning girls' leadership and empowerment. ITSPLEY's effectiveness in each country was deeply shaped by the projects that had preceded it and by people's familiarity with and trust of CARE COs in the area. Very likely it would be relatively easy to scale up the project in geographic areas in which CARE has worked previously (particularly on gender-related issues) with community organizations or schools. Scaling up ITSPLEY activities in areas in which CARE has not worked previously probably would require a much more resource-intensive effort. This effort would need to focus more attention on institutionalizing ITSPLEY mechanisms and on working closely with organizations to build their trust of CARE and of each other, as well as on more intensive content capacity-building activities.

In this sense, the project appears eminently scalable within CARE's network of existing community and organizational partnerships, particularly those that have been involved in gender-related work in any sector previously.

In considering the capacity of CARE COs to staff this expansion, it is worth noting that in three of the four countries, CARE staff directly provided extensive mentoring and one-on-one work with organizations. In Egypt, provincial NGO partners engaged in this work. Given the particularities of Egypt's political situation during ITSPLEY, it is difficult to judge the relative merits of these two approaches, but both models have the potential for larger-scale success, thus increasing models and mechanisms for scalability. In either case, the amount of administrative time spent by CARE staff in Marketplace collaboration activity management (particularly managing budgets) would need to be lessened. This is discussed below.

ITSPLEY might also be scaled up by supporting the efforts of community partner organizations, particularly CBOs, to expand their work to reach more people. Partner organizations in all four countries spoke about the potential for utilizing what they had learned in ITSPLEY to expand their work into new populations or geographic areas. For example, one Bangladeshi collaboration noted that they had trained 180 girls, each of whom could now train others. Another organization planned to expand from two villages to the entire union (13 villages) by 2013. The evaluation team believes that many project activities in the countries are inherently replicable, though the exact mechanisms for replicability differ. For example, in Bangladesh the community- and school-based YFEDCs can be expanded considerably, given the resources to do so. In Tanzania, school-CBO partnerships could be expanded as well, but the expense and time required to start up CBOs where none exist is significant.

Similarly, ITSPLEY is poised for certain aspects of the project to be scaled up rapidly through governmental mechanisms, as discussed in the sustainability section. This approach would only scale up pieces of ITSPLEY, however, and there is little reason to believe that scaling up these pieces alone would result in the kinds of holistic structural changes the project was able to achieve. The Marketplace might also be attempted as a stand-alone project in some countries, with CARE offering a workshop to train organizations in the Marketplace Model, and then offering grants to organizations that created new partnerships and project proposals related to ITSPLEY's goals. As with government scaling of pieces of the project, there should not be high expectations for scaling up only one aspect of the project.

From a different perspective, aspects of the ITSPLEY model might be examined, tweaked, and scaled up in innovative ways. For example, the particular way in which CARE staff worked to build on the strengths of previous projects to bring about transformation rapidly through ITSPLEY might be examined to build a theory of how best to leverage previous development work conducted in a community. ITSPLEY's model of bringing schools and CBOs together to support changes in youth's lives was powerful, and it might be used as a platform for other project efforts related to youth. ITSPLEY's peer education and volunteer training activities, which largely benefitted girls and young women in every country, had remarkable and wide-ranging transformational effects on girls, their networks, and the organizations and communities in which they worked. This approach to thinking about using (but not abusing) youth volunteers in

programs deserves more study. Similarly, CARE's model of providing content capacity building to partner organizations, itself deeply shaped and informed by the Gender Empowerment Framework, might easily be extended to other CARE projects, and then presented as a model for capacity building for other organizations.

In organizational and collaborative capacity building, ITSPLEY can be a strong basis for strengthening the conceptual framework that informs and is used to evaluate the impact of these types of training for community partner organizations. For example, organizational capacity building and collaborative capacity-building activities were largely shaped by the particular activities of the ITSPLEY project, as opposed to a shared framework or model that brings together gender empowerment, institutional development, and organizational collaborations. Such a framework or model is necessary to inform burgeoning international efforts to engage directly with community-based organizations, but it has not yet been developed. This is particularly true of gender-informed frameworks for organizational and collaborative capacity building. The development of frameworks for conceptualizing organizational and collaborative capacity building would have at least three effects. First, it would strengthen significantly the impact of existing capacity-building activities by providing clear guidelines for judging their effectiveness and their lacunae. Second, it would provide a clearer mechanism for scaling up the project. Third, it would provide clear guidance about what capacity-building activities are needed to strengthen project impact but are not currently included because they did not appear to relate directly to project activities. One example of this is the need for systematic gender audit training for organizations. Another is the need, especially for people working in organizations dealing directly with sexual violence, to create networks of support for community partner organization personnel so as to assure their mental health and continued capacity to engage fully in their work.

Most evidently across all four countries, the project's impact would probably have been improved significantly with a longer timeline. As CARE is experiencing through its Patsy Collins Trust Fund Initiative interventions, a five- to 10-year timeline for supporting significant socio-cultural change at the community and institutional level is more realistic for sustainability and increased impact. Similarly, having a second phase of the project in which opportunities for institutionalizing ITSPLEY's partnerships and activities are fully explored and developed would likely increase the impact of the project, and it would provide necessary insight into scaling the project in a manner that might function in broader geographic areas of each country.

Project impact and scalability could be strengthened if additional attention and resources were given to the seven types of activities described below.

1. Engage national actors, particularly government actors, to try to leverage systematic change in school PE practices, staffing, and curricula; and in government engagement with sports-for-girls' leadership and empowerment activities. (See Tanzania.)

2. Expand peer education, peer mentor training, and, where appropriate, PE teacher training. This rapidly expanding pool of people (particularly girls and women) trained in the ITSPLEY approach was an essential component of the project's success and community-level impact as it provided new leadership opportunities for a large number of girls and strengthened relations between schools and CBOs. It would provide the labor pool necessary for an expansion of the project. (See Egypt and Kenya.)
3. Expand ITSPLEY activities to further engage in gender programming on topics such as gender-based violence, reproductive health, and income-generating opportunities. Building on existing synergies in each country would expand networks of interested organizations and could leverage new sources of funding for organizations' work. (See Bangladesh for theater and gender-based violence; Kenya for sexual and reproductive health and violence; Tanzania for income-generating activities.)
4. Create curricular and training materials in vernacular languages and with extensive photographs that can be used in non-ITSPLEY schools and CBOs and distributed widely. If such materials effectively introduced the ITSPLEY concept of sports-based programming for girls' leadership, they would likely increase the impact of the project in schools and communities in surrounding ITSPLEY sites as well. The materials could then provide the foundation for rapidly taking aspects of the project to scale. (See Tanzania.)
5. Further engage boys and men in ITSPLEY activities, and particularly consider how ITSPLEY might be expanded to address gendered social inequities and boys' increased struggles in school.
6. Systematize a gendered approach to content, organizational, and collaborative capacity building through a framework (parallel to the GEF) that provides a scalable, holistic model of community organization capacity-development.
7. Create shared and established local mechanisms for maintaining organizational and collaborative capacity-building activities (discussed below). These might include a local umbrella organization or network to support many of the project's key sports and training activities, local income-generation or savings groups to provide financial resources for project activities, or institutionalizing aspects of the project through existing Ministry structures.

10. Recommendations for Future Programming

Based on the findings of this report, the Miske Witt evaluation team makes the following recommendations.

1. ITSPLEY should be continued in current sites, expanded within the four participating countries, and potentially expanded into other countries where gender-focused programs are coming to an end. In these cases, ITSPLEY might be grafted on successfully to expand the capacity of these organizations to provide effective programming for girls' leadership and empowerment.
2. We also recommend that CARE consider developing a holistic model of capacity building that incorporates content, organizational, and collaborative capacity building through formal training, mentoring, and peer learning. Bangladesh's model of self-transformation leading outward to organizational and social transformation is worth examining as an underlying theory of change for this model.
3. Much of the research aimed at conceptualizing organizational capacity building has not addressed gender issues, and this gap was evident in aspects of ITSPLEY's capacity-building efforts. CARE is well-positioned to play a key role in developing capacity-building frameworks that incorporate the Gender Empowerment Framework, and thus to provide a broad range of actors with better models that mainstream a gender lens in both organizational and collaboration capacity building.
4. ITSPLEY's capacity-building approach successfully built on, informed, and was informed by the core administrative processes and programming activities of the project. It also benefitted from a tripartite approach to capacity building, which included content, organizational, and collaborative activities.

ITSPLEY's content capacity building was remarkably effective at improving girls' leadership and empowerment programming across all four countries. Content capacity building was informed by the GEF, which provided a clear framework for conceptualizing and evaluating the success of the training, and aligning actors, organizations, and activities (Bangladesh in particular stands out as a model in this regard).

ITSPLEY's organizational and collaborative capacity building, in contrast, was based on several contradictory models. The Marketplace Model encouraged practices somewhat at odds with the CARE transformative model, and trainings were based largely on project activities, as opposed to a holistic vision (like GEF) of desired outcomes. CARE staff could further strengthen their overall capacity-building approach by clarifying the models of organizational development and

social change that drive their organizational and collaborative capacity-building activities.

The literature on organizational collaboration offers one such model for consideration, the Collaboration Evaluation and Improvement (CEIF) Framework. The CEIF offers five entry points for thinking about when, where, and how to engage in the complex task of evaluating organizational collaboration. The entry points include: (1) operationalizing the construct of collaboration; (2) identifying and mapping communities of practice; (3) monitoring stages of development; (4) assessing levels of integration; and (5) assessing cycles of inquiry. Woodland and Hutton (2012; p. 367) maintain that the CEIF is relevant to a range of fields (including education) and settings (interorganizational, intraorganizational, and interprofessional). It is not clear whether the CEIF has been tried internationally but it is clear that the framework is gender blind; the authors do not mention gender in organizational collaboration. It also does not appear to take into account the full range of organizational types.

Should CARE decide to further develop its own gendered collaboration Evaluation and Improvement Framework, it would be important to examine lessons learned from this evaluation in the context of the CEIF, thus, positioning this work in the broader international literature. Equally important, however, would be to clarify, probe, and analyze further the lessons learned from this evaluation to develop a grounded, gendered theory of organizational development, collaboration, and capacity building.

The next step of analyzing these evaluation findings would answer such questions as, what does an ideal local organization look like? Is it based on principles of volunteerism or utilization of paid staff? Is it based on collaboration or competition? Is it based on self-transformation and learning or on utilizing ready made 'professional' staff? How is gender mainstreamed into all aspects of the framework? The choice and clarification of an organizational model will enable CARE to set benchmarks to measure progress toward organizational development.

As an INGO, CARE is uniquely situated to think through the ideal model(s) with community partners and in light of CARE's core principles and the results of ITSPLY activities. The evaluation data indicate that a number of assumptions that seemed to be present in CARE and USAID approaches to organizational development did not align with local organization success in ITSPLY. For example, volunteerism appeared to be a viable and sustainable CBO model for social change at the community level, while professionalizing staff appeared to have a number of potentially serious drawbacks, including organizational loss of focus and passion. Models of buying and selling and of competitive relationships among CBOs had similar drawbacks, while the models of learning and exchange that developed through Marketplace activities appeared to hold great promise in

informing collaborative capacity-building efforts. The assumption that organizational capacity is largely built through internal strengthening and partnerships with peer institutions was not borne out. Instead, successful organizations learned to network in many directions and with many different actors (local leaders, peer institutions, institutions with much greater reach or experience, schools/CBOs, girls and other stakeholders). These findings can inform an innovative model of community organization capacity building that would be more effective and fully aligned with CARE's core principles.

5. Continue the practice of introducing and encouraging collaborations and partnerships among CBOs and schools. Each benefitted from the program in diverse ways, and having the same message coming from both institutions was important in securing community support and some measure of change in community norms in most ITSPLY sites.
6. Create a model for institutionalizing ITSPLY's capacity-building approaches and activities in each host country. Institutional homes might include an NGO umbrella or network, a Ministry, a lead national organization, or a combination of these. Successful international efforts to create national and local "hosts" for similar initiatives in topical (e.g., AIDS, malaria, quality education) or methodological (e.g., community mobilization) areas might inform these models.
7. Continue the practice of thoughtfully and carefully grafting new programs into areas that have recently participated in conceptually similar projects. In the case of ITSPLY, for example, areas that had had ARSHI and, to a lesser extent, WAGE, programs appeared to be particularly fruitful grounds for ITSPLY activities. ITSPLY benefitted tremendously from building on the existing capacities of community organizations and systems that had been established through these projects. Such grafting raises important issues about evaluating the effects of one particular project. But this is an arena in which CARE, perhaps working with other INGOs and researchers with long histories of project-based involvement in specific communities or regions, might be able to work with funding organizations and researchers to develop innovative solutions to this issue.
8. Work with funding organizations and existing best-practice, community-based development programming to determine whether models of budgeting and accountability already exist that meet the needs of funding organizations but shift the focus from bureaucratic accounting procedures for funders to transparency and accountability among organizations and communities. For example, the Participatory Action for School Improvement project in Malawi has been successful in these endeavors.
9. The general argument that donors should "just give money to the poor" (Hanlon, Barrientos, & Hulme, 2010) might be extended to argue for trusting and working

with organizations to build their capacity (including accounting capacity) to receive larger and larger amounts of funding over time. Such approaches would not only meet the community partner capacity-building goals of the ITSPLEY project better, but they would also free up a tremendous amount of CARE staff time, which was spent handling the money for the Marketplace collaboration micro-grants in many cases.

10. Work with ITSPLEY staff and community partners to think about how boys and men might best be included in ITSPLEY activities in ways that increase and institutionalize the change of gender norms fostered by the project, and do so without detracting from the primary focus on providing girls with new opportunities that foster their empowerment. The literature on gender relations is clear that boys and men must be engaged in gender norm change in order to achieve the greatest effectiveness and sustainability. It is also clear that globally and in the ITSPLEY countries, boys are increasingly losing interest and performing at lower rates than girls in schools. This should be of concern to all, and it is an issue that sports-based approaches to development are poised to tackle.
11. Allow more time for social change and organizational collaborations to develop. Social change and trust-building takes time, and rushing such activities may undermine them, decrease their effectiveness, and impact sustainability. ITSPLEY should be conducted and evaluated over a five- to 10-year period.
12. Support, expand, and replicate best practices in ITSPLEY grafted activities, as well as its core activities, across countries. For example, aspects of Tanzania's VSL programs, Kenya's and Bangladesh's SRH programs, Bangladesh's theater and journalism programming, and Egypt's citizenship programs were central to the project's impacts in each of these countries; and they evidently strengthened girls' status and positions in society in multiple ways. Best practices from these other programs could be integrated flexibly into a cross-country ITSPLEY model.
13. Reconceptualize the Marketplace Model activities. The new approach should draw on best practice activities (e.g., the gallery walk and customer window), best practice outcomes (e.g., the rich collaborations that developed from the proposal-writing process), and a careful review of the literature on organizational capacity-development (particularly partner and collaborative capacity development). Activities should be added that relate to community sensitization/mobilization and to support for organizations and individuals involved in emotionally difficult work. A holistic approach such as this should draw from the Marketplace Model's approach to encouragement of collaboration, and its identification and showcasing of strengths and needs of partner organizations. However, it should decenter market terminology (particularly buying and selling) and focus on rich models of exchange and joint learning.

14. For maximum impact, continue to embed sports for girls' leadership within a gender framework that is broader than sports. Sports should be seen as a tool, not an end in and of itself; and embedding it within a broader program that consists of gender training and other means of achieving gender aims will strengthen its impact. The Tanzanian experience with non-ITSPLY schools picking up ITSPLY sports programming without embedding these activities in a gender framework illustrates the limited impact that sports activities alone will have on social norms.
15. Improve the monitoring and evaluation of organizational capacity. This will require, at a minimum, choosing a model of organizational capacity, measuring capacity pre- and post-implementation in a manner consistent with this model, and using independently verifiable indicators.
16. At the outset of the project, the CARE COs tried to use USAID's CAT to assess the organizational capacity of potential community partners. The evaluation team anticipated that this baseline data from the CAT would provide useful quantitative pre-project data for the evaluation, and that conducting a post-project CAT might point to some degree of program impact. In fact, the COs did not find the administration of the CAT particularly useful in their work with community organizations. Some offices noted that community organizations had an extremely difficult time with the questions, which did not align with the practices of relatively informal, volunteer-based organizations. Others noted that the categories of questions did not align well with CARE CO staff's sense of the kinds of organizational capacity that mattered for project success. Still others observed that the results of the CAT did not align well with their own understanding of an organization's capacity that had been developed through conversations, site visits, and the organization's previous performance in CARE projects. Indeed, in Kibera, the five community organizations that were most successful in the project received some of the highest *and* some of the lowest baseline CAT scores of all community partners. While the CAT may be useful in some settings, it was not useful for gender-based and educational programming with small and very newly-established (in the case of Bangladesh and Tanzania) CBOs. CARE CO staff and the evaluation team felt that the CAT would need to be revised significantly in order to be useful as a baseline instrument. And to be useful as a pre-/post-program evaluation instrument, protocols for its application would need to be developed carefully.
17. Consider building into the CARE program strategy a policy on long-term engagement with, and capacity building of, a key set of CBO actors with a gender empowerment agenda. This will avoid the inefficiencies of building the capacities of CBOs only within a project framework, and then having these capacities erode and disappear once the project ends. This has happened with the ARSHI partners in Bangladesh who were not incorporated into the ITSPLY

project; and it leads to a great loss of sustainability of gender programming and of organizational potential.

18. Collaboration and exchange of knowledge and resources among CBOs should be nurtured and expanded to other activities in addition to those of ITSPLY.

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Annex 2. Bangladesh Community Partner Categories and Sampling Frame

#	Name of Partners	Upazilla/sub district	Remarks	Type of survey instrument	No. of participants
Category-1 Partners participated in the market place workshop , total 18					
1	Liakotgonj high school (lead partner of collaboration)	Dowarabazar	School, implemented the collaborative initiative	Site visit – interview & observation	4 (male)
2	Tangratila high school	Dowarabazar	School, implemented the collaborative initiative		
3	Ponch gram high school	Chatak	School, implemented the collaborative initiative	FGD-collaboration	1 (male)
4	Prarargoan ideal high school	Jagannathpur	School, implemented the collaborative initiative	FGD-collaboration	1 (male)
5	Beheli high school	Jamalganj	School, implemented the collaborative initiative		
			Total schools 05		
6	Friends club (Lead partner of collaboration)	Chatak	Community club, implemented the collaborative initiative	FGD-leads	1 (male) 1 (female)
7	Amrao pari (community club)	Dowarabazar	Community club, implemented the collaborative initiative		
8	New generation football club (lead partner of collaboration)	Jagannathpur	Community club, implemented the collaborative initiative	FGD-collaboration	1 (male)
9	Anandapur Progoti Jubo Shangho (lead partner of collaboration)	Sulla	Community club, implemented the collaborative initiative	FGD-leads	1 (male) 1 (female)
10	Seven Star Club	Jamalganj	Community club, implemented the collaborative initiative	FGD-collaboration	1 (male)

11	Prattasha Samajic Sanskritik Forum (lead partner of collaboration)	Biswamberpur	Community club, implemented the collaborative initiative	Site visit – interview & observation #1	2 (male) 1 (female)
12	Sirajpur Baggoan Sirajpur kishor Sangha	Biswamberpur	Community club, implemented the collaborative initiative	Site visit – interview & observation #2	7 (male)
13	Biplobi Satra Shangho (Lead partners of collaboration)	Sadar	Community club, implemented the collaborative initiative	FGD-leads	1 (male) 1 (female)
14	Anno Alo anno rang		Community club, implemented the collaborative initiative		
			Total community club 09		
15	Mohodi YFEDC	Chatak	YFEDC (youth fun education and development center), implemeneted the collaborative initiative		
16	Jugolnagar YFEDC (Shapla)	Jagannathpur	YFEDC, implemented the collaborative initiative	FGD-collaboration	1 (male)
17	Jui/Jaba YFEDC	Derai	YFEDC, implemented the collaborative initiative	FGD-collaboration	1 (female)
18	Birgoan Sun Flower YFEDC	Sadar	YFEDC, implemented the collaborative initiative	Site visit – interview & observation #1	3 (male) 4 (female)
			Total YFEDC 04		
	Category-2 Observers at MPW (market place workshop) and not participated in collaborative initiative				
1	Barogupi YFEDC (Pritilota Kishori Dol)	Chatak	YFEDC, Not participated in collaborative initiative	FGD – category 2	1 (female)

2	Palpur high school	Chatak	School, not participated in collaborative initiative	FGD – category 2	1 (male) 1 (female)
3	Atpara high school	Jagannathpur	School, not participated in collaborative initiative	FGD – category 2	1 (male)
4	Sulla Girls High School	Sulla	School, not participated in collaborative initiative	FGD – category 2	1 (male)
5	Asanpur Girls Group	Sulla	Girls group, not participated in collaborative initiative		
6	Joba Women Group	Derai	Women group, not participated in collaborative initiative		
7	Islamia Madrasha	Derai	Religious institution, not participated in collaborative initiative	FGD – category 2	1 (male)
8	Dhanpur Public High School	Biswamberpur	School, not participated in collaborative initiative	FGD – category 2	1 (male)
			Total observer 08		

Other partners' list

Category-4 Medium hard to reach geographic location with irregular support					
1	Bishwamberpur high school	Bishwamberpur	School, Medium HTR with irregular support	FGD – category 4	1 (male)
2	Mollikpur kishori group	Bishwamberpur	YFEDC, Medium HTR with irregular support		
3	Ronobidya YFEDC	Biswamberpur	YFEDC, Medium HTR with irregular support	FGD – category 4	1 (female)
4	Moinpur high school	Chatak	School, Medium HTR with irregular support		

5	Chouddogram Junior high school	Sadar	School, Medium HTR with irregular support	Site visit – interview & observation	2 (male) 2 (female)
6	Rongerchar high school	Sadar	School, Medium HTR with irregular support		
7	Progoti high school	Dowarabazar	School, Medium HTR with irregular support	FGD – category 4	1 (male)
8	Hazi kanu Mia high school	Dowarabazar	School, Medium HTR with irregular support		
9	Narayantola Mission high school	Sadar	School, Medium HTR with irregular support		
10	Mongolkata high school	Sadar	School, Medium HTR with irregular support		
11	Jibdara high School	Sadar	School, Medium HTR with irregular support	FGD – category 4	1 (male)
12	Brogendraganj high school	Derai	School, Medium HTR with irregular support		
13	Rubel Sriti Shangha	Derai	Community club, Medium HTR with irregular support	FGD – category 4	1 (male)
			Total =13		
	Other				
1	Ordhangi theatre (technical partner, local level)	Sunamganj		Included in FGD – category 4	2 (male)
2	Ministry of Health and Family Planning	Sunamganj		Interview – government partners	1 (male)
3	Shiri member	Dhaka		Interview – national partners	1 (female)
4	National partner	Dhaka			1 (male)
5	CARE Country Office –ITSPLEY staff	Dhaka, Sadar			3 (male) 1 (female)
	Total				

Annex 3. Egypt Community Partner Categories and Sampling Frame

	Governorate (community)	Method/instrument	Date of activity	# Males	# Females
CARE-Egypt	Cairo	Group interview	11/1/2012	2	1
Schools					
Elhella Primary School	Qena (Hella)	Site visit interviews/observations	10/30/2012	7	1
Al Rozaykat Middle School	Qena-Luxor (Rozaykat)	Site visit interviews/observations	10/31/2012	4	1
Beni Moussa Middle School	Al-Minya (Beni Moussa)	Site visit interviews/observations	11/4/2012	1	4
CDAs					
Association for Community Development Hella	Qena (Hella)	Site visit interviews/observations and FGD for sub-partners	10/30/2012	3	5
Rozaykat Association for the Development of the Woman and Family	Qena-Luxor (Rozaykat)	Site visit interviews/observations	10/31/2012	3	4
Association of Ruwad Mustaqbal	Qena-Luxor (Almehamid)	FGD for sub-partners	10/31/2012		2
Association for Development of Family	Qena-Luxor (Arment Alhit)	FGD for sub-partners		0	2
Sedement Algebel Association for Community Development	Beni Suef (Sedement Algebel)	FGD for lead-sub collaboration	11/1/2012	1	2
Association for the Promotion of the Rural Community	Al-Minya (Beni Moussa)	Site visit interviews/observations	11/4/2012	3	7
Lead organizations					
Youth Association for Population and Development	Qena	FGD for lead partner	10/30/2012	2	0
Youth and environment Association	Beni Suef	FGD for lead-sub collaboration	11/1/2012	1	2
Jesuit and Frères Association	Al-Al-Minya	FGD for lead partner	11/4/2012	4	2

Training organizations					
Aspire Consultancy	Cairo	One-on-one Interview	11/1/2012	1	0
Tanweer Institution for Education and Development	Al-Al-Minya	Group interview	11/4/2012	0	2
Total stakeholders: 68				32	36

Schools where ITSPLY was implemented in Egypt

Governorate	District	Village
Beni Suef	El-Fashn	Al Fant Preparatory School (Girls)
		Nazlet Al Barky Preparatory School (Mixed)
		Shanra Preparatory School (Mixed)
		Talt Preparatory School (Mixed)
		Bani Menain Preparatory School (Mixed)
	Ehnasya	Mayana Preparatory School (Girls)
		Quy Preparatory School (Mixed)
		Alawawna Preparatory School (Mixed)
		Brawa Preparatory School (Mixed)
		Sadmant Al Gabal Preparatory School (Mixed)
Al-Minya	Malawy	Hoor Preparatory School (Mixed)
		Hoor Preparatory School (Girls)
		Nazlet Al Barky Preparatory School (Mixed)
		Roda Preparatory School (Girls)
		Masara Preparatory School (Mixed)
		Sawhga Preparatory School (Mixed)
	Abo- Quirkass	Quy Preparatory School (Mixed)
		Alawawna Preparatory School (Mixed)
		Brawa Preparatory School (Mixed)
		Sadmant Al Gabal Preparatory School (Mixed)
Qena	Armant	Om El-Mo'meneen 'Aisha - Rabiania
		Om El-Mo'meneen- Armant
		Aldemoqrat prep. school
		Almahamid Bahry
		Rozayqat Bahry
		Rozaykat Kebly
	Qooce	Abo-El-Qassem in Hegaza
		Omar Ben Abd Ela'ziz in Hegaza
		Sedik Abou Bakrin Hegaza in Hegaza
		Hella primary in Hella
		Naga' Emany primary in Hella
		Abo Elalla Elma'ry in Maary

Community Development Associations involved in ITSPLEY in Egypt	
Association of Ruwad Almustaqbal Mahamid	جمعية رواد المستقبل بالمحاميد
Associaiton for the Development of Woman and Family in Rozeikat	جمعية تنمية المرأة والاسرة بالرزيات
Islamic Charity Association in Rayayna	الجمعية الخيرية الاسلامية بالريانة
The Associaiton for the Development of Family in Armant Mohit	جمعية تنمية الاسرة بأرمنت الحيط
The Association for Women Development	جمعية تنمية المرأة بالمعري
The Association of Community Development in Hijaza Qabli	جمعية تنمية المجتمع بحجازة قبلي
The Association of Community Development in Hella	جمعية تنمية المجتمع بالحلة
The Association of the Community Development in Awawna	جمعية تنمية المجتمع المحلي بالعواونة
The Association of Community Development in Miyana	جمعية تنمية المجتمع بميانة
The Association of Community Development in Sedeman Algabal	جمعية تنمية المجتمع سدمنت الجبل
The Associaiton of Community Development in Berawa	جمعية تنمية المجتمع ببراوة
The Association of Community Development in Qay	جمعية تنمية المجتمع بقاي
Students' Care Association in Shenra	جمعية رعاية الطالب بشنرا
The Meqdami Association in Fent	جمعية المقدامي بالفنت
The Association of Local Community Development in Benimenin	جمعية تنمية المجتمع المحلي ببني منين
The Association of Community Development in Telt	جمعية تنمية المجتمع بتلت
The Association of Community Development in Nezla Berqi	جمعية تنمية المجتمع بنزلة البرقي
The Association of Nile Banks	جمعية ضفاف النيل
The Association of Community Development in Abshadat	جمعية تنمية المجتمع بابشادات
The Association of Memorization of Holy Quran in Ben Abid	جمعية تحفيظ القران الكريم ببني عبيد
The Institute of the Future Eve (Abou Qurqas Branch)	مؤسسة حواء المستقبل (فرع ابوقرقاص)
The Association for the Development of Rural Community	جمعية النهوض بالمجتمع الريفي
Source: Listed provided by CARE-Egypt Staff	

Annex 4. Kenya Data Collection Schedule

Site of activity	Name(s) of organization(s)	Method	Sample	Selection criteria	Date
CARE Head Office	CARE CO	Interview	2 (1M, 1F)	Project director and field coordinator	5-9-12
KIMMTA offices	Kibera Mpira Mtaani (KIMMTA)	Observation and interview	4 (3M, 1F)	Successful CBO	5-9-12
CARE office, Kibera	Ayany, Glory, Undugu, Mashimoni Squatters, ACK Emmanuel, New Adventure, & Bible Baptist Primary Schools; Mashimoni Squatters & Raila Education Secondary Schools; Girl Soccer Academy.	FGD	10 (6M, 4F)	Head teachers and PE teachers of schools that subbed	6-9-12
CARE office, Kibera	Ghetto Sisters Baraka Za Ibrahimu KIMMTA	FGD	6 (4M, 2F)	Partners of one collaboration	6-9-12
CARE office, Kibera	Ghetto Sisters Kilimanjaro Initiative Carolina for Kibera	FGD	5 (3M, 2F)	Lead organizations (in collaborations)	7-9-12
MAGOSO primary school	MAGOSO Primary School	Observation and interview	2 (2M)	Successful school	7-9-12
Polycom offices	Polycom Development Organization	Observation and interview	2 (2F)	Successful CBO	10-9-12
Kibera Hamlets	Kibera Hamlets	Observation and interview	1 (M)	Less successful CBO	10-9-12
CARE office, Kibera	Polycom Development Organization Carolina for Kibera	FGD	4 (F)	Coaches/ youth leaders	24-9-12
Mashimoni Primary School	Mashimoni Primary School	Observation and interview	1 (M)	Less successful school	24-9-12
CARE Office, Kibera	CARE CO	Interview	2 (1M, 1F)	Project director and field coordinator	24-9-12
CARE office, Kibera	Kenya Youth Aids Ambassadors	Interview	1 (F)	Organization dropped by CARE	25-9-12
CARE office, Kibera	CARE CO	Interview	2 (1M, 1F)	Reflective interview, CARE	25-9-12

Annex 5. Tanzania Data Collection Schedule

Site of activity	Name(s) of organization(s)	Data collection method/ activities	Sample	Selection criteria	Date
Butimba Teachers College	Butimba Teachers College	FGD with trainers of PE teachers and community members	3 (M)	Were involved in capacity building training for partner organizations	12-9-12
Buyange Primary School	Buyange Primary School Bugarama Primary Buyange Bullets Sports Club	FGD with PE teachers, head teachers, and community leaders	6 (4M,2F)	Collaborating partners following marketplace training	13-9-12
Bugarama Teachers Resource Center	Iyenze Sports Club Ndalilo Sports Club Igwamanoni primary sch. Busulwangili Primary Schools	FGD with PE teachers, head teachers, and community leaders	7 (5M,2F)	Groups that received minor training	13-9-12
Kakola A Primary School	Kakola A Primary School	Observation and interview with Head, and PE teachers	3 (2F,1M)	Successful school	14-9-12
Bugarama Teachers Resource Center	Lunguya Primary School Busindi Primary School Ndalilo Primary School Kakola B Primary School	FGD with PE teachers, and head teachers	6(5M, 1F)	Sub-partner organizations (schools) from first round of MM implementation	14-9-12
Kishimba primary school	Kishimba Primary School	Observation and interview	3 (F)	School adopted ITSPLY activities	17-9-12
Bugarama Teachers Resource Center	Bugarama Ward Lunguya Ward Bulyanhulu Ward Mwingiro Ward	FGD with government representatives	4 (3M,1F)	Ward Education Supervisors	17-9-12
Bugarama Teachers Resource Center	Bulyanhulu Sports Club Muungano Sports Club Ilogi Sports Club	FGD with community leaders	6 (3M,3F)	Lead partners of MM implementation (participated in 2 nd phase of implementation)	17-9-12
Ibanza Primary School	Ibanza Primary School	Observation and Interview with PE teachers	2 (1M,1F)	Less successful school	18-9-12
Kahama CARE CO	CARE CO	Interview with project manager	1 (M)	CARE	18-9-12
Kahama CARE CO	CARE CO	Reflective interview with ITSPLY field coordinator & collaborating project leader	2 (1M,1F)	CARE	18-9-12
Bulyanhulu Village	Bulyanhulu Sports Club	Observation and interview with members of sports club	~25 (15F, 10M)	Successful CBO	19-9-12
Izumba Village	Izumba Sports Club	Observation and interview with members of sports club	~25 (15F, 10M)	Less successful CBO	19-9-12

Annex 6. Country Marketplace Activities

Bangladesh

Pre-Marketplace Activities. ITSPLY Bangladesh carried out three workshops related to the Marketplace Model. Eight months before the main workshop in 2011, CARE CO staff carried out a mock workshop named the “Pre-Marketplace workshop and training of documentation,” designed to support organizations in internalizing the concept of the marketplace.

The CAT played no significant role in the Marketplace process. CARE CO staff did not feel it was an informative tool in judging organizational capacity. All partner organizations were invited, and the majority of partner organizations participated in the pre-Marketplace workshop. The workshop itself was used to judge organizational capacity to participate in further Marketplace activities. The pre-Marketplace workshop also helped CARE staff to prepare themselves for the main workshop. According to CARE staff, since the Marketplace Model was new to all of them, they all learned together.

After this initial event, CARE staff worked intensively with each organization in one-on-one settings to prepare their individual documentation of the best practices and key experiences that they could “sell” in the market. This encouraged some positive competition, as only those that the CARE staff viewed as having potential were invited to participate in the Marketplace workshop.

The Marketplace and Post-Marketplace Workshops. The main Workshop was held at the end of 2011, with 18 “full participant” partners (five schools, nine community clubs, and four YFEDCs, which together represented nine different *upazillas* or sub-districts), and eight “observer” organizations (five schools, including a religious *madrassa*, two clubs, and one YFEDC). Full participant organizations were deemed by CARE to possess the organizational skills needed for effective participation in the workshop and post-workshop activities; observer organizations were invited to the Marketplace as a learning event about the Marketplace activities and other organizations.

The Workshop included all of the core Marketplace activities, including the *customer window* exercise, the *gallery walk* exercise, opportunities for organizations to interact, form collaborations and propose projects, and proposal writing to support the collaborations. In particular, full participants found the client windows and the gallery walk techniques to be very effective. While they felt that the Workshop offered them an opportunity to see how other organizations worked, and it served as a barometer for how effective and comfortable a collaboration might be, some collaborations were perhaps too hastily pulled together. As a result, CARE organized a seven-day post-Marketplace workshop to offer partners more time to plan and refine their proposals. Thus, for example, half of the 13 original partners in a collaboration dropped out to join other groups during the revision process. At the end of the post-Marketplace workshop,

the six most promising proposals were selected for funding.

In addition to functioning as a skills-identifier, the Marketplace workshop was also viewed by CARE CO staff as a practicum for partners on the new organizational, content, and collaborative skills that they had gained through ITSPLY. All interviewed partners – including the minority of organizations that were dissatisfied that the honoraria offered by CARE for the workshop did not cover their costs – felt that the Marketplace workshop was useful and worth the investment. In fact, observer organizations attested to its usefulness for participating organizations: “we are now regretting that as observers we do not get anything from this workshop. We want to participate fully in the Marketplace Model,” they said.

Most organizations, however, felt that the three day workshop was too short. Five days would have been better, they suggested, long enough for them fully to showcase their skills while learning about other organizations’ strengths and needs. Some participants felt that more value would have been achieved with more than the 18 organizations participating in the Marketplace.

Marketplace Collaborations. After the main workshop, consortia of organizations submitted grant proposals to fund three months of collaborative work. The six best proposals were funded. For most organizations, the idea for formal collaboration with other organizations came from the Marketplace workshop itself; and, for community partners, one of the most important outcomes of the workshop was finding suitable partners for collaboration.

While the gallery walk facilitated partner-selection at the workshop, the ideas for the proposed collaborations did not develop collaboratively. They typically originated from one organization or another, based on its prior experiences. For example, a CBO that had been working on the issue of student dropout rates during the ARSHI project worked to form a collaboration that might make those efforts more sustainable. Similarly, another CBO that had unsuccessfully tried to implement sending social messages (on dowry and violence against women, for example) through forum theater, developed their idea into a collaboration at the marketplace. Such organizations often played the role of lead organization, drawing a number of sub-organizations around themselves to form a collaboration. These collaborations were further developed and nurtured by CARE staff through the follow-up Marketplace activity. For a summary of the collaborations, please refer to Table 5.

The main capacity-building exercise of the Marketplace – the process of creating collaborations to write the proposal, the proposal writing process, and the collaborations themselves – were all viewed very positively by all participating organizations. To partners, these activities and processes (as opposed to transactions of buying or selling services or ideas) were seen as the core activity of the Marketplace Model.

Table 5: Bangladesh Market Collaborations

Name of collaboration	Type of activities	# of partners collaborating	# of youth participated /served (10-19 years)	
			M	F
1. Youth journalism for social change	Training on media and journalism for social change	4	12	18
	Participated in life skills' sessions through sports, art, and other creative media		38	120
2. Community coaching for leadership development	Received training on community coaching and life skills	8		250
3. Promotion of basic ICT skills	Received training on basic ICT	5		126
	Volleyball competition			40
	Football competition			72
	Local level advocacy meeting			
4. Addressing gender-based discriminations and violence through forum theatre	Received technical training on forum theatre for community dialogue and action building	5	11	19
	Demonstrated forum theatre in three spots		33	57
5. Develop IGA (income generating activity) skill for the drop out adolescent	Received month-long training on sewing, handicrafts, and others	7		210
	Participated in life skill session facilitated by two community coaches /mentors			210
6. Addressing sexual exploitation and abuse through forum theatre	Received training on forum theatre	4	16	8
	Demonstrated two forum theatre productions		30	40
Total			140	1132

Source: Completion report of the collaboration initiatives (15 November 2011 to 15 February 2012), modified

Egypt

Pre-Marketplace Activities. Despite being held toward the end of the Project timeline, comparatively little preparatory work preceded the Marketplace – or the “Fair” as it was known here. CBOs and partner organizations received some documentation explaining the goals of the Marketplace shortly before the event. There was, however, no formal orientation or pre-workshop events before the actual Workshop. As interviewees often reiterated, training prior to the Marketplace was inadequate, and that was a lost opportunity, which was all the more significant in a context where development services are not perceived in exchange-related terms.

The Marketplace Workshop. The Marketplace workshop was implemented in October 2011, in Cairo, with the stated aim of turning “all participations. . .into co-initiatives between organizations.” Neither interviewed organizations nor Final Reports from collaborations appear to recognize the buying/selling/sorting of skills as a central component of the Marketplace. The attendees at the Marketplace included: Jesuit and Frères Association in Minia; Youth Association for Development and Environment in Beni Suef; Youth and Population Association in Qena; Sadamant Elgabal in Beni Suef; Tanweer Association for Education; Aspire Consultancy firm; and CARE team.

From the outset, the Marketplace appears to have been more readily accepted as a networking platform where organizations would meet, share their expertise, and collaborate on common projects. As one participant observed, very few organizations, if any, came with the intent to buy. This was particularly true because the larger (national or governorate) organizations felt they had more to sell and little to buy from CBOs, given their low capacity.

The Marketplace consisted primarily of the CBOs and lead and consulting organizations; Microsoft participated as a potential technical partner, though nothing appears to have come of it. There were no other corporations, ICT companies, government ministries, or sports clubs, although they could have brought in key and diverse skills and resources. Several international organizations also attended as observers, such as Save the Children, UNICEF, the British Council, and PLAN International in Egypt. That the presence of participating donors was limited to CARE (through its \$3,000 grant awards) was rather keenly felt by both participating organizations and CARE CO staff themselves. Nevertheless, one of the positive aspects of the workshop was the opportunity for CBOs in particular to interact with other organizations of size, scope, and focus that they otherwise would not have met. That is, the Marketplace allowed room for participating organizations to interact beyond the “Local Organization → Lead Organization → CARE” relationship chain that structured CARE Egypt’s ITSPLY program.

Also, as one of the CBOs that participated in the Marketplace noted, while the monetization of skills may not have taken off in Egypt, the importance of *marketing*

those skills through networking as a means for organizational development was certainly recognized.

Marketplace Collaborations. Two CARE-funded proposals for collaborations resulted from the Marketplace workshop: an empowerment initiative for working girls, with three partners – two NGOs and one CBO; and a “Sports for Social Change” Network of five partners – four NGOs and the same CBO. With a grant of LE 18000 (\$3,000) each, and only two months for implementation, the collaborations nevertheless achieved significant outcomes.

Table 6: Egypt Marketplace Collaborations

Name of collaboration	Type of activities	# of partners collaborating	# of youth participated /served (10-19 years)	
			M	F
1. Empowering working girls	Surveying a sample of working girls in Sadamant El Gabal village, to identify appropriate interventions	3	0	40
	Developing a tailored sports program (of eight lessons), and training volunteers to deliver the program			20-28
2. Sports for social change network	Organizing a nascent Sports Network of 10 NGOs	5		
	Conducting “Sports Day” for children (and their parents)			181 children (and 64 parents)

Kenya

Pre-Marketplace Activities. In Kenya, much of the earlier capacity-building work laid the foundation for Marketplace activities. For instance, the loosely coupled partnerships that had been created between schools and CBOs during content trainings formed the basis for further training on partnerships during the workshop.

The Marketplace Workshop. The CARE CO conducted a Marketplace workshop from August 15 to 19, 2011, with all of the 24 project partner schools and organizations represented. The workshop aimed to enhance the institutional capacity of ITSPLY partners, and to provide an opportunity for them to showcase their work, skills, and knowledge for the mutual benefit of all partners. Participants were instructed on the

Marketplace concept and how it would contribute towards achieving ITSPLEY’s overall goals and objectives.

Partners were trained on a variety of topics in preparation for Marketplace activities. These included partnerships and networking, resource mobilization, budget management and sub-grant management (under the CARE system), and the process of conducting a SWOT analysis. For a gallery walk during the workshop, the partners set up their gallery corners to showcase their wares. Participants walked from station to station in a market fashion, with the goal of identifying what to buy from and sell to each other. Most of the interviewed partners indicated that the entire workshop exercise was helpful, not only in educating them about others’ strengths and offerings, but also helping them to reflect on their own organizations.

At the end of the workshop, partners collaborated to develop joint projects and grant proposals for the projects. Four to six partners were required to design jointly a small project that would impact youth and bring positive change. This also involved developing the project budget and results framework. Eight projects were funded for a total of USD \$9,949.

Marketplace Collaborations. Eight collaborations were formed as a result of the Marketplace workshop. The eight collaborations included all of the participating organizations. A number of organizations took part in more than one collaborative, with the thought that “. . . if one fails, at least we might have another that might succeed.” Some of those in only one collaborative, on the other hand, said that they felt being in two or more collaboratives would spread their resources too thin. Through these partnership activities, which are described in detail in Table 7, over 1300 girls were reached: 550 through coaching and refereeing skills training, sexual and reproductive health training and HIV/AIDS education, 417 through sports activities, and 387 through discussions about conflict resolution, SRH, and HIV awareness.

Table 7: Kenya Marketplace Collaborations

Lead Organization	Collaborating Partners	Project Activities
Carolina for Kibera	-Mashimoni Squatters Primary School -ACK Emmanuel Primary School -Undugu Primary School -Bible Baptist Primary School	-Conduct a football officiating course targeting 40 girls - Conduct 3 conflict resolution forums targeting 150 girls. - Conduct one girls soccer tournament targeting 140 girls
Kilimanjaro Initiative	-Undugu Primary School -Kibera Girls Soccer Academy -Glory Secondary School -Bible Baptist Primary School	-Conduct peer education sessions on sex education -Conduct three netball training sessions -Conduct a four-day friendly netball tournament s

		-Conduct 4 mentorship sessions for girls
Raila Education Center Primary	-Ayany Primary School -New Adventure Primary School -Kicoshep Primary School	-Conduct a one-day training for four patrons and four administrators on how to make low cost sanitary towels. -Conduct a three-day training for a 100 girls on how to make sanitary towels
Kibera Girls Soccer Academy	-Glory Secondary School -Mashimoni Squatters Secondary School -Raila Educational Center	-Train 120 girls from 4 schools in soccer skills using 8 women coaches -Conduct 4 days soccer events involving the trained girls.
Polycom Development Organization	-Magoso Primary School -New Adventure Primary School -St. Alloysius Gonzaga -Kicoshep Primary School	-Conduct one sensitization meeting targeting 8 teachers -Develop and disseminate messages on the issues affecting the girl child through songs 2 songs, 2 poems and 1 drama. -Conduct four Girls Speak Out Forums targeting 160 girls
Glory Primary School	-Mashimoni Secondary School -St. Alloysius Gonzaga -Mashimoni Primary School -Mashimoni Squatters Primary School	-To train 15 girls as peer educators -To reach 180 girls with life skills sessions conducted by the 15 trained peer educators -To conduct a volleyball and netball training session
Kibera Hamlet	-Polycom Development Organization -Glory Secondary School -Raila Education Center -Sadili Oval	-Conduct one four -day training on SRH and leadership skills targeting 35 girls in Kibera. -Conduct one awareness campaign on reproductive health issues
Ghetto Sisters	-Kibera Mpira Mtaani -Baraka za Ibrahim School -St. Alloysius Gonzaga	-Hold 6 forums for the identified girls to sensitize them on the risks they expose themselves to by attending night discos within Kibera. -Hold forums for caregivers on the importance of girl child education.

Source: Innovation through sport: Promoting leaders, empowering youth. Marketplace close-out report

As the above summary and the country narratives in Annex 6 attest, in its simplest form, I/R 2: Implement the Marketplace Model, was achieved in all four countries. The aim of such implementation, however, was to foster new relationships. The results of the Marketplace Model's implementation are described below.

Tanzania

Marketplace activities in Tanzania were carried out in two phases. Fifteen out of the 36 partners participated in the initial round of Marketplace activities and additional organizational capacity building. The 15 were selected on the basis of the following criteria:

- results from CAT administration (Those that showed capacity to implement sports-based activities.);
- level of commitment of partners as manifested in their efforts in implementing what was in their action plan (Upon completion of training, each organization had an action plan and the CO conducted follow-ups to assess how well each partner implemented its activities);
- informal assessments on how well partners internalized a willingness to continue with activities in sports and gender programming;
- the capacity of the CO (i.e., the number of community partners the office felt it could support adequately).

In the second phase, due to resource constraints time and money, only three organizations were selected to participate. These were all CBOs that had been lead partners in the first phase, and were deemed to have the capacity to implement Marketplace activities with less CO support. Possibly due to the capacity they had built over time, these same CBOs were eventually registered with the help of the CARE CO.

Pre-Marketplace and Marketplace Workshop Activities. Tanzania's Marketplace training began with the training of the CARE CO staff since the idea of the Marketplace Model was new to everyone in the office. Consequently, it took the staff a long time before they felt they had grasped it adequately to train community partners. One of the field officers went to Kenya to observe and receive training during a week-long Marketplace workshop. Upon returning to Tanzania, he trained the other staff members and then the partners.

Training in the Marketplace Model took place in a workshop similar to the format used in Kenya. The workshop included a range of pre-workshop and workshop activities, including exposure visits, a pilot Marketplace exercise, gallery walks, customer window, proposal writing exercises, and sub-grantee management training. It began with a preparatory stage in which partners were encouraged to identify the knowledge products they could bring to the market.

CARE CO staff indicated that it was also a challenge for partners to begin to view knowledge or ideas as "products for the market". It therefore took considerable time for the CO to teach this concept to the partners. Following this training, all 15 partners met, showcased their strengths, and formed partnerships based on complementary strengths. These collaborations then implemented a variety of projects.

Marketplace Collaborations. Six projects were funded through Marketplace collaborations:

- (1) *The Add knowledge project*, which dealt with training youth on leadership skills through a session where two competing groups are challenged on questions that cut across various issues. The project reached 1,738 pupils; 979 girls and 759 boys.
- (2) *The Child developmental project*, which dealt with educating youth on SRH, including growth changes among adolescents. Forty pupils trained in ASRH Education as peers in turn trained 700 other pupils.
- (3) *Advocacy for child right project* that reached 1,800 pupils and community members within the project area. A major achievement from this project was the awareness of children and youths about their basic rights, and the society's realization of the importance of involving children in decision making concerning family matters.
- (4) Three projects dealt with HIV/AIDS education for the community members; a total of 136 youths were trained on HIV/ AIDS, transmission, and preventive measures. These individuals then trained other pupils and community members. An estimated 7,000 people from those three projects were educated on HIV/AIDS through cinema and TV shows.

The Marketplace Model was a new idea in Tanzania; especially as it related to sports. This was true not only for the community partner organizations, but also for the CARE CO staff. As one of the field coordinators observed, "At the beginning, it gave us a very hard time to understand it, but as time went by, I went to Kenya to learn how our fellow colleagues were implementing it in their groups. They organized a Marketplace workshop at Nakuru for five days and I attended and observed it for all those five days. I came back having understood it better. . ." He helped translate the concept to fit the local context in Tanzania. In this way, it became clear that as much as the Marketplace idea involved the exchange of goods or services for money, that would not work in Kahama. Instead, a form of barter trade would be implemented. In addition to the training, CARE Tanzania continued to receive technical support from Kenya through the ITSPLY technical advisor based in Kenya. She visited Kahama, made field visits, and advised on Marketplace workshop and related activities. Additionally, CARE Atlanta supported the CO through bi-monthly teleconferences, sharing technical materials, and providing feedback on quarterly reports through emails and/or phone calls.

Once CARE CO staff had been introduced to the idea, they began the process of creating Marketplace activities, which often included pre-Marketplace workshops, Marketplace workshops, post-Marketplace activities, and Marketplace collaborations.