



GiRLS Inspire

Learning for empowerment.

**Reaching the Unreached
through Open and Distance
Learning (ODL) in
Bangladesh, India and Pakistan**

FINAL REPORT

Funded by: Australia Government
Department of Foreign Affairs and Trade
(DFAT Agreement # 71564)

Submitted by: Frances J. Ferreira,
Senior Advisor, Women & Girls,
Commonwealth of Learning



Australian Government
Department of Foreign Affairs and Trade

Date submitted: 28 April 2017



COMMONWEALTH of LEARNING



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The Commonwealth of Learning (COL) is an intergovernmental organisation created by the Commonwealth Heads of Government to encourage the development and sharing of open learning and distance education knowledge, resources and technologies.



Commonwealth of Learning, 2017

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

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25,284

girls completed skills
and vocational training



ACRONYMS AND ABBREVIATIONS

CEFM	Child, early and forced marriage (CEFM)
COL	Commonwealth of Learning
CoP	Community of Practice
DFAT	Department of Foreign Affairs and Trade Australia
MDV	Mann Deshi Foundation, India
M&E	Monitoring & Evaluation
ODL	Open and Distance Learning
PMF	Performance Measurement Framework
RtU	Reaching the Unreached
SPARC	Society for the Protection of the Rights of the Child, Pakistan
SSS	Shidhulai Swanirvar Sangstha, Bangladesh



PROJECT SUMMARY

GIRLS Inspire is a Commonwealth of Learning (COL) project established to mobilise the power of open and distance learning (ODL) to provide secondary schooling and skills development training to women and girls who are prevented from attending schools by barriers such as early marriage, cultural norms and distance from schools.

This final report to the Department of Foreign Affairs and Trade (DFAT) Australia reflects on the work that has taken place since January 2016. It is framed around the project's objectives and provides a rich account of activities that took place, presented in both quantitative and qualitative forms.

Our vision was to create enabling conditions for sustainable livelihoods for women and girls. Conscious of the fact that the challenges faced are formidable, we used a strategy of partnership and collaboration, and COL engaged three organisations in Bangladesh, India and Pakistan to implement this project. When we set out to train 20,000 women and girls, we knew it was a huge target to achieve in just one year. However, our partners'

passion and their determination to change the plight of women and girls in marginalised communities were so great that we knew we had a good chance of success.

Over the past year, COL's GIRLS Inspire team and its partners, Shidhulai Swanirvar Sangstha (SSS) (Bangladesh), Mann Deshi Foundation (India) and Society for the Protection of the Rights of the Child (SPARC)(Pakistan), have made great progress as they accompanied 20,000 women and girls and their communities on a transformative journey.

This report provides evidence that the project objectives were all achieved. As change is an incremental process, we acknowledge that it will take more time and investment to fully achieve the original vision. We are confident that we have created an enabling environment for the project's impact to be significant.





25,284

girls completed skills and vocational training



171 safe

learning environments established for women and girls



64 life skills and vocational skills courses developed and used



267 staff capacity strengthened in project implementation, gender equality, technology integration, and monitoring & evaluation



at least **54,287**

community members reached



by **120** community events,

including **10** boat shows



and **14** community radio programmes



4,724

women and girls taking advantage of income-generating opportunities



1,298

girls took up internships



490

bank accounts opened

PAKISTAN

INDIA

BANGLADESH

*In developing countries, **116 million** young women, almost **one-quarter** of all women of this age group (aged 15–24), have never completed primary school* (UNESCO, 2013).

*An estimated **31 million** girls of primary school age and **32 million** girls of lower secondary school age were not enrolled in school in 2013* (UNESCO, 2014).

*Providing learning opportunities for vulnerable, hard-to-reach women and girls is **one of the best investments** we can make in working towards sustainable development. And yet, in developing countries, almost one-quarter of all women and girls aged 15–24 have **never completed** primary school.*

-Professor Asha Kanwar, President & CEO, COL, at the launch of GIRLS Inspire, March 2016

Nature and scope of the problem in the three countries

COL recognises that advancing the goals of both women's empowerment and gender equality are central to Learning for Sustainable Development and that open and distance learning (ODL) can be helpful in enabling women and girls to access educational opportunities while they fulfil their other responsibilities.

With funding from the government of Australia, COL partnered with community organisations to support skills development for some of the world's most vulnerable and hard-to-reach women and girls using ODL. Empowering women and girls to shape their own future has an incredible multiplier effect on economic growth that leads to increased prosperity not just for individuals but also for entire communities.

Some of the barriers that girls and young women face in attending and completing school are:

Child, early & forced marriage (CEFM)

Millions of girls are forced into early marriage for a variety of economic and cultural reasons. Girls who marry young tend to have lower levels of education and are much more likely to have multiple children to care for while they themselves are still young.

Distance to school and security concerns

Distance from school is a safety issue for women and girls in many regions of the world. The issue is not only one of safety, but also one of cultural and social values. In many cultures, it is not common or desirable for girls to travel unaccompanied for long distances. The further a girl lives from school, the less likely she is to attend.

Cost of schooling

The cost of schooling is a significant barrier for many resource-poor families. If they do invest in education, boys receive priority. If education is affordable and flexible, girls also have the opportunity to participate without disrupting their family responsibilities.

Bangladesh



In rural Bangladesh, gender discrimination is evident — women and girls have poor access to education, health care and financial assets. Bangladesh has the second-highest rate of child marriage in the world, with over one third of girls being married before the age of 15, and two thirds being married before they turn 18 (UNICEF, 2015). Almost 80 per cent of the country’s population live in rural areas and 54 per cent are employed in agriculture (World Bank, 2011). Despite women’s growing role in agriculture, they are still excluded from direct access to land. In partnership with SSS, the project delivers learning to the doorsteps of women and girls living in flood-prone areas through boat schools. In these areas, most families are landless, get one crop per year and rely heavily on fishing. Road access is severely limited, and boats are the only means of transport. In these low-lying areas, flooding in the monsoon season has a significant impact on the communities where erosion and river flooding, exacerbated by climate change, are worsening. The project targeted a total of 64 villages in the Pabna and Natore Districts of the Rajshahi Division in Bangladesh.



over **one third** of girls are married before the age of 15

66%

of girls are married before they turn 18

India

In partnership with Mann Deshi Foundation, GIRLS Inspire is working in the Satara district in Maharashtra, India. In 2015, the Maharashtra government concluded a survey in Satara of the 6–14 age group, where they found many children were begging in the streets. In addition, it was found that cities in Satara have high numbers of school dropouts. In Satara, only 20 per cent of girls go to school, and of this 20 per cent, most attend school only up to the 4th standard, dropping out of school at 9 or 10 years of age. In Satara, the project covered a total of 150 villages within several focus areas identified with high child marriage and dropout rates among girls, namely: Mhaswad, Lonand, Satara, Vaduj and Dahiwadi. In Mhaswad and Lonand, Mann Deshi’s mobile business schools were also in operation to bring skills training opportunities to girls.





Pakistan

Girls' education is at a disadvantage in Pakistan. The number of primary schools for boys stands at 98,638, while those for girls number only 53,822 (Memon & Naz, 2015). Girls' enrolment rate at primary level is 64 per cent, of which 34 per cent drop out. The enrolment rate for girls at secondary level is a mere 23 per cent (Memon & Naz, 2015), while the state is constitutionally bound to provide free education up to secondary level according to Article 25-A of the Constitution of the Islamic Republic of Pakistan. Women and girls are mostly involved in household chores and do not have any say in family affairs. They are excluded from receiving higher education and are dependent on their male counterparts. According to the latest figures available, the female labour force participation rate in Pakistan is exceptionally low compared with that of developed countries and even with countries in Asia. It is 33.7 per cent compared to 75.8 per cent in China, 52.5 per cent in Bangladesh, 48.1 per cent in Malaysia and 71.02 per cent in Thailand (Hyder, 2010). This rate is not solely determined by cultural factors, but is also due to the non-availability of suitable jobs and gender discrimination. Female employment in Pakistan was concentrated in the category of unpaid family workers at 61.9 per cent in 2006-07, compared to 59.2 per cent in 2005-06 (Government of Pakistan, 2008). In partnership with SPARC, GIRLS Inspire is working in 37 target communities across Hyderabad in the Sindh province, Multan, Rawalpindi in the Punjab province and Peshawar in the Khyber Pakhtunkhwa province.



64%

= girls' enrolment rate in **primary school**

34%

= girls' dropout rate from **primary school**

23%

= girls' enrolment rate in **secondary school**

(Memon & Naz, 2015)



What are our objectives for this project?

- Work with partners to develop and deliver the training programme
- Use available and affordable technologies for learner support
- Catalyse links with the labour market and financial institutions to support employability and entrepreneurship
- Involve local government authorities and local communities to ensure the long-term sustainability of the project

DID WE ACHIEVE THE VISION WE SET OUT ON OUR THEORY OF CHANGE?

The screenshot displays the GIRLS Inspire website. On the left, the logo 'GiRLS Inspire' is shown with the tagline 'Learning for empowerment.' Below it, a green box states 'Girls empowered is a key driver for sustainable development.' The main content area features a 'Theory of Change' diagram with three main sections: 'Our vision' (pink background) with the text 'Enabling conditions for sustainable livelihoods for women & girls that will break the cycle of child, early and forced marriage.'; 'Our Theory of Change' (white background) with a 'START' button; and 'The problem' (purple background) with the text 'Child, early and forced marriage & its negative consequences for development.' Each section has a 'More about...' button.

The Theory of Change, pictured above, is intended as a point of critical reflection and is embodied as a visual representation of our online Community of Practice (CoP). It plays the role of a visual compass of how change will take place during the project, as we will record the changes as they happen on the CoP.

The story of Sunita Avghade, from Dahiwadi village, is an illustration of how we achieved the vision in our Theory of Change. Sunita comes from a family of six: her parents, two sisters, a brother and herself. She dropped out of school when she was in standard five. Her parents have a broom business, but the family is poor. Due to her mere primary education, she was unemployed and confused about what to do to support her family. Both her sisters married and Sunita helped her parents in the family business. She learned to make brooms, but the business was not generating much profit to help her family.

Mann Deshi Foundation's staff visited Sunita's home when they surveyed the community for the GIRLS Inspire project and provided her with information about the project. Sunita enrolled in the young girls' entrepreneurship programme. Initially, she received training in financial literacy, health and hygiene (both personal and environmental). Following that, she received training in tailoring. She started sewing blouses for women, and her financial status improved because of the income from her sewing business.

Sunita opened a savings account with Mann Deshi Bank. This gave her confidence, and she started saving through the account. She then set up a stall in Mann Deshi Diwali Mahostav, where she sold her blouses and was able to generate 700 rupees profit from it. Her tailoring business is doing well and she is very grateful to Mann Deshi for transforming her into a woman entrepreneur.





OUTLINE OF ACTIVITIES



PROJECT APPROACH

Tackling complex social issues that contribute to child marriage, such as poverty, poor access to education and environmental factors to name only a few, needs an approach where the whole community, with all its

traditions and practices, is involved. GIRLS Inspire's catalysing strategy involves institutions, communities and women and girls.

CREATING AN ENABLING ENVIRONMENT

1. Project Management

COL engaged SSS, SPARC and Mann Deshi through contribution agreements. All of the agreements were framed against the timeline, work plan and budget submitted by each partner. Each agreement made provision for project management using a project management system mirrored against the work plan. To ensure that partners honoured their contractual obligations, COL provided capacity building in monitoring & evaluation and communication. Partners reported to COL on a quarterly basis, when they submitted the evidence as per the means of verification specified in their work plans.

"The project design was well thought-out. It was apparent that all factors and challenges of developing countries were taken into account while designing the project. Since the project made remarkable differences in the lives of the girls and women who have been victims of child, early and forced marriages, we would definitely expect to continue with such an initiative. This indirect method of catering to such victims was widely accepted in very closed and illiterate communities who would have otherwise not allowed any other form of direct intervention."

-Sabeen Almas, Project Manager, SPARC, Pakistan

2. Monitoring & Evaluation

A GIRLS Inspire Monitoring and Evaluation (M&E) Strategy was developed to provide a holistic framework for integrating lessons learned and for documenting evidence of progress and success.

This M&E Strategy is grounded in the project's Theory of Change (discussed earlier), which states the vision of creating enabling conditions for sustainable livelihoods for women and girls that will break the cycle of child, early

and forced marriage. It is also framed within the Commonwealth of Learning's goal in the Six-Year Plan (2015-2021) of sustainable development through learning.

In an international context, this M&E strategy also informs the contribution of the GIRLS Inspire project to the Sustainable Development Goals, specifically Goal 4 — ensuring inclusive and quality education for all — and Goal 5 — achieving gender equality and empowering all girls and women.



Guiding Documents



To operationalise the M&E strategy, a comprehensive Logic Model and Performance Measurement Framework (PMF) were developed to outline the project targets and indicators. These documents were shared with the three partner organisations and served as frequent reference points in measuring progress.

These documents illustrate the three streams of work in the project, mirrored against the three catalysing strategies discussed earlier. Intermediate Outcome 1100 represents the strengthening of organisational capacity, 1200 frames the community advocacy work to garner support for girls' participation and 1300 represents the empowerment of women and girls.

The aims of the three Intermediates Outcomes are:

- 1100: Increased access to safe, quality gender sensitive open, distance and technology-based learning opportunities for women and girls in rural areas in the selected countries.
- 1200: Increased equitable participation in quality ODL by disadvantaged women and girls in rural areas of selected countries and reduced incidence of CEFM.
- 1300: Enhanced economic leadership and family decision making, including family planning, for disadvantaged women and girls in rural areas of selected countries.

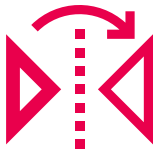
Participatory Approach



Mindful of the time, financial and capacity constraints of our in-country partners, the project employed a strong participatory approach to M&E whereby country M&E Focal Points (FPs) were identified and their capacities were built. The survey instruments were translated and contextualised and a constant feedback loop was established through strong and regular monthly communications and knowledge sharing to address challenges and feedback.

The issue of connectivity was a recurring challenge and was assessed as a risk during project conception. In response, the project acquired a Web-based data collection platform with the ability to standardise survey tools, offer these tools in local dialects, collect responses in offline environments and synchronise responses in one hub. As a result, the local teams were equipped with a mobile device-based platform that allowed them to collect data efficiently in both offline and online environments.

Critical Reflection



As noted above, M&E FPs were appointed for each partner organisation and assigned the responsibility of being the lead local

champion in their respective organisations. Monthly capacity-building sessions were held via GoToMeeting to share knowledge, successes and challenges with each other and to give updates on the project implementation. The M&E FPs were also in charge of cascading training and empowering the 21 field data collectors across the three countries who were responsible for conducting surveys with community members and the women and girls within an ethical framework and in a safe environment. These regular sessions and the cascade training model also gave frequent opportunities for the fear of technology integration to be addressed in a gradual and consistent way.

The head of each organisation and the project managers also attended the 8th Pan-Commonwealth Forum in Kuala Lumpur, Malaysia, and the GIRLS Inspire Pre-Conference Session that took place beforehand. This session gave the team a chance to regroup and reflect, identify lessons learned and share strategies. A key outcome of this session was the development of the History Wall, which is a picture-based account of the project journey by each partner organisation. This M&E tool is a strong participatory element that brings data to the people as it presents complex data and systems information in a way that is accessible and that instills the team's sense of achievement.





Evidence Collection

To collect evidence of project success, several strategies were employed.

First, tools were developed to collect output information. Registration forms, attendance forms and internship/employment forms and activity reports were collected and reviewed on how the activities relate back to the Performance Measurement Framework.

Second, Dropbox was used as a comprehensive record management system to group evidences according to the Performance Measurement Framework and aligned with each partner’s work plans. These evidences included field activity reports from community mobilisers, video clips of interviews with women and girls and community leaders, photographs of all activities, course materials and advocacy resources developed and used in the field.

Third, a strategy for qualitative data collection was used. Partners were responsible for working with their field teams to collect stories and develop case studies that illustrate change from the organisation, community and women’s and girls’ perspectives. Observation notes, end-of-course evaluation forms and lessons learned were also documented and fed back to GIRLS Inspire during three reporting periods over the past year.

Fourth, a semi-annual reporting template is in use for the partner organisations to provide a summary of their activities for the reporting period, including quantitative data on their outputs achieved and qualitative data on their observations on project implementation, challenges faced and lessons learned. This reporting mechanism informs project progress and the strategies for the way forward, but it also allows for the validation and cross-referencing of the data and evidence received mentioned previously.

Lastly, a baseline-endline study was also conducted to understand the project impact. Prior to project implementation with the girls identified and registered in the project, a baseline tool was used to establish a benchmark of the attitudes of four groups: the project staff at the partner organisations, community leaders and parents, prospective employers and the women and girls themselves. After the project implementation, an endline tool, mirrored against the baseline tool, was used for all four groups. A 5 per cent sample size guided the baseline and endline data collection among the women and girls. The key results from this baseline-endline study are presented later in this report.

All of the tools mentioned are housed within the Web-based platform. The synchronisation of these data created the Data Hub, which is managed in-house by the Commonwealth of Learning. The Data Hub informs the project team about progress against targets on a regular basis.

3. Communications

GIRLS Inspire has developed a holistic communication strategy in order to increase capacity, engage more in international discussion and create a cohesive brand for the project. GIRLS Inspire actively engages in a number of relevant social issues, specifically child, early and forced marriage, girls’ education and empowerment. The project has focussed on knowledge and capacity development of its partners to create communication strategies and content, ultimately aiming to tell important stories. Lastly, GIRLS Inspire has created a cohesive brand between its

“With the basecamp the life was much easier, especially for the organisational heads. Whenever we wanted to dig into previous information it was easy to find it out from a well-organized portal of Basecamp.”

-Sadia Hussain, CEO, SPARC

“The RtU initiative has opened a lot of areas of organisational learning that could be pivotal in implementing similar projects and to institutionalise some of the processes adopted for better functioning.”

-Kuntal De, Consultant, Mann Deshi Foundation

13
Communication focal point meetings

8
Capacity-building webinars for partners and the public

52
Blog posts on the online community of practice

international partners, focussed on positive storytelling of girls achieving education and empowerment, which overall creates a global narrative for social change. The key tangible communication achievements include the following:



Capacity Building and Knowledge Sharing

- 1 project management tool, Basecamp, used.
- 3 communication focal points, from each partner.
- 13 communication focal point meetings conducted, with roundtable discussions and skill sharing.
- 8 capacity-building webinars for partners and public.
- Technology capacity building on Skype, GoToMeeting, Basecamp.
- 1 Community of Practice at www.girlsinspire.org, with 122 forum users.
- 3 country visits by partners' Senior Advisor.
- 1 Pan-Commonwealth Forum (PCF8) in Kuala Lumpur, Malaysia, attended by 6 partner team members.
- SSS hosted a parallel session at the PCF8 Conference entitled *Solar powered floating schools in Flood-prone Bangladesh: An inclusive and sustainable solution towards gender equality*.

A strong communication strategy and team communication are important skills for the non-profit sector, especially with growing collaborative partner projects. A key outcome of this project has been to develop knowledge of communication practices, available technology and project management strategies among the partners. GIRLS Inspire has strongly focussed on developing the knowledge and capacity of partners through a number of different platforms, including online and in-person reflection and skill-sharing events, as well as the creation of a Community of Practice to facilitate peer-to-peer organic discussion. The project utilised a project management tool, Basecamp, allowing effective communication between all project members. As well, partners have learned and grown skilled in using a number of different technologies for virtual team work, such as Skype, GoToMeeting and Dropbox.

Content and Discussion



- 52 blog posts on the online community of practice.
- 1 publication of *Kavya*, an illustrated storybook inspired by stories of girls in partnership with the Mann Deshi Foundation and available online.
- Contribution to global discussion, through celebrations, events and social media, on International Days including:
 - International Day of the Girl Child
 - 16 Days of Activism
 - International Day for the Elimination of Violence against Women
 - International Women's Day

Reflecting on one year, it is clear that the GIRLS Inspire project has worked hard to capture and share stories of success and change. Examples include the publication of *Kavya*, a beautifully illustrated storybook, drawing on the experiences of girls in India. As well, GIRLS Inspire partners have worked hard to capture the momentum and conversations around international events, including participation in the #BeBoldforChange campaign with International Women's Day and an "I Aspire to Be" campaign for International Day of the Girl Child. Partners have embraced many media to tell stories and share the project message, which can be viewed on social media at www.girlsinspire.org.

"Participants of COL's GIRLS Inspire programme were invited for a special day-long programme at the branches... By the end of the day, we encouraged girls to tell their stories in front of everyone. Girls shared their stories of boldness. How they faced several difficulties while making their route towards empowerment. Overall, the International Women's Day led us a step forward towards empowerment."

-Mann Deshi, on their International Women's Day Celebrations



Self employment skills

Kuntal De | Real Stories | October 12, 2016

October and November are the months when most of the Western Indian communities, rich and poor alike, celebrate a number of festivals; the central being Diwali, the celebration of light. The festive season also marks a spike in the...



Forced Marriage is a Curse

Qudsiya Mehmood | Real Stories | October 12, 2016

Fatima was elder sister in her family. She was studying in 10th class and was very intelligent student. She was fond of studies and wanted to become a doctor. She belongs to a Pathan family. There was strict environment...

Screenshot of blog posts from partners Mann Deshi and SPARC.

“An exposure to social media to this extent was never experienced by our organisation before. Due to active engagement on social media, the overall profile of the organisation has been raised significantly.”

-Sabeen Almas, Project Manager, SPARC, Pakistan



Twitter:

432 followers



Facebook:

23,242 likes



Instagram:

133 followers

Social Media and Online Activity

- 1 website, GirlsInspire.org, with 18,182 pageviews and 5546 sessions
- 3 GIRLS Inspire social media channels
- 3 partners with continued participation and increased activity on social media

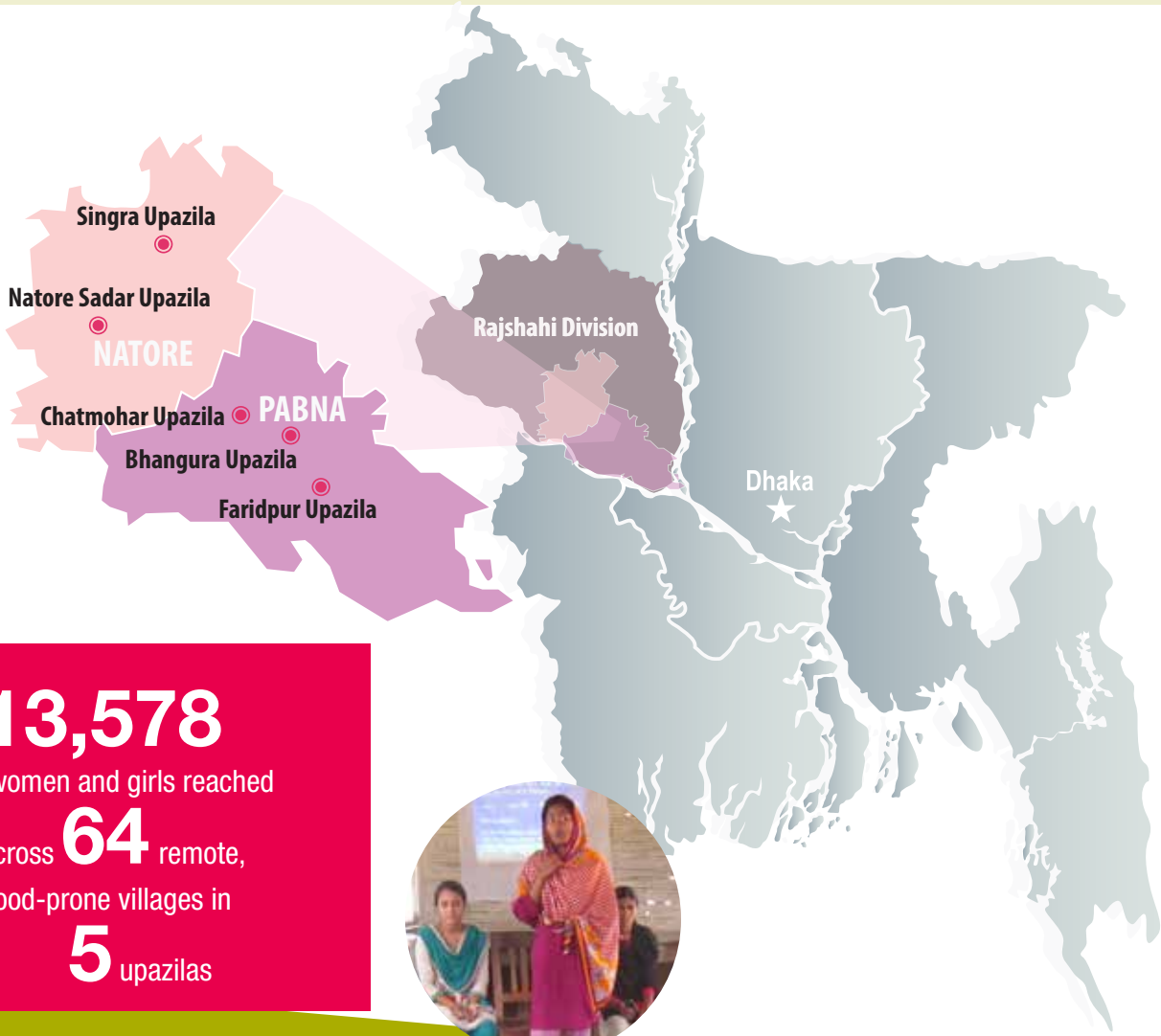
In one year, GIRLS Inspire has made large gains in its online footprint through a number of social media streams as well as continued expansion of and participation on the website. Partners have expanded their social media reach, such as SPARC’s new Instagram account, SSS’s new Twitter account and Mann Deshi’s increased online activity on GIRLS Inspire projects.



Bangladesh

***"I aspire to
be a voice of
our Girls"***

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13,578
 women and girls reached
 across **64** remote,
 flood-prone villages in
5 upazilas




Villages:

- | | | | |
|---------------|-----------------------|------------------|---------------|
| Arkandi | Char Bhangura | Katenga | Pundari |
| Baguan | Char Sengram | Khuddra Kaidanga | Purandarpur |
| Bahadurpur | Chhaikola (Sabujpara) | Kukragari | Raninagar |
| Bahar | Chhota Bishakol | Kusabari | Roy Halsa |
| Balidaghati | Chhota Goalkata | Lakshmikul | Sahanagar |
| Bangabari | Chinabhatkur | Langolmara | Salikha |
| Baoihat | Chowbaria | Majat | Samarkol |
| Bara Bishakol | Demra | Matikopa | Santanagar |
| Bara Goalkata | Dhankunia | Mirzapur | Sengram |
| Bara Sawail | Dodaniya | Nasiarkandi | Sonaharpara |
| Barodanagar | Gournagar | Natabaria | Sonapur |
| Betuan | Hajipur | Noabaria | Uttar Kalkati |
| Bhangajola | Hariabari | Nrayanpur | |
| Bildahar | Hat Halsa | Par Halsa | |
| Binnabari | Kaidanga | Patsawail | |
| Bipra Halsa | Karkola | Puibil | |

1100: Strengthening organisational capacity

 **19**
SSS staff trained

 **152**
girls selected and trained as skills instructors

 **5**
vocational courses developed and in operation

1200: Building community awareness and rapport

over **10,674**
community members reached
with **10** evening
boat shows



50 public and stakeholder meetings held on women's rights and project sensitisation

 **64** villages reached and agreed to girls' education

1300: Providing economic opportunities for women and girls

 **13,578**
girls trained in life and vocational skills

 **71**
events held on employment and financial information sharing

 **1,602**
girls accessed microloans

 **902**
girls took up internships

 **4,389**
women and girls in income-generating opportunities – either self-employed or in waged employment



GIRLS Inspire, focussed on the flood-prone districts of Natore and Pabna in the Rajshahi division, brings learning opportunities to the doorsteps of 64 villages. Shidhulai Swanirvar Sangstha (SSS) uses solar-powered boat schools and floating libraries equipped with Internet-linked laptops, multimedia projectors and educational materials. Following a training schedule, developed with input from community leaders, these boats made their way through rivers and docked at villages to provide on-board training.

To build organisational capacity for this work, SSS trained its staff in life skills, advocacy and M&E. To expand its reach, 20 of the Rights Reporter in Flood-prone Areas (RRiFA) group members were trained to host public meetings in villages to promote girls' education and to facilitate the M&E of the project. SSS enhanced the capacity of the Young-women Rights Association (YRA) group and trained 132 women and girls to become facilitators for life skills, employment opportunities and financial support training events.

Evening shows at the river bank reached over 10,764 community members with topics such as gender equality, early marriage prevention, elimination of domestic violence and exploitation, productive employment opportunities for women, disaster preparedness, climate change and resilient livelihoods. The boat used solar energy to power the training equipment, which enabled video-conferencing between experts. The project integrated local culture with technology. For example, jari songs (traditional songs) were developed with the participation of the local community and then recorded and played during evening shows. The local people watched from the big sailcloth, while exploring the new media and getting information on women's rights.

Interviews and discussions with elected women representatives, successful female entrepreneurs and female members of civil society were played during the evening shows. Over 60 per cent of the audience members were women and girls.

Public meetings and stakeholder consultations were held in shaded areas in courtyards and on the boats to discuss the project with and garner support from stakeholders including union council members, community leaders and villagers.

In total, 13,578 women and girls participated in training on the boat schools. Vocational courses ran concurrently for 16 weeks on locally relevant skills such as flood-resistant crops, poultry and livestock rearing, sewing, embroidery and mobile phone repair. Carpentry training was held for over 10 days per session. YRA organised over 71 events on employment awareness and placement camps to provide information on financial management and internship opportunities and to facilitate exchanges between the women and girls and prospective employers. Two information centres were established at the floating training centre and libraries and reached 3,100 women and girls.

At the time of writing the report, 902 girls have participated in internships, 1,602 have obtained microloans for their own businesses and 4,389 have applied for employment and started their own business or taken up waged positions.

Tania's story best describes the success of this project.

Tania Begum

Girls are forced to marry at an early age in Balidaghati village. Due to poverty, Tania Begum was married when she was 16. Her father was a day labourer and could not afford to send her to school. Furthermore, the school was far away and because of the monsoon flooding it was difficult for her to travel there. Tania dropped out of school in Grade 7. When she was married to her husband, Hafizul Islam, a day labourer, they moved to Samarkol village. When we met her she was 20 years old and the mother of a 3-year-old daughter. They live in a one-room mud house on a 10 decimal land. They do not own any agricultural land.

She has always wanted to become self-reliant and do something to prevent child, forced and early marriage in her village. Unfortunately, she did not have any access to information or training opportunities. In June 2016, she visited the project's training boat and decided to receive training on sewing, machine operation and maintenance, and tailoring. She completed a 16-week training course in October 2016. There was no tailoring shop in her village; the closest tailor was three kilometres away.

She joined the Young-women's Rights Association (YRA) and attended its meetings on employment opportunities and financial support for entrepreneurs. During the meetings she talked to women and girls about the importance of self-reliance, employment and impacts of CEFM. With other group members, she is actively involved in advocating for ending early marriage in the village.

Tania bought a sewing machine with the project's financial incentive and a loan from a financial organisation and started her own tailoring shop at her home. She now earns BDT 5,000 per month. She worked hard and became a skills instructor who is inspiring other women and girls to learn new skills and start similar businesses in the village. She says, "Now I cover my own family expenses and started savings. I am confident and I make my own decisions. I want to send my daughter to medical school and I hope to cover her educational expenses."



"Now I cover my own family expenses and started savings. I am confident and I make my own decisions. I want to send my daughter to medical school and I hope to cover her educational expenses."

-Tania Begum



India



GIRLS Inspire activity map in India



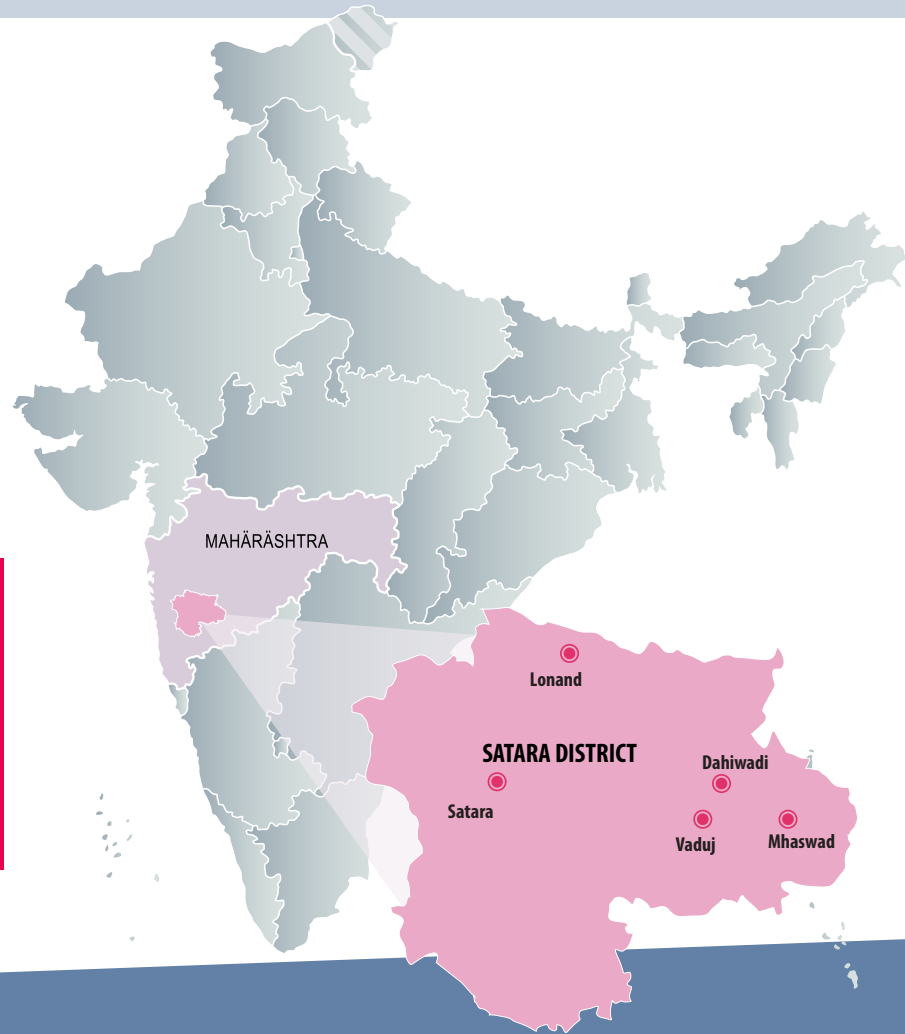
6,033

girls reached across

150

villages

in **5** branches



Villages:

Akale	Datevadi	Kadamvadi	Manglwar Peth	Pulkoti	Tambave
Ambale	Dattanagar	Kalchaundi	Masaiwadi	Pusegav	Taradgaon
Ambavade	Devaror	Kamthi	Matkar Colony	Pusesavali	Thosegad
Andharwadi	Dhokmod	Kansevadi	Mayani	Rahimatpur	Umbargav
Andori	Dhondevadi	Kari	Mhasave Road	Rajevadi	Umbrade
Aradgaon	Dhuldev	Katarkhatav	Mhaswad	Sadarbazar	Vadgav
Arale	Dighnchi	Katgun	Murudvak	Sakharwadi	Vadjal
Aundh	Etki	Khatav	Nadval	Salape	Vaduj
Avlai	Gajawdi	Khavaspor	Nalavadewadi	Saratale	Vaghmodewasti
Bacheri	Galvevadi	Khed	Nimbodi	Satara	Vakishor
Bangarwadi	Gangoti	Kokarevadi	Nimsod	Satarkar vasti	Valai
Banpuri	Gondavale	Kolegav	Nira	Satevadi	Vare
Barad	Gopuj	Koparde	Nune	Shegurni	Vathar Colony
Bhade	Goregav	Korti	Padali	Shendre	Vathar Station
Bhataki	Gosavimala	Kudal	Padegaon	Shenvadi	Vazegaon
Bidal	Gundevadi	Kuroli	Palsavde	Sherechi Wadi	Vele
Bodake	Gursale	Kusmod	Palsgav	Sherevadi	Vibhutwadi
Bonewadi	Hamdabaj	Ladewadi	Pangari	Shevari	Vikasnagar
Chambharwadi	Higni	Laxminagar, Nimbut	Panvan	Shindewasti	Vikhale
Chavanvasti	Holichegav	Ligivre	Phadtarwadi	Shirtav	Virali
Chermanwasti	Indira Nagar Kudal	Limb	Phalavani	Someshwar	Virkarwadi
Chikmhud	Jakatwadi	Lokhande Vasti	Pilive	Sulevadi	Vitthalnagar
Dahiwadi	Jambhulani	Lonand (Slum Area)	Pimpare	Suryachivadi	Waghalwadi
Dalmodi	Jhare	Lotevadi	Pingali	Tadavle	Wathar Station
Danewadi	Jogaiwasti	Manewadi	Prtapshinh Nagar	Taliye	

1100: Strengthening organisational capacity



25

staff trained in gender-sensitive content development

1200: Building community awareness and rapport

150

villages reached



1300: Providing economic opportunities for women and girls

at least

6,033



girls completed life skills, vocational skills and community radio training



12

staff trained in integration of technology



88

safe learning environments for women and girls established



312

girls are now in income-generating opportunities



41

life and vocational skills courses developed



35

community mobilisation meetings held



490

women and girls have opened bank accounts

42,798



community members in 31 villages reached



42

information-sharing events held on employment connections and financial information

GIRLS Inspire in India operated in five branches in Satara, Maharashtra, reaching community members and women and girls from 150 villages. Mann Deshi Foundation paved the way for the project by empowering its field staff across the region with training on programme implementation, M&E, technology integration, content development and gender equality. Twenty-five staff were trained in content development and 12 staff were trained in technology integration.

As the themes of reaching the unreached women and girls and preventing child, early and forced marriage are a new focus for the organisation, the team invested considerably in framing the structure of the project implementation by undertaking consultation with community leaders and key persons, government officials, consultants and NGOs. A learning needs assessment was also conducted to determine what the women and girls needed in order to be linked to economic opportunities. During this process, the field staff observed that early marriage correlated with young girls leaving school early and were pleased to learn that the women and young girls interviewed were all interested in learning new ways to contribute more to the household income.

In the spirit of building trust between the communities and the project, community workshops were held to spread awareness about girls' education, gender equality, health and hygiene, and the impact of child marriage. Nursery teachers, Accredited Social Health Activist (ASHA) workers, mayors, village workers, advocates, doctors and teachers were all involved. Sharing the stories of previous work and successes in other villages through the use of tablets and multimedia often helped when seeking support from the community. Overall, the team conducted 35 community mobilisation activities using a storytelling approach. As a result, community leaders began encouraging male community members to agree to the female members of their household attending the project's training opportunities. In Lonand, a group of people from a remote area inspired 25 girls to take up the project.

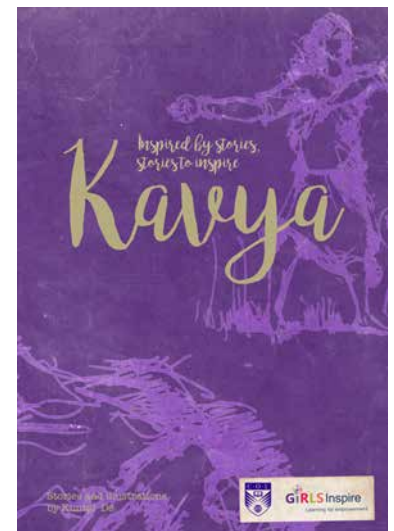
The project used two buses as mobile training centres, transformed a temple into a learning space and expanded three centres for women and girls' training. Community work was also key. As the quote to the right illustrates, community members opened up their doors to provide a safe space for girls' education, which indicates a shift in perception in the importance of girls' education and a deep buy-in within the communities. In total, 88 safe learning environments were established in villages. Mobile training centres were used to deliver training by

“It was amazing to witness the enthusiasm of the community members to provide training spaces in their homes to create safe learning environments that mediate between Mann Deshi allocated spaces and their own. This is the trigger that made the face-to-face trainings most successful, [which] must be taken forward if sustenance of the programme is to be ensured as this is a process that ensured a trust-building process between the community and the implementing organisation.”

-Kuntal De, Consultant, Mann Deshi Foundation

going to remote areas where schools are unavailable or too far away and therefore unsafe for girls to walk to. These mobile centres were equipped with basic presentation-based self-learning materials, laptops and vocational training equipment.

Advised by the learning needs assessment, content development was undertaken to develop materials for life skills and vocational skills training. The foundations of this content development process were grounded in gender sensitivity and storytelling — the former is evidenced by the women's and girls' involvement in this process to ensure their voices inform the content, and the latter is evidenced by the publication of *Kavya*, an illustrated book that tells the stories of girls' and their parents' journeys through poverty and education. This book, pictured on the right, emphasises the importance of telling stories to inspire communities to take action



in a way that transcends language and cultural barriers. In total, the team developed 41 gender-sensitive learning materials for life skills, vocational skills and community radio training.



Schoolchildren sharing their experiences with the project on community radio

The registration and enrolment of girls commenced and was soon followed by the delivery of life skills training. This phase of the training focussed on the causes and consequences of child marriage, health and hygiene, legal provisions and rights, importance of saving and financial planning, entrepreneurship and gender equality. After life skills training was completed, girls proceeded to complete vocational training for locally relevant skills such as goat farming and insemination, bull jewellery making, paper and cotton bag making, fashion designing, candle making, festival lamp making and microne show-piece making. Vocational training was facilitated through practical demonstrations, often by field trainers who act as both mentors and links to the labour market. The mobile training centres also provided opportunities to learn basic computer skills. The integration of Aptus, a device used to disseminate multimedia learning materials in offline environments, was also an important source for technology integration as it allowed the sharing of stories between communities through the use of video. Overall, 2,033 women and girls went through this face-to-face training programme.

The use of community radio was a key strategy in this project. Mann Deshi Foundation's radio programme is based in the organisation's headquarters and has a reach of 170,000 householders across 104 villages in Maharashtra. The total population of this geographic reach is 487,000 people. The FM transmission broadcast packaged content

in the local dialect and also integrated live interviews to ensure local contextualisation.

The team developed radio content on health skills and financial literacy and produced 14 modules on various topics such as income and expenditure, savings, banking, importance of education, loan repayment, HIV/AIDS and child marriage, and broadcast *Sakhi Sajani*, a medical programme that invites local doctors to speak about health and hygiene and home remedies. The team also leveraged observance days such as nutrition day, hand-washing day and heart-care day. To understand the impact of the community radio programme, household visits were conducted to assess the understanding of the topics discussed. A monitoring approach was also taken in 31 villages to estimate the number of listeners and monitor the regular listening habits of 400 girls, a 10 per cent sample of the target of 4,000 women and girls reached. From this approach, it is estimated that the community radio programme reached 42,798 in these 31 villages alone, and that at least 4,000 women and girls have been reached.

To ensure women and girls have all the support needed for economic empowerment, the team provided connections with successful entrepreneurs. They also provided training on running their own business, writing effective résumés and creating a portfolio of products and appropriate price structures. Employment flyers were developed to invite local enterprises to fulfill their recruitment requirements. Furthermore, 42 information-sharing events were held with local employers and entrepreneurs to provide employment information and networking opportunities



Employment flyers

for women and girls. To date, 312 girls are now in income-generating positions and are either employed or have started their own businesses.



Opening a bank account

The services of Pratham Foundation were also used to provide career counselling for the women and girls and referral to further education such as nursing and hospitality programmes. As a result, two girls got a job at a medical shop and one girl now works as a data operator.

Financial management was a critical topic to ensure the project's success. Women's and girls' ownership of their bank accounts signifies financial and economic independence and hope for a promising livelihood. The women and girls who have started their own initiatives were given an incentive in the form of savings accounts or fixed-deposit accounts. The girls who could not walk the distances to the bank were given piggy banks, or the support from a Mann Deshi staff to deposit their earnings for them. There are now 490 women and girls who have opened their bank accounts – 359 have savings accounts and 131 have fixed-deposit accounts.

Read Mayuri's story.

The parents of Mayuri, a 19-year-old girl from Dhondewadi village, had her parents pass away when she was only 3 years old. Her grandmother, over 85 years old, has taken care of her since then. She is tired now and can no longer work to earn a living for them. So, Mayuri left schooling when she was in 9th standard and started working for daily wages. With a day's work, she earns a mere 150 rupees (CAD3.00).

She got information about Mann Deshi's Young Girls programme supported by COL and enrolled herself. She was guided to start her own business instead of working as a wage labourer. Mayuri received information about health and hygiene, cleanliness and financial savings. She was very keen to learn all of this. She also took training in microne and making of decorative materials/show pieces for households and generated a good profit through it. Within a week of training, she had earned 400 rupees (CAD8.00) by making sky lamps for her neighbours. She also learned that by applying her skills, she can earn 400 rupees with one hour's work. Later on, she took an order to prepare wedding decorations for two weddings and earned 2,000 rupees (CAD41.00).

She now feels confident that at least she can feed her grandmother and her brother by working from home. She has made a profit of 4,000 rupees (CAD82.00) by selling microne products.

Mayuri still wants to complete her education and is happy to know Mann Deshi will support her. She has opened a fixed-deposit account of 1,000 rupees (CAD20.00) in Mann Deshi Bank and also a savings account. She has started saving and is happy to be on the right track.



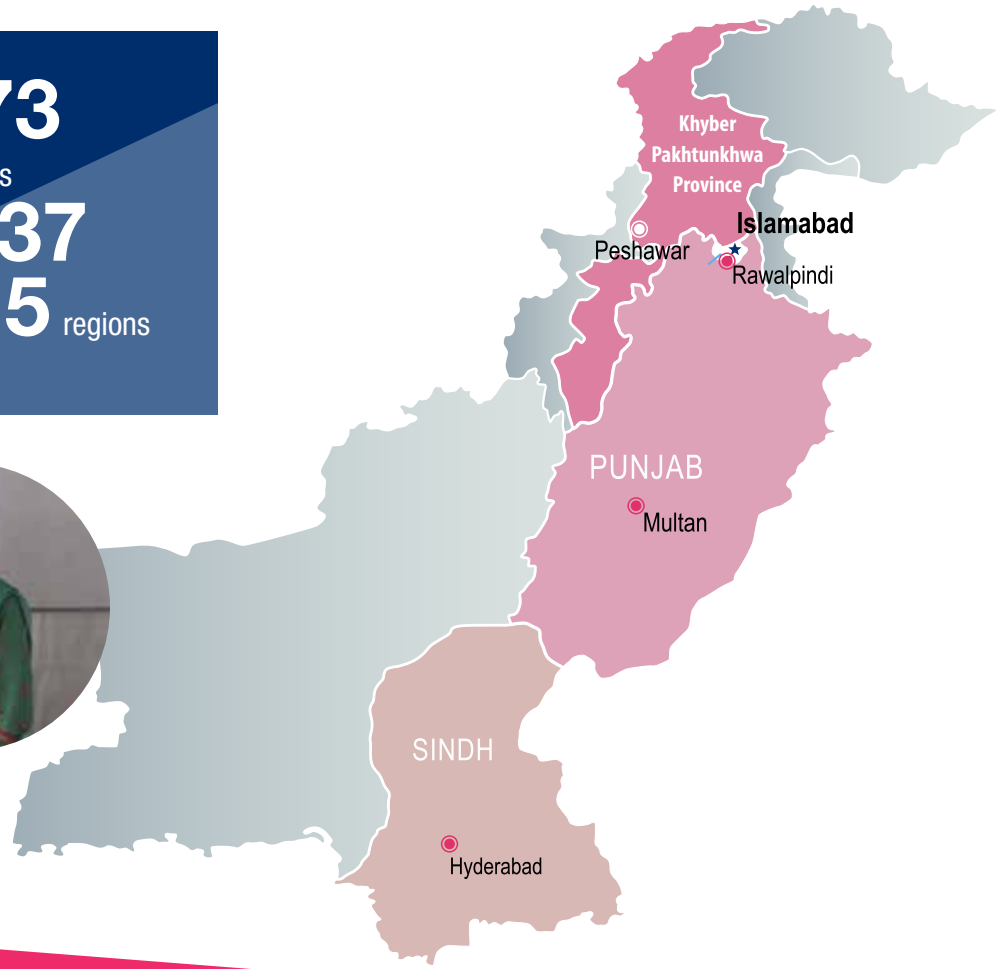
Mayuri with her grandmother and GIRLS Inspire project staff

Pakistan





5,673
 women and girls
 reached across **37**
 communities in **5** regions



Communities:

- Abbas town
- Afridi Abad
- Ali Town
- Awan Colony
- Bangash Colony
- Bodhla Town
- Changron Ki Basti
- Dhoke Darzian
- Fouji Colony
- Gadi Qabarstan
- Ghulshan-e-Data Colony
- Ghulshan-e-Fatima Colony
- Glass Factory
- Graeeb Abad
- Gujar Abad
- Gulshan Rahman Colony
- Hadii Mill
- Halii Road
- Hindu Area
- Kot Rab Nawaz
- KPK — Haripur
- Liaquat Ashraf Colony
- Loharan Bazar
- Makri Godown
- Mehar Colony
- Model Colony
- Mohallah Choudhrain
- Naseerabad
- Railway Colony
- Seetal Mari
- Shaheed Abad
- Shaheen Town
- Shamas Pura
- Sikandar Town
- Sindh — Karachi
- Supply Gate
- Wakeel Abad

1100: Strengthening organisational capacity

 at least **59** SPARC staff members were trained in integration of technology, gender mainstreaming, child protection strategies, open and distance learning and monitoring & evaluation

 **6** life skills training courses developed


 **12** vocational skills training courses developed

1200: Building community awareness and rapport

 **19** safe learning environments were established in addition to the Centre for Street Children operations in the **5** regions

 **37** communities were reached

815 community members were reached and **35** meetings were held with stakeholders to garner project support

 Daily conversations and advocacy work were conducted with community members and parents

 **5** vocational skills exhibition events held

1300: Providing economic opportunities for women and girls


 **5,673** girls trained in life and vocational skills


 **28** information-sharing events, job fairs and enterprise development opportunities held

 **74** applied for formal employment

28 successfully obtained formal employment

 **10** girls obtained microloans

 **84** girls took up internships

 Many of the girls started home-based businesses

GIRLS Inspire in Pakistan mobilised teams in Peshawar, Multan, Rawalpindi and Sindh-Hyderabad. The Society for the Protection of the Rights of the Child (SPARC) strengthened and scaled up the Centre for Street Children (CSC) operations based in these regions where school dropout rates are high among girls and child marriage is prevalent.

The SPARC team made staff training a priority throughout the project to benefit the empowerment of women and girls. Staff were trained in child protection policy and standards, open and distance learning, e-commerce, gender mainstreaming and impact monitoring techniques, among other topics. Non-project staff were also included in these training opportunities to positively impact the other projects the organisation is working in.

Due to the cultural context and security concerns, parents mostly avoid having girls leave their homes. The SPARC team overcame this challenge by doing extensive community mobilisation work. Stakeholder and parents' meetings were held, committees consisting of renowned community members were formed, pamphlets were distributed and door-to-door visits were made. This foundational field work was critical in garnering community support to allow women and girls to attend skills training opportunities. In-house sessions at SPARC's vocational centres were also held for parents on topics such as health and social rights.

Paired with the mobilisation work, the SPARC team registered the girls in training centres and provided life skills and vocational skills training opportunities for six weeks. Girls who could not attend for this amount of time were given an option to attend shorter vocational courses such as candle making. Overall, SPARC exceeded their targets and trained 5,673 women and girls.

The comprehensive life skills-based education programme covered topics to strengthen girls' confidence, self-esteem and knowledge about their rights and about resources to create their own economic pathways. The modules covered health and hygiene, effective communication, managing relationships, managing emergencies, entering the professional world, understanding the business cycle, identifying a business

opportunity, managing money, action planning, accessing financial services, making healthy food and diet planning. Psychologists were available for girls to discuss topics such as self-awareness, self-respect, self-image, protection issues, adulthood, etc. Basic numeracy skills were also a focus to provide girls with entrepreneurial skills such as record keeping and planning a small business. Recognising that good health is a foundational need, the team also set up medical camps to cater to girls' immediate needs.

All the girls completed a locally relevant vocational course for employability. Many completed stitching and tailoring, embroidery,



“There is a good change as these girls were sitting idle in their homes and after learning skills, they would be able to contribute to their family income as all the girls belong to poor families and this is a lifelong skill which [will] help them throughout their lives.”

-Community Member in Peshawar, Pakistan, video clip in conversation with Yasir Bashir, SPARC Social Mobiliser

“I did not like education. I preferred my daughters for domestic to run the family expenditure. If children will not work, how can we survive? After hearing you, I realised that I was wrong and had a negative perception about education and life skills. Now I have decided to refer my daughters to your centres. So that they could become a civilised person like others and able to earn money.”

-Humaira, Parent, Multan



beautician and parlour, fabric painting, Ikebana making and candle making. Centres were equipped with computer tablets prepared with selected YouTube videos demonstrating various skills. DVD and video lessons also supplemented the training, especially when individuals required revisions of lessons. APTUS, a technology-based device that facilitates offline-based multimedia learning, was also used to share learning materials in mobile centres that had to be temporarily set up when vocational centres could not be made accessible to girls. Once the mobile centre finished training one group, it would move to the next location to cater to a new group of women and girls.

“When I was young, my parents used to beat me for labouring with them, that was the reason I could not get education but now a new hope is developed in me for the bright future of my daughter after hearing about SPARC and I will send my daughter to get education from the nearest school. SPARC team has polished my mind. New hope is generated in my mind for the better future of my daughters especially.”

-Samina, Parent, Multan

Market linkage was a key strategy to successfully close the loop of the project and provide women with the best support possible. Various enterprise development opportunities were made available to the women and girls. Job fairs were held and attended by community members from all walks of life. Career counselling sessions with experts encouraged women and girls to start their own businesses and prepared them for market trends. Members from other organisations, local employers, vendors, the chamber of commerce, the agricultural association and TEVTA (Technical Skills Provision Authority) all spoke to the women and girls about employment information, internship opportunities, microcredit schemes and market connections. Women and girls were referred to different banks for financial aid and to the scholarship programme of the ISLAMIC relief fund. Five exhibition events were also organised to feature the girls' vocational work and allowed them to earn an income.

As a result, the Multan chamber of commerce and the traders of the famous Hussain Agahi market in the region agreed to provide further training and resource support for girls to set up small businesses. Some local shopkeepers started giving orders to girls for embroidery work for their boutiques. Ten trained girls from Rawalpindi are getting microloans and are in the process of setting up home-based work. A hotel in Islamabad agreed to display some work of trained girls in their hotel on a permanent basis under its corporate social responsibility section. Many of the girls started working from their homes on a very small scale, stitching clothes and providing home-based beautician services, for example. For them, this is a big step and they are happy to have their first income even if it is only Rs. 300.

Read Nadia's story.

Nadia, a 21-year-old from Peshawar KP, joined SPARC's Centre for Street Children (CSC) in March 2016. Nadia had only attained primary education due to a lack of resources. While talking to SPARC, Nadia stated that her parents really wanted her to study further but could not afford it. "As a child I didn't mind dropping out of school. I always found my teachers unnecessarily strict and burdening. I now understand the implications of it..." she said.

Like many children in Pakistan, Nadia started working at a very early age to contribute to the family's income. She started with domestic-maid work, which she described as "cruel."

"Employers pay you too little and make you work around the clock as you live with them. They'd pay me even lower as I was uneducated," she said.

When she came to SPARC's centre, Nadia was enrolled into a two-month course during which she learned tailoring and curtain making. Nadia proved to be a very quick learner and very particular about her work. "I learnt about the centre through a friend. After my course, I started taking orders for stitching and designing. I also make curtains and uniforms for private schools."

Nadia has maintained a steady demand for her services. In her spare time she comes to our centre to help other women with their vocational training.

"I can never repay what the centre has given me – I pray for all the women in the centre from my heart."



"I can never repay what the centre has given me – I pray for all the women in the centre from my heart."

-Nadia

KEY OUTCOMES COMPARED WITH OBJECTIVES

The following section summarises the key results in accordance with the three Intermediate Outcomes (1100, 1200, 1300), and which are measured against the Performance Management Framework (PMF). The full, completed PMF can be found in the Appendix.

This section also provides information on the results achieved against the stated target results as per the agreement with DFAT Australia.

- Develop content in three skills areas per country.
- 20,000 girls will be trained with employable skills and capability to negotiate financial assistance for their own small business which will enable them to be self-reliant.
- Capacity of local partners will be strengthened to independently deliver such projects.
- M&E of each country will provide evidence of the strengths of the model and lessons learned. This model will offer an important development strategy for Bangladesh, India and Pakistan.



1100: Strengthening organisational capacity

3 organisations
in **3** countries



adopted new models to deliver gender-sensitive skills-oriented training



267

staff members and community-based resource persons trained and have the capacity to develop gender-sensitive learning resources for ODL and technology-mediated learning as evidenced by the learning resources

2 gender policies developed



3 exchanges with other development agencies were made



4 social media platforms were created by partners, and **4** GIRLS Inspire social media platforms were created



2 international events were attended

1200: Building community awareness and rapport

120 community events were held across

at least **89** communities reaching

at least **54,287** community members



14 radio programmes were developed and broadcast



10 evening boat shows were conducted



at least **171** safe learning environments were established in villages and communities for women and girls to attend training opportunities which represent 171 community agreements in addition to community groups established in each country to advocate for girls' participation in training



1300: Providing economic opportunities for women and girls

25,284 girls completed life skills and vocational skills training



35 life skills courses developed



29 vocational courses developed, tested and validated by the labour market



141 information-sharing events and employment camps conducted for women and girls



4,775 applied for employment, **4,729** were successful



1,602 women and girls accessed microloans and **490** bank accounts opened



1,298 internships established



KEY FINDINGS FROM BASELINE-ENDLINE REPORT

Hearing from the women and girls themselves was key to measure the project success against the outlined vision in the Theory of Change. Hearing also from the various stakeholders in the field allows us to gauge the extent to which the project has made an impact within families and communities.

A baseline-endline study was, therefore, conducted to understand the project impact. Prior to project implementation, a baseline tool was used to establish a benchmark on the attitudes of four groups: the project staff at the partner organisations, community leaders and parents, prospective employers and the women and girls themselves. After project implementation, an endline tool, mirrored against the baseline tool, was used for all four

groups. These tools were developed in consultation with the local partners, translated into the local dialect and made available on the Web-based platform for online and offline data collection.

A 5 per cent sample size guided the baseline and endline data collection among the women and girls where efforts were made to interview the same group of girls at the endline point.

The table below represents the responses received from these four groups at the baseline and endline points.

Perspectives	Baseline	Endline
Women and Girls	838	512
Organisations (Partner NGOs)	24	13
Community Members	112	79
Prospective Employers	58	47

The baseline and endline tools were aligned with the three Intermediate Outcomes as guiding questions:

- 1100: Has there been an increase in access to safe, quality gender sensitive open distance and technology-based learning (ODL) opportunities for girls and women in rural areas?
- 1200: Has there been an increase in equitable participation in quality ODL by disadvantaged women and girls in rural areas of selected countries and reduced incidence of CEFM?
- 1300: Has economic leadership and family decision making, including family planning, been enhanced amongst disadvantaged women and girls in rural areas of selected countries?

The following section presents findings according to each Intermediate Outcome.

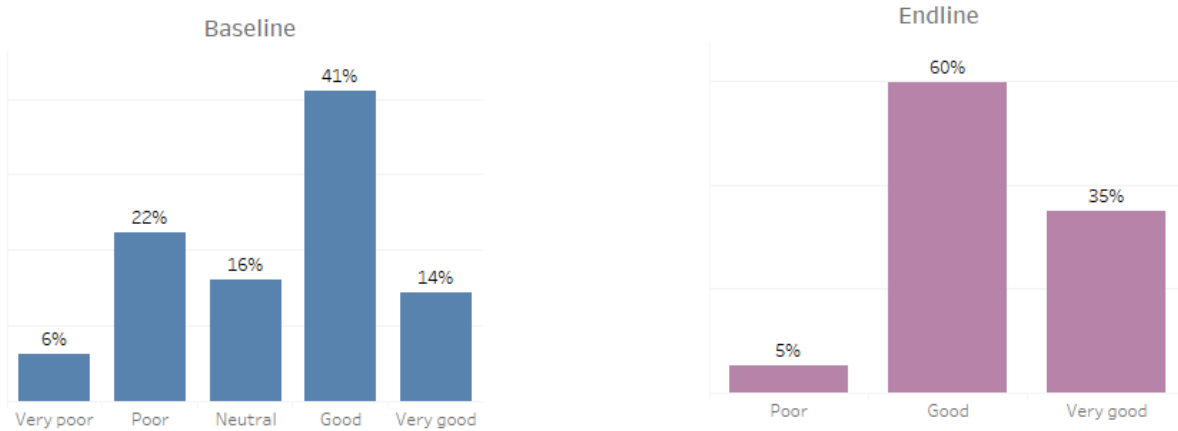
1100 INTERMEDIATE OUTCOME

TO ASSESS THE WOMEN AND GIRLS' ACCESS TO GENDER-SENSITIVE LEARNING RESOURCES, COMMUNITIES AND ORGANISATIONS WERE ASKED ABOUT THEIR VIEWS ON ACCESS TO AND THE SAFETY, QUALITY AND GENDER-SENSITIVITY OF LEARNING OPPORTUNITIES FOR WOMEN AND GIRLS IN THEIR COMMUNITY.

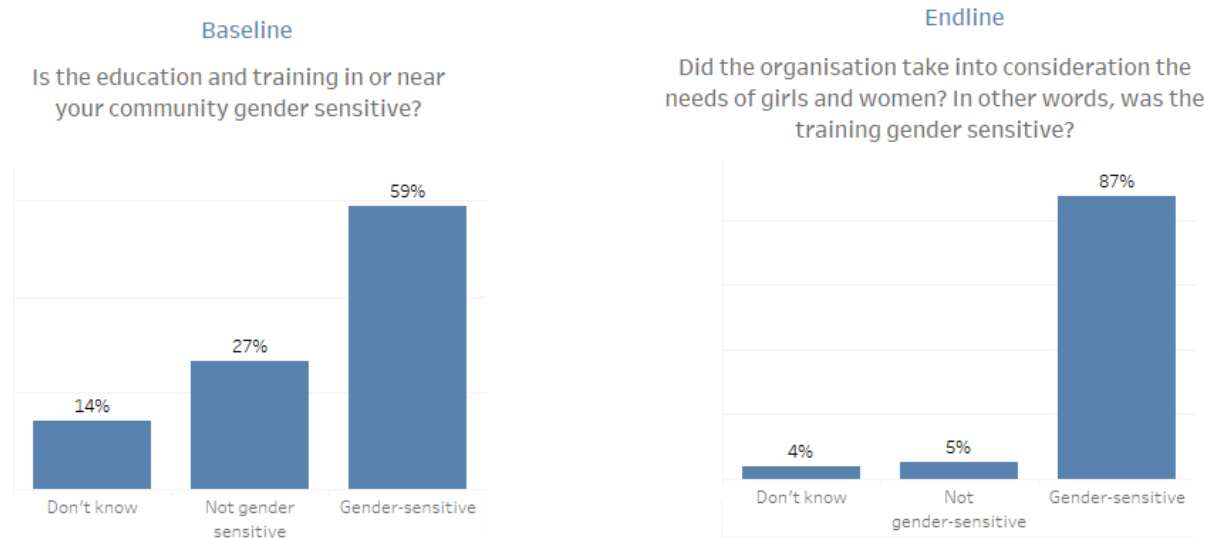


COMMUNITY PERSPECTIVES

How would you rate the current level of access among girls and women to educational opportunities in your community?



Community leaders and parents have reported an improvement in the level of access to educational opportunities among girls and women: 55% at the baseline point reported good or very good access, and this increased to 95% at the endline point.



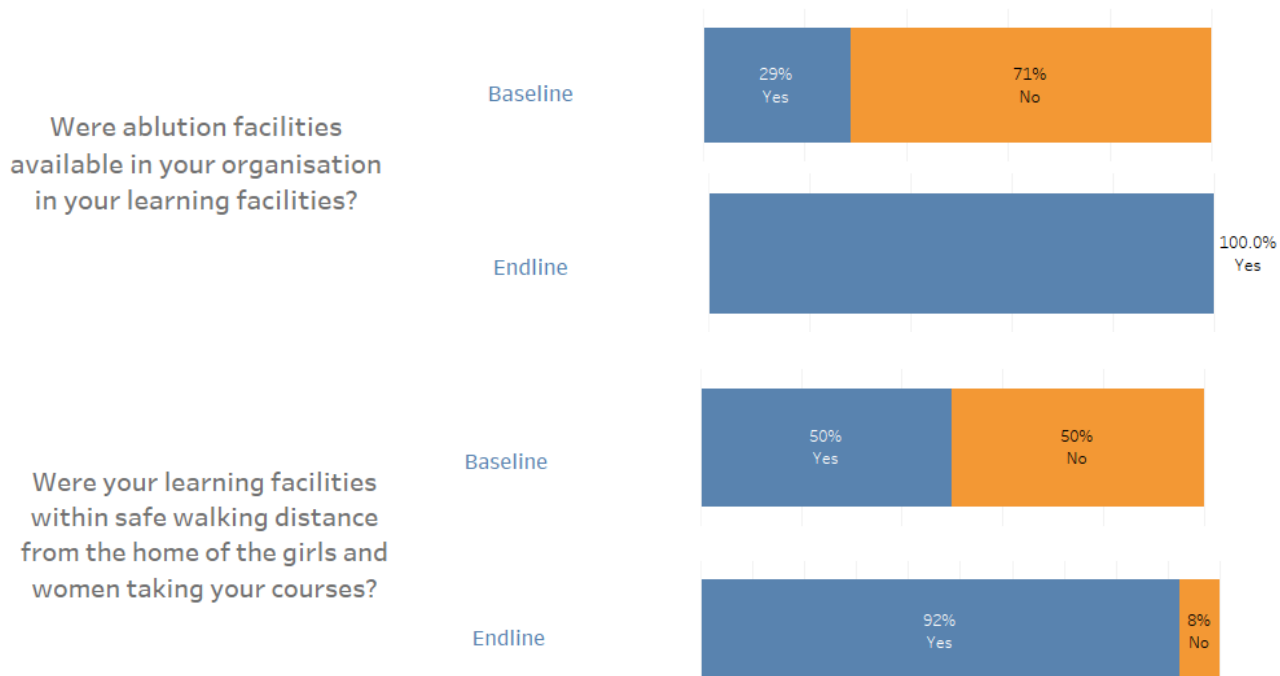
Community members were also asked about the gender sensitivity of education and training in their communities. In the baseline and endline tools, gender sensitivity was described as taking into account the needs of women and girls, such as access to clean water, ablution facilities for hygiene, washing and toilets, protection by tutors and teachers and that the schools are within a safe walking distance of their home. At the endline point, 87% of the community members indicated that the partner organisations delivered learning opportunities that were gender sensitive.



ORGANISATIONS' PERSPECTIVES

Project staff at partner organisations were asked at the baseline and endline points about their provisions for safe learning environments to gauge the impact of the project's efforts towards creating safe and gender-sensitive learning opportunities. These efforts manifest in the form of mobile training centres in Pakistan, homes transformed into learning centres in India and boat schools in Bangladesh.

As seen below, there was an improvement in the provision of ablution facilities, with 100% of staff reporting that ablution facilities are now available — a significant increase from 29%. Similarly, 92% of project staff reported at the endline point that the learning facilities are within a safe walking distance of the girls' homes, as compared to 50% at the baseline point.



1200 INTERMEDIATE OUTCOME

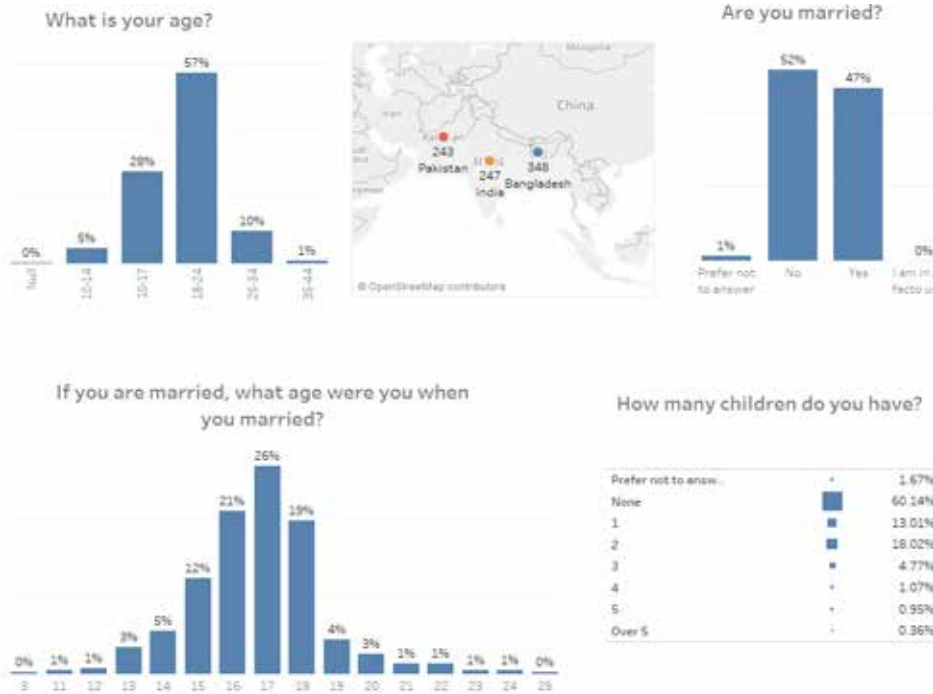
INCREASED EQUITABLE PARTICIPATION IN QUALITY ODL BY DISADVANTAGED WOMEN AND GIRLS IN RURAL AREAS OF SELECTED COUNTRIES AND REDUCED INCIDENCE OF CEFM

To determine the extent to which women and girls have been locked out of educational opportunities due to barriers to education such as child, early and forced marriage, they were asked about themselves, their exposure to schooling and skills training and their views on education at baseline. At the endline point, similar questions were asked to measure the impact of the project.



DEMOGRAPHICS

Demographic questions were asked at baseline to understand the constituency the project is serving. The majority of girls (57%) were between 18 and 24 years old. Among those who were married, 69% were married before they turned 18. Over 38% of the women and girls surveyed have children.



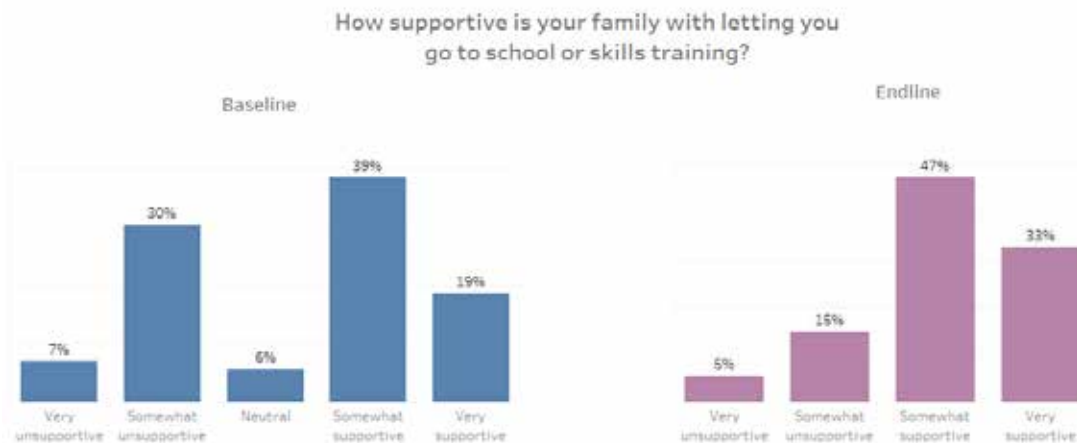
EQUITABLE PARTICIPATION

To explore the level of participation in quality open and distance learning (ODL), we wanted to know women's and girls' perspectives on their attendance at schooling or skills training.



WOMEN AND GIRLS' PERSPECTIVES

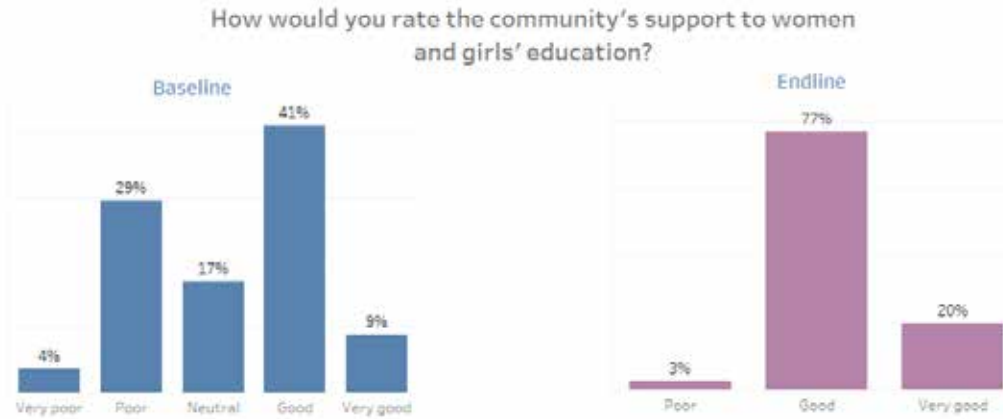
Family support for schooling and skills training is key. In Pakistan, for example, many women and girls are not allowed to leave their homes due to cultural and safety reasons. The project addressed this barrier through intensive community awareness programmes where sensitisation meetings were conducted with boys and men, mothers, parents and community and religious leaders. In the baseline study, only 58% of girls felt that their family supported their schooling or skills training. However, at the endline point, this had increased to 80%.





COMMUNITY PERSPECTIVES

A similar trend could be observed when community members were asked about their support for women and girls' education. Only 50% of respondents at the baseline point indicated good or very good support among the community. This increased to 97% at the endline point.



1300 INTERMEDIATE OUTCOME

ENHANCED ECONOMIC LEADERSHIP AND FAMILY DECISION MAKING, INCLUDING FAMILY PLANNING, FOR DISADVANTAGED WOMEN AND GIRLS IN RURAL AREAS OF SELECTED COUNTRIES

To understand the level of economic leadership and ability to participate in family decision making among women and girls, they were asked questions about their views on social rights, health access, and employment prospects, access and knowledge. They were also asked about their perspectives on their leadership within their own families.

In order to receive a full picture of the economic opportunities available to women and girls, we also needed to seek the perspectives of employers and the communities the women and girls live in.

HEALTH AND SOCIAL RIGHTS

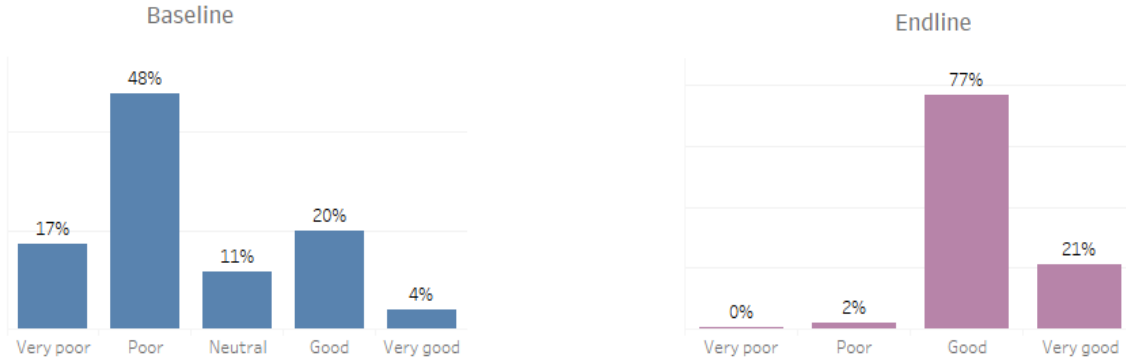


GIRLS' PERSPECTIVES

Good health and personal agency are key factors for a sustainable livelihood, and achieving learning outcomes can occur when these two factors are in place. Through the project's life skills training, women and girls were equipped with information on, for example, health and hygiene, health resources, social rights and entrepreneurship.

At baseline, only 24% of the women and girls reported a good or very good ability to make their own health decisions. At endline, this figure had significantly increased to 98%.

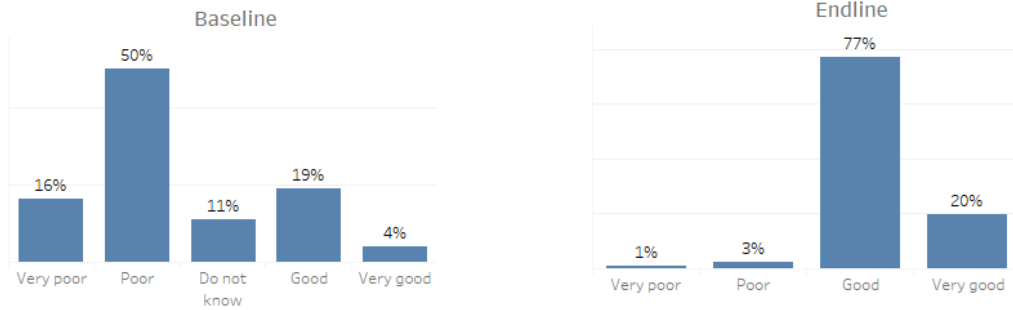
How would you rate your own ability to make decisions about your health?



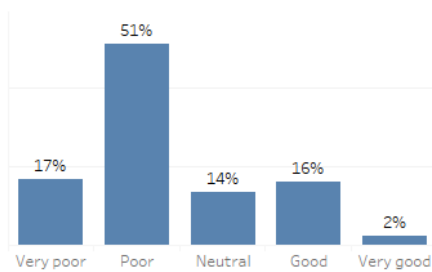
Good and very good access to health resources also improved, from 23% at baseline to 97% at endline.

Similarly, 95% of the women and girls also reported some or a significant impact on their understanding of their social rights through the project, which indicates an improvement as only 18% of women and girls at baseline reported having a good or very good understanding of their social rights.

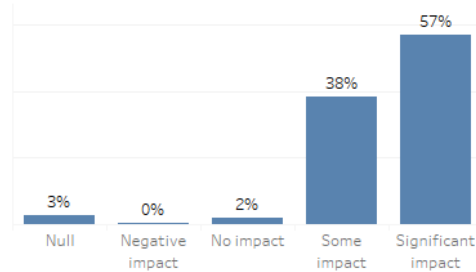
How would you rate your access to health resources?



Baseline How would you rate your understanding of your social rights?



Endline How did the training impact your life in terms of your understanding of your social rights?

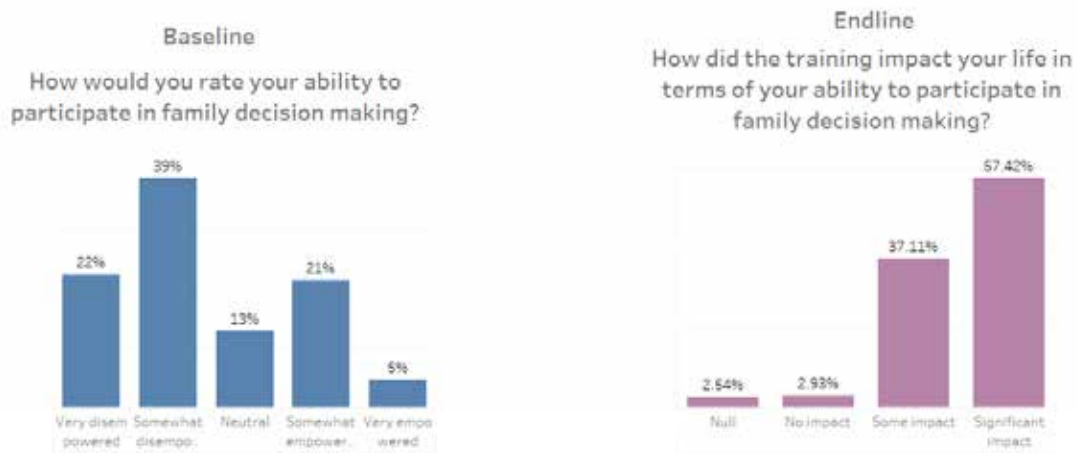


DECISION MAKING



GIRLS' PERSPECTIVES

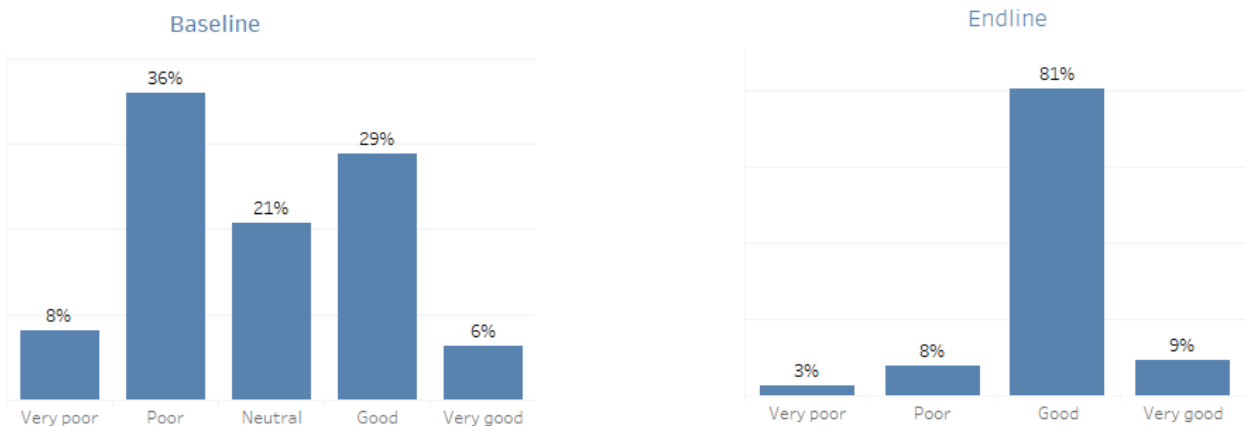
Decision making leads to personal agency and, ultimately, economic leadership. At endline, women and girls reported that the training has had some or a significant impact on their ability to participate in family decision making. This indicates an improvement, as only 26% of girls at the baseline point reported feeling somewhat or very empowered to make family decisions.



COMMUNITY PERSPECTIVES

These observations are echoed by the community leaders who participated in the study. At baseline, only 35% indicated that women and girls' role in community decision making and leadership was good or very good. At endline, this had increased to 90%.

How would you describe the role of women in community decision making and leadership?



EMPLOYMENT ACCESS



GIRLS' PERSPECTIVES

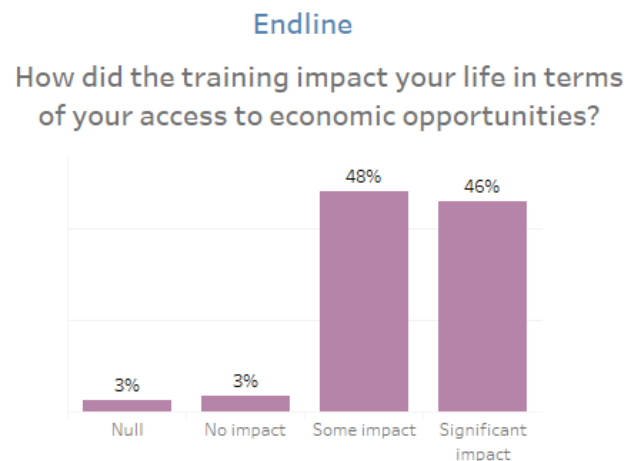
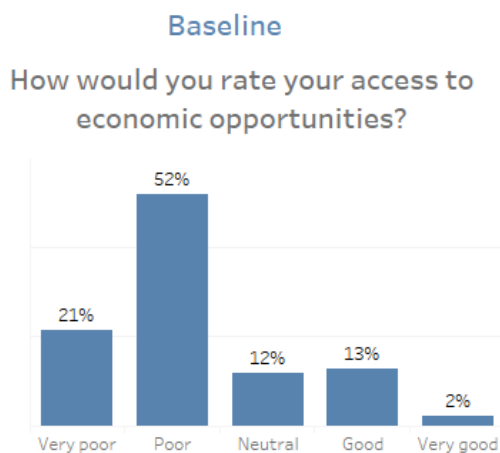
Access to, and the girls' ability to access, employment opportunities is an important step towards economic leadership.

Significant efforts were made to link women and girls to the labour market to ensure they have the tools for economic empowerment. Across the three countries, information-sharing meetings and camps were conducted to sensitise women and girls about employment opportunities and financial aid, market visits were made, career counselling opportunities were available, employers and local associations were invited to speak with the women and girls, local entrepreneurs were brought in as mentors, market exhibitions were organised to feature and sell the products made by the girls from their vocational training, training sessions were conducted on writing résumés and internships were established.

At baseline, 88% of girls felt they did not have the skills or capacity to find employment. At endline, 71% of the women and girls reported that the project had provided them with the skills or capacity to find employment.



The women and girls (94%) also reported that the training had some or a significant impact on their access to economic opportunities. At baseline, however, only 15% rated their access to economic opportunities as good or very good.

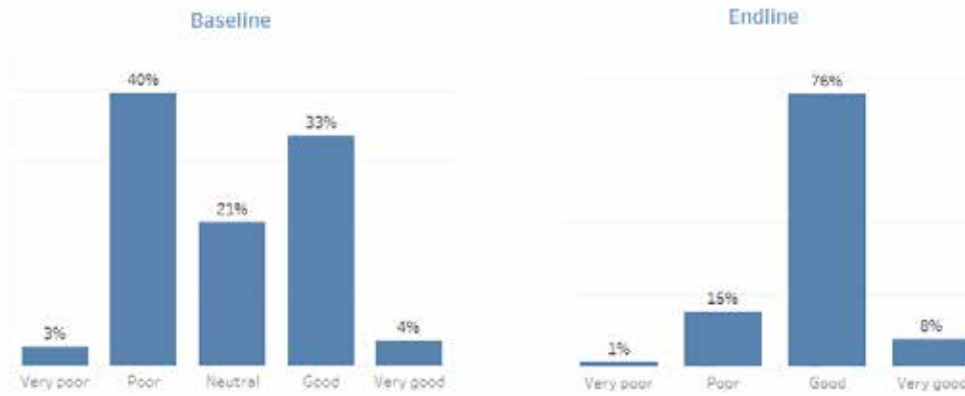




COMMUNITY PERSPECTIVES

The communities observed similar improvements. At baseline, only 37% of community members and parents interviewed indicated that the employment opportunities for women and girls in their community were good or very good. However, at the endline point, this had increased to 84%.

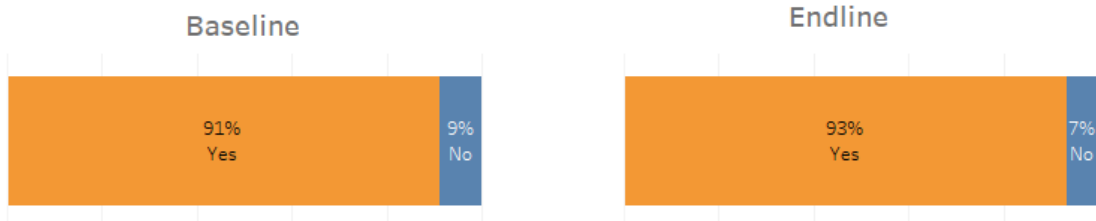
How would you rate employment opportunities for women and girls in your community?



EMPLOYERS' PERSPECTIVES

Employers, on the other hand, have consistently reported excellent opportunities for employment for women and girls from baseline to endline, which indicates that these opportunities have been available but that women and girls faced barriers to accessing them.

Are there opportunities for skills applicants in your organisation?



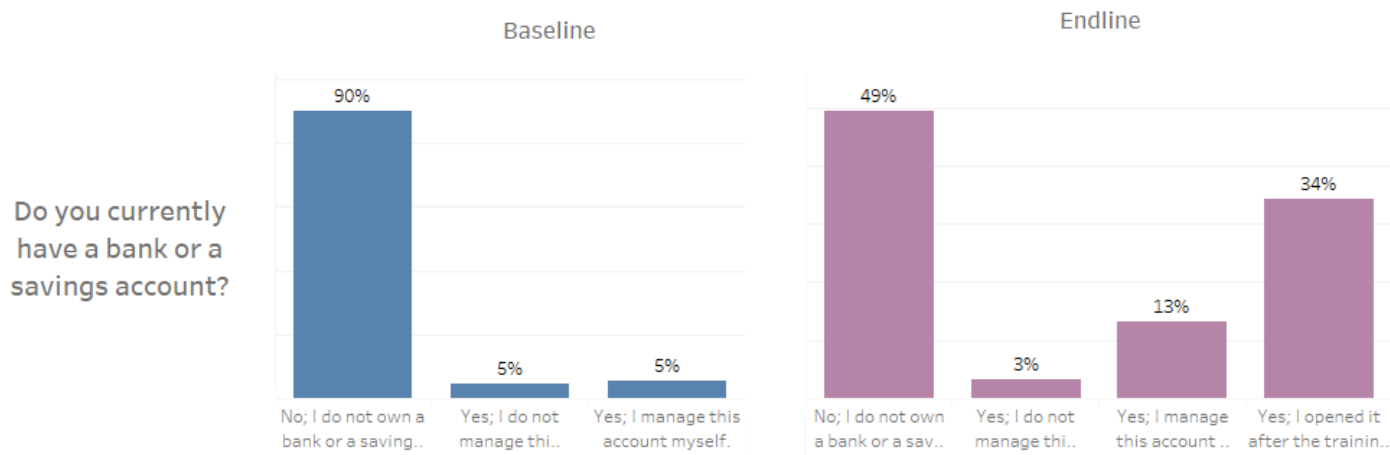
ECONOMIC LEADERSHIP



GIRLS' PERSPECTIVES

A strong indicator of economic leadership is the ability to take control of finances, which comes with personal agency, the ability to have a voice in decision making and the potential for creating new economic pathways for a sustainable livelihood.

At baseline, 90% of the women and girls did not have a bank or savings account. At endline, this had decreased to 49% of the women and girls; 34% of the respondents indicated that they opened a bank or a savings account after they completed their training with GIRLS Inspire.



Overall, the baseline-endline study helps us understand the impact of the project on the lives of women and girls through their perspectives and the perspectives of the communities they live in, the learning organisations that serve them and the employers in their communities that provide economic opportunities.

Through this study, we have learned that there has been an observed increase in awareness among the communities of the gender-sensitive, safe learning opportunities that were made available through the project. We also observed a shift in the communities’ views on women and girls’ role

in decision making and the importance of education. This community buy-in is key as it breaks down one barrier for women and girls to access economic opportunities.

Most importantly, the women and girls reported improved levels of family and health decision making, access to health resources, understanding of social rights, ability to access economic opportunities, and ability to take control of their own finances. This newly gained knowledge and confidence are tools that will allow them to pave their own economic pathways to create sustainable livelihoods.

DEVELOPMENT IMPACT

In this section we want to assess whether the project achieved its objective of creating opportunities and improving the lives of women and girls through inculcating a culture in which our work was driven by development results such as poverty reduction, economic growth and improved lives.

Bangladesh: The project created opportunities for employment and independence for rural women and girls. The library and training boats provided maximum flexibility and reached villagers who, for logistical, social, or cultural reasons, could not access a permanent learning institution. Women took full advantage of the information and training facilities delivered right to their doorsteps. The project provided training on gender equality and provided young women with information to protect themselves from vulnerability to domestic violence and exploitation; 7,080 disadvantaged girls and women were trained in locally relevant vocational skills courses, and 4,389 are now in income-generating positions through

“The boat schools were used to teach women and girls sustainable, effective and environment friendly farming techniques, gender equality, ... and productive employment opportunities”

-Rezwan Mohamed, SSS

either employment or self-employment. The evening shows reached thousands of people, men and women, and raised awareness about women’s rights and climate change–resilient livelihoods. Through this project, women’s positions within the family and community were strengthened.

Pakistan: The project made a remarkable difference in the lives of the women and girls who have been victims of child, early and forced marriage. Many of the girls have either started their own home-based businesses or found decent employment (see Nadia’s story, page 31). This will have a sustainable impact on target communities and will surely reduce poverty.

The communities have been mobilised and have learned about the negative consequences of child marriage. An enabling environment has been established in the various communities to continue such initiatives, and it is envisaged that it will trigger a community-wide paradigm shift.

India: The girls who started new businesses or expanded their business have increased their income, which resulted

in improved lives and economic stability. Participants were also trained in financial literacy and the importance of savings and banking procedures. This training increased their confidence, general knowledge and participation in family decision making and improved their financial management. Economic growth and improved lives among women and girls are evidenced by bank accounts opened and managed by women and girls themselves.

SUSTAINABILITY

The sustainability of the project should be viewed through a lens that focuses on the organisations, the community and the women and girls.

Bangladesh: The project will continue and the running costs (the training supplies, staff salaries, and boat fuel and maintenance) will be covered by local contributions when the COL contribution comes to an end. In the next year, *the organisation* will introduce a new business model in the community — by charging fees for the Next Generation Surya Hurricane solar lanterns from the families who have the ability to pay. The revenue from the Surya Hurricane solar lanterns will allow the floating libraries and training centres to become self-sustaining.

In Bangladesh, *the communities* were involved in making decisions about the boat stations and schedules, and addressing the information and training needs of girls and women. This strategy's impact has led to ownership among the community and it is envisaged that it will contribute towards sustaining the work beyond the lifetime of the GIRLS Inspire project.

Pakistan: Committees were established in their targeted *communities*, which supported the mobilisation and awareness-raising campaigns for girls' education. Coordination of activities among various stakeholders is important for the long-term sustainability of the work started by the project. For this reason, SPARC liaised closely with a number of government departments and vocational centres and *enhanced* their capacity through training and sharing of information using the material

SPARC has developed. These centres are expected to continue offering life-based education along with skills and vocational training.

Many of *the trainees* of the project successfully started their own community-based vocational centres after graduating from SPARC's centres. The exposure to training opportunities and other activities given to girls has empowered them such that they will keep exploring new employment opportunities. SPARC connected them with traders who will present them with opportunities for selling their products in the market. They have been given information about available market opportunities, small credit schemes and other entrepreneurial skills.

India: The partner has an established network of alumni from its various programmes. It is in the process of strengthening and expanding this network to ensure it provides a support network for the girls from the project. Many of the girls who were trained on the project mentioned that they were isolated and that they made new friends through the project. It is envisaged that the alumni network will continue to provide a support structure to the girls and also be

helpful in ensuring the sustainability of the project after the GIRLS Inspire project has ended. Mann Deshi has the B-School, through which girls in need of support can be identified and connected with mentors. Collaboration with other organisations will also be explored for future implementation of this programme. At the moment, the partner has embarked on collaborations with the Pratham Education Foundation to provide training in hospitality, vehicle repair, nursing, etc.

“Investing in women’s economic empowerment sets a direct path towards gender equality, poverty eradication and inclusive economic growth. Women make enormous contributions to economies, whether in businesses, on farms, as entrepreneurs or employees, or by doing unpaid care work at home” (UN Women, 2013).

LESSONS LEARNED

Building trust in the community: Engaging the local community and parents by developing their capacity and building a trust relationship with them is imperative for the success of a project of this nature. One partner used storytelling and sharing to gain the community's trust and this contributed to their involvement in process adaptation. This project allowed partner organisations to reach very remote areas and was a new learning experience for staff. Residents in these areas are often very conservative and hesitant to participate in any kind of training from external sources. Involving community leaders in the process was a very effective way of partnering and collaborating.

Connecting women and girls with employment opportunities: In previous projects, partners have imparted skills and vocational training to thousands of young women and girls but have not remained involved after the training. The differentiating strategy from other projects focusing on girls education was that partners were obliged to connect girls with employment opportunities. Partners applauded COL for this innovation as they have found that connecting girls with information on the economic market, employment opportunities and support networks will help them to become independent and self-sustaining and improve their livelihood prospects.

Enhancing access: Given the specific constituencies in which we worked, this project would not have achieved successful participation rates and the target impact if there

had been registration fees and documentation involved. The majority of the girls in the rural areas did not have birth certificates and their parents cannot afford to pay training or school fees. Providing economic incentives through free training allowed the project to reach the unreached.

Contextualise methodologies and resources: Due to the illiteracy rate among the target groups, which were mainly in slum and illiterate communities, the partners learned to be innovative and to design course material in a pictorial format with minimum text. Partners also used storytelling as a teaching and advocacy method, and this proved to be extremely valuable in propagating the project objectives as it inspired the imaginations of many, brought child marriage into the open and helped the project to achieve success.

Become a learning organisation: To create a sustainable impact, partners found that it is important to believe in your own work, share ideas, listen to people and innovate. The project offered an opportunity to continuously observe best practices, take risks and identify mitigating strategies and continue to learn new skills. Involving the staff in the monitoring and evaluation activity enhanced their capacity tremendously in regard to interviewing women in the slums and using technology to generate data.

CHALLENGES

During the initial phase, which included mobilisation activities, a major challenge was that many women in the slum communities said they wanted employment or training. In order to overcome this, the partner had to be innovative and persistent in explaining the benefits of skills-based training and the positive, long-term effects it could have on their household income.

The project was implemented in remote areas where communities are conservative. During training sessions, it was found that men and other family members of the participants joined the sessions as observers, and this created distractions. Furthermore, they doubted the value of the training and sometimes even asked their wives or daughters to leave the session.

Following the training in life skills, including financial literacy, the participants were eager to open savings

accounts at the banks. The challenge was the document requirements by the bank. Most of the women and girls did not have any documentation and, due to the remoteness of the areas, it seems they were also not part of previous censuses. The onus was on the partner to guide and support them to get their identity and address documents made.

Women and girls find it difficult to travel frequently to banks to deposit their money into their accounts. The partner dedicated special staff members at such locations to collect the money saved by the girls in their piggy banks and deposit it into their accounts.

Another challenge faced was maintaining consistency in participation of beneficiaries, as some of the families migrated to other locations for seasonal work.

Most of the trainers are women and some of them are married, and they found the additional time and effort away from home difficult, particularly when they travel many hours to reach the training place.

In Bangladesh, the Rights Reporters in Flood-prone Areas (RRiFA) were harassed as a result of speaking out. Partners could not always use the handheld devices due to security concerns. This delayed the transfer of data as they had to be captured manually. In flood-prone areas, the heavy rainfall impeded arranging the community meetings. The project addressed this issue by arranging the public meetings in the shaded areas in courtyards and on the boats.

Since all the vocational institutes/centres were meant for training women and girls, it was difficult to get approval for a male trainer to manage the centres in Pakistan.

The number of national holidays that were announced unexpectedly impacted the duration of the training, because it diverted participants' concentration and the centres had to shorten pre-set training events. Access to technology was hampered by long power cuts or no power at all in all the countries.

RECOMMENDATIONS

Community: To ensure the sustainability of a project of this nature, the community members should be identified and made an integral part of the initiative. They should be trained in creating safe learning spaces for training and technology-supported learning.

Flexible strategy: Due to extreme weather conditions (high temperatures up to 42°C, and in heavy rains the hilly roads are often blocked) compounded by a lack of transportation with little or no Internet or telephone network, it is important to have a flexible strategy for the planning of the workshops and selection of areas in which to hold them.

Capacity: To address weather-related challenges, one solution is to build the capacity of the community, and develop local trainers to implement the project and make the learning more context-specific.

Agents of change: Concerted efforts should be made by partners, and built into their proposals, on how the project can be leveraged and integrated with national priorities. Project partners can play a pivotal role in the region, country or larger society and culture by being agents of change.

Evidence: An excellent resource for similar projects in future would be an online repository of the entire project

with all the material developed and evidence generated in the form of images and videos.

Institutionalisation: To sustain the work of this project, the organisations should institutionalise it by advocating it throughout the organisation and all its staff. The new knowledge and abilities gained by staff over the last year should be acknowledged and staff should be given an opportunity to develop training protocols and human resources. It is recommended that the learning translate into policies.

Coordination: To achieve the SDGs, it is important that coordinated efforts are made within countries. For any project of this nature, more time should be allowed to ensure consultation among the various stakeholders, including government, to ensure everyone is aware of the various interventions in the country.

Model building: This project has developed a robust evidence base. It is recommended that a full evaluation be conducted and shared as a model for similar projects and to influence policy changes for girls' education and empowerment.

CONCLUSIONS

Reflecting on the various reports, activities and data collected via surveys and case studies, I have concluded that the project taught us a lot about our own abilities and preparedness as individuals and organisations to deal with deep-rooted social issues and to find innovative ways to implement, redirect and adapt our strategies and plans as we went. Conscious of the fact that the project taught us a lot, we have to agree that we have learned a lot and that, while the project transformed the lives of the girls, we too, as individuals and organisations, have changed along the way.

Reflecting on the partners' reports, it became evident that this project was a highlight of their organisational calendars, because they entered either a new subject area or a new constituency, in terms of both target group and community. The most significant difference from other projects in which the partners had participated in the past was the fact that the reaching the unreached project connected women and girls with employment opportunities after the training sessions.

Using the theory of change as a dynamic instrument that served as our compass allowed us to navigate our direction as we assessed whether we have reached a prerequisite destination to continue to the next and then finally arrive at a place where a girl without education and an income has become a girl with education and employment and who is self-reliant. While the Commonwealth of Learning has a long history of making women and girls a priority in its work, this was a special project which inspired innovation among its project staff and will undoubtedly affect future activities of this nature.

The Commonwealth of Learning is immensely grateful to the Australian government for its commitment to women's and girls' education and the investment made through this partnership. The report provides evidence of the project achievements, which contributes to SDGs 4 and 5.



APPENDIX: KEY OUTCOMES COMPARED WITH OBJECTIVES

INTERMEDIATE OUTCOME 1100:

INCREASED ACCESS TO SAFE, QUALITY GENDER SENSITIVE OPEN, DISTANCE AND TECHNOLOGY-BASED LEARNING (ODL) OPPORTUNITIES FOR GIRLS AND WOMEN IN RURAL AREAS

Immediate Outcome	1100: Improved organisational capacity to design and deliver quality gender-sensitive skills-oriented learning programmes for women and girls	1120: Increased technical skills to leverage ODL, which addresses the barriers girls and women experience, among local partners		
Indicators/ Targets	3 institutions in 3 countries adopted new models to deliver gender-sensitive skills-oriented training	300 faculty- and community-based resource persons trained and have the capacity to develop gender-sensitive learning resources for ODL and technology-mediated learning as evidenced by the learning resources		
IM Targets Achieved – 31 March 2017	3 organisations in 3 countries adopted new models to deliver gender-sensitive skills-oriented training	267 staff members		
Outputs	1111: Training to develop relevant and appropriate policies to provide gender-sensitive education and training of staff of partners	1121: Capacity building in the use and integration of technology to staff members of partners	1122: Capacity building in the development of gender-sensitive materials for staff of partners	1123: Various networking on CEFM skills and gender issues with various other development agencies and partners
Indicators/ Targets	3 gender policies developed	150 staff members trained in the use and integration of technology	150 staff members trained to develop 12 gender-sensitive courses/learning materials	3 exchanges with other development agencies; 3 social platforms established; 3 attendances at international events such as conferences by advocates of CEFM
Outputs Achieved – 31 March 2017	2 gender policies developed	225 staff trained	42 staff trained	3 exchanges with other development agencies 4 social platforms established 2 attendances at international events

Overall		Participation in COL Monthly Training for Communications (12 sessions), Monitoring & Evaluation (12 sessions) and Webinar Capacity Building (9 sessions)		Participation in COL webinar with Girls Not Brides Participation in Pre-Conference Workshop and in the 8th Pan Commonwealth Forum on Open Learning Conference — Open, Online and Flexible Learning: The Key to Sustainable Development held in Kuala Lumpur, Malaysia
Bangladesh	SSS has developed a policy on Equality, Diversity and Inclusion Policy	1 staff training on Monitoring & Evaluation and mobile data collection on FluidSurvey and Survey Gizmo for 2 staff 152 women and girls selected and trained in RRiFA and YRA as skills instructors	1 staff training on life skills and financial literacy courses and 1 staff training on the prevention of child, early and forced marriage course for 17 staff members	
India	SPARC has developed a Gender Policy	2 staff training on Monitoring & Evaluation using FluidSurvey and Survey Gizmo on mobile devices for 12 staff	25 staff trained in 1 Content Development Meeting and Gender Equality with staff and women and girls and 1 Life Skills, Financial Literacy and Entrepreneurship workshop to develop and test courses	Established Instagram, WhatsApp, Facebook account for GIRLS Inspire project Collaboration with Pratham in India to deliver career counselling for girls and women who completed training
Pakistan		2 staff training on eCommerce and 2 baseline data collection, FluidSurvey and Survey Gizmo training for 59 staff		Established Instagram account, strengthened use of Twitter and Facebook Hosted the Gender Mainstreaming session with Gender Studies Professors from Pakistan Universities featuring COL Senior Advisor presentation

INTERMEDIATE OUTCOME 1200:

INCREASED EQUITABLE PARTICIPATION IN QUALITY ODL BY DISADVANTAGED WOMEN AND GIRLS IN RURAL AREAS OF SELECTED COUNTRIES AND REDUCED INCIDENCE OF CEFM

Immediate Outcome	1210 Increased awareness of benefits of girls' education and the use of open, distance and technology-based learning among parents and community leaders, as well as increased awareness of negative consequences on development		
Indicators/Targets	Increased community support for girls' education as evidenced by girls' participation in schooling and skills training		
IM Targets Achieved – 31 March 2017	25,284 girls and women participated in skills training		
Outputs	1211: Awareness raising of the benefits of education and training using ODL conducted with the whole community (parents and community leaders and women and girls)	1212: Establish safe learning environment for teaching and learning of the women and girls	1213: Agreements concluded on support for the women and girls between the community and the project teams in countries
Indicators/Targets	8 awareness-raising meetings conducted per community; 30 workshops, 30 radio programs, 30 DVDs and 30 theatre performances as awareness-building activities on the benefits of education for women and girls	1 safe learning environment established per community	1 agreement concluded per community for supporting girls
Outputs Achieved – 31 March 2017	120 community events across at least 89 communities reaching at least 54,287 community members 14 radio programmes 10 boat shows	At least 171 safe learning environments were established in villages and communities for girls and women to attend training opportunities	171 community agreements in addition to community groups established in each country to advocate for girls' participation in training
Bangladesh	50 public meetings and stakeholder events in 16 villages in Natore and Pabna with stakeholders such as union council members, community leaders, potential employers and villagers on the benefits of girls education 10 evening boat shows in 27 villages reaching at least 10,674 community members in Natore and Pabna	64 safe learning environments in villages through the use of boat schools and floating libraries powered by solar panels and equipped with Internet and vocational training equipment	64 agreements with villages In addition, the Young Women's Rights Association (YRA) was utilised to advocate for community support

India	<p>35 events on community sensitisation on the negative impacts of child marriage on the health of young girls and on gender equality and community events to promote girls' education and to spread awareness about girls' education and health and hygiene. Meetings were held with nursery teachers, accredited social health activist workers, mayors, village workers and advocates, doctors and teachers.</p> <p>14 community radio programmes were broadcast to at least 42,798 community members across 31 villages.</p>	88 safe learning environments established in villages reached through the use of 2 mobile training buses, 3 centres and 1 local temple	<p>88 agreements with villages</p> <p>Lonand has formed a group to advocate for girls' participation</p>
Pakistan	Reaching at least 815 community members, 35 events on awareness sessions on the negative impacts of child marriage and awareness sessions with mothers and stakeholders and daily advocacy meetings are held by community mobilisers and staff psychologists across 15 villages.	19 safe learning environments established in communities in addition to the Centre for Street Children in Rawalpindi, Peshawar, Multan, Hyderabad, Haripur and Sindh	<p>19 agreements with communities</p> <p>In Peshawar, Multan and Rawalpindi Centre for Street Children community committees have been established</p>

INTERMEDIATE OUTCOME 1300:

ENHANCED ECONOMIC LEADERSHIP AND FAMILY DECISION MAKING, INCLUDING FAMILY PLANNING, FOR DISADVANTAGED WOMEN AND GIRLS IN RURAL AREAS OF SELECTED COUNTRIES

Immediate Outcomes	1310: Increased knowledge among girls about their health, social rights and consequences of CEFM	1320: Increased skills among women	1330: Increased awareness of and aspirations for employment opportunities among women and girls
Indicators/ Targets	20,000 girls and women successfully complete the life skills course	20,000 women and girls successfully complete skills courses	8,000 women and girls apply for employment
IM Targets Achieved – 31 March 2017	25,284 girls completed life skills training	25,284 girls completed vocational skills courses	<p>4,775 applied for employment, 4,729 were successful</p> <p>1,602 accessed microloans</p> <p>490 bank accounts opened</p>

Outputs	1311: Courses developed and tested in life skills, financial literacy and entrepreneurship for offering to the girls	1321: Locally relevant technical skills courses developed and tested by partners	1322: Technical skills courses validated by local market	1323: Internships for skills courses established for women and girls	1331: Information on employment opportunities and financial support for entrepreneurs shared with women and girls	1332: Employment awareness and placement camps conducted for women and girls
Indicators/ Targets	3 sets life skills, financial literacy and entrepreneurship courses developed (3 per set, total courses 9)	9 TVE courses of locally relevant technical skills developed and tested (3 per country)	9 skills courses validated by the labour market	8,000 internships established	9 employment awareness camps arranged # of information sharing meetings conducted	8,000 women and girls attended awareness and placement camps
Outputs Achieved – 31 March 2017	35 life skills courses developed	29 vocational courses developed, tested and validated by the labour market		1,298 internships established	141 information-sharing events and employment camps conducted for women and girls	
Bangladesh	13,578 girls completed life skills training	13,578 girls completed vocational skills training in flood-resistant crops, carpentry, stitchery, poultry rearing, mobile phone repair courses		902 internships	71 information-sharing events	4,389 applied for employment and some are self-employed or in waged employment 1,602 accessed microloans
India	29 life skills courses developed as print and community radio: Causes and consequences of child marriage; how can we live a healthy and hygienic life, business development, financial planning for securing future needs, importance of saving, legal provision awareness, personal health, HIV/AIDs, diet for pregnant women, eyesight defects and basic nutrition, maternal safety, importance of exercise, common fever, flu and home remedies, cough and cold, joint liability group loan, loan repayment, children's diet, breast cancer	12 vocational courses developed: Tailoring, beautician, goat rearing and insemination, fashion designing, microne show-piece making, cloth and bag making, bull/goat suit, nylon jewellery, candle making, incense stick business		312 participated in internships	42 information-sharing events including résumé writing workshops and career counselling	312 applied for employment and became successful

<p>Pakistan</p>	<p>5,673 girls and women completed 6 life skills modules:</p> <p>LSBE manual, psychosocial training, social protection training, health and hygiene, life saving and street danger, financial literacy</p>	<p>5,673 girls and women completed 12 vocational courses:</p> <p>tailoring, beautician, bag making, embroidery, curtain making, candle making, fabric paint, sewing & cutting, computer-aided design, cooking, basic tie & dye and ikebana making</p>	<p>84 participated in internships</p>	<p>28 information-sharing events including links to the market and other businesses</p>	<p>74 applied for employment, 28 were successful in obtaining employment</p> <p>10 girls accessed microloans</p>
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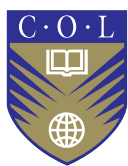


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