



Power to Lead Alliance
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Empowering Girls to Learn and Lead Program
Third Quarterly Report
April 1st – June 30th 2009

1. Introduction

The Power to Lead Alliance (PTLA) is a three-year public-private partnership which brings a broad base of collaboration between CARE, USAID, civil society organizations (CSOs) and private sector partners to promote girl leaders in vulnerable communities in Egypt, Tanzania, Honduras, India, Yemen and Malawi. The three project objectives are to: cultivate opportunities for girls to practice their leadership skills, create partnerships to promote girls' leadership; and enhance knowledge to implement and promote girls' leadership programs. Extracurricular activities, social networks and civic action form the basis of these programs. Through the project, the PTL Alliance will also make an important contribution to the global education community by enhancing CARE's understanding of effective girls' leadership development practices, and in particular the varied roles that men and boys as well as women and girls play in shaping a supportive

environment for girls to become leaders. The project is expected to provide opportunities for 39,000 girls to deepen their leadership skills and exercise leadership in various forms in their communities.

This quarterly progress report covers project implementation from April 1, 2009 to June 30, 2009. During this quarter, CARE submitted a monitoring and evaluation plan (which was finalized in June), including a girls' leadership index which will measure impact based on the development of competencies (voice/assertion, decision-making/action, self-confidence, organization, and vision). The team also began developing a boys' leadership index which will measure the development of gender equitable behaviors as a result of the extra-curricular activities, social networks, and participation in civic action.

Other developments in this quarter include a successful meeting with a representative from World Bank's Adolescent Girls' Initiative to discuss synergies between our programs. The meeting ended with a commitment to participate in PTLA's Technical Advisory Group (TAG) meetings. The PTLA team met with the Girl Scouts in June to review the girls' leadership paper currently under development by CARE. The meeting was an opportunity to discuss girls' leadership models and Girl Scouts have expressed strong interest in sharing learning agendas, especially as they develop an evaluation system for their work with girls and as CARE further fleshes out its leadership model. Representatives from the Research Institute at Girl Scouts have agreed to participate in the TAG meetings as well. CARE also received a donation from the Tutador Foundation that will be counted as leverage towards PTLA. The donation is intended to conduct gender and violence analyses in countries where PTLA is currently being implemented. CARE is also in discussions with the United Nations Foundation and Nike Foundation to co-host an all day event in New York in October that will give PTLA spotlight as CARE presents its work in leadership development among young adolescent girls. CARE also met with the Oprah Winfrey Foundation to begin discussions around funding opportunities in addition to an invitation to join TAG.

For the country offices, this reporting period included carrying out some of the leadership activities while also waiting for the finalization of the M&E tools so that staff could proceed with baseline studies. Stakeholders such as parents, Teachers, and Ministry of Education (MoE) staff generally have been responding positive to the project and have worked with CARE to resolve issues related to the project's activities. It has been positive to see the range of activities that are coming out of the different country offices in developing leadership skills.

2. Project Activities

CARE USA

CARE USA field tested a girls' leadership index and worked with a consultant to finalize tools to help measure changes among girls participation in the program. The five competencies the tools help measure are: 1) vision/assertion, 2) decision-making/action, 3) self-confidence, 4) organization, and 5) vision/ability to motivate others. The team also worked with a consultant from the Brazilian-based NGO, *Instituto Promundo*, to develop a Boys' Leadership Index designed to measure boys' thoughts on gender equitable behaviors and perceptions. Field testing began at the end of June.

Atlanta-based Headquarters staff visited Egypt and Honduras to conduct workshops on PTLA and how to use the tools to collect data within local communities.

CARE Egypt

In Egypt, the team engaged in staff training for data collection and participated in field testing tools for both the Girls and the Boys Leadership Indices. In the Beni Suef Governorate, CARE staff met with representatives from the Ministry of Education and staff from selected schools to discuss future initiatives related to these indices. The partner organization, The Youth Association for Development and Environment (YADE) took part in trainings on the data collection tools and a detailed implementation plan was developed between CARE and YADE.

Representatives from the Basic and Girls' Education Unit in Atlanta helped train both CARE Egypt's education program team and the team from the intermediary organizations (IOs) on the baseline study tools for the Girls' Leadership Index. The tools were tested in four schools (Shenra Preparatory co-ed, Al Fant Preparatory for Girls, Talt Preparatory co-ed, Nazlet El Barqui Preparatory co-ed) and involved roughly 100 girls and 15 boys. Some of the tools included having the students develop a chart of daily activities, to collect information on how boys and girls spend their time; social network circles, to identify the relationship between the student and his or her family, friends, school and community and how they relate to their world. Additionally, a meeting with community leaders (parents, civil society organizations, and local community leaders) was held to identify available locations for girls to carry out activities and to assess how parents view the issue of girls participating in community activities. Parents expressed disapproval of having their daughters engaging in the community outside of the school and they discussed how they would like a female who specializes in creating activities for girls to work with them.

Comment [MSOffice1]: I can't recall if we secured any funding during this quarter or only initiated it

After the field testing, a final meeting was held to gather feedback from the team on suggested changes. A consultant used the feedback to modify the tool and sent it back to the country office.

In order to promote a supportive environment for girls to practice their leadership skills, a Boys' Leadership Index was also developed. The tool will be used to promote a gender equitable scale for boys participating in PTLA as well as to identify activities for boys that will facilitate the work around gender. The tool was field tested with a sample of boys from 12-14 years old in two schools in Minya governorate. After completion of the field tests, feedback from the team helped modify the instrument to better suit the context of the Egyptian rural communities.

A meeting between the education team and the IOs used the following selection criteria to develop a list of six schools that will participate in the data collection for the baseline study:

- Variety in school representation (mixed schools and girls' only schools)
- *Idara* (school administration) representation
- High level of girl representation
- Location of school in relation to the *markaz* (rural-urban)

Of the six schools selected, three are co-educational: Hoor Preparatory School, Maasara Preparatory School, and Sawahga Preparatory School; and, three are girls only: El Rawda Preparatory School, Ebshadat Preparatory School and Fatma El Zahraa Preparatory School.

The IOs developed summer camps, one for each participating school, to help introduce the initiative and its objectives to the schools' officials and students. In the camps the students carried out activities including drawing, theater, and music. The number of participants in the camps reached 312 students (247 girls and 65 boys), in addition to 80 teachers, both male and female. Students, especially girls, were enthusiastic about the camps. There was also positive cooperation from teachers and the educational departments.

In Beni Suef, a meeting was held to introduce the initiative which included government partners on the level of the *mudireya*, the school administration, the 10 schools participating in the initiative, representatives from the Ministry of Social Solidarity in Beni Suef, and the civil society unit in the Ministry of Education. The objectives of the initiatives and its activities were presented and an open discussion took place to highlight the obstacles that stand in the way of implementation. Some of these obstacles include the absence of trained participants to lead extracurricular activities in schools, the lack of the resources to provide activity materials for the school, full school day/schedule, and the absence of specialists in extracurricular activities in the schools.

The initiative does have the support of the Ministry of Education's Undersecretary in Beni Suef and representatives from the MOE articulated possible ways of overcoming the discussed obstacles. These included having civil society organizations in the villages to carry out the extracurricular activities and also to benefit from their cadres, young leaders and resources to support the initiative and to become the link between the school and the community.

CARE Malawi

The team continued to successfully implement a number of its planned activities in line with the goals and objectives of PTLA. However, some field activities, especially those that required consultative meetings with local communities occurred less frequently in the first two months of the quarter because of the presidential and parliamentary general election on May 19th. During this time political campaigns were at their peak and people were occupied with political meetings.

Outlined below are the key activities that were carried out under each of the project's three objectives, and activities that are cross-cutting between the objectives.

Under Objective 1: Provide diverse extracurricular activities for girls, the project accomplished the following:

Introduction to sports for social change – This activity started with a rapid assessment to determine the current situation in schools. Primarily, the exercise aimed to identify:

- The type of sporting activities currently going on in schools
- The relevance of those sporting activities in bringing about social change
- Other potential sporting activities that could be introduced in the schools

Of the 80% of the schools in Kasungu where the assessment was done, it was noted that 75% of the schools had some sporting activities. It was further discovered that sports activities occur at a very low level due mostly to lack of sports facilities. In addition, the activities did not have a direct link with social change. In the next reporting period, the project will begin to work with teachers and pupils to come up with a clear strategy where sporting activities are deliberately linked to social change. The project will explore how to widen the sporting activities in the targeted schools. This will be done jointly with other stakeholders.

Provide incentives to girls doing well in science and English subjects – PTLA intends to provide incentives for girls doing well in science and English subjects. Because English is the official language and school examinations are in English, one way of enhancing performance is to ensure that the pupils have a good understanding of the language.

The rationale for choosing science is that traditionally, most girls in Malawi have been shying away from science subjects.

This quarter the project introduced the idea of promoting girls' performance in English and science subjects in 82 schools out of 114 schools in Kasungu. Awareness-raising meetings were conducted for local communities (parents and guardians), teachers, and the learners themselves.

The criteria for providing such incentives are still being worked out jointly with key PTLA stakeholders. Meanwhile the idea has brought some excitement to both teachers and pupils.

Facilitate reading circles – Much of the work done on this activity was preparatory in nature. During the reporting period the project started working towards establishment of the reading circles by:

- Conducting an assessment on number of girls in each class in the schools that are in PTLA impact area
- Developing a better understanding of the subjects in which girls' performance is poor and why. This will help PTLA to prioritize these subjects when promoting the reading circles.

While the assessment is still underway and no conclusions can be drawn, the emerging evidence seems to indicate that most girls' do not do very well in English and science subjects. The assessment, when completed, will also determine what science subjects to promote through special science camps; what subjects to focus on in quiz competitions; and what sort of mentor camps to facilitate for girls. These three activities have not fully materialized yet.

Under Objective 2: Establish and strengthen social networks for girls, the project accomplished the following:

Form and strengthen existing Mother Groups – the project promoted the establishment and strengthening of "Mother Groups" (groups of women counselors) as a way of strengthening social networks for girls. The women provided counsel to the girls and in some cases to mothers of those girls too.

During the reporting period the project worked with six groups, each comprising eight mothers, from three education zones in Kasungu namely Chaima, Suza and Santhe. A series of school based workshops were conducted and these covered a number of topics including:

- Roles and responsibilities of Mother Groups

- Approaches in campaigning for girls education
- Conflict resolution (how to deal with conflicts between girls, parents and counselors themselves)
- Collaboration and coordinating with other stakeholders
- Gender issues

The selection of these topics was based on the outcome of a training needs assessment done earlier. It was evident that these were some of the key knowledge and skill gaps that existed.

Strengthen/Establish life skills in clubs and provide support on HIV and AIDS, Teacher Code of Conduct and Child rights – In collaboration with two other CARE Malawi education projects (PAGE and ACRE), PTLA supported Anti-HIV/AIDS clubs in schools to protect pupils from catching HIV. This endeavor is significant considering that sexual abuse of girls by male teachers is common in some schools. The clubs also provide a forum where pupils discuss human rights issues with special focus on promoting the girl child's right to education, and addressing stigma and discrimination associated with HIV/AIDS.

In response to the problem of girls being sexually abused by male teachers, PTLA has among other interventions supported the following:

- Created awareness on Teacher Code of Conduct especially to key stakeholders like School Management Committees (SMC) and the teachers themselves
- Facilitated the establishment of mechanisms through which girls can report abuse cases without fear of being reprimanded
- Facilitate establishment of referral mechanisms where serious case of abuse are reported to relevant institutions such as hospital and police.

During the second quarter, the project strengthened Anti-HIV/AIDS clubs and teacher adherence to their code of conduct in 25 schools. Work was done on strengthening the capacity of teachers that are club patrons and patronesses to effectively run the clubs. The notable outputs from this activity were:

- Working with other stakeholders such as SMC, a few reporting mechanisms were put in place, and are functional, in almost all the 25 schools. The most common one was the introduction of a complaint box. This box is conveniently placed where pupils can report pertinent issues without fear of being seen and reprimanded. So far this is working well.
- At least 50% of the selected individuals (two girls from each club/school) that received additional training as peer educators had on average reached out to 10 other girls in each school.

Similarly, sensitization on teacher codes of conduct reached out to all the SMC members (10 members from each school); and at least 2 teachers in each of the 25 schools covered.

Facilitate exchange visits between girls' clubs and networks of different schools – This activity has not yet been conducted as girls' clubs are in the process of being established.

Facilitate linkages between girls clubs and networks dealing with girls' and womens' issues – PTLA started this activity in the period under review with a stakeholder analysis to explore the various networks that shall form coordination and collaboration linkages with the project.

Under Objective 3: Enhance girls' participation in civic action, the project accomplished the following:

Train girls in Theatre for Development (TfD) – CARE Malawi developed a training in TfD is intended to provide a forum for girls to explore issues that are affecting their lives, especially with respect to education, and present them in an appealing way to the audience (key stakeholders). This is followed by joint analysis/debate that leads to the development of a plan of action to address the issues in question. This activity has been strategically scheduled to begin during the period October – December 2009.

Carry out an IEC campaign on issues affecting marginalization of girls in education designed by girls – PTLA, in collaboration with ACRE and PAGE, launched a campaign aimed at reducing girls' marginalization. Among other tasks, the activity involved printing and disseminating posters on a number of themes which included sexual abuse by teachers, forced marriages by parents, and corporal punishment.

Apart from posters, the initiative also involved dissemination of comic books that were produced by PAGE. These focused on community participation in whole school management; and HIV/AIDS related issues.

Interviews conducted during project monitoring revealed that the posters were quite effective especially where the pictures/drawings depicted scenarios about critical problems that are rarely publicly discussed. For example, some posters depicted sexual abuse of girls by male teachers. The posters helped to break the silence on a number of harmful practices that lead to further marginalization of girls.

CARE Yemen

In this reporting period, the key program activities involved working closely with the communities, developing needs assessment tools, and collecting data on the sites where the project will take place. The tools focused on four subjects: target schools, families, target villages, and literacy centers.

The team also conducted the needs assessment in two villages (Al Groob in Bani Qais district and Al Thain in Harad district). The collected data is currently being analyzed and translated.

Further, the team developed a project implementation framework, mapped project partners and existing leadership curricula in Yemen, and continued coordinating with local authorities. A workshop on roles and responsibilities for Al Groob community leaders was conducted, along with the development of a work plan for the period of June – October 2009.

In the area of mothers and youth, a Mothers' Council was established and an awareness campaign conducted in Al Groob community. Additionally, the team prepared a youth summer center in Al Thain site, to start from July 11th until August 15th.

The preliminary preparation of School Girls' Uniform Campaign for Al Groob site took place as well as the internal training on team building and data collection for community mobilizers.

CARE Yemen also created a framework for data collection that included the development of rapid needs assessment tools (focusing on four areas: target schools, families, target villages, and literacy centers), the development of site selection criteria, a needs assessment data collection, partner mapping, curricula mapping, and coordination with local authorities and communities.

CARE Honduras

Actions taken during this period have been oriented towards a detailed revision of the geographic areas, in particular looking at the communities where CARE has been working in the past and holding meetings with municipal authorities to engage their commitment and the commitment of the communities where the project is being implemented. In the municipality of Guajiquiro one community has left the project, leaving 43 communities participating.

During this period CARE Honduras held meetings with teachers and parents regarding the theme of girls' leadership, the role of the teachers and parents regarding boys' involvement, and the need for teachers and parents to take advantage of this as an opportunity to organize and work with student groups at the education center levels. In discussion groups, both teachers and parents referred to the fact that student organizations have no clear objectives or sense of direction as to the tasks at hand or the potential that these local organizations have to become spaces for student organizing.

In discussing the objectives of the leadership initiative with parents and teachers, they made a decision to take greater advantage of the school governance committees as an effective structure for engaging girls, boys, and youth. Teachers are learning how to

work with leadership issues from the perspective of rights and values, giving girls the opportunity to practice leadership competencies within this same perspective.

During this project period important meetings were held with university professionals from the Social Work faculty of the *Universidad Nacional Autónoma de Honduras* (UNAH), with whom an agreement was reached to incorporate 10 students from the social work school to support the community programs working directly with girls, boys and youth leadership.

With the National Pedagogical University, CARE staff negotiated with staff to provide teacher training in the new National Basic Curriculum, in particular in language arts (Spanish) in the communities where CARE is working. This team will also be providing training in extra-curricular activities such as sports programs to the communities of La Cuesta and Lolo, working directly with parents and organized youth.

A meeting was held between Patricia Ahern, Senior Advisor for Education in Central America, and project staff, Alba Luz Ramirez and Georgina O'connor, and USAID's Education Officer, Cynthia Chassy, to discuss the background and advances to date of the project. The meeting helped to orient the Education Officer regarding CARE's educational programming and to discuss how PTLA project fits into this regional initiative. It was agreed that CARE would keep Ms. Chassy informed of advances in the project as they occur.

CARE staff is negotiating with *Consejo Hondureño de Empresa Privada* (COHEP) to support disadvantaged girls, boys and youth with scholarships to be able to continue their studies and support leadership training activities in communities where the project is being implemented.

CARE Tanzania

Under Objective 1: Cultivate opportunities for girls to practice their leadership skills, the project accomplished the following:

Participation in commemoration of Global Week of Action – the project facilitated the girls' participation in the commemoration of "Global Week of Action." This commemoration was done in Lunguya ward April 20 -29, 2009 with 380 girls, 170 boys and 54 teachers (32 female, 22 male). Overall, 17 schools participated in the event by competing in different games. The games included football, choir, netball, traditional dances and reading skills. All these games and competitions were meant to give girls a platform to showcase of their leadership skills development activities to community members. Apart from the games and academic competitions, Girl Scouts demonstrated first aid services to a person who has hurt his/her leg during sports. Although security service is traditionally a male role, some of our Girl Scouts helped maintain peace and

harmony during the function. Apart from the global campaign education messages which emphasized literacy skills as a means for further learning, the girls also had other advocacy messages to convey to the wider community. These messages included: "Parents /Community members give me the chance to show my leadership talent" and "I'm a girl but have the ability to lead."

Training of Achieve! Group leaders on their role and responsibilities – as leaders of groups it was found that they need to be oriented on their roles and responsibilities on managing leadership activities. Therefore the project facilitated five day training to three potential group leaders from each participating school in Bugarama ward. Participants received training in: 1) organizing group meetings, 2) communicating with school and local authorities, 3) keep group records and documentation, 4) children's rights. A similar training will be provided to Achieve! group leaders from Lunguya ward.

It was expected that girls will use the gained knowledge and skills to orient others during Achieve! group activities at their respective schools. To ensure this is done, the leadership facilitator, in collaboration with the theme facilitator, developed a monitoring plan and shared it with the participating girls. From this workshop, it was learnt that girls who are participating directly in the project implementation have started to show confidence. This was revealed when the workshop facilitator asked the girls to select the workshop leaders, many girls volunteered to take the three positions of chairperson, secretary and timekeeper. As a result of this, they had to vote and therefore each contestant was required to campaign for votes employing organization, influence of others and confidence skills.

Facilitation of Girl Scout camping (22 – 25 June, 2009) – the project in collaboration with the District Commissioner of Scout conducted scout camping in Igwamanoni village, Bugarama ward, and Kahama district. The camping involved 283 girls from 17 participating schools in two wards (Bugarama and Lunguya). The camping had three objectives: 1) to let girls experience "learning by doing" (experiential learning), 2) facilitate networking among the girls from different schools in different wards, and 3) raise girls' confidence and self esteem.

Girls' Experiential Learning – scouting is based on a series of activities which require an individual to practice his/her creativity in achieving certain objectives. In scouting, the Leader gives instructions which allow the participants to discover and actually practice leadership qualities, attitudes, skills and knowledge. During camping, girls had to do all the activities themselves. This kind of practice was intended to build girls' skills in learning to analyze, plan, work and live together.

The practice of working together to solve problems rather than giving up was highly encouraged. In the scouting methodology, when an individual is assigned to do any activity he or she is supposed to act on the assignment. During camping, girls had to

prepare their dishes, share experiences and motivate each other depending on the quality of an individual. This was a platform for girls to show their abilities among their peers.

Facilitate networking among girls groups – through scouts camping, participating girls had opportunity to know, motivate and influence each other in taking various roles and responsibilities in the groups.

Under objective 2: Create Partnerships to promote girls' leadership networking and collaboration, the project accomplished the following:

During this reporting period, the project encouraged 61 girls to participate in the commemoration of African Child day. This ceremony was organized at the district level, but the venue was away from the project area. The girls from the project area participated performing traditional dances, singing in a choir and reciting poems. All the girls' performances had advocacy messages which were aimed at influencing parents, guardians and the community at large to give equal value to the girl child. The girls, through the use of banners, displayed advocacy messages asking teachers and parents to give them opportunities to exercise their leadership skills. Participation in this event enabled the girls to connect with their colleagues under World Vision's Area Development Program (ADP) in Busangi, Ntobo and Isagehe wards in Kahama district.

Under objective 3: Participate in civic action, the project accomplished the following:

During the Girls Scout camping, participants had the opportunity to clean the village roads by clearing the brush alongside the road. Girls in collaboration with their teachers cleaned the road towards Igwamanoni primary school. Community members voluntarily joined the girls in their effort. In the next quarter the girls have proposed to plan and organize themselves to clean Lunguya health center so as to create support among community members in that ward.

CARE India

CARE India's Education program is mandated to work closely with government systems and hence involves partnership with government at all levels. The initiative's basic concepts were shared with the Uttar Pradesh (UP) government as a preliminary step towards engaging with officials. Their suggestions and input were sought in order to complement the ongoing education process in the state. This process was further continued with the education team organizing several rounds of discussion with the state as well as district level officials of the *Sarva Shiksha Abhiyan* (SSA)¹. The meeting with the state SSA officials was organized during the month of June 2009. Senior SSA

¹ Sarva Siksha Abhiyan is the flagship education program of Government of India implemented to universalize elementary education for children between 6-14 year age group.

officials attended. This meeting included a presentation of the objectives of PTLA, current programs of CARE, and their link with the leadership program. The roles and responsibility of CARE and the government were clearly outlined and agreed upon for the implementation of the project activities. In the process, PTLA's objectives were endorsed by the SSA of the state. Both parties agreed that joint visits by the SSA and CARE should occur regularly. This will help improve the overall project performance in the district.

There has been progress in the planning process for the baseline. Terms of reference have been drafted and agencies and consultants for conducting this study have been shortlisted. The consultant who would take up this task would be responsible for all preparatory tasks for the baseline including translation and contextualization of the baseline tools to the local language, orientation of the research team on the study, etc. The baseline tools have been finalized and received from CARE USA. As mentioned in the last report, keeping with the academic year calendar, the schools would reopen and become fully operational towards end July. Hence, the baseline study will commence towards the later part of July. It is expected that the report would be finalized by October.

The short list of NGOs for partnership on implementing girls' leadership activities has already been completed. For short listing of NGOs, a detailed mapping of agencies working in UP was done. The criteria for selection included financial accountability of the agency, staff capacity, presence of NGO in the given location, understanding of adolescent issues and gender issues.

Based on the short list prepared, five NGOs were visited and the NGO assessment tool was administered. Finally, three NGOs were selected as the implementing partners for PTLA activities in the project area. These three NGOs were selected as per the CARE partnership selection guidelines. Besides the criteria for their selection, the organizations' respective capacity to take up girls' education activities in the context of promoting leadership among girls was also a factor in partnering with these NGOs. They all also have a credible track record of working with the community which is an important pre-requisite for grounding PTLA at the grassroots level. A brief note about the program has been shared with the NGOs. An orientation was carried out with NGO counterparts' staff on the salient features of PTLA.

3. Project Management

CARE Egypt

Nothing to report at this time.

CARE Malawi

Nothing to report at this time.

CARE Yemen

Fundraising efforts from CARE Yemen included the submission of a small grant proposal to the Finland Embassy in Riyadh for \$19,000. Response is expected in August 2009.

CARE Yemen recruited a new employee for the position of Projects Support Manager, funded by Dubai Cares and based in Sana'a who will also provide technical support to CARE's projects including PTLA.

CARE Yemen advertised for a local consultant based in Hajja governorate to provide capacity building on leadership approaches for community members and concerned bodies to help accelerate project activities.

CARE Honduras

Nothing to report at this time.

CARE Tanzania

With the assistance from the Program Director and the Education Sector Coordinator, the project continues to be well managed. The effort of field staff to learn more about extra-curricular activities which fits within girls' leadership skills development continues so as to ensure maximization of the project outputs. In bringing in more leadership skills development, the project is collaborating with other stakeholders such as ADP and recently the team is trying to understand more of what the DADA WA LEO PROJECT, supported by Family Health International in the coastal area, is doing so that CARE Tanzania can increase the project packages to develop leadership skills among girls.

CARE India

Nothing to report at this time.

4. Networking and Collaboration

CARE Egypt

Through a partnership with the Vodafone Foundation several workshops were conducted targeting teachers and school boards of trustees.

- **Teacher Training:** 50 teachers acquired skills to apply active learning strategies and to use Information and Communication Technology in the educational process. The training explained the philosophy of active learning as a modern way of teaching and as one which gives girls the opportunity to express their views and ideas in the classroom.
- **Boards of Trustees Training:** 50 members of the BOTs were trained on the roles and responsibilities of the board, on community mobilization directed to serve the educational process to provide the resources required to implement extracurricular activities in schools. The training program also included planning skills to enable BOT members to prepare plans supportive of educational activities in schools.

CARE Egypt agreed that the Sports for Social Change Initiative, ITSPLY, also funded by USAID, be under the umbrella of the education program which will manage and implement the initiative. Another USAID funded project Partnership Program for Democracy and Governance (PPDG), will provide technical support and special interventions necessary for working with youth and grassroots organizations.

PLAN Egypt is in the process of designing and implementing community learning initiatives in its target communities to benefit community members. PLAN has approached CARE Egypt to transfer the experience of CARE Egypt in initiating and supporting community based schools within the model of the Multi Grade School to Plan Staff. Accordingly an agreement was signed among both parties and the work will start shortly in mid July.

In continuation of the work with the Ministry of Education on developing a child protection strategy, several preparation meetings were held among the undersecretary of Basic Education Department and all the parties of the network (Save the children UK, SCUS, CARE, PLAN, and Terre des Hommes). The strategy document was drafted and presented in a separate wider meeting to the Deputy of the Minister who strongly welcomed the strategy and approved it in principle. Now the network is in the process of preparing for a launching conference where many parties will be invited such as donors and relevant governmental organizations. Meanwhile CARE Egypt is in the process to get the necessary permissions to work in 12 schools in Minia and Beni Suef on the child protection strategy.

Within the framework of cooperation with UNICEF and through support from the MoE - Basic Education Department, CARE Egypt is in the process of assessing the effectiveness of different methodologies for active learning that have been used by different projects. For the time being, a rapid appraisal will be conducted. With the findings, a wider research project may be conducted. A planning meeting has taken

place among all parties and the consultant to outline the research. Most of the relevant documents have been sent to the consultant.

CARE Malawi

Nothing to report at this time.

CARE Yemen

The project started networking with many governmental organizations and NGOs that have activities in girls' education, including the following:.

- Participated in the Life Skills workshop conducted by Al Salah NGO, sponsored by CHF.
- Held a meeting with GTZ Education Project officer in Hajja governorate, to discuss with him on PTL potential partners Girl Education Coordinating Council, and Youth office in Hajja.
- Participated in the Hajja Women's Work Plan for 2009-2010, under the Yemen Women's Committee.

CARE India

Nothing to report at this time.

5. Monitoring and Evaluation

CARE Egypt

The schools in which the baseline study will be conducted were selected and the actual start of the study will be in July 2009. CARE Egypt is currently preparing a contract for the monitoring and evaluation consultant to create a unified plan for conducting baselines for PTLA and ITSPLY.

CARE Malawi

Monitoring of activities was ongoing and with the completion of the M&E tools and the Girls' Leadership Index, there will be a final adaptation of manuals and frameworks to be used. Currently the project staff is working on the log frame.

CARE Yemen

Yemen PTLA received the final M&E tools from CARE Atlanta, which will be tested in the selected sites.

CARE Honduras

Nothing to report at this time.

CARE Tanzania

Nothing to report at this time.

CARE India

Nothing to report at this time.

6. Recommendations and Conclusions

CARE Egypt

Nothing to report at this time.

CARE Malawi

Nothing to report at this time.

CARE Tanzania

This quarter involved a one-month school vacation. Participating girls went on leave and project activities had to slow down except for the camping week.

Two things have emerged as lessons for project implementation:

1. Much of the leadership skill qualities we are trying to build among girls can be clearly observed when girls are given the opportunity to find a solution or exercise the desired competence. Girls have leadership potential but lack opportunities to exercise them. The experience demonstrated by girls during camping, revealed that girls need only the platform to exercise their leadership competencies. The project is going to find more platforms and negotiate with school management and communities to provide space and opportunities for the girls to exercise their leadership competencies.
2. Another lesson learnt is that parents and community members perceive their daughters as weak but by seeing them doing activities which are usually or traditionally considered to belong to boys, this could contribute towards changing their gender biased perceptions.

CARE Yemen

Reaching out to 2,000 girls for the three year span of the project remains a challenge, given that sites targeted are remote and with an average of 150 girls per site.

The PTLA project and Dubai Cares project should have one joint steering committee at Hajja level, to improve coordination between the two. Steps are being taken to establish one, pending approval by the Ministry of Education and the Governor of Hajja. Additionally, community mobilizers must be recruited for the success of the project.

Closer coordination with PTLA Egypt is needed, particularly in testing M&E tools.

7. Next Steps

CARE Egypt

The next quarter will focus on the following activities:

- Finalizing the agreement with the intermediary organizations for ITSPLEY
- Conducting the baseline study
- Using the Boys' Gender Equity Index tool
- Training of mentors
- Completing CARE Egypt's monitoring and evaluation plan
- Introducing the program to Community Development Associations (CDAs) in the selected communities. PPDG is currently working with eight of the CDAs in the selected communities
- Develop an activity and intervention plan to find a supportive environment for girls to encourage their leadership capacities based on the survey results (carrying out extracurricular activities in schools, lectures and community meetings with parents, teachers and community leaders, carrying out summer activities for girls...etc.)

CARE Tanzania

The major activities to be implemented in the next reporting period include:

- Organize learning visit for girls to Kahama district council during Full Councilors meeting
- Train Achieve group! and club leaders of Lunguya ward schools on their roles and responsibilities
- Support girl groups' camping
- Conduct baseline study
- Facilitate girls' participation in health center cleanliness-civic action

- Identify social networks/groups that can strengthen girls networking skills
- Advocate for the establishment of rotational leadership system in schools
- Facilitate the formation and demonstration of mock parliament in COBET learning centers

Additionally, the Boys' Leadership Index was field tested toward the very end of the quarter. Further details will be in next quarter's report.

CARE Malawi

A number of activities will be carried out in the next quarter, in line with each project objective. The following are the key activities earmarked for the next quarter:

- Conduct a baseline survey
- Formalize recruitment of implementing partners
- Develop and adapt training modules
- Scale-up Sports for Social Change Initiatives (on-going)
- Conduct a stakeholder analysis and further develop partnerships
- Develop mechanisms for the provision of incentives to high-performing girls
- Establish and strengthen Mother Groups (on-going)
- Strengthen anti-HIV/AIDS clubs and teacher adherence to their code of conduct (on-going)

CARE Yemen

In the following period, the PTLA project in Yemen will focus on the following activities (as per the work plan):

- Preparation for baseline study
- Hold a workshop for Al Thain site on roles and responsibilities
- Finalize M&E Plan
- Sign a contract with PTLA partner Girls' Education Coordinating Council
- Monitor and assess the pilot activity "Girls' Summer Campaign"
- Start contact with TAC committee, to establish leadership curricula design
- Work closely with community leaders on the annual work plan, which will include several trainings on networking, leadership, fundraising and management
- Sewing training will be held in three different sub villages of Al Groob school on July 15th, 09

CARE Honduras

For the next reporting period, CARE Honduras will carry out the following activities:

- Continue the training and implementation of the base line study
- Continue to develop and engage other key stakeholders: municipalities, local authorities of the Ministry of Education and private sector entities in support of PTLA
- Contribute to forward looking strategies for integrating girls leadership initiatives into other CARE programming

CARE India

None to report at this time.

8. Conclusion

This third quarterly reporting period was marked with the field testing of the girls' leadership index, as outlined in the M&E plan. The tool was tested in Egypt and went through significant revisions with the consultant who designed it. The index will measure progress among girls participating in the activities against the five competencies identified for leadership development.

A boys' leadership index was created and field tested in Egypt and Tanzania. This index will help identify complementary interventions aimed at boys to help advance the work done with girls.

The country offices continued to introduce the project to community and members and stakeholders, as well as finalize partnership agreements and discuss potential activities with participating schools. In some country offices, staff have already begun to implement some activities around girls' leadership development.

At the Headquarters level, we have continued to work to mobilize additional resources for the Alliance as well as partnerships to ensure the sharing of good practices and lessons learned among peer organizations as well as donors.