Final Term Evaluation
Girl Power Programme, 2011-2015
Including in-depth case studies

For the Girl Power Alliance

VOLUME II – COUNTRY REPORTS AND CASE STUDIES

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I.1 Bolivia

"I am not yours, I am mine"
FGD girls 16-19 years, CPMGA office, El Alto, 29/6/2015

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Acronyms

5-C	Partner organisation capabilities
ADN	Alianza boliviana por los Derechos de la Niñez (Bolivian Child Rights Alliance)
AOP	Annual Operational Plans
BL	Baseline
BYM / B&YM	Boys and Young Men
C&A	Childhood & Adolescence
CB	Capacity Building
CIVICUS	Civil society capacity
COMONNAs	Coordinadora Municipal de Organizaciones de Niñas-Niños y Adolescentes (Municipal Coordinating Body of Organizations for Girls-Boys and Teenagers)
CP	Child Protection
CRA	Child Rights Alliance
CSC	Country Steering Committee
DNA	Defensoría de la Niñez y Adolescencia (Child Defence Service)
FELCC	Fuerza Especial de Lucha Contra el Crimen (special police force for crime cases)
FELCV	Fuerza Especial de Lucha Contra la Violencia (special police force for violence cases)
FES	Federación de Estudiantes de Secundaria (Secondary School Students' Federation)
FGD	Focus Group Discussion
FTE	Final Term Evaluation
GBT	Girls, Boys and Teenagers
GBTY	Girls, Boys, Teenagers and Youth
GP	Girl Power
GPA	Girl Power Alliance
GPP	Girl Power Programme
GYW / G&YW	Girls and Young Women
MDG	Millennium Development Goals
MFS II	Mede Financiering Stelsel 2010-2015 (Government co-financing fund)
MP	Monitoring Protocol
MTR	Mid-Term Review
SEDEGES	Servicio Departamental de Gestión Social (Departmental Social Management Service)
SLIM	Servicio Legal Integral para la Mujer (integral legal service for women who have been victim of violence)
SRR	Sexual and Reproductive Rights
TIC	Tecnologías de Información y Comunicación (Information and Communication Technologies)
UE	Unidad Educativa (Educational Entity)
VIO	Vice-Ministry of Equal Opportunities

1. Introduction

1.1. Country Context and Contextual Developments

Since recently, the Plurinational State of Bolivia has gained lower-middle income status and the economy is still growing. However, it remains the poorest country of South America and significant socio-economic inequalities exist between different population groups and geographic areas. About 60% of the population live below the national poverty line and this percentage is 75% in rural areas. Indigenous communities, women and youth are particularly vulnerable to poverty.[1]

According to the interviewed experts, Bolivia has high levels of physical and sexual violence against women, including feminicide. In addition, it has always had an adult-centred culture: young people have neither voice nor vote. At the individual dimension they were afraid to talk and express their opinions. In many cases they didn't even form an opinion, because they felt it was not relevant. They had a very low self-esteem. At the socio-cultural dimension their parents; teachers or other members of the community did not hear them. They were not invited to meetings and not asked about their opinion. This was even less so at the institutional dimension. By law, it is not possible for people under the age of 18 to take up a position as public official. At all dimensions this situation is even worse for the case of girls and young women, due to the patriarchal culture that persists today.

However, Bolivia has undergone important changes during the GPP period, to which partners of the Bolivian GPP Alliance have all contributed to a certain extend. The GPP partners have worked on four thematic fields in this country (protection, socio-political participation, education and civil society strengthening), as well as on the issues of childhood and adolescence in general.

1.1.1. Childhood and adolescence

The new law on girls, boys and teenagers (Law No. 548) approved on July 17, 2014, and its bylaws (approved in June 2015) supports Girls, Boys and Teenagers (GBT) to organize themselves and it prescribes that municipalities must allocate funds for the development and implementation of plans and programs for children and teenagers. Following the Law 548, the GBT protection agencies have changed towards a plurinational system of comprehensive protection (see figures below).

The GPP has played an important part in promoting the organization of girls, boys, teenagers and youth (GBTY or just youth), among others through the constitution of FES (Federaciones de Estudiantes de Secundaria - Secondary School Students' Federations) in the rural areas of Bolivia, and through advocacy directed to municipalities for the allocation of specific budgets for young people within their AOP (Annual Operational Plans). Some of these GBT organizations, as well as the local GP partners, also participated in the formulation of the Law on Youth, No. 342, approved on February 5, 2013, which aims at guaranteeing young people the full exercise of their rights and duties, designing the institutional framework, the bodies for representation and deliberation of youth, and establishing public policies[2].

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[1] www.ruralpovertyportal.org/country/home/tags/bolivia
[2] Article 1 of the same law.

Before aproving Law 548
Child Protection Institutions

CENTRAL

Ministry of Justice — National Council of Childhood and Adolescence — Other ministries

Vice-Ministry of Equal Opportunities (VIO)

National Police

DEPARTMENTAL

Prefecture — Departmental Commission for Childhood and Adolescence (C&A)

Departmental Secretariat for Social and Human Development

Departmental Commando — FELCC

BPF

(SEDEGES)

Social and Family Assistance Unit — C.with C&A ombudsmen — PAN

Households

MUNICIPAL

Municipal government — Municipal Commission for C&A

DNA — SLIM

Plurinational System for Integral Protection of Boys, Girls and Teenagers

CENTRAL

Ministry of Justice — Sectoral and intersector coordination council for GBT issues — Five-yearly Congress on the rights of GBT — Ministry of labour, work and social prevision

Public Childhood & Adolescence Courts

DEPARTMENTAL

Autonomous Departmental Governments — Departmental technical entity of social policy

MUNICIPAL

Autonomous Municipal Governments — Authorities of nations and indigenous people with rural origins

Childhood & Adolescence Ombudsman — GBT Committees

✓ **Social organisations**
✓ **Civil society** → Through mechanisms established by the law for participation and social control

Source: Plan Bolivia, June 2015

1.1.2. Protection against violence

Several of the GPP partners and some of the youth organizations supported by them participated in the formulation of the Comprehensive Law to Guarantee Women a Life Free of Violence (Law No. 348) during the GPP management of 2012 and 2013.

Since the approval of this law, on March 9 2013, there has been a constant awareness increase that violence towards women has always existed. In addition, there has been an increase in reporting violence against G&YW that is likely to be caused by the diffusion of laws and other information and that has enabled G&YW to denounce more. However, there has also been an increase in the cruelty of the violence, with over 50 feminicides (based on an interview with UNFPA[3]; there are no official records). It is especially the feminicides that have made the Bolivian people rise to demand there be no impunity.

The Supreme Decree No. 2145, which regulates Law 348, was published on October 14, 2014, The law and the decree aim at establishing mechanisms for prevention, assistance, protection and compensation to women in situations of violence, and at prosecuting the perpetrators[4]. Several services have been set up to assist victims, like SLIM (integral legal service for women who have been victim of violence) and DNA (Child Defence Service). However, in practice there are only few cases that are taken to court and even less that are resolved. More than 80% of sexual violence in Bolivia is towards women under 24 years.[5]

In addition, prescribed by Decree 2145, municipalities must use a percentage of the taxes on hydrocarbons to finance Ombudsmen, SLIM, safe-houses, FELCV (or police if there is no FELCV) for the security of citizens / protection against violence. With the decline of fuel and gas prices, also taxes have decreased, jeopardizing the financial support of the Government for implementation of social services (it was estimated that in 2016 municipalities would receive only 40% of the amount they received in 2015 to finance their full AOP. Their income is directly linked to the national tax income on fuel and gas).[6]

In Cochabamba there is a Departmental Law No. 443 to prevent sexual violence towards children and teenagers (approved in 2014 and its bylaws in 2015), which is unique for the country. In addition, at municipal level there is an alert law on violence towards women, with its bylaws (an alert law recognizes the severity of the situation and makes it easier to react and address funds to it). Cochabamba is the department with most feminicides and cases of violence towards women in whole Bolivia. Only 10% of all cases are denounced and 1% solved.[7]

1.1.3. Socio-political participation

On May 28, 2012, the plurinational government of Bolivia approved Law 243 against harassment and political violence towards women. This law is to promote political participation of women and it stipulates that at least women must take up 50% of public positions. In practice, the government has included some women in leading positions, however not in the highest ones and they do not reach 50% of the total.

In 2012 girls and boys, driven and supported by GPP partners, start forming community brigades and other youth organizations whose boards of directors consist for 50% of

[3] Interview with UNFPA expert on August 25, 2015.
[4] Article 1 of Decree 2145 and article 2 of Law 348.
[5] Interview with UNFPA on August 25, 2015.
[6] Interview with UNFPA on August 25, 2015.
[7] Expert interview conducted on August 28, 2015.

women. From 2013 on, gender equity was also achieved among members of student governments nationwide.

1.1.4. (Post-) primary education

On October 8, 2012, the government approved Law No 045 against racism and every form of discrimination, referring to racial discrimination but also discrimination based on gender, age, sexual orientation and other. Though this law may be used to prosecute adversaries of the government as was suggested by one of the key-informants in this evaluation, other informants indicated that the law is important to improve the climate in the classrooms and that it has encouraged public officers of DNAs to engage in dialogue with parents when they see that a girl doesn't go to school.

Also the "Avelino Siñani – Elizardo Pérez" Law on Education (No. 070) of December 20, 2010, works around the issue of non-discrimination and has in general lines important elements to reduce the gap between boys and girls. One of the policies to implement it is the Juancito Pinto Allowance. However, at least during the first two years of the GPP (which is the period on which we have data), these rules have not had a positive influence on the statistics of enrolment or graduation of boys and girls in primary school; they did influence post-primary numbers, as shown by the data in section 3.1.3.

1.2. GPA partners in the country

The official name of the GPP in Bolivia is "Girls and young women for a dignified life with opportunities and without violence". It is carried out through 15 projects at national level and locally in 14 municipalities of 7 departments. For implementation of the Program in the municipalities, Plan International (Country Office Bolivia) has partnered with 6 civil society organizations (OSC): Fe y Alegría Bolivia, Defensa de Niñas y Niños Internacional – Bolivia (DNI - Defence for Children International), the Centro de Investigación y Promoción Educativa (CIPE – Centre for Educational Research and Advocacy), EDUCATIC, the Centro de Promoción de la Mujer Gregoria Apaza (CPMGA - Gregoria Apaza Centre for Promotion of Women) and the Centro de Capacitación e Investigación de la Mujer Campesina de Tarija (CCIMCAT – Training and Research Centre for Rural Women of Tarija). At national level, especially to carry out the learning agenda, it has partnered with the CDC (Capacitación y Derechos Ciudadanos – Training and Civil Rights). In addition, there are associations with three other members of the Dutch Child Rights Alliance (CRA) with CHI and EDUCATIC, CHI and the Platform for Integral Family Care - Emergency (Toll Free helpline 156), Women Win and CPMGA, as well as with FPU and the centre for communication Nicobis (see graph 1). All partner organizations of Plan have constituted a coalition in the country: ADN Bolivia (*Alianza boliviana por los Derechos de la Niñez* – Bolivian Child Rights Alliance).

Figure 1: scheme of correlation of GPP projects, executing partners and their alliances with AND members and the municipalities and departments where they are carried out.
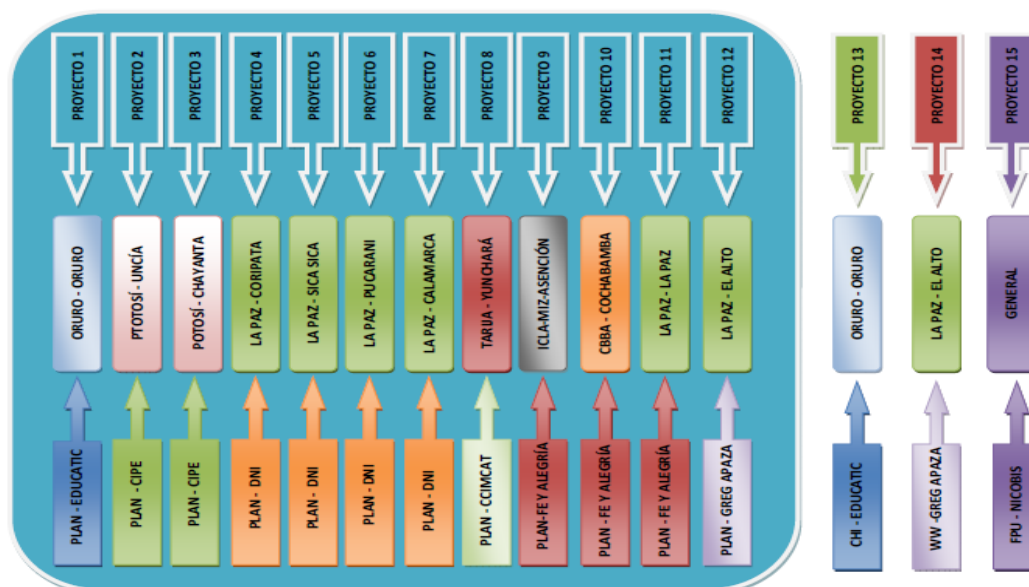
Source: GPP Bolivia Base Document, Plan Bolivia, n.d.

Following the MTR there was an important change in the GPP management arrangement, namely an increase of people forming part of the coordination team. After changing the coordinator several times, since end 2014 more stability was created and the team was augmented with a three people: one person responsible for the relation between Plan and local partners, one responsible for M&E and one officer for financial management. This improved considerably the support provided to the partner organizations.

The GPP in Bolivia focused on three of the four official GPP themes: protection, socio-political participation and education. Moreover, it added a fourth one on national level, which is the development of civil society, mostly youth organizations and some CBOs to support G&YW in the expected results of the GPP.

1.3. Key activities and beneficiaries since 2013 (MTR)

An important characteristic in Bolivia is that they have worked not only with G&YW as direct beneficiaries of the GPP but also with B&YM. From 2013 on, they have worked mainly with girls between 8 and 18 years[8], and in the case of CPMGA and CIPE also with adult women. The indirect beneficiaries are teachers, parents, public officers and other members of the community, as well as community organizations, government agencies and other local civil society players. The young people are reached mainly through the work of the Educational Entities (Unidades Educativas - UE).

The importance of working also with boys is shown by the following quote:
"When a boyfriend asks his girl for the love test and she accepts and becomes pregnant, the friends say GOAL".
FGD girls 16-19 years, 29/6/2015, El Alto, CPMGA

In case of the Plan partner organizations, agreements were signed in October and November 2011, which were the starting point for disbursements and hiring processes of

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[8] There were certain changes due to the MTR: DNI used to work only with girls and boys between 14 and 18 years, and after the MTR widened coverage to 10-21 year olds, always focused in girls and boys of the UEs.

field staff. In February 2012, the team was consolidated and they started to go to the municipalities, approaching local authorities, schools and other key players to find cooperation and sign agreements. Some partners already started activities in March / April of that year. Others, however, started in August 2012, as these are slow and complex processes.

All partners worked on the four themes: protection, participation, education, and civil society. Only CPGMA did not work on education. Between January 2014 and December 2015 they focused on the following activities (information provided by field staff – not from GPP documents):

DNI
- Individual and sociocultural dimension (working with girls and boys): Information fairs and training in violence, rights and duties, respect, life project, gender equity, students meeting (brigadiers, FES), political forum with local governments, sports competitions for Girls, Boys, Teenagers and Youth (GBTY).
- Sociocultural dimension: training for teachers that produce rights of reply for pupils, marches for a municipality free of violence.
- Civil society dimension: support for training and strengthening of GBTY organizations (COMMONAs and FES) and strengthening of community organizations like the *bartolinas* (women CBO).

CPMGA
- Individual dimension girls and boys: courses on dating without violence and sexual and reproductive rights for brigadiers (especially women but also men), who make replications in their colleges choosing the topics themselves, give talks and also develop a theatre with the support of CPMGA. The brigadiers become reference people for their UE. CPMGA follows up on the brigadiers with additional courses and advice. Courses in the martial art Nai-Kum to touch practical and theoretical topics on personal defence and how to lose fear. Mixed football to touch topics of gender equity, solidarity and team work. Murga, street music courses. Strengthening of youth leadership.
- Individual dimension women: legal and psychological service, training of possible leaders who are coming out of violence situations so they can be reference persons in their community and perform individual replications with neighbours (in alliance with Pro Mujer and Crecer) or visiting people in health centres. The topics of replications are: violence against women, first care, critical path, prosecutor, forensic doctor and FELCV depending on the case. The leaders follow up on the victim and accompany her. They also give prevention talks in school and neighbourhood boards and health centres.
- Sociocultural dimension: support in awareness raising campaigns, marches for non-violence and mobilizations with presence of street musicians, family assistance for children. Mixed parents workshop on family relations, gender and power relations (work methodology with children: "I was a teenager too", recalling their own adolescence).
- Civil society dimension: training and strengthening of brigades and change agents who give replications in the UE. They can also meet in the CPMGA offices. In a communicational aspect, they created a Facebook page with change agents, give courses on how to develop radio programs and transmit them over the institutional radio they have in the office.
- Institutional dimension: consulting, control and follow-up of the implementation of the budget of the SLIM; training of staff and support for the formulation and updating of laws, regulations and policies on violence (Law 348), abortion regulations and the Family Code. Training of a municipal youth coordinator.

EDUCATIC
- Individual dimension girls and boys: safe surfing, ITC training and motivating GBT to go to and stay in school through educational gaming technologies like crosswords, alphabet soup, puzzles, association, completing a text, audio and video edition, Photoshop and various that accompany school learning like mathematics. Other workshops on gender equity.
- Sociocultural dimension: training of teachers in basic computer use and ITC so they know how to use the laptops given by the government and replicate this in their classes to strengthen other topics or computer use specifically (many UEs don't have computers or don't use them due to lack of knowledge). The educational side of the games and contextualized software was developed with the teachers. The teachers have been taught safe surfing and cyber-harassment so they can work about it with their students.
- Institutional dimension: the non-active toll fee helpline 156 has been put into operation in Oruro together with the municipal Child Defence Service. Since 2015 its costs are included in the annual municipal budget.[9]

CIPE
- Individual dimension young mothers and their organization: they have formed 3 mothers clubs, each with about 40 women (120 women in total), with who they perform awareness raising workshops on Law 348 and gender equity; crafts workshops and fairs (weaving, pastry, recycled materials products); workshops for nutrition of the children.
- Individual dimension teenage girls and boys and their organization: workshops on the environment, public safety, self-esteem, gender equity, rights, sexuality with values, teenage pregnancy, health. Local song festival. Internal educational training courses. Training of leaders. Exchange of experiences with other GBTY organizations. Cultural events for the rescue of legends. Sports meetings[10].
- Sociocultural dimension: meetings with women and men in various communities.
- Individual and civil society dimension: workshops at the headquarters of the university students federation for women and men on gender equity, Law 348, interfamily violence, leadership, public speaking, environment and organizational strengthening, including the selection of the new authorities of the CEJNOQ and how to work more together.

Fe y Alegría
- Individual dimension: bio dance to express feelings; personal defence to strengthen the body and to learn how to react in case of aggression; training of women reporters; workshops on gender, prevention of violence, harassment at school, self-esteem; training of women leaders; the representatives participated in a meeting in La Paz as "Messengers of Life" to socialize their activities. Career fair to know about academic careers. Meetings of student governments.
- Individual and sociocultural dimension: Walk in favour of non-violence. Participation in Expovida and the fair with expositions on violence; the "messengers of life" presented a cartoon.
- Sociocultural dimension:
  o Workshops with boys around gender topics, human rights, and training of reporters, self-esteem issues, managing emotions, empowerment, prevention of violence in amorousness and in general, sexuality, body care, alcohol and drugs abuse.
  o Workshops for training and awareness building with administrative staff and primary and secondary school teachers on the process of detection, attention

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[9] According to the Bolivia informants the helpline in La Paz is not in operation, nor did the evaluation team have access to the implementing partner.
[10] There were 22 topics aimed at teenagers in Aymaya (8 on the right to education with the Ombudsman and children's protection), related topics at the level of 4 municipalities, Chuquiuta, Chayanta, Llallagua and Uyuni, bringing representatives together and training on the changes in law and regulations related to GBTY to make replications in their municipality.

and denouncement of cases of violence; assertive communication for better interpersonal relations; tools to increase self-esteem; renewal of the teaching vocation; how to resolve conflicts; the importance of play in learning; strategies for significant learning; techniques to promote participation.

o Workshops for parents about how to support their son / daughter with learning difficulties; stimulation of language and motor skills at an early age, improved communication between fathers, mothers and sons / daughters, communication and good treatment; tools for protection against economic, physical, sexual and psychological violence; prevention of violence in the family; self-esteem and resilience; negotiation and transformation of conflicts; decision making and co-participation.

CCIMCAT
- Individual dimension: workshops on self-protection with bio dance, on leadership; training of women reporters in radio programs; meetings / workshops on gender, violence, organization.
- Sociocultural dimension: broadcasting of radio programs every Saturday, sports championships at school with mixt teams and moral rules with a gender focus, training and delivery of booklets for teachers to teach children how to play without aggression and with a gender focus; vaccination campaign against violence; fairs on violence, participation and rights; community workshops on gender and equity, violence, self-esteem, women's rights to participation; evenings against violence and gender; cultural activities. Fairs about violence towards women with the Ombudsman in Copacabana, Chorcoya and Yunchará.

All partners
- Individual and institutional dimension: national forum with presidential elections candidates (October 2014) in which the girls presented their proposals in topics of their interest. Some partners replicated the forum with mayoral candidates before the municipal elections (May 2015).
- All partners, institutional and civil society dimension: work in inter-institutional alliances and networks.

In addition, some specific closing activities were conducted in 2015, such as:
- Systematization and publication of methodologies and good practices (Fe y Alegría)
- Publication of manuals for software and technology use (Educatic)
- Production of audio-visual tools (Nicobis)
- Publication of studies in the framework of the learning agenda (CDC)
- Exchange with Nicaragua (all partners)

2. Data collection process

The methodology applied does not allow differentiating whether the results found can be attributed specifically to the Program Girl Power, but it does give input with regards to the possible contribution.

The Avance team in Bolivia:
- Coordinator: Marije van Lidth de Jeude
- National investigator: Sofía Juanes
- National assistants: Alicia Condori and Lourdes Calderón.

2.1. Contextualization of research tools and formats

The contextualization of research tools and formats took place in different steps:
1) A Bolivian translator translated the tools into Spanish.
2) The Bolivian evaluation team members revised the translation.

3) Contents of the tools were discussed in the CSC summit.
4) Dynamics during FGD were adjusted to the local situation based on necessity as well as on recommendations given by the CSC and the Bolivian research team. This led to slightly different dynamics within FGD done in rural versus urban areas, with young girls (12-15 years), with boys or with women in Chayanta that did not manage Spanish too well.

2.2. Final sampling coverage, target groups and respondents

In the table below the sampling and actual number of people interviewed per target group for tool A and B is shown. Main observations regarding differences are:

- More girls from 12 to 15 year were interviewed, as this is a group many of the GPP partners in Bolivia work with. In other words, the number of young girls was raised to better reflect the reality of the GPP target groups.
- Fewer girls of 16 to 19 years and YW (20-26 years) were interviewed due to the same reason as explained in the point before. Very few GPP partners in Bolivia work with women above 19 years old. Overall 351 GYW were interviewed instead of the planned 370. This is within the maximum given range of 10% divergence and still higher than the 334 GYW interviewed in 2013. In general, the number is high enough to be representative for the research population.
- Differences with MTR numbers are also explained by the fact that at that time the age groups were 2 years younger and girls of 10-13 were individually interviewed and not in FGDs.
- A little bit less BYM (106) were interviewed than planned (120). This is mostly due to the fact that fewer participants showed up at the FGD than planned. However, the sample was taken quite broad and the total of participants is still higher than during MTR (100).
- Also fewer women above 26 years were interviewed but still within the 10% margin and above the MTR when 21 and 24 male and female community members were interviewed.
- In order to reach a satisfying amount of community members additional FGD were done in Cochabamba due to which the evaluation team interviewed community members in all six municipalities (although only five were accounted for), thus providing a more complete picture.

Table: Sampling and actual number interviewed per target group for tool A and B

Target Group	No. in sample	Actual no. interviewed	During MTR*
Girls 12-15 year	110	145	39
Adolescent girls (16-19 yrs.)	190	143	211
Young Women 20-26 yrs.	70	63	84
Adolescent boys (16-19 yrs.)	90	80	
Young Men 20-26 yrs.	30	26	100
Men >26 years	30	30	21
Women >26 years	30	27	24
TOTAL	550	514	479

Target groups were two years younger during MTR and tool for girls 10-13 was based on an individual interview methodology, not focus group as was done during FTE for 12-15 year old girls.
Source: own elaboration based on fieldwork data

Regarding the tables below:

- Although not officially planned, meetings took place with authorities, as this is customary especially in rural areas. Although these were mostly formal meetings to comply with local traditions, the evaluation team used these sessions to get valuable

information from these key GPP stakeholders that work closely together with GPP partners.
- The minimum of five (5) experts per thematic area were interviewed using tool D. Various efforts were made to also speak to a representative of the Communication Ministry from the Plurinational Government of Bolivia but no interview was granted.

Table: Sampling and actual number interviewed per target group for tool C - N

Target Group	No. in sample	Actual no. realized
Girl panels	2	2
KII with Experts	15	15
Municipal panels	3	3
KII with partners	7	7
5C with partners	4	4
CSC summits	2	2
KII for case study	10	12
KII for LA and RC	4	7
KII with authorities	0	4

Source: own elaboration based on fieldwork data

Table: KII with experts per thematic area (tool D)

Position	Organization	Conducted per Topic		
		Education	Protection	Socio-political
Technical advisor of participation project	UNFPA		1	
Responsible Advocacy	Aldeas Infantiles SOS	1	1	1
Deputy for programs and special performances	Ombudsman		1	1
Director - representative	OEI	1		
Consultant	OEI, Dutch Embassy	1		
Consultant	Independent	1	1	1
Director	CPMGA			1
Coordinator GPP	DNI	1		1
Technician GPP	Fe y Alegría		1	
Total		**5**	**5**	**5**

Source: own elaboration based on fieldwork data

2.3. Bottlenecks and deviations in the data collection process

- Random sampling with lists of beneficiaries and some exceptions (e.g. at CBBA we were given complete payrolls of the UEs and not only of the beneficiaries, therefore a random selection had to be made on site).
- There was good coordination and support by CSC at national and local level.
- Some confusion in financial responsibility to cover the fieldwork.
- Some difficulties in the convocations – especially outside the UEs and with community members.
- Because of the previous, additional FGD had to be made to meet the sampling objective, including an additional trip with additional expenses.
- The fieldwork was carried out in two stages, because of the holidays in July.

3. Findings on the MP protocol

3.1. Findings related to the four main themes/outcome results

3.1.1. Outcome result: Better protection against violence for G&YW

The first outcome result is about improving protection against violence for G&YW. Within the GP framework four types of violence are addressed. Although partners in Bolivia only focused on three of them (excluding economic violence), all four types have been dealt with during the FGD. Table 1 presents a listing of most common expressions of each type of violence within Bolivia according to the CSC and those identified by UNICEF.

Table: Most common expressions of violence in Bolivia according to type

TYPE OF VIOLENCE	CSC BOLIVIA	IDENTIFIED BY UNICEF[11]
Economic	Girls who don't go to school / college because they are asked to help with the chores of the house or work in the field, or help in income generation for the home. Excessive labour of girls in their own house. Girls working on the street. Migration of girls from rural to urban areas where they perform domestic work with exploitation through double or triple workdays. Abandonment of children by parents, because of migration inside the country and abroad Long working hours Labour exploitation Control of the partner's and/ or sons´/ daughters´ money	Denying money Rejecting the obligation to contribute Deprivation of food Deprivation of basic needs Control of access to food Control at work
Physical	Exposure of girls by the work on the streets Beating at intra-family level – at home Physical violence at school. There is a reproduction of the violence in the schools, however it is not acknowledged. Especially during breaks. Physical violence is more towards women above 15 years (rural) Violence is justified and naturalized in terms of correction. Is a practice accepted by society and by the girls. Violence between couples due to jealousy. Slaps or hitting. Girls that cut themselves. Nobody attends this violence. It is like a fashion. Discrimination at school. It is a way of showing pain in a physical way. Bullying – hitting, pushing, pulling hair or ear, making someone fall putting a foot. Violence in crushes (beating the girlfriend for not satisfying) Feminicide There is a general influence of the cultures	Physical abuse Slapping Hits Stabs Strangulation Burning Suffocating Kicking Threats with objects

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[11] Types of violence cited by: UNICEF, 2000. Domestic violence against women and girls. Unicef.

TYPE OF VIOLENCE	CSC BOLIVIA	IDENTIFIED BY UNICEF[11]
Psychological (Emotional)	Verbal abuse Discrimination, expression, last name, way of speaking, skin colour Threats by comparing to siblings or friends, blackmailing Parents who emphasize the inferior role and dependency of women Insults Discrimination for being a woman "You had to be a woman" Traditional gender roles expressed in violence – gender violence Discrimination towards male "feminine" teenagers. Even teachers call them "fagots". Violent boyfriends (cheating for not satisfying, telling how to dress etc.) Bullying (according to G&YW: from boys to girls, but also between girls) Cyber-bullying especially in urban areas.	Threats of abandonment Reclusion at home Strict vigilance Destruction of objects Isolation Verbal aggression Constant humiliations
Sexual	Rape Incest Fumbling Women are seen in terms of sexual objects Abuse by teachers Harassment "if you don't sleep with me you don't love me" – proof of love Hyper-sexualisation (is in Law 548) – sexualizing girls and boys at a very early age, e.g. beauty contests, dress, sexier underwear) Commercial sexual violence with minors Pimping (in case of adults) Violence on the internet – spreading nude photos, sexting Treatment and traffic HIV-Aids has increased Rape within the marriage or cohabitation It is a not very explicit and taboo topic.	Bad treatment during pregnancy Violence for being a woman Child prostitution Violence during dating Sexual relations imposed as payments Sexual abuse Rape Treatment of women Forced pregnancy Selective abortion

Source: CSC Kick off meetings (the MTR table from august 2013 was updated in the FTE meeting on June 12th, 2015) and UNICEF, 2000

Protection at the individual dimension

Specific outcome: decreased prevalence of violence against you or girls that you know

FTE indicator 1: % of girls and young women who indicate that they or girls they know have experienced economic, physical or emotional violence
&
FTE indicator 2: % of girls and young women who indicate that they or girls they know have experienced sexual violence

In general, the frequency with which G&YW suffer from violence increases with age (see graph below). This is the case for all four types of violence in all three periods (BL, MTR,

and FTE).[12] This might be both due to experiencing more violence indeed but also because they are more able to identify the different types of violence.

According to the G&YW, all types of violence against them or G&YW they know have decreased since BL (see graph below). Between MTR and FTE only very minor changes can be observed, in general:
- Economic violence has practically stayed the same since MTR (it only went down 0.1 point for young girls 12-15). It is the type of violence that is less known or understood, most likely because it has not been addressed during the GPP in Bolivia.
- Physical violence has increased for girls 16-19 and YW but decreased for the younger girls. These were all minor changes of 0.1 or 0.2 points.
- Emotional / Psychological violence has decreased slightly for both age groups of girls but stayed the same for YW. Specifically the case of bullying did not come up as much as during the MTR.
- Sexual violence has decreased slightly for girls 16-19 but stayed the same for younger girls and young women.

Graph: Frequency with which G&YW respondents or G&YW they know have suffered violence (indicators 1 and 2)
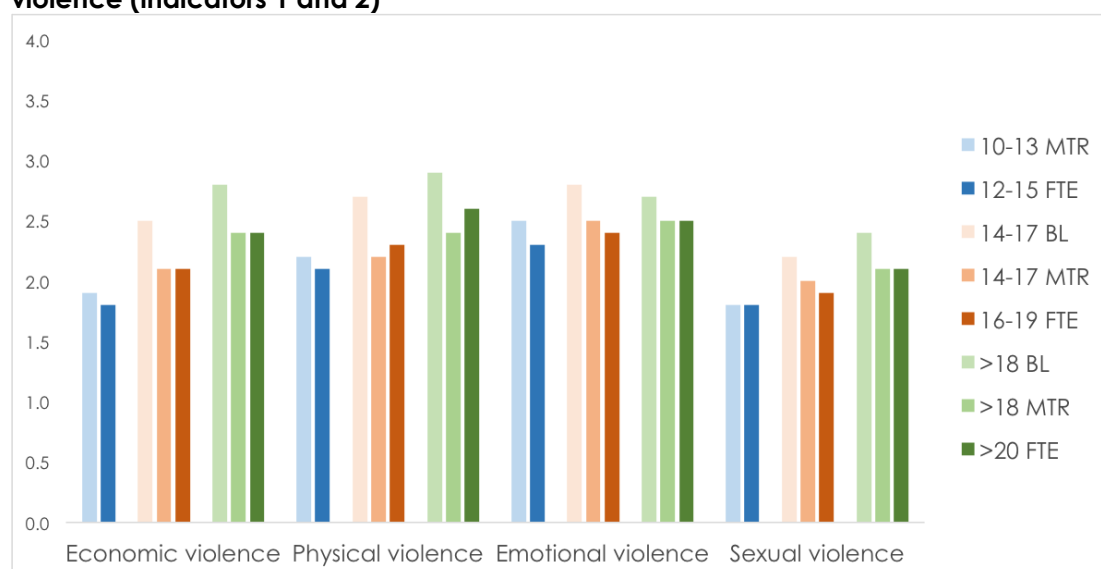
0=never; 1=sometimes; 3=often; 4=very often
T-test shows significant changes from BL-FTE and MTR-FTE for all types of violence except for MTR-FTE for physical violence

In summary, after a decrease in all types of violence between BL and MTR, economic, emotional and sexual violence either continued decreasing or stayed the same till FTE, whereas physical violence decreased for the youngest group but increased for the others. It is noteworthy that the change between MTR and FTE for this latter type of violence showed not to be significant, whereas the other three did significantly change in this period (and all four significantly changed between BL and MTR). The term "significant" refers to a statistical test (T-test) that was performed, and the result of which shows that the change between the time of MTR and FTE (or between BL and FTE) was

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[12] Note that In the case of indicators 1-2 (perceived prevalence in the four categories of violence) and 5 to 7, it was considered inappropriate to ask the baseline question (which refers to 2 years ago) to young girls of 10 to 13 years, because it is difficult for them to interpret such long time spans. Nor were data collected from these girls with respect to indicator 3 because they were considered too young to answer to the indicator (capacity to say no to sexual activity) either for BL or MTR.

significant. This means that the change did not occur coincidently but can be attributed to a cause.[13]

Moreover, the charts in the Annex show a continuous increase from BL to MTR and FTE in the percentage of G&YW that never experienced violence nor know any other G&YW that did, for all four types of violence. At the same time, those that answered to experience violence very often (or to know G&YW that do) decreased in the last four years.

G&YW from all investigated areas said that the workshop, campaigns and other activities of GP partners have helped them to reflect more about the different types of violence and to get to know their rights. At the same time awareness was raised among community members on these issues.

Finally, it is noteworthy that this year it was easier to talk about the different types of violence with the adolescent girls than two years ago[14], which could be due to the fact that they have been dealing with the issue in different activities, more regularly and for a longer period of time in the framework of the GPP.

When looking into the qualitative data the following factors could have caused the changes in the last two years according to the G&YW:

Economic violence

Although this has practically stayed the same since MTR, there was a new example of this type of violence which was not mentioned so much by the G&YW during MTR, which is human trafficking. This seems to be a worrying issue in Bolivia today. It was specifically mentioned by girls in rural Yunchara as well as in urban Cochabamba and by women in rural Chayanta as an example to sexual violence. Young girls (12-15) in Yunchara said that the CCIMCAT workshops help them because they taught them that they should not go away with strangers.

Young girls from Yunchara also said that in general there is less economic violence now due to the CCIMCAT workshops to mothers, fathers and boys. Before, during the break at school, they had to go see the cows and other animals, now not anymore. Overall, they say all girls and boys go to school now and are not sent to work anymore. Teenage girls from the same area affirm this although they say more has to be done as some girls are still kept at home to look after the animals. Nevertheless, they are more aware of their rights now and their parents as well due to the workshops given by CCIMCAT and public defence services, who moreover "have taught the men that they should not be *machistas*."

Girls in urban Cochabamba on the other hand said there is more economic violence now, with some of them having to work after school, to help the household economically. At the same time there are more gangs, who steal money from girls or force them to prostitute themselves.
Also girls in urban Oruro and El Alto as well as rural Sica Sica mentioned that some children have to work or do domestic tasks. This affected especially girls as it was not considered necessary for them to study, but legislation changed this.

Women in rural Chayanta said that there are still children working on the street but that his has decreased due to the protection of the Childs Defence Service, Ministry of Work

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[13] This cause may be the GPP or another factor like a higher government support. If information (from qualitative data) is available about which factor(s) caused the change this will be indicated in the text.
[14] This led the evaluation team to hold these discussions verbally instead of asking the respondents to write their answers down so they could stay anonymous, which was the methodology applied during MTR.

and legislation [this latter is debatable with the new Child Law (N°548), which allows children as of 10 years to work if they want to; this applies for any kind of job]. They also said that there is more gender equality now as both men and women work (although they also emphasised that women still work many more hours than men, including farm and domestic tasks), Apart from an improved legislation, the GPP has helped by giving gender equity training to both men and women, as well as helping them to augment their self-esteem and value their own work. Women also learned about their rights, including the minimum salary, through radio and television.

This also has made that women are aware that they sometimes get paid less than men for the same type of work. Girls 16-19 in El Alto gave as an example the fact that female cab drivers earn less because some people refuse to use their services as they think they cannot drive well.

Like in rural Chayanta, also young women in urban El Alto said that more and more women are working now. However, there are still some men who do not allow their wife's to get a job, wanting her to be a housewife who is maintained by him and has thus to obey him: "*As I am maintain you, you don't get to go out of the house*" or "*As I bring the money and you don't work, you don't get to say anything*" (YW FGD, 29/6/2015).

Other Young Women in El Alto said they have to present a lot of paper work to get their pension and sometimes don't even get it or only a small part. This has improved, however, due to changes in legislation, which allow them to follow easier procedures like not needing the man's signature anymore. The support from Gregoria Apaza has been very important for them to loose their fear to denounce violence and apply for their pension.

With the exception of El Alto where the concept seems clearer, examples of economic violence given were often very mixed with the other types of violence, especially physical violence (e.g. economic violence is "*when a person asks for money and if he does not get it he starts hitting*" or fighting over a heritage). This can be explained by the fact that within the GPP activities (apart from those implemented by Gregoria Apaza) partners only dealt with the other three types of violence, which is thus the types of violence the G&YW have more present. This also resulted in them not giving only examples of economic violence that affect G&YW but people in general.

At the same time, there are of course strong links between the different types of violence, which was in some cases recognized by the respondents (E.g. girls 16-19 in Chayanta said that at home, when there is no money, this generates physical and psychological violence).

Apart from the above, the following examples of economic violence were mentioned by girls of all ages in rural and urban areas:
- A husband giving little or no money for food, spending most of it himself and controlling the wife's expenditure;
- Exploitation at work: getting paid less than what was said, often combined with blaming them that they stole something;
- Stealing money from them.

"When the house is owned by the men, the woman could even be kicked out of the house" (FGD with YW, CPMGA office in El Alto, 29/6/ 2015)

Physical violence

"The Girl Power Programme has influenced a lot because it teaches that you can not make others understand you by punching them but by talking"
(FGD with young women, Chayanta, 20/8/2015)

When asked if physical violence has increased or decreased, G&YW in urban areas often indicated that it has increased, whereas those in rural areas said it decreased (despite some of the urban girls claiming that violence is higher in rural areas.

Most G&YW in rural areas said that physical violence in the home, at school and on the street has decreased because (1) new legislation is stricter on sending men to prison, (2) there are public defence services in place (3) men now know the rights of women and (4) G&YW have received orientation about violence which they share with friends. However, it still happens, especially when the men get drunk. There are also still women who don't denounce or decide not to leave their violent husband because of the children (they are afraid they will take away their children or won't be able to take care of them without the income from their husband).

At the same time, young women in Chayanta indicated that children growing up with fighting parents tend to repeat this kind of behaviour, punching other children at school. Teenage girls (16-19) however blame the increased violence from boys on the video games, which make them think it is normal. With the GPP they developed a campaign against violence to combat this.

Also girls in Cochabamba said violence is promoted through TV, social networks, and in certain songs. They became more aware of this due to the orientation received on the subject during GP workshops, which makes them feel it has increased but in reality they say violence has always existed but they just did not know about it.

Similarly, Young Women in El Alto said that there seems to be more violence due to an increase in the cases that are denounced. These women have all been victims of different types of violence after which they came to Gregoria Apaza for legal and psychological help.

In all three urban areas (El Alto, Cochabamba, and Oruro) the G&YW of all ages spoke about cases of feminicide. This included references to famous cases of a reporter who was killed by her husband who afterwards disappeared, potentially being helped by the police, as he was a police officer. Only in one FGD in Chayanta girls of 16-19 years said there was a case of a girl who was raped and cut in pieces, due to which their parents forbade them to go out alone.

Young girls in Yunchará said that due to CCIMCAT people are now helping those that they see are being hit and they helped them to speak out in order to protect themselves, and teaching them their rights through games, explaining them that men should not hit: *"they [CCIMCAT] helped us to not remain silent, because if we stay silent they [men] can hit us"* (FGD girls 12-15, Rosario, Yunchara, 1/9/2015).

Some girls said that violence by teachers has decreased, as they are now more afraid of being denounced and loosing their jobs.

In a few cases G&YW expressed that some women have become so empowered that they now even hit the men.

Some cases of violence are related to cultural traditions: In Chayanta there is a traditional feast during which young and old, men and women, wear typical clothing, dance and start to fight. These are real fights and there have even been deaths.

In summary, the examples of physical violence given by the G&YW are:
- Hitting, punching or slapping: especially women being hit by the husband inside or outside the home, even with sticks, stones, or other objects up to the point that the woman has to be brought to the hospital. Often this is linked to the use of alcohol;
- Boyfriends hitting their girlfriends, parents or stepfathers hitting a child;
- Being pushed by the husband;

- Having hair puled by the husband, father, a teacher or between girls;
- Fights between teenagers at school or during physical games in which they use more violence than necessary;
- Killing women (feminicide);
- Kicking;
- Pinching;
- Head-butts;
- Bullying (specifically in urban areas).

Emotional violence

Emotional violence decreased mainly because of trainings and orientation from GP partners[15] as well as education in general[16], which helped to empower G&YW, increased their self-esteem and taught them how to deal with insults (either ignore, denounce or even teach others to not use violence)[17].

"We made drawings in a Clic game about how we see ourselves; I love myself the way I am with all my imperfections, I don't listen to them when they insult me." (FGD with girls 16-19 years, EDUCATIC office in Oruro, 18/8/2015).

Moreover, it raised awareness within the G&YW themselves[18] as well as the rest of society, especially among their male peers, teachers[19] and parents[20]. Awareness was also raised by posters against violence that were made and distributed with support from GPP. Another key factor is the present legislation against violence and discrimination as teachers are afraid of being sued and there is less discrimination in society in general (although many indicated that victims still don't always denounce the violence they suffer, that there is a lot of impunity, and young women from Llallagua, Chayanta mentioned that as physical violence is not allowed by law anymore, emotional violence has increased).

Those that are of the opinion that emotional violence has increased mentioned factors like: lack of respect for teachers, the latter of whom have become less strict and some don't orientated the students on this topic, increase in bullying, outside influence on community members and parents demanding a lot or raising children in a certain way *("The same mother is the one allowing her son [...] to be a male chauvinist and even violent when he is grown up")*[21]. In one FGD, young girls from Oruro mentioned that the GPP workshops have had little impact because the boys have a different mind-set as they watch a lot of television and pornography. Boys don't respect girls and think they are better, telling the girls: "*you are worthless*".[22]

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[15] *"Gregoria Apaza orients and gives us sessions that help to buffer the violence situation we suffer"* (FGD with young women (20-30 years but part of the target group, not community members), GPMGA office in El Alto, 30/6/2015).
[16] *"Education is very important for the change to non-violence"* (FGD with young women (26-35 years but part of the target group, not community members), GPMGA office in El Alto, 29/6/2015).
[17] *"Trainings have a major impact because they teach us to value ourselves"* (FGD with young women 20-26 years, parish in Chayanta (CIPE area), 20/8/2015).
[18] "The project teaches a lot, it makes us think a lot, we must treat other people the way we want them to treat us" (FGD with girls 12-15 years, EDUCATIC office in Oruro, 18/8/2015).
[19] "The teachers already realized the negative effect on the boys, [...] cases of absence from school emerged" (FGD with girls 16-19 years, GPMGA office in El Alto, 26/6/2015).
[20] "We took the parents to the meetings and the parents changed their way of thinking" and "Now we, young people, are breaking the chains" (FGD with girls 16-19 years, GPMGA office in El Alto, 29/6/2015).
[21] FGD with young women (26-35 years but part of the target group, not community members), GPMGA office in El Alto, 29/6/2015.
[22] *"you are worth nothing"*. FGD with girls 12-15 years, Maria de Nazareth School in Oruro (EDUCATIC area), 17/8/2015.

Others say that emotional violence has stayed the same, amongst others because women themselves don't act on it or when they act their family members turn against them *("Psychological violence is the same, because the woman is in love and she doesn't see the risks" / "Now, because of the denouncements we made, even our family turns against us.")*[23].

Finally, it was signalled that emotional violence has become subtler: *"The insult is more disguised".*[24]

Sexual violence

"It is scary to be with someone, as you never know if they just want to touch or really love you" (FGD with girls 12-15 in EDUCATIC office, Oruro, 18/8/2015)

As said above, sexual violence has decreased slightly for girls 16-19 but stayed the same for younger girls and young women. In the case of the young girls this could be due to the fact that at this age (12-15 years old) they start to recognize and explore their own sexuality. In urban Oruro, for example, the young girls said there is more sexual violence than before "because there are people on the street who touch and put their hands on you, whistle at you or when you stand in line they come so close to you that you can feel their thing". With the GPP these girls "Learned to not pay attention [to these guys], to ignore them or say what they think". It is also an age in which they start to express themselves more but this has not led to them expressing more of the other types of violence.

But also older girls in Oruro said that there is more sexual violence than before. According to them, it used to be only adult women who got raped but now also girls and boys. They told gruesome stories of a girl who was found dead in Oruro with a burnt bottle inside to get rid of the evidence; a grandfather who raped a grandson giving him herpes; and even a family member of 30 years who got raped. They also gave examples of teachers who crossed the line, like one who was a paedophile and would get in touch with girls on Facebook, and another who "in primary school touched the leg and crotch of a 7-year old girl who was in shock" afterwards. In El Alto 16-19 year old girls even said that some teachers sexually harass girls in exchange for good grades.

Young women in El Alto said that violence has increased because women defend themselves and the men don't accept this. For them this is a reflection of the patriarchate. "They force you to have sexual intercourse when we don't want it"; "They force you to watch porn or they introduce objects in your intimate parts". They even mentioned that men have sex with them without asking, seeing it as a payment in exchange for their family pension.

Also human trafficking and forced prostitution was mentioned as sexual violence by girls in all urban areas or rural areas like Sica Sica while emphasising this happens in the city not in the rural communities. Prostitution is often seen as violence regardless if it is forced or not (e.g. Young girls Yunchara even mentioned it as economic violence: a man paying for sex).

Again the G&YW from rural and urban areas said that there is more sex in songs, on TV, Facebook and other social networks, which has augmented sexual violence. As these media have integrated less in rural areas, the G&YW say it affects them less. According to girls 16-19 in urban El Alto, boys propose new things that they see in porn films on the Internet or in TV commercials. Moreover, during parties, like carnival, some boys take

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[23] FGD with young women (18-34 years but part of the target group, not community members), GPMGA office in El Alto, 7/7/2015.
[24] FGD with young women (20-30 years but part of the target group, not community members), GPMGA office in El Alto, 30/6/2015.

advantage and touch the girls sexually, from slaps on the but to putting their hands on their crotch.

Overall G&YW in rural areas more often said that sexual violence has reduced than those in urban areas. Young girls (12-15) in Yunchara even claimed it does not happen at all over there. Their counterparts in other FGD said it has decreased "because women have more rights [now] and when a men abuses a woman he has to go to jail". The CCIMCAT program has helped them to protect themselves against anybody touching their body without their permission. There are also more defence services, police and citizen security watching in the communities at night. Moreover, since recently the municipality is providing school transport for girls that live in far away villages so they don't have to walk long distances in remote areas.

There are however differences even within the same area. Some girls in rural Sica Sica said there is less sexual violence than before due to a change in legislation: "*if a person is caught, he will be sent to jail*". However, others say it has increased as before men respected women more. Young girls even talked about a classmate violating another classmate who did not report it out of fear.

Both in Sica Sica and El Alto, G&YW also mentioned unwanted pregnancies coming out of the sexual violence, either by strangers or husband / boyfriends who don't let them use birth control methods.

Pregnancies can also occur after the so called "love test", which is when boyfriends force girls to have sex with them, threatening to leave them if they don't accept. They often boast about this the next day to their friends at school, but it can have life long implications. Especially girls in El Alto talked about the love test and some of them even made a play around it in the framework of the GPP. However, it was also mentioned in Cochabamba and Yunchara.

Although social media have had less impact in rural areas, young girls (12-15) in rural Chayanta (Ayumaya) did give alarming examples of a girl being raped during the plurinational games (an annual sports event in which secondary schools compete against each other all over the country) and another one who was raped in the nearby town of Uncía. Even at their school, boys sometimes touch girls where they shouldn't. However, they think it happens less than before, although they don't know why because CIPE has not touched much upon this topic with them. Their counterparts in Chayanta centre however did say that the campaign done with CIPE has helped for people to reflect more on the issue and new legislation makes it easier to denounce. Also other organizations have helped to reduce harassments

The young women in Chayanta said that the courses from CIPE and other organizations did help to bring down sexual violence, specifically because also men participated in these workshops. According to these YW "before drunken men would take the *cholitas* [indigenous women] to the field and rape her". This still happens at parties but less than before.

Drunkenness during parties and, often related, jealousy was given by various G&YW as a cause of some husbands or boyfriends using physical or sexual violence, not only in various FGD in Chayanta but also in urban areas like El Alto or Cochabamba.

In the case of Cochabamba in two different FGD with girls 16-19 it was mentioned that violence also happens because "the woman provokes with open or low-cut clothing". Fe y Alegría taught them to behave in such a way that they make men respect them. This is also exemplified by the other group: "some girls put provocative clothing on and the guys can look wrongly at her and can put something in her drink and violate her. Fe y Alegría gave us courses so we realize what we were about to do". Although protection is also about knowing how to prevent dangerous situations, the final message should not be

that the girls are to be blamed but rather that the violator is wrong. This is an issue to take into account in future trainings.

In summary, the following examples of sexual violence were given by G&YW:
- Sexual harassment with words, touching or even violation from teachers, uncles, stepfathers, fathers, priests, employers or strangers on the street. Especially stepfathers are often accused as violators and this can even be a reason for single mothers to not remarry or live together with a new partner.
- Cyber Sex: sexual harassment through Internet / Facebook or Whatsapp, amongst others by boys who start by sweet words to make the girls fall in love and end up harassing them.

"Gregoria Apaza opened our eyes so we could see and stop the violence"
FGD Young Women in CPMGA office, El Alto 30/6/2015

Specific outcome: Non-acceptance of violence against G&YW

"They cannot force us because it is our body and we decide what to do." (FGD girls 16-19 years, CPMGA office, El Alto, 29/6/2015)

Both indicators for this specific outcome on the non-acceptance of violence by G&YW themselves improved significantly since the beginning of the GPP.[25] This is both due to the workshops and other GPP activities that taught the G&YW about their rights and empowered them to speak up for themselves, as to improved legislation on the topics.

Indicator 3 (% of girls and young women who feel able to say no to sexual activity)
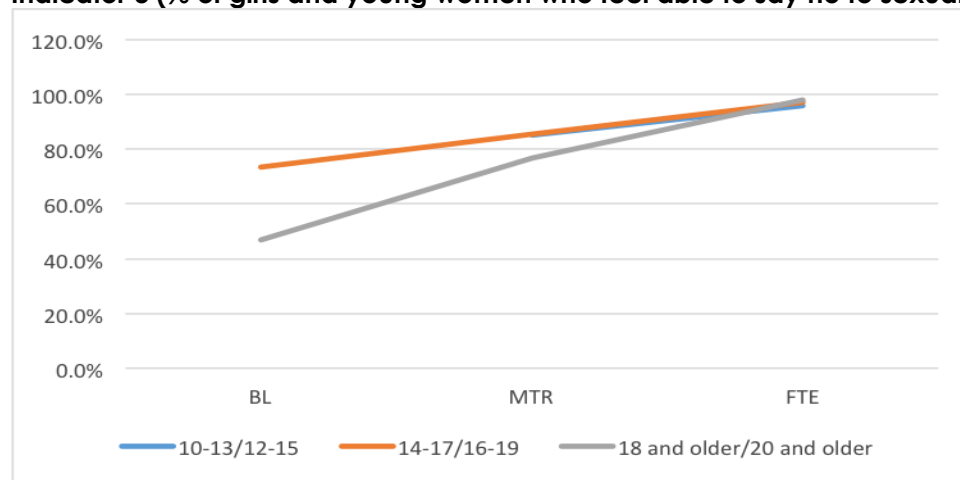
T-test = significant

This indicator increased constantly from 65% at BL to 82% in the MTR and 97% by the end of the programme (FTE). The big majority of G&YW indicated that they couldn't be forced to do something they don't want[26], even not by their boyfriends. Although some indicated that they would possibly want it themselves in this latter case, others specifically

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[25] As indicated before, the term "significant" refers to a statistical test (T-test) that was performed, and the result of which shows that the change between the time of baseline (BL) or Mid-Term Review (MTR) and Final Term Evaluation (FTE) was significant. This means that the change did not occur coincidently but can be attributed to a cause, which may be the GPP or another factor like a higher government support. If information (from qualitative data) is available about which factor(s) caused the change, this will be indicated in the text.
[26] *"They cannot force us to do things we don't want to do".* FGD with girls 12-15 years and with Girls 16-19 years, Parish Chayanta and CIPE office, 24/8/2015 and 28/8/2015. Also mentioned in all the other municipalities by G&YW from different ages.

said that they would not accept it if their boyfriends would ask them for the "love-test" (in Bolivia this is a very familiar expression which refers to boys asking their girlfriends to have sex with them as a token of their love for them).[27]

There are minor differences in the FTE per age group (all ranging between 96.1 and 98.1%) but young women came from a lower score at BL and MTR than the girls. Some young women of Chayanta indicated that sometimes they do have sexual relations with their husbands even though they don't feel like it, but most were of the opinion that especially their husbands should respect their decision[28]; in El Alto they even mentioned that they could denounce men that would force them. Finally, some of the young women mentioned that sometimes they have to say "no" to avoid unwanted pregnancies or diseases.

Young girls (12-15 years) said that they were too young for those things: *"We are not prepared to do those things".*[29] Although some of the young girls in Yunchara and Sica Sica indicated that sometimes they do not say "no" to sexual activity out of fear or shame.[30] This also used to be the case for 16-19 year old girls in Yunchara, but due to the GPP workshops given by CCIMCAT and the municipal defence agency, they learned how to defend themselves: *"Now we are not afraid to say no; before, we trembled".*[31]

Overall, G&YW from all ages and in all municipalities we visited were very clear in that they have the right to decide over their own bodies:

"I am not an object, I am a person who is worth something and they cannot force me to have relations." (FGD with girls 16-19 years at Maria Josefa Mujia School in Cochabamba (Fe y Alegría area), 26/8/2015).

"It is our body and we can decide what to do." (FGD Young Women (20-29 years), CPMGA office, El Alto, 30/6/2015)

"[…] I have the right to decide about my body." (FGD with girls 12-15 years at Amor de Dios School in Cochabamba (Fe y Alegría area), 28/8/2015)

Indicator 4 (% of girls and young women who agree that children may be beaten by adults**)** decreased from 19% at the start of the program to 15% at MTR after which it decreased even stronger in the last two years, reaching 5.8% at the end of the GPP (FTE). Young women score the lowest with 1.9% today. This is in line with female community members who used to score higher than their male counterparts on this indicator but at FTE went down to zero.

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[27] "They have to respect what we decide". "If my boyfriend asks me the proof of love, I say no". FGD girls 16-19 years, Teofilo Alarcon School, Yunchara (CCIMCAT area), 2/9/2015.
[28] "Love is not lived through sex, but there are some people who don't understand that and want to make us do it by force". FGD young women (18-21), Office local indigenous organization in Llallagua (CIPE area), 22/8/2015.
[29] FGD girls 12-15 years, EDUCATIC office, Oruro, 18/8/2015. Also mentioned by girls of the same age in Yunchara.
[30] FGD girls 12-15 years, Rosario School, Yunchara (CCIMCAT area), 1/9/2015 and Jaruma School, Sica Sica (DNI area) 17/6/2015.
[31] FGD girls 16-19 year, Alternative Education Centre, Yunchara (CCIMCAT area), 1/9/2015.

Indicator 4 (% of girls and young women who agree that children may be beaten by adults)
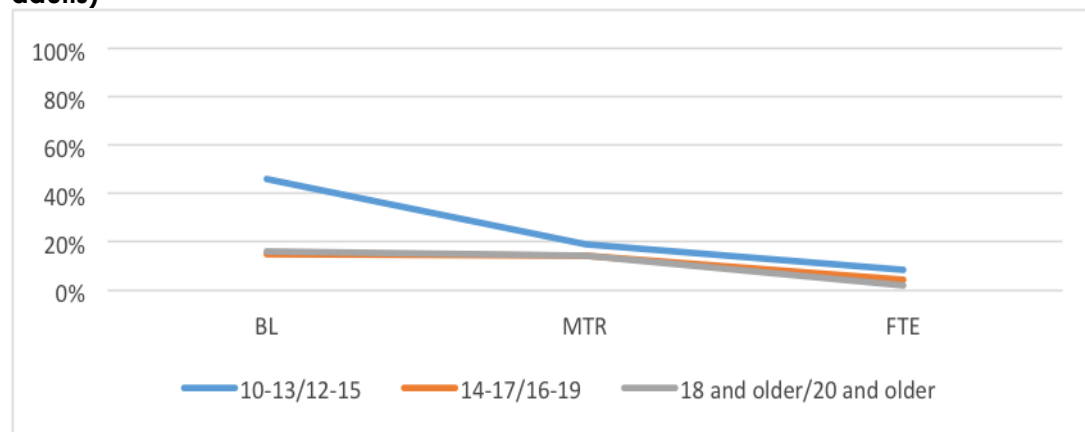
T-test=significant

Young women answered to not find it ok to beat a child because it could instil violence. They understand that much of what a child does comes out of ignorance and not having learned the correct behaviour yet. They also understand that a child's behaviour depends on the education it gets from them. They are of the opinion that the best way to teach a child a different behaviour is by explaining and making him/her understand why this is important.

Also the girls of both 12-15 and 16-19 years are of this opinion. G&YW in general consider beating is not appropriate because it could: hurt the child either physically or emotionally (traumatize him/her), make him/her timid and afraid or rather more stubborn or violent, make children behave the same way when they grow up [32], result in eloping and because children deserve respect and love.

*"When you beat them, sometimes they become shyer, […] they can hurt them, […] they deserve respect and affection." (*FGD with girls 12-15 years at boarding school Virgen de Guadalupe, Yunchara (CCIMCAT area), 2/9/2015).

Some also mentioned that legislation defends them, referring to the child and adolescent code from July 17th, 2014 (Law no. 548), which clearly defines the rights of children and has turned beating children into a felony.[33]

According to the G&YW, instead of beating, children could be punished by forbidding them to watch TV or play outside. However, when asked if there are cases in which it is ok to beat a child most do mention that if words don't get through and the child keeps on being disobedient or when s/he has done something very wrong (e.g. stealing), adults may hit him/her.[34] In line with the statistical results it is the young girls who were more prone and the young women who were less prone to justify beating. None of the YW in El Alto agree with the practice under any circumstances, but their counterparts in rural

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[32] "If you hit a child he will be traumatized and when he grows up he will do the same". FGD with girls 16-19 years, Parish Chayanta (CIPE area), 24/8/2015.

[33] *"When kids do something wrong, you have to talk to them, not abuse them."* FGD with girls 16-19 years at the Alternative Education Centre in Yunchara (CCIMCAT area), 1/9/2015.

[34] *"Some kids are stubborn and don't hear the words and they hit them so next time they won't do it any more".* FGD with girls 12-15 years at Rafael Pabon school in Ayumaya, Chayanta (CIPE area), 21/8/2015.

"You can hit when something has been done badly, but first you have to talk". FGD with girls 12-15 years at Rosario school in Rosario, Yunchara (CCIMCAT area), 1/9/2015.

"Only a slight punishment is allowed, a slap with the stick in the hand." FGD with girls 16-19 years in EDUCATIC office, Oruro, 18/8/2015.

Chayanta[35] said that sometimes mothers have to slap their children when they are little as otherwise they will not pay attention to them when they are older or will even hit them: *"Sometimes you have to [hit them] when they are little so that they will also listen to you when they are big. Otherwise he will hit his mother when he is grown up. You try talking to him first and then use the whip to make him understand".*

"You don't have to kick him immediately; you give him three opportunities and in the end if he doesn't understand you can kick him" (FGD with girls 16-19 years at Juana Azurduy de Padilla school in Cochabamba (Fe y Alegría area), 26/8/2015)

Specific outcome: Access of G&YW to quality (child) protection systems

FTE 5: % of G&YW who know how to act when in need of protection against violence
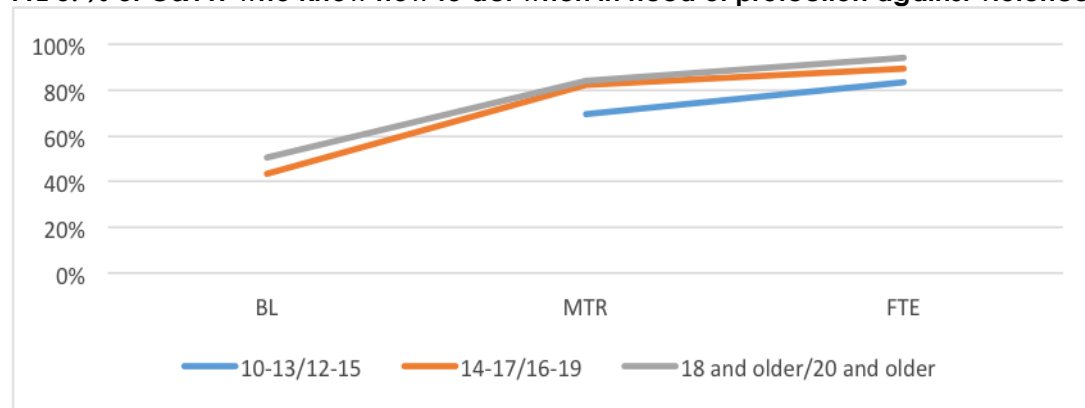
T-test = significant

- The percentage of G&YW that know what to do when violence has happened to them has increased since the beginning of the GPP in Bolivia.
- The biggest increase happened between BL and MTR when it went from less than half of all G&YW (46.3%) to 80.3%.
- In the last two years it continued increasing but at a slower rate leading to 87.4% of G&YW who today know what to do in case of violence.
- There are some differences between the different age groups with a higher percentage of young women knowing how to act at all three moments in time, reaching 94.1% at FTE. Those who know less are the young girls (12-15) with 83.4% today.
- The things GYW would do in order of importance are:
  1) In all FGD GYW said they would denounce, specifically at the Child Defence Service (DNA) or legal service for women (SLIM) (*Servicio Legal Integral para la Mujer – Comprehensive Legal Service for Women*)
  2) In the big majority of cases they would also talk to their mother, who is the person they trust most.[36]
  3) Apart from their mother they would talk to other people they trust, mostly other family members and specifically adults who could help them. This could include their father, but he was mentioned much less than the mothers (approximately in a third of the FGD). Only in a few cases they mentioned teachers or authorities (specifically in rural communities of Sica Sica where local authorities still play a key role).
  4) The fourth source they would go to is the police or FELCV, especially in cases of extreme physical violence. This was mentioned in approximately a quarter of all FGD.

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[35] Some of the women were up to 44 years but still included in the FGD as they are part of the target group of CIPE.

[36] *"Sometimes, out of fear we hide and things happen to us; we must always trust the mothers".* FGD girls 12-15 years, Oruro (EDUCATIC), 17/8/2015

5) In a fifth of the FGD, GYW indicated they would defend themselves. This was specifically the case of YW with aggressive husbands[37] and of physical violence as with psychological violence girls don't really know how to react at that moment[38].

6) In a similar amount of cases GYW said they would try to talk with the person who is about to hurt them or who already hurt them, asking them why they do that and telling them they should stop. During the act of violence they would also shout against the aggressor or shout for help.

7) In four cases did GYW refer specifically to GPP partner organizations: YW and adolescent girls of El Alto said they would go to Gregoria Apaza for help, including psychological assistance, and in one FGD adolescent girls in Oruro mentioned they would denounce at the numbers that are given on a poster made and diffused by EDUCATIC & GPP with their help[39].

8) One girl said that in case of a pregnancy she would take responsibility and ask help from her parents.[40]

Those that did not know what to do, did not explain why not. However, they did indicate that GYW do not always say something out of fear for more violence and critique (see also indicator 7). YW also mentioned that they couldn't always denounce as they would not have anybody to take care of the children if their husband would be sent to prison.

"In some occasions we cannot denounce because who will support the children?" (FGD with YW 19-44 years in Chayanta (CIPE area), 20/8/2015).

"Talk to my mother or go to the Ombudsman for children" "Warn my mom, dad or closest people, uncles, aunts, relatives" (FGD with girls 12-15 years in Chayanta (CIPE area), 21/8/2015).

"Consult an adult person you trust, and denounce" (FGD with girls 16-19 years in Chayanta (CIPE area), 28/8/2015).

FTE 6: % of G&YW who demonstrate knowledge of available protection services
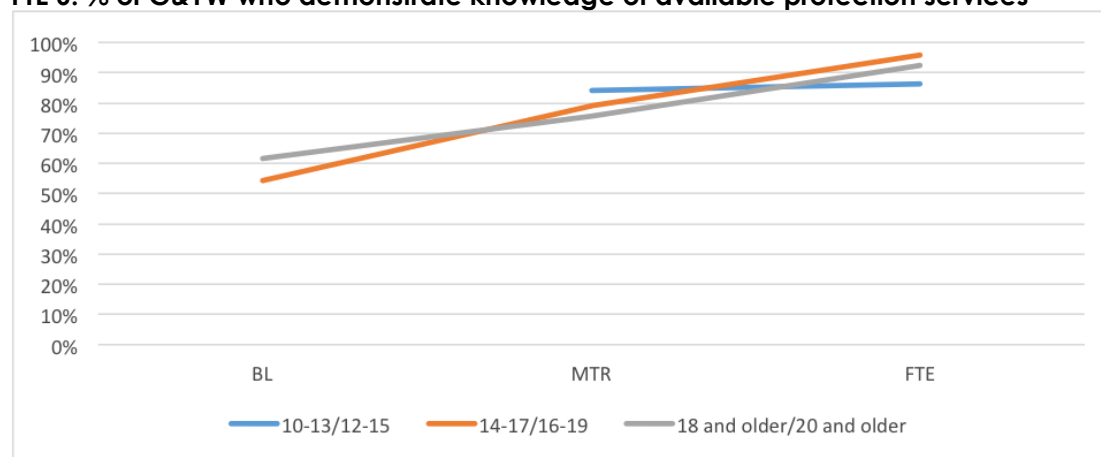
T-test = significant

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[37] *"Our husband beat us, don't you see? Just the same we have to give".* FGD with YW 19-44 in Chayanta (CIPE area), 20/8/2015.

[38] *"If it were physical I would defend myself, if it were psychological not [because] when we are experiencing the problem we are in shock and don't know how to react".* FGD with girls 12-15 years in Cochabamba (Fe y Alegría area), 28/8/2015.

[39] *"Denouncing at the numbers that are on the Educatic poster and with the GPP".* FGD girls 16-19 years in Oruro (EDUCATIC area), 18/8/2015.

[40] *"If it is a pregnancy, take responsibility and ask help to my dad and mom".* FGD girls 16-19 years in Sica Sica (DNI), 16/6/2015.

- Like indicator 5, the percentage of G&YW that know what protection services are available in case some type of violence happens to them, has also increased since the beginning of the GPP in Bolivia.
- Although the increase has been at a lesser rate, the starting point was already higher (BL = 59.6%) leading to a higher percentage today (FTE = 91.1%).
- It is interesting to note that young girls (12-15) scored around 85% both at MTR and FTE, thus scoring highest at MTR but lowest at FTE.
- The protection services mentioned in all FGD are: the police and defence services (DNA in the case of girls and SLIM in the case of YW).
- Moreover many G&YW mentioned: FELCV (*Fuerza Especial de Lucha Contra la Violencia – Special Force for the Fight against Violence),* Ombudsman (*Defensor del Pueblo*), Health Centre, and community authorities (Sica Sica, Chayanta and Tarija).
- Some of the GYW mentioned: the partner organizations, other NGOs (e.g. CEMSE, Centro de Multiservicios Educativos in El Alto – Educational Multiservice Centre), Red Cross, public prosecutor (*fiscalía*), magistrates (*Corregidores*), Justice Secretary or Ministry, FELCC (*Fuerza Especial de Lucha Contra el Crimen – Special Force for the Fight against Crime),* psychologist, school direction or teachers, protection brigades, SEDEGES, firemen, security guards.

FTE 7: % of G&YW who indicate they know G&YW who accessed formal protection services because violence happened to them
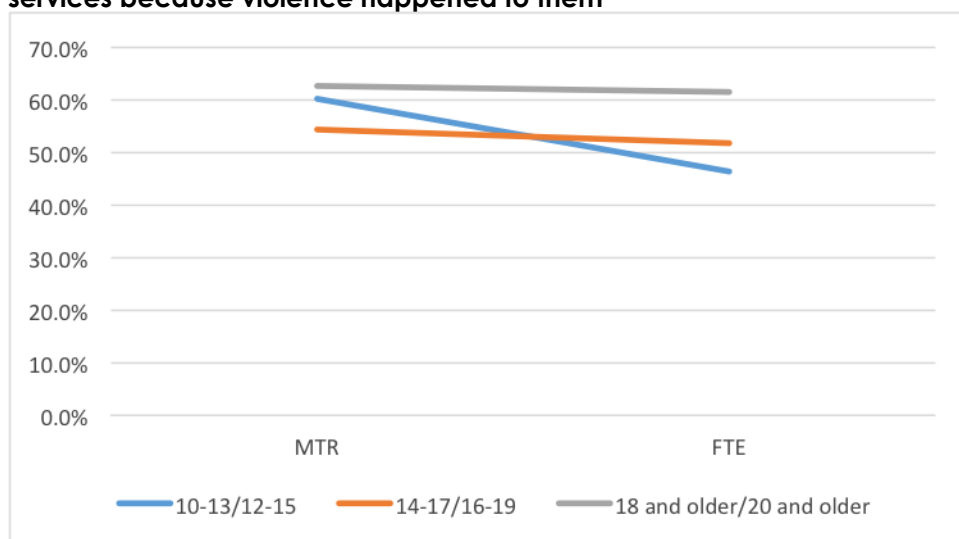
T-test = non-significant
Note: For baseline no data were collected for this indicator

- The percentage of GYW that know GYW that have used formal protection services because they were a violence victim has slightly decreased between MTR and FTE from 58.1% to 50.1%.
- However, this decrease is statistically not significant and can thus have happened coincidently. Therefore it cannot be attributed to any specific factor, including the GPP.
- When asked, some of the GYW that answered no, don't know anybody who used formal protection services because they don't know anybody that suffered from violence.
- Those that do know GYW who suffered from violence mentioned that they don't always look for formal support mostly because of shame or fear for more violence. Some were even threatened by their aggressor of killing them in case they would speak about what happened.

"Others don't talk out of fear, because they can threaten to kill them"
*"Others are ashamed of what has happened to them and don't say anything" (*FGD with girls 12-15 years in Chayanta (CIPE area), 21/8/2015).

The few that did seek help from formal protection services faced long procedures, which did not always lead to improving the situation.

*"I don't know what to do because I suffered violence by a dentist who wanted to rape me in his consulting room. No-one did anything and I don't know what to do because I denounced twice and now I am ashamed." (*Young Woman of 21 years in El Alto (CPMGA), 7/7/2015)

According to the expert from UNFPA only 1% of all denunciations against any type of violence (including sexual, physical and emotional) result in a conviction ("*The statistics in the country show that less than 1% of all denouncements get to penitence."*). She moreover indicated that only feminicide is a government priority as people publicly demand a response to these cases (*"Only feminicides have priority because the people demands it"*).

Protection at the socio-cultural dimension

Specific outcome: Communities recognize violence against G&YW as unacceptable

Indicator 8: % of community members who agree that children may be beaten by their parents and /or teachers.
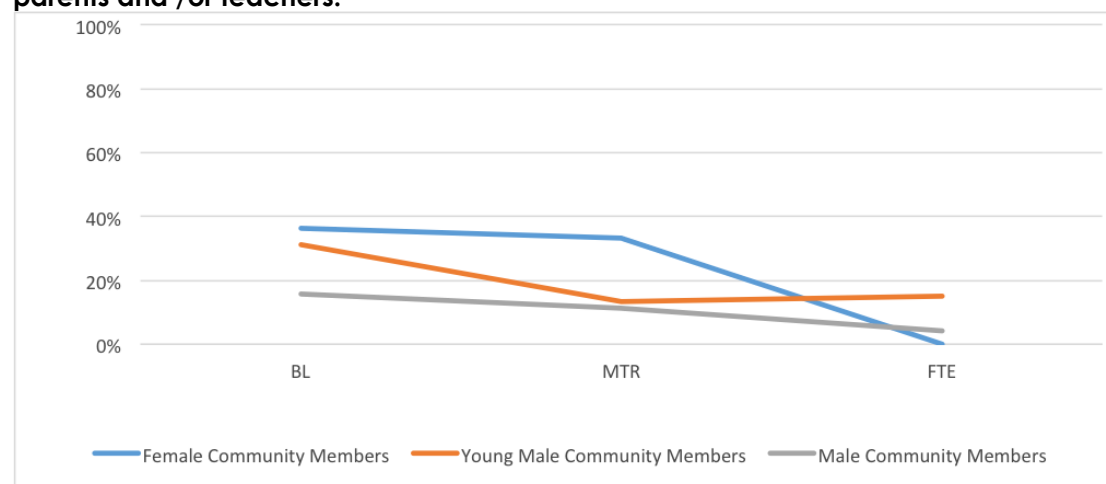
Legend: % shows respondents in highest 2 quadrants scoring range: agree and strongly agree (t-test = significant)

- The percentage of community members who agree that children may be beaten or hit by their parents and / or teachers decreased from 28.4% at the start of the GPP to 14.5% at MTR and 11.3% today.
- The biggest decrease can be observed amongst female community members (women older than 26 years) between MTR and FTE, when they went from 33.3% to 0% (BL = 36.4%). The same tendency was observed with young women (indicator 4)
- Male community members showed a steady decrease since the start of the GPP from 15.9% at BL to 4.2% at FTE.
- Young male community members on the other hand decreased between BL and MTR (from 31.1% to 13.3%) but showed a slight increase towards FTE (15%). Although most of them condemn adults beating children they did indicate that it was necessary in cases where the children don't listen to their parents despite various warnings and in cases where children commit very severe acts like stealing something.

The fact that adult community members recognize violence from parents and teachers against children as unacceptable has also led to adults beating less the children as expressed by girls:

"They used to hit but not anymore because more knowledge and more rights have come." (FGD with girls 12-15 years at Rosario school in Rosario, Yunchara (CCIMCAT area), 1/9/2015).

Although some girls indicated that it still happens, especially when parents are unhappy and blame their negative situation on them:

"The parents say it is our fault and they hit us because of their problems and we pay for it." "They cannot say it is your fault what they could not be: 'because of you I am a cleaning lady'." (FGD with girls 12-15 years at Amor de Dios School in Cochabamba (Fe y Alegría area), 28/8/2015).

Indicator 9: % of community members who agree that violence against G&YW inside and outside the home should always be reported
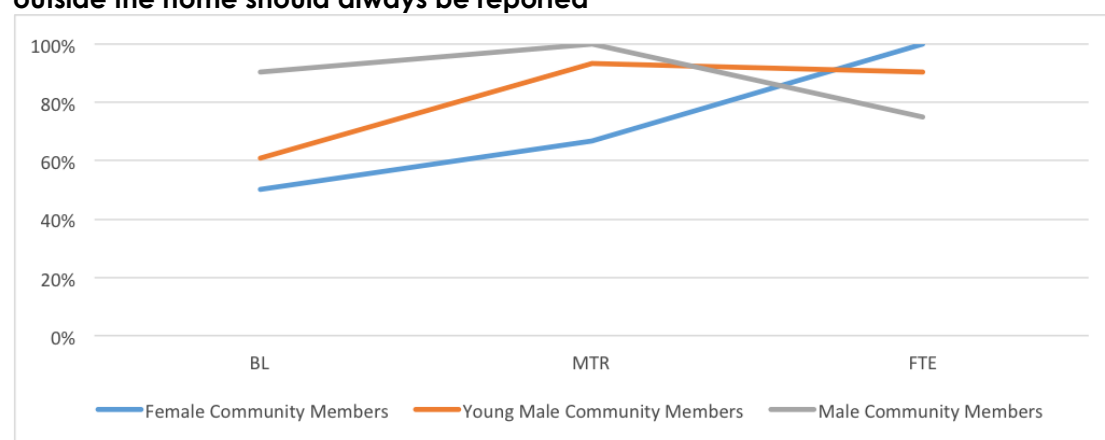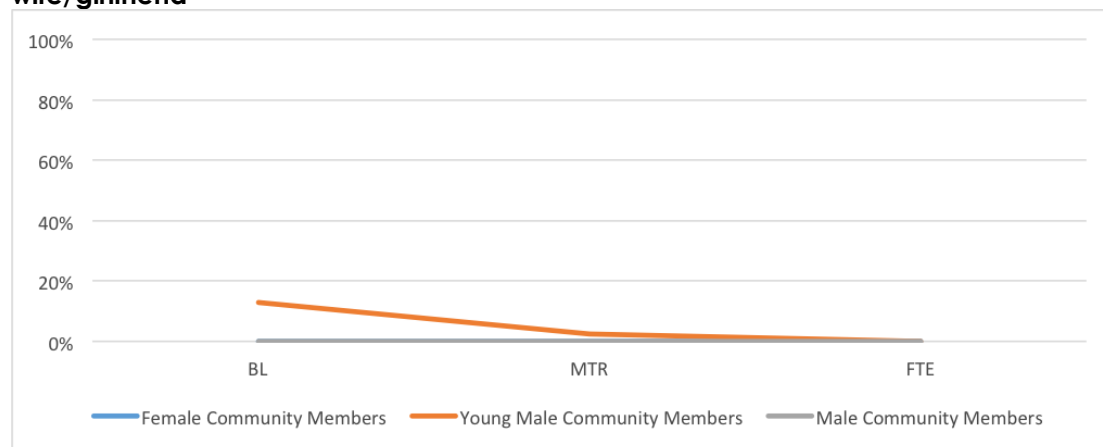

Legend: % shows respondents in highest 2 quadrants scoring range: agree and strongly agree (t-test = significant for BL-FTE and non-significant for MTR-FTE)

- The percentage of community members who agree that violence against GYW inside and outside the home should always be reported or denounced increased significantly between BL and FTE (from 62.5% to 87.4%). The strongest increase occurred during the first half of the GPP (from 62.5% at BL to 90.2% at MTR) after which it slightly decreased in the last half (to 87.4% at FTE). However, this decrease was not tested significant meaning that it happened randomly and cannot be attributed to a specific factor.
- In the case of female community members there has been a slow increase at the start (BL 50% to MTR 66.7%) after which it increased strongly to a full 100% at FTE.
- It is only the male community members that show a decrease in the last two years, which is due to 2 FGD in El Alto and 1 in Chayanta.
- In the case of Young Male Community members they went from a relatively low 60.9% at BL to 93.4% at MTR after which it decreased a little to 90.6%. However, in the case of teenage boys (16-19 years), 100% agree that violence against G&YW inside and outside the home should always be reported. Only in two FGD with 20-26 year old men in El Alto and Chayanta some were disagreeing with this: not so much because they thought it should not be reported but more because in practice women don't always report and men respect their decision. They indicate that many women don't denounce because they fear their aggressor will take revenge and because they don't want to break up the family. In the El Alto workshop they even emphasised that everybody has a responsibility in the fight against violence: "Not only the person who commits an act of violence will have to think about it, but the family […] or the

society, depending on the type of violence [...] It is time to be tough against violence".

- In the case of male community members above 26 years there was a high percentage agreeing with this indicator at the start of the GPP (BL = 90.5%), which even increased to 100% at MTR. However, during FTE there was one FGD in El Alto where all men indicated that they don't agree with denouncing always as they are of the opinion that this depends on the severity of the case. According to them there has to be physical damage as in minor cases things can be arranged at home by talking ("*One can denounce when physical damage has occurred [...] In case of excess beatings, because [with] the slightest one can enter into a dialogue and try to settle at home, because the prisons are full of aggressors*"). They also indicate that many women don't denounce because they fear stigmatization while at the same time they don't have faith in the authorities solving their case ("*[...] notwithstanding the denouncement, the police doesn't analyse the situation and it happens that the police is not capable of thinking [...] but that they act in favour of the man*" "*There is no trust in our authorities. Sometimes for that reason there is no denouncement, for lack of confidence in them because they are not going to [solve] anything*"; "*It is difficult for women to denounce, because of [...] the fear of rejection*").

- As was also indicated by the experts and sustained by statistical data, there are indeed a very minor percentage of cases that are solved. According to the experts this is mostly due to the strong bureaucracy of the denouncement process (this was also mentioned by the community members and women themselves) as well as a lack of financial and human resources within the attention centres (especially SLIM and DNA). Moreover, there is a re-victimization of the victim having to explain what happened to her over and over again to each of the authorities involved (instead of sharing her file between the different institutions).

Indicator 10: % of community members who agree that a man is allowed to beat his wife/girlfriend

Legend: % shows respondents in highest 2 quadrants scoring range: agree and strongly agree (t-test = significant for BL-FTE and non-significant for MTR-FTE)

- The percentage of community members who agree that men should be allowed to hit their wife or girlfriend decreased from 9% at the start of the GPP to 0% today. The biggest decrease was achieved in the first half of the GPP reaching already a low (but still too high) 2.1% at MTR.

- It is important to emphasise that adult female and male community members have disagreed with men beating their wives / girlfriends since the start of GPP (they both scored 0% at BL, MTR and FTE).

- It is the young male community members who started with a high 12.9% agreeing with this practice, decreasing rapidly to 2.5% at MTR and 0% today. They indicate that this practice has diminished a lot. However, there were still some who are of the opinion that a man is allowed to punish (verbally, but also physically) a woman if she

"behaves badly" or does not fulfil her household duties. At the same time however, a woman is allowed to hit her men when he gets drunk.

"He can hit when the woman doesn't cook"
"In marriage, when the woman lies, the husband can hit"
"When the woman behaves badly and doesn't meet the household duties, [one can] punish with words."
""On the contrary, when the man goes to get drunk, the woman can hit him."
FGD with young men (16-19 years), Sica Sica (DCI-Bolivia area), 16/6/2015 and 17/6/2015).

Protection at the institutional dimension

**Specific outcome: Government acts to ensure the rights of G&YW to protection against violence**

FTE 11: % of "girl power" experts (members of the professional panels) who feel that government is supportive to protection of girls and young women through policies and legislation
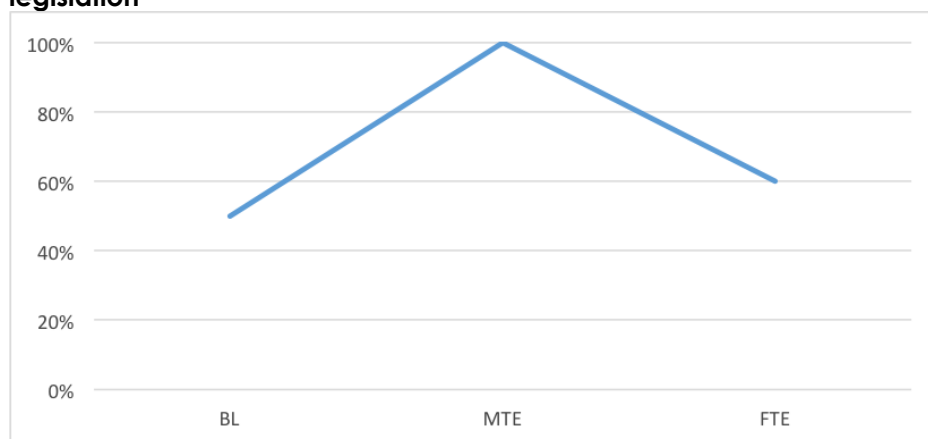
Legend: % shows respondents in highest 2 quadrants scoring range: supportive and very supportive (no t-test was done)

- The percentage of GP experts (professionals) who feel that government is supportive to protection of GYW against violence through policies and legislation increased from only half (50%) at the start of the GPP to 100% at MTR and fell back to only 60% at FTE, with the other 40% being neutral on the topic.
- This is still an important increase compared to BL when 40% answered government was little supportive.
- The main reasons for the decrease since MTR are that at the time of MTR government had just approved the 348 laws regarding protection against women and expectations were high (80% answered supportive and 20% very supportive). Respondents reiterated this year that great progress has been made regarding legislation but in terms of policies they feel that government is not doing enough.
- There are no institutionalised policies nor are they operational, even if the Bylaws to Law 348 were published on October 14, 2014.

FTE 12: % of "girl power" experts (members of the Girl Power girls panels) who feel that government is supportive to protection of girls and young women through policies and legislation
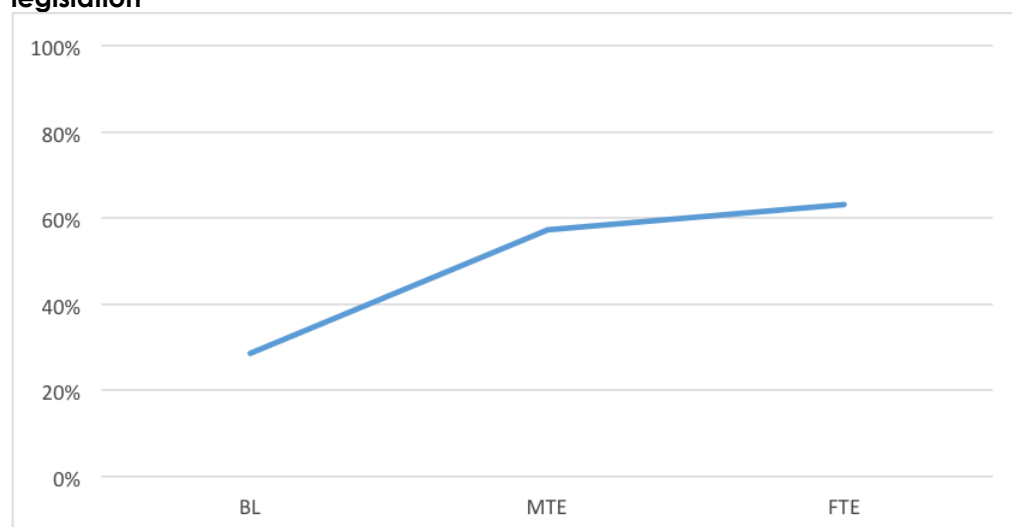
Legend: % shows respondents in highest 2 quadrants scoring range: supportive and very supportive (no t-test was done)

- The percentage of members from GP girl's panels who feel that government is supportive to protection of GYW against violence through policies and legislation went from 28.6% at BL to 57.1% at MTR and 63.2% today.
- In other words, it increased slightly in the last two years although during MTR there were still 29% that responded very supportive whereas today the maximum response is "supportive". At the same time however, only 11% said unsupportive during FTE and the rest neutral or supportive.
- Protective laws that are identified by the girls are the Children's Code Law 548, Law 348 on violence against women (both are known to them by their number and title) and the Youth Law.
- The girls indicated that because of these laws there are institutions that defend girls and boys against violence.
- However, they did say that most of these laws are not being implemented fully as they are not well known yet. The GPP has taught girls and boys about these laws and the teenagers talk about them with their friends, parents and teachers but more promotion has to be done.

FTE 13: % of "girl power" experts (members of the professional panels) who feel that government is supportive to protection of girls and young women through services
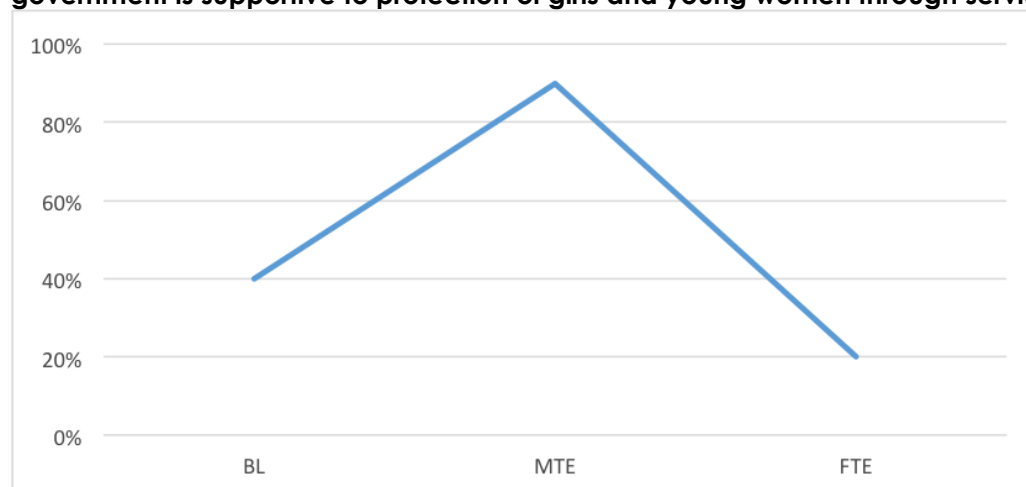
Legend: % shows respondents in highest 2 quadrants scoring range (no t-test was done)

- The percentage of GP experts (professionals) who feel that government is supportive to protection of GYW against violence through services went from 40% at BL to 90% at MTR and fell back to 20% today with 40% being neutral on the topic.
- According to the professionals, there is more government support for protection of G&YW through policies and laws than through services. They thought the same in 2013, even though they were somewhat more positive with respect to both indicators.
- They indicate that public institutions have the competencies to implement the laws, but they are not assigned the necessary resources (human and financial resources, infrastructure, and equipment) to undertake it.
- The powers and competencies of staff are unclear (they told about a dentist working at the DNA), there is a high staff turnover (sometimes every 8 months) and in general there is staff shortage (they don't always have the basic team of a lawyer, psychologist and social worker).
- There is no follow-up of the cases and there is re-victimisation. More prevention work needs to be done.
- It is very similar as what was expressed during the MTR.
- There is more collaboration between the different local players (police, Ombudsmen, prosecutor's offices, health centres etc.), among others because of the creation of networks and alliances propelled by the GPP partners and various people work with a higher sensitiveness towards gender and rights. However, the state as a guarantor of rights has not advanced as for ensuring that this comprehensive care system embodied in Law 348 works; it has not advanced in having comprehensive teams trained with a gender focus.

FTE 14: % of "girl power" experts (members of the Girl Power girls panels) who feel that government is supportive to protection of girls and young women through services
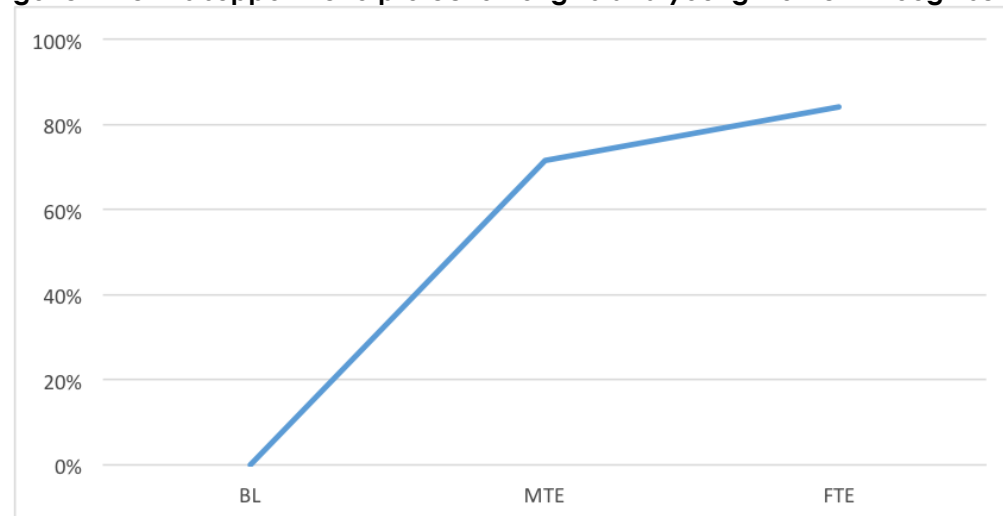
Legend: % shows respondents in highest 2 quadrants scoring range (no t-test was done)

- The percentage of members from GP girl's panels who feel that government is supportive to protection of GYW against violence through services went from 0% at BL to 71.4% at MTR and 84.2% today with the rest being neutral on the issue.
- In summary, both regarding policies / legislation and services, girls from the panels have shown an increase over the full period of the GPP with a steep increase between BL and MTR and a slower increase in the last two years.
- The types of services identified are:
  - o Defender of Children and Teenagers
  - o SLIM, Defender of women
  - o Public defender
  - o Defender of the family
  - o Defender of Elderly people
  - o FELCV (Special Force for the Fight against Violence)
  - o FELCC (Special Force for the Fight against Crime)

- o Safety Brigades in Colleges and Parents Brigades
- o The chief magistrate in communities.
- It is remarkable that the participants don't mention services of NGO's anymore, like at the time of the MTR, two years ago, while NGO's also have continued to deliver services. This might be explained by the fact that the indicators refer to Government institutions only and apparently the Government supported services are doing quite well, in the sense that the girls do identify them.
- The girls indicated that there is more information on the existence of different defence services as there are folders, posters and even brigades at school where children can go to for information and assistance. These brigades and the promotion material have been supported by the GPP.
- The girls also indicated that it has become less bureaucratic, thus easier, to denounce. However, not everybody denounces out of fear, even though you can denounce anonymously.
- Other obstacles are that there are many different institutions involved in one case which makes that the victim has to go from the one to the other. Although the new legislation states that a victim only has to tell the story ones after which it is shared with the right institutions, in practice this does not always happen.
- Moreover, little follow up is given to the cases due to various factors: defence services are understaffed and don't receive the necessary financial resources; some staff is only interested in registering cases and receiving their salary, not in solving the cases; a constant change of personnel at the defence services has resulted in the loss of cases because they are not well passed over.
- Finally, it was mentioned that according to the law there should be safe houses for victims of violence and there used to be one in La Paz but this one disappeared. The Council of Girls, Boys and Adolescents are trying to get it back.

3.1.2. Outcome result: Enhanced socio-political participation of G&YW

Political participation at the individual dimension

**Specific outcome: G&YW take equally part in decision-making and politics**

"*Because we have the right to participate and not be afraid, because we are equal*" (FGD with girls 16-19 years at Sica Sica (DNI area), 16/6/2015).

"*Women can agree better and make better decisions.*" (FGD 12-15 years, Oruro, 17/8/2015).

"*Because it doesn't always have to be a man who directs and leads things*" (FGD 16-19 years, Cochabamba, 26/8/2015).

"*It is good that we express opinions, because our opinion counts and we have to defend our rights*" (FGD 12-15 years, Yunchara, 1/9/2015).

FTE 15: % of girls and young women who agree that G&YW should be part of community committees or other groups, to decide on issues that are important to them
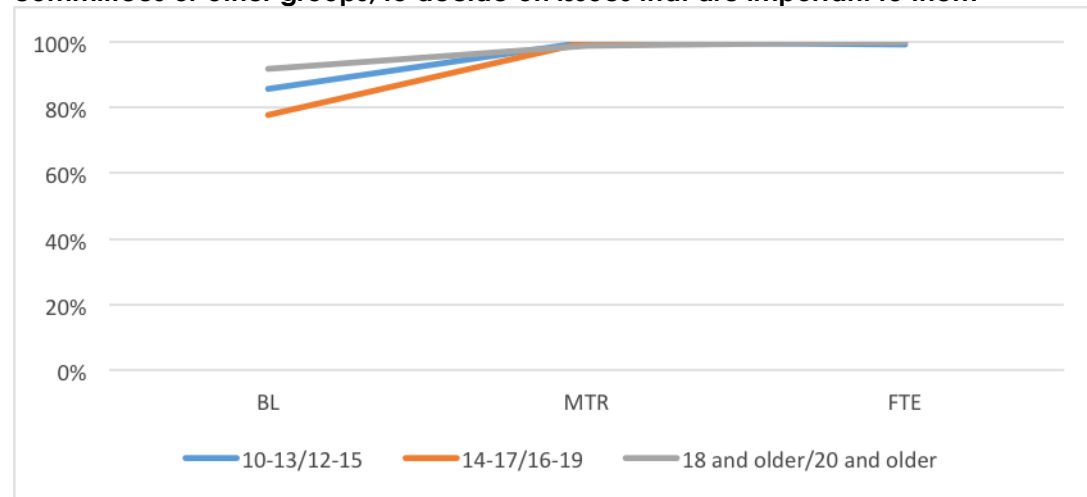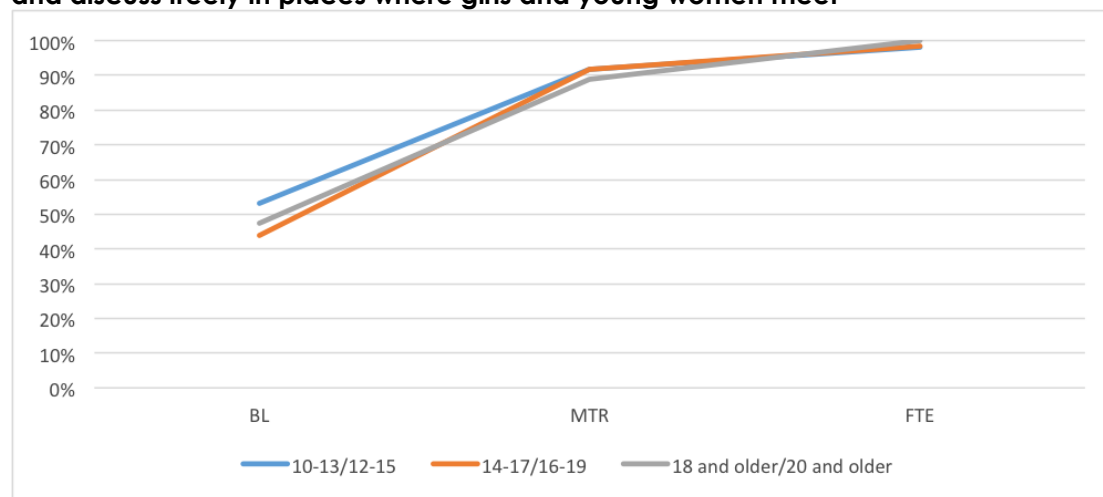

Legend: % shows respondents in highest 2 quadrants scoring range: agree and strongly agree (t-test = significant)

- The percentage of GYW who agree that GYW should be part of community committees or other groups to decide on issues that are important for them increased from an already quite high percentage at the start of the GPP (BL = 85.5%) to almost 100% at MTR (99.7% to be exact), after which it remained at that level (99.7% at FTE).
- This increase is quite similar for all age groups with the only difference being that less adolescent girls (14-17 years) agreed with this statement at the start of the GPP (BL = 77.7%) and more young women (above 18) did agree with it (BL = 91.8%). Today both of them score a full 100%.
- Reasons given by GYW in rural and urban areas are that they like to participate, are trained for it (by the GPP), have their own ideas and that their opinion counts as they have the same rights as boys and adults to participate. They are of the opinion that there should be equality in this.
  o "We have the same rights and duties. We are equal" ; "We know that we are trained" ; "Because we have the same thoughts as the adults" (Sica Sica, 16-19 years in three different FGD)
  o "There are those who say that the man knows more than the woman. I don't believe that; we women also have rights." (FGD 16-19 years, Oruro, 18/8/2015)
  o "Because we too have opinions and we can express them", "because the opinion of every woman is important" (FGD 16-19 years, Chayanta, 21/8/2015)
- Moreover they indicated that it is important that they themselves participate, as adults don't know what a girl wants and they have to defend their own rights; they learn from their participation, it strengthens them, turning them into "Girl Power girls".
  o "all the girls and teenage girls have to participate to transcend ourselves and be free in our expressions", "adults don't know what a girl wants", "it is for our future; they must respect our ideas and participation as women" (FGD 16-19 years, El Alto, 26/6/2015).
  o "Let Girl Power be women, women with power" (FGD 16-19 years, El Alto, 29/6/2015).
  o "If we participate in meetings, we can learn different things and form our own opinion" (FGD 16-19 years, Chayanta, 21/8/2015)
- Specifically, young women in rural Chayanta indicated that they want and have to participate to lose their fear to express themselves.
  o "[…] so they lose fear; sometimes when there is a conversation they are afraid to answer, we must lose fear; good or bad, we must answer" (FGD 19-44 years, Chayanta, 20/8/2015)
- Young women in El Alto are aware that their participation can help the younger girls as well, not in the least because women make an effort for all and not just for themselves.

- Additionally, GYW from all ages in both rural and urban areas said that women should participate because they have better ideas, are more intelligent, more responsible and less susceptible to corruption than men. Some YW in El Alto reacted to this saying that sometimes gender equality goes too far, favouring women over men. However, they all agreed that GYW should participate, indicating that the acceptance of women participating is a process.
  o "there was friction in a college where a boy was insulted by the board of women; they go to an extreme and it is obvious that gender equity is for convenience", "It happened in a SLIM that justice was impartial; they went in favour of a woman who didn't care about the boy; there is no gender equity" ; "the woman must be part of committees; in general, men are irresponsible", "Every change generates crisis, it is a process for the acceptance of women". (FGD 20-26 years, El Alto, 29/6/2015).
  o "Women are more intelligent, it is scientifically proven that women think better than men" (FGD 16-19 years, Chayanta, 24/8/2015)
  o "Because we are responsible and the men aren't". (FGD 16-19 years, Cochabamba, 26/8/2015)
  o "Women can also express opinions", Women can agree better and make better decisions. (FGD 12-15 years, Oruro, 17/8/2015).
  o "You have to consider the decision of the woman and the girls; we have the same right as men and can do the same". (FGD 12-15 years, Oruro, 18/8/2015).
- Adolescent girls in urban Oruro indicated that change has come with a general change in gender roles within the Bolivian society:
  o Before, the men expressed more their opinion at home because he was the one who worked and the woman did the domestic labour, however it is not fair, they have to direct both. There has to be gender equity; men and women equal like a weighing scale. (FGD 16-19 years, Oruro, 18/8/2015)

FTE 16: % of girls and young women who confirm that it is possible for them to join groups and discuss freely in places where girls and young women meet
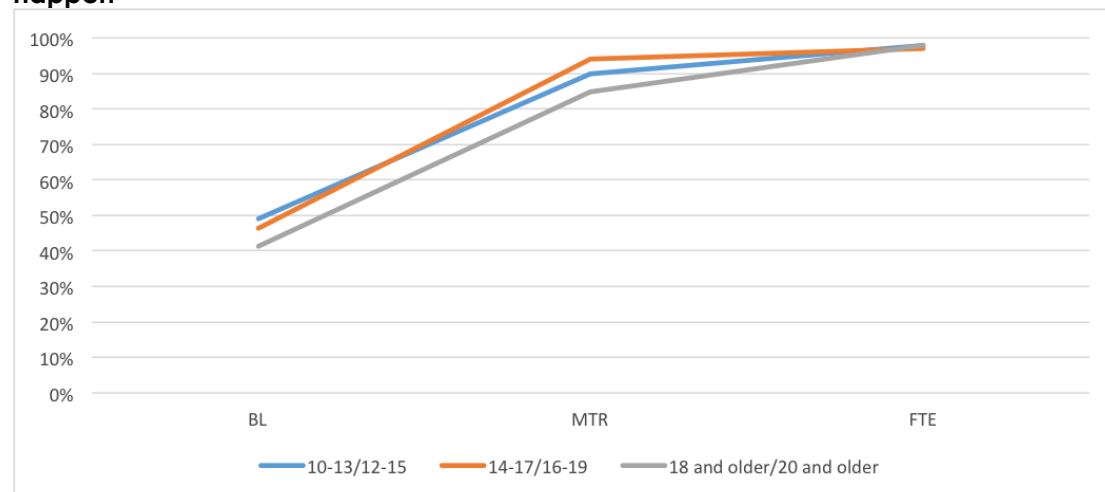

Legend: % shows respondents in highest 2 quadrants scoring range (t-test = significant)

- The percentage of GYW who confirm that it is possible for them to join groups and talk freely in places where GYW meet doubled from a little below half at the start of the GPP (BL = 45.2%) to 90.9% at MTR, after which it continued increasing slightly until it reached 98% at FTE.
- This same process can be observed in all age groups, with the only difference that more young girls (10-13 years) felt they could do this since the start of the GPP (BL = 53.1%), after which they came in line with the other age groups since MTR.
- The change is for an important part influenced by the GPP as GYW are participating in youth organizations and women groups (e.g. *clubes de madres – mothers clubs –* or CEJNOJ for young mothers or university girls in Chayanta), partially set up or strengthened by the GPP. Participating in these is a good experience for them to take

up leadership positions in the future, taking into account that there are still few women in high political positions, something the GYW would like to change.

- In El Alto, CPMGA has worked with two types of groups: community agents (women who have been victims of violence who agree to continue replicating what they learned for two years with new victims, train public workers and follow up on law 348) and Brigadistas en Noviazgos sin Violencia (adolescent girls who get trained and train others about violence as well as reproductive and sexual rights). The brigadiers have formed a network called Agentes de Cambio (Agents for Change).
- Girls from rural Yunchara said they participate in CIES: a national network of healthcare services that focuses on sexual and reproductive health. Here they also learn about violence in their relationships with boyfriends and how to avoid teenage pregnancies amongst others.
- In whole Bolivia, young and adolescent girls also participate in school boards (either from their course or the whole school), where they take up all kinds of positions, including (vice-)presidency as leadership is 50-50% shared with their male counterparts.
- Other groups they participate in are sport clubs, religious groups, or get-togethers with friends.

FTE 17: % of girls and young women who confirm that when they have an idea to improve something at home, school or in the community, they have the opportunity to make that happen

Legend: % shows respondents in highest 2 quadrants scoring range (t-test = significant)

- The percentage of GYW who think that when they have an idea to improve something at school, home or in the community they can make that happen also doubled from a little below half at the start of the GPP (BL = 44.7%) to 90.9% at MTR, after which it continued increasing slightly until it reached 97.7% at FTE.
- The same increase can be observed in all age groups, with the only difference again (like FTE 16) that more young girls (10-13 years) felt they could make things happen since the start of the GPP (BL = 49%) and in this case YW lacked behind during BL (41.2%) and MTR (84.7%) but all ended up between 97 and 98% at FTE.
- All the G&YW have increased their potential to influence decision-making in their community, college or home, according to themselves.
- Everyone indicates that G&YW participation increased because of more empowerment, confidence and greater acceptance by boys (all these are accomplishments that were influenced positively by the GPP).
- They manage to talk with peers, adults and authorities.
- There are youth organisations and they have the capacity to participate in spaces with community or municipal authorities (these organisations and spaces have been created / strengthened with the support of the GPP).
- In college they talk first with other students (especially representatives of the student government) and teachers, then with the director and next they ask support from the

mayor. In the community they talk with parents, other members of the community, local authorities.

- Young girls in rural Chayanta said that in neighbourhood committees their opinion is not taken into account because they are young. However, they do think that their opinion is valuable.
  - o In the neighbourhood boards they don't take us into account "because we know more and they don't want to value that, and because we are young they don't take us into account" but "They must take us into account because [...] we can express ourselves and express opinions about what to do with the village". (FGD 12-15 years, Chayanta, 24/8/2015)
- This is not just a problem for young girls as their older counterparts expressed the same concern. However, these young women in rural Chayanta said that if they go together to the meetings to express their necessities they will be taken into account, if they are just a few they won't listen to them.
  - o "if we are many they will listen to us, if we are only a few, they don't take us into account " (FGD 20-26 years, Chayanta, 20/8/2015)
- In general it was said that only adults can be part of the board of directors of CBO, but as girls and boys have started to participate in the meetings, amongst others stimulated by the GPP, some are now more open to youth participating in the meetings and have become more open to what they have to say. The same accounts for the authorities with whom GYW talk sometimes about their necessities, which are sometimes followed up upon.
- See also both case studies on this issue (case 1: Bolivia and Case 5 / insights from Bolivia).

Political participation at the socio-cultural dimension

Specific outcome: Communities value G&YW as actors of importance in (political) decision taking

FTE 18: perceived[41] % of community members who agree that girls and young women should be active in political/public decision making
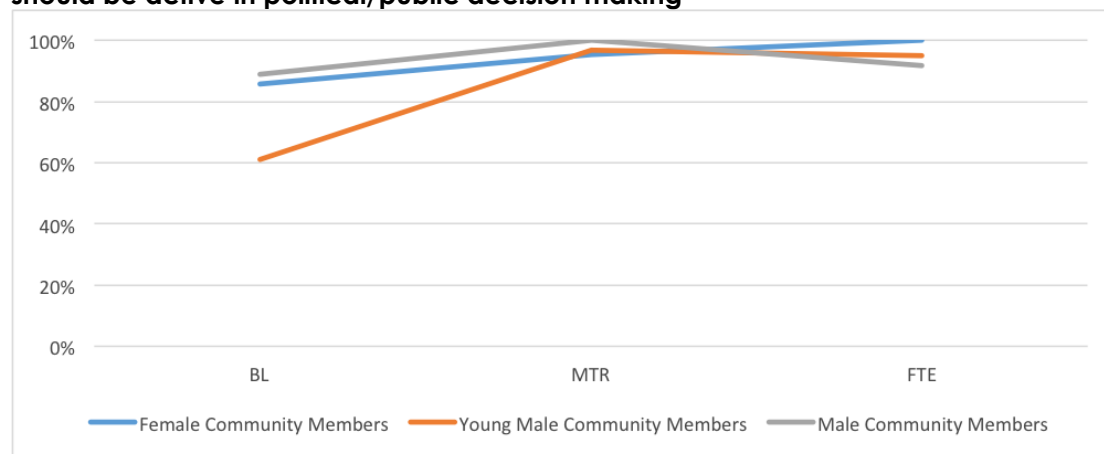
Legend: % shows respondents in highest 2 quadrants scoring range: agree and strongly agree (t-test = significant for BL-FTE and non-significant for MTR-FTE)

- The percentage of community members who agree that GYW should participate actively in political or public decision making has risen from 72% at the start of the GPP to 98% at MTR, after which it fell back slightly to 95%.
- This slight fall back is caused by the Young male community members, specifically because:

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[41] Respondents were asked to answer for their peer group in general, not only for themselves. This is therefor a subjective percentage based on the perception of the respondents.

- o Sica Sica Catavi 16-19: 2 said to very much disagree because that is their opinion.
- o However, it is not the opinion of all teenage boys in Sica Sica. One even said:

*"Men and women are equal, except in their sex" (*Focal group men 16-19 Sica Sica).

- o El Alto 20-26 years: two didn't know because the men are changing and they are starting to realize that women have value, but more change of mentality is needed. Moreover, there are women who participate but they are still only a few.
- Two men, teachers in Oruro said no, because there is still a long road to go. There are still teachers who oppose and who only give robotics classes to boys.

Political participation at the institutional dimension

Specific outcome: Government actively creates conditions for equal participation by both sexes

FTE 19: % of "girl power" experts (members of the professional panels) who feel that the government is supportive of enhancing the participation of young women in local governance
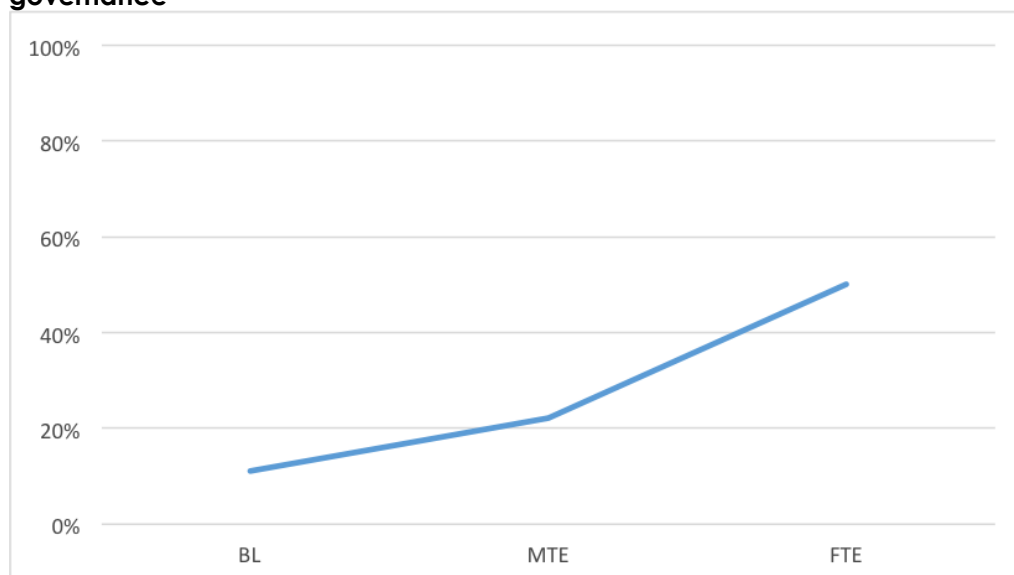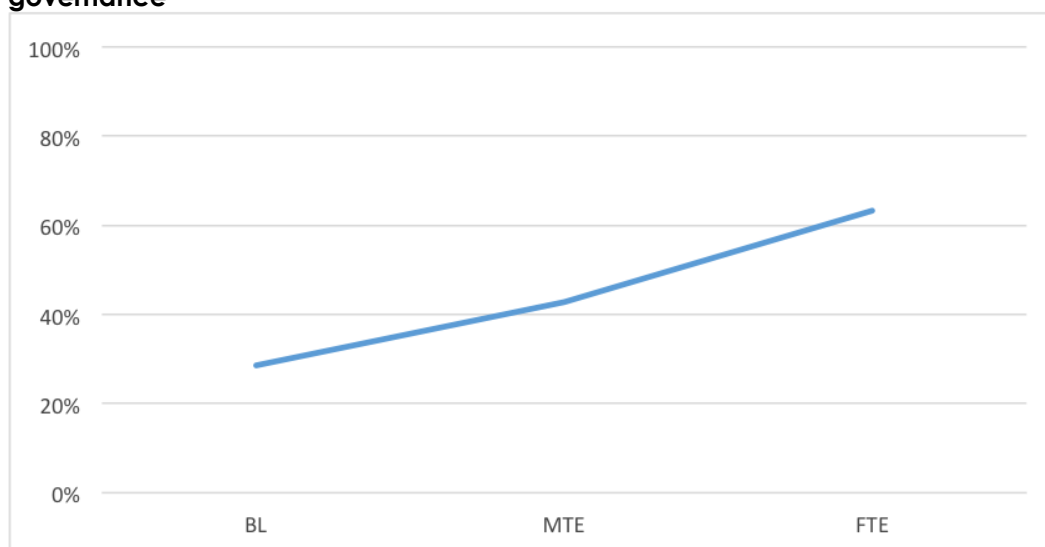

Legend: % shows respondents in highest 2 quadrants scoring range: supportive & very supportive (no t-test was done)

- The percentage of professionals who feel that government is supportive to participation of GYW in local governance doubled between BL and MTR from 11.1% to 22.2% and more than doubled by FTE (50%).
- This is however the only indicator where an expert answered that the government doesn't support at all the increased participation of young women in the local governance. Those that are most positive say that there is support for participation by women, while those who say that there is little or no support referred to participation of young women, even teenagers. This was similar during the MTR.
- There is a law against political harassment towards women and the government has included some women in leadership positions, however not in the highest ones.
- The local government is opening up to participation of GBTY (men and women) in constructing AOPs, but in general there is very little budget for the social area in the municipalities and fear is that it will be even less in the near future, because of the decrease of taxes on hydrocarbons.

- There is a new code and bylaws for GBTs but resources still must be destined (it was the same at the time of the MTR).
- There is still some discrimination towards GBTY and there is an adult-centred vision, however less than 2 years ago.
- GPP partners created spaces to achieve real participation of the boys and the girls (=progress with respect to the MTR)
- Every year they participate in the AOP discussion in Chayanta and they are starting in Sica Sica (= progress with MTR, when it was said that no sustainable strategies existed for the GBTY to participate in decision spaces, they only participated sporadically)
- In general, the participation of GBTY is no longer seen as something rather symbolic (as was the case 2 years ago), but it is more real.

FTE 20: % of "girl power" experts (members of the Girl Power girl's panels) who feel that the government is supportive of enhancing the participation of young women in local governance

Legend: % shows respondents in highest 2 quadrants scoring range: supportive & very supportive (no t-test was done)

- The percentage of girls from the GP panels who feel that government is supportive of enhancing participation of young women in local governance more than doubled between BL (28.6%) and FTE (63.2%), showing a steady increase along the road.
- This improved image that girls have of the support the government is giving to an increased participation of young women in local governments is mostly due to:
    - o The equal participation of men and women in youth organisations.
    - o G&YW having been trained to participate and assume leadership positions (by the GPP).
    - o The Juana Azurduy allowance which is given to women with children until they are three years old.
    - o Machismo continues to exist in municipal governments, but the Bartolinas are institutionalized, stronger and are making proposals for the municipal AOPs. However, their budget is limited.
- In addition, there is more participation of youth (girls and boys) in the discussions and distribution of the municipal AOP and budget (e.g. Sica Sica and Chayanta) although the girls in the panels did not mention this.
- In the framework of the GPP the G&YW participated in forums with candidates for presidency and mayor's office.

3.1.3. Outcome result: Enhanced educational opportunities for G&YW

Education at the individual dimension

Specific outcome: G&YW enrol and complete (post) primary education

As indicated in Chapter 1, various laws and policies exist to promote education for boys and girls of Bolivia. However, at least during the first two years of the GPP (which is the period on which data is available), these regulations have not had a positive influence on statistics of enrolment nor completion of boys and girls at the primary school level. Post-primary school enrolment and completion rates do on the other hand show positive results for both boys and girls, thus closing the gap between primary and post-primary education rates (see table below). It is striking that all indicators except primary school enrolment, show somewhat higher percentages for the female than for the male population. It must be noted that the indicators don't measure the content of schooling and learning.

Table: results on indicators 31-38 for the first two years of the GPP (2011-2013)

#	Indicator Revised MP	Year	Bolivia
	Primary		
31	Net enrolment ratio (NER) primary education – male	2011	83,5%
		2013	82,1%
32	Net enrolment ratio (NER) primary education – female	2011	83,4%
		2013	81,1%
33	Completion rate (last grade) primary education – male	2011	92,3%
		2013	89,0%
34	Completion rate (last grade) primary education – female	2011	92,3%
		2013	89,7%
	Post-primary		
35	Net enrolment ratio (NER) post-primary education – male	2011	67,7%
		2013	70,8%
36	Net enrolment ratio (NER) post-primary education – female	2011	69,0%
		2013	72,4%
37	Completion rate (last grade) post-primary education – male	2011	80,9%
		2013	83,6%
38	Completion rate (last grade) post-primary education – female	2011	82,2%
		2013	85,6%

Source: UNESCO Institute for Statistics. Catalogue Sources World Development Indicators (http://data.worldbank.org/indicator/SE.PRM.NENR.MA?display=default)
Note: in red those that diminished, in green those that increased.

Specific outcome: G&YW value education

FTE 39: % of girls and young women who agree that girls should be able to continue their education after childbirth / after marriage
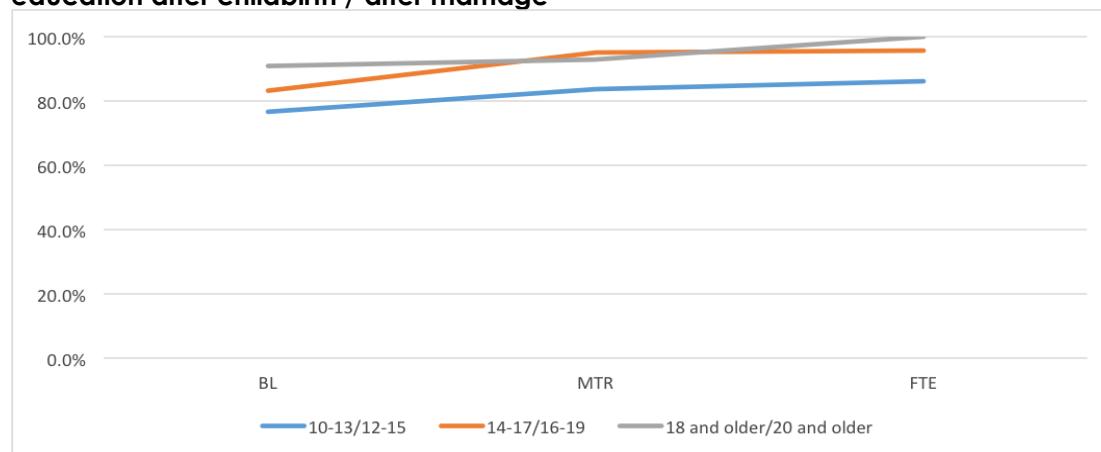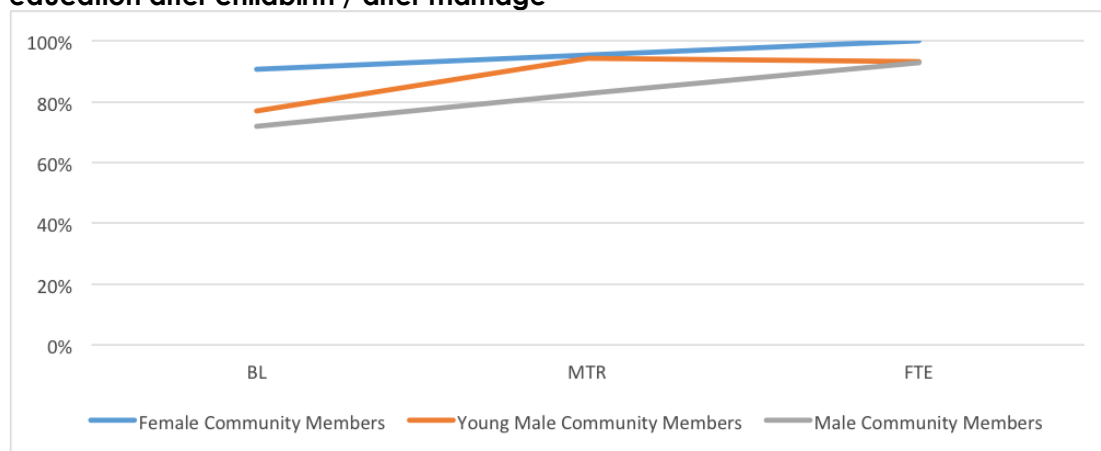

Legend: % shows respondents in highest 2 quadrants scoring range: agree and strongly agree (t-test = significant for BL-FTE and non-significant for MTR-FTE)

- The percentage of GYW who agree that girls should be able to continue their education after childbirth / marriage has increased between BL and FTE from 84.4% to 92.2%.
- There has been an increase for all age groups that think girls who get married or give birth must be able to continue their studies. The biggest reasons they gave are: to be able to outdo themselves (e.g. acquire more knowledge), have better opportunities for work, to be able to care financially for their son or daughter, hold socio-political positions and have better possibilities to protect themselves against violence.
- There are still various reasons for GYW to drop out of school (specifically secondary school), but the main reason is teenage pregnancy. Compared to MTR time, GYW don't mention so often anymore the reason that parents keep girls at home to help in the household and learn domestic tasks for their future role as housewives.
- Moreover, it was mentioned that some boys abandon secondary school, mainly to start working and generate an income.
- The benefits of GYW studying that were mentioned are: increased opportunities to a better job in the future, increased self-esteem and more socio-political participation, which is a good example for other GYW.

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Education at the socio-cultural dimension

Specific outcome: Communities value education for G&YW equally important as for B&YM

FTE 40: % of community members who agree that girls should be able to continue their education after childbirth / after marriage

Legend: % shows respondents in highest 2 quadrants scoring range: agree and strongly agree (t-test = significant for BL-FTE and non-significant for MTR-FTE)

- The percentage of community members who agree that girls should be able to continue their education after marriage or childbirth rose from 82.1% at the start of the GPP to 95.2% at MTR after which it stayed the same for FTE (95.5%).
- All female community members as well as boys 16-19 agree with the statement today. Only in El Alto and Cochabamba did some of the young male community members not agree, all above 20 years.
- Regarding the men above 26, three from Cochabamba strongly disagreed because they are of the opinion that it would give a bad example if the young mothers bring children to school. Especially the school director is of this opinion. One of the fathers debated him on this. The school director did however indicate that there are special education centres for adults where these girls could go (CEMA – Centro de Educación Media del Adulto).
- Moreover, it was mentioned that sometimes when the teenage girl continues studying, leaving the child with her mother, she gets pregnant again.

It is also seen that "*when the adolescent has a child, she leaves it to the care of the mother, and as if that weren't enough is pregnant again and loses herself going to the disco, without caring for her children*". (FGD men above 26 years old, Cochabamba, 22/9/2015).

- They moreover made a difference between a girl who is violated and one who has a child "*por gusto*" (for pleasure), as if they chose to become pregnant.

*"It is not the same, a girl who is raped and one that happens to have a child for pleasure." (*FGD men above 26 years old, Cochabamba, 22/9/2015).

- Another striking comment was the idea that the Juancito Pinto subsidy (given to mothers who send their child to school), stimulates women to become pregnant, even though this person also indicated that this is a wrong calculation as the child lives for 60 years...
- About giving away condoms they said it had a double effect as on the one hand side it avoids them from getting diseases but it also promotes to have sex.
- They are of the opinion that it depends on the education they get at home if girls are easily having sex and getting pregnant or not.

- Those that do agree that girls should be able to continue her education do so because they say GYW have a right to study and they find it necessary for GYW to have an education to be able to teach their children and be a good example for them. The young male community members specifically mentioned this.

FTE 41: % of community members who agree that girls should have an equal chance to go to school as boys
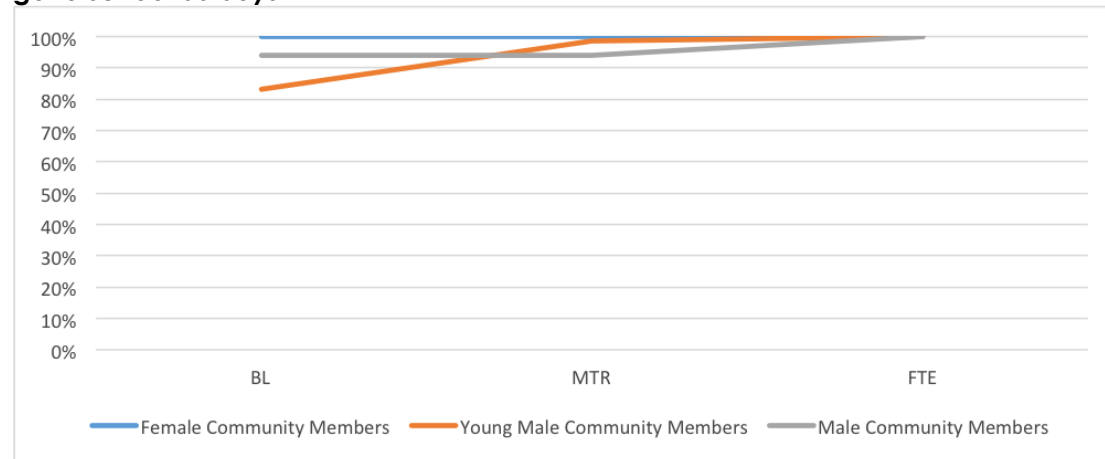
Legend: % shows respondents in highest 2 quadrants scoring range: agree and strongly agree (t-test = significant for BL-FTE and non-significant for MTR-FTE)

- The percentage of community members who agree that girls should have the same opportunity to go to school as boys increased from 85% at the start of the GPP to 97% at MTR and a full 100% at FTE.
- Women above 26 were always of this opinion (100%), the percentage of men above 26 years that are of this opinion kept the same between BL and MTR (94%) but finally reached a full 100% in the last two years. A more steep increase happened amongst the teenage boys and young men with only 83.2% of them agreeing that girls should have the same opportunity to go to school as boys at BL to a high 98.8% at MTR and 100% today (FTE).
- Community members say it is a right of girls, as well as boys, to study. According to them, legislation is offering equal opportunities for both and in some schools there are even more girls than boys. Most parents are very eager to have their children finish school so they can have a better future than them:

"[…] I couldn't get my bachelor's degree but I talk to my daughter, tell her to study so she can learn because I as a seamstress work 14 hours, whereas a professional earns more and works less hours." (FGD men above 26 years old, Cochabamba, 22/9/2015).

- This is especially important for their daughters so they don't depend on men and will not be discriminated by them.[42]
- Community members of both sexes and all ages emphasised that women did not have the same opportunities before[43], but times have changed. At the same time society is also putting more pressure on women as nowadays you need papers even to become a maid.[44]
- That the opinion of teenage and adult male community members has changed is also shown by emancipated comments like:

"It is not that the little woman needs to cook and the man doesn't; both can do the same" (FGD men above 26 years, El Alto, 30/6/2015)

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[42] FGD adolescent boys 16-19 years, Sica Sica, 17/6/2015
[43] It is important that they study, because the mothers before couldn't even sigh, now they participate in events, they know. To have a better job, if they can't read they are easily deceived. FGD men above 26 years old, Tarija, 22/9/2015
[44] FGD adolescent boys 16-19 years, Sica Sica, 17/6/2015

*"[…] they have the same intellectual capacity and the same rights as a man" (*FGD adolescent boys 16-19 years, El Alto, 29/6/2015).

- However, some indicated (especially teenage boys from Oruro and El Alto) that *machismo* still exists, especially in rural areas where some parents still keep their daughters at home. Young men from Chayanta confirmed this but also indicated that some boys don't study but rather work to make a living. The same is true for some girls.[45]
- A few adult community members, especially mothers, also expressed a negative side of their daughters being able to study, indicating that this has widened the gap between them and makes it hard for the mothers to control their daughters:

"[…] however if you let them study they are misbehave more. My oldest daughter for example, humiliates me; even my daughter who comes here (Gregoria Apaza) does not respect me. We haven't studied and we don't know a lot, but by studying the young people of today behave like this, sometimes I say that I shouldn't let them study if they behave badly towards me."(FGD women above 26 years, El Alto, 30/7/2015)

- Teenage boys in Sica Sica indicated that DNI (the GPP partner) put a specific focus on this issue, telling both girls and boys that they have the right to study and emphasising the importance to do so. At the same time, different GPP partners as well as other organisations (PDA in Chayanta) have given awareness raising trainings to male and female community members (parents and teachers) about the topic.

Education at the institutional dimension

Specific outcome: Government actively creates conditions for equal participation of both sexes in (post-) primary education

FTE 42: % of "girl power" experts (members of the professional panels) who feel that government is supportive to (post) primary education for girls and young women through enforcement of legislation and policies.
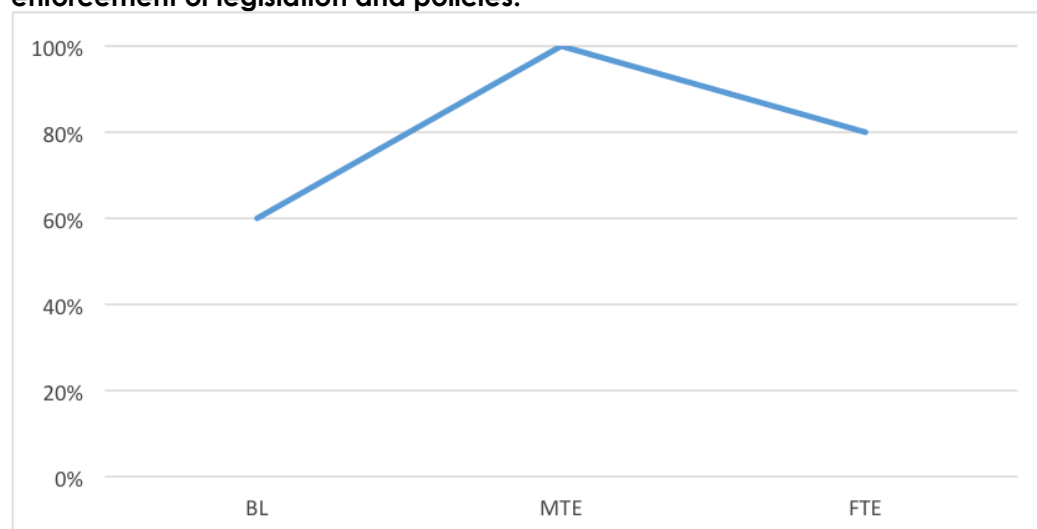
Legend: % shows respondents in highest 2 quadrants scoring range: supportive and very supportive (no t-test was done)

- All but one of the professional (SOS) think that the government supports primary education for girls and young women through policies and legislation.

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[45] *"[…] depends on the person, perhaps (s]he is more interested in the money and therefore doesn't study anymore."* FGD adolescent boys 16-19 years, Cochabamba, 22/9/2015

- Two years ago everybody gave support and 1 said there is a lot of support, in other words, they were more positive.
- SOS thinks that there is little support: even if there is legislation, the problem is putting it in practice:
    o The Avelino Sinañi law works around the issue of non-discrimination and in general lines has important contributions to reduce the gap between boys and girls. The problem is putting it in practice.
    o The Juancito Pinto allowance helps with enrolment of boys and girls but not with school attendance. Less in measuring the level of schooling and learning.
    o The law against discrimination helps because many DNAs talk with the parents, when they see that a girl doesn't go to college.
- GPP partners, in cooperation with the GBTY organisations that are supported by them, have achieved that rural municipalities provide transport to go to school / college.
- In Yunchara there is a centre for alternative education with a humanistic and productive focus, especially for girls.
- In general is the issue of education already better solved (especially equal participation in primary school) end therefore the partners don't work so much around it anymore.

FTE 43: % of "girl power" experts (members of the Girl Power girl's panels) who feel that government is supportive to (post) primary education for girls and young women through enforcement of legislation and policies.
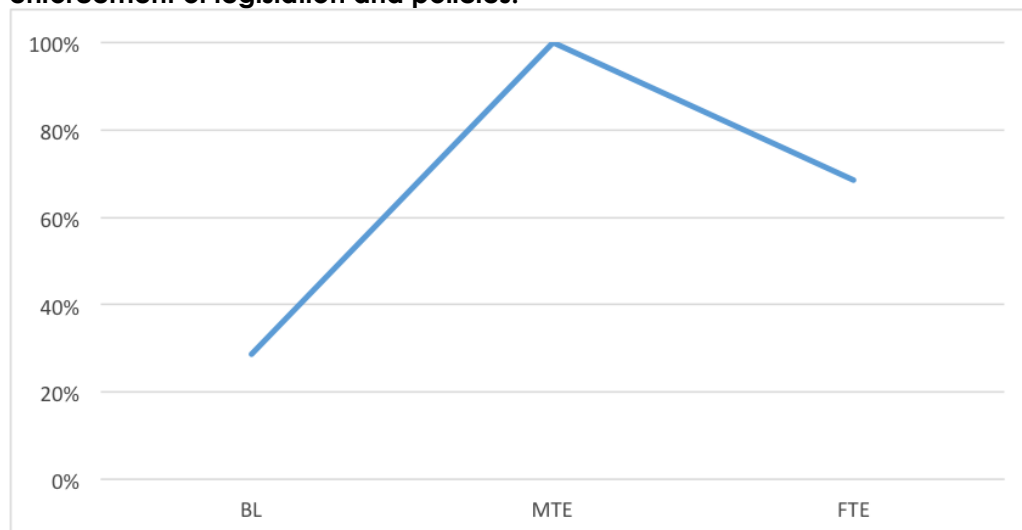

Legend: % shows respondents in highest 2 quadrants scoring range: supportive and very supportive (no t-test was done)

- Whereas the percentage of Girl Power girls who feel that government is supportive to (post) primary education for GYW through legislation and policies strongly increased from BL (28.6%) to MTR (100%), this went down to 68.4% at FTE with the rest being neutral on the topic.
- This can be influenced by the fact that post-primary education was not included in this indicator at the time of the MTR study as nation wide more has been achieved on GYW participation in primary than post-primary education.
- The girls themselves gave many examples of what the government has done for education in general (Bono Juancito Pinto, Law 070, free meals at school, free bachelor diploma, a monetary bonus for the best students in the last year to stimulate them to continue education, installing computers and sports fields in schools, organising plurinational sports games / student Olympics, etc.).
- However, the girls also said that these policies are only followed up by in around 50-60%. Especially in rural areas there is still much to be done. This also depends on the District Director of Education and how well they coordinate with the Student Federation, if there is one (again, there are more FES in urban than rural areas).

3.1.4. Relation between Protection, Political Participation and Education

An important relation exists between the different themes of the GPP as with higher levels of education GYW become more aware of their rights and how to protect themselves, will have more confidence to participate in youth organizations where they loose their fear of speaking in public, get more self-esteem and become more empowered, which increases their possibility to protect themselves against violence, saying "no" when they don't want to have sex and being more verbal regarding protecting or even requesting their own rights overall.

Important relations also exist between changes on individual, socio-cultural and institutional level.

Some examples for relations between themes and dimensions:
1) The GPP helped to create and strengthen youth organisations, which have been able to influence social and municipal authorities and create better circumstances for themselves. This occurred for example at the National Education summit in August 2013. Young people presented a series of demands to the municipality that had been developed with support from DCI-Bolivia. As a result, the municipality started to provide funding to ensure more youth will receive a proper breakfast, get access to improved sport infrastructure and have audio-visual equipment at their schools. Plus more youth are able to use public transport to get to school instead of having to walk for three hours – or even worse, being forced to stay at home because of the risk of violence during the long distance travelling to school.
2) The president of the COMONNA in Sica Sica is a fourteen-year-old girl who is very much aware of her rights as a citizen and her potential as a leader. She is the president of her class and vice-president of her school's student council. As if that wasn't enough, she's also president of a brigade called 'Big Bang'. This name was chosen, because, as she puts it: "*We want to be the youth explosion that gives life to a new country; we want to train new leaders who fight against violence and make their rights known to all their fellow human beings*" She's grateful to DCI-Bolivia, who helped her and other girls to get where they are today: "*DCI has helped us to become good leaders and become more participative. Two years ago, I was very quiet and I was scared of everybody and everything; I was afraid to fail, especially in front of older people. In the meetings with DCI they applaud us when we present our proposals, and this helps me to believe in myself.*"
3) With the teenage *brigadistas* from El Alto, it has been possible to question power relations inside their families and relationships. At individual level they have been able to maintain healthy, democratic relationships through the denaturalization of violence. At socio-cultural level, they have been able to position the topic of relationships without violence in such a way that the educational community understands that this problem is linked to many factors such as violence in the family, violence in schools and teenage pregnancies. At institutional level, the political participation of the *brigadistas* in public spaces, allowed them to position problems of violence (in relationships, schools, against women), adolescent pregnancies, a different attention for teenagers and SRR, and to show the necessity of effective answers through public policies. The brigadistas have become the protagonists of change and got local, departmental and national authorities to take into account their demands regarding infringements of their rights.

Case V. Strengthening networks for a stronger civil society for girls and young women to participate in. Lessons learned in Bolivia.

Agentes de Cambio (Agents for Change) is a network of teenagers from El Alto (a satellite city of the capital La Paz, with extremely poor neighbourhoods), working to claim their sexual and reproductive rights (SRR). GPP partner Gregoria Apaza helped form the network and trained youth leaders (Brigadistas) in El Alto. Through sports, theatre and arts Brigadistas learn about self-protection, self-determination, social mobilization, and leadership. After completing the training, they are encouraged to join the Agentes de Cambio network.

Together they raise awareness amongst other young men and women of their rights and train them to identify violations of these rights, specifically within their relationships. On an individual level, members are trained to effectively exchange knowledge between peers, while on local and national level they work to realize change by influencing political processes. Through Agentes de Cambio teenagers have an opportunity to amplify their voice to be heard at governmental level. Slowly but surely their voices are now being heard by several authorities with a traditionally adult-centric mentality.

Gregoria Apaza supports Agentes de Cambio by providing the training program and promoting and co-organizing its activities. Teenagers are offered space in Gregoria Apaza's offices to meet to discuss and develop new initiatives.

3.1.5. Cross-level and cross-thematic analysis of data-sets

Different effects of GPP in urban and rural areas

According to our observations during the FGD, the G&YW in urban communities were more vocal, active and less shy than their rural counterparts. When comparing the statistical data from the urban (El Alto, Cochabamba, Oruro) with the rural areas (Sica Sica, Yunchara, Chayanta) the following issues stand out:

- FTE 1&2: Frequency of all types of violence has decreased in both urban and rural areas according to the GYW. In all cases, violence is perceived to be slightly more occurring in urban than in rural areas. This can be because it is actually happening more often in urban areas or because the GYW in urban areas are more aware of it happening.
- FTE 3: more GYW in urban areas are able to say "no" if someone wants something sexually from them than their rural peers. However, the difference was much higher at the start of the GPP (85% vs. 52%) than at the end (100% vs. 94%).
- FTE 4: agreeing with adults beating children has dramatically decreased between BL and FTE for both areas, but whereas still 11% of urban GYW agree with this practice (from 90% at BL), practically none of their rural counterparts do (1%; from 86% at BL). This might be caused by children in urban areas being harder to handle / obeying less to what adults tell them, which is still seen as a justification for parents or teachers beating them.
- FTE 5: all GYW increased their knowledge on where to go and how to act when in need of protection. It is however interesting to note that urban GYW increased much more than their rural counterparts as their knowledge on this was less from the start (BL = 36% urban and 53% rural) but more at the end (FTE = 93% vs. 83%). Both the start and end values are difficult to explain as it might be thought that the end values might be due to the fact that more protection services exist at the urban level, offering more options for knowing where to go but this is not sustained with the data on the next indicator.
- FTE 6: shows that more rural than urban GYW demonstrated knowledge of available protection services both at BL (62% vs. 56%) and FTE (92% and 90%).
- FTE 7: shows that between MTR and FTE the percentage of GYW (both rural and urban) who know GYW who accessed formal support services decreased from 56-61%

to 49-53%. This decrease was however tested to be non-significant. In other words, it happened randomly and cannot be contributed to a specific factor.

- FTE 15-17: all these indicators on socio-political participation at the individual level show a big increase from BL to MTR after which it continued to grow slightly until 97%-100% at FTE. The pattern is the same for rural and urban areas.
- FTE 39: more urban than rural GYW agree with girls continuing their education after childbirth / marriage both at BL and FTE (91% vs. 80% and 96% vs. 89%). This is in line with the hypothesis that urban GYW are less traditional in their thinking about this than their rural counterparts who are less exposed to TV, Internet and other forms of global communications.

Effects of intensity of participation in the GPP and effects of the GPP on the participants

- FTE 1&2: there is hardly any difference in the frequency GYW perceive the different types of violence to happen according to their intensity of having participated in the GPP.
- FTE 3: slightly more GYW who participated regularly often are able to say "no" if someone wants something sexually from them than those that only participated sometimes. However, the difference is very small GPP (95.8% vs. 97.6% or 97.1%).
- FTE 4: less GYW who participated only sometimes agree with adults beating children (1.4%) than those who participated regularly (8.1%) or often (5.7%). As this % did decrease considerably for all GYW, it might be concluded that a positive influence on this topic can already be achieved with only a few activities or that overall GYW in Bolivian society have started to think differently regarding this issue.
- FTE 5: more GYW who participated regularly had knowledge on where to go and how to act when in need of protection than those who only participated a few times (91.1% vs. 88%). However, those that participated often scored much lower than all of the other GYW (81.4%) showing that an increased participation does not necessarily improve this indicator. It might be that they are more aware of violence happening around them and therefore less secure about what to do if it would happen to them.
- FTE 6: there is a logical increase in the percentage of GYW who demonstrated knowledge of available protection services with an increase in participation (from 90.1% to 91.9% to 92.9% of GYW who participated sometimes, regularly or often).
- FTE 7: also the percentage of GYW who know GYW who accessed formal support services increases with an increase in participation (from 45.1% to 51.6% to 62.9%) which can logically be explained to the fact that the more the GYW participated in GPP activities, the more they have heard about formal support services and GYW accessing them.
- FTE 39: more GYW who participated regularly agreed with girls continuing their education after childbirth / marriage than those who only participated a few times (90.1% vs. 96%). However, those that participated often scored the same as those that only participated a few times, which seems to indicate that an increased participation does not necessarily improve this indicator. It might be that they are more aware of the difficulties of continuing education when being a mother or being married but this was not tested with the methodology used for the FTE.

3.2. Findings related to capabilities of partner organisations

Graph: 5C assessment of Plan Bolivia and three GP partner organisations
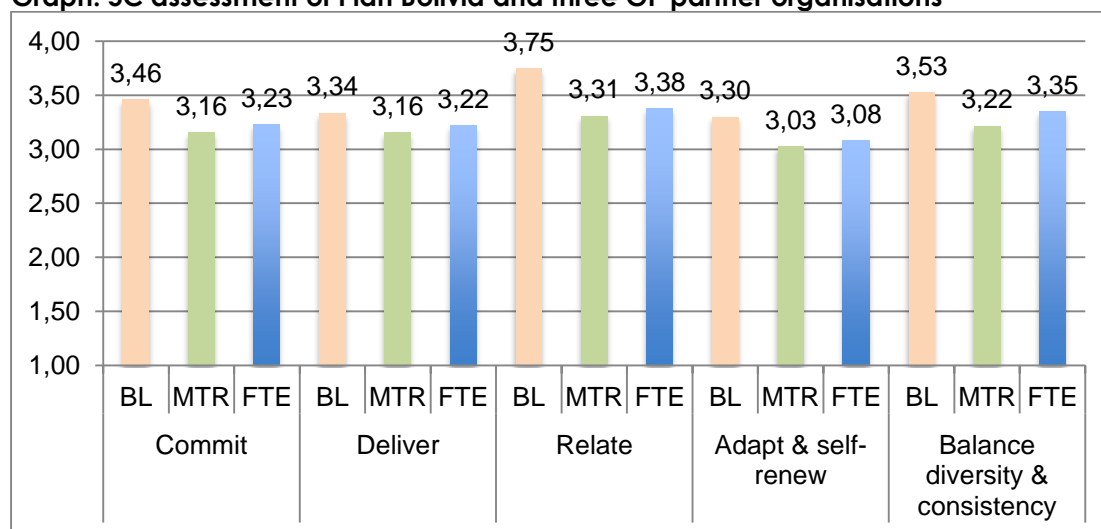
Source: Own elaboration based on 5C workshop outcomes

- When looking at the above graph it is interesting to note that all five capabilities (5C) went down from BL to MTR after which they all improved. This is specifically noteworthy as although reinforcement plans were developed after the MTR, their implementation started only recently in 2015 (for most organisations in the middle of the year), with a focus on support in gender and protection policies.
- Also the Learning Agenda had delays, which limited the possibility of its external impact, and partly also internally. However, there were certain lessons learned with the partners during their development, mostly through the exchange of experiences with other partners and with those of Nicaragua.
- Although all capacities were improved if looked at all organisations together, big differences exist among them: the DNI team was very positive and indicated that all capacities improved, whereas the Fe and Alegría team showed improvements in capacity 2 (meeting the objectives). This last one is the only capacity that in the case of CPMGA decreased slightly and in the case of Plan Bolivia the first two decreased slightly (see annex).
- All organisations indicated that there is no time to review and exchange experiences more profoundly; they are overloaded with work and there is no funding to hire more staff (each time there are less external funds that allow for investing in staff). This affects all capacities but especially **capacity 4**.
- A difficulty for **Capacity 3** (relating) has been the issue of credibility: the government's attitude towards the NGOs has worsened over the last years. It questions them and thinks that the NGOs do what the government itself has to do. This has led the government to put obstacles for the organisations, like renewing their paperwork as non-profit organisations.
- **5C Process**: Organizations were very open and all participants were able to express their opinions during the discussions. This was however somewhat limited during the workshop with Plan Bolivia where some of the team felt they were not supposed to speak freely, especially in those cases where responses were more varied.
- Like in Ethiopia, **Plan Bolivia** is very developed in terms of systems, policies and procedures, up to a level, which could be called bureaucratic. Change processes such as the transition to partnership management (from own implementation) are quite difficult.
- The **CPMGA** team indicated that they improved quite a lot in **capacity 5** thanks to increased involvement in all fields / levels (from management to the doorman) in decision-making, and delegation of responsibilities.
- **Fe y Alegría** has a strong capacity to meet objectives (capacity 2) due to the fact that it is a well-structured and stable organization with pre-defined strategies at all

levels. But there is also room for innovation. Moreover it has established many alliances with different stakeholders that work towards the same goals, including governmental institutions.

- FyA was however specifically critical regarding their capacity on gender issues. This was given as a priority to work on at MTR and specific support was requested as part of their capacity development plan but the approval of this plan took very long due to which it wasn't until the moment of FTE that implementation had started. Results were therefore not yet visible.
- A strength of all partners is that they are very consolidated/ established organizations due to their long time of existence and the size of the organizations (in the case of FyA and DNI both on national and international level). Moreover, the have assets (like buildings) and their income is quite diversified and even coming from own sources (e.g. service provision and rent).

3.3. Findings related to CIVICUS

Overall, the only dimension on which the score has decreased since the MTR is the one of impact (**dimension 4),** which refers to the socio-political impact and the responsiveness of civil society. It is very likely that this is due to the gradually more negative attitude of the government towards NGO's in Bolivia.

Graph: CIVICUS results for all three municipalities together at BL, MTR and FTE
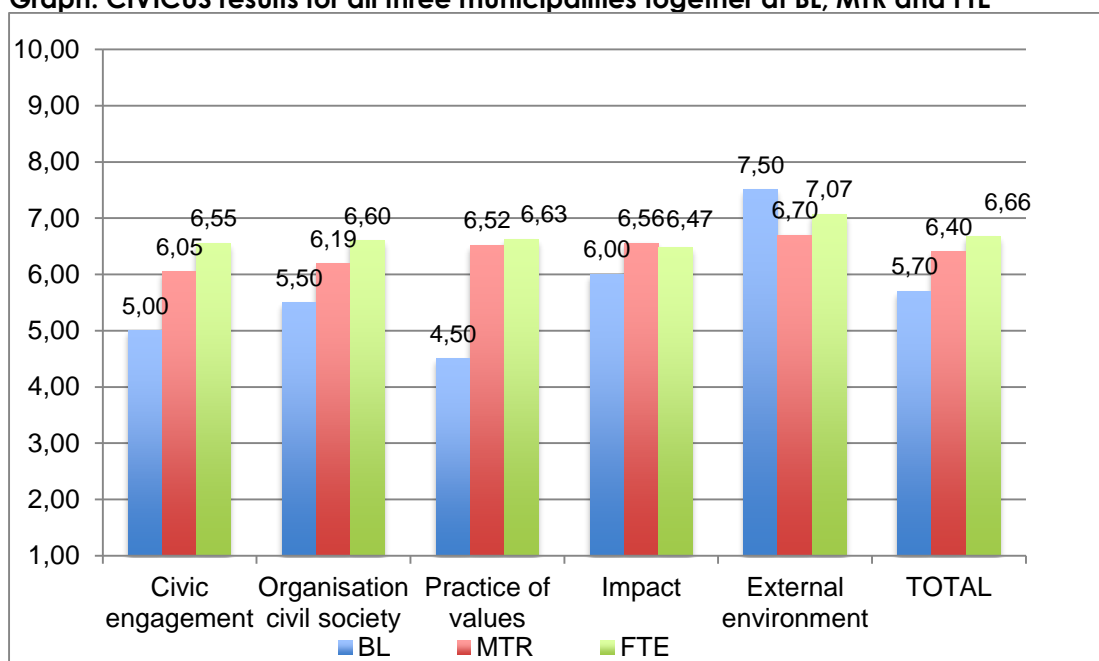
Source: Own elaboration based on CIVICUS workshop outcomes

Dimension	Chayanta FTE	Chayanta MTR	CBBA FTE	CBBA MTR	Sica Sica FTE	Sica Sica MTR	Total FTE	Total MTR
Civic commitment	7.5	6.5	5.8	5.4	6.3	6.3	6.5	6.1
Organisational level of civil society	7.2	6.1	6.8	5.8	5.8	6.6	6.6	6.2
The practice of values	7.0	7.2	6.9	6.1	6.0	6.3	6.6	6.5
Impact	6.9	7.0	6.4	6.3	6.1	6.4	6.5	6.6
External environment	7.1	7.0	7.8	6.3	6.3	6.8	7.1	6.7
TOTAL	**7.1**	**6.7**	**6.7**	**6.0**	**6.1**	**6.5**	**6.7**	**6.4**

Sica Sica is the only municipality that shows worse results in all dimensions and overall. This may be due to the greater presence and diversity of people in the workshop, especially

representatives of Bartolinas and Tupac. Contrary to the workshop carried out during the MTR (5 persons), in the FTE there was much more presence (15 persons: 9 women, 6 men) from a variety of organisations including community-based organisations (agricultural centrals from Bartolinas and Tupac), governmental (of the autonomous government Sica Sica, municipality, municipal council, DNA) and students (FES, COMONNAs). This led to a good discussion with different points of view.

According to the participants, in Sica Sica especially the human resources and financial issues have worsened but also transparency, responsiveness and the organisational level of civil society. This last one is surprising as the GPP had an important progress with respect to establishment and strengthening of GBTY organisations (see case study). What did improve in Sica Sica is internal governance.

Also in Chayanta there was an important presence (12 persons: 8 women, 4 men) from various organisations (health centres, DNA / SLIM, Police, GBTY, educational) who indicated that CIPE (GP's counterpart) has considerably supported the constitution and strengthening of GBTY groups and mothers clubs, which has improved the quality of family life (among others, in the area of protection). CIPE has been an important support also for governmental institutions like DNA and SLIM, being an important player for the constitution of the inter-institutional committee and for carrying out activities (contributing human and financial resources). The intention is to continue with that inter-institutional committee after the GPP. There were already promising interventions in protection topics like the organisation of young boys and girls brigadiers by police instructors. Also, the two girls who were present indicated that as of today, the GBTY feel more taken into account. Another important aspect for the sustainability of the GP issues in the case of Chayanta is that since 2013 the municipal government approved an annual budget within its AOP (Annual Operational Plan) for youth, which is channelled through the Taypi network (which is a network of GBTY). Although the amount is small (1300 euros for 2013 and 2014; 1900 for 2015), it is an important sign of openness towards the needs of young people.

Cochabamba is the only municipality that improved in all aspects, although it must be noted that it was the workshop where it was hardest to reach consensus. The dimension that increased most was that of the external environment. In this case Law No. 443 must be mentioned, a departmental law on prevention of sexual violence towards GBT that is unique in Bolivia. The law was approved in 2014 and its bylaws in 2015. In addition, at municipal level there is the law of alert against violence towards women, with its bylaws. The presence of such regional legislation is becoming more important if you know that the department of Cochabamba is with most feminicides and cases of violence towards women in all Bolivia.

Another dimension that improved considerably in the case of Cochabamba (contrary to what happened in the other two municipalities) is the organisational level of civil society. This is due especially to the presence of the municipal women's committee, which exerts social control and monitors the municipal AOP, as well as the work of the networks in general and the campaigns organized by these networks.

In all municipalities there is a shortage of financial resources.

3.4. Findings related to the Learning Agenda

At the start of GPP, the concept and purpose of the Learning Agenda was not really clear to the Bolivian Steering Committee. This led to the LA being formulated rather late in the process and in a very formal way, defining it as the realization of 4 studies by consultancy agency CDC with the support of all GPP partners. The topics of these studies are:

- The functioning and quality of governmental protection services for children and youth (DNA) as well as women (SLIM) in 14 municipalities of Bolivia with a focus on weaknesses and best practices.
- The role of boys and men in the empowerment process of G&YW.
- Costs and benefits of social participation of G&YW.
- Participation and benefits of being part of networks and alliances.

The idea was to finish these studies mid-2014, and use them in 2014-2015 as an input for events in which the results could be presented and discussed with several stakeholders. However, due to delays, amongst others related to changes in the coordination staff of the program, they are just in the process of being published.

For some partners, although not during the GPP period, these studies will still help them for future incidence and advocacy purposes, including with potential donors. Moreover, the process of participating in the development of the studies and revising the draft version with all partners of the Bolivian Alliance has already been a learning process. Other partners emphasized that the studies did not generate any new insights, nor were they part of a collective process aimed at strengthening capacities of the GPP implementation teams.

All partners agree that the real LA involved not so much these four studies but all the activities they developed together and in which they exchanged experiences, knowledge and ideas either in a formal or informal way (workshops, forums, networks, meetings, etc.). Although not previously foreseen, this allowed all partners to learn something (informally) from the others as each GPP partners in Bolivia has a specific key expertise, thus complementing each other. They call it a **process of action – reflection – action** which allowed for a continuous learning process that went beyond what was originally planned or could have been foreseeable.

Some of these joint activities involved all Alliance partners, others were bi- or multilateral initiatives in which partners combined forces to achieve specific goals (e.g. CCIMCAT coordinated with NICOBIS to give communication workshops to girl reporters and a workshop with teachers in which Fe y Alegría shared their experience with violence prevention in schools).

Like this the LA helped strengthening the capacity of partners to deliver GPP outcomes by following a process of self-evaluation and identifying strategies to improve the work methodology and achieve the planned outcomes. As a representative of EDUCATIC expressed: "*it has led to better results than would we have implemented the activities alone. We have applied experiences of other partners in our context*".

For example, CIPE learned a lot from Gregoria Apaza about socio-political participation and incidence, and translated this into methodologies, languages and materials adequate for their work in the communities. With CCIMCAT they developed a way to work a rights-based approach to gender with indigenous communities and leadership structures (*Ayllus*) with strong cultural traditions that do not necessarily respect the rights of women.

Another example is that DNI started to work more with parents and developed the "parents school" which is supposed to become part of the education council of parents established by Law 070. Moreover, DNI started to combine the large amount of activities on the different GPP topics to be able to improve the quality by going more in-depth and extend the coverage to create a wider impact.

Many partners also started to organize big social mobilizations and the Bolivian Alliance organized a political forum on national level in which G&YW beneficiaries of all 14 GPP municipalities developed joined proposals and presented these to candidates for the presidential elections (September 2104). The methodology of the national political forum

was afterwards applied by many of the GPP partners on municipal level. These forums have been key in reaching GPP outcomes, specifically within the topic of social-political participation of G&YW.

A main factor that allowed this learning process to happen is the fact that all partners were open to mutual training, sharing and learning. A difficulty has been that the GPP in Bolivia has been more developed as a series of different projects implemented by each partner than a joint program with shared goals on national level. This is partially due to the lack of a strong coordination team since the beginning of the programme (the GPP was too big to be coordinated by one person only with activities in 14 municipalities, by 8 partners, on 4 topics, but it wasn't till 2015 that a full team of 4 people was set up in the Plan office, which proved to be very helpful for all GPP partners). In line of this "joint programme" vision, some partners are of the opinion that it would have been better to divide the GPP themes according to each partner's expertise (including economic participation which was not part of the GPP in Bolivia). However, they were recommended to all work on all themes based on a consultancy done in 2013.

Finally, many partners have published materials to support the diffusion of information regarding important laws and regulations that came out during the GPP (e.g. Law 348 on violence against women; Law 243 on political violence towards women; Youth Law 342 and 548 – the code on Girls, Boys & Adolescents) and recently (2015) they have been systematizing and publishing methodologies and best practices in order to leave their legacy after GPP finishes with sustainability purposes (partially due to the learning experience with Nicaraguan counterparts in February 2015, the only regional activity all Bolivian partners participated in).

3.5. Findings related to the cross-country component

The only regional activity in which all Bolivian partners participated was a conference with Nicaraguan counterparts in Nicaragua in February 2015. This was an eye opener for Bolivian partners in the way the programme was set up in Nicaragua with only one theme (protection), a strong leadership from Plan, the collaboration between public institutions and civil society within the GPP coalition, and effective lobbying through an expensive nationwide media campaign with a shared message from the whole coalition. They shared experiences through case studies as well as on strength and weaknesses of the GPP in each country.

This regional activity strengthened the partner capacities in the following way:
- Seeing the strength of Nicaragua in communicational processes, led various Bolivian partners to invest part of the remaining budget on systematizing and publishing methodologies and best practices which can be used even after GPP finishes by their beneficiaries and as promotional material to give to potential donors and other important stakeholders. For example, Fe y Alegría decided to publish a manual on the experience of girl reporters like Nicaragua has done and NICOBIS is making a proposal for a spot for the whole Bolivia GP Alliance as well as a video documentary on GP.
- It strengthened their confidence on being on the right path institutionally and operationally;
- Seeing that you can not only strengthen youth structures, also municipal management processes have to be improved (e.g. development of Municipal Youth Unit by DNI because of feedback they received on their case);
- It further consolidated the Bolivian Alliance and shared activities, as they saw the importance of complementarity rather than competition;
- The exchange of experiences and strategies (e.g. Bolivian partners starting to focus more on communicational processes);
- Sharing of GPP coordination experiences between Plan Bolivia and Plan Nicaragua.

According to Bolivian partner, also Nicaraguan partners learned from them. The strength of the GPP in Bolivia has been the actual operations with G&YW (e.g. brigades, agents of change) as well as boys and young men by strong civil society organizations with a thorough track record on the GPP themes. Another strength has been political incidence on national level through lobby, discussing law proposals in networks and offering advisory support to governmental bodies. Moreover, there was more coordination between the different partners of Bolivia through the CSC despite regular changes of the Plan coordinator. In terms of communication the PICA programme of NICOBIS is a great success amongst youth nationwide, and is shown on one of the main TV channels every day except Sunday.

CCIMCAT also mentioned that Women Win gave an interesting presentation on the Theory of Change and its importance for their organizations. However, they worked with it over there but did not conclude it.

CIPE indicated that the meeting allowed them to see that they were part of something much bigger, something powerful on international scale with an even greater impact than what has been reached in Bolivia. All partners knew this but it was always something they saw only on paper and not in real life like in Nicaragua.

Apart from the Conference in Nicaragua there have been some regional activities for CHI, FPU and Women Win (WW) partners. EDUCATIC has received training from CHI based on the experience with Child Helplines around the world. This has been helpful in setting up the helpline in Oruro. NICOBIS participated in FPU international activities. At the same time of the Final Evaluation a specific FPU evaluation was done. We refer to that evaluation.

Gregoria Apaza (GA) is the only WW partner in Bolivia. They indicated that with WW they participated in a yearly sports event together with WW partners from Nicaragua and Colombia. In this event they strengthened monitoring and evaluation capabilities. For example, in 2014 they worked on the subject of the theory of change in Colombia. Moreover they exchanged best practices in using sports with a gender approach. GA will systematize these and use it to develop a public education policy with the Vice Ministry of Equal Opportunities from the Ministry of Justice based on the use of mixed football and Nai-kum. These regional spaces have strengthened the organization as they have managed to improve their own work methodologies based on the exchange of experiences and it has made them more confident about their work. For example, in Colombia the representative from GA visited the organization Soccer from the Heart, which applies a methodology to lower the levels of aggression from ex-guerrilla fighters. The focus is on values: they play without referee, define their own rules, and the team that has shown more values wins. GA is using this methodology to address the change in gender roles.

Finally, two activities have taken place with GPP partners from all over the world, but only a delegation participated, mostly conformed by people that are not at GPP anymore. Partner representatives however indicated that the event in the Netherlands was mostly to understand the GPP report forms, which are quite extensive and complex as well as to discuss changes in the indicators of the programme. Afterwards, feedback was given to the partners in an understandable way. This was however not the case with the Learning Agenda meeting in Ethiopia. Four people from Bolivia participated (3 from Plan and 1 from GA) and some feedback was given to the rest of the Bolivian Alliance but not much was done with it. This was partially due to the fact that one of them, the coordinator, left the programme shortly after. Therefore no partner capacities were strengthened (not even at GA) and the Learning Agenda remained confusing for the Bolivia Alliance (for more information, see LA text).

4. Overall findings

4.1. Relevance

- The programme responds to the needs of GBYW, within the framework of a patriarchal and adult-centred culture, which exists in urban areas but even more so in the rural area so it was very relevant to cover both contexts.
- There is a high degree of satisfaction among the beneficiaries[46] and the community members.
- The programme had a focus on rights; so it was relevant to work not only at the individual dimension but also the sociocultural and institutional dimension (with the institutions guaranteeing law, co-responsible ones and civil society).
- There was an autonomy conjuncture that gave the possibility to position the thematic of gender and childhood at different levels (municipal, departmental, national).
- The GPP took advantage of a period in which several laws and public policies favourable for GBTY and women were developed; a process that was at the same time promoted and supported by the GPP and its partners.
- The GPP was very relevant in this context, because of the weak capacity of the State to implement rules and policies in favour of the G&YW. Thus, there was openness towards GP support.
- A boom of corporate social responsibility was identified. The intention was to take advantage of that, however it seems that private companies are interested in short-term actions with a low cost and an immediate impact, which is not the character of the GPP.
- The communication media were used to make G&YW more visible not as victims but as fighters and successful persons.
- The programme was developed with partners who have a broad experience and knowledge in the topic, as well as credibility in the community, civil society and the State.
- The diversity of contexts (geographical, institutional, cultural) has enriched the work of the alliance. Some cultures were more open (the Yungas) than other (the Andes), which facilitates the work and also allows for deriving lessons and applying them in the areas with more difficulty and at the same time with the possibility of higher impacts.
- In Bolivia, the partner organisations of Plan Bolivia have jointly analysed the recommendations given in the MTR report and developed various strategies to respond to them. This had good results, especially for the coordination and sustainability of the project.
- The fact that GP involves ten countries made standardization necessary. However, these countries have very different contexts and thus necessities that should be accounted for. They were given the freedom to choose those themes that were most relevant for their context; however, it was not clear from the start that they could choose. The economic theme was in the end not taken up in Bolivia and an additional one (civil society strengthening) was added. All partners worked on all themes, instead of dividing the themes according to their strengths. Looking back this was not such a bad strategy as they learned from each other and in practice thus now they have widened their scope. Moreover, it facilitated the logistics as municipalities were divided between partners instead of having various organisations working in the same territory.
- Ironically, partners indicated that the economic theme should have been taken up in Bolivia as well, especially in the more impoverished rural areas as this could have greatly benefitted financial sustainability through the generation and strengthening of local businesses by G&YW.
- Indicators were formulated on international programme level, e.g. the monitoring protocol. Therefore, although Bolivia adjusted some of the indicators, they still had to

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[46] 75% of all GYW thought the GPP activities were very helpful and 22% that they were quite helpful.

report and were evaluated on the general ones. There was however flexibility in dealing with these cultural differences (e.g. female mutilation was never monitored for countries like Bolivia where this practice does not exist).

- A clear baseline was lacking at the start of the programme.

4.2. Effectiveness

- GPP partners have contributed to strengthening capacities, self-esteem, participation and visibility of G&YW (individual level); awareness building of BTYM and other members of the community (socio-cultural); as well as to the creation of GBTY organisations (institutional). This has led to increased participation of GBTY, including G&YW, in advocacy in decision-making at municipal level (for more information, see the case study).
- It is very effective to work with beneficiaries at schools.
- The DNI experience is that working with boys and girls together works better. Fe y Alegría did not have good experiences with mixed workshops and they decided to conduct them separately. *("[...] the girls were not at ease anymore and were altered by the presence of boys; upon request of the girls we wanted to integrate boys and it didn't work out"*, field technician FyA, 26/8/2015, Cochabamba).
- The programme has succeeded in placing the gender theme in the rural area (in the urban area it was already more visible before).
- Farmers' organisations that used to be male bastions are feeling obliged and are more and more willing to open spaces for G&YW and to respect their rights in their internal regulations. This was influenced among others by the new policies on gender equity and generational equity.
- Increased valuing of girls and teenagers by mothers and leaders of organisations and public institutions.
- Institutional level: various policies, laws and regulations related to protection against violence, participation of women and education for boys and girls were developed and approved.
- Government officials are made more aware in themes of gender equity and rights of GBTY. Also, inter-institutional committees were created and strengthened.
- An unplanned effect is that CIPE succeeded in articulating a network of Ombudsmen in more than 11 municipalities, 8 of who haven't worked with the programme but did benefit from it.

Effects on each theme:

Protection:
- All indicators on individual level improved considerably over the course of the GPP. All types of violence against G&YW have decreased, G&YW feel more confident to say no to unwanted sexual activity and a big majority is against adults beating children. G&YW are also more aware of protection services that are available and know what to do when violence happens to them.
- A big majority of the community members is against adults beating children; only some B&YM think that it is sometimes necessary as a disciplinary measure, although overall they condemn this practice. All community members condemn physical violence against women by their husbands or boyfriends. Most of them agree that violence against G&YW should always be reported.
- At the institutional level, professional and girls panel experts are of the opinion that government is supportive to protection of G&YW through legislation but policies and the quality of services to implement them are still lagging behind. Overall the girls are more positive than professionals on this issue.

Socio-political participation:
- At the individual level all indicators on socio-political participation show a big increase from BL to MTR after which they continued to grow slightly, reaching

practically 100% at FTE. This means that all G&YW are in favour of them participating in decision-making groups and are indeed able to participate and influence decisions.

- This is confirmed by the fact that a big majority of their community members are open to them participating in decision-making processes.
- Government has made an important contribution to this by supporting the participation of young women in local governance through non-discrimination legislation and policies demanding 50% of public positions to be taken up by women. GP experts (professionals and girls) do however indicate that this is not (yet) fully put into practice at local and national government level. Youth organizations, on the other hand, inside as well as outside the school, have achieved gender equity to a big degree.

Education:
- Enrolment and completion rates in the first half of the GPP have slightly decreased for primary but increased for post-primary education. It is striking that all indicators except primary school enrolment, show somewhat higher percentages for the female than for the male population.
- At the individual and socio-cultural level there has been an increase for all ages that think girls who get married or give birth must be able to continue their studies. There are still some of the younger girls who don't agree with this statement.
- All community members agree that girls should have an equal chance to go to school as boys. Legislation and policies exist to enforce this but their practical implementation still encounters barriers.

Aspects that could have increased effectiveness:
- Having a multidisciplinary national coordination team since the start of the programme;
- Making better use of the expertise of the partners in spaces for exchange of experiences;
- Having a clear strategy of communication of the programme at national level;
- Having only one comprehensive programme, which involves more collaboration between the various members of the Dutch alliance (the activities of FPU and WW were worked independently and they were not really integrated in the national programme coordinated by Plan);
- Inclusion of the economic theme, especially in the more impoverished rural areas;
- The drop in the exchange rate of the Euro led to budget cuts for 2015, due to which not everything could be realized that was planned for this last year of the programme – among others systematizations of lessons learned and their dissemination as well as project transfer activities at municipal level (with implications for their possible sustainability).

Significant results achieved with Change Agents / CPMGA / Case 5:
- Increased understanding of sexual rights and the right to a violence-free life: The Brigadistas learned to question the power relations in their environment and are empowered to achieve change through the network.
- Mobilisation of the community: Brigadistas taught their peers about violence-free relationships by putting on activities like a public play, "Living in me". Moreover, they organized and participated in at least nine demonstrations to promote gender equality.
- Demanding attention at institutional level: The Brigadistas have become protagonists of change and succeeded in getting local, departmental and national authorities to consider their demands regarding infringements of their rights. Their demands for fulfilling SRR and the right to a violence-free life have been included in the political agenda – e.g. the integration of violence and SRR issues in the Youth Law (#548).

4.3. Sustainability

A sustainability strategy at programme level was missing. Following the recommendations of the MTR, some partners started implementing an informal sustainability strategy in their municipalities, however in an individual way, not agreed nationwide with all GPP partners.

There is sustainability potential at all levels:

Individual:
- Empowered G&YW will continue to watch over their rights.
- Ownership of GPP strategies and methodologies by BGTY, but by teachers, educational units, community-based organisations and other local partners (= sociocultural dimension and civil society).

Socio-cultural:
- BTYM who have been made aware will continue to ensure their rights but also the rights of their female counterparts.
- Other members of community, especially teachers and parents, are made aware.
- The issue of violence is made very visible at community level, among others because of the (new) rules and laws of the State, and because of communication campaigns.

Civil Society:
- Sustainability for being partners with much experience and even own funding, who have broadened their knowledge and experience in GPP themes related to their work. E.g. DNI has integrated a gender focus. Gregoria Apaza has integrated a childhood focus.
- The partners worked strongly on the recommendation of the MTR to strengthen the coordination work and the alliance with local entities (public and of civil society) to increase the possible sustainability of the GPP and this has given good results. In several municipalities they supported the creation and strengthening of inter-institutional committees and other alliances, they supported the creation and strengthening of GBTY and (young) women's organisations and networks. A part of these structures are not yet sufficiently owned by their members and may disappear, but many others will continue their work around the GP issues.
- Already existing community organisations like the bartolinas were strengthened and succeeded in integrating the theme with local partners, including community organisations, but even more in the UEs.

Institutional:
- Policies, laws, regulations and other rules with respect to protection, participation, education and rights of childhood and youth are developed and approved.
- There is an annual municipal budget destined for GBTY in some municipalities.
- Governmental staff and authorities are trained and made aware; however the change of authorities and officials of the State puts at risk its sustainability.
- The questioning of the state towards the NGOs puts at risk the sustainability of the organisations and their potential to continue the work.
- On the other hand there is increased acknowledgement from the State towards community organisations, which encourages their sustainability of those who were GPP partners. At the same time, this process might convert them into actors of discredit of the work of the NGOs, even though they probably see this threat more likely at national or departmental level rather than locally.
- The decrease of external funds for Bolivia jeopardizes the continuity of the activities and achievements of the programme, as it continues to depend on them.

4.4. Partnership development and processes of cooperation

- The MTR recommended working more strongly at strengthening the organisations. Even though plans for organisational strengthening are developed due to this recommendation, their implementation began only very late (mostly in the second semester of 2015). This is due to the slowness in the approval of plans, for bureaucratic reasons and long communication lines (from the partner to Plan Bolivia to GPA Netherlands to Plan Bolivia to the partner);
- The partner organisations managed to carry out various actions together, making use of the alliance.
- Inter-institutional committees were created and strengthened in various municipalities;
- Regarding the regional component: Partners expressed that if the meeting would have taken place earlier in the programme the learning experience would possibly have been greater as they could have kept in contact with their Nicaraguan peers. However, Bolivian partners only heard about the conference in Nicaragua two months before it actually took place. In other words, it was not part of the long-term planning of the GPP from the start, or at least not communicated as such. Having the meeting at the end and having only one regional activity, is also the reason that the regional component did not have any decisive influence on the outcomes of the GPP;
- A lesson learned from the regional component is that those who learn more from regional activities are those that have been physically there, participating in the exchange of experiences and visiting other projects.

4.5. Programme management and implementation

- Hiring a comprehensive and multidisciplinary team to coordinate the GPP allowed giving better advice, monitoring and coordination of the programme that was of much help for all partners, especially in the last year of the GPP.
- The previous also meant that a better answer and coordination could be given under the contexts in which the partners work, especially in rural areas.
- More horizontal relations were developed between Plan and the partners with cooperation at technical level through spaces for discussion and continuous review with all partners.
- A monitoring system was implemented that allowed for a better definition of the number of beneficiaries reached.
- Developing a complemented and coordinated work through programming and motivation of spaces for training between the partner organisations, focused on their strengths and directed towards training of technicians, the exchange of successful experiences, methodologies, processes, advances, for the enrichment of the country. This was a recommendation made in the MTR report that continues to be valid today, as not much advance was made in it.

5. Conclusions and recommendations

5.1 Conclusions related to relevance

The high relevancy of the programme can be shown on all levels:
- Individual: The programme responds to the needs of G&YW.
- Socio-cultural: there was a strong patriarchal and adult-centred culture, especially in certain fields, which made the work in various municipalities in the entire country relevant.
- Institutional: There was a favourable conjuncture for the development of various laws and public policies in support of children, youth and women which gave the

possibility to position the GP themes and strengthen the governmental entities at municipal, departmental and national level.
- Civil society: The programme was developed with partners that have ample experience and knowledge in the GP thematic areas, as well as credibility in the community and towards the State.
- Programme level: GP countries were given the freedom to choose those themes that were most relevant for their context; however, this was not clear from the start. For greater effectiveness and sustainability, it would have been very relevant to also include the economic theme, especially in the more impoverished rural areas.

5.2. Conclusions related to effectiveness

Effects at various levels:
- Individual: effective integration of the three GP themes: G&YW reach higher education levels, an increased self-esteem and confidence to participate in decision-making, and are more prepared to defend themselves and to demand their rights. In short: G&YW are empowered.
- Socio-cultural: awareness has been build among different members of the community, especially the beliefs and attitudes of boys and young men have changed as they were integrated as beneficiaries from the start, but also of teachers and parents.
- Institutional: new legislation and policy has been developed regarding protection, gender equity and the rights of children and youth. Their implementation still lacks behind as governmental service providers lack the necessary financial and human resources.
- Civil society: the strengthening of civil society was included in Bolivia as an additional GPP theme. In practice, youth organizations have been set up and strengthened, capacities of community-based organisations have been built up and inter-institutional alliances with CSOs and governmental entities have been formed. Partners acquired expertise on all GPP themes as each of them was in charge of implementing the program in different geographic areas. Moreover, they all broadened their focus on gender and children's rights.

Effects on each theme:
- **Protection:** All indicators on individual level improved considerably over the course of the GPP. All types of violence against G&YW have decreased, G&YW feel more confident to say no to unwanted sexual activity and know what to do when violence happens to them. A big majority of the community members is against adults beating children or men beating their wife or girlfriend, and agree that violence against G&YW should always be reported. At the institutional level, government is supportive to protection of G&YW through legislation but policies and the quality of services to implement them are still lagging behind.
- **Socio-political participation:** all G&YW are in favour of them participating in decision-making groups and are indeed able to participate and influence decisions. This is confirmed by the fact that a big majority of their community members are open to them participating in decision-making processes. Government has made an important contribution to this by supporting the participation of young women in local governance through legislation and policies. However, GP experts indicate that this is not (yet) fully put into practice at local and national government level. Youth organizations, on the other hand, have achieved gender equity to a big degree.
- **Education:** At the individual and socio-cultural level there has been an increase for all ages that think girls who get married or give birth must be able to continue their studies. All community members agree that girls should have an equal chance to go to school as boys. Legislation and policies exist to enforce this but their practical implementation still encounters barriers. This is partially confirmed by the national statistics on enrolment and completion rates from the first half of the GPP, which have slightly decreased for primary but increased for post-primary education. It is striking

that all indicators except primary school enrolment, show somewhat higher percentages for the female than for the male population.
- For greater effectiveness as well as sustainability, it would have been very relevant to also include the economic theme, especially in the more impoverished rural areas.

Lessons learned from Agentes de Cambio (Change Agents)/ CPMGA / Case 5:
- Networks of individuals can be built on the basis of a sustained training process. This helps ensure strong personal commitment and a shared goal.
- Giving young people a stronger voice can change adult-centric thinking. Operating in a network can offer young people this power.
- The prevailing (patriarchal) culture, as well as the level of education, will influence the extent to which your message is understood and how quickly it can lead to change. Therefore it is very important to raise awareness of rights issues amongst adults, including authorities. Setting up political forums or organising street demonstrations can do this.

5.3. Conclusions related to sustainability

A sustainability strategy was lacking but there is potential sustainability at all levels:
- Individual level: G&YW have been empowered for the rest of their lives; others might need still additional support for this process to be completed and truly sustainable.
- Socio-cultural level: community members have been sensitized, especially boys and young men, but also teachers, parents and members of community organizations. However, still many more should be reached.
- Institutional level: laws and policies have been approved on protection and the rights of women and youth, government authorities and personnel have been sensitized and trained but replacements are very common, which makes sustainability at governmental implementation level very precarious.
- Civil society level: Youth and women organizations have been formed and strengthened, inter-institutional committees have been set up, some community organizations have opened up to women participation (or even integrated gender in their statutes), GPP partners are well consolidated organizations. Some of these structures might disappear but many will continue the work on GP themes.

Some challenges that influence sustainability:
- Achieving recognition of the institutional status of youth organisations.
- Achieving continuity in municipalities receiving part of their budget for youth.
- Achieving continuity in influencing municipal decision-making by youth after the GPP.
- Achieving that youth organisations have more influence in public policies.

5.4. Conclusions related to quality strategic partnership and cooperation

- Inter-institutional committees were created and strengthened at the level of all municipalities.
- Strengthening of partners could have been done in a more effective way if individual and collective capacity building plans would have been developed from the start or implemented after their formulation based on MTR recommendations. A stronger regional component could have contributed to this process.

5.5. Conclusions related to programme management and implementation

Hiring a comprehensive and multidisciplinary team to coordinate GPP allowed giving better advice, monitoring and coordination of the programme that was of much help for the partners, especially in the last year of the GPP.

6. Recommendations

- Countries should be able to choose those themes and indicators that are most relevant in their context. This should be made clear from the start;
- The geographic areas should be chosen based on necessity. As a strategy different cultural areas can be chosen so that experiences can be shared and some results can be achieved more easily while others will take more time but can have bigger impact and sustainability potential. This can enrich the program;
- It is recommended to support strengthening of partner organisations with individual plans and one collective plan at GPP level from the start. To develop these, the tool 5C can be used to establish the baseline, and based on the results of this baseline strategies can be developed;
- Coordinated work and in alliance: Strengthening the work with local entities (public ones and of civil society) to increase possible sustainability of the GPP;
- Work with well-consolidated organisations increases the potential of sustainability;
- Strengthening of the organisations: Developing a complemented and coordinated work through programming and motivation of spaces for training between the partner organisations, focused on their strengths and directed to training of technicians, the exchange of successful experiences, methodologies, processes, progress, for enrichment at national level. This was a recommendation made in the MTR report that is still valid today.
- Offer spaces of GPP planning and coordination with the participation of G&YW to be able to better adapt the activities to their needs and realities. It was done in part at the GPP on every level of the GP counterparts but it is not an institutionalized practice, much less in governmental institutions.
- Establish a comprehensive and multidisciplinary team for GPP coordination, that permits a better advice, monitoring and coordination of the programme as well as the formulation of shared guidelines at national level (based on the strengths of the partners), which serve as a guide for all partners.
- Simplifying and un-bureaucratizing financial and administrative processes.
- Further develop the system for beneficiary monitoring and stimulate exchange with other countries that expressed a necessity for this (e.g. Ghana).
- Plan the regional component far ahead and include various activities that allow for multiple exchanges, knowledge creation and sharing. Events where only some representatives of the country go to should be followed up with events within the country upon return so that all information and acquired knowledge can be shared and implemented in the most effective way.

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I.2. Ethiopia

Acronyms

5-C	5 capabilities model for assessment of organisational capabilities
3C	Community Care Coalition
ACPF	African Child Policy Forum
ADV	Addis Development Vision
ANPPCAN	African Network for Prevention and Protection against Child Abuse and Neglect
B&YM	Boys and Young Men
BL	Baseline
CB	Capacity Building
CHI	Child Helpline International
CISO	Community Initiative Support Organisation
CIVICUS	Civil society capacity assessment tool
CLPC	Children Legal Protection Centre
CP	Child Protection
CRA	Child Rights Alliance
CSC	Country Steering Committee
CSO	Civil Society Organisation
CTE	College of Teacher Education
DCI-ECPAT NL	Defence for Children – ECPAT Netherlands
DEC	Development Expertise Centre
ESD	Education for Sustainable Development
ECFA	Enhancing Child Focused Activities
FAWE	Forum for African Women Educationalists
FGD	Focus Group Discussion
FGM	Female Genital Mutilation
FSCE	Forum on Sustainable Child Empowerment
FTE	Final Term Evaluation
GAC	Girls Advisory Committee
GBV	Gender Based Violence
GRP	Gender Responsive Pedagogy
G&YW	Girls and Young Women
GoE	Government of Ethiopia
GP	Girl Power
GPA	Girl Power Alliance
GPP	Girl Power Programme
GRP	Gender Responsive Pedagogy
HTP	Hazardous Traditional Practices
ICDI	International Child Development Initiatives
IWCIDA	Illu Women's and Children Integrated Development Association
MCMDO	Mothers and Children Multi-sectoral Development Organization
MDG	Millennium Development Goals
MFS II	Mede Financiering Stelsel 2010-2015 (Government co-financing fund)
MoE	Ministry of Education
MoWCY	Ministry of Women Children and Youth
MP	Monitoring Protocol
MTR	Mid-Term Review
PIE	Plan International Ethiopia
PTA	Parents Teachers Association
TdH	Terre des Hommes
WW	Women Win
WASH	Water and Sanitation
WCY	Office for Women Children and Youth affairs

1. Introduction

1.1. Country Context and Contextual Developments

In Ethiopia, the GPP partners only work on education and protection. Some partners work on economic issues, (vocational training, business support) but this is not in the context of the GPP and Ethiopia never planned or developed strategies around the thematic issue of economic participation in the programme. Therefore it has been excluded from the MTR and ETR as thematic area.

1.1.1. Education

With regard to education, generally the country has made great strides towards children's enrolment in education, mostly primary education, and gender equality within the sector. More children are going to school and completing education and the gap between boys and girls is reducing.

Challenges for girls' education mentioned in the Gender Strategy for the Education and Training Sector are: domestic chores; school related gender-based violence (GBV); harmful traditional practices (such as early marriage, abduction, rape), which particularly begin during the second cycle of primary education; insufficient institutional supports for empowering girls to be assertive and competitive; traditional stereotypes of what jobs are appropriate for women; distance and security factors discourage parents from sending their daughters to school.

The drop out rate of teenage girls is still high due to early marriage and pregnancy (although the legal age for marriage is 18, still in 2012, 41% of the young women were married when they were under 18[47] and preference of parents to send boys to school. Girls also face other protection risks such as (sexual) harassment in and around schools, and in general, girls' unfriendly school environments. Not having sanitary pads also influences girls' attendance. Although there has been much progress, the country's education indicators are still poor and below Sub-Saharan Africa average[48]

The contribution to this progress is a bit unclear, but it seems to be a result from combined efforts from the Government of Ethiopia, international organisations such as UNICEF, and NGO's including the GPA partners. The experts also expressed mixed opinions with regard to attribution, often claiming results from their specific side (e.g. government representatives would say changes are largely due to their policies). One interviewed head teacher however said NGO support is very relevant as the government only provides for school buildings and furniture and not for the actual teaching in the classroom.

The GPP is very much in line with governmental policies and the programme also contributes to policy development. FAWE's work on the GRP is a good example of this, because the gender responsive methodology is being integrated in the ministry of education's policies.

Policies are well in place. The Education Sector Development Program (current IV, ending in 2015) is the main national policy framework and it is related to the Growth and Transformation plan I (ending in 2015). In October 2014, the MoE endorsed the "gender strategy for the education and training sector" (or Girls' education strategy) and in this

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[47] http://www.unicef.org/infobycountry/ethiopia_statistics.html
[48] http://www.unesco.org/eri/cp/factsheets_ed/et_EDFactSheet.pdf

strategy it is stated that "2% of the total budget for the education sector has been committed exclusively to gender equality-related issues".

However, in practice "this measure has not been widely implemented across the sector. Poor planning and lack of sustained commitment are […] part of the problem. The overall process of gender mainstreaming has also encountered bottlenecks such as neglect to establish and/or strengthen gender units and lack of financial, skilled human and material resources. The education policy is very good, and government is supportive, but implementation is lagging behind" (Gender Strategy for the Education and Training Sector).

GPP partners PIE and FAWE also provided technical and financial support to revise Girls' Education and Gender Equality strategy documents along with UNICEF and other CSOs.[49]

Girls Education forums, that bring governmental and non-governmental offices working on girls education at regional and national levels together to share practices, create synergies and improve funding and coordination, have been strengthened.

The affirmative action policies (for national exams) have contributed to girls' access to education. "Schools now put in place Code of Conduct on sexual harassment. The government has replicated this from NGOs."[50].

With regard to the quality of education, in 2010/11, 38% of all primary schools had access to water, and 72% of the secondary schools. 90% of primary schools and all secondary schools have latrines but some have no separate latrines for boys and girls[51].

1.1.2. Protection

With regard to protection, expert panels and district panels all agree that certain forms of GBV are reducing. For example, in Wondogenet, bride abduction and FGM (Female Genital Mutilation) were very prevalent harmful traditional practises but they have reduced greatly according to these panels. Again, the contribution to this is a combined effort of different stakeholders, including GPA partners. Although the government has policies in place and also structures down to the lowest level of government, these are not always effective and sufficiently implemented. The government needs partners to implement and help support.

Also, the lack of official statistics, especially for adolescents, makes it difficult to say much about prevalence of violence [52].

The Government has increased its efforts to end child marriage. The Ministry of Women, Children and Youth Affairs has established a national platform –called National Alliance to End Child Marriage and FGM, also supported by other NGOs. In Ethiopia, a sizable number of people are affected by child marriage. According to Unicef, the national prevalence rate of child marriage is 41%. According to PIE's baseline survey, done in 2013,[53], Girl Power target regions such as Amhara, Addis Ababa, Oromiya and SNNPR have high prevalence rates with 53%, 45%, 40%, and 34% respectively. Data collection on this phenomenon is quite difficult and not always fully reliable, but the Girl Power target regions seem to oscillate around the national rate mentioned by Unicef.

Following a Child Protection systems mapping, the Ministry of Women, Children and Youth (MOWCY) developed a National Child Protection strategy that outlines prevailing gaps

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[49] country programme proposal, October 2014
[50] expert interview TdH
[51] http://unesdoc.unesco.org/images/0023/002317/231724e.pdf
[52] expert interview Daba Fayissa and Girl Hub
[53] Template SR14 T6.1 LAP Lobby and Advocacy Planning

and contains an implementation framework for the next five years with a strategy, monitoring framework and required costs/inputs[54]. A Child protection law is still in draft, pending approval. A child criminal policy (2010) is in place. The Labour Proclamation of 2003 prohibits the employment of children below the age of 14 years. The 2004 Criminal Code proscribes several harmful traditional practices inimical and prejudicial to the rights and welfare of children and women. Furthermore there is a National Plan of Action for Children (2003-2010 and beyond) and a National Action Plan on Sexual Abuse and Exploitation of Children (2006-2010).

Anti sexual harassment guidelines have been endorsed by the MoE, and are now distributed at colleges, although the evaluation team could not obtain evidence of this.

In 2015, the government of Ethiopia finalized the development of a new National Action Plan against human trafficking[55]. According to one of the experts interviewed (TdH), the plan has no allocated budget and therefore its implementation remains questionable.

Unicef has done research on female genital mutilation (FGM) in Ethiopia. The results are shocking. The percentage of women between 15 and 49 years of age who have been mutilated/cut was 74% in 2012 and the percentage of women in this same age group with at least one mutilated/cut daughter is 31%. This makes Ethiopia the country with the second highest number of women and girls living with FGM (24 million in 2013[56]). The percentage in 2012 has not decreased compared with 2005, when the percentage was the same at 74%,[57] but 2005 showed a slight decrease compared with 2000 when the percentage was 80%.

Another study states that many rural communities in Ethiopia embrace various types of violence against women and even identified women who go to the point of saying: "If my husband does not beat me, it means that he does not love me," and other similar sayings that justify violence and show that it is commonly accepted. Due to these traditional beliefs, violence against women by their partners, the most common forms of VAW, is also highly prevalent in Ethiopia[58].

The GPP programme is very much in line with Government policies, which is also a requirement in the CSO legislation that states that CSO need to complement and strengthen the Government's efforts. Being so close to Government, they, in practice, also influence the policies to a certain extend but this is not officially acknowledged. According to government policies, civil society is not allowed to influence policies and it is a very sensitive topic in Ethiopia.

1.1.3. Legal environment

The legal environment in Ethiopia didn't change in the past years. The findings from the MTR are still relevant and valid:

The CSO legislation in Ethiopia changed around the time the GPP started and it caused some delays in its start up. The new legislation, which is still valid, is quite restrictive: All CSO's had to re-register and all programme activities had to be agreed upon with relevant line ministries.

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[54] country programme proposal 2014
[55] https://ethiopia.iom.int/iom-and-molsa-organize-validation-workshop-ethiopian-national-plan-action-combat-trafficking-persons
[56] UNICEF 2013 in https://en.wikipedia.org/wiki/Female_genital_mutilation
[57] 2005 Ethiopia Demographic Health Survey: http://www.unicef.org/protection/ethiopia_34881.html and http://www.childinfo.org/files/FGCM_Lo_res.pdf
[58] http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3453497/).

The new CSO legislation impacts the GPP in other ways as well: organisations that receive majority foreign funding are not allowed to conduct activities in advocacy or policy influencing, and cannot talk about right-based issues or engage media. This applies to issues including child protection, harmful traditional practices, and GBV.

There are administrative requirements related to the percentage of the budget that can be spent on administrative costs and overhead.

All partners in the GPP are directly affected by this legislation. The response of the GPP has been as follows:
- to have all activity agreements signed (this is a direct requirement);
- to change the terminologies that are used: e.g. instead of GBV, partners use the term "acts that affect girls/women;.
- to work closely with the government, engage them in programme implementation and ensure that the government has ownership of the programme and/or structures that are developed;
- to avoid campaigning and policy advocacy because this is illegal in Ethiopia.

The CSO legislation also applies to ACPF, although in a slightly different way, because it is registered as an international organisation.

Although there is no change in the legal environment for CSOs, there is now more clarity on government's directives, and there is a bit more leeway such as more details on categorization of program and admin costs, construction of schools can now be put under program costs for example under the 70/30 rule. There are still limitations for networking and capacity building (CB) of CSO's.

"CSO's were stronger before 2009 and the new legislation has really reduced them in number and effectiveness. They try to address issues but they have to work a bit underground, they cannot speak out. They are working on protection issues but they face huge challenges. The human rights perspective easily gets lost in this context, and only service delivery is not enough"[59].

1.2. Key GPA partners in country

The GPP Ethiopia had 12 now 11 partners. Seven of them, (Plan International Ethiopia (PIE), ACPF, FAWE, ANPPCAN, FSCE, ECFA, and ESD), are represented in the CSC. Five are PIE local partners, (DEC, ADV, CISO, MCMDO, IWCIDA). The partnership with CISO was ended in 2014 because of mismanagement and PIE took over the activities (in Wondogenet). The PIE partners are all based in the regions of intervention and work on education. These partners were all new partners of Plan (though some were known previously). At the beginning of 2013 a new ICDI partner, ESD, came on board. All the partners except for ECFA (CHI partner) and ESD have a funding relation with Plan Netherlands. FSCE is supported by both Plan and DCI-ECPAT. ANPPCAN, FAWE and ACPF are international (pan-African) organisations with either a chapter or their main and only office in Addis Ababa, all are Plan partners.

The GPP is implemented in Amhara, Oromiya and SNNP regions and Addis Ababa city administration (in 14 districts, 12 towns and 6 sub cities) and has a total budget of EUR 3,865,729 at country level for the whole period from 2012 to 2015.

The biggest partner is Plan Ethiopia. Plan is mostly sub-granting to smaller organisations (MCMDO, DEC, ADV, IWCIDA) but it is also implementing itself (the partnership with CISO was ended and activities now taken over by Plan).

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[59] expert interview GirlHub

FAWE also works on education, but it is a different type of organisation. It is a pan African network organisation with a strong focus on policy development and influencing. The dissemination of the Gender Responsive Pedagogy model is one of their main flagships. FAWE also supports 720 individual girls directly with scholarship support.

Protection:

FSCE works in urban areas and has safe houses in which they support girls that were into sex work (these girls are selected by local government stakeholders). They also implement activities at schools aimed at protection (see next section).

ANPPCAN is a member of the Pan African Network Organization known as African Network for Prevention and Protection against Child Abuse and Neglect. It implements a lot of different activities aimed at protection, and even other sectors including WASH, disasters, etc. In the GPP project they also work on economic participation (The North Gondar Project Office organized 14 poor and unemployed girls and rehabilitated and empowered these girls through economic support by providing vocational skill training) but they are mostly acknowledged for establishing and strengthening Multi-stakeholders child protection structures (MSCPS) at the district level and community conversations.

ACPF is another pan African organisation, the office in Ethiopia works Africa wide. ACPF does not do direct implementation but is mainly engaged with research, policies and knowledge development, lobby and advocacy. They are in a unique position to do advocacy and are not restricted like other CSO's since they are pan-African and have a different type of registration. Within the GPP, they are funded for their work with the federal court. They set up a referral network for child protection and the Children's Legal Protection Centre (CLPC) is their flagship programme.

MCMDO, DEC, ADV, IWCIDA, ESD all work at more local or grassroots level, with schools and children directly (e.g. building girls friendly latrines, strengthening girls clubs, provision of sanitary pads). These partners all, to lesser or more extent, integrate protection issues in their education work. Both ADV and DEC have disseminated various messages on importance of girls' education and prevention of child marriage. IWCIDA also works a lot on community awareness raising and reporting of any actual or potential occurrence gender related violence. ESD is also working on economic empowerment.

IWCIDA is widely acknowledged for its initiative to train girls in the production of hand-made sanitary pads; a practice that has been copied by most other partners.

1.3. Key actions and GPP activities since 2013 (MTR)

In view of the MTR recommendations, CSC identified additional interventions and also intensified existing activities to improve quality project delivery in the remaining period, including: male engagement, employing sport, development of child friendly materials, household level counselling, building capacities of traditional leaders (religious institutions, indigenous institutions and others) and promoting role models at community level; to challenge existing values and norms that hinder gender equality (Country programme proposal 2014).

According to the CSC, since the MTR, the programme has been shifting its attention a bit from direct material support to more structural / institutional changes and community awareness to support the empowerment of G&YW[60]:
- Education interventions to promote rights and opportunities of girls and women, gender equality
- Awareness of PTAs on gender equality and life skills

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[60] country action plan revised 2014

- Employ IEC/BCC materials to promote GPP issues
- more interventions at household level.
- The education activities of the programme include:
- direct material support to girls, including the provision of sanitary pads, scholarship support etc. (ADV, FAWE, DEC, ECFA, IWCIDA, MCMDO)
- Tutorial classes to girls (ADV, MCMDO) and mini-libraries for girls only
- providing life skills and leadership training to girls (ADV, DEC, MCMDO)
- skill training in hand made sanitary pads production with local available materials (IWCIDA)
- support to school infrastructure, such as improving latrines
- forming and strengthening girls' clubs (ANPPCAN, CISO/PIE, MCMDO & IWICDA), Tuseme "Lets Speak Out" clubs with girls and boys (FAWE), and mini media clubs (MCMDO, ESD). ANPPCAN established boys clubs to enhance boys' participation. These clubs are also trained and made aware of gender and protection-related issues.
- Five youth centres have been supported and become functional with youth friendly libraries, games and movies
- Promotion of girls' participation through coffee ceremony discussions, sport events, art competitions and dramas
- development / promotion of anti-sexual harassment guidelines at schools, booklets on barriers of girls education, guidelines for girls ambassadors', brochures and leaflets on girls education and policy briefs on girls education
- rewarding of parents, strengthening and training PTA's and Girls Advisory Committee (GAC)
- events for school and community sensitization (girls education week, Day of Girls Child, African Child day)
- Community conversations and support to the capacity of community members, CBOs and religious institutions in promoting girls education, gender equality and addressing violence against girls and young women
- Engaging media in promoting protection of girls and young women, girls education, gender equality
- development of Gender Responsive Pedagogy model (FAWE) and support to the GoE to update the Gender Strategy for Education and Training sector

The protection activities of the programme include:
- supporting rehabilitation (safe home), provision of food and vocational training of girls and young women vulnerable to sexual violence (former sex workers) (FSCE).
- In 2014, ECFA and FSCE supported 72 victims of sexual abuse with reunification, medical aid and counselling.
- providing services through a hotline: In 2014, ECFA facilitated management of 5520 online cases through Adama Helpline centre and a helpline has been established in Wondogenet and Dara districts.
- Legal and psychosocial service provision: ACPF provided free legal aid to 4813 children (1795 girls and 3108 boys), psychosocial service for 573 girls and boys and also facilitate determination of paternity for 54 children.
- life skills training to girls (ECFA)
- Training & workshops on gender equality & rights and/or overall empowerment (life skills, leadership, participation etc.) for girls, boys and community members (ANPPCAN)
- informing girls and young women about protection services
- community conversations and media sensitisation, through TV series, radio spots, messaging & programmes (FAWE, ECFA, PIE)
- establishing multi-stakeholder child protection structures (MSCPS) and working with existing governmental structures such as the Community Care Coalition (FSCE, ANPPCAN)
- building capacity of professionals engaged in the child protection system: ACPF supported national child protection system through capacity building of 292

professionals working at the Federal Courts, hospitals, federal prison administration and police stations.
- ACPF supported the preparation of standard guidelines for child friendly administration of justice in the judiciary system

Protection activities that are more integrated in the education theme:
- Partners have built capacities of teachers on protection of violence, para-counselling, identification of cases, information sharing and networking. School para-counsellors have started proving psychosocial service to treat minor psychological problems of students and to handle cases.
- The girls, boys and gender clubs are also engaged on protection-related issues.
- ADV has put in place secret boxes at schools to enhance reporting of violence, abuse, exploitation and cancel arranged marriages.

Economic participation activities:
- ANPPCAN, FSCE and ECFA provided vocational skill training for 161 vulnerable young women on Food preparation, hairdressing, Information Technology, Sewing and Embroidery and petty trade. Also ESD has started with the integration of economic participation activities. The outreach so far has been limited.

2. Data collection process

2.1. Contextualisation of research tools and formats

The evaluators have not made any changes to FTE tools but translated all questions that are used in FGD's and scoring into Amharic. The questionnaires for District panel and 5C were not translated. Questions from the district panel were translated on the spot by the enumerator.

Minor changes were made to the dynamics of the FGD. The animal cards were only used with the youngest group, under 15; for all the other age group we used numbers. Also the games were only used with the youngest group. It would not be appropriate to do these games with older groups.

We added a question to the education FGD's for purpose of the case study: Is your school girl-friendly? What makes it a girl friendly school? Have there been any changes and are they related to the GPP?

2.2. Final sampling coverage, target groups and respondents

Target Group	FTE planning	FTE realisation
Girls 12-15 year	100	89
Adolescent girls (16-19 yrs.)	170	238
Young Women 20-26 yrs.	160	163
Adolescent boys (16-19 yrs.)	30	19
Young Men 20-26 yrs.	40	39
Men >26 years	20	23
Women >26 years	30	43
TOTAL	550	614
District panels	3	3
Girl Panels	2	2
5C	5	5

With regard to G&YW and community members, the evaluation team could not implement random sampling. There were no participant's lists, or lists were not kept at partners' offices, or partners said they could only select G&YW that are within reach in the communities. This was also influenced by the summer holidays.

In the preparation (CSC kick off meeting, and separate emails to each partner) of the FTE fieldwork in Ethiopia the evaluators made clear that independent samples had to be done from participant's lists of GPP activities. During the kick off meeting it was agreed that all organisations would share beneficiaries' lists via e-mail with the evaluators. There was some scepticism on the possibility to get sufficient sampled girls to participating in the Focus Group Discussions because of the summer holiday.

However, in all cases, beneficiaries were selected by the partner or in case of ANPPCAN the school heads or bureau of education. The reason is that during holidays most students go home and they cannot be traced. Moreover, partners are dependent on the schools for their contact with beneficiaries. In the case of FAWE, girls that had received scholarship have moved to other places for vacation/break. Because of elections in May (and expected post election restrictions in June) and the long summer holidays until end of August, it wasn't possible to do fieldwork in another period.

Also, partners in practice have less direct beneficiaries than stated in their project documentation. In some areas, the available beneficiaries of activities were exhausted.

The previous issues have generated a certain bias towards participants in FGDs that are:
- The more active ones;
- More known to the partner;
- But mostly they were the more available ones.

This probably has made respondents answers more positive inclined on aspects and results of the GPP.

The sampled district and girl's panels were coordinated and managed by one partner (ANPPCAN and MCMDO). The sample for the case study was a bit low as it was not possible to find trained teachers or benefiting schools/girls.

Experts interviewed
- Mr Mohamed Yusuf, The Women Youth Children Affairs office in Gondar
- Mr Adane Kebede, Mahibere Hiwotfor social development NGO in Gondar
- Mr Adugna, Education office in Gondar
- Ms Fasika Hailu, Children's Legal Protection Center, Addis Ababa
- Ms Helen Markos, Titlenetsant Primary school in Yeka, Addis Ababa
- Mr Temesgen kebebew, the Gender directorate of the Ministry of Education, Addis Ababa
- Mr Mathias Weyessa Gizaw, Terre des Hommes, Addis Ababa
- Ms Metsehate Ayenekulu, Girl Hub (DFID), Addis Ababa
- Ms Zewuditu Zenebe, Ms Shitaye Ledamo (WCY office) and Mr Desalegn Esatu, mr Sisay Haile (bureau of education), Wondogenet
- Mr Daba Fayissa and Mr Elias Terfassa, consultants, Addis Ababa

2.3. Bottlenecks and Deviations in the data collection process

After the first round of data collection, there was a shortage of girls 12-15 years and a very big shortage of Young Women 20-26 years. The shortage came from various partners: FAWE, ANPPCAN, FSCE, CISO/PIE. Reasons were: FAWE does not keep regular records of its beneficiaries and the beneficiaries are dispersed over the country; CISO/PIE

only works at schools and not with the older age groups. In general, GPP does not work with this latter age group under the theme of education. Only FAWE, ANPPCAN and FSCE work with these older age groups mostly in the area of economic participation, and in other communities that are not included in the GPP.

After a second round of data collection the data sampling resulted in a total of 497 G&YW, more than originally planned. Relatively more adolescent girls have been interviewed, because of reasons of availability. In the second round, sufficient young women could be sampled and the number of G&YW interviewed therefore is an adequate reflection of the GPP.

With regard to community members: out of the 120 planned, FGD's were organised with in total 116 community members. It was not easy to find sufficient adolescent boys (17 out of 30 planned) and also there was a shortage of young men (34 out of 40 planned). More adult participants in the FGD's have compensated these shortages.

Also, more FGDs were held on the topic of education (73 community members in total, versus 43 for education). Only 2 FGDs were planned with B&YM on protection and only 1 was realised. The reason is that the sampled protection partner - FSCE in Adama – only worked with boys over 19 years old. Therefore, the opinion of B&YM on the topic protection is only based on 1 FGD with 10 young men. Also during MTR, the only partner sampled for protection and B&YM was FSCE.

3. Findings on the MP protocol

3.1. Findings related to the four main themes/outcome results

3.1.1. Outcome result: Better protection against violence for G&YW

Protection at the individual dimension

Specific outcome: decreased prevalence of violence against you or girls that you know

Graph: Frequency with which G&YW respondents or G&YW they know have suffered violence
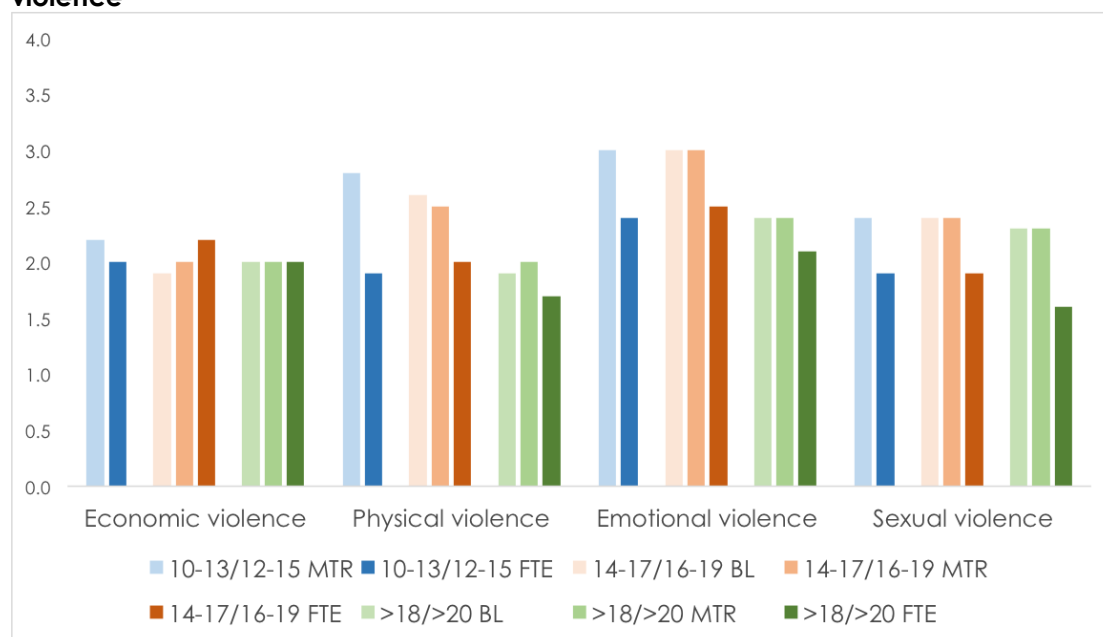
0=never; 1=sometimes; 3=often; 4=very often
T-test shows significant[61] changes from BL-FTE and MTR-FTE for all types of violence except for MTR-FTE for economic violence

FTE indicator 1a: % of girls and young women who indicate that they or girls they know have experienced economic violence

The % of G&YW that have experienced economic violence has increased from 66% (BL) to 75% (MTR) and to 78% (FTE). The increase from baseline to FTE is significant.
Prevalence of economic violence has increased for the adolescent group (1.9 (BL) to 2.2 (ETR)), but decreased for the youngest age group (2.2 (MTR) to 2.0 (FTE)).

There are less G&YW that never experienced economic violence, and more that sometimes experienced it. At FTE, 59% of the G&YW experience economic violence sometimes, 17% never.

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[61] The term "significant" refers to a statistical test (T-test) that was performed, and the result of which shows that the change between the time of MTR and FTE (or between BL and FTE) was significant. This means that the change did not occur coincidently but can be attributed to a cause. This cause may be the GPP or another factor like a higher government support. If information (from qualitative data) is available about which factor(s) caused the change this will be indicated in the text.

FTE indicator 1b: % of girls and young women who indicate that they or girls they know have experienced physical violence

Prevalence of physical violence has decreased for all age groups and most strongly for the girls, from an average of 2.8 (MTR) to 1.9 (FTE)

The % of G&YW that have experienced physical violence, has increased from 90% (BL) to 95% (MTR) but decreased significantly from MTR to FTE (67%).
At FTE, 55% of the G&YW only sometimes experience physical violence. Many more (27%) G&YW than before (4% MTR) have never experienced physical violence.

FTE indicator 1c: % of girls and young women who indicate that they or girls they know have experienced emotional violence

Prevalence of emotional violence has also decreased for all age groups between MTR and FTE. Between baseline and MTR, there was no decrease.

Adolescents (2.5) and girls (2.4) experience most emotional violence. For girls, it has decreased from 3.0 to 2.4, for young women it was already lower and further decreased from 2.4 to 2.1.

At FTE, 58% of the G&YW sometimes experience emotional violence. 11% G&YW have never experienced emotional violence, compared to 32% and 5% for MTR.

FTE indicator 2: % of girls and young women who indicate that they or girls they know have experienced sexual violence

Prevalence of sexual violence has greatly decreased for all age groups, especially for the young women (2.3 at baseline and MTR to 1.6 at FTE).

At the FTE, 40% of all G&YW have never experienced sexual violence compared to 7% at MTR and 6% at the baseline.

At the FTE, 45% of the G&YW experience sexual violence sometimes and only 11% (very) often, compared to 54% and 35% at MTR.

All violence has reduced (MTR to FTE and Baseline to FTE), except **economic violence** and in that case, it only increased in the adolescent group. However, only one of the interviewed adolescent groups confirmed that economic violence is increasing: "[economic violence] is growing and [the girls] even consider the arranged marriage as a means to support the family economically. People target schools to bargain girls for sex by paying money because they want to minimize risk of sleeping with commercial sex workers."[62] 3 Three groups say that economic violence did not change much but the majority of adolescent groups indicate that it has reduced. Respondents also sometimes indicate that the GPP activities have contributed to this but they also refer to other factors. The figures above therefore are not supported by discussions from the FGDs. This may be due because the discussions are on prevalence of violence in general while actual 'scoring' refers to the girl's own experience or that of someone she knows, or maybe they learnt about this type of violence through GPP and are now better able to identify it. The reduction of economic violence among the youngest group however, is more easily explained, because thanks to GPP interventions and efforts of other actors, enrolment of girls in education has improved and more girls also continue their education.

The overall reduction **in prevalence of violence** is interesting, as this wasn't observed during MTR. Especially the % of G&YW that have experienced physical violence has

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[62] (A20, adolescents, adama, ECFA),

decreased significantly from MTR to FTE. "The prevalence of violence (as perceived by the girls and young women) seems not to have changed since the programme started a year ago. Only sexual violence is perceived amongst adolescent girls to have decreased significantly." (MTR report, 2013) A positive conclusion is that interventions of the GPP are more sustained now and start to actually have an impact. There are some indications for this: some groups contribute positive changes to GPP interventions, such as community conversations, community awareness, or "GPP work closely with relevant stakeholders and police to protect, report and take legal measures in support of the girls and women that experience violence". Others just say "GPP has contributed positively" without giving clear examples how, so this could be a socially desirable answer. In a number of groups participants also contribute changes to other factors: "law enforcement is now more serious", "the community's awareness and the supportive mechanisms work better against this", "the community is educated to protect girls from violence".

As a conclusion, G&YW seem to experience an overall reduction in violence, and this can be attributed to various factors, among which the GPP activities. But it is not possible to determine which have been the most important contributing factors to this change.

Of all four types of violence, **sexual violence** is the least common. It also shows a more significant reduction compared to the other types of violence. In fact, by far most of the groups interviewed say that according to their experience, sexual violence is reducing, for example, "this type of violence is declining a lot, the community's awareness and support mechanism work better against this". Many respondents mention that whereas rape, FGM, child marriage and abduction are declining, sexual harassment still exists or has even increased. The decrease of sexual violence is, according to some, due to GPP interventions, others give more importance to law enforcement and community awareness; but often GPP is mentioned as a contributor. Only a few respondents refer to female genital mutilation as a form of sexual violence, while we have seen before that in Ethiopia and also in the communities of the GPP implementation (Amhara and especially Bahir Dar), this form of violence is very common. In Bahir Dar, FGDs were only held with GYW who participated in education programs. In Gondar most GYW interviewed on protection do not mention FGM (only 2 groups do). Gondar however has always been the least affected and the region has shown a rapid decline. The sampled groups are therefore not the ones most affected by FGM.

Emotional violence happens most often of all forms of violence, since the FTE average score for all age groups is 2.3 and only 11% has never experiences this form of violence. However it has also decreased over time. Examples mentioned include, insults, discrimination and stigmatization, bullying, blackmailing, disrespectful behaviour. The decrease is not so strong when interpreting the qualitative information given during the FGD's. A lot of FGD mentioned that it hasn't changed much, or "it is reducing, but may not be as much as the reduction in other types of violence". This is said to be "because emotional violence is not always easy to protect from and protection services give little emphasis", "because parents and duty bearers or even police won't be worried about something that doesn't put any evidence on you, just only psychological", and "this is the most hidden".

Some quotes from the Girl Panel: "sexual violence is really decreasing in urban areas", "The urban community is more clear on violence than the rural. Sexual violence such as child marriage and rape are extremely declining in our area. Child labour exploitation and beating are not reducing that much." "Violence is generally decreasing, because of the multi directional approaches that addressed both girls and the community members. The GPP programme has had some contribution to this area too. All the trainings, community awareness activities, reaching girls both in and out of school and religious leaders were among the key strategies that helped the GPP contributing to these achievements."

On prevalence of violence, CLPC says there is a lot of underreporting. Two interviewed experts on child protection say that "there are no official statistics available, […] so it is hard to say anything about prevalence of violence". Other experts also confirm this finding. Experts also indicate that they expect violence "to be very high, [and] all forms of violence take place, in urban mainly rape, in rural areas more harmful traditional practices (such as FGM), child marriages". "A main obstacle is the traditional attitude of most communities."

According to an NGO in Gondar district "prevalence of violence was very high but it has reduced though not yet diminished. Girls are now empowered and can protect themselves. This is because of training, community conversations, awareness raising, the work of many NGOs together."

**Specific outcome: Non-acceptance of violence against G&YW**

FTE Indicator 3 (% of girls and young women who feel able to say no to sexual activity)
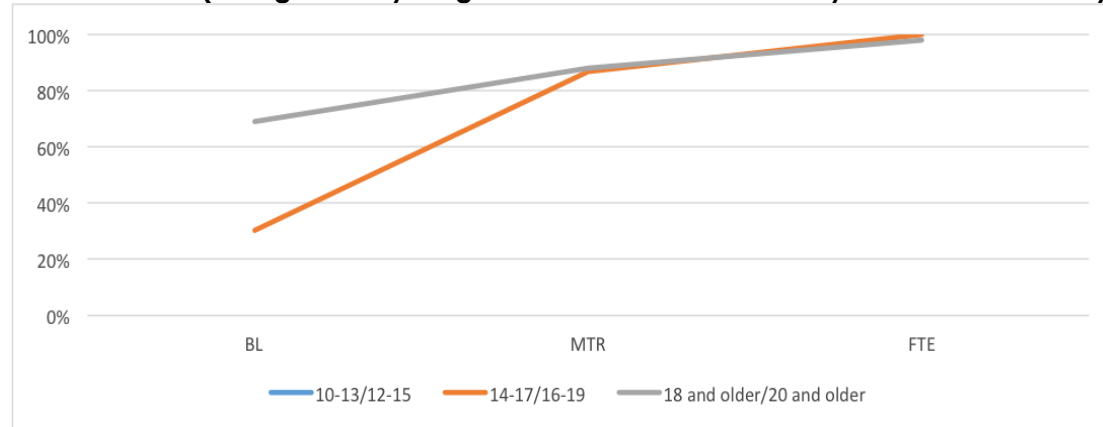
T-test = significant

Almost all (99%) of the G&YW now can say 'no', when someone wants something sexually from them, compared to 86% at MTR and 47% at baseline. This increase was statistically tested to be significant. Partners such as ECFA, FSCE and ANPPCAN who conduct a lot of life skills training with girls likely have contributed to this change. The youngest group wasn't asked this question during the BL/MTR, but they all say that they can say 'no' now. For other age groups, the change is biggest for the adolescents: 30% BL – 100% at the FTE. The indicator wasn't discussed in the FGD's. Therefore it is not known if the G&YW that show the biggest change in awareness are from specific districts or urban or rural areas.

FTE Indicator 4 (% of girls and young women who agree that children may be beaten by adults)
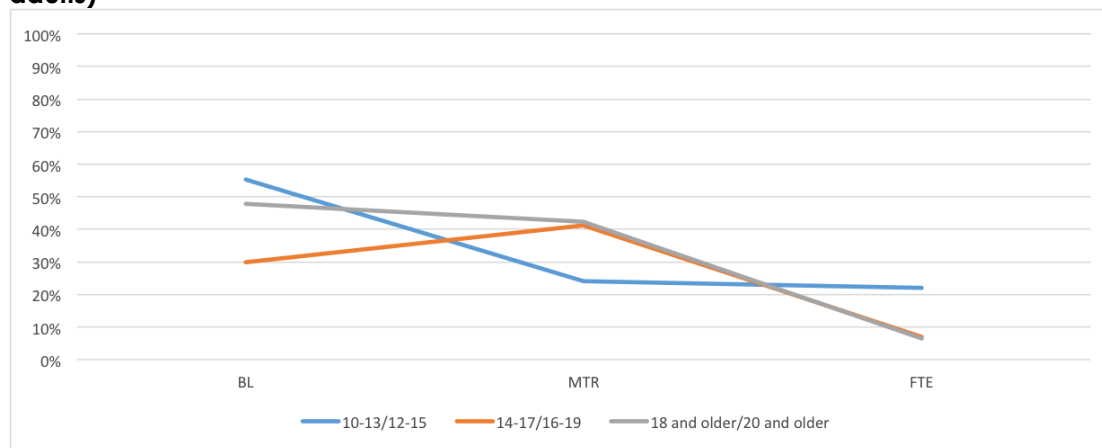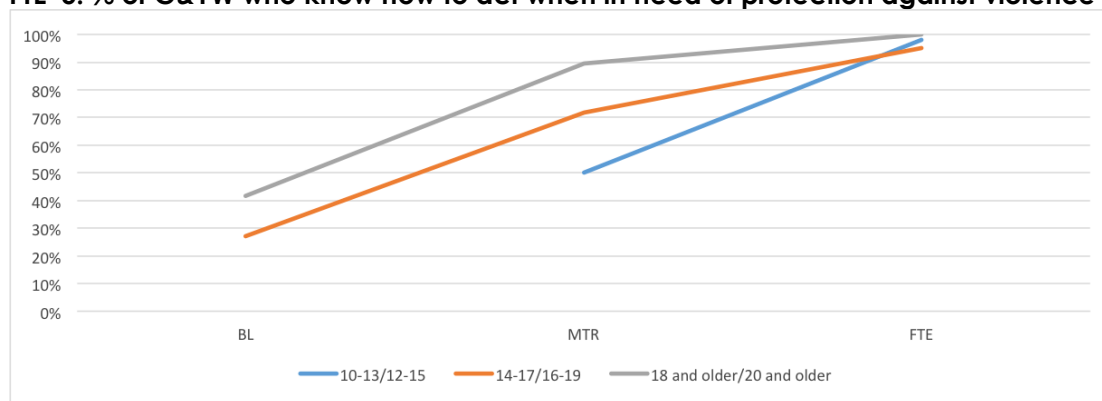

T-test = significant

Also, the majority (89%) of the G&YW believe that it is not OK with adults beating children, compared to 60% at MTR and 61% at baseline. So while there was no improvement between baseline and MTR, the last two years there has been a significant change. "Now children themselves don't accept beating and they challenge you if you do. But in schools, parents also think that beating is good, supportive for disciplining".

Comparing the data from individual G&YW with socio-cultural data, also at this level there is now much more consensus (74% now, compared to 8% a the BL and 71% at the MTR) amongst community members that children cannot be beaten by their parents or teachers. This change is not mentioned by the G&YW.

Girls are more conservative than the older G&YW, as 22% still thinks that beating is allow while among the older age groups this percentage is 7%. The opinion of the younger girls hasn't changed much since the MTR, indicating that there is still work to do in awareness raising and training on this issue.

Specific outcome: Access of G&YW to quality (child) protection systems

FTE 5: % of G&YW who know how to act when in need of protection against violence
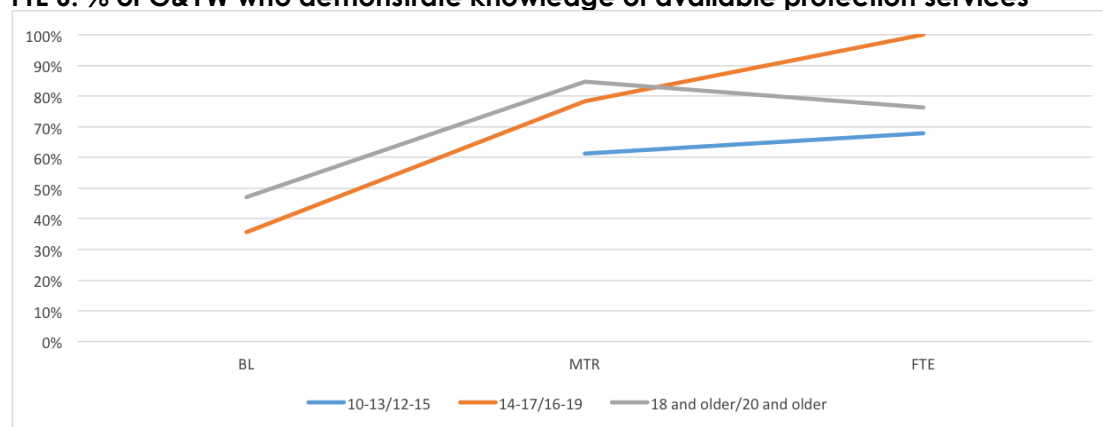

T-test = significant

Almost all (98%) of the G&YW now know where to go and how to act when in need of protection, compared to 77% at MTR and 34% at baseline. This is a huge improvement, continued from baseline and tested to be significant. The oldest G&YW have most knowledge, but the change is much stronger for younger girls. Partners such as ECFA, FSCE and ANPPCAN who conduct a lot of life skills training with girls likely have contributed to this change. The girls also give answers that show a high level of awareness of what they could do in cases of violence, such as "report to the police", the

partner (ECFA), hotline, or "share it with family and friends", "access health services in hospitals or health centres", "report to women and children office", "use the helpline".

FTE 6: % of G&YW who demonstrate knowledge of available protection services

T-test = significant for BL-FTE, non-significant for MTR-FTE

81% of the G&YW demonstrate knowledge of available services, compared to 79% at MTR and 41% at baseline. The improvement has been significant between baseline and FTE but not between MTR and FTE. Although partners have continued to work on increasing knowledge of G&YW their knowledge did not increase much anymore, but it has to be observed that the knowledge and awareness levels were already very high at the time of the MTR so it is also difficult to increase these levels significantly. The girls in the FGD again give correct answers of where they could go in case they need protection, such as "the police and justice offices, different child protection groups and clubs, Kebele, health centres", report to health clinics, police and organizations working on child right issues".

FTE_7: % of G&YW who indicate they know G&YW who accessed formal protection services because violence happened to them
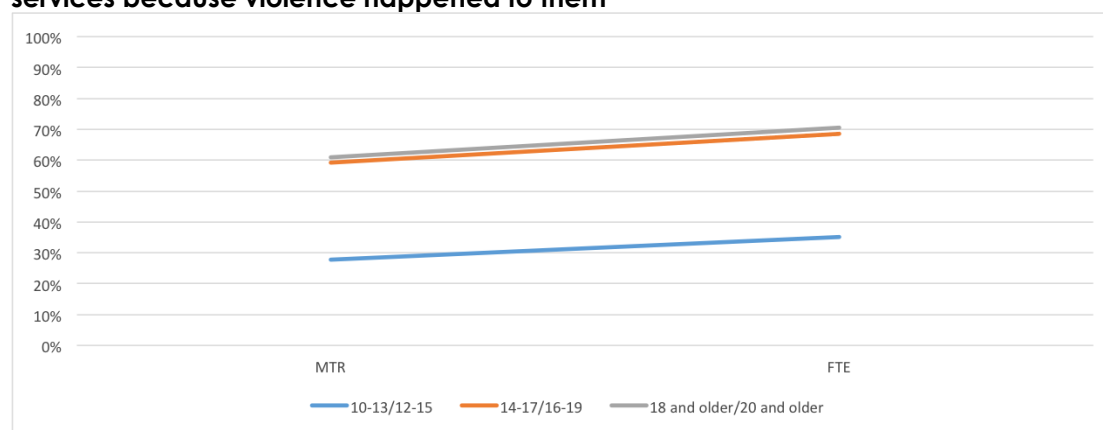
T-test = significant
Note: For baseline no data was collected for this indicator

61% of the G&YW has accessed services compared to 56% in 2013, which is a significant change. Since the prevalence of violence has decreased, this means that more girls who need it, do indeed go to access services and there are less cases of G&YW that don't look for help. The access of services is much higher for older girls and young women: 71% compared 35% for the younger girls. This indicates that age is of influence on the disposition of victims to look for help in formal protection services.

Final observations protection at the individual level

Compared with the MTR, the G&YW were more knowledgeable with regards to types of violence and could mention several examples of what to do and where to go. Also, participants showed more self-confidence in the FGD discussion and they showed more active participation, compared to the MTR.

An interesting case to describe took place at FSCE's centre in Kality, FGD with a group of newly arrived beneficiaries and a group of former beneficiaries, clearly showed impact of the GPP interventions as the second group was much more vocal and "empowered" and they mentioned many more examples and all were very outspoken. With the first group that had just arrived two weeks ago, it was still difficult to get their responses and their level of participation was poor.

Protection at the socio-cultural dimension

Specific outcome: Communities recognize violence against G&YW as unacceptable

As described in the "sampling" chapter, not so many community members have been interviewed on the topic protection and opinions are therefore based on only one group of young men, one group of adult men, and two groups of women.

Indicator 8: % of community members who agree that children may be beaten by their parents and /or teachers.
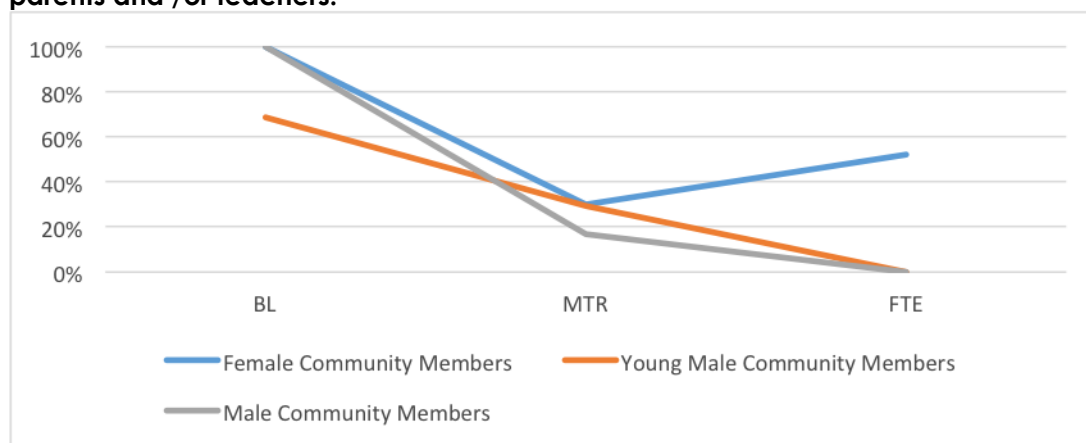
Legend: % shows respondents in highest 2 quadrants scoring range: agree and strongly agree (t-test = significant for BL-FTE, non-significant for MTR - FTE)

Comparing the FTE with the BL, there is now much more agreement that children should not be beaten by their parents or teachers. Especially between baseline when 89% agreed with adults beating children and MTR (27%) the change is very big. Between MTR and FTE however, there is not much change for the percentage that thinks children can be beaten: around 26%.

The reason why participants agree sometimes is usually that they consider beating as a "last resort when all else fails". A respondent said "children shouldn't be beaten, but beating may be considered at special circumstances as a punishment once other means of punishment can't be successful".

Interestingly, most male community members have changed their opinions positively and they all now (strongly) disagree with the statement that children can be beaten. But female members have changed their opinion negatively and they are now more in agreement children may be beaten, compared to MTR. Women in the communities also are more supportive of child beating in general: 52% (strongly) agree. Those who agreed said that beating children is appropriate as children may not be serious unless they are

beaten: "*Children who are not punished are hybrids or illegitimate children, says the bible".*

G&YW may not always see changes in occurrence of child beating: "Child beating is still believed as important to discipline a child in our community. There is an increased trend in reporting the cases to women and child affairs office. There are times when the parents were called by the office to get advice and warning to avoid beating children".

Indicator 9: % of community members who agree that violence against G&YW inside and outside the home should always be reported
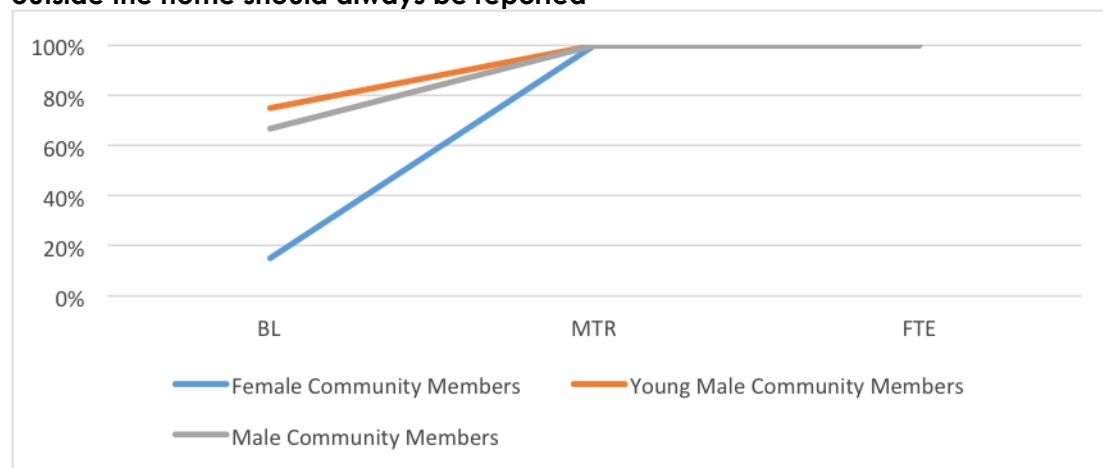
Legend: % shows respondents in highest 2 quadrants scoring range: agree and strongly agree (t-test = significant for BL-FTE, non-significant for MTR - FTE)

- There is strong support amongst all community members for reporting violence against G&YW. 100% agree now, and this percentage was the same at the MTR. Again, the change between the MTR and the BL, when only 47% agreed, was very big;
- The biggest change (between baseline and MTR) is amongst female community members and the smallest amongst the young male member mostly due to the fact that young men were already agreeing more with the topic from the start.
- The strong support for reporting does not necessarily translate into the fact that violence is actually reported. For example, while men in FGD's most agree that violence should be reported, some men also say: "in our community [...] there is no full commitment in reporting violence against women in the home by husbands or parents. The barriers to reporting are many, but mostly related to lack of awareness about rights, lack of information about the protection and other services providers, fear of other retaliation by the perpetrator and lack of trust on the police or other protection service providers". It seems therefore that *they themselves* strongly agree that violence should be reported, but not their fellow community members, especially when it comes to violence inside the home. Or they might agree that it should be reported but the obstacles prevent them from doing so.
- The latter is confirmed by other FGD's, in which participants said that violence needs or should be reported, but its something that is not always done because of the risk being laughed at or to suffer from a dysfunctional prosecution.

Indicator 10: % of community members who agree that a man is allowed to beat his wife/girlfriend
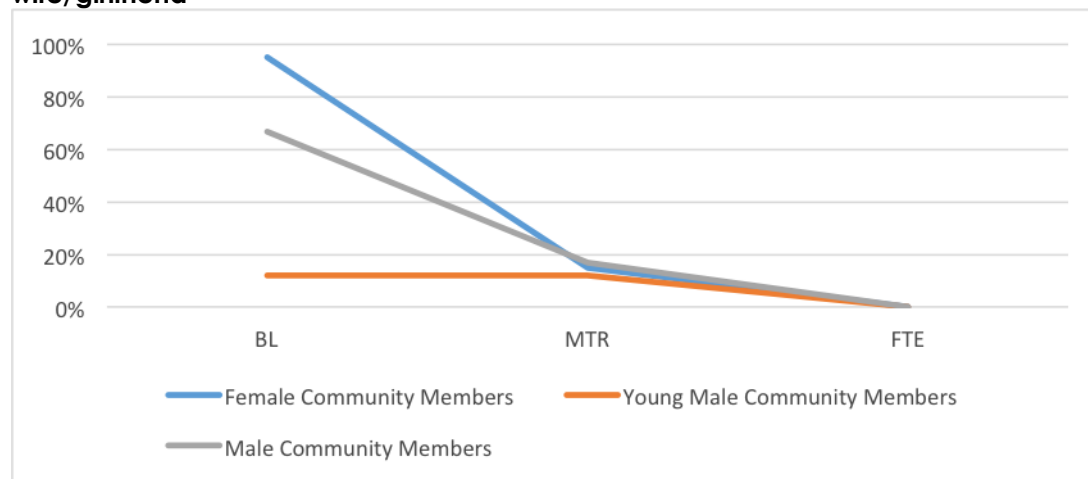
Legend: % shows respondents in highest 2 quadrants scoring range: agree and strongly agree (t-test = significant)

100% of the community members disagree that "a man is allowed to beat his wife/girlfriend". There has been a continuous improvement since the BL (41%) and MTR (85%).

The biggest change (between baseline and FTE) is amongst female community members and the smallest amongst the young male as already at the start of the GPP only 12% agreed with the statement, whereas a very high 95% of women thought like that at BL. In one FGD with women, a participant said "It was not the same if we talk about few years ago, things are changing, rights are being more respected in our area and we are sure this is what is happening in other areas too". Maybe it is not the women's opinion that has changed so much, but their perception of community's tolerance to violence. Women may perceive more, and stronger changes than the men as they used to be (or still are) the victims. The findings under this indicator do not compare with Unicef data that state 68% of women versus 45% of men, justify wife beating in 2002-2012. [63] A higher acceptance of violence by women compared to men is assumed to be common in Ethiopia as well as other Sub Saharan Countries.[64] This means that the GPP has had an influence on the (non) acceptance of violence by male and female community members as the Unicef report was done nation wide and this research focused only on GPP areas;

All FGD groups say that wife beating is not acceptable anymore. Two groups (male and female) however say that "women themselves accept to be beaten, and most of them consider it as an expression of love by the husband."

Also, while most people strongly agree that violence should be reported and not agree that a man should be allowed to beat his wife/girlfriend, during the FGD some men say: "in our community, we culturally tolerate violence on girls that isn't physically or sexually harmful. [...]. For wives, no one other than her husband violates [...]" which indicates that marital rape and wife or child beating may still be viewed as acceptable at the community level.

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[63] (http://www.unicef.org/infobycountry/ethiopia_statistics.html#121),
[64] http://www.bioline.org.br/pdf?rh04047

Protection at the institutional dimension

Specific outcome: Government acts to ensure the rights of G&YW to protection against violence

Analysing the responses on indicators 11-14 below, an overall conclusion can be drawn. The Government's commitment to improve protection against violence and gender equity in Ethiopia through the development of policies and rules and regulations is generally perceived positively and improving. But when it comes to implementation of policies, the capacity of Government institutions to implement programmes and provide services is lagging behind. There are serious capacity and budgetary constraints to do so.

FTE 11: % of "girl power" experts (members of the professional panels) who feel that government is supportive to protection of girls and young women through policies and legislation
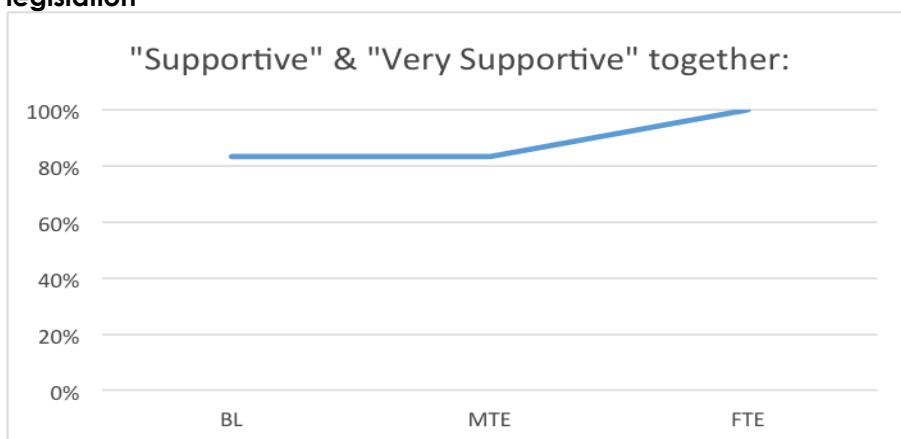
Legend: % shows respondents in highest 2 quadrants scoring range: supportive and very supportive (no t-test was done)

100% of the respondents say that policies and legislation are (very) supportive. Most of them (57%) choose for supportive. This is an improvement compared to MTR and BL, when 83% of the respondents said that policies and legislation are (very) supportive. While during the BL and MTR nobody said policies are unsupportive, 17% said they didn't know or they were neutral. Also much more (43% at FTE compared to 17% at MTR and 50% as baseline) indicate that the government is very supportive in policy development and legislation on protection of G&YW.

FTE 12: % of "girl power" experts (members of the Girl Power girl's panels) who feel that government is supportive to protection of girls and young women through policies and legislation
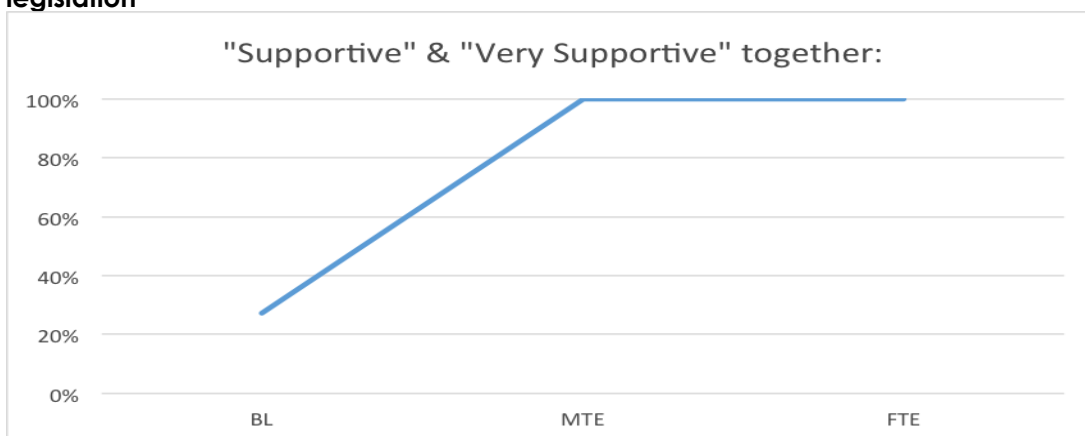
Legend: % shows respondents in highest 2 quadrants scoring range (no t-test was done)

The Girls Panel[65] expressed that policies are either supportive (27%) or very supportive (73%), reaching 100% on this indicator. Compared to the MTR, 100% of the panel already though that policies were supportive but now more of them voted that policies are very supportive (73% compared to 46%). The change is big compared to the baseline, when only 27% were supportive and non very supportive. 9% was saying that policies were very unsupportive but most said they didn't know: 64%. This change indicated that people in communities experience improvement in commitment of the Government to protect G&YW against violence.
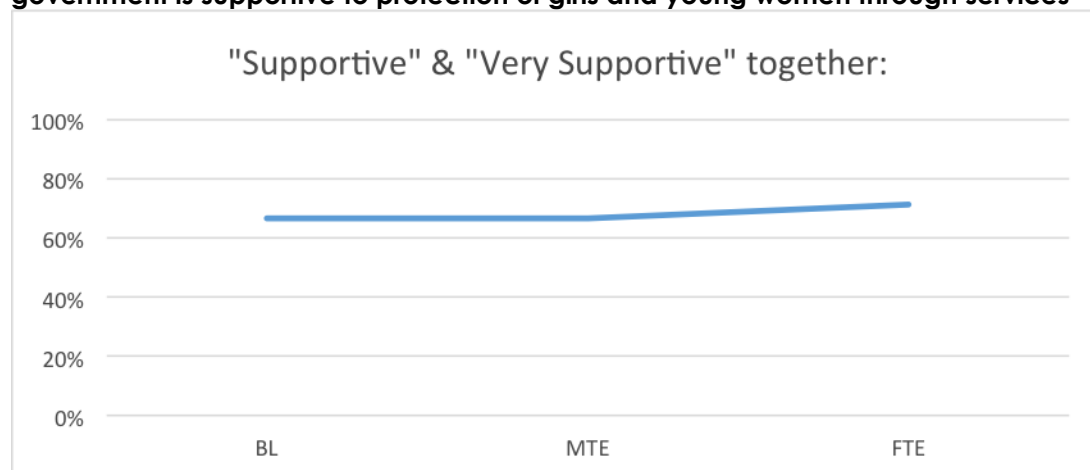
FTE 13: % of "girl power" experts (members of the professional panels) who feel that government is supportive to protection of girls and young women through services

Legend: % shows respondents in highest 2 quadrants scoring range (no t-test was done)

71% of the respondents at the FTE say that government is (very) supportive to service-delivery. This is a small improvement compared to MTR and baseline when this percentage was 67%. At the MTR, none of the respondents said that government was unsupportive, but at FTE, 14% says so, while at the BL this was 17%. During MTR, 33% was 'neutral', and now only 14% was neutral. At the BL and MTR nobody said "very supportive" whereas during FTE 29% gave this answer. This indicates that opinions during the FTE are more diverse than before ranging from very positive to critical opinions.

Overall, experts agree that policies are well developed and structures are in place but implementation and capacities are lacking. The constitution is supportive and Ethiopia signed the relevant conventions.

The WYC office even at the smallest (Kebele) level provides services to G&YW. "Some might say the country is overregulated. But policies are not the problem; the implementation is lagging behind. There are no mechanisms in place and no budget is allocated."[66]. "The MoWCY is under-resourced and under-capacitated"[67]. According to an expert "in Ethiopia, generally there is no problem of policies. The constitution is supportive and Ethiopia signed the relevant conventions. These are however not all translated into legislation. Also, the child protection law has been submitted two years ago but has not been endorsed yet."[68].

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[65] Only one Girls Panel was interviewed on protection issues (the other one was only engaged in education activities). This is the panel in Gondar (a provincial town)
[66] expert interview TdH
[67] expert interview GirlHub
[68] expert interview Daba Fayissa

In spite of the critical remarks mentioned above, still, 71% of the experts are positive regarding service provision, and this is in line with what G&YW say, since a big majority of girls know the relevant services and a majority of them also has accessed them.

FTE 14: % of "girl power" experts (members of the Girl Power girl's panels) who feel that government is supportive to protection of girls and young women through services
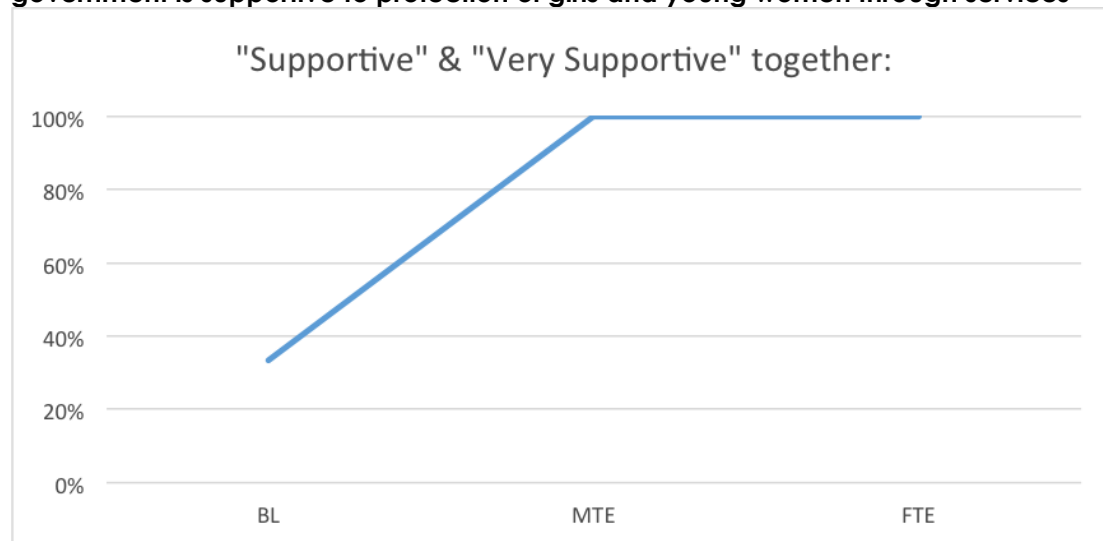
Legend: % shows respondents in highest 2 quadrants scoring range (no t-test was done)

The Girls Panel expressed that the government is supportive to service-delivery (91%) or very supportive (9%). This is a small decrease from MTR, when everyone said the government was very supportive. The change is big compared to the baseline, when only a third said that government was supportive, 8% was saying that the government was very unsupportive and most said they didn't know: 58%. This change indicates that there has been a general improvement in government service delivery in the first years of the GPP, but that this support has stagnated in the second half. This can be an indicator for capacity and budget constraints in the government to translate policies in effective service delivery.

The above is confirmed by qualitative answers in the FGD's that are critical on the actual implementation of the service provision: "The Community Care Coalition is an ideal agent for the response to violence against girls and children. The office of Women, Children and Youth Affairs and Police also do quite well. But service provisions are not yet sufficiently available. There is lack of good governance, transparency as service providers sometimes negotiate with the perpetrators unfairly to hide out evidences. There are also [a lack of] quality issues and responses are slow. Services are not satisfactory in general."

3.1.2. Outcome result: Enhanced educational opportunities for G&YW

With regard to education, generally the country has made great strides towards children's education, mostly primary education, and gender equality within the sector. More children are going to school and completing education, the gap between boys and girls is reducing. Gender parity has greatly improved in the secondary education level where it is 0.92 and 0.81 respectively at the first and the second cycles.

Education at the individual dimension

Specific outcome: G&YW enrol and complete (post) primary education

Gender parity (GPI) at the primary (1-8) education level has reached 0.94, with Amhara and Tigray at highest levels of 0.98-0.99 and in Addis Ababa, girls enrolment is higher than boys'. Gender parity has greatly improved in the secondary education level where it is 0.92 and 0.81 respectively at the first and the second cycles. But, "the achievements of girls in grades 10 and 12 have been relatively lower than boys" and "their completion rate at grade 8 has been lower than that of boys from grade 5 onwards"[69].

Another report[70] suggests that girls are actually surpassing boys, since 2011/12, as the NER for secondary education for 2013/14 is 19.6% for boys and 20.9% for girls. The overall country's performance of 20.2% is below the sub Sahara average. This report also has regional figures comparing GER of 2000/01 with 2013/14:

Table: GER 2000/01 and 2013/14 (Unesco)[71]

Region	2000/01		2013/14	
	M	F	M	F
SNNPR	80.8	46.7	107.1	96.8
Oromia	73.5	42.1	96.1	86.3
Amhara	56.9	49.7	107.2	106.2
Addis Ababa	118	118.5	141	167.7
Ethiopia	67.3	47.0	104.8	97.8

The regions, where GPP, is active show great advances with regard to enrolment in secondary education as well as closing the gender gap. Inequalities are strongest amongst pastoralist communities and in rural areas. In Amhara region, the gender gap has been closed at primary education level. However, the share of female students is the lowest at higher education compared to other levels[72]

Most girls interviewed weren't satisfied with their school's gender responsiveness (additional question, see method). Complaints were made about the lack of separate toilets and girls clubs, and harassment from boys and teachers was reported. Elementary schools are perceived safer for girls than secondary schools. In elementary schools, you can at least find girls clubs; unfortunately these are absent in secondary schools. This feedback underlines the importance of integrating protection related interventions in education support - something which GPP partners have started doing, but not yet sufficiently.

The girl's panel in Yeka (Addis Ababa), is correct in saying that at primary level, more girls attend school than boys, but in high schools, it is the opposite. They mention challenges that are related to the school environment, support needs, self confidence of girls, and gender related challenges such as home chores: "It is because girls when they get older will have more challenges to stay in school. For small girls, teachers provide better support than older ones. Some girls also get challenges during puberty -like sexual and reproductive health problems and some will also spend a lot of time on keeping beautiful than studying -this causes low performance and then withdrawal from school. Girls become more needed in the house as they get older, possibly when they start high school. More girls fear exams to pass to high school". This is more or less the same as what they said during MTR.

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[69] MoE expert interview

[70] http://unesdoc.unesco.org/images/0023/002317/231724e.pdf

[71] Source: http://unesdoc.unesco.org/images/0023/002317/231724e.pdf

[72] http://unesdoc.unesco.org/images/0023/002317/231724e.pdf

Specific outcome: G&YW value education

FTE 39: % of girls and young women who agree that girls should be able to continue their education after childbirth / after marriage
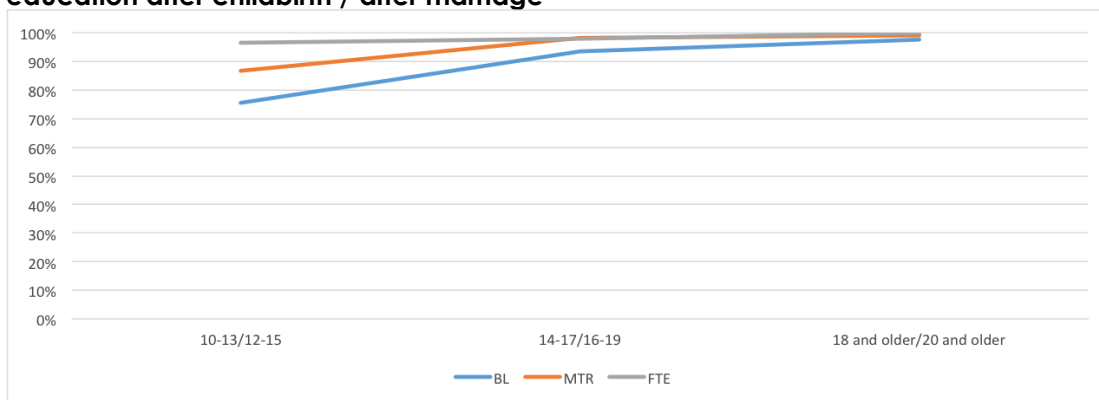
Legend: % shows respondents in highest 2 quadrants scoring range: agree and strongly agree (t-test = significant for BL-FTE and non-significant for MTR-FTE)

98% of the G&YW believe that girls should be able to continue education after childbirth or marriage, which was the same during MTR (97%) and a significant increase from baseline (93%);

The older the girl, the more supportive she is. The discussions on this indicator were not recorded as this is not required in the form, but in one group of adolescents, girls said: "it is a bit difficult for girls to go to school after having a child." However, the girls believe that they can go to school after getting married. The rest of the group members reflected "education should continue regardless of status". And two women in an FDG that were already married continued their education. They said it was their choice to get married before they finish education.

Education at the socio-cultural dimension

Specific outcome: Communities value education for G&YW equally important as for B&YM

FTE 40: % of community members who agree that girls should be able to continue their education after childbirth / after marriage

Legend: % shows respondents in highest 2 quadrants scoring range: agree and strongly agree (t-test = significant for BL-FTE and non-significant for MTR-FTE)
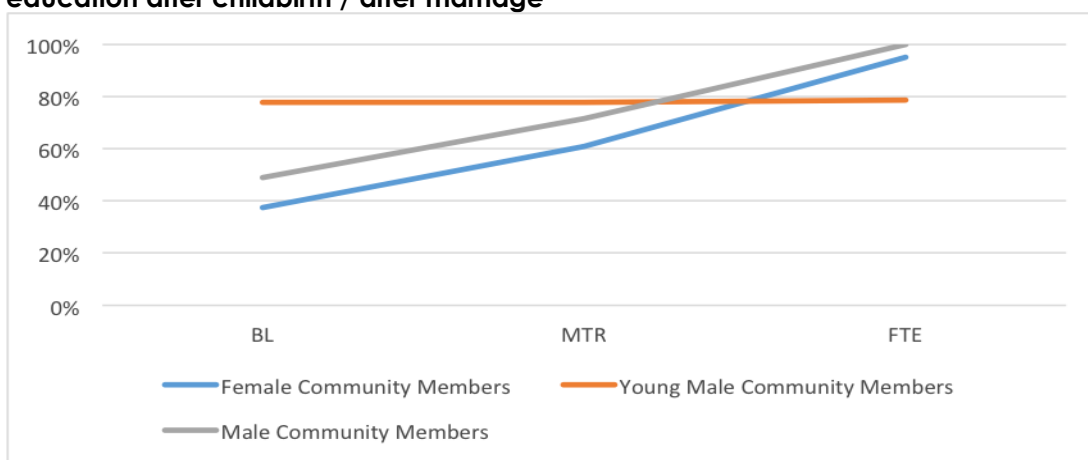
85% of the community members (strongly) agree that girls should be able to continue their education after childbirth or marriage. This was 71% at MTR and 59% at baseline, so a

steady and strong increase. There's a big improvement compared to MTR, when only 10% strongly agreed, and now 64%. The most positive are the older male community members (only one group was sampled though). Again young male show less change because they started at a higher level from the beginning, which they slightly remained at MTR but at FTE they are less supportive compared to the others.

In the two young male groups participants indicated that not everybody had changed its mind on this issue: "the community still thinks that after getting married or giving birth, girls should stay at home to take care of her baby and family to deliver appropriate care" and "in our community even educated people didn't encourage girls to go to school after marriage rather they expect the girls to manage the home, taking care of the children". So it seems that participants in the FGD show more positive opinions on this issue than they think the community members will be. This is an indicator that GPP has reached out more to these target-groups and has influenced their opinions to a higher extend than in the overall community. And this means that there is still a challenge in knowledge and awareness building in communities particularly also among the adult population.

FTE 41: % of community members who agree that girls should have an equal chance to go to school as boys
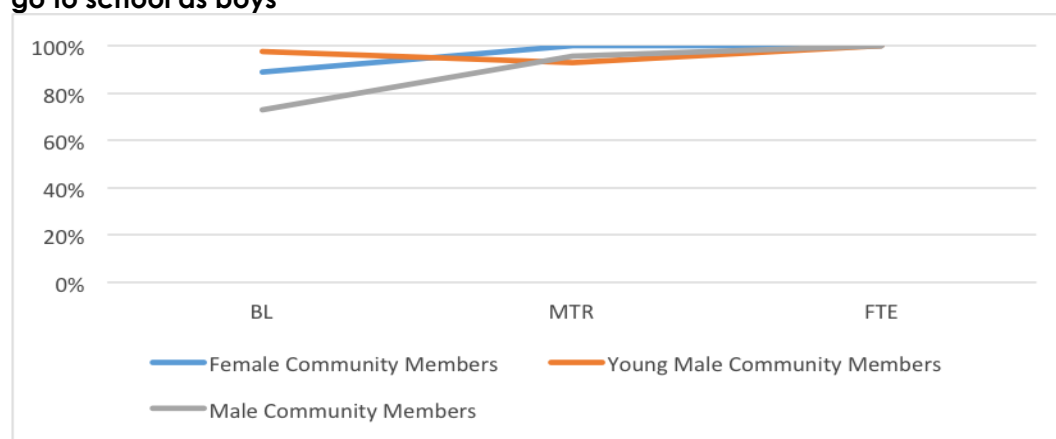

Legend: % shows respondents in highest 2 quadrants scoring range: agree and strongly agree (t-test = significant for BL-FTE and non-significant for MTR-FTE)

- 100% of the community members (strongly) agree that girls should have an equal chance to go to school as boys, a steady increase from MTR (96%) and baseline (87%). Especially the number that strongly agrees has increased from 36% (baseline) to 55% (MTR) to 79% (FTE). The most positive are the older male community members, and they have also changed the most. Again young male show less change because they started higher (already 98% at BL) however they fell to 93% at MTR (at that time this decline wasn't explained);
- "Before the programme intervention, most people in the community thought that girls should stay at home and girls were not allowed to talk outside of home. Nowadays, everyone is interested to teach their children." "The way we treat our sons and daughters is now changed. We used to prefer to send boys to school than girls. But now we give equal opportunities";
- All community members say that the GPP has contributed to more supportive attitudes: For example, "the project created a positive atmosphere about girls education in this community" and "the project changed our perceptions and traditional attitudes about gender equality". Boys that had participated in GPP through FAWE are very specific about the way GPP contributed: "[the GPP] helped to look into gender sensitiveness of the education system and as a result schools are now representing both boys and girls in exercises and classroom activities. [The GPP] also provided special support for girls (scholarship supports and life skills training) so that they can equally participate with boys in school". Only one group acknowledges

another contributor: "The education system has also forced the community to send their children to school";

- Generally, in the FGDs, all community members were very supportive of girls' education. For example, "Girls, if educated, can be a good mother for her children, inspire them. […] Economically they can earn more income when they are more educated. They can easily defend their rights, otherwise they do not know what to do if they are not educated";

- The overall trend in the country is increased enrolment of girls, less drop out, and higher achievements. However, it is difficult to contribute any of these results to GPP, it is likely that there has been a contribution but it is sure that also other factors, including the government's efforts in education for all have made an important contribution. For example, in one FGD participants said the bride abduction practice is now nearly eradicated, although the GPP doesn't directly work in their community. Reduced bride abduction means increased girls enrolment and reduced drop out, according to the girls. Another participant in a FGD observed "child marriage is now becoming extinct from their community due to the increased awareness from parents and also girls/boys refusal to the practice over education."

- In Gondar district, the Bureau of Education had very detailed figures on girls and boys enrolment per grade, completion rate, repetition rated and the Gender Parity Index (GPI). Nowadays in Gondar, girls' access to education, primary and post primary, is even higher than boys. Also, girls perform better; they have higher grades and show less repetition. Only at grade 12, more girls drop out. At primary level, 51% of students enrolled are girls and at post primary, this is 54-55% for the past 3 years. At grade 12 (final year), the enrolment is lower for girls (44% in 2013). The Bureau of Education Gondar explained that boy's enrolment is lower because they are working;

- In FAWE's target schools, "remarkable progress has been made in 2014 that indicate that girls and young women enrolment and completion in post primary education is improving"[73]. Out of 240 young women who had been receiving scholarship support at 6 colleges of teachers' education, 234 of them (97.5%) have successfully completed their college education in 2014.

Education at the institutional dimension

Specific outcome: Government actively creates conditions for equal participation of both sexes in (post-) primary education

FTE 42: % of "girl power" experts (members of the professional panels) who feel that government is supportive to (post) primary education for girls and young women through enforcement of legislation and policies.
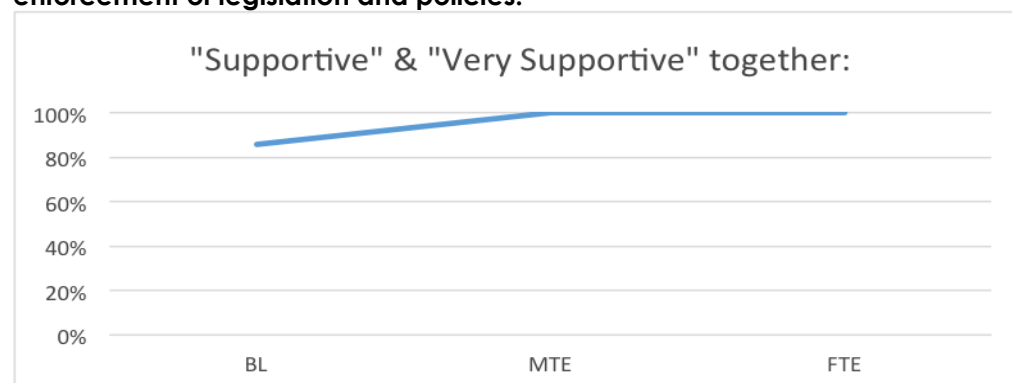
Legend: % shows respondents in highest 2 quadrants scoring range: supportive and very supportive (no t-test was done)

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[73] GPP FTE Kick of meeting 2015 (PPT)

All (100%) of the respondents say that policies and legislation are (very) supportive. 67% even says its very supportive, which is a bit more than during MTR (57%) when also 100% was positive. During baseline, this was only 43% (86% was positive);

The experts also say that, although government is supportive, and policies are well developed, implementation is lagging behind. A teacher himself acknowledged that "the quality of education is not yet very good".

The most influential Government campaign has been the door-to-door campaign on EFA: going to all households to ensure children go to school. This is a policy and strategy that has been implemented for a while in Ethiopia and that has contributed significantly to EFA goals.

FTE 43: % of "girl power" experts (members of the Girl Power girl's panels) who feel that government is supportive to (post) primary education for girls and young women through enforcement of.
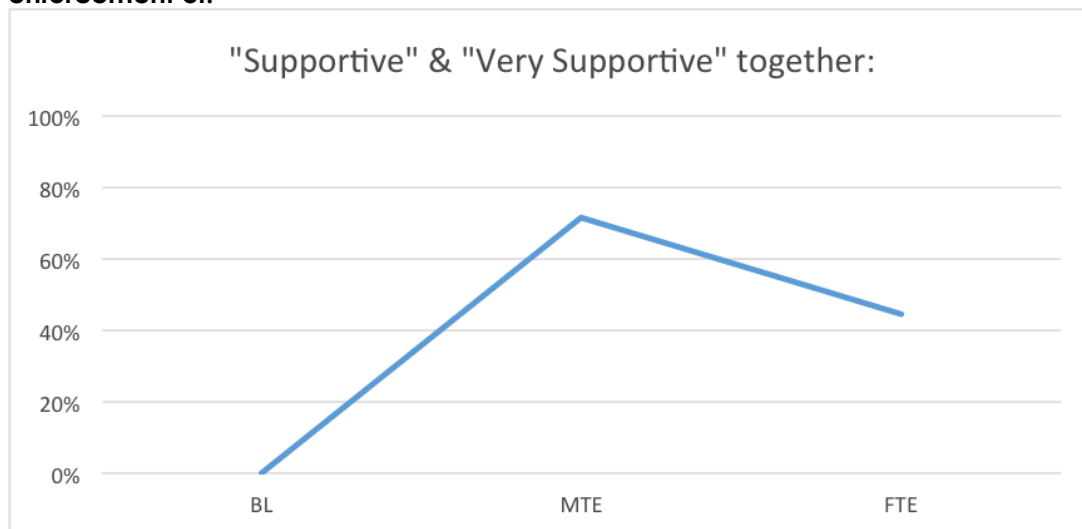
Legend: % shows respondents in highest 2 quadrants scoring range: supportive and very supportive (no t-test was done)

The girl's panel (only one was interviewed on education) showed mixed opinions on this indicator: 44% says the government is very supportive and 44% is neutral / don't know, whereas 11% says the government is unsupportive.

The panel members mention a few policies, such as the Girls education policy and policies for affirmative action. "They are implemented, but not all times, especially in rural areas."

3.1.3. Relations between Protection and Education

- GPP partners have contributed to changes at school environment level,that have decreased protection risks, increased access to education and reduced drop out for G&YW:
- Partners of the Girl Power Alliance (GPA) use a variety of interventions for girl-friendly or gender responsive schools on different intervention levels. For example, on individual and community level, this involves building separate latrines for girls, providing training in the production of sanitary pads or giving life skills trainings. On institutional and policy level, this includes providing support for the implementation of anti-sexual harassment policies, gender responsive teaching and learning materials, setting up various structures (girls clubs, girls advisory committees) and advocating for the introduction of new national gender policies and strategies. FAWE developed the "Gender Responsive Pedagogy" (GRP) methodology.
- Gender-sensitive improvements in school environments in the GPP districts are likely to have contributed to girls and young women facing fewer school related gender

based violence risks. Officials from the Ministry of Education and several other social authorities have confirmed that girls at girl-friendly schools perform better, and achieve higher grades. There's also less absenteeism and dropout. These positive changes can largely be credited to the joint efforts of the GPP partners and their fruitful collaboration with the government, CTEs and schools to increase access to education and reduce dropout. CTEs assume that sexual harassment has reduced as a result of the intervention and the development of guidelines, but since no specific data is collected, these assumptions are hard to substantiate;

- GPP introduced, strengthened and mainstreamed child protection in the education sector (e.g. in trainings, by using a secret box for cases of child marriage, community protection mechanisms such as 3C and MSCPS). Most of the education partners (Plan partners) have now integrated attention to protection in their work at schools. Examples are ADV and DEC that have disseminated various messages on importance of girls' education and prevention of child marriage. DEC collaborated with district women, children youth office on strengthening child protection systems. Also IWCIDA collaborated with government sector offices responsible to address access to education, gender related violence acts, girls empowerment, community awareness raising and information exchange and reporting of any actual or potential occurrence of gender related violence;

- Protection partners FSCE and ANPPCAN also work with children at schools on issues of GBV. For example FSCE organizes group discussions on child abuse and exploitation. ANPPCAN builds capacities of teachers and parents in positive disciplining and parenting skills, and holds trainings for girls on how to prevent violence and stay safe.

- Except for these examples, there is often no overlap of education and protection activities in one location. In one district, (example Wondogenet, Yeka, Gondar) one or more education and protection partners can be implementing activities without real collaboration or exchange;

- The GPP - some partners (ANPPCAN, ESD, FSCE, ECFA) - has also started (unknown when and why) with the integration of economic participation activities. There economic activities were not planned but they are linked with protection. For example, the girls who went through the rehabilitation program of FSEC got support to start a business or get a job. ANPPCAN has empowered some poor girls and young women drawn from target areas through passing vocational training and engaging them in economic activity to generate their own income and release from their economic problems[74]. Only few G&YW are reached by these vocational / economic support activities. Partners or GPP have not yet got a strategic approach to economic empowerment and its integration in other activities. The experience can be used as pilot before scaling up.

3.1.4. Other Cross Checking of data and testing of hypotheses

Regarding Intensity of participation in GPP and effects on other (key) indicators at individual level, there seems to be no correlation but:

- Girls who participate very much, experience more emotional violence (2.4 compared to 2.2 for the others), showing a greater awareness of aspects of emotional violence;
- Girls who participate less in the GPP have less often accessed formal support services (50% compared to 63-67%). This may have to do with the fact that many beneficiaries are also beneficiaries of services, even services delivered by the partner NGOs.

The appreciation of participants in GPP related to the perceived effects on other (key) indicators (individual level);
- 90% of the G&YW thought that the interventions were very helpful. These G&YW also experience less sexual violence than the others. But with respect to other types of violence, there is no clear correlation;

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[74] annual report 2014

- With regard to, indicator 4 (do you think that it's ok that adults beat children?), the ones who considered the GPP interventions were very helpful, only 8% agrees to the statement while the ones who did not participate at all (7 persons), agree for 100%. This underlines the relevance of the GPP interventions;
- Indicator 6 (girl demonstrates knowledge of available services) is in fact lower for the ones who considered the interventions were very helpful (80% compared to 100% for the other groups). This finding is contradictory with qualitative statements made in FGD's, where several girls attribute increased understanding of services to GPP interventions;
- Indicator 7 (girl has accessed formal support services): 64 and 66% G&YW that considered GPP interventions were helpful and very helpful respectively accessed formal support services. Of the ones who did not participate at all, only 17% has accessed formal support services. This may have to do with the fact that many beneficiaries are also beneficiaries of services, even services delivered by the partner NGOs.

Yeka sub-city	Urban (City)
Gondar Town	Urban (Town)
Bahir Dar zuria district	Rural
Tiruafeta district	Rural
Wondogenet	Rural
Adama Town	Urban (Town)

There are differences between urban and rural, according to participants:
- The gender gap in education is wider in rural areas;
- The frequency of Hazardous Traditional Practices (HTPs) in rural areas (early marriage, bride abduction) is higher.

In the main report, more relations between indicators will be investigated to analyse rural-urban, gender and age differences in the different GPP countries.

3.2. Findings related to capabilities of partner organisations

The participation in the 5C was in all cases good, participants were interested and active and their assessment of the 5C was positive.

In the case of FSCE, the organisation had been assessed very thoroughly last year on its 5 capabilities by the Dutch government. Therefore was decided to only do scoring by 3 people and not discuss the capabilities in detail but use the existing report. The GPP contribution to capacity strengthening, and learning agenda, was discussed in a separate meeting with the responsible staff member.

Like during MTR, FAWE and ACPF had few people participating in the assessment.

Overall, the staff-members appreciations of their organisational capacities have decreased since MTR, except for the capacity on diversity & consistency:

Graph: 5C assessment of all GP partner organisations together
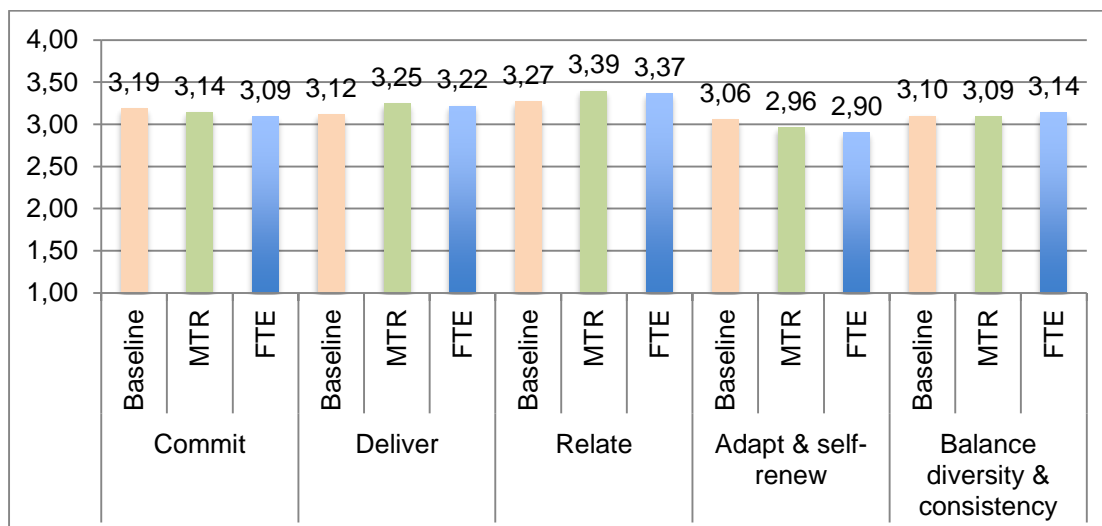
Source: Own elaboration based on 5C workshop outcomes

The decrease however is mainly in two partners: FAWE and FSCE. In the case of FAWE, the assessment itself was done in a more honest way and the staff was much more critical. In the case of FSCE, there was really a decrease in capacities. ANPCAN and PIE improved capacities, and ACPF a little bit. The improvements of these three partners together is however less substantial than the decrease in two. We can therefore conclude that there has been an increase in capacities in three partners and a decrease in one.

Plan Ethiopia is very developed in terms of systems, policies and procedures, up to a level that the organisation can even be called somewhat bureaucratic. Change processes such as the transition to partnership management take quite long. In general, PIE showed an improvement since both baseline and MTR. The Capability to Commit and Act is the only capability that has decreased slightly, according to participants this is due to a recent change of management and new strategic directions

FAWE showed a reduction in all capacities. The assessment during MTR may also have been more positive than actual. Since the MTR, most (3 out of 4) planned capacity building activities have not taken place. The organisation has strongly developed procedures and operations and is strong in carrying out tasks and delivery of planned outputs, but does not encourage experimentation, flexibility and diversity in opinions, which manifests in low capacities to adapt and renew. The capability to Commit and Act has significantly reduced compared to two years ago. The management team is under capacitated and regular staff slightly overburdened. The organisation is clearly focused on young women and has a gender policy in place

FSCE has gone through an intense internal change process including a change of management in between MTR and FTE. Compared to the MTR, there have been deteriorations in all capabilities. In May 2013 an organisational development (OD) study was initiated, that was completed in Dec 2013, but many staffs still feel that there was some delay in implementing the OD study's recommendations. Scores on gender are relatively low.

ANPPCAN's capacities were generally considered to be in place. Only at the level of gender policy, and especially application of the policy, and gender balance, indicators have been assessed low. The gender policy was developed in 2014. However, the policy is not very practical and lacks strategy, targets, responsibilities, timelines, etc. Also, gender is still side-lined and not actually integrated in policies, programmes and departments. Tools and checklists are not in place or used. All capabilities, except 2; deliver upon

objectives, have improved since MTR and baseline. Delivery capacity has decreased, slightly (from 3.3). Especially the infrastructure is insufficient and resources are scarce.

ACPF's capabilities are relatively well developed. Compared to the MTR, capabilities have increased slightly. The main challenge identified is the M&E capacity and lowest scoring items are on gender. Although a gender policy has been developed and capacity support has been received from Plan; ACPF still needs to mainstream gender analysis in all its research and advocacy activities.

Of the assessed partners, only PIE has a fully implemented gender policy. The others, especially ANPPCAN, FSCE, ACPF, but also FAWE, still have lots of weaknesses in this area. There have been some interventions since MTR but it has not yet led to many, let alone sustainable, results. Girl Power partners received technical assistance in terms of development of gender equality policy and PIE's Gender Policy and Child Protection manuals have also been shared among partners. ACPF received intensive specific assistance from Plan in gender responsive research and documentation. There is improvement in gender policies but implementation is lagging behind, especially with regard to actual mainstreaming, access to and use of tools, and internal gender balance.

Not much capacity building has been done and capacities have not increased (mostly decreased). Many meetings and exchanges have been organized but only a few trainings since the MTR:
- Gender and male engagement
- PCM and M&E
- Civil society strengthening and advocacy (June 15)
- Gender and child protection policies development: Girl Power partners received technical assistance in terms of development of gender equality policy and PIE's Gender Policy and Child Protection manuals have also shared among partners. Some GPP partners developed their own gender Policy[75]

Capacity Building was planned but not (yet) realised on[76]:
- Training on gender equality and child protection basics
- Training for GPP partners on girls empowerment tools, approaches or strategies
- Ghana CS meeting (only FSCE, ANPPCAN, Plan, ESD), has been cascaded by the participants in June to other partners
- Learning Agenda led to adoption of new practices (male engagement, protection systems)

Organisational capacities are sustainable to a certain extend but this has to be proven over time by consistent changes in practises and institutions. Partners mention engagement of boys as a new practice in their organisations.

3.3. Findings related to CIVICUS

All 3 CIVICUS workshops were similar in the sense that:
- Participants were all from one partner (either ANPPCAN, 2 times, or MCMDO) instead of an actual mixed panel. This is because the practice of GPP has been that every partner installs its own panel. The recommendation from MTR to establish joint panels in one district was not followed up and partners remained with their own panels. The panels did meet regularly, although during MTR, the panel in Gondar had hardly been meeting;
- None of the district panels had CSO representatives. Participants were either teachers or local government officials. The main reason for this is that collaboration between

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[75] GPP FTE Kick of meeting PPT
[76] Template SR14 T5 CDP Joint Capacity Development Plan

CSOs is much discouraged by the government. It is also strategic for partners to work close with the local government;
- The CIVICUS concepts and the questions were hard to grasp. This is partly due to language (all workshops had to be translated into local languages) and the fact that none of the participants had ever thought about civil society or discussed it. Another reason is that the tool is quite complicated, especially the questions in the questionnaire;
- Participants were all very positive about the programme's impacts, its collaborations, communication etc. This is logical as they are all stakeholders / partners;
- There was no representation of partners. They were invited but didn't want to participate. This makes the responses somewhat less reliable because they come form respondents in the "second" cycle of the GPP.

The CIVIVUS scores increased in Gondar and Yeka. In Wondogenet, most scores increased but some actually reduced.

Graph: CIVICUS results for all three districts together at BL, MTR and FTE
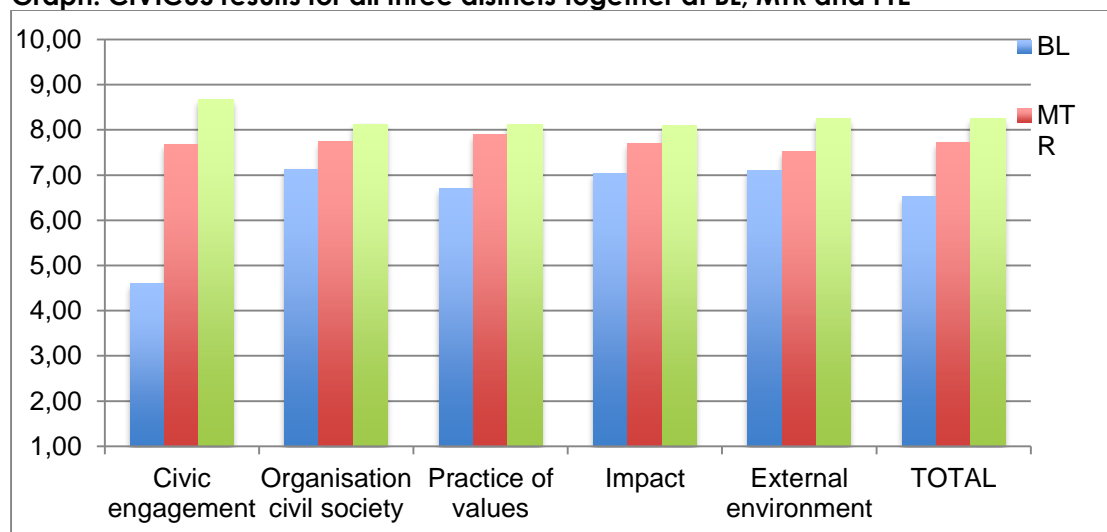
Source: Own elaboration based on CIVICUS workshop outcomes

Overall high scores were given on the CIVICUS dimensions:
- 1.1: Diversity of civic based engagement, because the partners all agree that the Girl Power partner organisation represents the views and interests of all girls and young women well. For instance in Yeka, it was said that girl's participation in the schools, clubs, and in program activities, is very high and has increased.
- 2.2: Peer to peer communication: this in fact relates to the communication that the district panel has with the partner (as they do not know other GPP partners), and among themselves. The GPP has brought these organisations more together. Esp. ANPPCAN collaborates and communicates well with the governmental stakeholders.
- 4.2: Social impact. For example in Wondogenet: "FGM and abduction cases have decreased with 35% in four years time. Child labour and trafficking has reduced. Girl's enrolment and their grades have improved. The society is more aware and reports cases of HTPs, also the helpline is now used." The participants said that government now support girls and it now gives attention to gender, this has been influenced by ANPPCAN. ANPPCAN conducted various trainings for community members and established Multi-stakeholders child protection structures at the district level.

Lower scores were given on:
- 2.3: Financial and human recourses (except Yeka). In Wondogenet, this was more a misunderstanding as partners were just guessing about the available budget.
- 4.3: Policy impact (except Yeka), is limited because of CS restrictions. Although it was said "The work of ANPPCAN fits very well in the governmental policies and is very relevant to the socio-cultural context."(Wondogenet), but "CS organisations have to

follow and fit in government policies. They cannot work on all issues, for example for women's day celebration they cannot print T-shirts. They are restricted but work within that context." (Gondar)

Yeka was most positive with an overall average CIVICUS score of 8.8. The participants were overwhelming positive, and had no negative comments at all. Compared to MTR (7.9), when scores were already high the scores at the FTE are even higher. Particularly the score on social impact is very high. The only issue for improvement that was mentioned in the CIVICUS workshops was that more support is needed and more girls should benefit.

Also Gondar was positive (7.7) and almost all dimensions have improved compared to MTR (6.8). The participants were more critical and open than in other CIVICUS workshops. They were most positive about impact and that may be also because they are primary stakeholders themselves. According to the participants, governance and transparency have improved and are quite strong. Lower scores are given on policy impact: although relations with government are very close organisations legally cannot be engaged in lobby and advocacy. However the NGO's still think they have an impact on government policies.

Wondogenet had an overall score of 8.3, slightly lower than during MTR when it was 8.5. The lower scores were on resources and on policy impact. According to the evaluators the value for resources is biased because the question was not well understood. Very high scores were given on civic engagement: girls and women participate actively both in the community, in schools, and this has increased since the start of the GPP. Governance scored well, transparency not that much, probably because most other participants do not have insights in the budget of the partner organised. Policy impact received a low score because according to legislation, it is not allowed to influence polices and advocate.

Overall, in spite of the difficulties in applying the CIVICUS instrument, it appears that in the three locations, the participant groups of the CIVICUS meetings confirm that the enabling environment in for CSO's working in G&YW empowerment issues in these communities is quite good and quite stable. Although direct policy impact is not possible for CSO's due to legal restrictions, cooperation between CSOs and Government is quite good. CSO's are able to reach out and mobilise target groups and organise them and CSO are considered legitimate organisations to work on G&YW issues in these communities.

3.4. Findings related to the Learning Agenda

The Learning Agenda has been revised after the MTR. The general recommendation in the MTR report was "to further exploit the potential of the learning agenda as a focused and systematic approach towards learning and improving performance, rather than sharing experiences and resources" and to "make a clear link between the M&E framework and the Learning Agenda".

Added value: the Learning Agenda led to adoption of new practices, there have been many exchange activities and the synergy matrix (this was mentioned often during MTR, now actually not anymore) helped to understand what different partners are doing.

The learning agenda (still) is mostly about the implementation of activities and sharing experiences within GPP. It wasn't systematically included from the beginning. The improvement since MTR is that there is now more understanding of the learning agenda and that it is more planned and communicated. However, this has not yet led to much concrete results. There does not seem to be a focus on actual learning on what works and why (for example, different interventions have been implemented at schools, with different achievements). This is also clear from the GPP revised learning agenda for 2014-

2015, which has identified issues and learning questions, but no methods or results aimed at learning.

Now that the program comes to an end, this would have been a potential for more learning (what has really worked, which interventions are most cost effective, etc.) and up-scaling through government and CS.

Regarding each of the four components of the learning agenda the following is observed:
- Strengthening child protection systems: GPP introduced and mainstreamed child protection in the education sector (e.g. in trainings, by using a secret box, community protection mechanisms such as 3C and MSCPS). Although such protection activities would take place also before GPP, it is much more organised now. FSCE works with MSCPS; it initiated it first in 2011, before GPP, with ECPAT support (the idea was from UNICEF). The approach has been strengthened and multiplied under GPP and FSCEs experience has been shared within GPP and other NGOs take over these ideas. ACPF has set up a referral network, in which other partners in the GPP (FSCE, ANPPCAN) are part;
- The role of boys (and men) in G&YW empowerment: Partners have been trained, in October 2014 (so quite late), by Plan, and they have made plans and started interventions. This component of the LA is under progress. ANPPCAN is now engaging boys in the activities (clubs); this was an idea from GPP. Before the training, FSCE focused on girls only, after male engagement they have started mixing boys and girls and changed the name in gender club. Also for community conversations both women and men are invited. FSCE tries to work more on male engagement;
- The conditions and opportunities for girls and young women to organise themselves and participate in CSOs: Girls' clubs, GAC, Tuseme clubs have been established, especially at schools, by most partners in all locations.
- The strategies for effective alliance building: some results have been achieved. ACPF has learnt to improve alliances building with CSO's and government. The GPP has established some city and region level networks that PIE wants to follow up with. This LA component has received less attention than the other component and it has been challenged by governmental policies that limit CSO alliance building.

3.5. Findings related to the cross-country component

There have been two regional activities since MTR:
- A meeting in Ghana on advocacy and CSB in March 2015. Only FSCE, ANPPCAN, Plan, and ESD went, but it has been replicated at national level in June with all the other partners;
- A regional / global Learning Agenda meeting in Addis in October 2013. ACPF co-organised.

There was no specific recommendation regarding the regional component in the MTR report for Ethiopia. Already during MTR, there were just a few regional activities. However, some partners work regionally (ANPPCAN, FAWE, ACPF). This has remained the same.

According to two participants, the training in Ghana has helped to increase attention for advocacy and CSB.

The regional component doesn't seem much of an issue: there is no strategy developed for it and it does not seem to have had many influence on the capacities of partner organizations.

4. Overall findings

4.1. Relevance

In addition to findings from the MTR (See MTR report), the following can be said on relevance:
- The GPP is very much in line with governmental policies and also contributes to policy development (the GRP work of FAWE is a good example of this).
- Ethiopia in general, but also / especially the states where the GPP is active show great advances with regard to enrolment into secondary education as well as closing the gender gap. The GPP therefore may have been more relevant in other states and communities (really make a difference) also since the selected states already have more attention from NGOs. The fact that Ethiopia is developing positively with regard to education indicates that GPP has been relevant from the start.
- In the MTR it was concluded that "a lot of GPP activities involve direct [practical] support to individual beneficiaries (monetary support, sanitary pad distribution) and do not necessarily challenge the more strategic needs or interests of women such as an equal distribution of resources or general power imbalances. A lot of activities are also in the area of service delivery, such as the work with schools, which may be needed, but in themselves are not changing the environment in which schools in Ethiopia operate" (MTR report). However, there has been some improvement in this area: partners mentioned in the CSC and individual meetings that they are more focused on structural and strategic work. For example, partners work more on increasing awareness of PTAs on gender equality and life skills, and they promote gender issues through communication materials.
- FAWE: although 720 girls are supported, the selection is for a large part based on school results. As a result, girls that are already performing well are supported which means that the chance of success was already high and therefore these girls are not necessarily the most needy ones. But they are the most promising ones to advance further in education.

4.2. Effectiveness

At the general level some findings can be presented on effectiveness:
- Partners have less direct beneficiaries than stated in the project documentation and therefore reach out is sometimes more limited than plans;
- In all GPP activities, a clear effect on institutional development can be observed: local structures are strengthened such as: Girls Advisory Committee at school level, MSCPS, city level child protection network, 3Cs, community motivators groups;
- The GPA partners and other NGO's show strong and effective engagement with governmental structures and policies, in spite of the restrictive legislation on CSO's.

The most important effects of GPP on protection have been on:
- All violence has reduced (from BL / MTR to FTE), except economic violence for the adolescent group. Of all four types of violence, sexual violence is most often not experienced at all. It also shows most reduction compared to the other types. The reduction in prevalence of violence is interesting, as this wasn't observed during MTR. A very positive conclusion might be that the interventions of the GPP are more sustained now and start to actually have an impact. There are some indications for this: some groups contribute positive changes to GPP interventions. Still, various factors contribute to this overall reduction in violence;
- G&YW have also improved their attitudes towards beating children, their ability to say no and their knowledge of services. They have also accessed services more than before. Since the improvements were significant, it can be contributed at least partly to the combined efforts of the GPP partners. The GPP have put effective child protection structures in place (CCCs, school clubs, etc.);

- Community members have also become more supportive towards girls' protection: Comparing FTE and MTR with baseline, there is now much more disagreement that children may be beaten by their parents or teachers. Also there is a stronger support amongst all community members for reporting violence against G&YW. All (100%) community members disagree that "a man is allowed to beat his wife/girlfriend". These community members have been involved in GPP interventions and made more aware;
- Despite planned efforts on joint lobby and advocacy work with government, CSOs are not strongly involved or not well organized to support lobby and advocacy work due to CSO law. The CSC therefore expected to have limited influence on legislations and policies (country programme proposal 2014);
- However, the CLPC has been institutionalized: the CLPC was set up with support from ACPF, before the GPP started, but within GPP the support has been strengthened and now the CLPC falls under the federal supreme court. The CLPC will also move to regional courts by the end of the year 2015. The project is sustainable, and will be continued by the court;
- Coordination and collaboration among partners improved and enhanced through the referral system: mapping of services, documentation of contacts for referral, awareness of all sector offices, reporting cases to relevant sectors;
- Government actors have put in place reporting mechanisms, provide more follow up to violence reports and courts also give attention and give quick judiciary responses to the cases.

The most important effects of GPP on education have been on:
- Ethiopia in general, but also / especially the states where the GPP is active show great advances with regard to enrolment into secondary education as well as closing the gender gap. It is not possible to attribute the positive trends to GPP as evidence is missing and many stakeholders, including government, is active in this field. However G&YW and community members did indicate GPP has contributed;
- Almost all of the G&YW agree that girls should be able to continue their education after childbirth or marriage, but it was already high during MTR and baseline;
- The majority of the community members (strongly) agree that girls should be able to continue their education after childbirth or marriage. This is a steady and strong increase from baseline and MTR. 100% of the community members (strongly) agree that girls should have an equal chance to go to school as boys, a steady increase from MTR (94%) and baseline (87%). All community members say that the GPP has contributed to the supportive attitudes – this could well be the case as there has been a strong focus on engaging community members such as through PTAs;
- Program has put in place vocational skills training for G&YW. Only few G&YW are reached by these vocational / economic support activities. Also there is limited use of conceptual / proven strategies, which may have been the obstacle for scaling up and increasing effectiveness;
- The CSC expected to have limited influence on legislations and policies (country programme proposal 2014).but FAWEs intervention at CTEs and with MoE has contributed to significant changes at policy level and at CTEs. These changes are, not yet at individual or schools level, or within GPP as the approach has not been shared on time within the partnership;
- The GPP has moved more from service provision to empowerment, as stated by the CSC. The changes have been small, looking through the program reports. One example is that more girls have also entered vocational training and got economic support.
- GPP partners have contributed to changes at school environments that have decreased protection risks, increased access to education and reduced drop out for G&YW. FAWEs intervention at CTEs and with MoE has contributed to significant changes at policy level and at CTEs, they have put gender responsiveness in education on the agenda of the MoE and CTEs, and created a climate in which schools are encouraged to establish girl-friendly school environments. FAWE does not yet have observable impact at individual or schools level, or within GPP;

- Other GPP partners active in education (such as MCMDO and ESD) have made major contributions towards making schools gender responsive by giving direct support to schools. They built latrines, established girls clubs, handed out sanitary pads, provided training, developed tutorials and gave advice and counselling. Gender-sensitive improvements in school environments in the GPP districts are likely to have contributed to girls and young women facing fewer school related gender based violence risks. Officials from the Ministry of Education and several other social authorities have confirmed that girls at girl-friendly schools perform better, and achieve higher grades. There's also less absenteeism and dropout;
- Most girls interviewed weren't satisfied with their school's gender responsiveness. Complaints were made about the lack of separate toilets and girls clubs, and harassment from boys and teachers was reported. Elementary schools are perceived safer for girls than secondary schools. According to the G&YW, in elementary schools, there are girls clubs, unfortunately these are absent in secondary schools;
- This feedback underlines the importance of integrating protection related interventions in education support - something which GPP partners have started doing, but not yet sufficiently. Also in a next phase, more focus could be given to secondary and/or tertiary level.

4.3. Sustainability

- "The CSC [around 2014] prepared a sustainability plan that outlines next steps for institutional and financial sustainability. Each Girl Power partner is required to facilitate a consultation workshop with government, religious and indigenous institutions to further refine and also enrich the sustainability plan. [...] Partners have planned activities focused on collaboration with the government and challenging gender norms[77];
- Multi stakeholder approach and community based structures are sustainable as these structures are existing and strengthened through the interventions of GPP. And these will also continue, as is confirmed by the district panels in Gondar and Wondogenet. In Yeka, the district panel participants were united in the GAC which has also been strengthened and will continue to function;
- Sustainability sanitary pads provision has probably improved through interventions such as local production and local fundraising. Still, however, the issue of sanitary pads has to do more with intra household allocation of resources (a gender and age issue) and lack of open communication between parents and children. Providing sanitary pads is a short term and practical solution for a limited number of girls, but it is not strategic as it doesn't address the underlying causes of the problem;
- Material support to students (scholarships) only benefits a few and doesn't change structurally the situation for all students;
- The CLPC has been institutionalized: the CLPC was set up with support from ACPF, before the GPP started, but within GPP the support has been strengthened and now the CLPC falls under the federal supreme court. The CLPC will also move to regional courts by the end of the year 2015. The project is sustainable, and will be continued by the court;
- Limited capacity of GPP partners to cascade approaches, as was mentioned in the evaluation summit but not further detailed;
- Limited sustainability of the GRP, this initiative is not yet implemented all over the country and needs more follow up;
- The girls clubs have been strengthened, school have pit in place structures such as latrines and club houses, and it is assumed that these clubs and other institutions, will continue to exist and girls will continue to participate;
- At the level of communities, values and attitudes have shown a consistent improvement and there are no reasons to assume they will regress back.

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[77] country programme proposal 2014

4.4. Partnership development and processes of cooperation

- The transition to partnership management is still in process and not without difficulties (some partners were mentioning problems). Plan also coordinates the GPP and is the most dominant partner;
- The introduction of SIP/SAP (PIE financial software) was challenging. Delays in agreement signing and budget transfer have affected some partners;
- At MTR it was recommended to examine the functioning of ECFA and its relation with beneficiaries and communities. ECFA was strongly monitored by PIE, the relation was almost ended, but in the end both the relation and ECFA's implementation have improved;
- The partnership with CISO was ended in 2014 because of mismanagement and PIE took over the activities (in Wondogenet). Because the takeover from CISO took longer than expected, the Plan project in Wondogenet is not completely implemented and beneficiaries were complaining that latrines are not yet finished. Beneficiaries had very little engagement with the project implementers and also local government did not have much knowledge on the Plan activities.
- The GPP has had regular meetings to plan and coordinate: there have been meetings and workshops to plan and set annual outcome targets, strategic programme review, and biannual and annual reflection meetings;
- Also, experience sharing visits were organized to learn from IWCIDA's hand made sanitary pads production, ESD and ANPPCAN projects in Sidama zone and FSCE's MSCPS. Partners much appreciate these exchanges and it has led to adoption of new practices. Finally, the production of sanitary pads is a learnt lesson that is now being reproduced under GPP and within PIE. IWCIDA started with handmade sanitary pads and others now apply this, such as ADV and MCMDO;
- Before the MTR, a harmonisation meeting was held with a 'synergy matrix' as an output. It gives an overview of topics, methods and resources that partners have or are involved in with the aim of looking for synergies. This matrix has been effective in the sense that all partners know what others are doing and which good practices exist. Still, the diversity in partners and strategies hasn't been used at its most strategic possibility. For example, the synergy matrix wasn't developed at the start. The GRP was only shared with partners in the last year. However, all partners together implement a wide array of activities in a lot of communities;
- There has been limited collaboration with or support to other CS initiatives in the area of empowerment of G&YW.

4.5. Programme management and implementation

- The programme is largely implemented as planned, without any delays and with use of all the available resources;
- Monitoring has improved since MTR as monitoring is done more systematically and structurally. Each partner (except ACPF, PIE, ESD) has its own monitoring sheet, and there is one overall monitoring sheet including activities and numbers of beneficiaries. Each partner regularly reviews project implementation with government partners and community representatives in target district. The CSC developed a ToR for regional level joint monitoring and learning, which provides guidance to facilitate learning among partners in respective regions. The CSC has developed an action plan and monitors the programme through CSC quarterly meetings, bi-annual review meetings among all partners, facilitation of learning meetings and experience sharing[78]. CSC has consulted and discussed with panels bi-annually to assess progress of individual project;
- Some partners (MCMDO, FSCE, FAWE, ANPPCAN, ADV, and IWCIDA) have established girls and expert panels in some districts. Some partners working in the

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[78] country programme proposal 2014

same district have one joint girl panel and expert panel (not in the selected districts). To organize joint panels was also recommended during MTR, so followed up partly;
- There is often no overlap of education and protection activities in one location. In one district, (example Wondogenet, Yeka, Gondar) one or more education and protection partners can be implementing activities without real collaboration or exchange;
- Documentation shows some improvement: Some cases are being documented in case study stories (e.g. short stories depicting changes in the life of one beneficiary), and 2 films have been produced (Jimma and Lasta). These were not yet distributed;
- The monitoring is mostly output based. This is reflected in the reporting, which focuses on numbers of trainings and beneficiaries reached, and not much on outcome level results.
- There is a lack of organized and updated data to track changes – for instance, partners were requested to share data on school enrolment in their districts and schools, but they haven't provided this;
- Not much capacity building has been done and capacities have not increased (mostly decreased). Many meetings and exchanges have been organized but only a few trainings since the MTR;
- Absence of a uniform / compiled manual for operations (CSC summit). This wasn't planned but looking back it would have helped to streamline activities.

4.6. Coordination at national, regional and global level

Internal coordination with the GPA and CSC:
- GPP members collaborate more and there is more harmonization of efforts compared to MTR. The collaboration could still be strengthened though;
- At district level, the collaboration between GPP partners is not strong: district panels are not integrated (Gondar, Wondogenet and Yeka), partners in the same district do not collaborate much as was observed in Gondar and Wondogenet.
- Despite good working relations amongst the CSC member's representatives, there is little collaboration at leadership/management level. The collaborations started with GPP may therefore not last beyond the program (funding).
- Partners appreciate the different levels of intervention and integrated strategies from GPP. For example, smaller education partners benefit from the connection with larger organisations and organisations working in different regions with other approaches. Also the integration with protection has strengthened approaches.

External coordination at national, regional and global level
- The collaboration with other civil society organisations is not very strong. The CSO legislation also makes it difficult to collaborate and build alliances with other CSO's. Alliance building CSOs is not allowed by law and not done, or not visible (e.g. 3C's, MSCPS, as explained in chapter 1.3 partners and activities). "There are good practises in which government and NGOs collaborate, for example the 3C coalition (started by World Vision, replicated by Unicef). Now a few thousand of such coalitions exist and it is sometimes even mandatory to work with these structures."[79]
- Ethiopia GPP has three international organisations in its partnership: FAWE, ANPPCAN and ACPF. They each bring in practices from other countries, an example is FAWE's gender responsive pedagogy model, and good practices from Ethiopia are replicated to other countries. This international sharing of experiences is effective, but it is not a GPP initiative. Although FAWE is also included in GP Programme in Sierra Leone, they do not exchange under the GP programme and nothing is planned in terms of exposure visits, learning agenda. The learning agenda may strengthen the next exchange and relations with the other partners in the GPP.
- There is hardly collaboration between the GPP and another important action in child protection, the Girl Hub (DFID), a communication and advocacy platform that aims

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[79] Expert interview Daba Fayissa

to make services more girl-friendly, bring actors together and create synergy. The Girl Hub expert knows the GPP only by name, they have never collaborated. "It would be good to share more with GPP; good practises, experiences. Plan is a big organisation but there is not much collaboration and their experiences should be shared".[80]

Do No Harm and Conflict sensitivity
- The GPP has to engage with governmental policies and institutions and has shown to be flexible enough to do so in an effective manner. This capability to adapt and be flexible was also revealed in the 5C assessments.
- PIE normally conducts analysis that includes risk and conflict, as well as a crosscutting gender analysis. Not all partners have such a policy; although they use a context analysis in their proposal this does not really contain a risk analysis and systems and procedures are not in place to mitigate risks and conflicts. The general programme proposal has a comprehensive context analysis but no risk or conflict analysis.
- The programme is being reviewed and adjusted periodically, and there is flexibility in the yearly revisions, so far as the GPP allows. Partners did, however, express the need to revise the programme (see section 5 below for recommendations).

Gender Specific findings
- As stated in the Theory of Change, "In Ethiopian akin to the rest of the world, power operates in many ways: through visible forms of coercion; hidden in legal norms, policies and governance structures; and ingrained in the perceptions people have of themselves. Children can internalise and project both positive and negative perceptions of who they are." The analysis is gender sensitive and addresses power issues.
- Several activities involve direct support to individual beneficiaries (bursary support, sanitary pads distribution) and do not challenge the more strategic needs or interests of women such as an equal distribution of resources or power.
- Sex workers are being rehabilitated by FSCE, yet they remain in sex work and expect more material support from the organisation. "The FSCE helped us to get out of the commercial sex work life by helping to attend trainings; however, we have immediate needs that has to be address today. For example food, house rent, clothing and shoes, and health expenses are not considered by the FSCE and it is becoming very hard to completely leave the commercial sex work." This leads to the question whether or not the alternative offered (beauty saloon etc.) is a viable alternative in the short term as well as the long term.
- Of the assessed partners, only PIE has a fully implemented gender policy. The others, especially ANPPCAN, FSCE, ACPF, but also FAWE although it has a gender policy, still have lots of weaknesses in this area. There have been some interventions since MTR but it has not yet generated many and sustainable results. Girl Power partners received technical assistance in terms of development of gender equality policy and PIE's Gender Policy and Child Protection manuals have also shared among partners. ACPF received intensive specific assistance from Plan in gender responsive research and documentation. This has led to an improvement in gender policies but implementation is lagging behind: mostly in actual mainstreaming, access to and use of tools, and internal gender balance.
- The Internal gender balance of most partner organisations is still not very well balanced.

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[80] Expert interview GirlHub

5. Conclusions

5.1. Conclusions related to relevance

The GPP is very much in line with governmental policies and also contributes to policy development

5.2. Conclusions related to effectiveness

Protection: The GPP has been effective at all three levels: All forms of violence were reduced (from BL / MTR to FTE), except economic violence for the adolescent group; G&YW have improved their attitudes, ability and knowledge. Community members have become more supportive towards girls' protection. Local structures (Girls Advisory Committee at school level, MSCPS, city level child protection network, 3Cs, community motivators group) were strengthened through strong and effective engagement with governmental structures and policies

Education: Ethiopia in general, but also / especially the states where the GPP is active show great advances with regard to enrolment into secondary education as well as closing the gender gap. It is not possible to attribute the positive trends to GPP as evidence is missing and many stakeholders, including government, are active in this field. However, community members have become more supportive towards girls' education. FAWEs interventions have contributed to significant changes at policy level and at CTEs. GPP partners have contributed to changes at school environments that have decreased protection risks, increased access to education and reduced drop out for G&YW. Most girls interviewed weren't satisfied with their school's gender responsiveness, so there is still work to do.

5.3. Conclusions related to sustainability

Because of the generally and overall positive trends in education sector in Ethiopia, which were already mentioned in previous sections, the GPP results obtained in education have become sustainable;

The multi stakeholder approach, CLPC and community based structures are sustainable, and will continue. The girls clubs have been strengthened, schools have put in place structures such as latrines and club houses, and it is assumed that these clubs and other institutions, will continue to exist and girls will continue to participate.

At the level of community, values and attitudes have shown a consistent improvement and there are not reasons to assume they will regress back in the coming years.

5.4. Conclusions related to quality strategic partnership and cooperation

The GPP has regular meetings to plan and coordinate and has put in place systems such as the synergy matrix. A lot of exchange was done, but not on all areas as can be seen with regard to the GRP sharing within GPP.
The transition to partnership management is still in process and not without difficulties and there was limited capacity building of partners and limited effects on capacities.

5.5. Conclusions related to programme management and implementation

The programme is implemented as planned, without any delays and with use of all the available resources;

Monitoring has improved since MTR as monitoring is done more systematically and structurally. The monitoring is mostly output based and not always complete.

GPP members collaborate more and there is more harmonization of efforts compared to MTR. The collaboration could still be strengthened though

5.6. Conclusions on strengths and weaknesses of GPP and capacities of GPA partners

Overall, there has been an increase in capacities in three partners and a decrease in one since MTR. Some capacity building activities have been done but not much. Capacities are, to an extent, sustainable. Partners mention engagement of boys as a new practice.

Overall, in spite of the difficulties in applying the CIVICUS instrument, it appears that in the three locations, the participant groups of the CIVICUS meetings confirm that the enabling environment in for CSO's working in G&YW empowerment issues in these communities is quite good and quite stable. Although direct policy impact is not possible for CSO's due to legal restrictions, cooperation between CSOs and Government is quite good. CSO's are able to reach out and mobilise target groups and organise them and CSO are considered legitimate organisations to work on G&YW issues in these communities.

The Learning Agenda led to adoption of new practices and there have been many exchange activities and the synergy matrix helped to understand what different partners are doing (although at the time of the FTE the synergy matrix is not so often referred to). The learning agenda (still) is mostly about the implementation of activities and sharing experiences within GPP. It wasn't systematically included from the beginning. The improvement since MTR is that there is now more understanding of the learning agenda and that it is more planned and communicated. However, this has not yet generated much concrete results.

The regional component doesn't seem much of an issue: there is no strategy developed for it and it does not seem to have had many influence on the capacities of partner organizations

Of the assessed partners, only PIE has a fully implemented gender policy. The others, especially ANPPCAN, FSCE, ACPF, but also FAWE although it has a gender policy, still have lots of weaknesses in this area. Internal gender balance of the partner organisations is very unbalanced.

In general the program has responded well to MTR recommendations, though some could maybe have been implemented with more vigour. Examples are improved collaboration between partners, especially at the district level; improvement in monitoring systems and practices; and develop a more strategic approach with regard to gender.

The GPP has become more coherent. Especially now that protection is more integrated with education. It is not known why economic participation has not been included (fully) from the beginning. If well integrated and strategized, such interventions may have improved sustainability and effectiveness of other GPP components. Also the three levels (individual, community (socio-cultural) and institutional) are linked in interventions and are mutually reinforcing.

6. Recommendations

- In thematic areas, focus working on G&YW empowerment in those states and communities that are most behind (for example FGM is most prevalent in Somali and Afar regions);
- Work on specific and focused themes that are cross cutting on education, protection, and probably economic participation. For example, child marriage, early pregnancy and sexual harassment on and around schools are protection issues and also keep girls from finishing school;
- Policies are quite well developed in Ethiopia, it would however be very relevant to focus more on actual implementation and follow up of policies and legislation;
- Working in partnerships is likely easier and more effective when this is done with a few partners and focusing on a few communities;
- Continue and strengthen multi-stakeholder child protection structures and work with existing governmental structures such as the Community Care Coalition;
- No more direct (material) support to selected girls but strategic changes that affect lives of all girls, like improving school environments and attitudes of communities;
- Gender Responsive Pedagogy: More support needed to fully institutionalize GRP at College and MoE level. Especially at the level of secondary schools much still remains to be done to make schools gender responsive;
- For more sustainability, it is important to continue to work with existing structures in the communities and engage (adult) male and female community members. Also G&YW empowerment projects should develop a more strategic and transformative approach to changing gender relations and the position of girls;
- More coordination and cooperation between different NGO's working on child protection and girls education can increase efficiency and effectiveness (like Girl Hub);
- More attention is needed to Support gender policy implementation: actual mainstreaming, access to and use of tools, and internal gender balance of organisations working in the area of empowerment of G&YW (and in general).

1.3. Ghana

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Acronyms

AMPCAN	African Movement for the Prevention of Child Abuse and Neglect
5-C	5 Organisational Capabilities Assessment Method
B&YM	Boys and Young Men
BL	Baseline
CAPECS	Centre for the Alleviation of Poverty, the Environment and Child Support
CB	Capacity Building
CBCPC	Community Based Child Protection Committees
CHI	Child Helpline International
CHRAJ	Commission on Human Rights and Administrative Justice
CIVICUS	Civil Society Capacity Assessment Tool (based on: www.civicus.com)
CP	Child Protection
CRA	Child Rights Alliance
CRRECENT	Child Research and Resource Centre
CSC	Country Steering Committee
CSO	Civil Society Organisation
DCI	Defence for Children International
DOVVSU	Domestic Violence and Victims support Unit
DSW	Department of Social Welfare
ECWC	Empowerment Centre for Women and Children
EFA	Education for All
EPAG	Environmental Protection Association of Ghana
FCUBE	Free Compulsory Universal Basic Education
FGD	Focus Group Discussion
FTE	Final Term Evaluation
FPU	Free Press Unlimited
GES	Ghana Education Service
GNCRC	Ghana NGO Coalition on the Rights of the Child
G&YW	Girls and Young Women
GoG	Government of Ghana
GP	Girl Power
GPA	Girl Power Alliance
GPP	Girl Power Programme
LF	Logical Framework
MDG	Millennium Development Goals
M&E	Monitoring and Evaluation
MFS II	Mede Financiering Stelsel 2010-2015 (Government co-financing fund)
MP	Monitoring Protocol
MTR	Mid-Term Review
PL	Programme Logic
RROC	Rights and Responsibilities of the Child Club
SAP	Structural Adjustment Programme
SGBV	Sexual and Gender Based Violence
SILDEP	Sissala Literacy Development Programme
SWOT	Strength, Weakness, Opportunity, Threat
ToC	Theory of Change
YARO	Youth Advocacy for Rights and Opportunities

1. Introduction

1.1. Country Context and Contextual Developments

Ghana was until recently a developing country and it achieved middle-income status in 2012. Ghana is considered one of the fastest growing economies on the African continent and has made significant advancement in poverty reduction. Ghana was the first sub-Saharan African country to achieve millennium development goal 1, which is the target of reducing extreme poverty by half. In addition, substantial progress was made in the area of governance, youth and gender empowerment with relevant legislation enacted and institutional arrangements improved to promote an inclusive society.

1.1.1. Protection

Ghana, despite of some obvious governance and social economic improvements, remains known as a country with one of the highest rates of violence against children in the world. Ghana places 8th in a comparison of global surveys assessing children who have experienced violence [81] . Some of the violence experienced are, child maltreatment, corporal punishment, domestic violence, sexual abuse, sexual violence and exploitation, challenges of children living and/or working on the streets, early marriage and female genital mutilation. Furthermore a child protection baseline research report[82] indicated that adolescent girls (12 - 18) were identified as the most vulnerable group of all. For example, they experience abuse, have access to less resources for their development compared with boys, lower priority for their education and are forced into child marriage.

A mapping and analysis of Ghana's child protection system conducted in 2010 and comprehensive national Child Protection baseline study[83] which ended in 2014 revealed that Ghana has adequate laws and policies on children as is shown in table below. However, these policies and programmes are often not well coordinated. The policy system is generally more reactive to development than that it is developing effective preventive measures.

The outcomes of these two studies formed the basis for the drafting of the child, family and welfare policy by the Gender Children and Social Protection Ministry, which received presidential approval and was launched in the year 2015. Implementation of this policy in the future will more effectively enable police and protection institutions to enforce and take action when abuse and violence is perpetuated against children, especially against girls and women.

The following table shows a summary of child protection related relevant legislation and policies.

Table: Existence and implementation of Protection legislation, policies and services

Type legislation / policies + date entry into force	Designated government institution	Assessment quality of implementation (1 = weak / 5 is strong)	Is this legislation / policy addressed in GPP?	Is this government institution targeted as part of GPP?
Child & Family Welfare Policy	Ministry of Gender children and social	2 launched in July 2015. Full implementation yet to be observed	Yes. Related to children welfare and protection	Yes. Ministry responsible for social protection, children and women issues

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[81] UNICEF Annual Report 2012 for Ghana, WCARO
(www.unicef.org/about/annualreport/files/Ghana_COAR_2012.pdf)
[82] Child protection baseline research report, 2014. GOG (MGCSP)
[83] www.ghananewsagency.org/social/child-and-family-welfare-policy-launched-91868

		protection		
Domestic Violence Act, 2007 (Act 732	Ministry of Interior And Ministry of Gender children and social protection	4 it is in full implementation. Utilized by many through reports of violations to DOVVSU (Domestic Violence and Victims support Unit) of the police service	Yes. Responsible for criminal investigation related to domestic violence	Yes. DOVVSU under police service And the department of children and social development (at the district level) under Ministry of Gender children and social protection
Children's Act, 1998 (Act 560)	Ministry of Gender children and social protection	3 - it is in full implementation but responsible agencies have challenges with human and financial resources	Yes. Related to child rights and responsibilities and protection	The department of children and department of social development (formerly department of social welfare) at the district level under Ministry of Gender children and social protection
Juvenile Justice Act 2003 (Act 653),	Ministry of Justice and Attorney General And Ministry of Interior	3 full implementation with human and financial resources challenges	Yes. Abuse of children in conflict with the law	Justices system at the district level; the police, prisons and juvenile detentions
Criminal and other Offences Act, 1960 (Act 29);	Ministry of Justice and Attorney General	4 full implementation	Yes. Abuse of / prosecution of children in conflict with the law	Justice system at the district level e.g. DOVVSU and general police
Human Trafficking Act, 2005 (Act 694);). There is also a	Ministry of Justice and Attorney General, Ministry of Interior And Ministry of Gender children and social protection	3 full implementation with human and financial resources challenges	Yes. abuse/exploitation of children	The department of children, department of social development at the district level and the Human trafficking secretariat under Ministry of Gender children and social protection. DOVVSU
National Plan of Action (NPA) on Child Labour and the Worst Forms of Child Labour for the period 2009-2015.	Ministry of Employment and Labour Relations	3 full implementation with human and financial resources challenges	Yes. Abuse and economic exploitation of children	The department of children, department of social development at the district level and the Human trafficking secretariat under Ministry of Gender children and social protection. DOVVSU

Source: National Gazette and evaluator's assessments (columns 3-5)

1.1.2. Socio-political participation

The country for the past two decades has being experiencing stable and deepened democratic governance, with successful four yearly elections. This has helped in the strengthening and effectiveness of key national institutions with the media enjoying a high level of freedom without significant restrictions.

This can be observed by the implementation of the following initiatives on socio-political participation in Ghana in the past years.

Table: Existence and implementation of government initiatives on socio-political participation

Type legislation / policies + date entry into force	Designated government institution	Assessment quality of implementation (1 = weak / 5 is strong)	Is this legislation / policy addressed in GPP?	Is this government institution targeted as part of GPP?
Article 17 of the 1992 constitution of Ghana	Ministry of Justice and Attorney general	4. Many legislation and Government programmes are based on the constitution. Non-discrimination, freedom to organise and freedom of expression are important starting points for lobbying around G&YW participation. The Ghana constitution is one of the best in Africa	The constitution is used as the basis for many lobby & advocacy initiatives on participation and expression.	Not directly as the constitution is used more for lobbying the relevant Ministries in Ghana
Affirmative Action Policy of 1998	Ministry of Gender children and social protection	3. This policy is somewhat out-dated and in practice not always followed. GoG is making serious attempts to involve and appoint more women.	Yes. Currently new affirmative actions are being drafted that are relevant for socio-cultural and institutional changes in communities targeted by GPP	Yes. Ministry responsible for social protection, children and women issues

Source: National Gazette and evaluator's assessments (columns 3-5)

However, it should be observed that legislation and policies alone don't make changes. Also practical implementation is required. In practice, socio-political participation of citizens in policy development and implementation in Ghana is not yet optimal. Youth face challenges to participate and within this group, particularly girls and young women. This is even more pronounced in traditional rural communities where hierarchical relations in families and in local institutions are common and strong. The elderly people in the communities have authority and knowledge and the role of children and youth is to respect this authority. This presents challenges for organisation of youth in communities.

1.1.3. Socio-Economic participation

Though significant progress has been made, Ghana still remains in the poorest range of the lower middle-income countries, and its economic challenges are still huge. Government has not been able to control spending and, with global economic recession and drop in oil-prices, the Ghanaian Government entered in serious financial deficits that had to be bailed out by the IMF in 2015. Until mid-2014, the country's net international reserves position had weakened significantly and the Cedi exchange rate depreciated sharply. To deal with these challenges, the government approached the IMF for a three-year Extended Credit Facility (ECF) to support a program to achieve strong fiscal consolidation, restore macroeconomic stability and debt sustainability, and also foster market confidence to help achieve the country's transformation objectives. The program was approved by the Fund in April 2015, to run between 2015 and 2017.

One of the many conditions posed by the IMF bailout support is that the Ghanaian Government will have to drastically reduce spending and this will affect implementation of social and social-economic development programmes in Ghana.

The consequences of reduction of government budget cuts on social-economic empowerment initiatives are considerable as many support programmes and instruments are cut or downsized. At the same time, the private sector takes over some of these responsibilities and it addresses challenges, such as providing increased employment possibilities for Ghanaian citizens. The participation of W&YG on the labour market is increasing, but is still lagging behind employment for men. There is also a wage-gap between women and men. Women employment is often in the area of self-employment (particularly in trade). Working conditions and income are still not satisfactory, at the same time it should be acknowledged that poverty is steadily decreasing. But still the pockets of poverty are often concentrated among youth and women.

The following initiatives on socio-economic development participation in Ghana have been started up and implemented in the past years.

Table: Existence and implementation of government legislation, policies and programmes on social-economic development

Type legislation / policies + date entry into force	Designated government institution	Assessment quality implementation (1 = weak / 5 is strong)	Is this legislation / policy addressed in GPP?	Is this government institution targeted in GPP?
Livelihood Empowerment Against Poverty (LEAP) Programme	Ministry of Gender children and social protection	5) Money regularly paid to beneficiaries	No	Yes. Ministry responsible for social protection, children and women issues
Support programmes for deepening the financial sector and spreading out to SMES (such as the Micro-finance and Small Loan Centre (MASLOC))	Independent	5) Actively providing loans to the poor and small businesses, market women	Yes. But not directly. Provide micro loans to the poor	No. GPP is not using their services

Source: National Gazette and evaluator's assessments (columns 3-5)

The challenges to address gender and youth gaps in economic development are not yet sufficiently addressed in spite of the GoG attention in the area of social-economic development and SME-development (very relevant for G&YW). At the local level and in specific projects, though, including in the GPP, economic empowerment of G&YW is sometimes more effectively addressed.

1.1.4. Education

The difficult economic situation means that some of the persistent challenges in the social sector will not be easy to resolve. The country has to do more to improve school enrolment for children as there is still a significant number of children of primary school age not enrolled and significant enrolment gaps also remain between the poorest and the wealthiest children. School enrolment has not achieved desired levels though progress is being made. Over the years, government has introduced various policies and interventions aimed at improving access and participation in education at all levels. These policies including the FCUBE, school capitation grant, and school feeding programme all aimed at increasing school enrolment and retention and indirectly improving girl's enrolment, as they can attend school with no cost to the family.

The current government is active in pursuing to improve education opportunities of its population in spite of the economic restrictions. The GoG is conscious of the need and

importance of participation of G&YW in Education and to ensure that gender disparity in enrolment in all levels of education is addressed. The performance of the GoG is considerable in this respect and gender disparity in the participation of G&YW in education has decreased considerably. A challenge remains in participation of Young Women in higher levels of education. The efforts of the GoG can be observed in the following developments in legislation and social provisions and programmes, all impacting education at the national level.

Table: Government legislation / policies in support of post-primary education

Type legislation / policies + date entry into force	Designated government institution	Assessment quality of implementation (1 = weak / 5 is strong)	Is this legislation / policy addressed in GPP?	Is this government institution targeted in GPP?
Education Sector Plan (ESP) 2003 – 2015	Ministry of education	4, government making effort to improve education and make it accessible to all	Yes. Indirectly through girls education programmes	Yes. Through RROC clubs, girls camps awareness creation on child rights and gender based violence in school
Capitation grant School feeding programme	Ministry of Gender children and social protection	4, funding provided to primary schools to make school free for all	Yes. Through educational programme for girls	Yes. Policy allows all children attend school for free including girls who could have been left out if poor parents were paying fees
Establishment of girls education unit within GES (Ghana Education Service) from national to district levels	Ministry of Education /GES	4, Executing programmes to enhance girls education by collaborating with other organizations to compensate for resource constraints	Yes. Through educational programme for girls	This unit is already existing since 1997, it is an important target for lobby and advocacy in GPP

Source: National Gazette and evaluator's assessments (columns 3-5)

1.2. The GPP in Ghana

In Ghana, GPP implementation started in 2011 by CHI, DCI Netherlands, ECPAT and Plan Netherlands. Free Press Unlimited joint these GPA partners at the end of 2013.

The overall objective of GPP can be summarised as to "Promote equal rights and opportunities for girls and young women (G&YW)". This is done in four key areas that were identified by the UN Taskforce on Gender Equality to accelerate progress on MDG 3 on promoting gender equality and empowerment of women.[84]

In Ghana, all four themes of the GPP are implemented. Activities implemented under each theme include:

- **Protection:** Provide access of G&YW to integral child protection systems. Awareness building and training on gender equality and to protect themselves against violence and to claim their rights. G&YW rights-awareness building of communities and other stakeholders. Training of journalists to provide gender-sensitive information on the human rights situation of girls and young women;
- **Socio-Political:** Sensitisation of G&YW on gender equality and awareness building of communities on the rights of G&YW. Training and support to G&YW on life skills to enable them claim their rightful position in society. Media work to support the awareness building activities in the communities;

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[84] Taking Action: Achieving gender equality and empowering women. UN Millennium Program, 2015.

- **Socio-Economic:** Vocational training programmes and financial and business development services for young women. Awareness and skills building initiatives with young women and organising them in productive groups and networks;
- **Education:** Assist girls to access education, training of teachers in rights of girls and young women, capacity building of school management committees and sensitisation of communities on the importance of education in growth and development of G&YW.

The Girl Power Programme is not only working at the level of individual development and of socio-cultural development of communities, but it is also working on institutional changes such as the underrepresentation of women and children in institutions and organisations that deal with socio-political and socio-economic development. And in lobby and advocacy around many different legislations and programmes on education and economic and social empowerment of G&YW and to improve protection of them against all forms of violence (see examples in previous section). This work requires confronting cultural limitations that deny women their right of access to and control over basic capital goods (like land) and to other economic resources.

1.3. Key GPA partners in country

The local implementing partners of the Girl Power Alliance (GPA) members are presented below.

Plan Ghana is the local partner of Plan Netherlands and the national implementing partners of Plan Ghana are The Ark Foundation, CAPECS, SILDEP and CRRECENT.

DCI Ghana is the local partner of DCI-ECPAT and implements activities in Kumasi and in the Obuasi district. DCI has been one of the main local partners in the GPP and was mainly involved in working on the theme of protection until the MTR. Based on recommendations from the MTR, DCI Ghana also included economic participation and education in its activities. The Ghana NGO coalition on the Rights of the Child (GNCRC) is a second important GPP partner in Ghana. Within this network, the Youth Advocacy for Rights and Opportunities (YARO), Youth Alive, Environmental Protection Association of Ghana (EPAG) and the Empowerment Centre for Women and Children (ECWC) are actively involved in the GPP implementation in the thematic area of protection, particularly in the Ashanti and Upper West regions of Ghana.

AMPCAN is the local partner of Child Helpline International and it is spearheading the implementation of the Ghana national child helpline service with technical support from CHI and some additional funding of operational costs through Plan Ghana. Through the efforts of AMPCAN the Ghana National child Helpline has been secured. The toll free Child Help line service was launched in 2014 and it is fully operational as a pilot in the Akuapem North (see also the case study on this intervention).

Multi TV is the local partner of Free Press Unlimited and they are active in kid news and broadcasts on television. They only started activities at the end of 2013. Multi TV is a pay-per-view TV station based in Accra, which mainly operates at the national level. As such it is not directly linked to many other interventions that are implemented in districts and communities in the interior of Ghana. During the MTR it already was observed that there was little cooperation between the GPP and MTV. This situation did not change after the MTR. Despite being a media partner it was not active in doing media coverage of GPP activities.

1.4. Key actions and activities in GPP in country since 2013 (MTR)

A brief overview of the main activities and actions in the last half of the GPP implementation from 2013 – 2015 are:

Protection:
- Formation, reorganization and training of Community Based Child Protection Committees as the first point of call on child protection issues in the communities;
- The use of games especially football as a platform to sensitize specifically men and the larger community on issues of violence against children, specifically girls;
- Educate girls and young women on the GPP topics in general;
- Organization of girl's camps as a means of educating girls on a variety of issues including types of violence, reporting violence and building self-confidence;
- Building the capacity of Community Information Centre operators to enable them to use Community Information media to effectively educate communities on GPP thematic areas especially violence, abuse and girls education.
- Train Girls' Expert Panel on thematic areas and link them to Community Based Child Protection Committees;
- Facilitate periodic meetings with girls' panel;
- Active engagement of district child protection panel/committees in support of programme activities in the area of protection of girls and young women against violence;
- Community Sensitization forum using various resource persons including traditional leaders as advocates;
- Regular meetings with District Child Protection Committees;
- Civil Society level: organize seminar for government officials, law enforcement agencies, collaboration and networking with Child Protection Network committees and CSOs.

Socio-political participation:
- RROC club for girls and boys engage in activities that enhance their confidence to participate in decision-making;
- Community sensitization regarding the participation of G&YW.

Socio-economic participation:
- Skills training for out-of-school girls and young women in a trade of their choice;
- Mentor out of schoolgirls and young women age 18 – 24 years to expose and link them to available skills training opportunities;
- Enrolment of young women into vocational training of their choosing (hairdressing, carpentry, dress making etc.);
- Technical support to young women to learn trade.

Education:
- Organization of annual Girls' camp meetings;
- Community based mentoring programme for in-school girls to address educational problems being encountered by girls, including absenteeism, poor academic performance, learning difficulties and poor parental care;
- Provision of in-kind scholarships/support to needy children;
- Establishment and running of RROCs;
- Training of club patrons;
- Rights and Responsibilities of children clubs establishment;
- Organising symposium on international days to talk about the GPP;
- Organization of Quiz competitions to encourage girls to learn;
- Review, training, planning and exchange learning meetings for RROC executives at zone and cluster level;
- Community sensitization on the need for girls' education.

2. Data collection process

2.1. Contextualisation of research tools and formats

As part of the process to contextualise the tools in the four thematic areas, a discussion was held at the kick off meeting with CSC members. Participants were asked to describe the terminologies used in the implementation of programme activities in the communities in relation to the thematic areas of economic, socio-political, education and protection.

Education: This theme was clear and widely accepted in all the communities. For example, it has now become more widely accepted that teenage mothers can return to school after they have given birth.

Socio-political participation: No such terminology was used. Instead concrete examples to which the people could relate were used to elicit response and interest, with questions such as "did you participate in committee meetings on Child Protections" or "did you meet General Assembly members to discuss issues and priorities on child protection."

Economic participation: No terminology was used in describing the term. Giving examples did the explanation. For example with school-going children it was often referred to with working after school hours or in weekends as compared with child labour and not going to school. With young women and women it was explained in terms of economic empowerment: women being able to participate in income generating activities to acquire access to and control over their own money and not their husbands or friends.

Protection: it was noted by the CSC that considering cultural traditions in the communities, violence of any form is not spoken off and so there is no set terminology to describe it and can only be spoken about using examples that the people can relate to. It was noted however that the Twi word "Ayakayakadie" can be explained as violence, torture, abuse, or anything that causes worry or brings pain.

Economic violence: CSC members agreed there was no single term in any of the local language that aptly describes the term 'economic violence'. The term is usually broken down, describing what violence of an economic nature is and by giving examples so the people can relate to it. For instance, child labour is defined as work that a child does that has an effect on his/her education. Most of the discussions with target groups centred on examples of what this theme is, for example, what do you think about a child selling on the street and not going to school? Moreover, the Twi word "Chop-money" was very helpful to refer to the money used for housekeeping and discuss about the access of women to this.

Physical violence: Physical form of abuse is noted as the most well known and best understood by the communities. Community members are more responsive to questions related to child beating and abuse of women and their effects.

Emotional violence: No fixed terminology was identified that describes the term. It was considered as complex with elements from sexual, physical and even economic violence.

Sexual violence: the term was related to emotional and physical violence, focusing on the sexual integrity of the children and women.

2.2. Final sampling coverage, target groups and respondents

The selection of participants of all FGDs for the data-collection was done by the evaluation team and by the GPP Partners. This was done in such a way to ensure sufficient spread among regions, implementing GPA partners and coverage of all teams in the GPP. Most importantly, the Final Term Evaluation (FTE) also had to correspond as much as possible with the MTR sampled communities.

For the selection of respondent groups among children, youth and adolescents, the age groups were changed to 2-year older people to allow comparison of data between age cohorts in the MTR and the FTE.

The sampling process led to the following communities where data collection was done:

Table: Selected communities in Ghana FTE sample.

District	Partner organization	Theme	Selected communities
Kumasi	DCI	Protection	Atonsu-Agogo
		Protection + Post primary	Oforikrom
		Protection + Economic	Amakom
		Socio-political	Aboabo
Kwabere	GNCRC	Protection	Adwumam Manhyia
		Protection + Post primary	Kassam
Bosomtwe	GNCRC	Protection + Economic	Kuntunase
		Protection + Socio-political	Aputuogya
Wa West	CAPECS	All 4 themes	Vieri
			Ponyetanga
			Baleaufili
			Kawu
Akuapem North	CRRECENT	All 4 themes	Dawu
			Nyame bekyere
			Okyerekrom
			Otariso
			Mampong
			Nkyenoa

After the process of data collection, it was discovered that some Focus Groups were not rightly included in the original FTE sample list. The wrong aged groups were identified in the sample. These errors were corrected later and the following Focus Groups were later added to the FTE sample:
- Nkyenoa: adolescent boys (16-19 years);
- Dawu: men above 26;
- Baleaufili: young men between 20-26 years;
- Kuntunase: young men between 20-26 years.

All these sessions were scheduled in extra FGDs during extra community visits. Also one FG of adolescent boys (16-19 years) in Mampong was originally identified as adolescent girls. This was corrected by the local partner (CRRECENT) and included in a new schedule for the evaluation team.
The FGDs which had shortfalls in numbers were made up either by increasing the number of another FGD in the same age category in the same district or additional visits were realised to some communities to interview more people to still arrive at a sufficient number of respondents in the different target groups in the FTE exercise.

The following table presents the final number of respondents in the different target groups against the original planning.

Table: FTE respondents against planning

Respondent Group	FTE Planning	FTE Realisation
Girls 12-15 yrs.	90	70
Adolescent girls 16-19 yrs.	180	117
Young women 20-26 yrs.	180	133
Adolescent boys 16-19 yrs.	40	0
YM 20-26 yrs.	40	41
Men >26 yrs.	40	30
Women >26 yrs.	40	40
District panel	2	2 panels (18 participants)
Girl panel	4	4 panels (34 girls)
5-C	5	4

2.3. Bottlenecks and Deviations in the data collection process

At the CSC kick off meeting, partners pointed to difficulties in getting access to the beneficiaries especially for the target group 12- 19 years attending school. This is because schools, at the time the field data collection was to be done, were having examinations and the children would go for holidays afterwards. Most schoolchildren travel out of their communities for a longer period of time to visit relatives or to engage in economic activities to earn money and therefore they would not be available for a longer period of term. This was the reason that the evaluation team and the partners decided to realise most of the FGD's at the end of the school-season. In the new season, a smaller mopping up exercise was done.

The age categorization was a problem. Programme implementation primarily targeted primary and Junior High school (JHS) pupils through the Rights and Responsibility of the Child Clubs (RROCs), women and the larger community, which included men. Hence, the strict age categorization for FGDs during the FTE was a problem. Partners generally had difficulty mobilizing the groups accordingly. The most difficult was the age group young women between 20 and 26 years. Generally, it was difficult getting the numbers and secondly it was noted that in most cases the selected participants were either not actively involved in the programme or they just had minor exposure to the activities of GPP held in the community. This affected the quality of discussions, as sometimes awareness of participants of the projects was limited. Also groups of young men between 20 to 26 years in communities regularly had only limited awareness of specific aspects of GPP activities, even while they lived in communities where the projects were implemented and even while they sometimes knew other persons that had participated in activities of GPP. These young men were often reluctant to participate in the sessions.

There were challenges in mobilizing the groups for the various sessions. The major challenge was that partners often had convened two or three groups at the same time. This meant that groups that had sessions after the first batch had to sit around waiting. Oftentimes they got tired and hungry so they dispersed and then by the time the session was due most of the group members were either not around, came late or did not come back leading to a late start of the session or shortage in the number of the group.

The additional visits to communities and the extra time needed for this exercise was communicated to the GPD and an approval was obtained to spend six additional days for data-collection in Ghana. The fieldwork therefore took more time and was finished later than planned.

An additional problem was that the NLC towards the end of data collection process got ill and was hospitalised twice. Towards the end of the evaluation process she was not able anymore to participate in the data-analysis and reporting. The assistant NLC and enumerators have stepped in to help as good as possible, but unfortunately it was not

possible to process all data in the FTE, although almost all data collection was done, with the exception of a 5-C exercise with Ark Foundation and the submission of some qualitative reports of FGD meetings.

3. Findings on the MP protocol

3.1.   Findings related to the four main themes/outcome results

3.1.1. Outcome result: Better protection against violence for G&YW

Protection at the individual dimension

Specific outcome: Decreased prevalence of violence against you or girls that you know

FTE 1: % of girls and young women who indicate that they or girls they know have experienced economic/physical/emotional violence
&
FTE 2: % of girls and young women who indicate that they or girls they know have experienced sexual violence
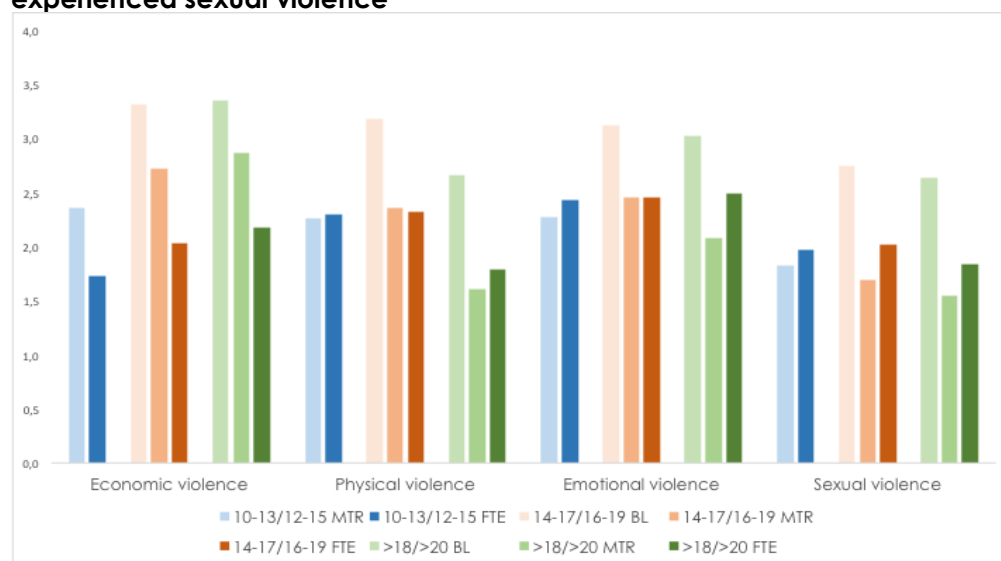
Scale: 1=never, 2=sometimes, 3=often, 4=very often (t-test = significant)

Economic violence

- The prevalence of economic violence as experienced by girls and young women has in general consistently declined across all age groups as can be shown by the graph above. This decline for all age groups has been constant from the baseline to the FTE;
- The incidence of economic violence experienced by G&YW dropped from an average score of 3.3 (baseline) to 2.6 (MTR) to 2.0 (FTE) for the three age groups together. This decrease has been steady throughout the GPP implementation;
- The incidence of economic violence increases for each age group and this has been consistently so in all evaluation moments. This shows that economic violence increases when girls and young women engage in relationship and marriage (see examples below);
- The decrease for the younger age groups is particularly related to a strong reduction of incidence of child-labour in the communities, as reported in the FGD's;

- Finally, the fact that economic violence is still reported (although declining) also shows that awareness of this form of violence has increased but also that people can detect it more easily.

Examples of Economic Violence that were reported by respondents during focus group meetings are listed below:
- Using children to sell articles on the streets or begging and taking all the money from them. (This example was mentioned most often);
- Women are not paid for work they do or are underpaid and cheated with payments (this form of violence also was frequently mentioned);
- When women receive payment for work it is regularly taken from them by their friends or husbands;
- Men are denying women the benefit from profit on some farm crops which they have contributed to its production or even take away their money;
- Women are denied of property or inheritance;
- Using girls for child trafficking (forced labour and sometimes prostitution);
- Forcing a child to do hard physical or dangerous work above their strength for income;
- Refusal of 'chop-money' (household money) by our husbands;
- Husbands that don't pay their bills causing problems for the family;
- Not provide sufficient means to children (cloths and sometimes even food);
- Not equal treatment of non-biological children in the family.

Changes in Economic Violence reported by the G&YW during focus group meetings are presented in the forms of quotes of respondents:
- Economic violence in the community has reduced as a result of the project. They have also learned how to keep their money and not to allow men to take it from them. Because of teachings from the GP project and widespread of Christianity, some men now allow their wives to benefit from profit gained on guinea corn and groundnut farming;
- Economic violence has decreased thanks to the advice given by the various groups in the community including GPP;
- It has reduced because now some children do not agree to do such work. Most children now know their rights and they don't allow other to engage them in such acts and more children go to school more regularly (similar aspects regularly mentioned);
- Although economic violence does still happen in this community. We don't hear more of such cases as before. The GP project is helping to give skills training to children and girls so you may not get a child to work with when you cheat them;
- It has reduced now because of teachings from the GP project. Now children do susu[85] to support themselves;
- People used to use children to make money during market days but now we don't hear of such violence anymore. It stopped because of the efforts of the chief and assemblywoman who have ruled against such act in the community;
- The men previously refused to give us any portion of the earnings we made together but upon advice given within the project they have stopped this behaviour. Education of DCI has reduced cases of men acting irresponsibly;
- Passing information through the information centre and radio programs has ensured that majority of parents have been reached with the information that child labour or cheating is not right and so now we seldom see children by the road side selling

While many respondents indicate that there has been a decrease in economic violence in the community, there are also some other opinions. In the first place, there are quite some FGD participants that state that economic violence might exist in marriages it is not common with children. Some respondents indicate that Child Labour doesn't exist

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[85] Susu is a term for savings done at the individual level or group level and savings collected on rotational bases. So children may save some of the daily pocket money or part of their profit from sales over a period and use the accumulated money to acquire some personal effects.

(although at the same time they sometimes say that children help their parents to make money). The difference between Child Labour and children supporting their families is not very clear and more awareness building in this area needs to be done.

A minority of respondents is still more critical about the reduction of economic violence, as can be shown with the following quotes:
-   Some people that initially said that economic violence does not occur in the community, when further asked if parents do not take money that children earn, they said that this still take place often though there is some reduction;
-   Children younger than us still have their earnings taken from them by their parents but as soon as they mature or grow to our ages this is no longer done. This is how it always happens here;
-   Now more little children are being forced or made to work due to general financial difficulties;
-   Poverty has forced parents to neglect or abandon their children who end up working on the street or forced to work for others. In other words things have not really changed regarding this matter
-   This is done in hiding so it is not to be seen. Where seen we can't report boldly because our community is such that no one talks or is allowed to talk about other peoples' issues. There is a strict adherence the Islamic laws and everyone will turn against you
-   Using children to make money has not reduced. It is still high.

Physical violence

-   Physical violence against girls and young women is still frequently reported, but slightly less than at the start of the GPP. For the youngest age group (data only for Mid Term Review (MTR) and FTE) no decrease is reported, while for the older age groups there has been a strong reduction between the Baseline (BL) and the MTR;
-   Since the MTR, reports of physical violence have remained the same and even gone slightly up for the oldest and the youngest age groups;
-   This shows that physical violence in communities is still very persistent and the fact that reports have increased also indicate that awareness of this form of violence has increased;
-   The development of indicators on physical violence show that in the area of physical violence there are still conservable challenges to deal with. This is also made clear by the verbal inputs of respondents in the FGD's as is shown below.

Examples of Physical violence that were reported by respondents during focus group meetings are listed below:
-   Beating of children (23 times)
-   Beating of the wife or girlfriend (19 times)
-   Caning Children (11 times)
-   Burning children and women (11)
-   Beating (8)
-   Slapping (8)
-   Cutting children and people with sharp object (7)
-   Bullying (4)
-   Hurting (2)
-   Child abuse (2), although this is under the category of sexual violence it is also mentioned by some under physical violence

Changes in Physical Violence reported by the G&YW during focus group meetings are presented in the forms of quotes of respondents. Most respondents indicate that there is a clear reduction of physical violence and it is also sometimes directly to the GPP:
-   Incidence of physical abuse in the community has reduced this is as a result of the GP project. The education given by the GPP/CAPECS they now know where to report when men beat them. For example they can report a man who beats a woman to

the police. Because the men know that women could report them for physical violence, they are afraid to beat them. Now people do not beat their children as often as they used to do because the GP project has educated them that when they beat their children they will not respect them;

- Physical violence has reduced because people are afraid of being prosecuted (it is worth noting that this is a town that is exposed to both print and electronic media so the community members do receive information on violence on the air waves in addition to what GPP does;
- Now the children and GYW know they can report such acts to the police and other bodies through awareness programs they have heard and seen on both digital and print media as well as from their interactions with CRRECENT (GPP);
- It has reduced because people are now afraid to do such acts for fear of being arrested by the police. Now we see police arresting offenders of such crime. Education from GP project has also contributed to its reduction because it informed people that they could be arrested when they engage in such acts;
- It used to happen in this community but it has reduced because of GP project's awareness creation and education on the effect of physical violence on victim and what actions victims can take when such violence occur to them;
- Beating of children has reduced due to teachings from the GP project, which has educated people about the negative consequences of beating children. (This remark has been made in more or less the same way by many respondents;
- It has reduced because of GP project's education to community members on the negative effects of physical violence on victims especially children, girls and women;
- Some parents or caretakers of children or teachers have in the past violently beaten children for an offence committed but this has been stopped;
- In school, beating has lessened because our teachers have been sensitized by CRRECENT of the ineffectiveness of caning;
- We began telling our husbands and other parents what we heard at our meetings with the CRRECENT people and they have begun to change;
- Schools- we were really beaten in schools but now they rather speak to us. Awareness creation by DCI has gotten the adults to change. We have also changed our ways and don't do the things we use to go that brought the beating;
- Those not reached via the information services are reached at churches.

But there is still concern with the incidence of physical violence as can be shown by the following quotes:
- Beating is still high. Although some of these acts have reduced through teachings from GP project, people still do them undercover, in the home;
- Awareness creation and education on physical violence conducted by GPP partner in the schools and community at large has led to a reduction in beating and caning in the schools but this has not changed in the community in general. That means beating and canning of children still goes on in homes;
- It has reduced. Although, people listen to teachings of GP project, they have not actually internalised it. They still commit these acts but the Unit committee could be summoned or send anyone who perpetuate these acts to the police;
- Such violence still happens. It has not reduced. Just two days ago, a woman beat her son excessively and hurt him;
- Although, we don't' hear of about these violence in the community more often as we used to in the past, our teachers still beat us excessively. They have not changed at all. (One participant showed cane mark on her arm);
- In our homes however, it is still ongoing but just not being reported;
- It has decreased. Not much is heard these days but our parents still beat us even though the GP project has sensitized them to stop beating us. Beating and canning in school have reduced. The GP project/ CAPECS have educated our teachers to stop beating us otherwise we will run away from school;
- Physical violence has decreased. Through GP teachings, husbands don't beat their wives anymore. Beating of children has also reduced: now children are not supposed to be canned more than five lashes in school;

- Poverty has led to people indulging in bad activities such as robbery which leads to violence being meted out often;
- GPP has had no impact. Economic and financial difficulties have caused an increase in physical violence;
- Still high;
- They hide to do it. They open the television or the radio volume to its fullest so that neighbours do not hear them beating the children;
- Some children here also become so used to the beating that they do not bother telling anyone anymore, as it has become the norm.

These quotes explain very well the mixed opinions and assessments of changes. The quotes show a very clear increase of awareness and also of willingness to speak about forms of physical violence and to take action. At the same time, the quotes show that physical violence certainly has not disappeared in communities. In schools physical violence has decreased very significantly, but in the privacy of family homes, physical violence still appears to be very common unfortunately.

Emotional Violence:

The prevalence of emotional violence against G&YW is perceived as high by all age groups at all three evaluation moments. It is the most reported form of violence reported under all age groups.

Among the youngest age group of Girls the incidence of emotional violence has increased from MTR to FTE moments. For adolescent girls and young women, the incidence of emotional violence decreased from the baseline until the MTR, but at the time of the FTE the perceived emotional violence by young women increased again, quite strongly, while the incidence of emotional violence among adolescents between MTR and FTE remained the same.

At first sight, this seems difficult to interpret, but when we look at the qualitative inputs of the participants in the FGD meetings, we can observe that awareness of different forms of emotional violence has clearly increased. In earlier years, this form of violence was not really perceived as violence.

On the other hand, the results on this indicator also show that emotional violence against G&YW is very persistent in the communities of the GPP partners and projects. The GPP partners and project activities have not been able to have a big impact on emotional violence. This form of violence that is the most difficult to grasp as it can have very many forms and it usually doesn't leave clear marks or evidence as for example with physical and economic violence.

Examples of emotional violence that were reported by respondents during focus group meetings are listed below:
- Insulting children and G&YW (27)
- Humiliating in public (25)
- Denying food and other basic needs (cloths) to children and G&YW (14)
- Giving heavy and difficult tasks to children & G&YW (14)
- Neglect of children and G&YW (11)
- Maltreating children (7)
- Denying children to go to school (6)
- Denying money (chop money) to wives (5)
- Men have multiple partners (3)
- Denying Children and G&YW to socialize (2)

Changes in emotional violence reported by the G&YW during focus group meetings are presented in the forms of quotes of respondents.

Approximately half of the inputs of the FGD participants are positive and people note a decrease of emotional violence:
- Emotional violence has reduced because they now know where to report (to elders etc.) when others insult them. For example one could report anyone who insult to the chiefs and elders (several people mention that social control in communities has increased);
- A law has been passed in the community that fines people 5 bags of cement for any such acts and this has helped to reduce this;
- Generally people have reduced insulting others. It is possible that the education given under this project is the reason. During GP project meetings people are able to say their problems and they are advised to desist from these acts. Now children living with their parents and other people are being taking good care for (similar remarks were made by many participants);
- We are no longer insulted or denied the things we ask for as used to be because we have changed our disrespectful and bad behaviour due to advice given us under the girl power project;
- This has also stopped because they have received advice from CRRECENT for mutual respect to exist between couples.

But the other half of the remarks show that participants confirm that incidence of emotional unfortunately is still high in the communities:
- Physical violence has reduced but emotional violence has increased. The adults has been made to stop beating us, the focus is now on emotional violence;
- Insults and neglect are still on the high side and didn't change (many people mentioned this);
- Parents still insult children like strangers;
- Lots of GYW live with people other than their parents and these people are mostly the ones who face this dilemma;
- Education from DCI has yet to transcend into the city or have any impact;
- No impact seems to have been made by the project here because it is still generally high amongst ourselves, from our teachers, parents and community
- Nothing has changed. It is like the community has not heard all that has been said during the project;
- Men not taking good care of their wives and leaving their wives for other women is still rampant;
- Insulting and calling people names is high in the school but we don't' always hear of such violence in the community;
- Our friends still insult and give us bad names. Even though the GP project has taught us to desist from these acts.

Sexual violence

The final and most severe form of violence is captured with indicator 2.

This indicator shows that the prevalence of sexual violence perceived by the G&YW during the MTR showed a reduction by all age categories in comparison with the baseline. But at the time FTE, however, there is again a slight increase of 0.2 to 0.3 points among all age categories in comparison to the MTR.

For the youngest Girls (10-13/12-15) the reported incidence of sexual violence has increased from the MTR until FTE. This is worrying, because it reflects that sexual violence against this most vulnerable group still exists in the communities. On the other hand, it is likely that the increase of reported sexual violence is related to the fact that all age groups including the young girls have become more aware of what is sexual violence and that they can recognise it better. An additional effect of the GPP project on the youngest age groups is that also younger girls dare to speak more easily about this difficult subject. These effects can be seen in the quotes of the participants in the GPP.

Under adolescents and young women, the reported sexual violence decreased significantly between the baseline and mid-term, but increased again towards the FTE. Also this is related to increased awareness of this subject, but at the same time it has to be observed that sexual violence unfortunately is still a widespread phenomenon in communities.

All changes between BL-FTE and MTR-FTE have been tested "statistically significant", which means that the change did not occur coincidently, but can be attributed to a cause. The most likely explanation is that there is a combined effect of increased awareness on sexual violence and more empowerment of G&YW to report and denounce it. At the same time, sexual violence remains a phenomenon that is difficult to fight.

Examples of sexual violence that have occurred in the communities where the evaluators have conducted interviews are listed below:
- Rape (33* mentioned)
- Rape in marriage (13* mentioned)
- Defilement (24* mentioned)
- Sexual harassment (16* mentioned)
- Forced marriage (3* mentioned) and 1 underage marriage
- Child molestation and sexual abuse (3)
- Forced sex for money (2) and 1 with minors
- Female genital mutilation (1)

This list indicates that sexual violence shows many forms and also that it is still quite common at the community level. Particularly many reports of sexual violence are made in the Wa West and Akuapem North districts.

Changes in Sexual Violence reported by the G&YW during focus group meetings are presented in the forms of quotes of respondents.

The remarks made on sexual violence are very different and sometimes very contradictory, which illustrates that people have very different appreciations of this issue.

Some people deny the existence of sexual violence in the communities or state that this subject is still a taboo:
- Rape (in marriage) happens but we don't hear much about it. Women don't talk about it because they are shy;
- Defilement is not really an issue in this community but a year ago, a volunteer teacher defiled a 15 years old girl and the chief fined him. But he later run away from the community without paying the fine;
- Sexual violence does not happen often here and with the education given under the GPP we seldom hear of such sexual violence in the community;
- We have not heard of this kind of violence in this community (several similar remarks were made by participants).

A significant group of participants report that sexual violence has reduced:
- Sexual violence has reduced in the community. Through the GP projects they now know that rape is very bad and they were taught where to report such violence.
- Sexual violence has also reduced because now no more family interventions are condoned to prevent the issue from being reported to the police;
- It has reduced now because it used to happen more often and people don't usually report to the police. GP project has educated people where they should report such acts. It has reduced. For 5 months now we have not heard about such acts. This is due to GP teachings (similar remarks are made by several respondents);
- Now people report perpetrators of such acts to the chief where they are fined. The boys in the community may also beat perpetrators when caught;

- It used to happen often but it has reduced. For the past year we haven't heard of such violence. The queen mother has announced that anyone who is caught doing any of these acts will be arrested;
- Now victims know how to report and get culprits arrested and without fear;
- It has reduced. Now we report such cases. In the past were afraid to report because the men threaten us not to report. Most of those who raped us were our teachers. When you refuse to have sex with them they will beat you. But now through teachings we have had from the GP project we report them to the PTA members who take actions against such teachers. The PTA members have also advised us not to be doing personal work for the teachers such as fetching water for them.

Sometimes the girls are suggested to change behaviour to solve the issue of rape in communities:
- Rape and defilement has reduced. Through teachings from GP project there is rule in this community against girls staying late at night;
- The boys and males use rape as a way of punishing girls for dressing indecently or turning down their advances or out of the perception that the girls are too proud or carry themselves with too much esteem. To trim our wings they say.

There is also a large group that reports sexual violence remains widespread and the issue is still not adequately dealt with by the communities:
- It is still high, although not as high as before because teachings from GP project has help to reduce it;
- Rape and defilement is still high. It happens to children very often.
- Rape cases in the community have reduced because of GP teachings. Sometimes sexual harassment decreases and sometimes it increases;
- Sexual harassment is still high in the community but not in the schools;
- Rape and defilement have been reduced but a month ago a 15 years old boy defiled a girl who was 2 and half years old and he was sent to the police;
- Teachings from GP project have informed us that these are criminal acts punishable by law as such these phenomena have reduced in the community. However, sexual harassment has not reduced. It is still common;
- Although this type of violence does not happen frequently in the community, I was raped by a man when I was in my crisis with an epileptic attack;
- The same incident happened to a woman in this community;
- The small girls forced to sell by the roads are forced or lured by older men to rooms and defile them;
- Still high. Happens daily. We are not able to report because the culprits threaten us.
- Our families make it a family matter. Where we decide to report, we are afraid to point the culprits because they could hurt us. The boys catch us and gang rape us daily "gala". Recently a man raped his own daughter after her mother went to work;
- The culprits will point guns and knives at us if we see them publicly, knowing that we will point them out;
- A 15-year old girl given off into marriage, got pregnant but still played like a child. Had a dead baby on delivery.

Specific outcome: Non-acceptance of violence against G&YW

FTE 3: % of girls and young women who feel able to say no to sexual activity
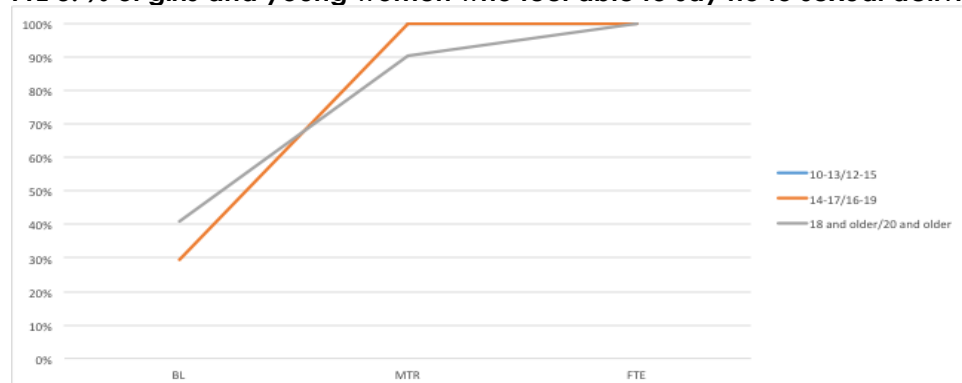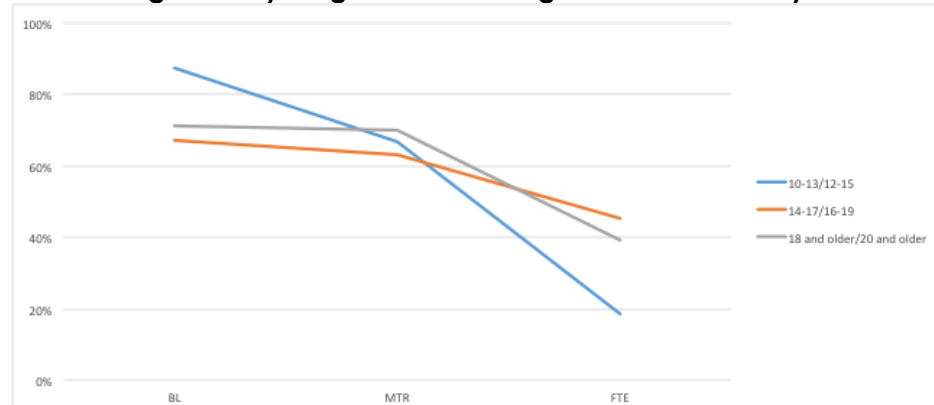

Legend: % shows respondents that have responded yes (t-test = significant)

The developments shown in the figure above show a consistent increase of empowerment of G&YW to stand up against sexual activity if they want to.

During the process of implementation of the GPP, the girls and young women have been empowered to stand up for their right and protect themselves by saying no to sexual advances. At the time of the FTE, all participants were 100% positive and confident they could say no if someone required something from them sexually. The MTR results showed considerable increase over the baseline by all age categories, while in the FTE the results for young and adolescent girls stayed 100% and that of the young women increased from 90.5% to100%.

FTE 4: % of girls and young women who agree that adults may beat children

Legend: % shows respondents that have responded yes (t-test=significant)

The graph above show that acceptance of beating of children has consistently declined since the baseline. Particularly among the younger girls, there is a significant drop in acceptance rate from close to 90% at the time of the baseline to less than 20% at the FTE.

The decrease is also significant for the older age groups among G&YW, were the decrease is from approximately 70% to around 40%. The fact that older age groups show a higher acceptance rate on beating of children by adults is difficult to explain. A possible explanation is that they are themselves less frequently victim of beatings as was shown under the previous indicators and therefore they are less exposed to the problem.

The very strong decrease among the youngest children is a clear result of the outreach, awareness building and education activities of the GPP as is illustrated by numerous quotes of girls in the focus group discussions (under indicator 1), of which two are repeated here:

"It used to happen in this community but it has reduced because of GP project's awareness creation and education on the effect of physical violence on victim and what actions victims can take when such violence occur to them",
"Beating of children has reduced due to teachings from the GP project which has educated people about the negative consequences of beating children"

Specific outcome: Access of G&YW to quality (child) protection systems

FTE 5: % of girls and young women who know how to act when in need of protection against violence
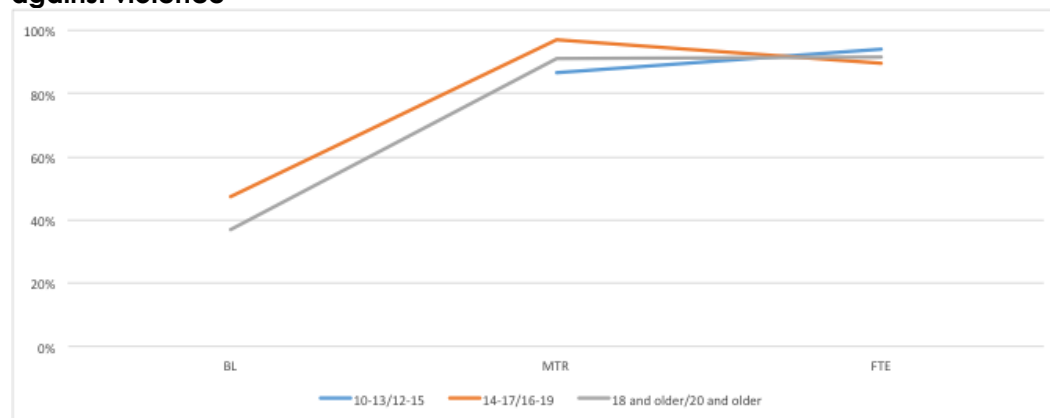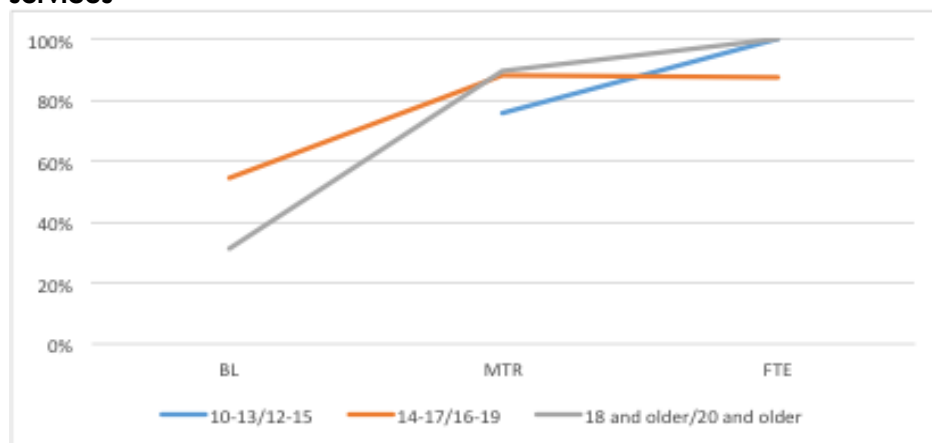

Legend: % shows respondents that have responded yes (t-test = significant)

G&YW's knowledge about what action to take when in need of protection increased significantly from the baseline to the MTR under all age categories and continued towards the FTE although to a lesser extent and among adolescent girls there was even a slight decrease (among this group the percentage at the MTR was almost 100%).

The G&YW have indicated the following institutions to which cases of violence can be reported, in order of frequency of answers by the respondents:
- Local police (25)
- Chief and/or elders and/or assembly members (24)
- DOVVSU (11)
- Unit Committee (11)
- Social Welfare (10)
- Parents (8)
- Teachers (6)
- Report to GPP partners (Plan, DCI) (5)
- Other family members or trusted persons (4)
- Child Protection Committee (3)
- Commission on human rights and administrative justice (CRAJ) (2)

FTE 6: % of girls and young women who demonstrate knowledge of available protection services
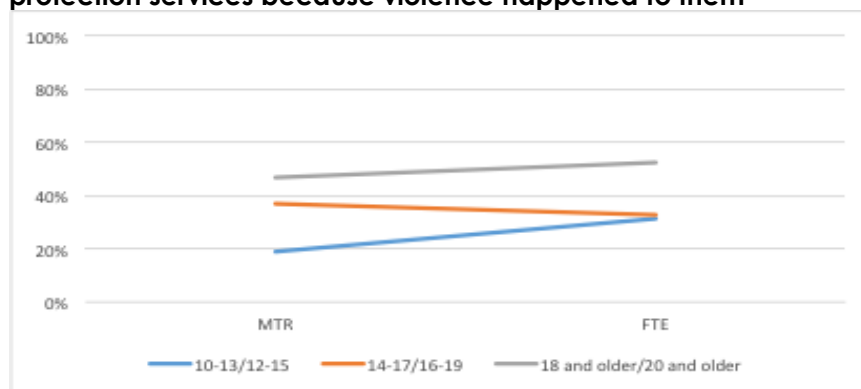

Legend: % shows respondents that have responded yes (t-test = significant)

The knowledge of girls of the local protection institutions has increased significantly over time of implementation of the GPP, from less than 40% at the Baseline for all age groups, to over 90% at the time of the FTE. The increase of knowledge among the adolescent girls, in the second period of the GPP has remained stable at the already high level of 87.2 %. However, the other groups have further increased to around 100%. For the young women, this increase can be explained by their overall increase of knowledge of local institutions, while for the younger girls the effects of the GPP project activities on this aspect are stronger. As was also the case under the previous indicators, particularly the adolescent girls are more difficult to remain in reach of the project and this age group is more mobile and therefore the effects of the GPP are more difficult to sustain among this age group. This finding is confirmed through interviews with project partners in the girl panels.

Protection institutions known at the time of the FTE by the G&YW are listed below:
- Police (31 times mentioned)
- DOVVSU (25)
- Social Welfare (22)
- Commission on human rights and administrative justice (CHRAJ) (16)
- Child protection committee (4)
- Chief and elders (3)
- GPP partners (DCU, Plan, CRRECENT) (4)
- FIDA, Assembly, Priests, Doctors

FTE 7: % of girls and young women who indicated they know GYW who accessed formal protection services because violence happened to them

Legend: % shows respondents that have responded yes (t-test = significant)
Note: For baseline no data was collected for this indicator.

While the percentage of youngest girls and young women who indicate they know girls who have gone to protection services has increased since the MTR, the percentage of adolescent girls that know other girls who did so has slighthly decreased.

The average percentage at the FTE has increased to around 30% of the young girls and adolescent girls. Among young women the percentage is significantly higher at above 50%. This unfortunately illustrates that violence still prevails in the communities and many G&YW are suffering from such violence. The increase of the percentage among the youngest girls and young women on the one hand indicates that there is violence perptuated against them, but at the same time also indicates that the youngest girls and young women have been empowered to increasingly take action against violence and report it to local institutions. This is also illustrated by many quotes of G&YW in the FGD's.

The fact that adolescent girls show a contrary trend of a light decrease of percentage of girls that know other girls that went for protection services, might mean that particularly in this group violence has not increased and maybe even decreased. The could have been caused by the f increased exposure to GPP activities and protection within school systems.Young women are less exposed to such sevices and they migh have become more exposed to violence in a marriage relations. The youngest girls are more vulnerable for violence from their parents. The qualitative inputs of G&YW during the FGD's seem to support these hypotheses.

Many girls and young women report that more cases of sexual violence are reported:
- A girl I know, who was raped reported it to the police and the man was arrested;
- I can report a man who beat me to the police. Because the men in this community know that we could report them to the police when they beat us, they are afraid to beat us;
- A mother was warned by her child's teacher not to beat her anymore or face prosecution and she has stopped;
- Another man who always beat his wife severely has been warned and threatened with jail term and has since stopped;
- Rape should never be shielded – I convinced a woman whose daughter had been raped to go against external family intrusions and report the case to the police, which she did. The culprit was arrested and has been jailed for 15 years;
- CRRECENT gave us a number to report cases of violence to;
- I even threatened to report a man who has been beating his children. Now he has stopped doing that to these children.
- I am an epileptic patient. One day when I was in my crisis, a man took advantage of me and raped me. My mother found out about it and decided to report the matter to the police but my father did not allow her to do so because the man was a family member and he indicated that the matter will be best resolved at home;
- I know a woman who reported her husband to DOVVSU for not taking care of the family;
- I know a man who got a girl pregnant and refused to accept responsibility. He was later sent to DOVVUS where the matter was settled;
- A girl constantly beaten by her father went to report him to the commission for Human Rights and Administrative Justices (CHRAJ) accompanied by her mother;
- A violent act was inflicted on me and I reported to DOVVSU at Akropong
- Some people came here saying they had been sent by PLAN/CRRECENT from Akropong with an information van to show us films and to tell us about a number to call secretly on should we want to report any violence related issue;
- A girl beating up by a male co-tenant upon suspicion of spying on him got him arrested upon reporting;
- My sister's children reported her for physical and verbal abuse. She was detained at the police station for a day and released.

Some G&YW women indicate that not always cases of violence are reported, but they still show increased awareness:

avance-

- Cases of rape and defilement are normally settled in the home;
- Sometimes instant justice is carried on men/boys who rape or harass girls ;
- The police and social welfare have given us numbers but we do not know of Helpline.

Protection at the socio-cultural dimension

Specific outcome: Communities recognize violence against G&YW as unacceptable

Protection programmes implemented by partners have resulted in Parent Teachers Associations (PTA's) making rules to further protect girls in school. Likewise, community leaders (chiefs and elders, male and female assembly members and unit committee members) have made rules to penalize offenders and transfer more serious cases to the police. In a FGD at Kawu in the Wa West district an adolescent girl said, "*Sexual violence has reduced. Now we report such cases. In the past we were afraid to report because the men threaten us not to report. Most of those who raped us were our teachers. When you refuse to have sex with them they will beat you. But now through teachings we have had from the GPP project we report them to the PTA members who take actions against such teachers. The PTA members have also advised us not to be doing personal work for the teachers such as fetching water for them*".

Putting the necessary mechanisms in place and equipping girls and young women for their protection has improved their self-confidence to make some decisions. It takes one to be empowered to report violence against one to community elders or the police in a society where actions of violence against girls and young women were not acted-upon.

Indicator 8: % of community members who agree that children may be beaten by their parents and /or teachers.
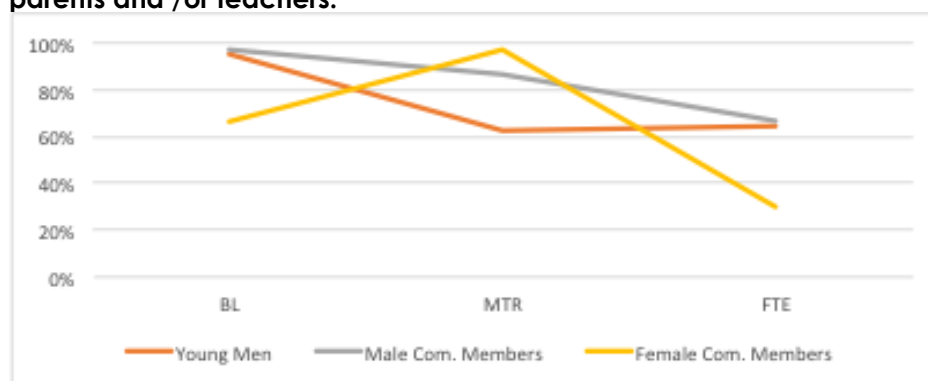
Legend: % shows respondents in highest 2 quadrants scoring range: agree and strongly agree (t-test = significant for BL-FTE and not significant for MTR-FTE)

Responses for the FTE indicate a decline in the percentage of community members who agree or strongly agree that children may be beaten by their parent or teacher. This decline is significant from above 90% at the baseline to below 60% at the time of the FTE for young men and other male community members. For female community members the acceptance at the time of the baseline was already significantly lower (less than 70%) than among men and at the time of the FTE this decreased further to 30%. The sharp increase at the time of the MTR among the women cannot be explained. It might be that the data on this indicator for this age group were entered wrongly in the system, because it is not likely that women would indicate that their acceptance would have increased while this was not the case for men.

Although the development towards a decrease of acceptance of beating of children by adults is going in the right direction, it should still be noted that a considerable part of the communities and also among women there is still a rather wide-spread of the

acceptance of this phenomenon as can be shown by a quote of a woman in a focus group in Amakom:

"We have every right to beat the children. The teachers especially so. They need to help us train our children. In times past when children were beaten and canned in school, we had quality, upright, disciplined and honest lawyers, doctors and other great people turning out from our schools but since the beginning to the era of letting children off the hook, they are going wayward and are up to no good. We need to revisit those days".

Many quotes already presented under previous indicators, already showed that the woman quoted above is in a minority position. But still significant work on changes in acceptance rates is needed.

Indicator 9: % of community members who agree that violence against G&YW inside and outside the home should always be reported
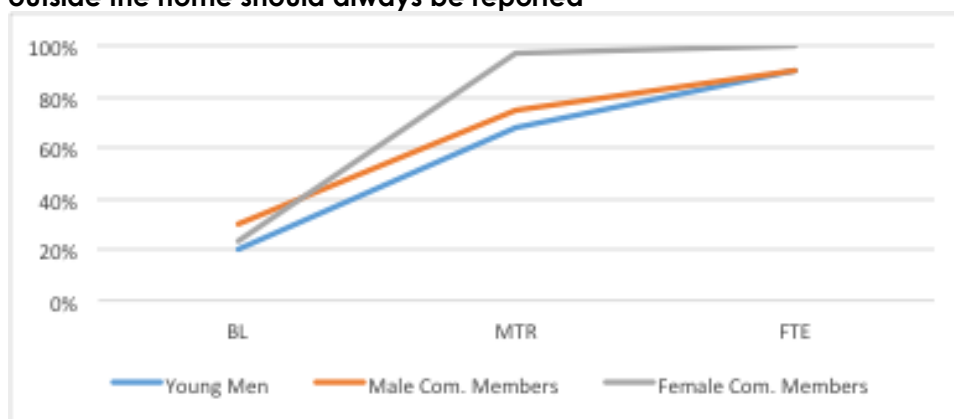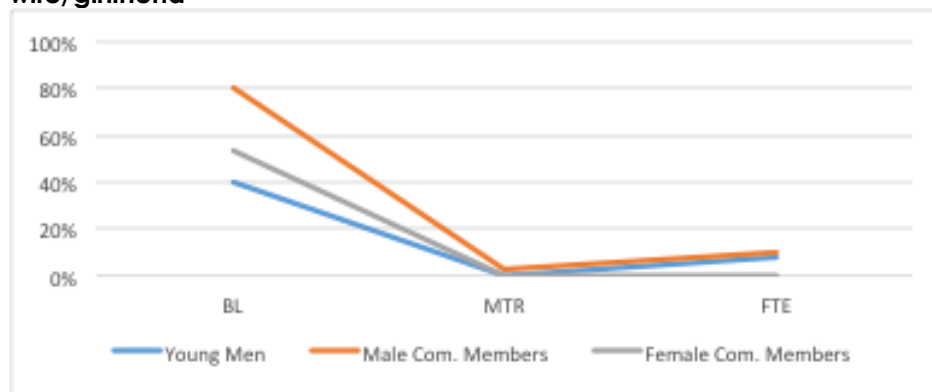

Legend: % shows respondents in highest 2 quadrants scoring range (t-test = significant for BL-FTE and not significant for MTR-FTE)

The results on this indicator show a substantial improvement in the perception of community respondents on the need to report violence against girls and young women (inside and outside the home). Only 20 to 30% among all respondent groups at the baseline mentioned that cases of violence against girls and young women should always be reported. This percentage increased to almost 90% at the FTE among male community members and even 100% among women.

The results on this indicator should be seen in the light of the previous indicator (8), where we could observe that beating of children by parents and teachers still encounters significant acceptance. This can be explained by the fact that there are still many people that consider beating of children in the family and classroom is done for "educational" purposes and in that case it should not be considered violence. This indicates that there is a significant grey area and a blurred boundary between acceptable beating for educational purposes and unacceptable violence that has to be reported. It is in this grey area were a lot of awareness raising work still needs to be done, to ensure that violence, including beating as an educational tool, can be further reduced.

Indicator 10: % of community members who agree that a man is allowed to beat his wife/girlfriend

Legend: % shows respondents in highest 2 quadrants scoring range (t-test = significant for BL-FTE and not significant for MTR-FTE)

Most respondents (between 80 and 40%) at the time of the baseline considered that it was allowed for a man to beat his wife or girlfriend. The reduction of acceptance of this phenomenon is amongst the strongest of all indicators. At the time of the MTR acceptance rates were reduced to almost zero. It remained a "zero tolerance" rate among women at the time of the FTE, but among men the percentage rate of acceptance again increased slightly, to around 10%. This increase among men can be explained by the fact that if this group is not constantly reached and trained on the undesirability of beating their wives and girlfriends because of cultural patterns and pressure can easily return to undesirable behaviours.

This is also shown in the quotes of G&YW under physical violence (indicator 1), that illustrate that violence and beating of wives and girl-friends is unfortunately much more common that men admit. The low percentages of male respondents under this indicator therefore show a significant extent of socially desired responding to this indicator, particularly at the time of the MTR.

Protection at the institutional dimension

Specific outcome: Government acts to ensure the rights of G&YW to protection against violence

FTE 11: % of "girl power" experts (members of the professional panels) who feel that government is supportive to protection of girls and young women through policies and legislation
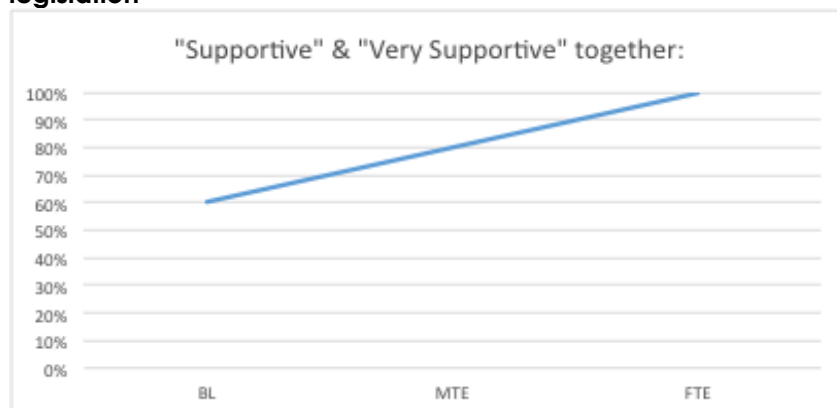
Legend: % shows respondents in highest 2 quadrants scoring range (no t-test possible)

The percentage of respondents of the professional panels who feel that government is supportive to protection of girls and young women through policies and legislation has consistently increased from 60 % for Baseline, to 80% for MTE and reaching 100% for FTE.

Many respondents agree that Government has become more supportive and they also indicate that legislation has changed and institutions were created for this purpose (see also chapter 1). The fact that legislation and institutions are present does not automatically that practices change as well. There are still often considerable challenges in implementing policies and institutions often lack budgets to fulfil their tasks. Additionally, cultural patterns in communities may limit the use and application of these institutions and services by the target groups.

Overall, this graph shows that there is a significant increase of appreciation of government efforts in the past decade.

In the responses on this indicator there could have been some positive bias because several members of the panel are government staff members and therefore they will tend to respond more positively than other participants in the focus groups or they will positively influence other participants in the FGD's.

FTE 12: % of "girl power" experts (members of the Girl Power girl's panels) who feel that government is supportive to protection of girls and young women through services
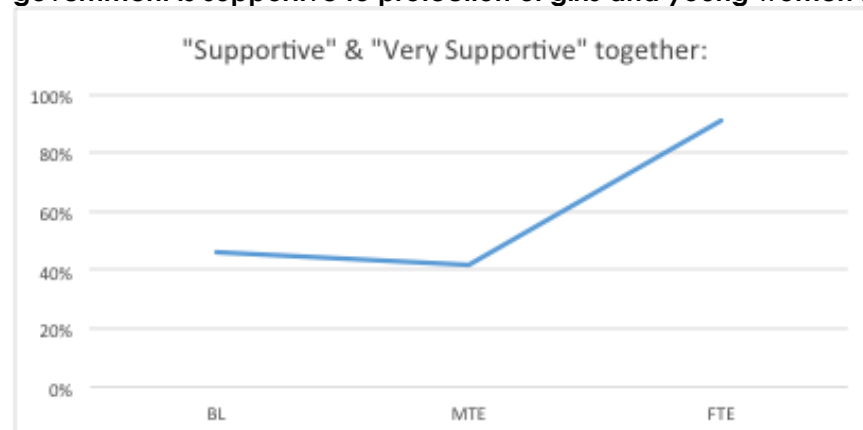
Legend: % shows respondents in highest 2 quadrants scoring range (no t-test possible)

This figure needs to be looked at in combination with the previous figure that already showed that the appreciation rate of government policies and legislation has increased from 60% to 100% during the implementation of the GPP.

This second figure shows exactly the point made above that the existence of policies and legislation does not automatically mean that services exist and are of good quality.
Less than half of respondents from girl panels in the baseline (46%) and the MTR (41%) indicated the government was supportive or very supportive to protection of girls and young women through services. Since the MTR the percentage increased to above 90%, which indeed confirms that many of the policies and legislation have been translated into services and that the availability of such services has increased.

With this indicator it should be noted that a large number of respondents did not respond to this indicator or voiced a neutral opinion. Therefore the reliability of this indicator is not optimal.

Members of girl's panels responded to the question on indicator 12 and members of professional panels responded to indicator 11 and both panels are different respondent's group. It is likely that the knowledge of the members in the professional panels are more knowledgeable on child protection related legislation and policies, while the members of the girls panels have had less exposure to legislation and heave less knowledge of the

existence of all specific instruments and services, particularly in the first phase of the GPP, since the MTR this exposure and knowledge has clearly improved.

But if we combine and compare the two indicators, both point consistently towards a clear improvement of government policies and legislation on protection of G&YW against violence and that this is also followed-up in the form of institutions providing services, such as DOVVSU, Police, Social Welfare, Commissions on human rights and administrative justice and Child protection committees.

FTE 13: % of "girl power" experts (members of the professional panels) who feel that government is supportive to protection of girls and young women through services
&
FTE 14: % of "girl power" experts (members of the Girl Power girl's panels) who feel that government is supportive to protection of girls and young women through services
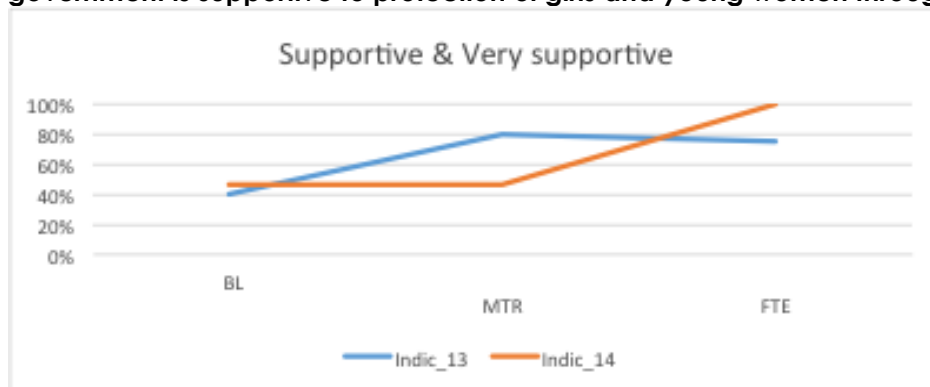
Legend: % shows respondents in highest 2 quadrants scoring range (no t-test possible)
Note: indicator 13 refers to professional panel members and 14 to girl's panels

Only 40% of the respondents of professional panel said government had been (very) supportive to the protection of girls and young women through services at the start of the GPP, at MTR this raised to 80% and slightly lowered to 75 % at FTE. However, whereas during MTR the rest of the 20% were neutral on the topic, today 25% are of the opinion that the government is unsupportive. This indicates that professional panel members have become more critical on the government support to services since the MTR.

Less than half of respondents of the girl panels (46 %) for both baseline and MTR expressed that the government is (very) supportive to protection of girls and young women through the provision of required services and half (51%) was neutral on the issue (or did not know). At the time of the FTE, the girl panels were uniformly positive about the government support to service delivery.

The professional panels are more critical than the girl's panels. This image will be repeated also under other indicators that were submitted to these panels.

3.1.2. Outcome result: Enhanced socio-political participation of G&YW

Political participation at the individual dimension

Specific outcome: G&YW take equally part in decision taking and politics

FTE 15: % of girls and young women who agree that G&YW should be part of community committees or other groups, to decide on issues that are important to them
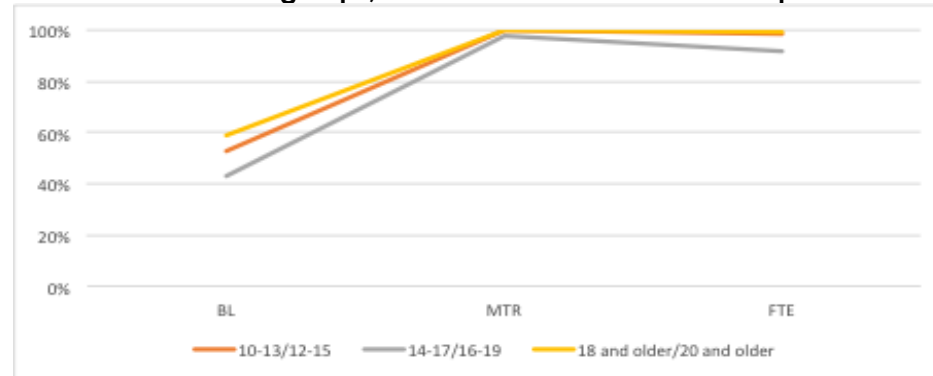
Legend: % shows respondents in highest 2 quadrants scoring range (t-test = significant)

The respondents 'perception that girls should be part of community committees or other groups to discuss issues that are important to them increased significantly from around 50% at the time of the baseline to close to 100% during the MTR. The high percentages maintained at the time of the FTE, although among the adolescent girls the percentage decreased slightly.

The decrease among adolescents is consistent with other decreases under previous indicators and it shows again that GPP projects and partners have more difficulties to continuously reach out and work with this most mobile age group in the GPP. The adolescents move in and out the communities and the GPP activities more often and therefore results seem to be slightly less sustainable among this age group.

Overall, the GPP has supported an important development towards an increase of acceptance of socio-political participation of G&YW. This can also be illustrated by many examples given by the participants in this evaluation as listed below:

- It is important to participate in decision making to build our confidence level, to help us to know our rights, that makes us know that what a man can do a woman can also do;
- Now men in our community know that women also can make important decisions;
- It is important to participate in decision on issues that affect us because we have the right to be part, decisions made without us expressing our opinion may not be good for them and the perspective might be skewed towards the males only or not be beneficial to them at all;
- The programme has helped us to express our opinions;
- Participation is important because we can contribute our ideas to the development of the community;
- GYW are members of the community and so they should be part of any community committees or groups. They may have good ideas and understand the issue better than the elders and men;
- It will help GYW to understand certain decisions that are taken in the community and get involved in community decision making process as a way of fulfilling their rights;
- It will give GYW the opportunity to be informed of issues in the community;
- We can also contribute to the decisions affecting groups or the community. We have to be part because we are also members of the community;

- This is because women may contribute good ideas to the discussion;
- Decisions made by men may not be in the interest of women. Women must contribute to decisions of the community so that they will also benefit from the community decisions. Women contributions to decisions are always in the best interest of women and children
- This is because we are the future leaders and so we should be part for the decision making process. Most of the decisions of the community affect us more than men and so we should be part of decisions for the community;
- This is because GYW may be intelligent as men to contribute good ideas to the decision
- GYW may have good ideas for the development of the community;
- Most women are shy when they speak in public. When they partake in the community committees or groups they are able to speak in public;
- They should be allowed to be part because it is their right;
- When GYW are part of decision making it helps them to socialize with others-build good relationship between GYW and other community members;
- It empowers us and it will build our self-confidence so that we can express ourselves;
- For instance, if there is a discussion on using the land for galamsey (illegal mining) which I do not concur with I must take part and make my opinion known;
- When the younger women are allowed to speak up it will have a positive impact on the smaller siblings and other girls to also boldly speak;
- We need to be part so that we can learn to take up our parents' roles as decision makers when they are no more.

FTE 16: % of girls and young women who confirm that it is possible for them to join groups and discuss freely in places where girls and young women meet
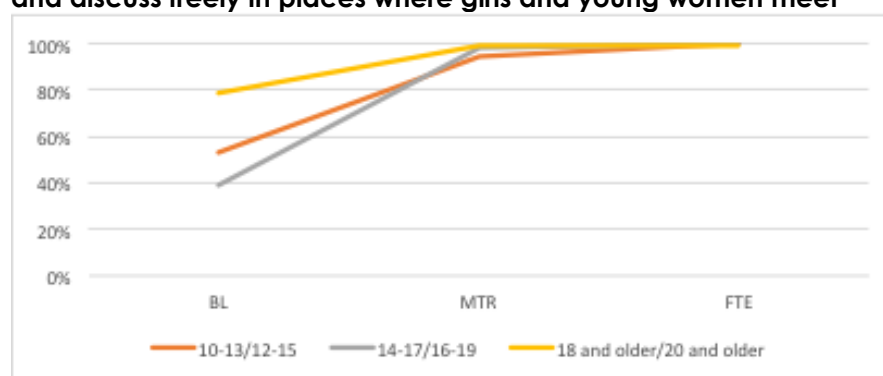
Legend: % shows respondents in highest 2 quadrants scoring range (t-test = significant)

The degree of confidence of G&YW in participating in groups and committees has increased also, and many of them indicate they can now freely participate. This increase of participation has already taken in the period from the baseline to the MTR and since than it has further increased to 100% among all age groups. This very high percentage shows that GPP has been very successful in empowering G&YW to participate in groups and committees.

Many examples of this were given and are listed below:
- One could join the Vieri student union to discuss the development of the community or join the susu group to discuss how they can help each other, financially;
- We can join any group and discuss anything at all so long as it is beneficial to us. There are no hindrances;
- I can join the rights and responsibilities of children club, girls club and youth fellowship to discuss about how girls should take care of themselves;
- I can join the youth group to discuss issues concerning girls and how to avoid pre-marital sex;
- I can join women's fellowship, youth group. It will help me to socialise and build my confidence to speak in public. In the group we can discuss issues concerning the group, teenage pregnancy;

- I can join any group I want and contribute to discussions on what the group stand for e.g. it's objectives;
- I can join girl's fellowship, women fellowship or mutual support groups to learn something new. We can discuss good marriage relationship, how to take care of children;
- I can join girls' club, children of Mary, women's group or a choir group. We discuss about education, responsibilities of the child and talked about new songs;
- I can join youth groups, Christian groups to discuss issues concerning the group and how to support each other. For example in our youth group we decided on how to help the People with disabilities in our community;
- According to the constitution of Ghana every individual can join a group of his/her interest. I can join the Susu group and the rights and responsibilities of children club. In the group we can discuss issues bothering on the group;
- We can join soybeans and Shea butter group to discuss about issues concerning the group;
- Parent teachers' association (PTA) and Susu group. We can talk about how to contribute financially towards a particular purpose;
- The types of groups are: health club, rights and responsibilities of children's club, girls' reform club. We discuss issues of the group;
- I now know my rights and responsibilities so I can join any group in the community that I want and I contribute to any discussion of the group;
- Church and religious groups such as Youth or Teens ministries, the Missions and Evangelism Groups to discuss issues that bother us and will enhance the ministry's work and develop the church;
- We can join the RROC in school to discuss things that will improve school and ourselves;
- School groups- discussions on keeping the school environment clean but not polluted;
- Community groups- The 20 years and above are able to discuss more pertinent issues because we are too young for that, it has limited our level of influence.

FTE 17: % of girls and young women who confirm that when they have an idea to improve something at home, school or in the community, they have the opportunity to make that happen
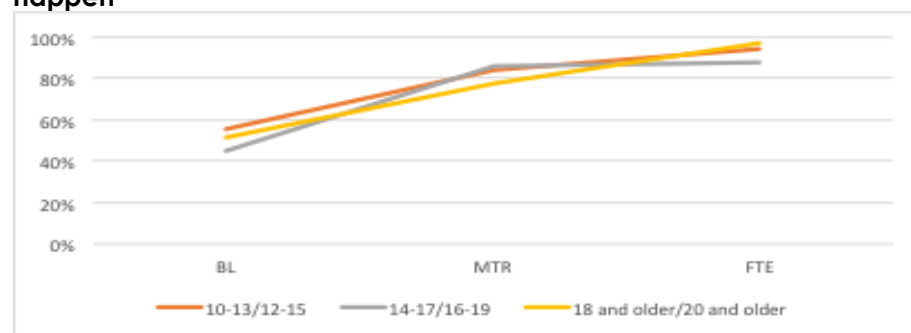
Legend: % shows respondents in highest 2 quadrants scoring range (t-test = significant)

On this indicator there has been a consistent and continuous increase in the % of G&YW in all age groups that thinks their ability to take initiative and implement ideas has improved. The increase was very strong from baseline to MTR, and thereafter the increase was still considerable until above 90%. Again, we can observe that the percentage of increase among the adolescent girls is lagging behind somewhat in comparison with the other age groups.

The participation of the G&YW in the GPP has been an important factor that has contributed to this improved empowerment of the G&YW as can be seen in many expressions of respondents during the FGD's.
- One could make her idea of improving the home happen by consulting other family members or the family-head to discuss the idea;

- To make the idea happen there is a need to speak with school authorities or town elders;
- We will lay the idea before the groups we belong to or an older person to help with the next step;
- If it has to do with the home, we will call for a family meeting and express this idea;
- Another good strategy will be to organise a social gathering or fun activity after which the idea can be presented to all present;
- I was able to call a family meeting to advise my siblings to help my mother in the home;
- I can call a meeting with my family or neighbours to discuss the idea. For example I can talk to them about the importance of frequent cleaning of the toilet in order to prevent infectious diseases;
- I will discuss the idea with my church members;
- If it is an issue concerning the community, I will discuss it with some community members but if it borders on the home, I will discuss it with my family members. I will meet leaders of groups and community to share the idea. If the idea is good, we can push it forward;
- Through the school group, which I know will definitely get to the hearing of the chief;
- We will put the idea before the group we are in. We can also formally write to the appropriate authority to help. Again we can approach the Queen and traditional leaders to hear us out. If it regards our homes, we will discuss it with our husbands and family members.

In several of the quotes above, people mention that to get their ideas heard and implemented they will have to influence parents and elderly persons in the community. This means that empowerment of G&YW is also dependent on the support of parents and elderly in the community. With the increase of this indicator, this appears to be the case.

A small minority of respondents indicates that there are continued challenges in bringing across ideas. These challenges usually are related with issues of power and money, as can be seen in the following quotes:
- No attention is paid to us because we are children so even if we have an idea on something we cannot make it happen. Because of our age we will have to speak to an adult who can take the next step if he/she listens;
- I don't agree because my idea may not be accepted or I may be shy to say my idea;
- I strongly disagree because elders would not listen to me. I will do it myself;
- I disagree, mostly children are not listened to so we cannot bring our ideas into fruition
- Issues of violence are difficult to deal with. Any idea to improve such matters cannot be made to happen by us because the adults are too aggressive;
- I cannot make it happen especially when the idea involves money.

Political participation at the socio-cultural dimension

Specific outcome: Communities value G&YW as actors of importance in (political) decision taking

FTE 18: perceived[86] % of community members who agree that girls and young women should be active in political/public decision making
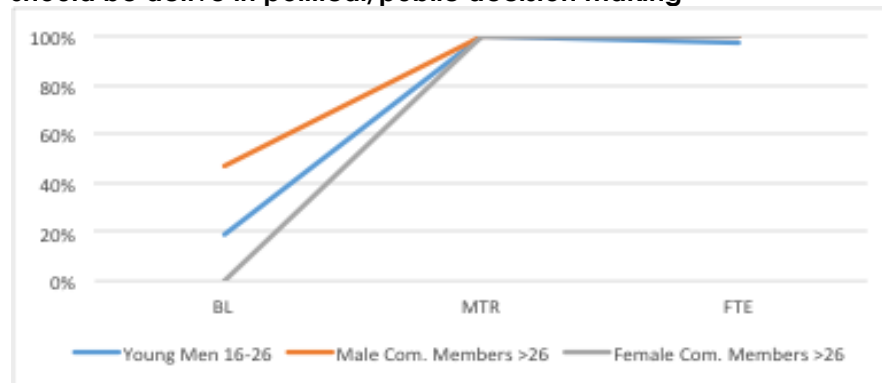
Legend: % shows respondents in highest 2 quadrants scoring range (no t-test was done)

The figure above shows that main changes on this indicator of participation in public decision-making have already occurred in the period between the Baseline and the MTR. These changes were consolidated in the second period of the GPP programme. The percentages are very high at 100% and close to 100%.

During one of the FGD's a female participant in Amakom (above 26) expressed very clearly how this change was able to occur:
"We used to think that our role was to manage our homes and children and so did not even step out. We were afraid of being labelled and called names for venturing out or speaking up publicly. However we have come to know that when we are bold enough to push into some areas, positive changes begin to take place. This is what changed our mind-set. This education was given us by DCI".

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[86] Respondents were asked to answer for their peer group in general, not only for themselves. This is therefore a subjective percentage based on the perception of the respondents.

Political participation at the institutional dimension

Specific outcome: Government actively creates conditions for equal political participation by both sexes

FTE 19: % of "girl power" experts (members of the professional panels) who feel that the government is supportive of enhancing the participation of young women in local governance
&
FTE 20: % of "girl power" experts (members of the Girl Power girl's panels) who feel that the government is supportive of enhancing the participation of young women in local governance
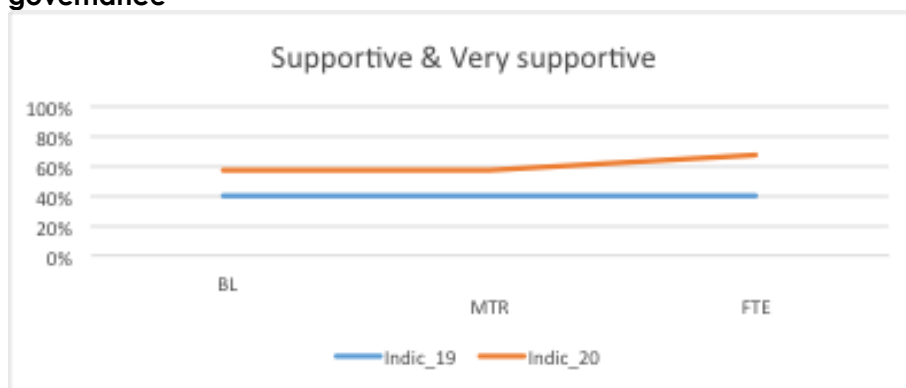
Legend: % shows respondents in highest 2 quadrants scoring range (no t-test possible)

There was no change in the percentage of respondents in the professional panels that appreciated the degree of support of the government to enhance the participation of young women in local governance. Only 40% of the respondents think that there is support to enhance the participation of women. Among the participants in the girl panels, the appreciation is slightly more positive and growing from 57% (BL/MTR) to 68% (FTE).

It has to be noted that during BL/MTR 43% of the members from the girl panels answered that government was very unsupportive in this regard. This negative opinion currently has almost disappeared, although 32% was neutral on the issue or indicated they didn't know the answer.

The members of the professional panels, on the other hand, show exactly the opposite: during the BL/MTR nobody answered that government was (very) unsupportive and 60% was neutral on the issue. At the time of the FTE 60% now did answer specifically that the government is unsupportive.

3.1.3. Outcome result: Enhanced economic participation of G&YW

Economic participation at the individual dimension

Specific outcome: G&YW benefit from socio-economic services

FTE 21: % of girls and young women who indicate that they benefit from socio-economic services, delivered by organisations like saving and credit groups and local development banks, vocational training institutes etc.
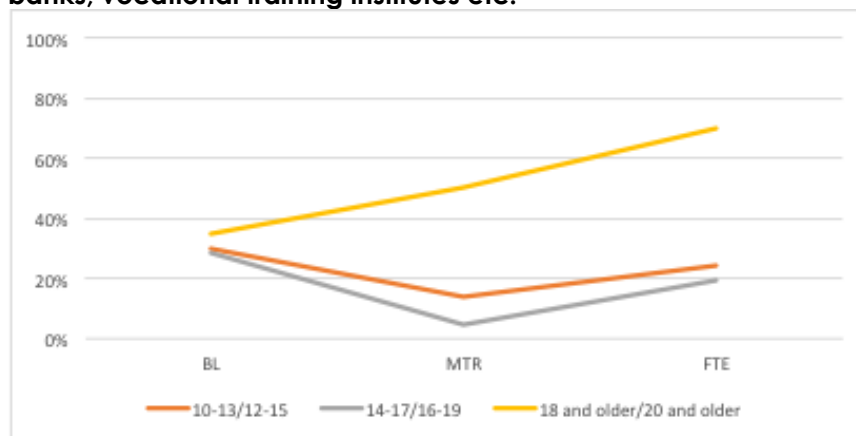
Legend: % shows respondents in highest 2 quadrants scoring range (t-test = significant)

The figure above shows that the socio economic services and changes have been more effective for the older women. In this age group these services have increased constantly over the entire period of the GPP.

This indicator is less relevant for young and adolescent girls and even contradictory, because most of the girls should not yet be involved in economic activities, but should be in schools. Some of the adolescent girls might have some economic activities, but to a small extend.

The fact that under the younger age groups the percentage of girls that indicate that these services have increased is lower at the time of the MTR and again slightly higher at the FTE (but still lower than at the baseline) is in fact a positive development. The sharp decrease shows the participation of these age groups in schools has increased. The fact that there is again a slight increase towards the FTE points to a possible risk that younger girls are again getting more involved in economic activities.

FTE 22: % of girls and young women who have engaged in income generating economic activities outside their homes
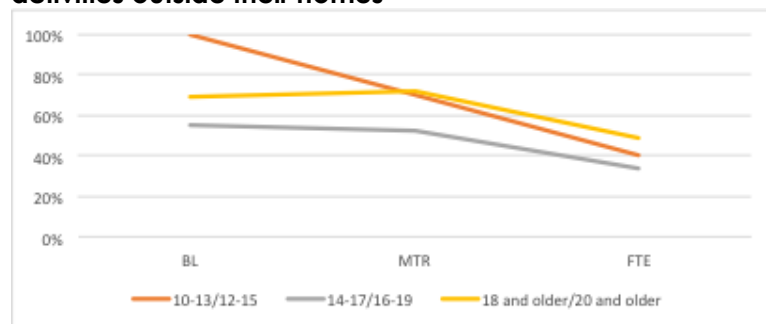
Legend: % shows respondents in highest 2 quadrants scoring range (t-test = significant)

The number of girls engaged in income generating activities outside their homes decreased sharply from the baseline figures, indicating this age group has become less involved in work outside the home. This means that they can dedicate more time to study and improve their academic performance, which can also motivate some girls to stay longer in school. The decrease also shows a reduction in economic exploitation of children (child labour). The decrease among adolescents is lower, but still significant and this is also an indicator that girls continue longer in education. Among the older age group there was an increase of economic participation in the MTR, but this percentage again dropped quite strongly at the time of the FTE. This last decline is a worrying trend, because it means that women have gotten less access to income generation activities outside the home. This can be explained by the recent economic crisis in Ghana in 2014 and 2015.

Although economic activities have declined they are still very common. G&YW undertake various activities to earn income. The most frequently mentioned are listed below:
- Selling of food items (35)
- Producing food or products and then selling them (15)
- Assist parents or family in selling their goods (11)
- Sewing (8)
- Selling of other items (7)
- Hairdressing (7)
- Household tasks (particularly dish washing) (7)
- Soap and Shea butter making (6)
- Fetching of water (5)
- Assisting in crop production (5)
- Production of charcoal/firewood (3)
- Doing Laundry (3)
- Teaching other children on part-time base

FTE 23: % of girls and young women who feel that women have the same opportunities to earn money as men

(no t-test was done)

This indicator consisted of two sub indicators, as shown in the figure above. The question was only asked at the time of the FTE so no comparison with MTR and BL can be made.

The graph shows that the adolescent girls are more pessimistic than their older and younger peers when it comes to possibilities to earn money. Less than 40% thinks they have the same opportunities as men and even a lower percentage (30%) thinks that they will earn the same amount of money as men. Younger girls are more optimistic, but they are not yet in the situation to actively acquire work. The young women are more optimistic and they are themselves economically active. Most of the women work (close to 80%), at the same time only slightly over 40% (half of the working women) think that are getting the same amount of money as men for the work they.

In the Focus Group Discussions many G&YW indicate that there are many opportunities for women to earn money and quite frequently they indicated that they could earn the same or even more than their husbands. This might be caused by the fact that men usually have more problems in managing their income than women and it could also be that men are much less flexible than women to find ways of income:
-   Women can equally farm, brew pito (local beer) to earn income just as men, both men and women can plant tomatoes to make money;
-   Women have even the opportunity to make more money than men because most of the men in the community are drunkards who do not work as hard as women;
-   The opportunities are same and doing the same work, the women do make as much as the men;
-   The women are much more versatile and able to change jobs depending on prevailing conditions or seasonal changes and so have more opportunities to work and earn income even more than the men. For instance, during the season of cassava, we sell cassava: when its vegetables, we sell vegetables and many more. The men are mostly stuck to one skill or job and depending on the demands of the season might not be able to make use of that skill at all and so earn less or no income at all. For example, a carpenter, mason or repairer has no other work options and so if he does not get any such jobs he earns nothing;
-   Women sometimes make as much money as men depending on the work they do. For instance if women and men are doing the same job as teaching and have same qualification they get the same income. Generally in the informal sector some women engage in several income generating activities that may give them more money than men;
-   Women earn income from more sources than men;
-   Women cannot work all the time because they may get pregnant men make more money than women;
-   Men and women farm groundnut, maize, millet. They could all farm the same crop to earn money. Men only sell on market days but women sell all the time;
-   The work that men do, such as construction and farming on large land, helps them to earn more income than women. Women only farm on small land;
-   Women can do other things to earn income but some men are lazy and they do not do other work apart from the work they do.

But other women are more critical and they state that men often earn better than women for the same work or because of the fact that they do harder labour which is better paid:
-   The work men do earn them much money than work women do;
-   Because the man's work is difficult and hard, they earn more money than women;
-   Men weave kente to earn money but in most cases women buy the kente from the men to sell in order to earn money, but they earn less;
-   Most work done by men pay more than work done by women e.g. construction work;
-   Both have same opportunities but since the males attend school more than the females, they tend to occupy higher positions and therefore earn more than the women.

Some women also indicate that women earn less, because they are not enabled by their husband to earn an income and go out of the house to earn money:
- Women do not have more time like men to work for money. She works more for her husband and the home Some work done by men cannot be done by women so they earn more;
- Men are able to and allowed out of the house more than the women so they have more opportunities to earn money more than the women. Women are asked to stay at home whiles the men go to work;
- Our husbands don't allow us to work to earn money, especially during the raining season because they want us to help them on their farm. We only work for ourselves during the dry season.

Specific outcome: G&YW take equal part in household budget management

FTE 24: % of young women who indicate they have a say in how the money they earned is spent
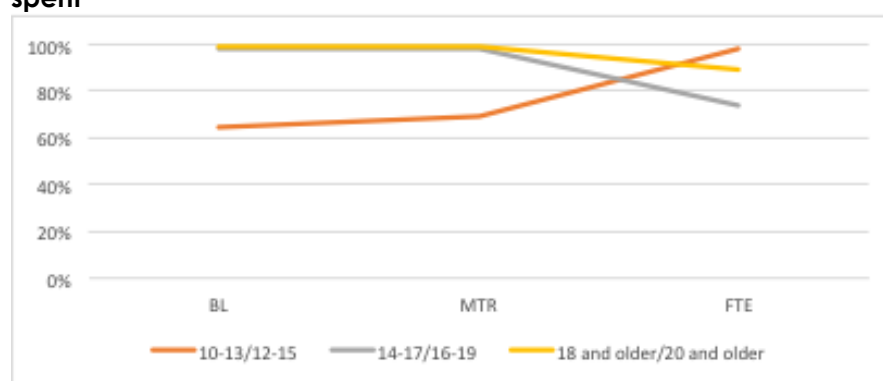
Legend: % shows respondents in highest 2 quadrants scoring range (t-test = significant)

Responses on the authority to have a say in how the money they earned is spent are a bit difficult to interpret. Again, a distinction should be made between the young women that need an income and the adolescents that should be in school. For the oldest age group it is clear that they depend on income, and, since the baseline, they have experienced an increase in authority on how to spend the money they earn. Towards the FTE this percentage has decreased to a lower percentage than at the start of the GPP. This decrease is caused by two main factors. Firstly, poverty and access to monetary income in families is decreasing now because of the economic crisis. Secondly, more women are now conscious of their right to income, but observe that they don't have autonomy in spending it. This is related with the cultural patterns in Ghana, where income in the family is shared and decision-making on money issued is still quite often with men in the family, except for the household money.

Amongst adolescents and girls, the percentage of girls that has a say over their own income after an increase at the time of the MTR has again decreased at the time of the FTE. This is likely to be most related with the decrease of child labour and the increased of girls in schools. When younger girls work and get income it is usually to support their mothers and family and their ownership of money is limited.

The following quotes illustrate how younger children deal with money and income from work:
- I don't' have control over the money I make. My mother decides how I used the money (many girls give this answer);
- My mother because she prepares what I sell;
- My sister or mother keeps my money for me. She gives it to me when I need it;
- My mother keeps the money I make so that I can safe enough to enable me further my education;

- Sometimes my mother keeps the money I earn and sometimes I keep it myself;
- My mother takes all the money I earn from me;
- My mother because she buys all I need.

Most of the responses on this question are from younger girls and adolescents and there are only a few quotes from young women. And these responses of young women indicate that ownership of monetary income of women is still not very strong:
- My friend sometimes decides for me how I should use my money;
- Sometimes my husband collects the money I earn from me.

Economic participation at the socio-cultural dimension

Specific outcome: Communities value G&YW as actors of importance in economic life

FTE 25: Perceived % of community members who agree that women should have an equal say as boys and young men in deciding upon the use of household income.
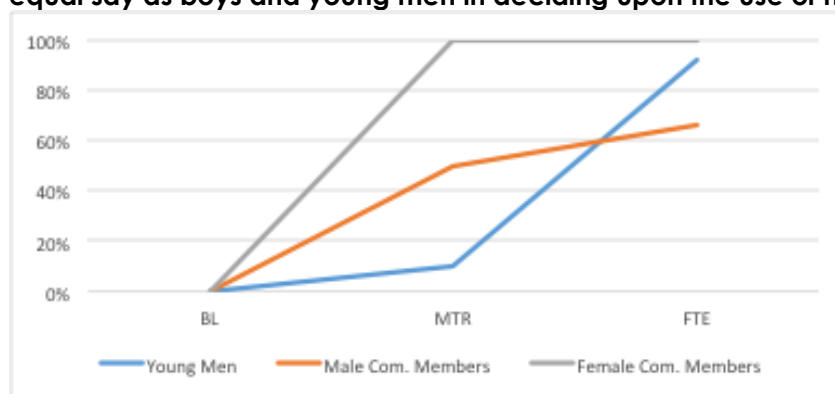
Legend: % shows respondents in highest 2 quadrants scoring range (t-test = significant)

There has been a positive change in the perception of community members on the degree of influence women have compared to boys and young men in deciding upon household income for all age groups, although the perceived changes are less pronounced among men than among women. Women in the community all think that women should have an equal say in household income spending. Young men also agree with this statement with a percentage above 90% and this is likely to be related to their higher exposure to the GPP. Older men in the community have also changed their opinion, but slower than the younger men and at current still less than 70% thinks that women should have an equal say in household income spending. These older men express the more traditional opinions in the communities.

On the other hand, all women agree on the importance of having a say in household income spending.

FTE 26: Perceived % of community members who disagree that men should earn more than women for the same work
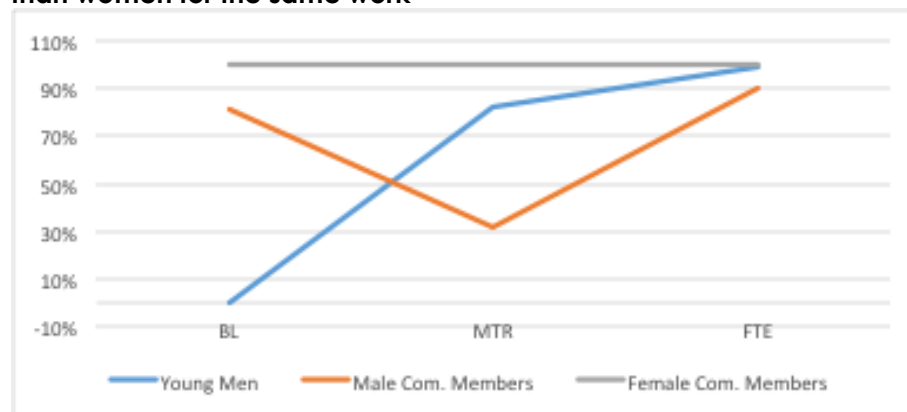
Legend: % shows respondents in highest 2 quadrants scoring range (t-test = significant)

The figure above illustrates a significantly mixed development of opinions on the wage gap between men and women for doing the same work. The sharp dip of opinions on this topic among women at the time of the MTR seems to be a misinterpretation of the question, or a wrong registration of the answers, because it is very unlikely that they would agree with statement. And this is also confirmed by their position at the time of the FTE were 100% of the female respondents indicates to disagree with this statement.

Among young men the perception on the wage gap has diametrically changed between the baseline and MTR. While at the start all young men though a wage gap is acceptable, at the time of the MTR nobody thought like that. This very high percentage of 100% has only marginally decreased towards the FTE.

Among older men in the communities, the opinion was more positive on equal wage than among young men and their opinion has gradually shifted more to the positive direction, but slower as among other groups and therefore the percentage at the time of the FTE is 90%.

It is likely that the low percentage of 0% for young men at the baseline and the low percentage of 30% for women at the MTR are a result of flaws in the data-collection at that time. Unfortunately, the reasons for that cannot be investigated anymore at the time of this FTE.

Economic participation at the institutional dimension

Specific outcome: Government actively creates conditions for equal economic participation by both sexes

FTE 27: % of formal "girl power" experts (members of the professional panels) who feel that government is supportive to socio-economic participation of young women through legislation and policies
&
FTE 28: % of "girl power" experts (members of the Girl Power girl's panels) who feel that government is supportive to socio-economic participation of young women through legislation and policies
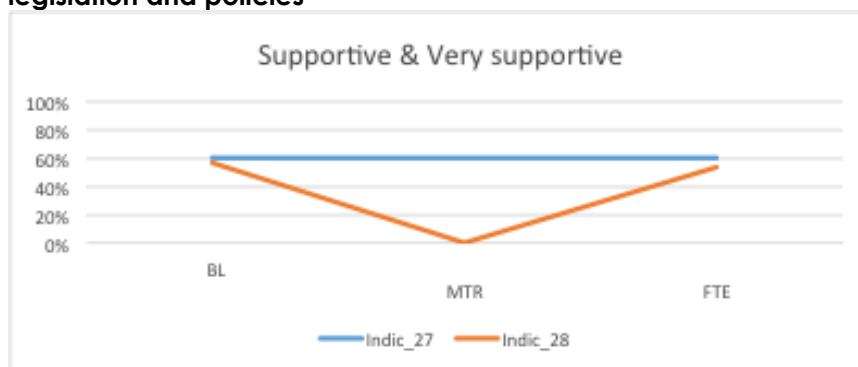
Legend: % shows respondents in highest 2 quadrants scoring range (no t-test possible)

The fact that government is supportive to socio-economic participation of young women through legislation and policies was indicated by 60% of the members of the professional panels at all three evaluation moments. The remaining 40% at each moment was neutral about the supportiveness of government to promulgate legislation and policies to enhance socio-economic participation of young women.

The members of the girl's panels were more volatile and divided in their opinion regarding government's support to socio-economic participation of young women through legislation and policies. While these participants are quite positive about such support at the time of the FTE (53% positive and 44% neutral on this issue). At the time of the MTR 43% answered that government was very unsupportive with another 57% was neutral on the issue. That meant that none of the members were positive on this issue at the time of the MTR. When considering the indicator for the BL with 57% positive and 43% negative are comparable with the value for the FTE, it seems that the dip at the time of the MTR might be a slip in the data collection at that time. The fact that a high percentage of respondents is neutral on these two indicators is in itself an indicator that respondents generally have limited knowledge of government support. This is likely to be caused by the limited access to information on legislation and policies regarding women's socio-economic participation.

In spite of the inconsistencies in the data on indicator 28, both indicators show that there are still important challenges in ensuring that the government promulgates more supportive legislation for economic participation of G&YW and also that this legislation is translated in concrete regulations, projects and services. This indicator is one of the lower indicators in the whole set of GPP indicators.

FTE 29: % of "girl power" experts (members professional panels) who feel that government is supporting socio-economic participation of G&YW through services
&
FTE 30: % of "girl power" experts (members Girl Power girl's panels) who feel that government is supporting socio-economic participation of G&YW through services
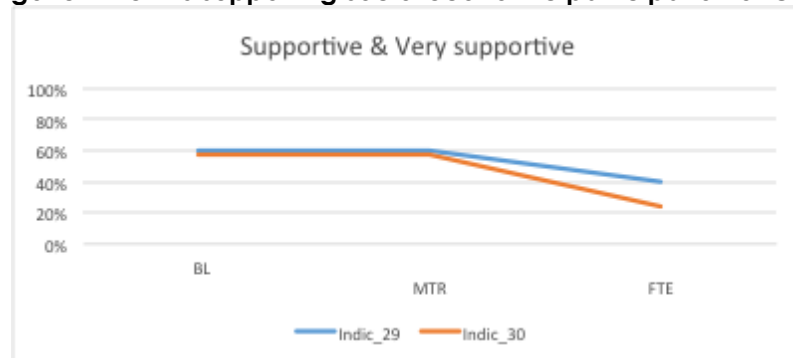
Legend: % shows respondents in highest 2 quadrants scoring range (no t-test possible)

The opinions on indicators 29 and 30 (on government support to services) that are strongly related with the previous set of 27 and 28 (on government policies and legislation on services) show a more consistent development. While the percentage of respondents in girl's panels and professional panels on the translation and implementation of policies into concrete services remained stable at a rather low percentage of 60%, this percentage further increased to 40% and 20% on indicator 29 and 30 respectively.

The findings under these indicators confirm the analysis under the previous indicator set. While legislation and policies on women's economic participation are not yet sufficient, their translation into concrete services even shows a more worrying declining trend. This indicates that the Government is not very capable in implementing its policies and to equip and supply budget to state institutions to fulfil their tasks. This has aggravated during the economic crisis of the last two years of the GPP.

3.1.4. Outcome result: Enhanced educational opportunities for G&YW

Education at the individual dimension

Specific outcome: G&YW enrol and complete primary education

FTE 31/32. National net enrolment ratio (NER) Primary education - male/female

	Source	Year	Male	Female
MTR	World Development Indicators	2011	83,42	83,65
FTE	World Development Indicators	2014	88,73	89,03

FTE 33/34. National completion rate (until last grade) Primary education – male/female

	Source	Year	Male	Female
MTR	World Development Indicators	2011	95,69	89,97
FTE	World Development Indicators	2014	97,63	95,69

The two indicator sets presented above show a small but consistent increase in net enrolment rates of boys and girls in primary education. While in 2011 this enrolment was slightly higher among girls, the girls' enrolment rate further increase in 2014.

With respect to net completion rates, the tables demonstrate that performance among boys has increased, but the performance of girls even much more. The current completion rate for girls has increased to 95,69 % and this is only about 2% lower than among boys, while the gap in 2011 was almost 6%.

These secondary data prove that girls' participation in primary education has increased significantly and this is in line with many other indicators in the data set, such as indicators on decrease of child-labour and continuation in school.

Specific outcome: G&YW enrol and complete post-primary education

FTE 35/36. National net enrolment ratio (NER) Post-Primary education – male/female

	Source	Year	Male	Female
MTR	World Development Indicators	2013	55,55	53,18
FTE	World Development Indicators	2014	55,44	53,80

N.B. Only data on 2013 and 2014 were available on this indicator

**FTE 37/38. National completion rate (until last grade) Post-Primary education – male/female**

	Source	Year	Male	Female
MTR	World Development Indicators	2011	71,14	62,37
FTE	World Development Indicators	2014	71,74	66,48

While the indicators on net enrolment in post-primary education are still rather low, at around 55,5 % for boys and 54,5% for girls, the enrolment rate for boys has decreased slightly in the past year and that for girls has increased significantly. This is an indicator that also the gap between girls and boy's enrolment is closing slowly, but in general continued education for adolescent youth (boys and girls) is still a considerable challenge in Ghana.

Once enrolled, the completion rate of boys is higher than for girls and it is growing modestly. Also here the changes in completion rate with more than 4% for girls is a clear indicator that girls are closing the gap, but the differences between boys and girls are much higher than during primary education and there is still quite some work to do to improve indicators for boys and particularly girls participation and performance in post-primary education.

Specific outcome: G&YW value education

FTE 39: % of girls and young women who agree that girls should be able to continue their education after childbirth / after marriage
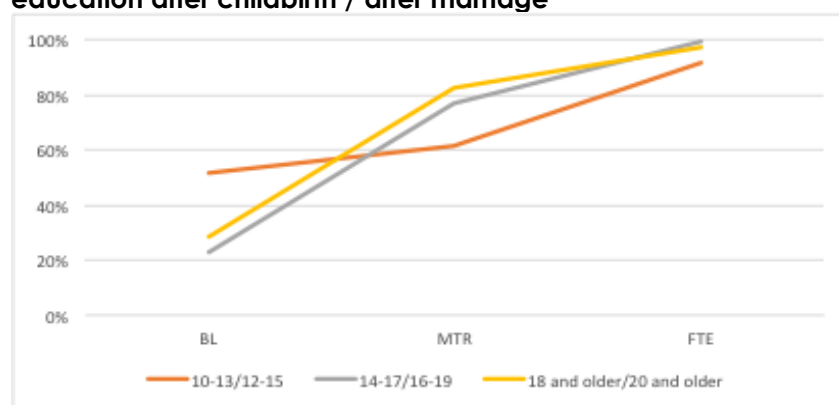
Legend: % shows respondents in highest 2 quadrants scoring range (t-test = significant)

The appreciation of G&YW of the importance of girls going back to school to continue their education after marriage or having a baby has positively improved from 43% at BL to 79% at MTR and to almost 100% today for the adolescents and young women. The younger girls Score lower, but have also increased from 60% to above 90%.

This wider acceptance of girls going back to school is widely illustrated in quotes under previous indicators. The most illustrative quotes are presented below:

- It is important for a girl to continue her education after giving birth it will help her to acquire skills for her own betterment in future;
- Girls should be able to continue their education after giving birth because education is not a race. You can break and go back anytime you want.

Education at the socio-cultural dimension

Specific outcome: Communities value education for G&YW equally important as for B&YM

FTE 40: % of community members who agree that girls should be able to continue their education after childbirth / after marriage
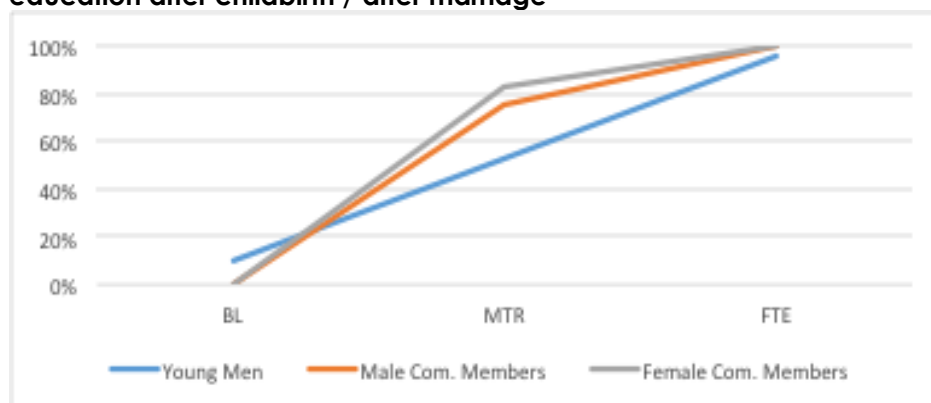
Legend: % shows respondents in highest 2 quadrants scoring range (t-test = significant)

One of the indicators on which the highest shift in opinion is recorded in this evaluation is on community member's opinions about girls' continuing education after marriage and childbirth. This increase is even stronger than among girls themselves. While only between 0 and 10% at the baseline agreed with girls continue their education after childbirth or marriage. This percentage went up for all three categories to between 50 and 85% at the time of the MTR and to between 95 and 100% at the time of the FTE.

All participants in the FGD's indicate that girl's continuing education is important and should be supported. But to a certain extend this is also a socially desirable answer and the higher percentages at the MTR and FTE might be slightly biased to the positive side and in reality opinions at the community might be more conservative and less geared towards continued girl's education. But overall it is very relevant and an important contribution of the GPP in raising the awareness and acceptance among community members on continued education for girls.

FTE 41: % of community members who agree that girls should have an equal chance to go to school as boys
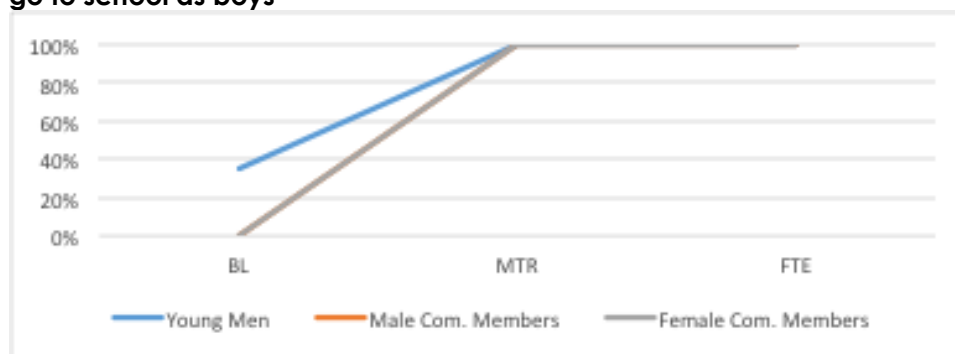
Legend: % shows respondents in highest 2 quadrants of scoring range.

N.B the line of Male community members is exactly the same as female community members and therefore is not visible in the figure above. (t-test: BL-FTE significant; MTR-FTE not significant)

In line with the findings of the previous two indicators all community respondents unanimously and strongly agreed during the MTR and FTE that girls should have equal chance to go to school as boys. For male and female community members, the change in opinion was achieved between the Base Line (BL) and MTR and it was a massive turning around of opinions from nobody agreeing at the BL to all agreeing at the MTR. Only boys and young men at the time of the BL already had a higher acceptance rate on this indicator of 35%.

For the third indicator in a row, the impressive changes during the course of the GPP are clearly shown. Awareness and acceptance of girls going to and continuing in schools has become widespread and very common.

A quote of a female participant (above 26) in the FGD in Amakom is illustrative of the changes in opinions on the importance of going to school:
"Acceptance of girls going to school and continuing their education has slightly changed. We have always believed in the importance of educating our girls but were culturally stifled by the notion that they will end up in the kitchen after all that so why bother. But our interaction with DCI has helped us put things into perspective".

Education at the institutional dimension

Specific outcome: Government actively creates conditions for equal participation of both sexes in (post-) primary education

FTE 42: % of formal "girl power" experts (members of the professional panels) who feel that government, is supportive to (post) primary education for girls and young women through enforcement of legislation and policies.
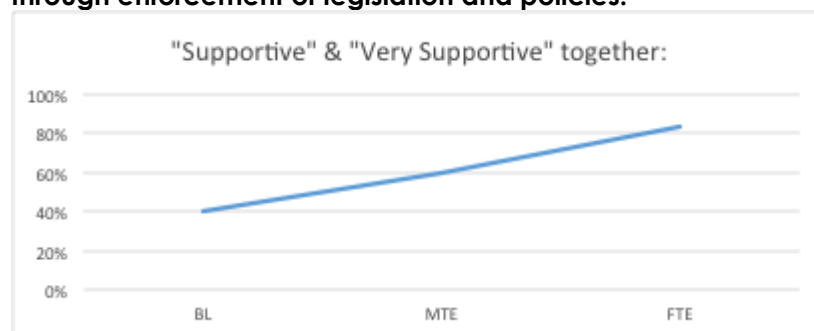
Legend: % shows respondents in highest 2 quadrants scoring range (no t-test possible)

The figure above shows professional panel member's thinking on support of the government to (post) primary education for girls and young women through enforcement of legislation and policies. The appreciation of this support has constantly and significantly improved from 40% at the time of the BL to over 80% at the time of the FTE. This increase in appreciation is in line with the improvement of enrolment and completion rates of girls in primary and post-primary education, which is a result of government efforts in this area.

The performance of the Government in the area of education is clearly higher than in the area of socio-economic participation, where opinions were most critical. But also compared with socio-political participation and protection policies and legislation and services, the perceived performance of the government in education is clearly higher.

FTE 43: % of "girl power" experts (members of the Girl Power girl's panels) who feel that government is supportive to (post) primary education for girls and young women through enforcement of legislation and policies.
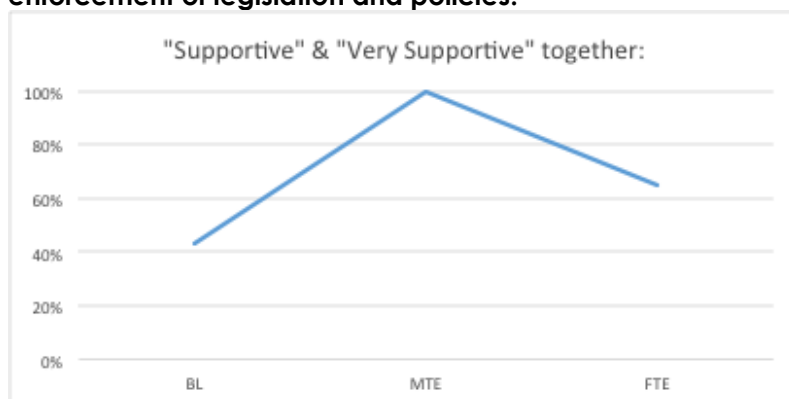

Legend: % shows respondents in highest 2 quadrants scoring range (no t-test possible)

This final indicator of the FTE set, shows that the opinions of members of the girls' panels on the performance of the government in girl's education have not developed in the same way as the members of the professional panel. While the positive change from baseline to MTR was even stronger (to 100%) than among the professional panel members, the percentage dropped again considerably at the time of the FTE to 65%.This indicates that members of the girl's panels are more worried with the development of girl's education and they indicate that in spite of improvements still further improvements are very much needed.

3.1.5. Outcome result: Relation between Protection and other themes

In the GPP, Protection is the most important theme and core to all interventions in all GPP countries. In Ghana, three other thematic were chosen in addition to this core theme. This section highlights some connections between protection and the other themes in Ghana and provides some reflections on how Economic Participation, Socio-Political and Education themes have influenced Protection outcomes in the programme and vice-versa.

In Ghana there is a strong relation between protection and education, as many of the activities have been implemented in and around the context of schools. Activities were implemented in classrooms with children and with girls clubs, but with teachers and parents and with parent committees also.

The school environment has been one of the core environments in which GPP has worked on empowering G&YW and to build awareness of many stakeholders around this issue. Also community level institutions have been built around the school environment.

Significant gains were made through the various programme interventions. These included sensitization and education on child rights, gender based violence, adolescent reproductive health, trainings on how to protect oneself, and where to seek redress when violence is perpetrated against them, and protection services available, amongst others.

The formation of RROC in schools and community child protection committees in the communities all sought to enable or empower girls and young women to protect themselves. This done first and foremost for families and larger communities to understand the magnitude of existing violence against girls and young women, so that they can offer protection to these girls and young women.

Protection of girls and young women against all forms of violence has a positive rippling effect on this target group. There is a strong link between protection of girls and young women against violence and girl's education.

There is also a strong link between economic empowerment and protection: through protection against economic violence, young girls are enables to attend school classes more regularly, and to dedicate more time to study and to perform well, which has a positive effect on being motivated to stay in school thus reducing school dropout amongst girls. For older girls and young women, economic empowerment is linked to increased autonomy and independence of women to engage in economic activities.

Socio-political participation is also very important to strengthen the visibility and role of G&YW in the communities, through forums and committees. Lobby and advocacy is done through socio-political participation to strengthen protection mechanisms and institutions and to increase access to education.

3.2. Findings related to Capabilities of partner organisations

During the FTE, four 5-C organizational capacity assessments were conducted. This was done for: Plan Ghana, DCI, CRRECENT and GNCRC. During the baseline there was no 5-C assessment done on Plan Ghana and in the FTE not for ARK foundation.

The overall results of the 5-C assessments are presented in the figure below.

Graph: 5-C assessment results of five Ghanaian partners in GPP
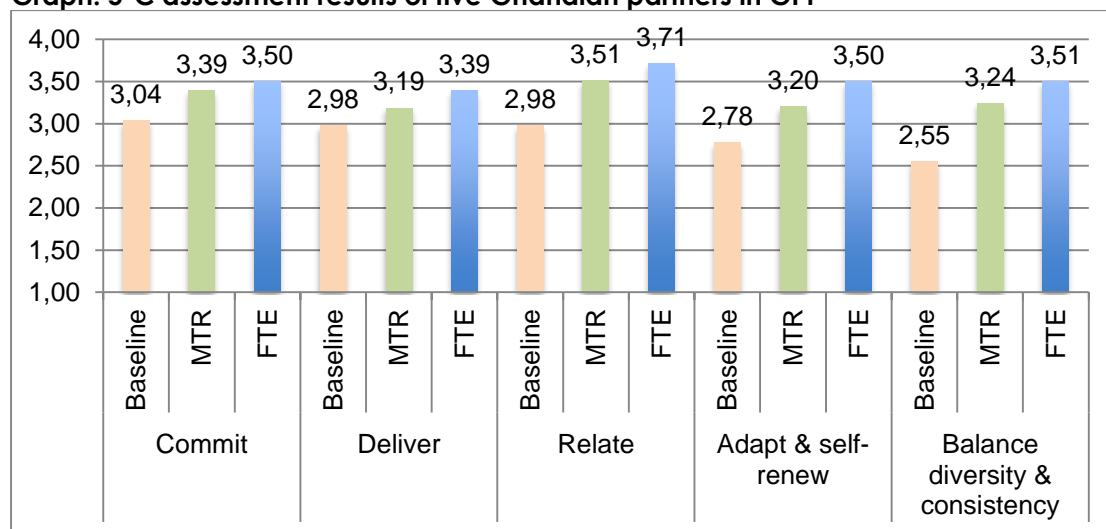
Source: 5C assessments with Plan Ghana, DCI, CRRECENT, Ark Foundation and GNCRC. BL excludes Plan Ghana, FTE excludes Ark Foundation

The figure shows a consistent pattern, on average assessment scores went up on for all five organisational capabilities. The strongest improvement effects can be observed under the capability to balance diversity and consistency as well as the capability to adapt and self-renew, which were the capacities that scored lowest at the start of the GPP. The highest FTE score in the assessment is given for the capability to relate and the lowest for the capability to deliver, but the differences in average FTE scores are minor.

While the 5-C scores during the baseline were all between 2,5 and 3,0, at the time of the FTE the scores are all around the 3,5 mark. This average FTE score on the four-point scale (1-4) can be considered very high and it illustrates that GPA partners during the GPP implementation have become stronger in terms of organisational capabilities.

An analysis of 5-C scores over time shows that the "capacity development routes" of partners can be very different. While there are examples of clear and constant growth (2 partners), there are also 2 partners where capabilities at the MTR were slightly higher than at FTE (the FTE score were still higher than at the basline). In the case of one partner, the capability scores show a dip during the MTR.

The data demonstrates capacity development trajectories of organisations can be very different. However, they do not only reflect real capacity development, as changes in score can also reflect an increased awareness of organisational challenges and a greater capacity to allow self-criticism in the organisation. Finally, it should be recognised that the participants in 5-C assessment workshops have not been the same over time and this can also explain differences.

Nevertheless, overall the development towards higher 5-C scores with 0,5 point or more between baseline and FTE should be considered a consistent trajectory towards increased capacities. This has been mostly achieved as a result of capacity development interventions in the GPP. These have resulted in learning activities and exchange of experiences. And through these interventions, experience in project implementation and organisational capacity development was build.

During the GPP implementation period all project partners have developed their own gender policies as a result of capacity development interventions.

3.3. Findings related to CIVICUS

The CIVICUS workshops in Ghana were only conducted during the MTR and the FTE in both occasions in the same districts in Kumasi and Akuapem North.

The figure below shows the scores of the CIVICUS assessments during the MTR and the FTE.

Graph: CIVICUS scores from district panels at BL, MTR and FTE
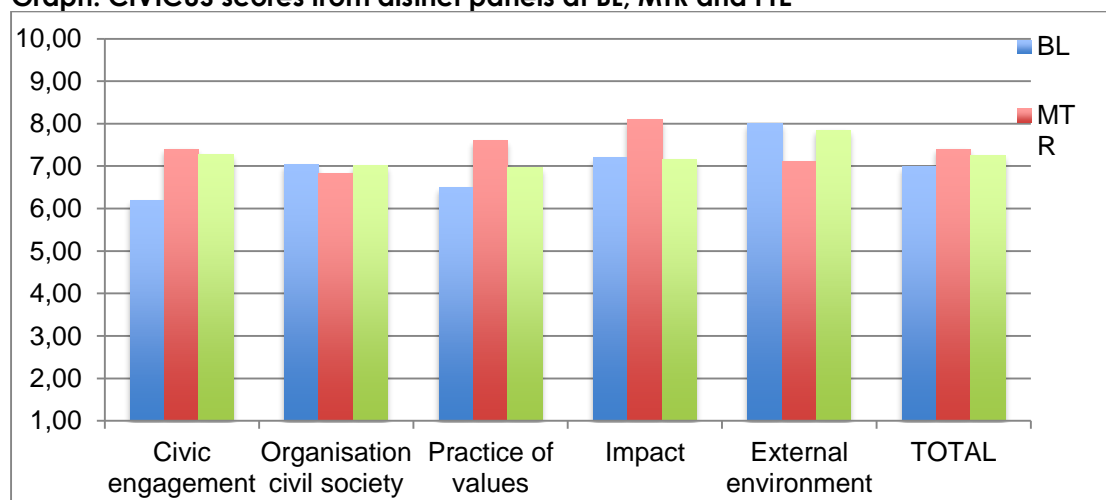
Source: Own elaboration based on CIVICUS workshop outcomes

The figure above shows that the differences in assessment of the different dimensions of CIVICUS at the time of the BL, MTR and FTE are minor, particularly with respect to the first three dimensions.

It is also remarkable that the CIVICUS assessments at the two moments in time are oscillating between the 7 and 8-point mark (on a 10-point scale). This means that the assessment of the district panels with the civil society and local government institutions on the overall context and strength of civil society is very positive.

There are only two dimensions where changes in indicator values can be noted since the MTR. One is with respect to impact: it appears that NGO's might have lost influencing power on the development of policies and legislation, although the decrease in relation to the MTR is limited. In analysing this development it becomes clear that the picture is two-sided. Civil society organisations might have lost some strength in this area because they have been focusing on implementation of their projects and less on lobby and advocacy. But it could also be observed that public institutions in Ghana have become less responsive to civil society demands. This seems contradictory with the assessment of district panels that the general enabling environment for civil society organisations has improved. This could also be seen (see chapter 1) that more formal possibilities exist for civil organisation participation in the form of legislation and establishment of new institutions. The seeming contradiction can be explained by the fact that formal establishment and/or changes in legislation and institutions do not automatically change practices. In practice, the real changes often depend on specific local situation and personality of key stakeholders. This explains that even while formal opportunities have been created this does not automatically mean that they are accessible in practice.

3.4. Findings related to the Learning Agenda

The organizational structure of the Learning Agenda (Learning Support Group) was convenient as can be shown by the following examples:
- The guidance of the Learning Support Group was good and its international members have participated in yearly reflection meetings of the CSC and this has ensured that there was good information exchange and coordination between the global level and Ghana;
- The global Learning Conferences also have had a good effect on coordination of efforts and particularly exchange of lessons learned and work-approaches;
- The Support Group has provided useful information and documentation on learning questions that could be used by the partners in the countries of communication and Lobby and Advocacy activities;
- Bottlenecks were encountered in the management and communication around the budget of learning agenda activities. More clarity on budget and also more timely actions to provide budget is needed. Plan (Ghana) has been pre-financing learning budget to ensure that activities could be planned and continued;
- Plan Ghana has provided leadership at the national to ensure that learning process could continue and all partners in Ghana have actively participated in the learning agenda activities.

All four learning questions were chosen in Ghana and they have all produced important changes in working methods and activities of partners, like introducing sports activities to become more effective in engaging boys in GPP activities;

Ghana has followed a clearly collective approach to introduce changes and to jointly tackle learning question and integrate them in new practices. This has had a very positive effect on learning and capacity development;

Bottlenecks that were encountered in implementing the learning agenda in Ghana were lack of clarity of communication. More and timely communication could have helped to become quicker and more effective in implementing activities. Also more timely and transparent allocation of budget is an important factor to contribute to successful implementation of learning activities.

The learning agenda in Ghana produced a number of interesting results and changes in partners' practices and activities:
- The international conferences have had an important effect in exchanging lessons and inspiration of each other and this was achieved in all four learning questions in Ghana;

- In protection Ghana partners have been able to organise training for communities on protect systems and methods. UNICEF was invited to conduct this training, bringing in international experience;
- In engaging boys and men, also trainings were organised in 2013 and partners adopted and integrated new actions (sports and football) to involve boys in the programme. A collective decision by the CSC was taken that all partners in Ghana would move from 100% budget for activities for G&YW to a distribution of 30% to boys and 70% to girls to ensure that activities could be planned. All partners agreed with this decision and have changed their approaches in this respect;
- With respect to organising G&YW an important insight obtained was that it was important to have all female organisations to ensure that G&YW could speak out. Partners have set up specific women groups, such as revolving loan groups;
- The alliance forming is important for civil society strengthening and partners in Ghana have increasingly worked together. A good example was the Child Helpline Project where different partners joined the efforts for lobby and advocacy around the Child Helpline. This was triggered by discussions and exchanges in the Ethiopia Learning Conference;
- The Ghanaian partners have prepared a joint publication with systematisation of lessons learned around the four learning questions. This publication is shared and disseminated not only internally but also externally.

3.5. Findings related to the cross-country component

- Exchange of information and presentations were organised in West Africa and Africa on GPP activities. Presentations were also done at the international level. All contributed greatly to the visibility of GPP. Partners in West Africa have done joint learning and exchange activities on Ebola in de past years and Ghanaian partners also participated;
- AMPCAN Ghana (CHI partner) works closely with Ghana MFS-II GPP Partners and together they strived to achieve the Child Helpline in the Akuapem North District. In 2015, AMPCAN participated in a CHI African Regional Consultation, Lobby and Advocacy training at the regional and global levels, a learning event in Zambia and in an annual CHI reflective meeting. Best practices are being documented and systematized and the lessons disseminated through CHI data and learning visits on girls' and young women's rights;
- Ghana has benefited a lot of exchange and exposure to entrepreneurship training activities in other African countries. This exchange has enabled partners in Ghana to step away from traditional entrepreneurship activities, such as dressmaking to more diversified- and market-oriented entrepreneurial activities.
- The partners in Ghana consider exchange and cooperation at the African level very important, because realities are similar. It is considered that exchanges and activities are strongly focused on specific themes around which specific partners can organise themselves;
- Cross-country activities can be very beneficial in the development of training and publication materials that can be easily adapted and used in other countries, so that the wheel doesn't have to be invented over and over again. It has been particularly important in Ghana to have access to materials of other countries and collectively developed materials in organising of lobby and advocacy and awareness raising campaigns;
- More transparency and a quicker allocation of budgets would have been beneficial for increased effectiveness of cross-country exchanges and activities.

4. Overall findings

4.1. Relevance

The relevance of GPP can be seen in the following items;
- GPP helped to bridge gaps in existing protection systems by creating and increasing awareness of the rights of children, strengthening the response of community child protection committee, and other institutions mandated to handle gender-based violence, such as Community Child Protection Committees;
- Weak participation of young women and girls in organisations and forums that work on issues that affect them has been tackled in the GPP. The GPP is providing relevant support to these groups to raise their voices and strengthen capacity of their representative organisations;
- Negative aspects of culture and traditional practices that "support" violence against G&YW in Ghana are persistent and were specifically addressed in GPP;
- The enabling policy environment for developing legislation to eliminate all forms of violence in project communities and beyond has improved over the past years, but still needs a lot of lobby and advocacy efforts, such as was done by GPP. The Lobby and Advocacy efforts in the GPP have also strengthened institutions at the district and national levels to enforce and implement laws;
- The GPP has provided a direct and significant support to the Government of Ghana (GoG) to take great steps in achieving its Education for All (EFA) goals;
- The country steering committee was an effective instrument to embed GPP not only in the alliance of partners but also in the broader institutional environment, because the CSC member were well related with many different organisations and also had good contacts with representatives of government institutions;
- There has been overwhelming institutional interest (DSW, CHRAJ, DOVVSU etc.) in GPP, which is a proof of its relevance;
- The GPP has taken place in an overall national and international framework of enabling policy and legal frameworks: UN convention, African Charter, Children act, domestic violence act and existence of child Protection Policy documents.

4.2. Effectiveness

- Continuous training activities have resulted in stronger capacities of Community Child Protection Committees, Rights of Children Clubs, Girls Expert panel, CBOs, SMCs, PTAs etc.;
- Project actions have resulted in partner's policy actions. For example all project partners have developed their own gender policy;
- GPP has used existing community structures such as Community Child Protection Committees, Rights of Children Clubs, Girls Expert panel, CBOs, SMCs, PTAs, etc. and this has greatly increased outreach and effective implementation of GPP activities;
- Through the effort of GPP and in cooperation with community members, a community child protection policy has been developed by SILDEP for the Sisala West District. The Ark foundation, also with support of community members, has developed a child protection policy for East Akyem district. These policies were s endorsed by the District Assemblies;
- Raising awareness at the community level and through radio programmes to change attitudes at the school and child rights, has supported to changes in mind-sets of target group to continue their process of empowerment;
- The livelihood empowerment programme has not always trained the most relevant target groups: members of these target groups did not always use the skills acquired and some of them indicated that they were not interested in the training. Another challenge was that young women were trained but were not given start-up capital (in materials), hence some are not making use of the acquired skills. There is no mechanism in place to track what beneficiaries are doing with the skills acquired.

4.3. Sustainability

- Coordination with local state structures was done, and all GPP activities were aligned with government educational policies as a result, and continue to be implemented as such;
- Traditional leaders, opinion leaders, state agencies, and CSO organizations have become committed to GPP and take responsibility in providing (follow-up) support, although there is still room for improvement;
- The community child protection committees were trained and strengthened as community structures and have become local institutional structures to protect G&YW against abuse;
- CSOs and CBOs were trained in resources mobilization and basic financial management skills and have become stronger and more established and these organisations will also continue their activities beyond the current GPP;
- School Management Committees (SMC's) were strengthened and child rights clubs and child protection committees were set up and are now supported as part of ongoing programmes in the SILDEP areas of operation;
- The overwhelming institutional interest (DSW, CHRAJ etc.) noted above is also beneficial for continuing institutional support to GPP follow-up activities. The use of existing community structures and institutions, such as Community Child Protection Committees, Rights of Children Clubs, Girls Expert panel, CBOs, SMCs, PTAs, etc. is a guarantee for follow-up of many of the GPP interventions;
- As part of the GPP exit strategy, partners engaged in networking with existing local groups and district assemblies in order to create community ownership of the project;
- Partners of the GPA members have shown commitment to continue working on GPP themes;
- Thanks to the structural co-implementation of GPP activities together with district education offices and these offices now are aware for example of the existence of girls clubs (RROC) in schools. These can be used in effective further implementation of other projects or activities;
- Building capacity of partners for implementation of GPP and knowledge and skills development have benefited overall capacities of the partner organisations in GPP, as can been seen in the 5-C analysis;
- Building capacity of partners and CSO's in gender, gender equality and gender-based violence have resulted in a better understanding of gender issues and application in the projects and activities of these organisations.

Some more specific examples of achieving sustainability by specific GPP partners can also be mentioned:
- Plan Ghana facilitated the development of the community child protection policy in Sisala West (SILDEP) with support of the district assembly. Likewise, the ARK Foundation in East Akim developed a child protection policy, which has been endorsed by the District Assembly;
- Through advocacy work of the child protection network (CPN) in Kumasi, KMA has enacted by- laws to ban children from patronizing game centres during school hours;
- The setting up and the operations of the Child Helpline (pilot in Akwapim North Municipality) have given an impulse to the operations of relevant protection institutions as cases are referred to them. These organisations can also use information on the helpline for public education for policy and programme development purposes;
- The CPN, with support of DCI raised the issue of budget allocation for the department of child protection with the Municipal Assembly of Kumasi (KMA). The department did not have any budget allocation, so they could not meet or perform their functions. As a result of this advocacy KMA is now going to include the department in the 2016 budget.

4.4. Partnership development and processes of cooperation

Important partnerships and networks that were formed during the GPP are:
- Child Protection Network (CPN) by DCI in Kumasi and Obuasi, the network members include CSOs and government institutions. All collaborate through consultation and use of each member organization's skills to promote child protection, fight against gender based violence through preventive programmes and addressing issues relating to victims of violence.
- Through dialogue and collaboration of CPN members a referral form for reporting and handling issues of violence by medical institutions was developed and charges of doctors for signing medical forms for violence related cases waived ensuring ease of access to medical care and help;
- Cooperation with other CSOs and relevant government institutions such as DWS (Department of Social Welfare), DOVVSU and GES. GPP partners organised seminars for them to enhance their capacity and sometimes sponsored some of their programmes as these agencies always lack the needed resources to function. They also served as resource persons for GPP activities;
- GNCRC and CRRECENT were members on the draft committee on the Child and Family Welfare Policy of the country, which recognised the Child Helpline as a key component

4.5. Programme management and implementation

- Capacities of GPP partners were built through the help of a consultant engaged to assist them in mainstreaming gender equality and right issues into their programs in order to sustain GPP;
- GPP data was collected annually by all partners based on a clear reporting template from the GPA;
- FGDs have been organised to discuss and fine-tune indicators and targets of the GPP along its implementation period;
- The MTR has had an important influence on the GPP in Ghana. Many of the recommendations were followed up on and were implemented, such as the development of a Monitoring and Evaluation strategy to be embedded in the implementation process of the programme. In the 2014 annual report it was reported that a Monitoring and Evaluation strategy has been developed and as a result the quarterly reporting template was developed to include a section on results and outcome of outputs. The IPs and CSC were trained on it and partners started reporting results of output;
- The CSC has revised the GPP monitoring protocol and adapted it for implementation in the remaining period of GPP implementation.
- The Monitoring and Evaluation strategy and systems have been applied and were used for steering and fine-tuning of GPP;
- The CSC effectively coordinated GPP. The CSC met at scheduled times to assess each partner's project implementation, achievements and future planning. The CSC has had good performance in this function. Plan Ghana has provided effective administrative and logistical support;
- Each partner in GPP has worked well in meeting targets as planned. They have reported well on activities and outputs and on the number of beneficiaries reached;
- Delays in budget transfers were cited as the most common concern on management and implementation of the project, because international transfers require generally significant administrative effort and time.

5. Conclusions

- Ghana is noted to have many laws and policies related to protection, but enforcement of these laws and policies has always been a challenge. Ghana has also ratified a number of UN conventions that address the issues of violence against women and children, but at the same time Ghana is also noted for one of the highest cases of physical violence and economic violence specifically child labour. The GPP is very relevant in helping to enforce effective legislation and programmes and to address protection issues especially at the local level;
- The GPP has played a major role in the formulation of the child and family policy and has contributed to the proper implementation of policies protecting the interest of the child, girls and young women. However, at the level of specific partners and locations of GPP, the influencing power on other actors has not been equally strong. There are communities and districts where GPP has had less influence on local government organisations;
- Implementation of GPP activities has yielded tangible results with clear evidence in the communities. Most notable are the effects on awareness creation and sensitization in schools, in community groups, and on community radios on gender based violence, prevention and protection. During the implementation of GPP more girls have become able to react against and report cases of violence against them. In spite of these promising results, it also should be noted that violence against G&YW remains still quite common;
- GPP has set up and built the capacity of Community Child Protection Committees, Rights of Children Clubs, Girls Expert panel, CBOs, SMCs, PTAs and others, which are functioning in the various communities;
- Girls' education has improved with school attendance, retention and less teenage pregnancies in first cycle schools;
- The collaboration with government institutions, CSOs, the setting up of community child protection committees and networks has resulted in strengthening local networks and institutions and their mutual relations;
- Strategic partnerships between government institutions and CSOs have been built and strengthened during the project period. While government institutions lack adequate resources to run their programme they may have seen GPP as a source of funding to help carry out some of their activities. GPP partners drew on the expertise of officials of the government and vice-versa. In this way more results could be obtained by combining competencies, expertise and authority;
- Partnerships with community structures such as the community child protection committee have been effective in retaining knowledge and skills acquired in the community and helped to continue disseminate the information;
- The strong gender component in GPP has ensured that partners have been trained on gender issues and all have developed gender policies for their organisation;
- The communication and lobby and advocacy (in spite of some more recent training in this areas) have remained a weaker element of the GPP programme implementation that focused very much on implementation on the ground;
- Due to state agencies suffering a structural lack of resources for implementation of child protection and support programmes, these agencies tend to depend heavily on GPP partners to fund activities that, under normal circumstances, they would never have been able to undertake. This is a great danger to the sustainability of the GPP after the programmes end.

6. Recommendations for future follow up of GPP

The following recommendations are not addressing specific GPP partners and activities, because the GPP after 2015 will not continue as a programme. But, these recommendations are still relevant in other programmes and projects of individual GPP partners and other alliances of partners in Ghana.

- Restructure livelihood empowerment programmes to train the right people (those who really show an interest and plan on how to use the acquired knowledge), provide the basic start-up capital and/or prepare them adequately to build a start-up capital before the selected beneficiaries are given training marching their interest and ability. Also systems must be developed to monitor beneficiaries after training support;
- Specific projects on the ground should be accompanied with a viable lobbying and advocacy strategy that supports the implementation on the ground and that also uses this implementation as evidence for L&A;
- G&YW empowerment projects should involve state agencies in their implementation or in L&A actions. This should address GoG representatives at all levels (national, regional, district and unit). Where possible, memoranda of understanding should be signed to obtain stronger and official commitment of GoG partners. This involvement should also include relevant state institutions to monitor community level committees and projects on the longer term (and without the existence of GPP as such);
- Projects that target the four themes of GPP and G&YW should work in a limited geographical coverage and should allow for intensive project work to make more impact on specific target groups;
- In interventions targeting G&YW, project target age groups should be specific for each of the project activities;
- GPP follow-up projects should continue the relationships that were built with local child protection committees and community leadership. Also the current commitment of district, municipal and Metropolitan Assembly partners to be engaged and to use inputs of professional panels should be included in the design and implementation of follow-up projects;
- GPP has proven that building of networks can be very effective and successful. This should be continued in follow-up projects, where collaboration with child protection oriented CSOs and Government Institutions is required;
- In projects that provide follow-up to interventions of this GPP, it remains needed to include interventions to continue capacity-development of CSOs and public entities on gender mainstreaming, gender-planning and equal gender participation tools.

1.4. Nepal

Acronyms

5-C	Partner's Capacity Assessment
B&YM	Boys and Young Men
BL	Baseline
CB	Capacity Building
CSOs	Civil Society Organizations
CWIN	Child Workers in Nepal Concerned Centre
CP	Child Protection
CSC	Country Steering Committee
EWN	Empowering Women of Nepal
FGD	Focus Group Discussion
FTE	Final Term Evaluation
G&YW	Girls and Young Women
GP	Girl Power
GPA	Girl Power Alliance
GPP	Girl Power Programme
MDG	Millennium Development Goals
MP	Monitoring Protocol
MTR	Mid-Term Review
NEFEJ	Nepal Forum for Environment Journalists
VDC	Village Development Committee

1. Introduction

1.1. Country Context and Contextual Developments

The ten year long civil war in Nepal ended with signing of the peace accord in 2006 and promulgation of the Interim Constitution in 2007. The Interim Constitution laid out provisions and processes for managing transition by conducting elections and promulgating a new Constitution. Between 2009 and 2013, two elections of the constituent assembly took place and Nepal successfully promulgated its Constitution in 2015. However, some of the political parties are still unhappy with the new constitution and have been carrying out protests and agitations.

The other major events in the country were the two devastating earthquakes in 2015 on April 25 and May 12. This slowed down development activities, adversely impacted on economic growth and aggravated political tensions in the country. The earthquakes had a very direct and immediate effect on the GPP evaluation process in the country, and the visits to villages had to be re-planned. The earthquakes as well as the blockades later in 2015 by the parties protesting against the new Constitution also had an effect on the implementation of the GPP planned activities for this last year.

Nepal's economic growth levels in recent years remained too low to reduce poverty. The country population largely depends on overseas remittances from Nepalese migrant workers. Nepali households remain vulnerable to economic downturns, political instability, socio cultural and gender based discrimination and violence and finally to natural disasters as the existing social protection system does not provide reliable safety nets. Social assistance schemes provided by the government – including cash transfers and scholarships – have had a limited impact on poverty, due to limited benefits and weak targeting.[87]

1.1.1 Policies and legislation

Table: Major Policies and Legislation to protect and promote rights of girls and women

Name of Laws	Short Description
The Constitution of Nepal, 2015 (earlier the Interim Constitution of Nepal, 2007)	The Constitution is the highest law of Nepal, which guarantees girls or women: a) equal protection of law and prohibits discrimination in the application of general laws on the basis of sex, pregnancy, matrimonial status and others. b) Equal rights to get equal remuneration and social security for equal work, c) equal rights to get parental property and to equally enjoy right to lineage, d) right relating to safe motherhood and reproductive health, e) right against any physical, mental, sexual, psychological or any other kind of violence or oppression, f) right to access as well as right to participate in all state structures and bodies on the basis of the principle of proportional inclusion, and g) the right to special opportunity in the spheres of education, health, employment and social security on the basis of positive discrimination.
The National Plan of Action for Overall Development of Adolescents, 2013	This Plan has prioritized seven programmatic areas and objectives for adolescents: 1) to improve health status, 2) to provide necessary services in safe and enabling environment, 3) to build their capacity by providing opportunities and improved access to several types of education, 4) to build their capacity on financial matters, 5) To ensure adolescents' participation in decisions making process related to them, 6) to promote and protect rights of adolescents from different age groups, genders, sexual orientations, ethnicities, religions, geographies, languages and disabilities, and 7) to ensure result based coordination, monitoring and evaluation.

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[87] http://www.worldbank.org/en/country/nepal/overview

Name of Laws	Short Description
The Human Trafficking and Transportation (Control) Act, 2007	The Act prohibits and penalize human trafficking which includes: sell or purchase a person for any purpose; to use someone into prostitution, with or without any benefit; to extract human organ except otherwise determined by law, and to practice prostitution. The Act also prohibits taking of a person from his /her home, place of residence or from guardian and also to take anyone out of the country for the purpose of buying and selling as an offence of human transportation. The Act offers victim friendly legal process including confidential reporting, in-camera trial, right to a separate lawyer, right to interpreter. The Act also provides survivors with rehabilitation and reconciliation services as well as compensation.
The Domestic Violence (Offence and Punishment) Act, 2009	The Act recognizes each person's right to live with dignity by prohibiting and penalizing an act of domestic violence, which offers protection for all family members from each other. Domestic workers are also offered equal protection from any kind of domestic violence.
The National Code, 1964	This Code has several chapters, which is relevant for protection of women and girls. Chapters on Rape, Assault, Marriage and Abduction are the major ones. It has prohibited and penalized several forms of violence against women and girls. It also guarantees survivors with in-camera trial, friendly procedural safeguards and compensations.
The Guideline to eliminate Chaupadi Custom (menstruation based discrimination), 2008	The Guideline requires formation of several communities based committees for creating awareness against menstruation-based discrimination and to monitor the prevalence of such incidence in order to eliminate it. The Guideline promotes awareness raising targeting adolescents, traditional healers, teachers and students at community level. The Guideline also emphasizes for women's rights, promotes infrastructure development such as girl-friendly toilets.
The Sexual Harassment Act, 2015	This Act ensures women to work in safe and decent environment by penalizing an act of sexual harassment at workplace and providing managers with pro active duties to prevent sexual harassment, which has been defined primarily as touching any part of the body with sexual intent, or showing any sexual content through audio-visual or print media, or speaking about sexual activities, or expressing sexual intent through spoken words, signals, writing, sexual proposal, or looking at someone with sexual intent.
The Child Policy, 2012	The National Child Policy has kept three major areas of intervention. They are to ensure child protection, to ensure child development, and to promote child participation.
The National Plan of Action for Children, 2004-14	The National Plan of Action for Children has detailed out the interventions required in the sector for children to comply with CRC. It has elaborated the programs required under 5 sectors: education, health, protection, participation and HIV and AIDS. This Plan of Action has prescribed specific duties to several government institutions for children.

Equality before law and equal protection of laws was always guaranteed to Nepalese women since 1952. Protection of women from violence by outside of family members were guaranteed from the beginning, however their rights to be protected from offences like marital rape and domestic violence is recognized recently.

Married women always got their rights to property from their husbands, however, an unmarried girl/woman's right to property was recognized for the first time in 1975 by an amendment to the National Code, 1962. All the girls' right to inherit property from their parents was only recognized by the Constitution in 2007 and further institutionalized by the Constitution of 2015.

Another amendment in the National Code in 2002 included other provisions on recognizing more women's rights, in particular granting a woman the right to divorce

under certain conditions, a legalization of abortion, and increased punishments for rapists.

Article 18 of the Constitution of Nepal, 2015 guarantees equal protection of law and prohibits discrimination on the basis of sex. Article 18, however, permits positive discrimination for women among others for the protection, empowerment or advancement. Article 38 further elaborates rights of women such as: right to receive property without gender discrimination; right to safe motherhood and reproductive health; and right to be protected from physical, mental, sexual or psychological or any other kind of violence or oppression against women. Women are also granted the right to participate in all state structures and bodies on the basis of the principle of proportional inclusion as well as the right to special opportunities in spheres of education, health, employment and social security on the basis of positive discrimination.

Nepal has signed the majority of international conventions recognizing rights of women and children including the Convention on Elimination of All forms of Discrimination Against Women, 1979, the Convention on the Rights of Child, 1989, and the Optional Protocols to these conventions.

1.1.2 Gender imbalances

Like in any other Asian country, women in Nepal are generally subordinate to men in virtually every aspect of life. Nepal is a rigidly patriarchal society. Women's relative status, however, varies from one community to another. Girls and young women in Nepal suffer from gender discrimination from birth onwards. Fewer girls are in full-time education, and literacy rates for women are considerably lower than for men. Employment opportunities for females are considerably worse than for males. Women are hugely under-represented in all spheres of public life, including politics. Poverty, social exclusion and poor governance all have much higher impact on females than on males.

Unfortunately, Nepal features on the top-10 list of countries with the highest rates of child marriage. More than 25% of girls aged 14-18 are married and, therefore, likely to get pregnant and give birth before the end of adolescence against the law. The average age for first marriage for males is 19 years and for females is 17 years and the average age of first birth is found 19 years.[88]

Early and forced marriage has led to suicide among adolescent girls; suicide is in fact the leading cause of death for women at reproductive age in Nepal.

Male literacy rate is 75.1%, which is high compared to the female rate that is 57.4 %. The literacy rate among Adolescent &Youth is 92 % (boys 95%; girls 88%). Literacy among girls is improving due to many development activities focused on girls and young women.

The Government of Nepal is aware of these facts and is willing to partner with External Development Partners in a variety of interventions to combat vulnerabilities of this population. One of the members of National Planning Commission interviewed in this evaluation appreciates the effort made by Girl Power Program and expresses gratitude to Plan International, CWIN and EWN for implementing the programme. She wants a proper implementation of all the Governmental and legal provisions in favour of girls and young women.

1.2. Key GPA partners in country

Girl Power Program in Nepal is implemented through four partners:
- Child Workers in Nepal Concerned Centre (CWIN)-with focus on Protection,
- Plan International-with focus on Economic Participation,

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[88] Unicef, State of the World Children 2015. November 2014. Data DHS 2011.

- Empowering Women of Nepal (EWN) with focus on innovative economic in integration with other interventions of education and protection, and
- Nepal Forum for Environment Journalists (NEFEJ) in the area of Media.

1.3. Key actions and activities in GPP in country since 2013 (MTR)

CWIN is partner from ICDI and CHI under GPP. The goal of the project is to provide knowledge and skills to girls and young women to shape their own lives, which ultimately result to better protection for girls and young women.

The following main activities were implemented after the MTR:
- Organise G&YW into groups and forums at VDC and district level
- Implementation of life skills education;
- Realisation of campaigns to raise awareness on child protection services;
- Running of Child Helpline 1098 and providing of services such as rescue, emergency medical treatments, psycho-social support, shelter, rehabilitation support, legal aid and social reintegration of girls
- Creation of referral mechanisms for girls protection
- Providing educational support to disadvantaged children in school
- Running of Nest centres and tuition programme
- Regular consultation with girls from VDC and Districts through Girls Panels
- Broadcasting of media messages and radio programmes
- Empowerment of young girls and boys in schools and communities through Sports
- Awareness building and training of community members at socio-cultural level to break down harmful socio-cultural practices to influence institutions through advocacy and policy reform.
- Implementation of cross country activities and exchanges and the learning agenda.

CWIN is partnering with the Nepalese child protection system and it participated in CSO networks to promote girl's participation and engaging boys and young men.

Empowering Women of Nepal *(*EWN) is Women Win partner in the GPP. EWN aims to upgrade the life style of disadvantaged girls and women through education, empowerment, entrepreneurship and gender issues. This organisation is based in Kaski District. This organisation is also attached to a trekking company called 3 sisters and operates trekking company's corporal social responsibility.
EWN has carried out the following activities in the final years of the GPP:
- Female trekking guide training to the girls and young women from remote communities and disadvantaged families
- Development of GOAL (employment, health, finance, gender issues) program in public schools
- 1 month in-class training for Girls above 17 and field practice as preparation to work as trekking guides
- Sport activities, both for boys and girls
- After having learned from the Men Engage programme through a workshop EWN is now also starting up some activities to strengthen engagement and participation of men.

Plan International worked primarily on the economic theme in Nepal. Under this theme, it promotes self-reliant groups, Women Cooperatives, young women's organizations, Vegetable gardening, vocational skills training and establishing market linkages.

Plan implemented economic project programmes in three districts (Myagdi, Makawanpur and Sindhuli) through the GPP. After the MTE it focused on cooperative development, registration and strengthening of the self-reliance groups established in the first phase. Plan supports cooperatives in all of the communities visited by the evaluation

team.

Specific trainings on which Plan focused after the MTE addressed needs assessment of communities and identification of target areas for development of diversified products and support to production and marketing strategies. Plan worked on this in close coordination with local CBOs and women's economic groups.

Other specific areas for training in the target areas of GPP were:
- Organise savings and credit groups in the rural areas and train them all on savings and credit
- Train all the staff of CBO's and production groups on microfinance and livelihood, and provision of services to all the group members
- Training on cooperative development for cooperatives, focusing on management and book keeping;
- Vegetable farming training and processing and follow up support and visits to SME's during the project implementation period;
- National and international learning visits
- Development of a sustainability and follow up of GPP activities.
- Better Life Options Program (BLOP)

Plan's Better Life Options Program (BLOP) is a nine months training package for girls. Young girls learn about their body and acquire life skills, like decision-making and communication. Graduates from the BLOP training program are socially active by organising campaigns for education, waste management, prevention and protection from HIV and AIDS, amongst others. These young girls have also organised themselves into young women organisations, including savings and credit groups or cooperatives. The cooperatives of young women have organised awareness raising activities among communities to prevent and protect children and girls from violence. They did this by themselves without additional support of Plan International, showing appropriation of the GPP interventions.

Nepal Forum for Environment Journalists (NEFEJ) was established in 1986 and basically works on media through Radio Publication, Advocacy, Media Training Centre, Community Radio Support Centre and audio-visuals. It has a rich video archive on nature and social issues. Free Press Unlimited (FPU) supports NEFEJ.

NEFEJ runs an online portal and TV show under the GPP. In last two years it has already developed more than 90 episodes. The themes of the show are quite diverse, ranging from politics, economy, sports, entertainment, girls first and success stories of Empowerment of G&YW. In collaboration with other GPP partners, NEFEJ organized film festivals on and for youth.

2. Data collection process

2.1. Contextualisation of evaluation tools and formats

After the international training in Istanbul, a national level orientation was done for enumerators to familiarise them with the tools to be use din the evaluation. Right after the orientation, the conceptual terms of Tools A, B, C, D and E were contextualised and translated into Nepali. A CSC meeting was then organised to discuss on the details of the tools, get their feedback and finalise the field plan. Both English and translated draft Nepali e-copies of the tools were shared with participants at the workshop. Participants provided their comments to improve the translation. To contextualise the tools, CSC members also provided feedbacks on simplifying and elaborating them, before using them in the data-collection community visits and meetings.

Tool A and Tool B
Despite the suggestions from the mid term evaluation, one FGD for Tool A was organised under a tree as there was no other space available in the community.

Due to unavailability of the space, in several FGDs, we had asked respondents to raise their hands instead of walking to different places.
We also permitted participants that were not in the age groups to remain in the meeting places, because removing them would have been damaging to the local partner organisation's rapport to communities. We, however, carefully excluded their responses from scoring.

Tool C.
Due to the overwhelming number of participants in one of the Girl Panels, we divided the participants in two groups and run parallel sessions. While reporting the outcomes, we only included the responses from the right age groups.

Tool E
Some concerns were related to the definition of CIVICUS and its contextualization in our context. They all recommended making the CIVICUS tool and the 5-C tool a bit simpler but no specific feedback was given. As with other tools, feedback has not resulted in changing formats, due to the need of uniformity in all countries.

Consent form
A consent-form was drafted in CSC meeting and included on the top of attendance sheets. It was agreed that the sheet was to be introduced and explained by the evaluators in the beginning of each session.

The attendance form states: "I give my full consent to participate in this GPP FTE and consent to use the photographs taken".

Tool E
In one of the CIVICUS meetings, the participants preferred to use the English copy of the scoring sheet. In another, participants asked for Nepali copy of response sheet and in the third one, participants were given the opportunity to score on different sheets.

The CIVICUS tool had to be used in one case for a CSO Network (a group of NGO/GOs interested on addressing the issues of girls or creating a space for girls in the areas of protection and economic empowerment) and not an individual organisation. But in the end it was decided to use the CIVICUS tool for the network and explain and translate the concepts to the context of network organisation. Therefore the scoring sheet was not changed. There was some dissatisfaction among participants on the clarity and applicability of the CIVICUS tool, and also on the 5-C tool.

2.2. Final sampling coverage, target groups and respondents

Coverage: The geographical coverage of the FTE is presented in the list below:
- District: Banke; Communities (VDC): Sitapur, Bageshwori and Mahadevpuri
- District: Makawanpur; Communities (VDC): Hernamadi, Phaparwari, Hatiya
- District: Sindhuli; Communities (VDC): Ranichuri, Jalkanya and Bhadrakali
- District Kaski
In total four districts and nine communities were covered. These included Western region of Nepal (Banke) and (Kaski) and Central region (Makawanpur) and (Sindhuli)

Target Groups:

The evaluation team held 66 Focus Group Discussions, reaching 772 persons against the planning of 660. Mostly, the interviews were held in schools and the children living nearby

attended it. None of the FGDs exceeded the maximum of 15 participants. Overall participants were very enthusiastic. The details of the participants in the focus group meetings and other sessions are as follows:

Target Group	FTE planning	FTE realisation
Girls 12-15 year	90	113
Adolescent girls (16-19 yrs.)	190	213
Young Women 20-26 yrs.	190	206
Adolescent boys (16-19 yrs.)	40	48
Young Men 20-26 yrs.	50	62
Men >26 years	50	67
Women >26 years	50	63
TOTAL	**660**	**772**
District panels (CIVICUS)	3	3
Girl Panels	2	2
5C	3	3
KII	10	12

In the CIVICUS meetings the participation of representatives of organisations in all three districts was good. Also in the 5-C workshops sufficient participants from the partner organisation participated actively. In comparison with the MTR 5-C workshop, several of the staff from partner organisations had already left or were shifted to another programme within the organisation.

One important additional interview on economic empowerment was done with a member of the National Planning Commission, Ms Bimala Rai Poudel. She is in charge of the Social Development Programme. She was very happy to inform that there are several provisions now made for girls and young women's economic empowerment but it is still needed to publish and disseminate information on these provisions to target audiences. In this respect, NGOs/INGOs and the Government need to work closer together and they should focus on increasing awareness about provisions to subsequently increase access.

2.3. Bottlenecks and Deviations in the data collection process

Two communities in Makawanpur districts were changed based on the recommendations from CSC team in Nepal and approval from the central Evaluation Team and these changes are presented below:
- The team visited Phaparwari community in place of Manahari community on the Economic Theme. In 2012, the MTR team went to Manahari instead of Phaparwari due to geographical and weather constraints and Manahari was documented where as Phaparwari was the part of original planning. The GPP is implemented in Phaparwari and not in Manahari, so this mistake from the MTR had to be corrected;
- The team visited Hernamdi in place of Basamadi on the Protection Theme. In 2013, the MTR team interviewed the community at Basamadi because they could not reach Hernamdi due to bad weather. Basamadi was neighbouring community, but the GPP was not implemented there. For this reason the FTE team went back to Hernamadi to meet with the GPP beneficiary groups.

No other changes were required during the whole process of FTE. The planning in close coordination with the partners and the community went very smoothly.

3. Findings on the MP protocol

3.1. Findings related to the four main themes/outcome results

3.1.1 Outcome result: Better protection against violence for G&YW

Protection at the individual dimension

Specific outcome: decreased prevalence of violence against you or girls that you know

FTE indicator 1: % of girls and young women who indicate that they or girls they know have experienced economic, physical or emotional violence
&
FTE indicator 2: % of girls and young women who indicate that they or girls they know have experienced sexual violence

Graph: Frequency with which G&YW respondents or G&YW they know have suffered violence
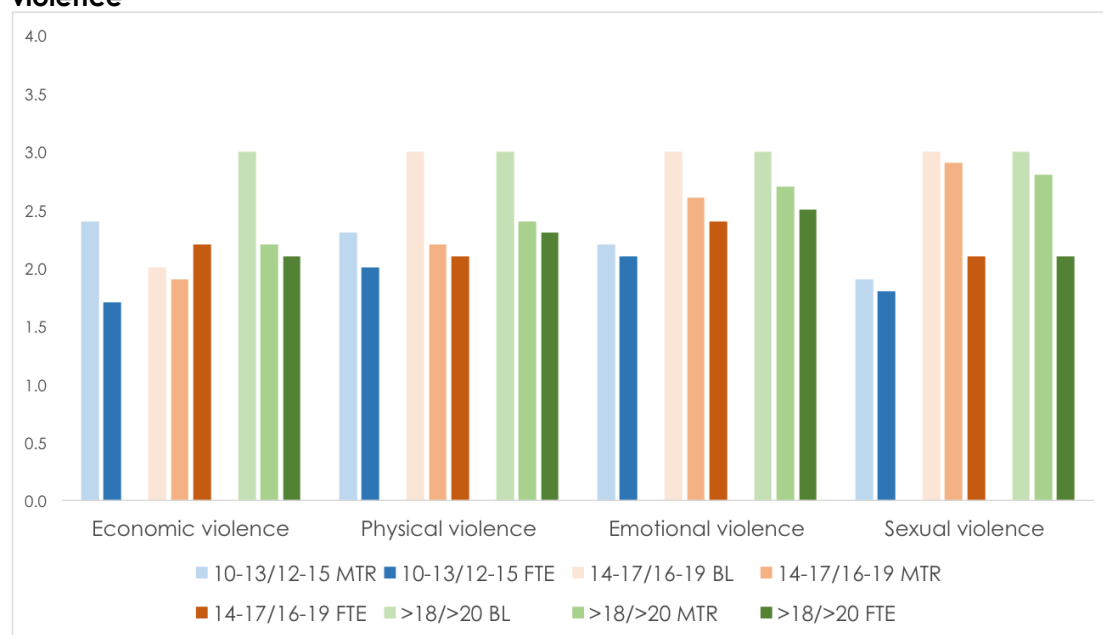
0=never; 1=sometimes; 3=often; 4=very often
T-test shows significant changes from BL-FTE and MTR-FTE for all types of violence

Economic Violence

The percentage of girls that indicate that they are not experiencing economic violence is gradually increasing. On average it was 13.2% in the BL, 15.1% in MTR, and 19.1%in FTE.

The reported economic violence is not consistent in all age groups. The reported economic violence against G&YW has gone down for younger girls (10-13/12-15) and young women (18/20). However, the adolescent girls (14- 17/16-19) did report an increase in the occurrence of economic violence.

G&YW report that GPP has played a crucial role in increasing communities' and family member's awareness on treating boys and girls equally. The main reason given by the girls during the FGD for the increased incidence of economic violence among adolescents is the increased awareness of girls to recognize economic violence and

unequal treatment to adolescent boys and girls in and unequal participation in decision-making regarding financial decisions. They also refer to the fact that G&YW get less money for work and tasks than B&YM.

Another explanation mentioned during the FGD's is that adolescent girls are getting less access to economic opportunities and less chances in joining the work force. [89] In rural areas, where most of the FGDs took place, there are no decent work opportunities available for girls except in the agricultural sector. On the positive side, due to increased awareness, girls are not sent out as full time domestic maid as often as in the past. Also younger adolescent girls spend more time in continuing their education.

Physical Violence

The reported incidence of physical violence is decreasing for all age group girls. During BL, 4.2% of girls never experienced physical violence whereas it went up to 6.8% during MTR and was recorded 15.6% at the time of the FTE.

The percentage of G&YW that suffered physical violence often and very often decreased significantly. The percentage of G&YW in the middle range that indicate to sometimes experience physical violence increased from 33.2% in BL to 57.6% in MTR to decrease again to 56.6% during the FTE. In FGD's, G&YW reported that it is not that the violence experienced by girls has increased but more girls have become skilled and confident to report incidences of violence. Also another group indicates that girls have become more empowered to avoid situations of risk of physical violence.

Emotional violence

The prevalence of emotional violence for all age groups is decreasing, but the figure shows that it is a slow progress and additionally since the MTR changes are minor, particularly among younger girls. Girls that had never experienced any kind of emotional violence increased to 38% in FTE from 4% in BL. The percentage of girls that 'very often' experience emotional violence has decreased and at the FTE more G&YW indicate that occurrence of emotional violence from very often has moved to 'often' and 'sometime' (that both increased with 5%) but particularly to 'never', which illustrates a very significant positive change.

The frequent types of emotional abuse mentioned by the G&YW are:
- verbal abuses by the boys in the communities saying that 'old unmarried women'[90] (budhi kanya) even if they are 21;
- 'uneasy look' of teacher and older men in the communities. They feel treated unequally by the community and families in many instances;
- The communities and teachers neither explicitly encouraged nor supported campaigns and rallies for stopping gender based violence to girls and to eliminate discrimination to girls in homes and in schools.

Sexual violence

The percentage of girls that indicate to have not experienced nor observed sexual violence in the communities has considerably increased. During BL, only 3.2% of G&YW expressed that they never experienced or saw cases of sexual violence. This % went up to 5.9% in MTR and 25% in FTE.

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[89] Quotes: 'gauma kaamai chhaina' = 'there is no work in the villages'; 'kaam garera padhum bhanda pani kehi kaam paune hoina. Ghar ko kaam garera aafu lai paisa aaudaina aani padhna lai maddhat pugdaina'= 'we don't get paid work to continue our education. The work that we do at household doesn't give us additional money to continue education.'
[90] Quotes: a girl from Banke ''we have been campaigning for many years and guys even pass remarks on saying 'old unmarried women' even to me though I am just 21 years girls.''

Though the incidence of sexual violence has been consistently decreased in all age groups, sexual violence still occurs quite frequently. The category of 'sometime' (occurrence of sexual violence) increased from 17.4% in BL to 27.1% during MTR and further up to 52.4% during the FTE. This means that 22.6 % of the G&YW report that sexual violence is occurring often or very often, indicating that there is still a lot of work to do. But on the other hand we can recognise that G&YW who often or very often experienced or witnessed forms of sexual violence has decreased very significantly from 79,6% in BL to 67% in the MTR to the percentage of 22.6% at the FTE, as mentioned above.

The cases of sexual violence are often linked to inappropriate use of mobile phones by youngsters. Girls complained of receiving vulgar messages, photos in their Facebook accounts and in their mobile phones.

The main reasons for the decrease in reported sexual violence is the presence of effective response mechanisms to sexual violence in the communities. Now girls themselves have organised themselves in girls groups, formed their networks, formed boys' networks. They take this matter to such groups and take a consensus decision to deal with it. Often time it ends up in giving warnings to abusers and if not they take such matters to the parents of the abuser and to communities.

In this matter, the Child Help Line program under GPP provides great support. They counsel the girls; facilitate meetings between community members; liaise with police and other administrative bodies in the communities. GPP's partners have been organizing awareness meetings in the communities that have contributed considerably in controlling sexual violence.

Nowadays, community members also take the incidence of sexual violence seriously and take actions against perpetrators.

Specific outcome: Non-acceptance of violence against G&YW

Indicator 3 (% of girls and young women who feel able to say no to sexual activity)
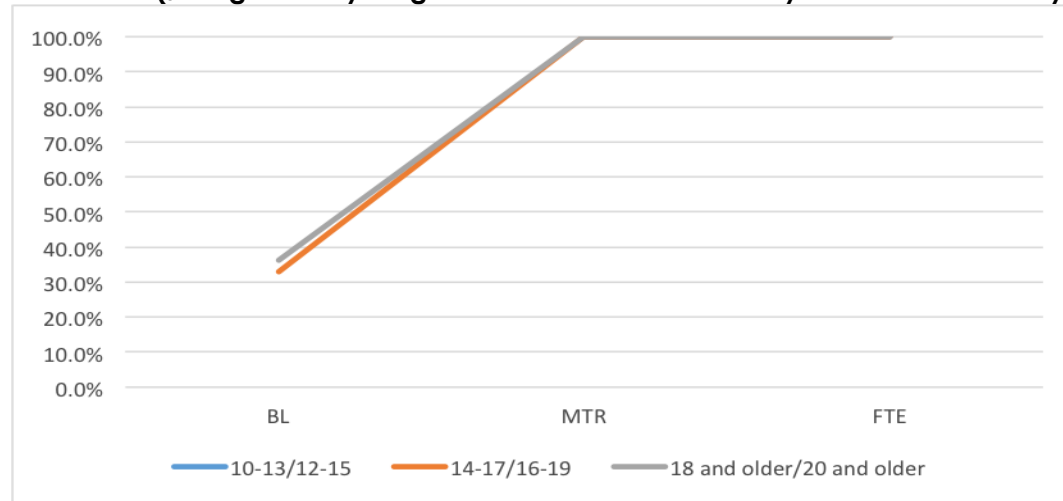
T-test = significant between BL-FTE

All girls and young women respondent without any hesitation stated that they could refuse anyone's proposals for sexual activity (except one who said she did not know). There have been consistent positive responses from young and adolescent girls on their ability to say 'no' to sexual activity. In the MTR 100% of G&YW from all age groups stated their ability to say 'no' and this remained at the same level in the FTE. This is a remarkable increase and a result of the awareness raising, training and other support activities of GPP in these communities, compared with the baseline where adolescent girls and young women faced significant difficulties to resist sexual violence: during the baseline between approximately 36% of these respondent groups indicated they could not resist.

GPP contributed in building G&YW's understanding about their absolute right over their bodies. GPP also helped girls to learn about life skills to deal with crisis and to teach appropriate decision-making skills. The girls and young women additionally stated that they have known their legal rights far better than at the time of the BL and that they are now better organised to provide support to each other.

Indicator 4 (% of G&YW who agree that children may be beaten by adults)
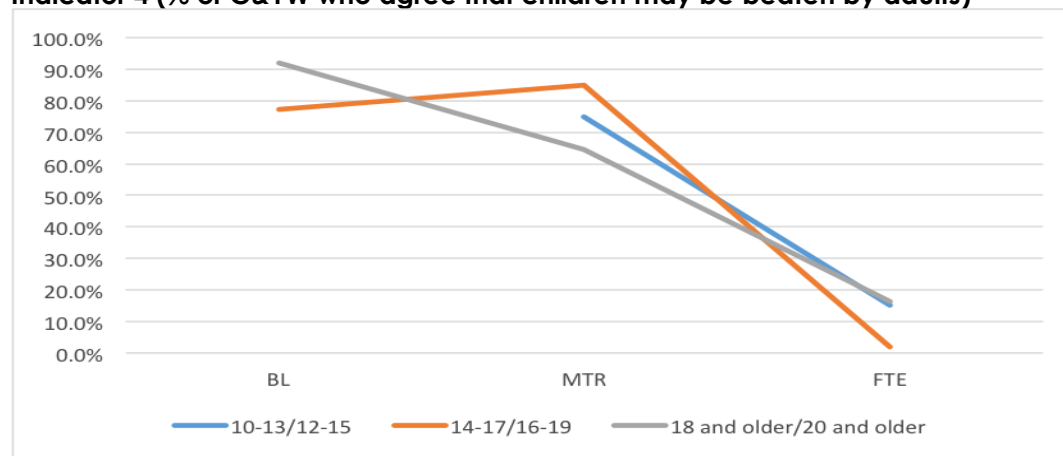
T-test = significant

The perception of girls and young women towards beating a child also has improved, particularly since the MTR. The percentage of girls and young women who believed that no beatings should be given to a child was only 14.6% during BL, increasing to 25.4% during MTR and recorded almost 90% at the time of the FTE. Still, many young boys and girls think that they should be beaten as a disciplinary measure when they do something wrong. Beating as a disciplinary measure has been part of culturally accepted behaviour in communities. During FGDs, it was obvious that parents had no knowledge of non-violent methods of disciplining.

Interestingly, still 16% of young women above 18 thinks that beating a child is okay and around the same percentage of children below 15 also thinks that beating them sometimes when they make a grave mistake is okay. The resistance against beating children is strongest among adolescent girls between 15 and 18, with 98% of them saying no. They alternatively propose motivation, counselling, and warnings as methods of disciplining.

Those who think the minor beating is good they believe that it is helpful for their correction. All of the respondents however opposed to severe beating. Their definition of severe beating is injuring a person so that s/he requires medical intervention. They however expressed no knowledge of adverse emotional impact of beating in children.[91]

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[91] A Boy from Makwanpur states: 'we should be beaten by our parents to improve our behaviour'; A boy from Banke: 'when we make mistakes, we get beaten by our parents and it is okay that our parents to beat us.'

Specific outcome: Access of G&YW to quality (child) protection systems

FTE 5: % of G&YW who know how to act when in need of protection against violence
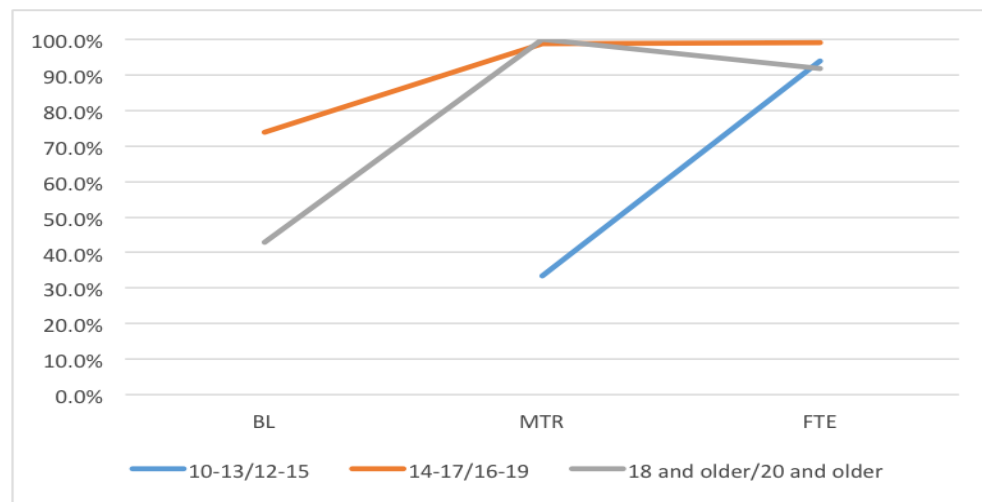
T-test = significant

The knowledge and skills of women to respond to violence has considerably improved since the BL. During baseline only 50% of G&YW expressed that they have knowledge of places to go to while in need of protection and that they know how to respond and act when violence is imminent or approaching. This percentage went up to 95% during the FTE.

In need of support to deal with violence, the majority of girls preferred taking support of 'family' at first and 'girls networks' as the second preference. The most common response was to take support of 'child helpline' by making a call to the toll free telephone number '1098', physically go to various support groups formed at the communities by the NGOs or to go to the police station and report. At the individual level, girls expressed that they would resist, say no and in the case that this wouldn't work, they would scream, hit the perpetrator with an object, run away and take help of people around.

FTE 6: % of G&YW who demonstrate knowledge of available protection services
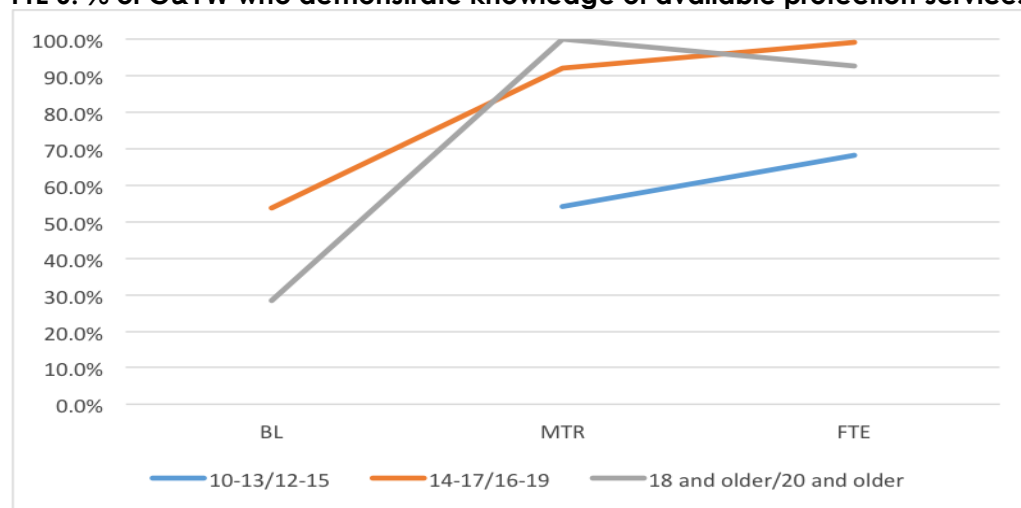
T-test = significant for BL-FTE, non-significant for MTR-FTE

During the MTR, 91.3% of girls demonstrated knowledge about protection services, and this percentage slightly decreased to 89.5% during FTE. The percentage of girls who could demonstrate active knowledge of protection services did not increase since MTR. But the

increase of awareness was very strong in the period from the BL to the MTR. This is likely to be a result of the active work of GPP in this area.

During FGD's, it was found out that 'protection service' did not mean same to all G&YW. Girls typically knew that they could resort for protection to their parents, friends, teachers and girls groups when something bad happened to them, but they did not actively think of protection organisations and institutions.

The facilitators explained 'protection services' as organisations and institutions outside the family and school, run by government or NGOs with the specific purpose to help girls and boys at times of violation of their rights. After this explanation a few girls changed their score, because they had not though about these services, but were aware.

Continuous involvement of G&YW in GPP made them competent to ascertain whether protection services are available or not. Girls also asserted that protection services are mostly available at district headquarters. Since the FGDs took place in the villages and many young girls had not travelled outside of their village, they had no knowledge of these protection services and the way they could reach out to the community level or how to access them from communities.

FTE 7: % of G&YW who indicate they know G&YW who accessed formal protection services because violence happened to them
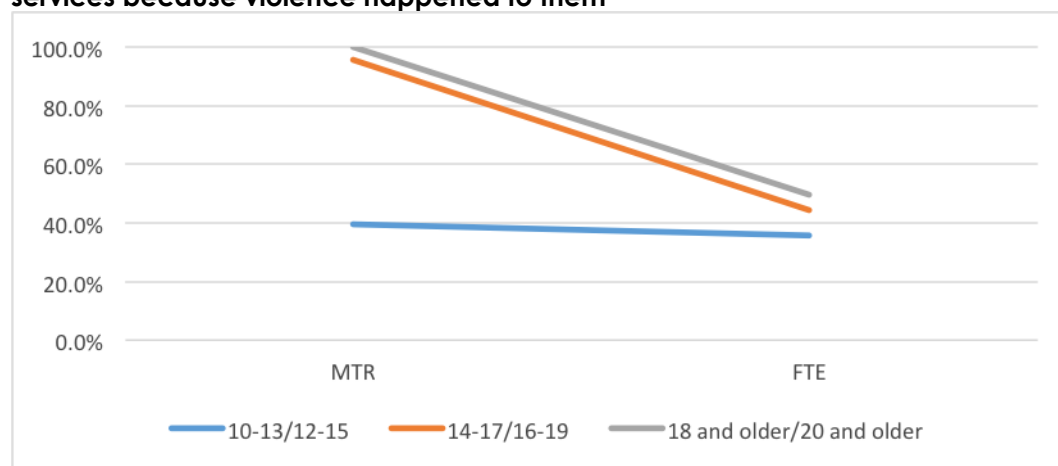
T-test = significant

Less than 50% of G&YW responded that they know someone in the communities who has accessed to formal support services. Most of the examples came from girls and referred to complaints and reports to the police. A few girls also knew about a gender-based violence case running in the court. The girls primarily access such information through their friends at schools or through their neighbourhood friends and adults.

Protection at the socio-cultural dimension

Specific outcome: Communities recognize violence against G&YW as unacceptable

Indicator 8: % of community members who agree that children may be beaten by their parents and /or teachers.
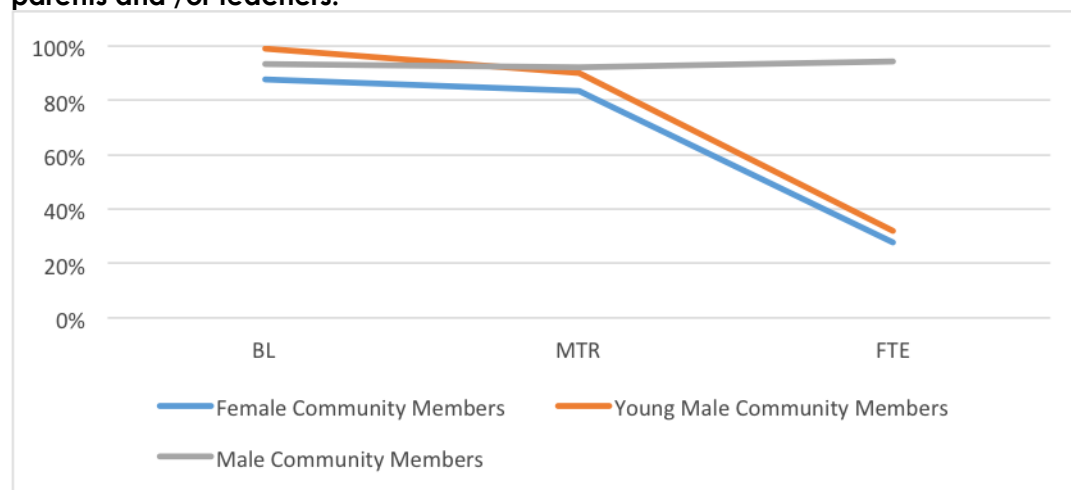
Legend: % shows respondents in highest 2 quadrants scoring range: agree and strongly agree (t-test = significant)

During the FTE, 50% of community members disagreed that parents and teachers under any circumstances could beat children. Of which, 39% of community members 'strongly' disagreed whereas the other 11% of community members 'simply' disagreed that children should be beaten. The community's perception has considerably changed from the time of BL. At the time of BL, 94% of community members used to believe that children should be beaten. This percentage went down to 89% during MTR and further to 50% during the FTE.

Though half of the community-members agree that children should not be beaten, they expressed some frustration because of not knowing any alternatives to discipline their children. The parents, who use beating as a method to punish their children, believe that the method is working. These are mostly fathers as men still quite consistently believe that 'beatings' help discipline children.[92]

Interestingly the perception of male community members remained unchanged throughout the project period. The appreciation of female and young male community members that using corporal punishment as a method of disciplining is not acceptable has increased between the BL and MTR. However, the change was minor. However, from MTR to FTE, their resistance against corporal punishment decreased considerably. The primary reason for this change of opinion is increased awareness of non-violent teaching and non-violent upbringing methods, which was the result of radio programs and several campaigns run by GPP's partners in districts.

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[92] From Banke: 'Before the day of final examination, I found my child is lying on the ground after consuming hashish, I gave him a good beating and he did study well and good in examination.' 'Children should have some kind of threat of men, so they remain in discipline and listen to us.'

Indicator 9: % of community members who agree that violence against G&YW inside and outside the home should always be reported

Legend: % shows respondents in highest 2 quadrants scoring range: agree and strongly agree (t-test = significant)

Most of the community members did not like the idea that violence against girls and young women inside and outside the home should always be reported. The percentage of community members who disagreed to any kind of reporting increased from 8% at the MTR to 62% at the FTE. This change is quite disturbing. The reasons that were given for this disagreement was that community-members, including young men, believed that violence is a private matter and should be resolved inside the home- between spouse and family before taking it out. They strongly opined that taking the issue out would further endanger the relationships within the family.

The general understanding of reporting a complaint is probably the strongest action of lodging a complaint at the police station. The community members perceive this as an unwelcoming step. Alternative to resorting to police systems, it is also possible to discuss these matters with neighbours and relatives and find the right way out. Such actions receive much more support by the community members.

Indicator 10: % of community members who agree that a man is allowed to beat his wife/girlfriend

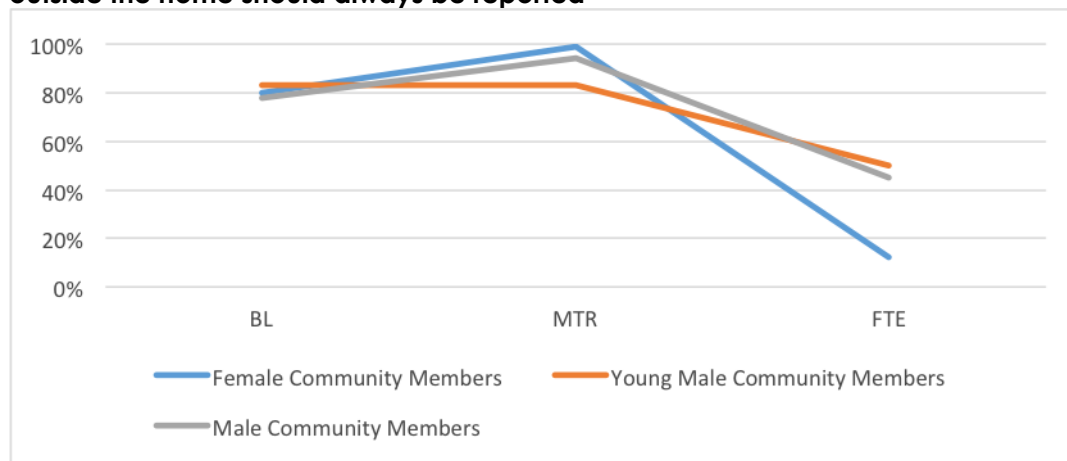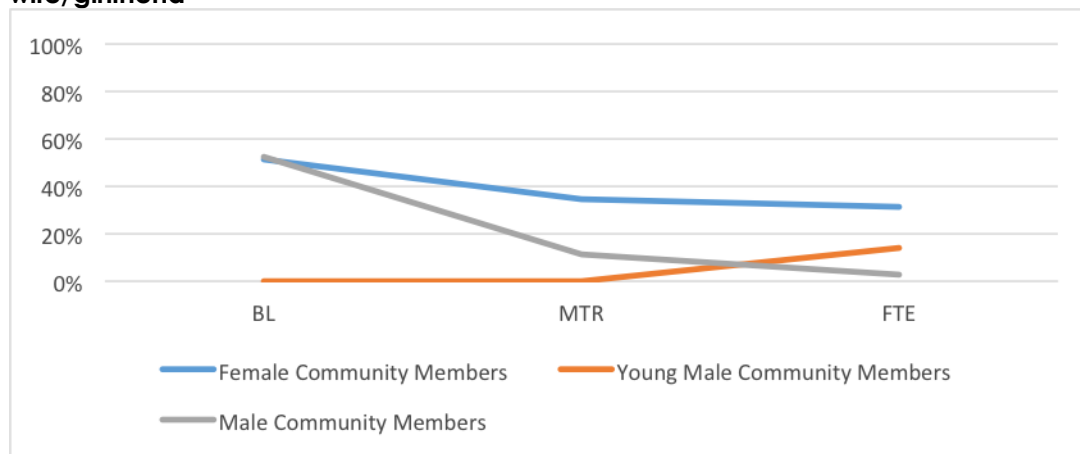*Legend: % shows respondents in highest 2 quadrants scoring range: agree and strongly agree (t-test = non-significant)*

The percentage of community members who (strongly) agreed that men are allowed to beat their wives and girlfriends was 34% during the BL and this percentage went down to 15% during the MTR. After this it rose a little at the time of the FTE (17%). GPP's interventions on non-violent teachings and on equal rights of all human irrespective of their social,

legal and marital status have been very strong all throughout the programme and these have contributed to a large extend to this improvement.

The perception of men above 26 years changed much stronger (from 52 to 3%) than the perception of women above 26 year (from 51% to 31%). It is remarkable that young men apparently are more critical about men beating their wife or girlfriend than women in the community. This difference cannot be well explained with the responses from the FGD, but might have to do with different generational views. This might mean that culturally this has changed and these boys, while growing up, will remain a positive view to not beating their wives. It can also be that they will change their view on this while they grow up. The latter is sustained by the fact that today 14% of young man agree with the practice while at BL/MTR 0% did. However, the fact that adult men strongly decreased their agreement with beating their spouses would indicate that a change in culture (attitudes and believes) on this issue has indeed taken place.

The change in the men's opinions is related to their previous negative opinion (and fear) of reporting violence to the police. As a result they indicate they want to avoid police actions and subsequent demoralization in the community and the most effective way to do so is to avoid the crime. The community members look down on the men, whose partner complaints to the police or other community institution about the conflict and physical abuse.

A few men still believe in beating their wife and express that they 'have to beat my partner to discipline her. She will obey me only if I beat her from time to time.' However, many others deny that beatings help in disciplining. Likewise, some women also believed that beatings control them. During the FGD's, when we asked whether beatings help them being disciplined, interestingly some women expressed that it helps them to control their and other women's behaviours It helped them not to be carefree and go out and indulge in extramarital relations.

The qualitative findings on this indicator and the negative changes on indicator 9 are, as said above, a bit disturbing. While protection indicators among the G&YW are consistently improving, some indicators at the adult population level in the communities move in the opposite way. This might be explained by the fact that older people in the communities are not reached by the GPP or by any other support programme and as a consequence their appreciations and cultural patterns don't change the way they do among the younger population. These differences could create friction between these age groups.

Protection at the institutional dimension

Specific outcome: Government acts to ensure the rights of G&YW to protection against violence

FTE 11: % of "girl power" experts (members of the professional panels) who feel that government is supportive to protection of girls and young women through policies and legislation
&
FTE 12: % of "girl power" experts (members of the Girl Power girl's panels) who feel that government is supportive to protection of girls and young women through services
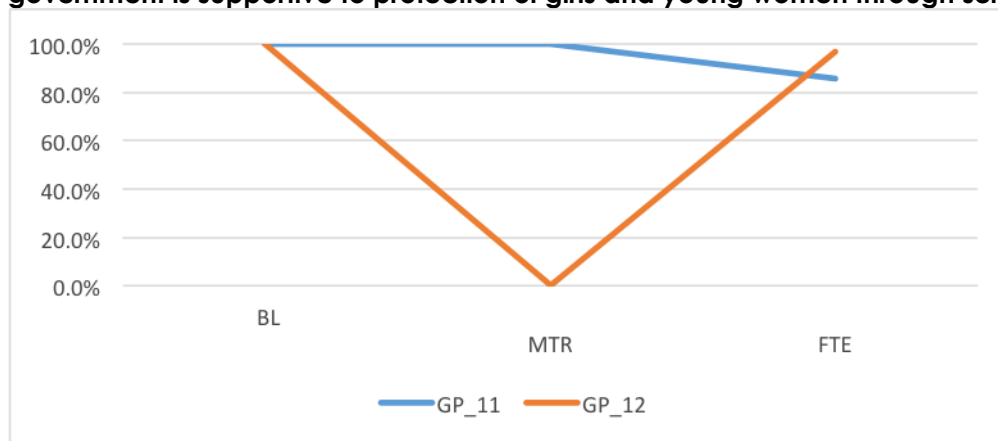
Legend: % shows respondents in highest 2 quadrants scoring range: supportive and very supportive (no t-test was done)

During the BL and MTR, all professionals expressed that government policies and legislation were supportive of protection of girls, but this percentage went down to 86% during the FTE. Although this percentage is still high, it seems to suggest that the enabling environment for protection of G&YW is deteriorating a bit. This is mostly due to the opinion that government is lagging behind with implementing the law.

Girls from the panels on the other hand started at 100% like the professionals but went down to 0% at MTR with 20% being neutral on the issue and 80% saying that government was unsupportive. Today, however, they consider government to be supportive again (97%). The explanations given for these differences and changes by the respondents were that during the BL and MTR the awareness and knowledge about legislation and specific contents of laws was limited. At the time of the FTE they became more aware of the contents of specific laws. The GPP activities have supported G&YW to analyse the contents of the law.

FTE 13: % of "girl power" experts (members of the professional panels) who feel that government is supportive to protection of girls and young women through services
&
FTE 14: % of "girl power" experts (members of the Girl Power girl's panels) who feel that government is supportive to protection of girls and young women through services
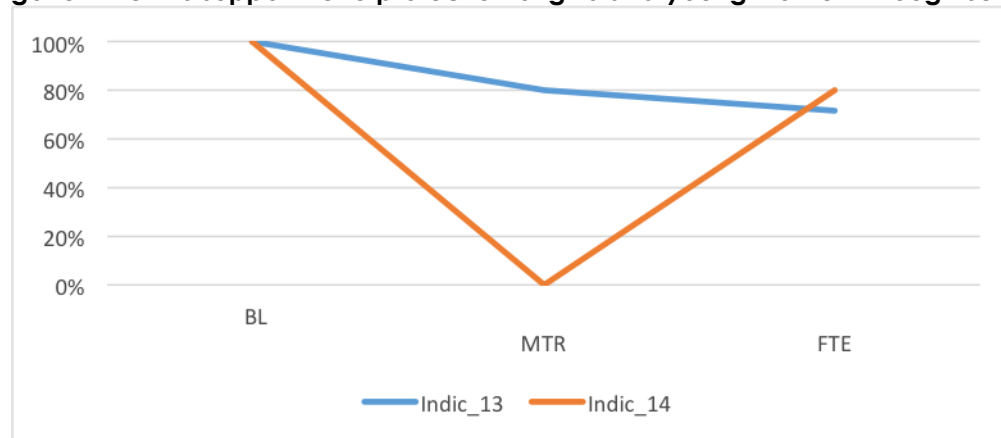
Legend: % shows respondents in highest 2 quadrants scoring range: supportive and very supportive (no t-test was done)

Regarding availability of services, during the BL 100% of the professionals expressed that government is supportive in providing protection services to girls and young women but this percentage went down to 80% during the MTR and 71% during the FTE. This development underscores the finding under the previous indicator that many problems in protection are related with lack of implementation capacity of Government and protection institutions.

Girls from the panels had a similar development as with their opinion regarding supportiveness of government with legislation & policies (indicator 12): they went from very supportive at BL (100%) to unsupportive at MTR (100%) and supportive today (80%). They used to have difficulties to distinguish between service provision by government institutions and NGO's. Now they can make a distinction between them and know that a majority of services are provided by NGO's, but often in coordination with governmental organisations.

Overall, GP experts expressed that implementation of laws is not always occurring. For example, many girls in Banke stated that 'the way testimonies of girl victims are taken is not good. It makes a girl [feel] harassed. Police and lawyers are not empathetic to violence against girls, neither are they sensitive.' In Makwanpur, a girl stated that 'during legal processes women and girls have to publicly state their suffering again and again.'

Girls gave examples of services such as police, child helpline, child protection committees, and mother groups. GPP partners and some by government provide most of these services. Most of the G&YW are knowledgeable about protection services through child clubs, mother group, police, child helpline 1098, young women group, Police Control Room Number/police helpline-100), women's development office, and adolescent girls clubs.

A girl in Makwanpur stated: *'we called child helpline 1098 and informed them that a teacher is beating a student by hitting on his head and the police immediately came and intervened in the matter. The case was investigated and the teacher was given a warning.'*

Some of the specific changes regarding protection that the evaluators observed in the communities during FTE are summarised below:

At the individual level:
- Most of the girls and young women have become more aware and knowledgeable of violence against G&YW and children's issues (;
- The Incidence of child marriages has decreased, but still there are cases of girls eloping, but apparently this happens at higher age;
- Corporal punishment at schools and homes has decreased;
- Social media are increasingly used to send pornographic materials between youths and social media are also used to harass young girls. This presents new challenges in fighting (digital) violence;
- Girls feel more empowered due to their networks in communities and at national level. Due to constant support of GPP's partners they feel mentored in their personal growth.' (quote of a girl panel member from Kaski District.);
- Girls are more able to speak up against any type of discrimination and violence thanks to their increased awareness on their rights.

At the Socio-Cultural level:
- Women and men from communities had a very positive feeling about GPP and they were happy about the their involvement in GPP activities;
- Increased social bonding among girls and young women in the community through girl's clubs;
- G&YW are now more regularly going to school, also during menstruation, and they also feel safer and more comfortable as most of the schools now have girl-friendly toilets separated from boys' toilets;
- Most of G&YW have knowledge about the child helpline 1098 and police control room no. 100. They are more willing to act in cases violence occurs and protection services are needed;
- Physical abuse of wives and girl friends has reduced a lot and cases are often brought in public.

Some examples were given in the FGD:
- Once a young girl was abused by her own brother in law. Her family did not take the matter out. Later her friends found out and they complained the matter to Police through GPP's partner (CWIN). The perpetrator was sentenced to jail for one week;
- A girl was woken up to find out that she was being molested by her neighbour. She started yelling for help. The boy ran way and other people and came and lodged the complaint to the police station. They are in search of the perpetrator. The girl was affiliated with girls groups under GPP and was courageous enough to yell for help;
- A girl in Banke district was raped by her father's drunken friend. She brought this matter to one of her friends, who is also a girl club member founded under GPP's support. The club committed to support her and informed about the case to CWIN through the helpline. CWIN initiated the confidential legal process and the perpetrator is arrested. The girl's father had no idea and he was very surprised about the incidence and thanked the girls for their courage and the way they took care of all of it. Due to this incidence, parents are very supportive of girls clubs now. Girls indicate that all of it is possible due to GPP.

3.1.2 Outcome result: Enhanced economic participation of G&YW

While analysing the impact of economic empowerment activities among all age groups in the communities the following observations can be made based upon participant's inputs in the FGD meetings:

- Girls in the youngest age group 12-15 are not yet much involved in economic activities, because in this age group most of the girls go to school. Outside school hours they are engaged in economic activities but mostly as helpers of parents or older brothers and sisters in their economic businesses;
- The older girls in the age group 16-19, are also almost all still in school. But the older girls in extra hours and in weekends are engaged in economic activities, helping out family members or through own income generating activities and sometime paid employment. Some of these older girls are also member of savings groups. They are also participating in networks and in GPP project activities and through these activities their capacities were strengthened, including in the area of economic empowerment;
- Young women in the age group 20-26 benefitted most from the GPP project and the economic empowerment activities. Most of these women were married and often only engaged in household activities. This group had great interest in organizing themselves in economic groups, to start some small business activities and to increase their income;
- During the Baseline and Mid-term, the young women were still at an early stage of empowerment and formation of groups and also starting up income generating activities. At the time of the FTE, among the young women there is a considerable number of them that are now members of cooperatives, do savings (in saving and loan groups) on a regular basis, borrow money (in the saving and loan groups) to invest in agricultural and livestock production or to establish small shops, beauty parlours, sewing and cutting shops, buying machines/equipment for small rental shops;
- The increased technical capacity of young women in agricultural and livestock production has enabled them to become entrepreneurs. After the technical training 60% of the cooperative women have borrowed a loan from their cooperative and were doing different businesses like growing and selling vegetables, keeping chicken, goat and pigs to sell, running a beauty parlour, have general stores, buying a tractor to rent out;
- The participation in groups and cooperatives has increased group solidarity among the women and it has also helped to build confidence. At the time of FTE many women indicated that they now have lots of experience and they also actively share knowledge and opportunities with other women;
- Girls have increased motivation towards involvement in income generation activities after ending school because they see a positive change in socio-economic status of their family because of the increase of their mother's income, thanks to engagement in economic activities and participating in economic groups;
- Women have become more self-sufficient and confident because of their own savings in the cooperative and their own business activities;
- With the increased attention to youth and women in economic activities, programmes and legal reforms of Government institutions or NGO's, G&YW have become more aware of their rights and responsibilities, when engaging in economic activities.

These changes are illustrated with the following indicators under the Economic Empowerment theme.

Economic participation at the individual dimension

Specific outcome: G&YW benefit from socio-economic services

FTE 21: % of girls and young women who indicate that they benefit from socio-economic services, delivered by organisations like saving and credit groups and local development banks, vocational training institutes etc.
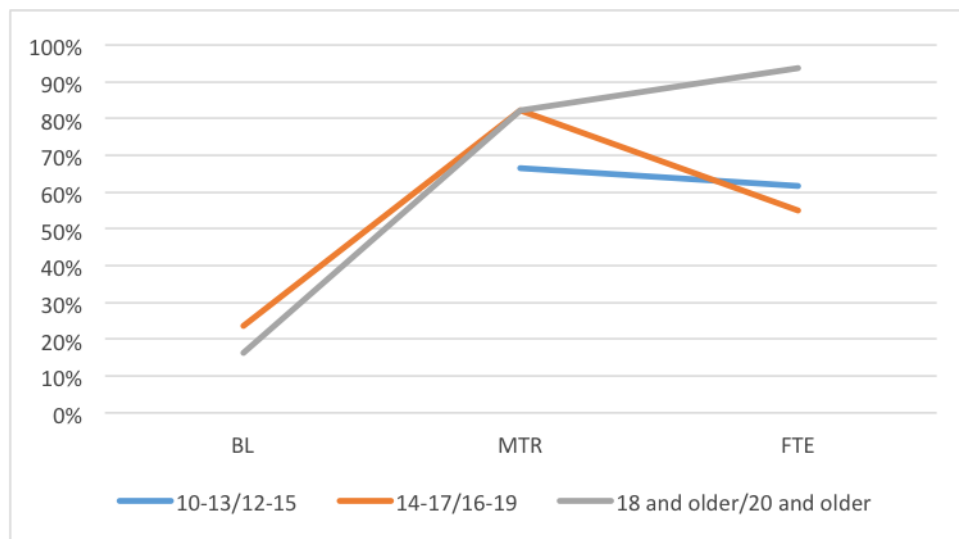
Legend: % shows respondents in highest 2 quadrants scoring range (t-test = significant for BL-FTE and non-significant for MTR-FTE)

- The FTE reports 74.2% of the girls and young women have benefited from socio-economic services delivered by organizations like savings and credit groups and local development banks.
- This is a decrease from MTR value of 82.1%, which is surprising as the economic interventions got more focused after MTR. The nature of involvement before MTR was very superficial. It might be explained by the fact that the understanding of benefit from socio-economic activity was little and they reported to have benefitted even if they participated in a meeting with an agenda on socio-economic development. Regarding each age group:
  o Involvement of young girls between 12-15 years old is mostly referring to the fact that they support their mothers during their vacation for plantation of rice and harvesting.
  o Girls in the age group 16-19 enter college after 10 years of schooling. Their involvement comparatively decreases during the college days.
  o The young women of 20 and older actually increased their involvement constantly. This is the main target group for this indicator. Their access to finance increased through their own cooperatives and other financial institutions. Their technical knowledge increased through training on vegetable and animal production. These results are very much in line with the women engaged in economic activities and cooperative formation supported by Plan International.
- In the period between MTR and FTE, most of the members got aligned with cooperatives doing their own savings and credit. They had an easy access to financial resources through cooperatives. They received trainings on income generating activities for which they borrowed loans from cooperatives and other banking institutions.
- Their understanding of use of a loan for the purpose of income generation increased and they could define the word 'benefit' in real sense.
- They used loans more for productive purposes than consumption.

FTE 22: % of girls and young women who have engaged in income generating economic activities outside their homes
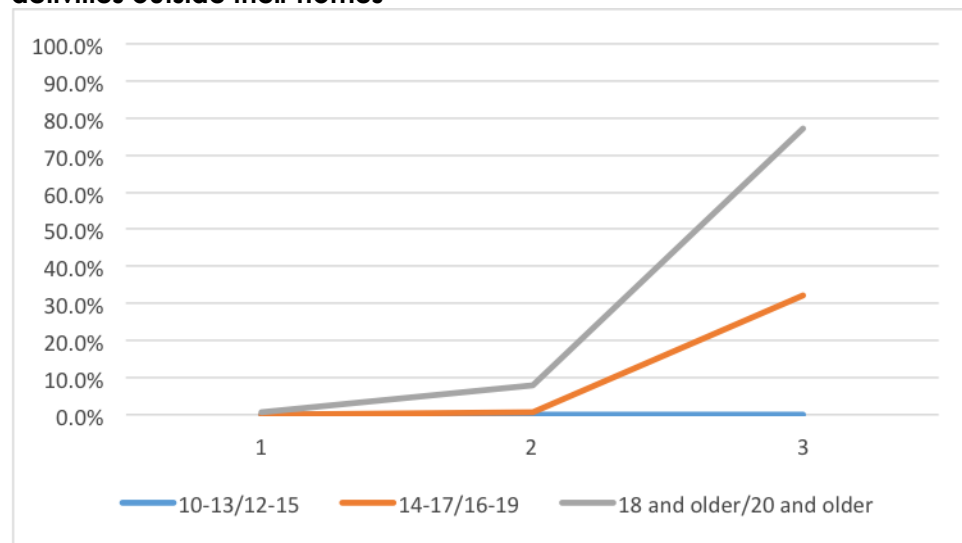
Legend: % shows respondents in highest 2 quadrants scoring range (t-test = significant)

- G&YW engaged in earning money outside of their home is increasing for teenage girls and young women. The implementation of the GPP at the rural level has been an important factor, as G&YW don't have much access to other programs at the rural level.
- Most of the girls of age 16-19 are involved in youth organizations and sometimes stay outside of their homes for meetings, trainings and other income generating activities but not on a regular basis.
- The women of 20 years and older often get a job outside of her home in other districts of Nepal or out of Nepal, leaving their villages to earn money.
- Working outside the home has increased from 0.2% in BL to 3.8% in MTR and 18.8% in FTE in the category of 'always'. This is the category where many G&YW migrate to urban areas for a few days or even months and stay away from their homes to earn money.
- The category 'sometimes and often' refers to G&YW doing work outside their home but they don't live outside of their home. They go in the morning and come back in evening. It has also increased from 0.2% in BL to 0.9% in MTR and 69.2% in FTE.
- Almost everybody is engaged in earning directly and indirectly after introduction of economic component through GPP. Most of them also exchange their labour with each other in their farming fields which has also helped to decreased the percentage of G&YW 'Never' engaging in income generating economic activities outside their homes from 99.1% at BL to 95.1% at MTR to low 11.7% at FTE.
- The economic component of GPP has increased the awareness of the community towards G&YW getting engaged in earning money outside of their home and so more and more girls and young women are able to do so. Some examples of work they are engaged in are: selling vegetables at the market, work in a beauty parlour full-time, work in book stores or other general stores, work at a cooperative/banking institutions/ schools/local health post/agro-inputs shops etc.

Specific outcome: G&YW take equal part in household budget management

FTE 24: % of young women who indicate they have a say in how the money they earned is spent
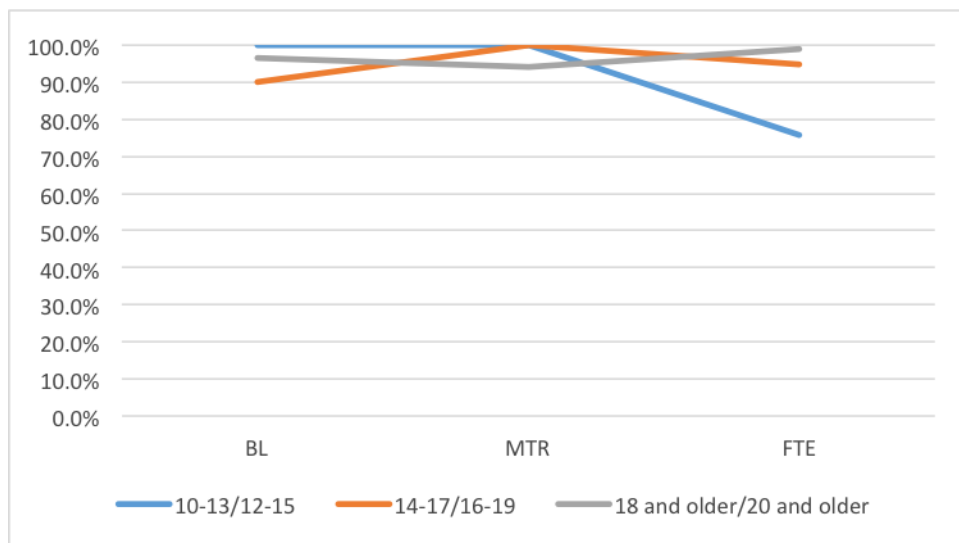
Legend: % shows respondents in highest 2 quadrants scoring range (t-test = significant)

- The percentage of G&YW who never have a say in how the money they earned is spent stayed at a similar level between BL (5%) MTR (3%) and FTE (6%).
- G&YW who indicate that they often or always have a say in this increased between BL (30.9%) and MTR (77.7%) after which it decreased to 60% at FTE.
- This decrease is most likely because of the increased understanding of their say. The responses have matured with time and the G/YW responded very realistically.
- A young woman from Jalkanya VDC of Sindhuli district aged 25 said that her understanding of her say on the money she earned and it's spending was different. She was happy to give money to her husband out of her earnings and say that they needed this and that but she never followed up. Now she knows that she needs to have a real say and she should be able to define where this money will be spent on taking the ownership. She said *"It has been because of GPP orientation to me."*
- So with more GPP activity in the field, understanding on earning and G/YW say on it's spending has also increased. Many of them have started practicing with taking the ownership.

Economic participation at the socio-cultural dimension

Specific outcome: Communities value G&YW as actors of importance in economic life

FTE 25: % of community members who agree that women should have an equal say as boys and young men in deciding upon the use of household income.
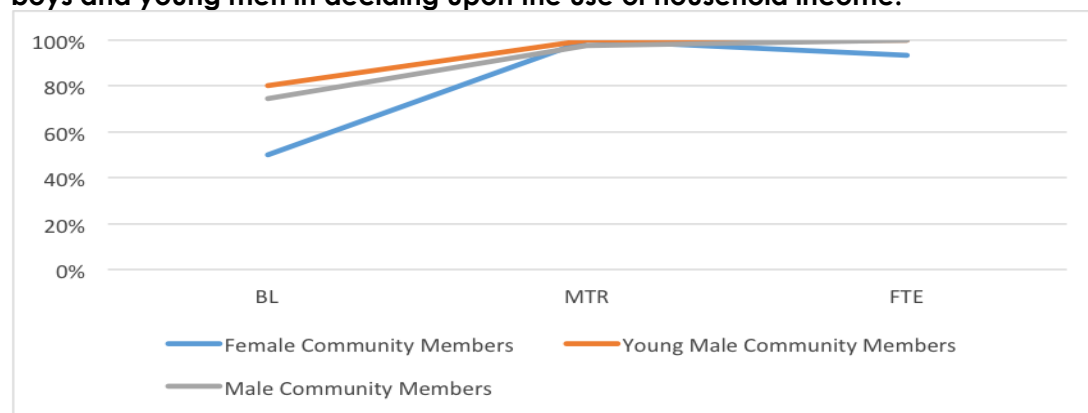
Legend: % shows respondents in highest 2 quadrants scoring range (t-test = significant for BL – FTE and non-significant for MTR - FTE)

- The percentage of community members who agree that women should have an equal say as B&YM in deciding upon the use of the household income increased strongly between BL and MTR from 68.1% to 99.3% after which it decreased slightly to 97.3% at FTE.
- Surprisingly it is the female community members who went from a full 100% at MTR to 93.3% today.
- Both the young and adult men agree 100% with this statement today. This reflects a general positive change in their attitude and behaviour towards G/YW.
- Most of the men and the women participants acknowledged women's contribution to the family income and also realised the need of bringing women to the decision making floor.
- An economically active community woman aged 35 from Phaparwari VDC of Makawanpur, excitingly said: "we always earned more than men but it was never evaluated. This program has increased awareness in men as well and now they respect us for our involvement in earnings. They hear us now".
- Overall the GPP program was very relevant in uplifting the status of women in the family.

FTE 26: % of community members who disagree men should earn more than women for the same work
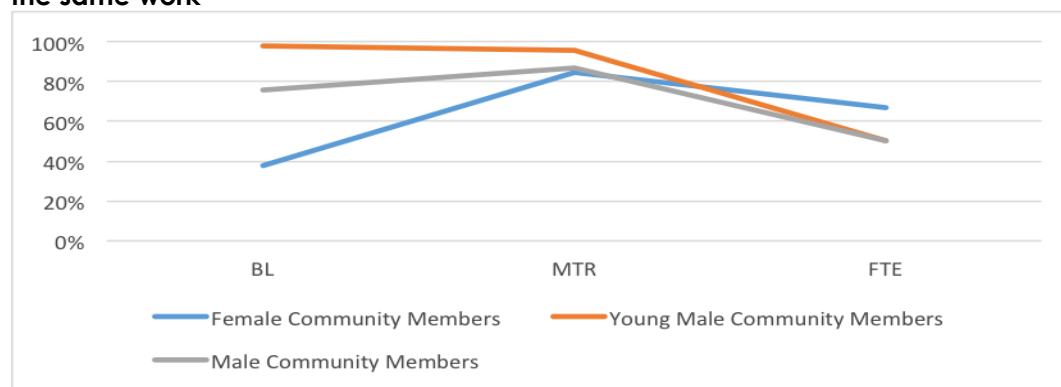
Legend: % shows respondents in highest 2 quadrants scoring range (t-test = non-significant for BL – FTE and significant for MTR - FTE)

- The percentage of community members who disagree that men should earn more than women for the same work shows a strange process decreasing from 29.6% at BL to 11.1% at MTR after which it increased to 43.2% at FTE.
- Surprisingly it is again the women who disagree less with the statement.
- In general the community is demonstrating a positive change with the increased economic interventions in the community where most of G/YW are involved in savings and credit cooperatives.
- Community members, both men and women, gave specific examples of work where women are given less wages than men and about 50% of them were divided in their views on if this is right of wrong. The logic was hard physical labour required for the work. For example, women are generally not given the work of ploughing the field, as it required lots of physical labour. It is very manual and men are believed to be able to do it. Women are asked to set the corners and the boundaries. So the wage in this case is different even if they work the same hours. Most of the women also seem to accept that if it needs lots of physical labour, women can't do it and so men should get more wages for it.
- Other than this, if it is the same work, they are given equal wage and there is increasing awareness on it that there should not be any discrimination. The comparative values demonstrate that.

Economic participation at the institutional dimension

Specific outcome: Government actively creates conditions for equal economic participation by both sexes

FTE 27: % of formal "girl power" experts (members of the professional panels) who feel that government is supportive to socio-economic participation of young women through legislation and policies
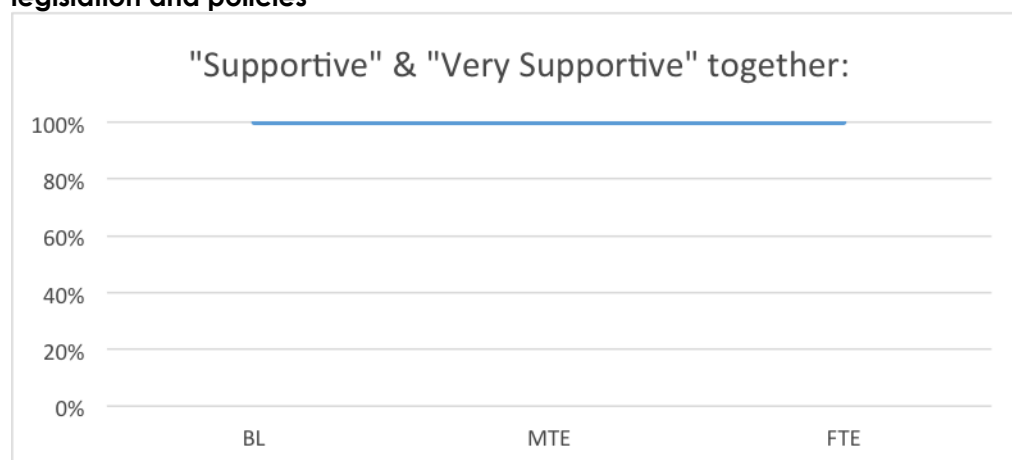
Legend: % shows respondents in highest 2 quadrants scoring range (no t-test was done)

Since the start of the GPP a 100% of the members of the professional panels[93] have acknowledged Government's support in promoting socio-economic participation of young women through legislation and policies. Nepal is considered to be very strong in its laws and policies on this topic. However, although government does have legislations and policies in place to increase reach of socio economic services to all, their implementation through services is lacking behind (see FTE 29) and mostly limited to urban areas. The reach to rural areas is increased through NGOs/ INGOs and financial institutions. This is supported through policies and legislation, as NGOs, INGOs and other financial institutions are allowed to work on socio economic activities, promoting

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[93] The professionals that were interviewed belonged to different sectors representing policy making from Government organizations, national and international governmental organizations and individuals working in the areas of economic capacity building.

cooperative establishment and capacity building as well as integration with other programs for sustainability.

FTE 29: % of "girl power" experts (members of the professional panels) who feel that government is supporting socio-economic participation of girls and young women through services
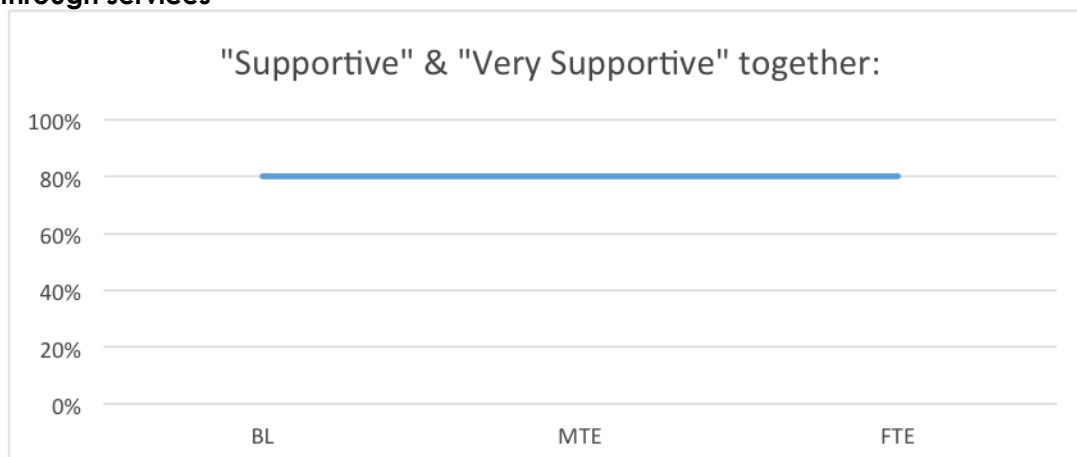
Legend: % shows respondents in highest 2 quadrants scoring range (no t-test was done)

- Like with FTE 27 professionals have been positive regarding governments support to socio-economic participation of G&YW also through services. In this case 80% has said since BL that the government is supportive and 20% has been neutral on the issue.
- Engaging young men and women in socio-economic activities for income generation and livelihood development has been reported to be the core component of all the development programs defined by Government nowadays.
- The percentage has not changed as all these developments have been very recent, but the quality and nature of involvement has changed a lot. The reporting of support to beneficiaries starts with them getting engaged as a member of a savings group, which started already before baseline and continued. Access to financial resources and ownership to assets has increased overtime during the period of MTR and FTE. Mobilization of local resources for income generation has increased through different capacity building training targeting the use of loans.
- All informants say that Government is targeting young women's socio-economic empowerment activities and their engagement in income generation activities promoting their access to financial resources. However, governmental banking systems have not yet reached the population in geographically difficult areas like Jalkanya and Phaparwari. In these areas mostly the NGOs, INGOs and local financial institutions have been active in creating a mechanism to increase the reach through different programs. A process that takes years.
- The impact of support given by NGOs and INGOs in terms of involvement in economic activities and livelihood improvements has increased. The support to socio-economic activities covers a wide range of activities, like setting up and strengthening of savings groups or other mobilizations as well as capacity building.
- GPP added value to this by strengthening the institutions, linking them to district level resources, support internetworking among them and building their capacity in income generating activities to financially sustain the institutions.
- Today most of the women save their own money, take credits, register in cooperatives to get organized and manage their own money for the promotion of business. Financial institutions are facilitating them with loans and training them in different income generating activities.

3.2. Relation between Protection and Economic Empowerment

The protection activities that are implemented by CWIN have also made impact on a) education rights of children; and b) right to participation of children, even while these two themes were not part of the GPP programme in Nepal. Girls are provided with educational support under the protection theme of GPP and this has supported enrolment and advancement of children from underprivileged background in schools. CWIN selects young girls that attend high school as a tuition teacher in their activities. This also prevents girls from dropping out due to their stressful psychosocial or financial situation.

CWIN has promoted girl's clubs and several other child clubs in the community strengthening their participation. CWIN has also advocated and secured girls' participation and positions in district and community level committees. This has helped children to build their leadership skills as well as improved their socio political status in the communities.

Plan International's focus is on implementation of economic empowerment programme but they have also been implementing BLOP (better life option programme). BLOP works on organising girls and young women clubs in the communities to provide education on sexual and reproductive health, protection, and life skills. Thus BLOP is an intervention that also creates result and impact on the protection and education themes.

Participants of BLOP get the opportunity participate in the saving and credit programme of Plan Nepal. A next step is to help these groups to organise themselves in cooperatives. These G&YW, being more empowered and self-confident, usually start to participate in several other community based organisation and user groups. Therefore BLOP is also contributing to political participation of G&YW.

EWN implements female trekking guide programmes. Within the training package, they learn life skills including safety and protection measures against sexual and other kind of violence. These female trekking guides are also volunteers to implement the GOAL program in communities by educating girls on building self-confidence and protection against violence. This is also a clear link between economic empowerment and protection.

3.3 Other Cross Checking of data and testing of hypotheses

Age and effects of GPP (individual level)

There are some relevant examples of different effects of GPP on different age groups. The data sets on the MP indicators seem to suggest that effects of GPP are generally stronger among younger age groups than among the oldest category of young women.

Comparison of different age groups on the occurrence of physical violence shows that this form of violence has decreased more in the age group of younger girls 12-15 in comparison to the older G&YW in the 16-19 and the above 20 age groups. The age group of young women (often married) is still not sufficiently empowered to react to physical violence of their husbands and they are still under pressure of their husbands, families and community to accept their docile role. But the younger age groups are more motivated and influenced by programmes such as GPP and by education and they have acquired skills and courage to come forward and face their attackers. The most active age group are the girls of 16-19 and through GPP they participate in door-to-door campaigns and they also monitor protection at the community level and report on irregularities. This age group, thanks to GPP shows most empowerment against violence and they are also more organised in the child clubs. Moreover, girls from youth

organisations joined cooperatives after learning about the cooperative mechanism, thus increasing the percentage of members of women cooperatives.

The data analysis of different age groups on Emotional Violence shows that the age group of young women above 20 shows an increase of experienced violence at the mid-term review and towards the FTE a decrease whereas the younger age groups 12-15 and 16-19 show a continuous decrease. While comparing qualitative and quantitative findings the younger girls express less social pressure from their peers and adults. GPP has effectively reached out to girls on this topic, directly as participants or indirectly through their teachers and parents. The young women are still under more pressure and therefore less able to stand up against emotional violence. Most of the young women are married or engaged in other activities and participate less actively in GPP activities. However, different programs like economic empowerment, BLOP and GBV, did target them. This might have contributed to the more positive tendency between MTR and FTE.

Gender and effects of GGP (individual level) and where possible also on effects on socio-cultural and institutional level

Comparison of data among three different communities on 'the acceptance of physical violence against women' shows considerable differences between different community members.

The findings are remarkable as is shown in the table below, that present the average score on acceptance rates of physical violence (indicator 10) on a four-point scale (1-4).

	BL	MTE	FTE
Female Community Members	3.03	2.68	2.32
Young Male Community Members	2.00	1.98	1.00
Male Community Members	2.93	2.22	1.75

Though the physical violence and punishment was made illegal before the start of GPP, the above table reflects the perception towards physical violence in the communities. The above table also reflects the social perception during BL and how GPP was able to change community's perception over years by carrying out awareness program in the communities, by empowering girls and boys to claim their rights and to some extent working with violence reporting systems.

At the time of the BL the acceptance of physical violence as a method of disciplining or controlling was almost equal among men and women. The acceptance rate went down for both men and women, but men changed their perception but female seems to be more rigid. This trend continued towards the FTE and at this time the acceptance rate among men is more than a half-point lower than among women. The young men in communities express consistently lower acceptance rates of physical violence than men and women and particularly towards the FTE the acceptance rate drops to the lowest possible score.

The perception towards violence differed greatly whether it is used against children or against women. Community members resisted using 'physical violence' against women than to children. More men and women (almost 90 % during BL and MTR whereas 50% during FTE) accepted that children should be disciplined by using physical punishment whereas very few respondents (34 % in BL, 15 % in MTR and 16% FTE) opted for use of physical violence to control their wives and girlfriends. The community quite clearly expressed their ignorance of alternative and non-violent ways to discipline children. On beating women, the patriarchal values of men being able to control women still have greater influence. Many female community members also don't feel themselves equal to men. It owes to the present reality that men in general are more educated, powerful and

wealthy. Female community members are not able to see that women were historically and systematically given less access to opportunities and excel in their lives.

These differences are difficult to explain, but the point towards the explanation mentioned above that the young women were difficult to reach through the GPP programme and that particularly after marriage and after ending school the women have to adapt more to traditional roles and norms. The older men and women in communities still express traditional opinions on violence. On the positive side there is a stronger effect of GPP (and other programmes) on young men, who express a clear non-acceptance of physical violence. There is likely to be some bias in this positive response because in the FGD they might be inclined to give more socially desired answers, but even then this shows more awareness among this group.

The findings on gender illustrate the need to include more attention to awareness building and training of older male and particularly female community members on violence against G&YW.

Different effects for rural versus urban communities and relation between changes on individual, socio-cultural and institutional level

The targeted beneficiaries in Nepal were all from rural areas. The information in this report primarily is based on the reality in rural communities only and cannot be compared with effects of the GPP in urban areas, as could be done in other GPP countries.

Some stories:
- A girl club from Nepalguni (age 16-19) responded to the rape of a girl by her father's friend. The victim girl was also a member of the club and she shared her sufferings with one of her trusted friend in club. The other member of the club committed to support her and they informed CWIN through the helpline. CWIN came into picture and the man was caught. The girl's father was very surprised as he had no idea of what had happened and thanked the girls for their courage and the way they took care of all of it. The parents are very hopeful of these educated girls clubs now. Active members of girls club is very much noted and the ill elements in the society are afraid of these girls. The educated girls club is totally because of GPP.
- A girl's father tried to rape her when she was alone at home with him. She escaped in some way and went to CWIN and reported. She trusted her friend in supporting her and police took her father and arrested him.

Other quotes:
- 'We called child helpline 1098 and informed them that a teacher is beating a student by hitting on his head and the police immediately rescued'
- One participant categorically named all the protection service centres available around as 'child clubs, mother group, police, child helpline 1098, young women group, CWIN, Police (report to police control -100), women's development office, adolescent girls club, SAC Nepal, Maiti Nepal and selected decision making groups of the community'
- 'We met the parents of a child in our school who was not able to get the scholarship because he didn't have a birth registration certificate. We got the details and went to VDC to register his birth. He finally got the birth registration certificate and also the scholarship.'
- An NGO partner of Plan in Sindhuli is proud of success of the Women's Cooperative and he thinks this is a very replicable model. He explains '1300 Young Women have come together after training on economic activities/agricultural/livestock and have registered and running the cooperative owned and managed by them in Jalkanya, Sindhuli, which is one of the most geographically difficult districts in Nepal. Economic empowerment is key to protection'.
- 'My husband now asks me now which seed would be good and where/how to get that?'

- 'The increased group solidarity among us- the members of cooperative had increased our confidence and we have been able to create lots of opportunities for us. We have ownership to money and that is the key to protection'

3.3. Findings related to Capabilities of partner organisations

Process

The process of the 5-C (five capabilities) workshops was participatory. Most of the participants very openly asked the evaluation team to clarify on the questions, if they were not clear. They all did individual scoring and then participated in group-discussions to validate their score and change it, if they wished. All the three partners- CWIN, Plan International and EWN invited staffs working with different responsibilities in GPP to participate fully in the workshop. They were from the field as well as from the central office. The different sections were represented in the workshops, such as finance, logistics, and strategic management. Individual scoring form was translated in Nepali so all indicators became clearer to the participants. All the participants demonstrated a good participation and stayed until the end of the programme.

Results

The results of the 5-C of three organizations in the GPP in Nepal demonstrate a clearer understanding of the 5-C indicators and participatory self-assessment process as a methodology for organizational capacity assessment. The results are presented below.

Graph: 5C assessment of GP partner organisations during BL, MTR and FTE
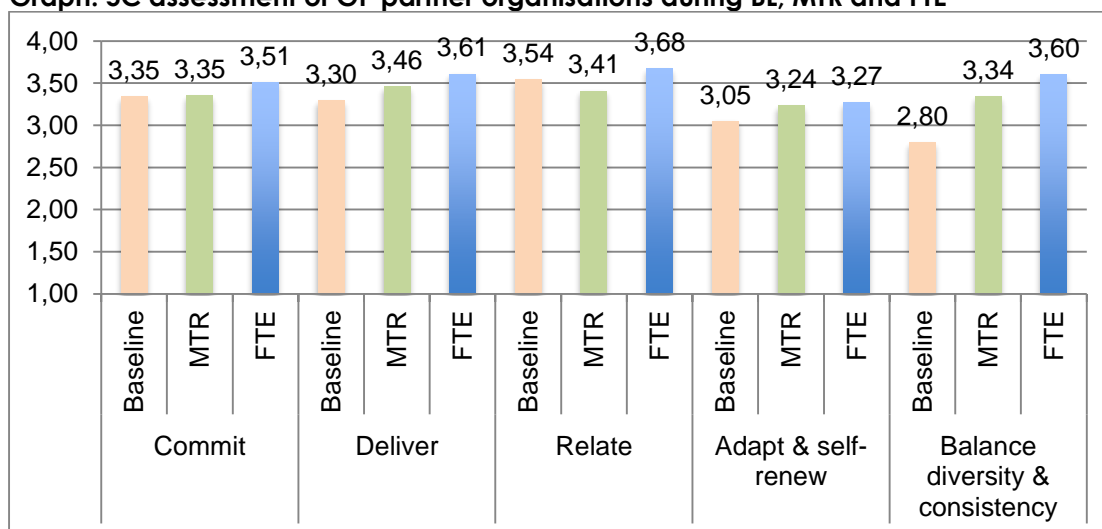
Source: Own elaboration based on 5C workshop outcomes

During the 5-C workshops and additional interviews with staff members of these three partner organisations, the evaluation team found clear evidence of capacity development and professionalization in these organisations, both at staff and systems level. Major changes in organisational capacities as demonstrated by each organisation through GPP are presented below:

Empowering Women of Nepal (EWN), a NGO registered in Kaski District in Nepal, is an implementing partner of GPP from the beginning. They had a strong learning in the area of institutional management. They had no guideline, no personnel financial manual and not many staff as well when they started but at the time of FTE, they were full-fledged organizations with all the filing systems, manuals and staff in place. They have a very dedicated board and staff. In programmatic aspect, they have more than 300 female

trekking guides trained by them. They are implementing GOAL program in Kaski and Tanhau; a 9-months stand alone learning package for adolescent girls, now they are using it for boys as well. They have already run this GOAL program to 270 girls and 200 boys and they will continue working on this package as they find it very useful for young boys and girls. They have entered in Gorkha and Lamjung as well. They will implement Boys Leadership Course for 30 boys and it is six-month package. They have started sport camps for 50 young girls and their goal is reaching 1000 including boys as well. Slowly with increased networking nationally and internationally, they are growing.

Good progress could be seen on all capacity development indicators in EWN. The EWN staff members were very enthusiastic about the exercise. They still wanted to learn more and to use the instrument to continue to evaluate and score their performance in the future. This organisation has received a lot of capacity strengthening support through Women Win in the framework of GPP and most of the systems they now have were built during the GPP. Their scores on all the five dimensions of the 5-C model have increased over time.

Scores on capabilities	FTE	MTR	Baseline
Commit & act	3.65	3.26	3.2
Deliver objectives	3.78	3.2	3.2
Relate	3.78	3.16	3.3
Adapt & renew	3.57	3.13	3
Diversity & consistency	3.85	2.78	2.4
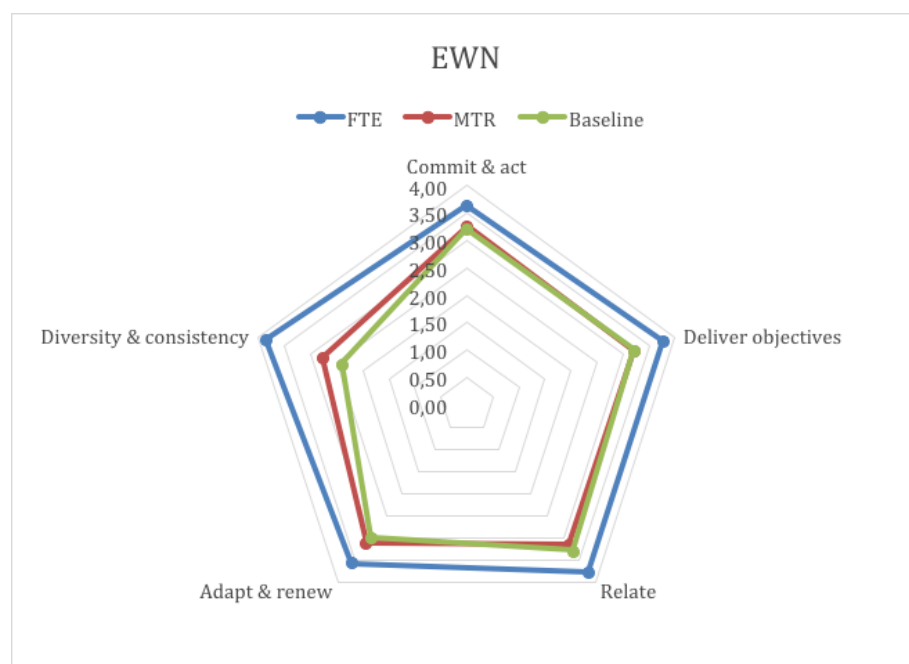
CWIN is a national NGO and also the chair of the steering committee for the implementation of GPP in Nepal. Staff's capacity is built specifically in the following areas: Capacity of Child Helpline Staffs on data management and how to better handle Child Helpline, Child Protection and Confidentiality issues/Standard to measure 'whether services are child friendly or not/Exposures to International program through visits to India, Pakistan, the Netherlands/ Increased understanding of Men Engage program for women's protection and empowerment. The GPP program was implemented through CSO Networks with representation of Governmental as well as Non-Governmental organizations and it has become a sustainable mechanism in the district. Girl panel under this program had from young girls different community and they shared their visions/ challenges in the areas of protection to and made a joint planning. CWIN is a leading

advocate in the areas of Protection in Nepal and it is networked with different national and international originations. It has strong data management system.

CWIN is a very well established NGO at the national level and already used to regular capacity assessment exercises. CWIN, during the process of 5 C assessment, were regularly challenging their own scores and changed them through group discussions. Increasing the score from MTR was not the purpose and interest of CWIN. They reconciled and wanted to be exact to see the mirror of their own organisation. The FTE scores on 5C are very close to the MTR scores and this shows that the capacity level in the organisation is stable and that through critical self-reflection, CWIN tries to identify new challenges for capacity development by scoring critically on all 5-C indicators.

CWIN	FTE	MTR	Baseline
Commit & act	3.65	3.41	3.5
Deliver objectives	3.63	3.51	3.4
Relate	3.77	3.79	3.8
Adapt & renew	3.58	3.56	3.1
Diversity & consistency	3.77	3.78	3.2
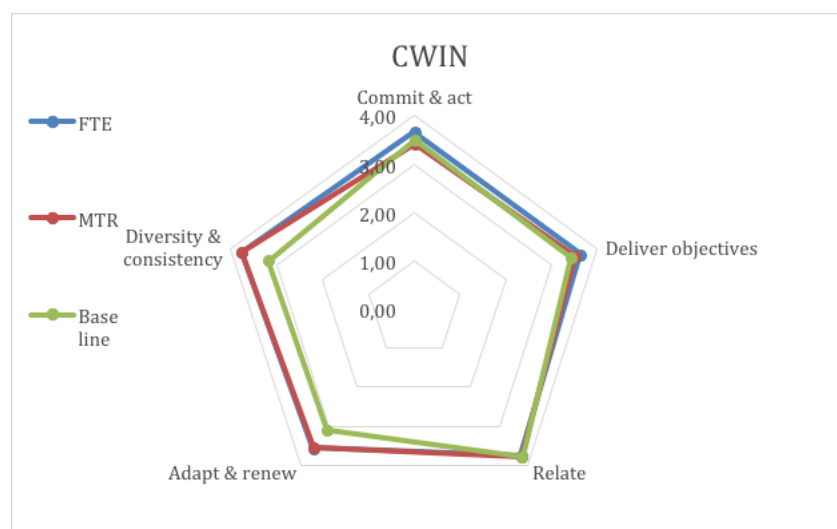
Plan International implemented GPP through local CBOs. These CBOs were central to the target community and with different experiences. Sahamati, a local CBO was chosen to work in the area of micro-finance, SIDs in the area of agricultural production and Rural Women Services Centre in the area of mobilization of disadvantaged communities. Plan continuously gave them technical and financial support and helped them establish as a strong institution in the district with a good networking with the beneficiaries, which is also a strong sustainability strategy. It also developed Young Girls Network at the VDC and the District level, which assisted Plan in taking the program to the real target beneficiaries. Plan continuously built the capacity of these organizations in the areas of institutional management, program planning and implementation, monitoring and supervision and also reporting. Furthermore, the GPP contributed for the formation and strengthening of women Cooperative as a formal institution at the grass roots level for providing financial services. They women cooperatives perhaps are the most sustainable institutions created under the girl power for sustainability. During the interaction, the team of evaluators experienced a strong participation by its partners and also the young women organisations and cooperatives and also the increased visibility due to GPP as 67% of the program was funded through it. It has also increased the trust among different institutions

Plan International is a very well known and experienced organisation in Nepal and it also approached the 5-C exercise with an attitude of critical self-reflection. The staff from Plan very openly discussed all indicators and they were willing to challenge their own strategy and to identify where strategy and plans have not responded to feedback from field staff

and target groups. Staff involvement in policy making of Plan was considered not sufficient and this has affected on scoring on many indicators of the 5-C model. A point of attention for the management of Plan is to increase staff involvement in strategizing and planning.

Scores on capabilities	FTE	MTR	Baseline
Commit & act	3.24	3.39	0
Deliver objectives	3.42	3.67	0
Relate	3.48	3.27	0
Adapt & renew	2.65	3.04	0
Diversity & consistency	3.18	3.45	0
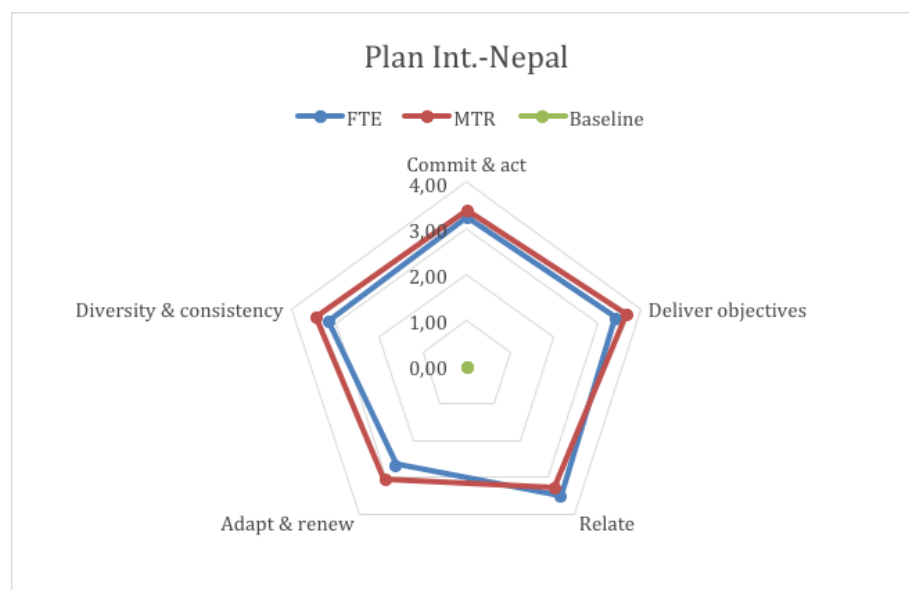
3.4. Findings related to CIVICUS

The CIVICUS exercise was done with the CSO Network for GPP in Nepal and the team met three networks in Banke, Makawanpur and Sindhuli. The CSO network in all of these districts is composed of NGOs, INGOs, representatives from local government institutions such as police and the women's development office. The common agenda of the CSO Network is to work on protection of G&YW in the communities. In Banke, 11 persons participated, in Makawanpur, 8 persons participated and in Sindhuli, 12 persons participated in the CIVICUS workshops. The participants also included journalists and the young girls network in Sindhuli.

Everybody participated in the discussions on the CIVICUS indicators (5 dimensions and 12 sub-dimensions) and provided their scores. All participants experienced it to be a difficult tool, particularly because it is a general and quite abstract tool. Many of the participants were also not very much of the GPP. With considerable efforts and explanations scores were discussed and validated in the group. The CIVICUS scores are presented in the table below.

Graph: CIVICUS results for all districts together at BL, MTR and FTE
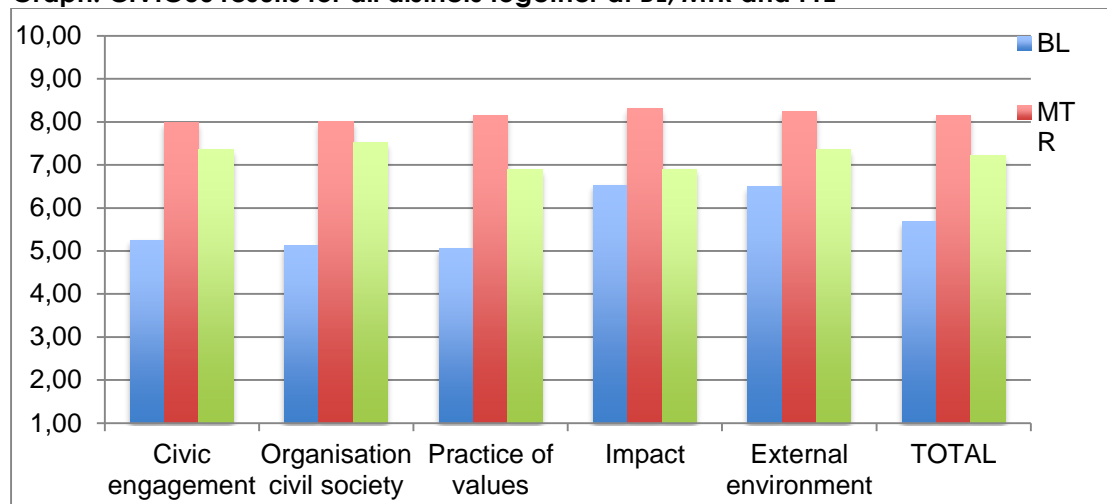
Source: Own elaboration based on CIVICUS workshop outcomes

CSO members in the district workshop were happy to learn about the tool, most particularly the scoring techniques. They also expressed that they feel strongly about girls' and women issues but it is very hard for a NGO to continue their work if their funding ceases. They expressed that most of the time their donors' give them funding for a couple of years and stop. However the importance of the work doesn't stop then and there. They cannot continue all of the activities at same level. Though some of the learning and impact remains, the momentum of the programme disappears. This reality, in the final year of the GPP, might be reflected in the scores that do not show a clear trend to higher CIVICUS scores.

The scores in Banke are lower than in other districts. Compared to Makwanpur and Sindhuli, Banke is a big place. Banke's district headquarter is also the regional headquarter of 8 districts of Mid Western Region of Nepal. In terms of demography also, diverse population including Muslims live in this area. In the past there were several incidents of physical violence against girls and women in this area, which were jointly responded by the network. In providing legal aid and in rehabilitating women survivors of the violence, NGO network felt that they could not do adequately. This realization impacted on the lower scoring. Secondly, more than half of the participants during FTE workshop were also not the one who used to attend the network meetings. Due to the parallel events organised in the districts due to constitutional making process, member NGO sent the alternative members to participate in the meeting. Thirdly, there was a language issue as in Banke participants were given a choice to select between English and Nepali questionnaires whereas in other districts only Nepali translations of the questionnaire were distributed. In Banke, most of the participants took the English version and did not understand it well.

3.5. Findings related to the Learning Agenda

For achieving the first learning agenda, i.e. Child Protection System Building, CWIN and Plan Nepal found out to be collaborated with the Inter Agency Working Group (IAWG) which was led by the Central Child Welfare Board of the Government of Nepal. The IAWG carried out the national level child protection mapping study and submitted the final report to the Ministry of Women, Children and Social Welfare. Within this framework, CWIN supported CCWB to develop Case Work Manual/ Case Management Book, and Child Helpline Operation Manual and also helped CCWB in capacity building of its Child Rights Officers on case management, communication skills and coordination with child helpline. CWIN also collaborated with the several Ministers of Government of Nepal on drafting Human Trafficking Regulation, 'National Plan of Action for Adolescents' and

amendment to Child Labour Protection Act. It helped District authorities to develop 'child protection strategic plan'. It also lobbied with government authorities to increase the accessibility of child helpline and to use the data received through the helpline for crime prevention and response purpose. It was found out that CWIN and Plan Nepal are in charge of implementing this learning agenda and have poorly collaborated with other GPP partners. GPP Partners contribution to child protection system building is still in piecemeal. It is pertinent that CWIN's and Plan's capacity has to be increased to holistically understand and successfully implement system-building approach.

For achieving the second learning agenda, i.e. CSO network/ alliance Building, CWIN as a lead agency has been able to form CSO network in 13 districts. Just before the evaluation process started, they had completed their first review and planning meeting. The evaluators only could interact with three CSO networks and found out that CWIN's contribution to form and build this network is significant compared to other network members. CWIN's staffs are the constant movers of the network. Most of the time, they host the secretariat, call the meeting, put the agendas and document the decisions. The capacity of the networks also varies. CSO networks where GPP's programs are running are strong and where there are no GPP programs the network's capacity is low. The most common activities of the networks are to organise interactions, joint rallies on the occasions of international and national days (such as Nov. 20 as Int. Child Rights Day) related to girls rights. The most active CSO Network is known to be of Banke district where they have been able to response to incidents of violence against girls and women. For organising CSO networks, it was found out that GPP partners have communicated and mobilised each other.

The third learning agenda was Promotion of Girls Panel/Network in the country. It was found out that this activity is mainly implemented by CWIN and other GPP partners have no much information about it. The Girls Panels has already been formed in 23 districts, which represent 66 adolescent girls clubs and 190 girls. CWIN has been organising events to build the capacity of girls in the areas for lobby, advocacy and bringing about positive changes. GPP also supports girls to come together bi monthly in their club and to discuss contemporary issues and make plans to deal with contemporary issues.
This initiative has encouraged Girls very much and they are sprouting as young leaders. However CWIN lacks a long-term plan in regard to capacity building of the girls' networks. Working with Girl Panels for girls and young women is now replicated in most the districts by all GPP partners as a tool to involve more girls in GPP activities and to increase the reach out of activities. GPP partners are planning to expand Girls Panels also to their other programmes.

The fourth learning agenda point is "engaging men and boys to promote gender justice". In program implementation level, it was found out that CWIN and Plan has started to mobilise girls and boys in the clubs' level, however, their interventions are sporadic and incidental. Both of the organisations have realized a need of comprehensive review of their programs to provide better space for men and boys to work form gender justice. CWIN has also a member of national alliance of men engage. All the GPP partners had got a chance to participate in the regional events recently, which has helped in building their capacity in understanding and internalizing engaging men and boys for providing better safety and protection for girls and women. Recently, EWN has started their GOAL programme with boys in Kaski. They are now bringing men in their advisory team and they are expanding their sports-activities also to men.

Plan International has demonstrated a good integration of Economic and Protection through the Women's Cooperative. Most of the organisations are working in isolation under one or a maximum of two themes in the GPP. Integrating themes in the learning agenda contribute to better understanding on how different activities can complement and strengthen each other. Partners during the Final Evaluation Summit Meeting recommended that, if follow up is to be given to GPP or similar programmes in Nepal, it should take a more integrated approach so that interventions in education, protection,

economic development and socio-political participation can go together. These four themes are very important pillars of development.

3.6. Findings related to the cross-country component

A gender toolkit for the Helpline was developed and discussed during a meeting in Bangladesh. This helped Child Helpline to improve the use of gender sensitive tools and transfer them to other helpline members.

CHI organised a capacity building workshop on the Child Helpline 1098 in which representatives from CWIN, Government of Nepal, Nepal Telecom Authority (NTA) participated. The NTA is now helping to expand child helpline through all the service providers.

Cross country exchange visits were organised to Mumbai (2011) and Pakistan (2013) to improve functioning of Child Helplines, monitoring systems and use of monitoring data as well as data management.

Partners in Nepal have been working with South Asian Networks of Child Helpline under SAIEVAC to register it as an entity in any of the SAARC member states. Efforts for registration are still ongoing and also attempts are made to obtain funding from SAARC for Child Helplines.

In 2012, two EWN staff members and one CWIN member were invited by Women Win for a learning exchange visit in Bangladesh and in the same year two EWN staff members went to Delhi to receive GOAL training. In 2014 this was followed with a second GOAL training for 4 EWN staff members and 1 schoolteacher from Pokhara in Delhi, India and a third GOAL training was organised in 2015 for 5 EWN staff members. In 2014, 1 staff member from EWN was selected to participate in the 2nd MenEngage Symposium in Delhi, India.

In 2014 Women Win organised a cross-country exchange and helped its partner Lucky to attend a sports conference in Delhi, India. EWN has extended its GOAL program in Baglung district and also to boys in schools. Besides they are organising different sports events in the district involving boys and girls from schools. CWIN and EWN both are networked with MenEngage network here in Nepal and regularly participate in their activities.

FPU organized a Global Conference in December 2014 at Kathmandu, Nepal for the cross-country component.

4. Overall findings

4.1 Relevance

Direct poverty alleviation

The GPP support in training female Trekking Guides and in supporting cooperatives has directly contributed to poverty alleviation of beneficiaries and their families. It was found out that the training, business support and loan support has been effective in improving livelihoods of women and girls, although it is not yet know how sustainable these small economic activities will be on the longer run. Nevertheless, GPP did also help to strengthen support institutions, which was very relevant as it contributed to the potential sustainability of economic empowerment support at the institutional level.

Children of families who are associated with cooperatives are also reaping the benefits. For example girls and boys of these families have better access to education, because parents can support them more easily (from FGD in Jalkanya).

The protection program through CWIN has not directly contributed to poverty alleviation. Its direct contribution is limited to child protection and indirectly it supporting better access to education of G&YW. On the longer run these interventions could also contribute to better livelihoods of target groups after they leave schools.

Civil society strengthening

GPP has also contributed to capacities of its all partner organisations in Nepal by building their organisational capacity, networking capacity and knowledge and skills on protection of G&YW as well as on economic empowerment.

It has also made an impact on capacities of members of civil society networks by increasing their knowledge in the issues of girls' rights and their protection needs. The regional forum/district networks hosted by GPP's partners (CWIN) provided opportunities to members of civil society to access information and to collaborate with each other. However, there was no systematic approach to build capacity of civil society networks and its members. The focus was on capacities of individual organisations, which indirectly also benefited their networks.

Lobby and advocacy

The GPP's partners in Nepal did not develop a joint advocacy plan, but there were efforts from individual GPP partners to engage in lobby and advocacy on specific issues.

The CSOs Network developed a practice of sharing their success and challenges and builds on it. Based on the challenges they faced, they made some plans to advocate with related authorities. For example, if there is a rape case at the rural level and it is not being handled properly, the CSO Network will advocate with the district level authorities to get a quick action taken against this.

CWIN was one of the lead organisations to partner with government of Nepal for developing the National Plan of action for Adolescents. It was also part of larger alliances- such as the Men Engage Alliance and the Coalition to implement Child Protection System Mapping initiatives in Nepal.

CWIN has always been active as a child rights advocate organization in Nepal. It is not clear to which extend GPP made a specific contribution to these action or it was CWIN's own initiative to lobby for increased resources for child protection and partnering with several other organisations in implementing child protection initiatives. These lobby and advocacy cannot be seen separately from the GPP.

Relevance in relation to need of beneficiaries

The program was quite relevant to meet the needs of target groups. Almost all target groups were satisfied with the components of GPP. Their suggestions were to continue GPP for a longer period, with a wider geographical and demographical coverage. Target groups also indicated they wished to see more investments in building capacities of girls, more opportunities to participate in livelihood programmes, increased investment in cooperatives for longer periods of time, provide more women with scholarships to continue their education and to increase coaching and mentoring activities by partner organisations etc.

At the community level promoting girl's groups has been relevant to promote and safeguard their rights. The latest approach to make boys participate in girls'

empowerment programme has been relevant because involving a larger number of boys make it more effective to work on gender equality, because this work should be done with both sexes.

Relevance in relation to National Polices

GPP is relevant in the light of the national policies and plans such as the National Plan of Actions for Children, the National Plan of Actions for Adolescents. These plans emphasize on increased investment in empowering girls and to develop their vocational skills and the government welcomes partnership with NGO's to work more on these tasks. The economic empowerment activities in GPP link well with government policies. The Agriculture Perspective Plan gives emphasis on promoting cooperatives in agriculture sectors.

4.2 Effectiveness

GPP has been generally effective in education G&YW through training programs. Specific examples are BLOP, tailor made life skills packages, female trekking guide package and the GOAL training package. These were all applied to increase girls and young women's capacities. Effects of awareness raising and training of individual beneficiaries were strengthened by the formation of community based groups- of girls, parents, teachers. These groups provided platforms to have more dialogue on child protection and to develop joint actions.

Result- 1 Better protection for girls and young women:
GPP contributed to this result, among others by awareness programs run by radios, by mobilising several community groups including girls and community based monitoring mechanisms. In service delivery the child helpline 1098 introduced with basic rescue, interim care, legal aid and other referral services in the communities.

Result- 2 Access by girls and young women to quality child protection systems:
Thanks to the support of the child helpline 1098, girls and communities have better access to child protection systems that are established and coordinated by the government. However, due to limited capacity of these government institutions compared to the high demand, GPP has also mobilised several community based child protection mechanisms such as, VCPCs, local police, SMCs, VDCs etc.

Result- 3 Communities recognise violence against girls and young women as unacceptable:
The community perception of the non-acceptance violence against G&YW and gender equality has improved, but still there is room for further improvement and particularly among older women and men more work needs to be done.

Result- 4 Government acts to ensure the right of girls and young women to protection against violence
Government is now recognizing protection of G&YW before the law and also services have been established to protect women from all kinds of violence and to promote gender-equality. But at the same time the FTE shows that implementation capacity of government institutions to enforce legislation and to provide effective services is still limited.

The economic effects of GPP at the individual, socio-cultural and the institutional level is best demonstrated through a story of one of the Women's Cooperative in Jalkanya Sindhuli that shows the results of GPP at all levels in an integrated manner. This process of organisation has only recently started and therefore it is likely that more effects can be seen over time. The effects of the cooperative were:

- Individual Level: 1,300 women members of the cooperative are participating in savings and loan groups. Every member has now access to financial resources through this cooperative. The women have received training on improved farming systems and on different micro-enterprises opportunities. They are now engaged in income generation activities that range from farming, production and trade;
- Socio-cultural level: access to financial resources has been key to increased respect from family members, community and other local stakeholders for these cooperative members. These women are able to create family business and also to educate other non-members in the community based on their experiences in improved farming techniques or other income generation activities. Women from the cooperative are represented in the VDC level planning process and they advise on community budgeting. Men have started consulting women in case of family decisions that include buying and selling of property. Their daughters are mainstreamed in development through their mother's involvement and status improvement;
- Institutional Level: This cooperative has a good organisational structure and infrastructure. The management is professional and bookkeeping and monitoring systems are in place. The cooperative is formally recognised by the Government and the District Cooperative Authority. The cooperative not only represents the women members at the district-level but also participate increasingly in cooperative events at the national level. This was supported by the GPP, which helped to strengthen both the cooperatives and support institutions.

The GPP partners in Nepal made a significant contribution to all planned results in the GPP. The program was designed effectively as it focused on the core causes of discrimination against G&YW. In spite of results obtained, particularly among younger girls, Nepalese society is deeply affected by patriarchal values and girls are considered less than boys. Before the Constitution 2007, girls did not have rights to inherit their parental property. Still laws have to be formulated to make this inheritance system easily accessible. Culturally also women's and girl's rights to free movement have been compromised. Women are still often forced to stay inside the home. There is still a lot of work to be done on creating lasting behavioural and cultural changes in favour of more women's participation in political and economic life and in higher education as well as to further reduce violence against women.

4.3 Sustainability

Protection

1. Continuation of CSO Networks
CWIN has already stared lobbying with other development partners to get other sources of funding for their CSO networks and Girl Panels. It is likely that the CSO networks, Girls Panel networks at National and Local level will continue, because they are strongly driven by the beneficiary groups themselves.

2. Continuation of Child Helpline
The knowledge acquired through GPP will be retained and used in the child helpline services. Child protection policies are developed and a national child helpline operation manual exists.
In spite of some examples of increased government commitment to support the work of NGO's (donation of a computer for the Child Helpline Database by the Government), but overall financial support remains limited. Partners will increase lobby with the government to get more funding for the child helpline, but it is likely that the helpline also will require a continuation of external funding.

3. Advocating/scaling up for Girl Power
GPP partners have established 'girl power' as an absolutely essential area of investment for better gender results and this has already been picked by international agencies like

UNICEF. Many International and National organisations talking about Girl Power and this is an indicator that the GPP concept has rooted in Nepalese NGO and INGO circles.

4. Girl Groups in the communities are expanding
The Girls Panels are well established and several of them are now also getting support from district and village development committees. This financial support was around 28000 USD until 2014. This will sustain the girls' networks in the districts and villages.
Furthermore the Girl members themselves are very committed to continue their groups. Graduates in girls groups are now serving as advisors to young girls and this will enable refreshment and replication of capacity development in the Girls Panels.

5. Policy level
A special National Plan of Action for Adolescent was developed in the past. The Government has also concluded a Mapping Study on Child Protection. These documents will feed into further policy development by the Government of Nepal on G&YW protection and services. Although policies and strategies are helpful, the financial capacity constraints of the Government limit the outreach of and access of these services among G&YW in the country, particularly in remote regions.

Economic Empowerment

The cooperatives that were set up in the GPP have been trained very well and as a result they are still in operation and they are doing quite well. The cooperatives have an adequate number of members, sizeable amount of capital and the make return on investments.

The Government is also supportive to economic empowerment and the cooperative movement and this provides an opportunity to link up with other support programmes and services from Government institutions or (inter)national NGO's.

4.4 Programme management and implementation

It is clear that each partner organisation is individually responsible for the management of its own programs to its international partners. The evaluation also found out that the international partners were having direct contacts with implementing partners in Nepal. For example, FPU was supporting NEFEJ in implementing its program and WW was rigorously supporting EWN to meet its targets. Hence it can be inferred that different management and coordination practices were adopted in the GPP implementation in Nepal.

Nonetheless the coordination between GPP partners at country level was functional and productive. The partners meet in the Country Steering Committee at least twice a year. During these meetings they presented their planning, successes, struggles and also sought for coordination or assistance if they required any. They also reviewed their programs to accentuate their successes and accomplishments. Learning agenda and regional components were also made the agenda items of the meeting. Within the framework of the learning agenda and the cross-country activities, there are the incidences of organising exchange or exposure visits, joint trainings and building young girls networks at district level. There were also occasional cooperation around lobby and advocacy, but as the GPP was largely implementation focused, these activities were limited.

5. Conclusions

5.1. Conclusions related to Relevance

In Nepal, GPP focused on protection and economic empowerment, although in reality all four GPP thematic areas are relevant for the situation of girls and young women in Nepal. A more integrated approach could thus have been more relevant and effective for the local communities. Both themes have been implemented separately in different programmes, communities and geographical areas. This resulted in limited synergy between the various programme components.

5.2 Conclusions related to Effectiveness

The GPP has been quite effective in Nepal. The results on the MP protection indicators show that violence against G&YW has decreased and that attitudes of people towards violence and gender equity have changed in a generally positive way. Organising girls' in the communities for protecting their own rights has proven to be a very effective way to motivate girls to come together. This is a remarkable achievement as culturally it is very difficult for girls to come out and organise themselves in the inherently patriarchal society of Nepal.

The child helpline operated by a GP partner is the most effective helpline in Nepal. The other 7 or 8 helplines operated by NGOs have not been able to provide support to girls and boys in the communities as effectively as the GPP funded helpline in terms of outreach, rescue and rehabilitation.

Regarding economic participation activities in the GPP have been generally productive and young women are now organised in cooperatives and they engage in savings and loan groups. The economic situation of these cooperative members is gradually improving.

The GPP in Nepal was mostly focused on implementation of activities and services rather than on lobby and advocacy. Nevertheless, legal and policy aspects are very relevant for the success of programmes like GPP. The evaluation team therefore considers that some of the results might have been stronger if keener attention to the institutional level would have been given. For example, lobby and advocacy on the newly made constitution that stipulates that women's share in local and central governance should be equal to men can create a great impulse to G&YW empowerment programmes, because these girls will get more support from local women's elected leadership.

5.3 Conclusions related to Sustainability

Most of the interventions under GPP will sustain, but probably at a less prominent level. It is likely that the CSO and girls' networks that have been formed at various levels will be taken up by other projects of the GP Partners or by other members of CSO networks. The formed cooperatives formed will to a big degree remain profitable and sustainable thanks to the fact that development of cooperatives has become one of the main priorities of the national government in the agricultural sector.

For implementing of the National Action Plan for Adolescents and for many other programmes, the government is providing moral support and in some cases also some resources are given to activities and organisations. Although this commitment of the government is positive for institutional sustainability, financial sustainability remains a huge challenge because government does not have adequate resources to achieve full implementation of policies and action plans.

5.4 Conclusions related to Programme management and implementation

After the MTR, exchange of information between CSC partners improved and more coordination and cooperation was applied among others in training and exchange activities under the learning agenda and cross-country activities.

The country level CSC meetings and events with all GPP partners were helpful to know each other, to exchange information and to organise events together. However at the end of the GPP no long-term collaboration between partners was developed.

6. Recommendations

- Future programmes should focus more also on adult population in communities to improve parental education and skills on positively enforcing discipline of children without using corporal punishment and to fight cultural and traditional stereotypes;
- Continued and increased involvement of boys is needed to change their individual and group perception and behaviour about girls, sexuality and gender equality;
- NGO's should work more with government to develop integrated child protection systems in partnership (community/district based and at national level);
- NGO's should increase efforts to create livelihood opportunities for women. Now that G&YW are better educated they can still not get (self-)employment. This is a barrier for improvement of their social and economic status and community-acceptance of the economic roles of women;
- NGO's and Government need to develop and implement victim-friendly justice systems by creating non-abusive administrative and judicial services;
- G&YW focused interventions should have a component of educational support to girls, including technical and vocational training. Approaches and programmes should be more integral and contain the four themes of G&YW empowerment of the GPP;
- Link different girl-groups and panels that were created under GPP, under National Action Plan for Adolescents and Children to create more networks and coordination between these different groups. Avoid that there are to many different small groups, because this threatens effectiveness and efficiency. In those case merging of different groups could be considered;
- Continue to lobby the Nepalese government to provide financial support for the continuation of the child helpline initiative. Linking district base child helplines with the Emergency Child Rescue Fund, established by government at district level could pave the way to support continuous implementation of child helplines at the district level;
- Capacity development interventions with individual partners could be coordinated better to create possibilities for cost-saving and synergies and also to allow more exchange of experiences and lessons learned;
- Though in implementation of G&YW support activities coordination with local governments is usually happening, it is recommended that more coordination is also achieved at the national level and local experiences and proposals are used for policy and programme development, implementation, review and evaluation at the national level.
- The Governmental Child Protection System should be further strengthen and governmental institutions should have the primary and front role in child protection, while NGOs can provide support and do complementary actions, such as awareness raising, training and capacity building on gender based violence and gender equality.
- Implementation of programmes by multiple stakeholders in partnership is a good approach but their coordination and accountability mechanisms should primarily be established at the national/local level (there were the partnership is working). Coordination at the level of international supporting partners takes away ownership. The CSC mechanism in the GPP was an attempt to build more local coordination, but

in practice it was too much guided from the international partnership level, limiting the role of the CSS more to merely an information-sharing platform.

Annex II: Case Study Descriptions

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Case I. BOLIVIA: Making voices of girls and boys heard in decision making

Case II. ETHIOPIA: Making schools gender sensitive

Case III. GHANA: Providing a help line

Case IV. NEPAL: Supporting female economic empowerment

Case V. GLOBAL: Strengthening civil society networks

Case I Bolivia: Making voices of girls and boys heard in decision making

In Sica Sica, a municipality and provincial capital in the La Paz Department of Bolivia, youth have a very subordinate role in society. As social and cultural customs give high regard to traditions and values of elders, young people are generally socially side lined in decision-making processes. Community leaders, teachers and even parents, generally do not consult younger people when making significant decisions on, for instance, public expenditures, school regulations or arrangements at home. As a result, young girls and boys in Sica Sica are rarely challenged or stimulated to develop or voice their critical opinions. Consequently they have little to no influence on decisions that directly affect their own future.

At the start of the Girl Power programme (GPP), the youth in Sica Sica was generally perceived as a problematic group in society, largely incapable of achieving anything on their own. The prevailing strong patriarchal social values ensured that girls were seen as second-class citizens with a limited role to play in society. These levels of social exclusion and negativity create counter-productive feelings of low self-esteem amongst young Bolivian girls and boys. All in all, it was a hopeless situation, in which youth was left with little opportunity to realise their full potential.

However, the overall policy environment in Bolivia has recently shown signs of progress. The Bolivian government took a big step forward by approving 'The New Code for Boys, Girls and Adolescents'. This is a real milestone, as the code recognises the right of girls and boys to organise themselves in youth organisations united under a municipal youth council. Moreover it encourages municipalities to establish youth units and allocate resources for the development and implementation of plans and programmes for, and by, children and adolescents. In terms of gender equality, a law prohibiting sexual harassment and political violence towards women also was approved. This law calls for female political participation: the level of women in public posts should reach at least 50%. These developments suggest positive changes in the Bolivian political environment and a positive shift in societal norms and values regarding participation of youth – especially of girls.

Empowering youth to create a brighter future for themselves

In the last few years the GPP worked hard to empower and stimulate young people to organise themselves in youth organisations, with the goal of actively involving young Bolivians, particularly girls and young women, in community and public decision-making processes. This self-organising process is critical as many young people, especially in more traditional indigenous communities, do not have many opportunities to have their voices heard, nor have their points of view taken seriously. Moreover, it is a chance to breakthrough societal stigmas and seizing opportunities to speak up and build a better future for themselves and others. This case study focuses on how increasing the organisation of youth into groups and providing them with access to public decision-making processes can significantly improve the position and participation of Bolivian boys and girls in society.

Sica Sica leading the way

Originally a conservative, indigenous community in the highlands, Sica Sica has become one of the most advanced municipalities in rural Bolivia in terms of youth participation in public policy formulation and decision-making. According to girls, boys and municipal representatives, this is due to the activities Defence for Children International-Bolivia (DCI-Bolivia) has developed with them as part of the Girl Power Programme.

Sica Sica is one of the first municipalities in rural Bolivia to allocate and use a specific budget for youth within their Annual Operational Plan (AOP). Moreover, it is the first of the 14 municipalities participating in the GPP to form its own Secondary Students Federation (SSF). What makes Sica Sica very interesting is that the stakeholders were highly effective in overcoming traditional barriers against the participation of youth in public decision-making.

Youth participation in Bolivian society is increasing

The encouragement and empowerment of boys and girls to formally organise themselves has had a positive effect on the participation of youth in community and municipal decision-making. According to several municipal representatives (mayors and counsellors) and representatives of social organisations, more youth organisations are now active and have access to a municipal fund to finance their activities and processes. Girls and boys interviewed said that they are now more involved in municipal decision-making thanks to GPP support. In combination with the positive changes on national legislation, the overall landscape for youth participation, specifically for girls and young women, has improved considerably.

Most important stakeholders				
GPP partner:	**Youth Organisations**	**Institutional stakeholders**	**Community stakeholders:**	**Individual stakeholders**
DCI-Bolivia	Secondary Students Federation; COMONNA	National government; Municipality of Sica Sica	Parents and other family members; Boards of schools / colleges and their teachers	Boys – Young Men Girls – Young Women

Institutional: More youth organisations with women at the top

Youth organisations, like student councils and COMONNAs (Municipal Coordination of Girls, Boys and Adolescents Organisations), work particularly well for young people to organise themselves in – not least because they are endorsed by new Bolivian legislation. Through these groups young people can interact and work together on an equal and secure level with school or municipal authorities and voice their opinions. To ensure that Bolivian youth in Sica Sica can establish and access similar structures, the GPP - specifically Defence for Children International-Bolivia (DCI-Bolivia) – focused on strengthening their organisational capacity. This resulted in the establishment of the Secondary Students Federation (SFF) and COMONNA in Sica Sica. A COMONNA connects every kind of municipal youth organization including the SSF, student councils, religious youth groups and many others. During 2014 and 2015, girls and boys have used the SSF and COMONNAs as a place to talk about their situations (needs, difficulties and strengths) and develop solutions to the problems they face.

A combination of the support provided by new legislation that encourages women's political participation and DCI awareness raising activities on this topic, has resulted in more gender equality in the SSF and COMONNAs. These groups have pledged that girls or young women should represent 50% of the positions on the boards of student councils and youth organisations. The only organisation where this target hasn't been fully achieved is the SSF, but they are getting there: girls fill 40% of the leadership positions and positions are balanced at the highest posts (i.e. if the president is a man, the vice-president is a woman). At the COMANNA and other student councils the 50% balance is realised and in several of these organisations the majority of members are girls!

Getting governmental recognition and funds through lobbying

During the GPP, DCI has lobbied several local government authorities, and organised intensive training courses for government officials, on important issues like the right of girls and young women to receive a full education and participate in public decision-making. As a result, municipalities have become more aware of young people's rights and their value to society and have started to acknowledge the importance of youth organisations, as shown by the official recognition of the Sica Sica SSF by the local municipality. These activities have brought the municipal council and youth organisations closer together.

At the same time, the municipal government of Sica Sica has started to recognise that it should be young people themselves who should be consulted on suitable solutions for their problems, not just adults. Youth opinions are now taken into account before the municipal budget is allocated, and the municipality finances some of the youth organisations' activities. From 2016 onwards, a specific youth fund will be created and channelled through the Municipal Youth Unit, specifically set up for this purpose with the help of DCI.

Community: Positive support starts at home

On a community level, DCI provided awareness-raising workshops on the importance of youth leadership for parents, teachers and members of social organisations. While these groups are in the best position to listen to and support young people, not all are sympathetic to, or aware of, relevant youth-related issues. As a result of the workshops, a large number of people in the community now take the opinions and problems of their younger members into account. In the bigger picture, this has diminished the adult-centrism in the Sica Sica community and resulted in community members seeing boys and girls as serious stakeholders for development, specifically in their own futures.

A shift in men's attitudes towards female leadership

DCI convinced (young) men to also participate in their workshops. This was a vital step in boys changing their attitudes. Men and boys have started to acknowledge the rights of girls and young women and to accept female leaders within youth organisations. According to a local DCI field officer: *"They don't reject a girl's application to a leadership post any more, or laugh at them and make sarcastic comments."*
The Bartolina Sisa of Sora Sora (a community in Sica Sica municipality founded in 2012) is an organisation for all women in the community. It has played an important part in the empowerment of women in current leadership positions in Sora Sora. Although it is mostly adult women who participate in the organisation, the female leaders serve as important role models for girls and young women and pave the way for them to assume leadership positions.

Individual: Improving confidence and self-esteem of young women

On a more individual level, girls in Sica Sica can now assume leadership positions in youth organisations and participate in decision-making processes: 50% of leadership positions at community brigades, student councils and COMONNAs are filled by girls, including presidencies. This has been achieved by organising intensive individual training and awareness-raising programmes for the youth of Sica Sica. This programme, focusing on girls' rights within the broader child rights framework, involved workshops, meetings and other events on leadership, self-esteem, protection, education and socio-political participation. After the workshops, girls and young women said that they felt more confident speaking in public and in front of authorities, and that participating in youth structures and boards of directors helped increase their confidence and self-esteem.

> **Get what you need by asking for it**
>
> A good example of the ability of youth organisations to influence social and municipal authorities and create better circumstances for themselves occurred at the National Education summit in August 2013. Young people presented a series of demands to the municipality that had been developed with DCI's support. As a result, the municipality started to provide funding to ensure more youth will receive a proper breakfast, get access to improved sport infrastructure and have audio-visual equipment at their schools. Plus more youth are able to use public transport to get to school instead of having to walk for three hours – or even worse, being forced to stay at home because of the risk of violence during the long distance travelling to school.

Changing perceptions towards the leaders of tomorrow

One of the GPP's biggest achievements in Sica Sica is raising awareness amongst key stakeholders on the importance of youth participation in decision-making. The GPP and its partners have succeeded in convincing various stakeholders that youth can play a valuable role in society if they organise themselves structurally in youth organisations or student councils. Moreover, the GPP contributed to a reversal of the previously negative public view on the role of young people in Bolivian society, in particular that of girls and young women.

Contribution #1: Bringing parents, officials, teachers and youth together

For change to happen, all key stakeholders had to be on the same page. In Sica Sica, the GPP - through DCI - has created a broader sense of awareness amongst government officials, parents and teachers by providing them with training and education, and showing them the benefits a committed young generation of people can provide to the communities they live in. The GPP's training created a favourable environment for adults' attitude that caused their perception towards youth to change positively. During these awareness-raising sessions the importance of the rights and participation levels of girls and young women in society was always underlined. In Sica Sica, these activities led to more girls and boys participating in public decision-making processes, thereby enhancing the youth's position in their own communities.

Contribution #2: Mobilising youth organisations and building leadership

An important success factor in the establishment of the SSF and COMONNA in Sica Sica has been showing young people what it takes to genuinely participate in public discussions and decision-making processes. Building on the willingness of the youth to organise themselves and become more active, DCI supported them by strengthening their leadership capabilities, with a special focus on girls and young women. For instance, in 2015, DCI organised two competitions for youth organisations to present their best ideas on leadership development, participation in decision-making and providing citizen support.

Contribution #3: Empowering girls to take on leadership roles

Encouraging and facilitating girls and young women to become members of student councils, youth organisations or other public spaces is just the first step. The GPP and DCI placed a heavy emphasis on empowering girls and young women to take up leadership positions in these organisations as well. As a result, girls interviewed explained that they feel more confident speaking in public, lobbying authorities and taking on leadership positions within youth organisations.

Girl leaders coming with a Bang!

The COMONNAs president is a fourteen-year-old girl who is very much aware of her rights as a citizen and her potential as leader. She is the president of her class and vice-president of her school's student council. As if that wasn't enough, she's also president of a brigade called 'Big Bang'. This name was chosen, because, as she puts it: "*We want to be the youth explosion that gives life to a new country; we want to train new leaders who fight against violence and make their rights known to all their fellow human beings*" She's grateful to DCI, who helped her and other girls to get where they are today: "*DCI has helped us to become good leaders and become more participative. Two years ago, I was very quiet and I was scared of everybody and everything; I was afraid to fail, especially in front of older people. In the meetings with DCI they applaud us when we present our proposals, and this helps me to believe in myself.*"

Lessons learned: ingredients for an effective youth organisation

Lesson #1: Create systems that allow everyone to be a leader

A way to ensure that every member of a youth organisation is offered the opportunity to lead the group is to incorporate a working process in which leadership positions continuously rotate. Changing half the board every year can do this. In this way fresh ideas are constantly generated and the commitment of all members is guaranteed. It's also important to train young people in leadership skills and community mobilisation to further unlock their leadership potential.

How youth can make new laws - if they get the right support!

On Children's Day 2014, girls and boys formed the Municipal Council and a girl was elected as mayor. The Council proposed laws but hadn't received enough training on the decision-making process to take full advantage of their temporary position. As mayor, the girl could have approved municipal decrees but she was afraid, so she didn't. Although it was an interesting event, it fell short of achieving real change. More could have been achieved if the girls and boys had gone through a stronger empowerment and capacity development process. This process should include legislation training so that youth organisations' proposals will not be rejected.

Lesson #2: Engage parents, teachers and other caretakers

To maximise the impact of adult support for youth representation it is vital to set up activities for lobbying and sensitizing aimed at parents, teachers, social organisations, other community members and municipal authorities. These activities should run parallel to youth activities and must include events where adults and youth are brought together. This will strengthen the relationship building between both groups.

Lesson #3: Ensure men support female leadership

One of the GPP's key objectives was to help girls influence public policies and municipal decision-making. To do this, it is important that men have to accept girls and women as leaders. Once they do, they can play a vital role in encouraging organisations to open up to female leadership. A successful way to promote female leadership is sensitization workshops with men.

Lesson #4: Get official acknowledgement to secure funding

Several procedural aspects have to be taken into account in public policy processes. For example, in Sica Sica, youth organisations first needed to be officially acknowledged in order to successfully obtain a municipal fund for youth programmes. Secondly, a municipal Youth Unit had to be set up to channel municipal funds to these organisations. Finally, the youth fund had to be included within the municipal annual operational plan in order to secure funding to increase the youth organisations' organisational sustainability.

Lesson #5: Mind the generation gap

An adult-centric vision can prevent the implementation of activities by youth and the realisation of joint actions. Municipal analysis workshops helped to overcome these generational barriers and offered a place for adults and youth to interact and get to understand each other's perspectives. These shared-spaces promote more interaction between young people and adults, and strengthen and encourage adult support for young people's needs and dreams. It's vital that youth leads the way in these processes, not their elders.

Conclusion: replicating youth-led processes in other Bolivian municipalities

The GPP and its partners have succeeded in empowering youth, specifically girls and young women, to organise themselves in groups and stand up for their rights to influence public policy decision-making. Youth organisations and student councils have been successfully established in all fourteen municipalities where Girl Power is operational, providing increased public roles and responsibilities to boys and girls. By implementing trainings, workshops and lobbying activities in support of the SFF, the COMONNA and the municipal youth fund in Sica Sica, the GPP has made a genuine difference to the daily lives and future prospects of girls and boys. We believe that lessons learned from this experience can inspire similar results in other Bolivian municipalities.

Case II Ethiopia: Making schools gender sensitive

In Ethiopia, traditional gender stereotypes relegate women to an inferior position to men. Many Ethiopian girls and young women fall victim to early marriage, abduction and rape. Girls begin to face these daily threats during the second cycle of primary education and they have a drastic effect on the performance and safety of girls at school. A lack of support and encouragement for girls to be assertive and competitive has resulted in a steady fall of girls' results in national exams, and girls' completion rates are consistently lower than that of boys. Distance and security factors play an important role in these figures, as parents are discouraged from sending their daughters to both primary and secondary schools, especially in rural communities. To further complicate matters, women are still very underrepresented in the teaching profession and leadership positions at every level of the education system.

Nevertheless, considerable achievements have recently been made in making Ethiopia's education system more female-friendly. According to the Gender Parity Index, more teenage girls are attending and completing school at primary and secondary level. Moreover, the proportion of women in the teaching profession has shown a relatively positive improvement at both primary and secondary level, as well as at Colleges of Teacher Education (CTE).

Despite this progress, critical challenges still remain in achieving gender equality in education and training. These challenges are influenced by an array of socio-economic, socio-cultural, and institutional factors. For example, in low-income households labour and time-intensive domestic chores, such as fetching water and firewood, are commonly seen as tasks for girls, thereby affecting their school attendance and grades. A further economic barrier is the lack of funds for building girl-friendly facilities, providing sanitation pads and purchasing educational materials. Finally, gender-based violence unfortunately remains a common occurrence in classrooms and other educational settings.

Most important stakeholders			
GPP partners:	**Institutional stakeholders**	**Community stakeholders:**	**Individual stakeholders**
Education partners: PIE, FAWE, ESD, DEC, ADV, MCMDO, IWCIDA; Protection partners: ACPF, ANPPCAN, FSCE, ECFA	National government; Ministry of Education	Colleges of Teacher Education (CTEs); Schools: primary/ secondary; Parents and other community members	Girls – Young Women

Gender responsive schools to improve the lives of Ethiopian girls

The GPP's goals in Ethiopia were: to create a safe and gender sensitive school environment; to promote equal rights for girls and young women; and to overcome traditional societal stereotypes. Therefore the Girl Power Alliance (GPA) worked on improving educational standards in Ethiopia to build 'Gender Responsive Schools'. This involves creating a girl-friendly school environment that will reduce the risk of violence against girls and increase female school attendance and completion.
This case study focuses on how the gender sensitive improvements in the educational sector took place and the ways in which they contributed to positive change in the lives of girls and young Ethiopian women.

Gender Terms & Definitions

1. **Gender discrimination:** Denying opportunities and rights to individuals on the basis of their sex.
2. **Gender equality:** The elimination of all forms of gender discrimination so that both sexes enjoy equal opportunities and benefits.
3. **Gender equity:** Giving both sexes equal access to resources and opportunities. In the educational context, it means ensuring that girls and boys have equal access to enrolment and other educational opportunities.
4. **Gender stereotype:** The constant portrayal, whether in the media, conversation, jokes or books, of women and men occupying social roles according to a traditional gender role. In textbooks, for example, women are often portrayed as cleaners, caregivers and nurses, and men as drivers, doctors and leaders. These images reinforce socially constructed gender roles.
5. **Gender mainstreaming:** The consistent integration of gender equality issues into the development and implementation of policies, plans, programmes and projects at every level, including at national, community, school and classroom levels.
6. **Gender sensitive:** The ability to recognize and/or the recognition of gender equality issues.
7. **Gender responsive:** Taking action to correct gender discrimination to help ensure greater gender equality.
8. **Gender blind:** Failure to recognize and address the different needs and interests of males and females.

Creating the right environment for change

Gender-sensitive improvements in schools in the GPP-districts have been important in reducing gender-based violence risks for Ethiopian girls and young women. Officials from the Ministry of Education (MoE) and several other social authorities have confirmed that girls at girl-friendly schools perform better and attain higher grades. There's also less absenteeism and dropout. These positive changes can largely be attributed to the joint efforts of GPP partners and their fruitful collaborations with the government, CTEs and schools.

Institutional: Successful political advocacy for institutional support

Action at political level is vital in realising change in promoting gender equality and banning violence against girls and young women. Therefore, FAWE's successful advocacy for the adaptation and implementation of an international Gender Responsive Pedagogy-handbook by the Ethiopian MoE was an important step towards establishing girl-friendly school environments on national level. The MoE adopted the manual in October 2014 as a national policy and together with FAWE paved the way for further rollout of the model. On top of that, FAWE supported the MoE in its revision of the gender equality strategy for the education sector.

Following in the footsteps of two successful CTEs

The collaboration with FAWE was particularly successful at two CTEs in Hawassa and Gondar. Both colleges implemented a Gender Plan of Action, including the use of the GRP-handbook. As a result, the CTEs' management became more supportive to its gender offices and the Gender Focal Points provide more support to girls by using the tutorial from the handbook. The CTEs also adopted guidelines to reduce sexual harassment at several colleges that put in place clear and consistent procedures. As a result, the CTEs expect to establish a safer environment for girls and levels of harassment to drop. The scale of the progress made so far is shown by the fact that in 2015 Gondar

CTE has more female than male students for the first time ever. This can serve as an example for the rest of Ethiopia in how to tackle gender inequality in schools. The work of the two CTEs should be showcased at national level by the MoE to stimulate other CTEs to integrate GRP principles and methods in their regulations and curricula.

Community: The next generation of teachers holds the key to the future

In 2013 the GPP supported FAWE and 6 (out of 29) CTEs aiming to help teachers to make the education system more gender-sensitive. Together with FAWE, these institutions set up trainings for graduating primary school teachers based on the GRP handbook. The CTEs also developed a college specific Gender Plan of Action, and were given a small grant for the rollout. An important part of the Plan of Action is the development of new curricula in line with GRP with which future generations of teachers will be educated. In this way, FAWE and CTEs succeeded in including gender equality in (future) educational programmes. The success of this approach contributed to the endorsement of the GRP manual as a national policy and the mainstreaming of gender in the Ethiopian Education and Training sector.

Individual: Most girls haven't experienced change

Activities like building separate latrines, establishing girls clubs, handing out sanitary pads and giving advice and counselling at primary and secondary schools could lead to immediate and real change in the lives of girls. However, most girls interviewed weren't satisfied with their school's gender responsiveness so far. Complaints were made about the lack of separate toilets and girls clubs, and harassment from boys and teachers was reported. Primary schools are generally perceived to be safer for girls than secondary schools. According to girls who were part of the research discussion groups, primary schools have more girl-oriented structures and initiatives, such as girls clubs and girl advisory committees that are largely absent at secondary schools. This feedback underlines the importance of integrating protection-related measures at schools: something that GPP partners have started to do, but apparently not yet sufficiently, at every school.

> **"Girl-Friendly Schools"**
> create gender equality and address the barriers to girls' education. Gender responsive pedagogy is a teaching and learning process that takes into consideration the difference in boys' and girls' learning needs by following the six major components of the teaching programme:
> - Lesson planning
> - Classroom arrangement
> - Language, classroom interaction
> - Teaching and learning materials
> - School management
> - Management of sexual maturation
>
> According to the GRP manual teachers are often unaware of situations that discriminate against either female or male students. For example, they may use learning materials that depict only one sex performing certain types of activities, or make stereotypical remarks about the capability or characteristics of girls or boys. This can discourage students, girls in particular, from participating fully and succeeding in their classroom learning. Teachers' understanding and awareness of gender equality issues is critical to the participation and achievement of both girls and boys in schools.

Supportive collaborations and interventions to build upon

All over Ethiopia girls' enrolment and completion rate is increasing and grades are improving (especially at primary school level). Unfortunately, due to a lack of systematic

data collection and monitoring, it is hard to confirm that school environments have changed directly as a result of the GPP interventions. However, it is possible to state that FAWE's interventions have been helpful and made some concrete contributions on institutional and community level.

Contribution #1: Investing in strong political relationships pays off

One of the GPP's most significant contributions in Ethiopia is FAWE's success in creating an enabling political landscape in which gender responsiveness has been set on the Ministry of Education (MoE)'s agenda. Over the course of a relationship built up over ten years, FAWE has given the MoE advisory support, technical assistance and collaborated on gender responsiveness policies. FAWE's advocacy succeeded in 2014 when the MoE revised FAWE's handbook and endorsed the Gender Responsive Pedagogy manual. At the start of the same year, the MoE also started training deans and module writers with FAWE's support. Thanks to the MoE's direct support, the right support is in place on an institutional level to make educational programmes in Ethiopia more gender responsive. This major achievement is a result of FAWE's long-term strategy and lays the ground for future change.

Contribution #2: First steps towards gender responsive school policies

Another GPP success is the collaboration between FAWE and the CTEs. Together they achieved considerable results, with a relatively small input, by training instructors in six colleges. The establishment of this collaboration and the development of GRP methodology within the CTEs were important steps towards structural improvement of the Ethiopian education sector's gender sensitivity. The contributing factors to this success are:
- FAWE's continued interaction with individual CTEs
- The support for women to become teachers through the provision of scholarships
- FAWE's financial and technical support to the gender action plans
- The support for the CTEs' gender offices to give a structure for the implementation of gender action plans
- Strong alignment with governmental policies

The CTEs have assigned specific "gender offices". These offices take action to support girls, such as welcome days for girls, tutorials, and providing sanitary pads. Both Hawassa and Gondar say that offices were already in place but they are stronger since FAWE's work with them and more activities, like GRP trainings on sexual harassment, have been implemented. Overall, case study research has indicated that CTEs and schools show a strong willingness to work together with FAWE to implement gender equality in their policies and daily way of working.

Contribution #3: A joint effort with multiple interventions

FAWE isn't alone in its success. Other GPP partners active in education, such as MCMDO and ESD, have made major contributions towards making schools gender responsive by giving direct support to schools. They built latrines, established girls clubs, handed out sanitary pads, provided training, developed tutorials and gave advice and counselling. These interventions are supported by national policies and legislation, as well as the work of other NGOs.

Lessons learned: What next?

Lesson #1: We need to keep track to measure progress

One of the biggest lessons learned is that a more systematic approach for Monitoring & Evaluation has to be set up to evaluate which interventions are most (cost) effective. It's

also important to include the feedback and perceptions of girls and young women (the beneficiaries of the interventions) in the process.

There are four main areas of concern:
- There are no consistent criteria on what makes a school environment girl-friendly; this should be developed.
- Girl Power partners do not collect (or report on) girls' enrolment, completion data or other relevant gender sensitivity data in the districts and schools where they work. This makes it difficult to assess the effectiveness of interventions.
- Neither FAWE nor the CTEs monitor the effects of the GRP training on graduated teachers. There is no pre- or post training test, and when teachers graduate, contact details are not registered by FAWE or the CTEs.
- CTEs assume that sexual harassment has reduced as a result of the intervention but as no specific data is collected, these assumptions are hard to substantiate.

These factors make it almost impossible to determine if actions and policies are successfully implemented and hamper the creation of a safe, girl-friendly school environment. In the future, a way of working must be set up in which structures are developed for measurement, data collection, monitoring, reflection and improvement loops. This is the only way to measure progress in the situation of girls and young women.

Lesson #2: Creating sustainable training structures is essential

Another lesson learned is that sustainable training structures have to be set up to implement GRP education measures at other CTEs across Ethiopia. It's unrealistic to expect that the MoE's endorsement of the GRP and initial interventions at 6 CTEs by FAWE will lead to the cascading of the training outcomes to each teacher-student in every college without any further interventions.

The following factors prevent this happening:
- The continuation of training programmes depends on the goodwill of instructors and support from management
- The CTE may not have (allocated) budget for real implementation
- GRP is mentioned in policies but not yet enforced by the MoE.

In addition to these points, the training only consisted of one training day of awareness creation. This is clearly not enough to inspire a fundamental change in knowledge and practices. Nevertheless, the establishment of the training programme should be considered as a promising start and a first step in stimulating change.

Lesson #3: Commitment is needed from all stakeholders

Aside from a sustainable training structure, creating a gender responsive school environment is a process that requires the action and commitment of all stakeholders (other teachers, parents and students) led by the school management. One trained teacher in isolation cannot inspire an entire institution to become gender responsive. On top of that, as the effort to establish a gender responsive pedagogy will require the introduction of different approaches, practices and systems, it must be supported by an equally gender responsive school management system. FAWE agrees: "FAWE Ethiopia would like to share that the formal integration of GRP into the curriculum is a long process involving policy makers who are often busy and bureaucratic; so we recommend to work directly with schools to integrate GRP in their programs and practices."

Lesson #4: Tools must be shared and promoted

In light of the GRP model's potential, it has become clear that stakeholders must involve each other more intensively in projects, communicate better and exchange knowledge and tools. Despite the fact that FAWE and the MoE have successfully developed the GRP

model and integrated it into national policy and strategy, other GPP education partners are yet to implement these documents. Research outcomes indicate that little promotion of the GRP model has taken place in- and outside the GPP. FAWE didn't organise a GRP workshop for GPP partners until 2015. All this is not enough to build on the GRP approach's earlier successes.

Conclusion: Systematic implementation can bring real change

Interventions by the GPP have been principally successful at institutional level: the MoE has acknowledged and adopted the GRP model as a standard for national education policies and strategies. To achieve this, the GPP has successfully made use of a positive political climate and existing strong institutional network structures, and provided constructive support to the government in building girl-friendly school environments across Ethiopia.

Successful changes have also been realised at CTE level: several policies have been developed and implemented, in particular relating to sexual harassment. Training has been provided to large numbers of newly graduated teachers. However, the effect of these efforts remains to be seen, as no monitoring or tracking system is in place to trace the actual use of these knowledge and skills in classrooms.

No demonstrable changes in the lives of girls and young women have been reported at individual level. Most girls interviewed have not yet experienced a positive change in their learning environments. However, this does not necessarily mean that changes did not happen. In order to really determine the effects for individual girls and young women, it is critical that their experiences, feedback and perceptions of life at school are taken into account at every step of the process. More consistent monitoring of the school environment, teachers and (groups of) individual children is essential to realize this.

Case III Ghana: Providing a help line

All over Ghana, children are exposed to the dangers of verbal, physical and sexual assault. Many are at risk from being separated from their parents due to forced marriages or trafficking. Other children can't go to school because they are forced to work, often under dreadful conditions. Abuse, violence and neglect affect girls more than boys.

A culture of silence exists within most families. This prevents family members from talking about – or acting out against – violence and abuse towards children. This is especially true for girls and young women. As a result, children are hesitant to speak up about their [traumatic] experiences. Furthermore, children in Ghana are expected to play a submissive role, even though they often take on adult responsibilities. This makes them vulnerable to harmful practices and exploitation by adults. Therefore, incidents of violations and abuse are left un-dealt with and, ultimately, have a long-lasting negative impact on the future wellbeing, self-esteem and life-skills of these victims.

Children sometimes turn to churches, mosques, doctors, teachers and community leaders to seek help. However, there is still a severe lack of specialised services that can deal with mental, physical and sexual violence in a professional manner. As a result, topics such as child protection and gender equality have been high on the policy agenda of the government of Ghana and other development actors.

The challenges mentioned above triggered GPP partners to lobby and advocate on more child friendly and gender-sensitive government policies. The Government of Ghana developed and ratified a Gender Responsive Budgeting framework in 2007. At the same time, the Department of Social Welfare (DSW) and Domestic Violence and Victims Support Unit (DOVVSU) of the Ghana Police were assigned to work together on decreasing gender-based violence. Another major breakthrough was made at the end of 2014 when the joint efforts of several international partners, national child protection organisations and the Ministry of Gender, Children and Social Protection resulted in the adoption of the National Child and Family Welfare Policy: an important step in fighting child abuse.

Unfortunately, governmental agencies still have little or no funds available for activities to follow up on these policies and substantially improve and secure child protection. A lack of coordination by the government and weak leadership in opposing child protection risks has curtailed real improvements for young boys and girls. In short: many children in much of Ghana can't be sufficiently protected.

This case study assesses a specific project activity in the Girl Power Programme (GPP) in Ghana that was initiated by partners PLAN, AMPCAN, CHI with the support of CRRECENT in Akuapem North, a municipal district in the Eastern region of Ghana. Between 2011 and 2015, these partners undertook different actions to align and strengthen collaborations between the important child protection actors in order to contribute to a more formalised and coherent child protection system. One of the key achievements was the launch of a Child Helpline in October, 2014. Since October 2014, more than 650 children in Akuapem North depend on the toll-free telephone Helpline to report abuse, ask for advice, or seek help. Incidents reported through the Helpline are directly linked to, and followed up by, government institutions, such as the police. In a culture of silence and taboos, the GPP believes the Child Helpline to be a powerful tool in giving Ghanaian children the opportunity to speak out, call for help, and ultimately have better access to protection services.

This case study focuses on how the establishment of the Child Helpline has empowered girls and young women to protect themselves – and how it has improved their access to protection services.

Most important stakeholders			
GPP partner:	**Institutional stakeholders**	**Community stakeholders:**	**Individual stakeholders**
AMPCAN CRRECENT	National government (Dep. of Social Welfare, Children, Women) Akuapem North Municipal Assembly, Municipal Child Protection Committee, Police / DOVVSU, Court of Justice	Parents and family members, Teachers, Chiefs, Religious bodies (churches, mosques)	Girls – Young Women, Boys – Young Men

The Child Helpline: A catalyst for greater protection of girls and young women

The ability to call the Child Helpline for support has increased the sense of security for girls and young women in Akuapem North. Training and awareness-raising activities by the GPP partners has changed the perception of violence against girls and women for many community members. More and more, it is seen as unacceptable behaviour that must be stopped. In combination with the improved collaboration between governmental organisations and institutions, these might be the first steps towards a more coherent child protection system in Ghana.

Institutional: A potential foundation for an operational child protection system

The launch of the Child Helpline was the result of an intensive collaboration between all relevant governmental and non-governmental stakeholders, as well as private sector stakeholders, such as telecommunication providers. These intensive processes helped the referral network of local NGOs, CBOs, and government institutions, such as the police and health organisations, to effectively align their roles and responsibilities. This resulted in the introduction of new gender legislation; an additional resource investment by the Ministry of Gender, Children and Social Protection for a toll-free Child Helpline; and funding to fight the challenges faced by child protection service providers.

A Helpline to reach out for help and access child protection services

In October 2014, the Ghana Child Helpline was launched with the goal to promote and strengthen child protection services. It gives children, especially girls who are more vulnerable to abuse, the opportunity to speak out and voice their concerns, with the ultimate goal to contribute to an end to the culture of silence. Moreover, the Child Helpline provides them with access to available child protection services that previously wouldn't have been known to them. As the Child Helpline is still being actively promoted, the number of calls is also growing. New partners are also interested in extending the Child Helpline to their areas of operation, making its potential to support children even greater.

Community: Community members begin to reject violence towards girls and young women

As part of the GPP activities, awareness was raised amongst girls, young women, and other community members about what constitutes violence, abuse, and neglect. This has

helped them to gain a better understanding of the responsibilities of community members in the protection of both girls and boys. Part of the awareness creation was to increase the knowledge, skills, and capabilities of communities in caring for their children and keeping them safe. This enabled an effective launch of the Helpline. By the time the child Helpline became operational, community members knew how to report cases of abuse and felt confident in doing so.

The existence of the Child Helpline, the on-going awareness raising, and access to more child protection services has equipped the community with the means for action. In all 50 communities in the Akuapem North district, communities expressed that they now have a better appreciation and understanding of girls' and women's rights and reject violence – in any form – against them. These changes have also been observed in school environments. Increasingly, more teachers are reporting abuse against their students. Unfortunately, violence against girls in school environments still remains a major issue. A GPP attempt to set up an anonymous report & support system in schools using a Secret Box was unsuccessful.

Individual: More girls and young women speak out and empower themselves

Many girls and young women interviewed in Akuapem North explained that the Child Helpline had a big influence on their lives: to know that the toll- free line exists and is available 24 hours a day makes them feel empowered to defend their rights. One girl interviewed said: *"If something happens to me, I will pick up the phone and report it immediately."* With thanks to intensive training and promotion, more girls and young women are aware about issues such as gender, gender-based violence, rape, child rights, and parental responsibilities. However, victims are often still afraid to report cases of sexual violence, because of the traditional norms and beliefs that are still prevalent in their community. They fear what might happen if they officially report the abuse.

Introducing an unified report & support system for child abuse and violations

With the introduction of the Child Helpline, the GPP, and its partners established a significantly large contribution to the improvement of child protection levels in Akuapem North. This intervention could be regarded as a satisfactory attempt to formalise reporting and response mechanisms in an [generally] informal community structure that is typical of the municipality. Now, incidents reported through the Child Helpline are directly linked to, and followed-up by, government institutions, such as the police. The responses of the government institutions are properly documented. In combination with the training and education of girls, boys and numerous community members, it can safely be said that the GPP has contributed in strengthening a child protection system in the Eastern Region of Ghana.

Contribution #1: Successfully launching the Helpline in a difficult institutional climate

Together, the GPP partners PLAN-International – Ghana, AMPCAN, CHI and other local partners have succeeded in getting the Child Helpline fully operational. Although they mostly provided funding and technical support, they also played a key role in mediating between important governmental institutions, NGOs, and telecommunication providers. Lobbying these stakeholders and reviving the Municipal Child Protection Committee's coordination role are considered key success factors of the successful launch of the Child Helpline. However, it must be noted that the process did not run smoothly. The slow response and low commitment of government institutions, their limited availability of resources – and ensuing lack of transparency on who was responsible for funding – delayed the launch of the Helpline enormously. Eventually, concerted lobbying efforts towards telecommunication companies and the National Communications Authority

resulted in the establishment of a toll-free number for the Helpline. Although, it was not the short and easy-to-remember number hoped for: 02 68116611.

Overall, in a difficult institutional climate with competing interests and a lack of financial resources, the well-functioning Child Helpline can be seen, one year on, as a major accomplishment by the GPP.

Contribution #2: Training girls to make them aware of their rights and opportunities

Through several trainings, workshops, and mentor programmes, the GPP partners educated and coached girls and boys on gender issues and child or gender-related violence. Participants learnt about the responsibilities of their parents and other community members in preventing and rejecting these violations. The trainings were given in boys' and girls' clubs, annual [sport] camps or engagement programmes, amongst others. The GPP also supported girls in increasing their knowledge of what they can do to prevent violence, neglect or abuse from happening – and where to seek assistance if they find themselves confronted with it.

Contribution #3: Training parents, teachers and community members on child rights

Simultaneously, the GPP put a major effort into educating parents, teachers and other community members on how they should care for their children and protect them. In these trainings, the GPP emphasised all the negative effects of abuse and violation incidents on children; what the legal repercussions were; and what to do as an adult when confronted with such incidents. These trainings, in combination with the existence of the Helpline, made people in the community aware of all the alternatives for action.

All in all, with these training efforts, the GPP partners contributed to a decrease in violence, neglect, and abuse of girls and young women. According to the girls interviewed, the GPP made the biggest difference to physical violence, followed by economic violence. Incidents of emotional violence changed the least, and sexual violence seems to have remained a taboo issue: "*This is not happening here.*"

Lessons learned: ways to professionalise and scale-up

Lesson #1: Collaborate and build on existing infrastructure gets things done quickly

In establishing the Child Helpline, the GPP partners AMPCAN and CRRECENT worked smartly together with the Municipal Child Protection Committee and community-based child protection teams. This level of collaboration ensured that the wheel was not 'reinvented' and that interventions were built on the foundations of what had been achieved in the past. It enabled the GPP to quickly establish their strategy and reach out to communities without much hassle.

Lesson #2: Adequate logistic support for call handling is crucial

In order for the Child Helpline to function properly and have the ability to respond quickly to calls and offer help, there should be an adequate logistic support system in place. A number of times, referral partners, most of them members of the Municipal Child Protection Committee were not even able to visit the victims, as they didn't have access to means of transportation.

Adequate logistics also entails the set-up around the handling, coordination and follow-up of the incoming calls: some responses to calls made to the Child Helpline did not always receive the necessary timely attention by child protection institutions, because of challenges in and timeliness of coordination and communication. As a result, in some cases the Child Helpline received incoming calls, but did not immediately report all these

calls to the Municipal Child Protection Committees. In some other cases when they did forward the calls, they did not provide any details, promising to do so later. Naturally, this affects the ability of the Municipal Child Committees to offer the right support in time. The situations described can potentially lead to a loss of interest or trust in the modus operandi of the Child Helpline and its services.

Lesson #3: Network connectivity: a priority

When there is limited or no network connectivity, it is difficult to fully operate the Child Helpline. Thus, possibilities to improve network connectivity in rural areas of Ghana should be explored by the local government and telecommunication companies. Furthermore, high schools sometimes ban the use of mobile phones during class or inside schools, making it difficult for girls, boys, teachers and other school representatives to access the service.

Lesson #4: The Child Helpline should run as an independent facility

In order to maintain the service of the Child Helpline in a sustainable way, it must run as an independent and sustainable facility. For now, the facility is run by AMPCAN. Once funding from external sources, such as GPP stops, the continuation of the Helpline will be threatened. That's wht the Child Helpline must explore continuing partnerships with all stakeholders including the Government to ensure sustainability of its operations on the long run. This will include the diversification of funding sources and serious efforts to lobby the government for funding. A diversified funding base of the Child helpline and the assurance that operations of the helpline can be done by an autonomous entity are important guarantees for the independence of the facility. This requires continuous efforts to cooperate with all institutions to the point where some time in the future, government and other partners can support the operations of the Child Helpline as an independent project.

Conclusion: A big leap in child protection that the rest of Ghana can profit from

The Child Helpline, running as a pilot project in Akuapem North, gave girls and young women the chance to speak out and report instances of abuse and/or violation. Additionally, boys and concerned adults for any child receive the opportunity to report abuse through the Child Helpline. The presence of a Child Helpline can truly be seen as an important step in working towards a broader child protection system across all of Ghana. Additional training and education created increased awareness amongst parents, teachers, and other community members on the importance of protecting their children from all forms of violence. This supported them in avoiding, preventing or dealing with gender- or child-related violence. The Child Helpline action of the GPP partners, in collaboration with the government and telecommunication providers, resulted in a safer environment for both girls and young women.

Case IV Nepal: Supporting female economic empowerment

Communities in rural Nepal are generally organised in a very traditional and patriarchal way, and are characterised by rigid gender stereotypes. Women are traditionally restricted to work in and around the house and most of their time is spent cooking, cleaning and looking after children. Any social, political and economic positions are considered jobs for men, as women are seen as being less capable of performing these roles successfully. However, the gender equality situation is better in Nepal's urban areas, where more and more women are able to find work in the public sector.

Three sisters on a mission to improve the lives of young Nepali women
Nepal's mountains are famous the world over. The country's trekking industry is almost as big as Mount Everest. However, sadly for Nepalese women, trekking is a business dominated by men and gender discrimination is rife. Women, especially young women, are not considered capable of working as trekkers because they are perceived as being physically weak, feeble and vulnerable. The Chettri sisters wanted to bust these unfair and out-dated myths. These three women saw 'the trekking guide' as a viable profession for young women and an exciting (and important) way for themselves and other women to get out of their houses and show their worth and potential to the people around them. Typical tasks that a guide carries out during a trek are ensuring the safety and wellbeing of trekkers, providing information about route options, weather conditions and local nature, people and culture. They also cook and sometimes work as porters, carrying trekkers' loads and equipment. All in all, female trekking guides take good care of every visitor during a trek.

In the mid 1990s, the Chettri sisters set up a course of training programmes: 'The female trekking guide and porter services for lady trekkers'. Their first training course was completed in 1996 with 10 participants. Things moved quickly after that. In 1998, 3 Sisters Adventure Trekking was officially registered as the first trekking company for young women. In 1999 Empowering Women of Nepal (EWN) was founded to continue the training program with the wider goal of improving the position of young Nepali women. Since then, 3 Sisters and EWN have been working closely together to empower women in the trekking industry and enable them to be independent, confident and self-sufficient. Nowadays, the training courses are so popular that they take place twice a year and are highly in demand by many young women, all of who qualify as trekking guides afterwards. As well as trekking, the EWN also offers other courses in English conversation, computer skills, photography, peer leader training, first aid training, and reproductive & sexual health.

Supporting young Nepali women as aspiring trekking guides

In the last five years, the GPP's primary goals were: to strengthen the organisational structures of the EWN; enhance the economic position of female trekking guides; lower the protection risks they faced by breaking through gender stereotypes; and end the male domination in the trekking industry. On a practical level, this meant creating a larger female workforce in the trekking and mountain climbing industry in Nepal. On a deeper level, the goal was to positively change general social perceptions towards women and raise awareness that women are just as capable, physically and mentally, as men to perform as professional trekking guides. In short: to improve gender equality in rural Nepal.

Most important stakeholders				
GPP Partner: EWN	**Trekking companies** The 3 Sisters, Other trekking companies	**Institutional stakeholders** National government, Municipality of Pokhara (Annapurna Mountain)	**Community stakeholders:** Husbands, Family members, Other community members, Fellow (male/female) trekking guides	**Individual stakeholders** Female trekking guides, Girls - young women

This case study focuses on how empowering young Nepali women to become trekking guides has improved their individual living standards and position in society. Next to these aspects, the study concentrates on how the GPP's support has helped EWN to establish itself in different communal areas and operate as a successful independent organisation in the trekking industry.

A black day for Nepal…
The devastating earthquake that hit Nepal on April 25, 2015 and its aftershock on May 12 had a major impact on the Nepali society and mountain regions in particular. The trekking industry was severely impacted: the April 25 avalanche on Mount Everest resulted in the deadliest day on the mountain in history. Consequently, Mount Everest has been closed for almost six months. A few months after this tragedy, the trekking sector started to get back to its feet. The EWN reports to have recovered to 75% of its operational capacity at the current height of the tourism season.

Young Nepali women are making a decent living as trekking guides

As a result of EWN's persistent work in overcoming stereotypes and barriers, with the support of the GPP, the lives of many young women in the Annapurna Mountain region have improved. The economic position of female trekking guides in this region has increased considerably as trekking is a relatively profitable business. Thanks to EWN's trekking guide training, young women are no longer a vulnerable group and have started to earn a decent living. They can now support their own education, as well as the education of their children and even their siblings. These positive developments have in turn contributed to increased respect from their families and communities.

Institutional: Business moves faster than government

No real change or activity in terms of policy or legal change have been initiated by the Nepalese government – nor is any expected for the future. Official institutions like the Department of Tourism, the National Academy of Tourism (NATHM) and the Trekking Agencies Association Nepal (TAAN) have yet to take a visible role in promoting female participation in the trekking industry. However, they have supported activities to ensure female safety, security and respect. This positive attitude should be considered an important institutional shift towards female empowerment in a male-dominated industry and society. In stark contrast, businesses have taken a markedly more positive approach to female trekkers. Trekking company owners and professionals who had previously ruled out employing women, are now more open to making their businesses more female-friendly and encouraging women to follow trekking courses. Six trekking and tour company owners who were interviewed confirmed this.

Khadka's full support for female trekking guides

Khadka, a renowned male trekking guide with 22 years of experience, states that the Chettri sisters have inspired him. He had always felt that Nepalese women weren't respected by the trekking industry but thinks that this barrier has been broken by the efforts of EWN. Khadka has owned a trekking company since 2012 and promotes female trekking guides whenever possible. However, he is concerned that guaranteeing their safety during trekking remains a challenge. He does not send girls out with male trekkers and always sends female trekkers out in groups with trusted male trekkers. He is also committed to taking legal action if sexual harassment and abuse of any female trekkers is reported. Khadka's explicit willingness to do so signals a change in the mind-set within the trekking business.

Community: Winning respect at home

Situations at family level have changed for the better as well. Men and other family members used to be hesitant and scared to let their women or daughters go out and work - now they increasingly see the advantages and how it benefits their families. Female guides reported that they did not let their family members know about their trekking guide activities, as they were afraid of negative consequences. However, as they gain in confidence through the training and begin to earn money, they start telling their relatives about their newfound profession. After initial hesitations within their families, the majority of female guides report a positive change in attitudes. Husbands appreciate their wives providing an important financial contribution to the household income and being able to provide more support and care to their children including food, clothing, and guidance. These practical considerations played a key role in drastically changing the attitudes of their husbands and in-laws, who now give more respect to these newly confident female workers.

"After I started working as a guide, my relationship with my husband improved. Initially he thought that I was doing a bad job, but later he realized that the common social perception was wrong. There was nothing bad about this work as long as we don't want to do a bad job. Now he helps me with household chores and makes the children ready for school. My mother in-law is also very proud of me. She thinks that I have so much knowledge about everything and whenever she needs to go out she wants me to accompany her. She says 'I only go with Laxmi!'"
- Laxmi, a female trekking guide who joined the programme -

Earning respect in the community

Prior to the foundation of EWN, the trekking sector was considered too dangerous for women. Not only just because of all the hardships women (and men) have to endure on the mountains, but also due to fear of sexual abuse and male aggression. These concerns were aggravated by the general cultural perception that women are more suitable for household tasks and caring for families. These attitudes changed as soon as more women started following the training courses and it became clear that women could be just as trekking guides as men. This change in attitude can largely be credited to the achievements of the female trekking guides. They have shown themselves (and men) that they are physically capable of completing the trekking and moreover, they were not injured, attacked or abused by anybody en route. Another major factor contributing to this change in attitude is the positive reporting about female trekking guides in the media. Since this positive shift, they can be open about their profession with their friends, families and other community members. Having seen the success of female trekkers, some family members have even started sending their girls to EWN training.

Individual: Proud, confident young women with brighter futures

Finally, one of the biggest changes brought about by the Female Trekking Guides training is that young women, who would otherwise have been confined to household work, are now qualified mountaineering adventurers. Most of these women feel confident and are very proud that they followed and completed the training. Several women interviewed said they are physically and mentally more in balance as a result. Furthermore, they feel more secure in expressing themselves and their improved English conversation skills have stirred their ambitions. They dream big and want to explore other economic opportunities. Some of these girls' dreams have already become reality as they founded their own trekking company after working for four years at EWN. Others have gone abroad or started working for NGOs or other organisations in the non-profit sector. However, many women indicated that they are still in need of an improved social and state system within Nepal to provide proper support and services for women of all ages.

> "The Basic Female Trekking Guide Training changed my life. Before I did it, I didn't appreciate or enjoy my life. Because our society places so many restrictions on women, I often wished I had been born a man instead of a woman. I had no self-confidence and didn't think I could achieve anything. Over the last three years, my views on my life and women's roles in Nepal have gradually changed. Today, I am a proud and confident woman. I know that women can do anything if we have the opportunity and support. Now I work and earn a living as a permanent guide during the peak trekking season and as an office assistant off-season."
> – Young trekking guide Dawa Sherpa -

Strengthening EWN in its mission to improve the lives of Nepali women

One of GPP's achievements is their organisational support to EWN, which has made the Nepali trekking guide sector more female-friendly and gives young women an opportunity to break through the gender stereotypes that dominated their communities. Whilst doing so, the GPP helped to change the negative social perspective on women and made it more acceptable for women to work as trekking guides.

Contribution #1: Providing scholarships and better conditions for female trekking guides

As the training programme grew in popularity, EWN started to face structural challenges in running the courses effectively on management, financial and technical levels. Women Win, through the GPP, was the first organisation to substantially support EWN. Since the two organisations started working together in 2011, EWN has been able to unconditionally offer 'Female Trekking Guides' training to young women with a full scholarship programme available: a huge step forward in EWN's ability to empower more women. Thanks to GPP support, a total of 320 girls received training, of which 316 completed the apprenticeships and are currently working as guides. On top of that, Women Win developed the GOAL Coach training, a sports programme that is used as a tool for empowering girls and young women. The GOAL Curriculum for Boys, on the other hand, was used to motivate boys to be sensitive towards girl's issues. Many of these women have successfully started their own businesses like trekking companies, restaurants and tourist shops. Furthermore, as many female trekking guides complained about the lack of safety measures and female-friendly circumstances in accommodation on the mountains, the GPP has helped to establish improved conditions and services in hotels.

Contribution #2: Strengthening EWN's capacity sustainably

By providing (financial) support to EWN, GPP and Women Win helped to bring their work to a larger scale. To ensure this change becomes sustainable, they have also helped strengthening the EWN's organisational capacities in several key areas:
- Providing increased institutional capacity. This has resulted in improvements in: accounting, HR and Admin Policy, Code of Conduct and proper recording of documents using a web-based monitoring and reporting tool.

- Extra networking capacity with other organisations, e.g. GPP partners and local women's rights organisations.
- Building EWN's capacity on the web-based M&E method, i.e. extra sales force, and developing EWN's employee handbook and child protection policy.
- Increased contact with international networks, thanks to participation in international forums and campaigns, like Men Engage Alliance and One Billion Rising campaign.

Contribution #3: Helping in breaking down gender stereotypes

EWN's initial goal was to carve a place for female guides in the trekking industry. Twenty years of hard work later, EWN has challenged male domination in the trekking guide profession in the Annapurna Mountain region. Men still outnumber women in the business, but now women's right to become guides is respected and recognised. By helping EWN to expand their activities and workforce, the GPP played an important part in breaking down ruling gender stereotypes and achieving a more equal gender balance in the trekking industry. However, it should not be forgotten that this region is the exception to the rule and much work remains to be done in the rest of the country.

Lessons learned: How to further expand a proven concept

Lesson #1: Linking non-profit to profit works!

The EWN's innovative commercial approach to training female trekking guides is an inspirational example for others to follow. What makes its approach innovative – and successful – is that it provides participants with an opportunity to learn and get experience in a business environment during and after their training in the form of an internship or work placement at the 3 Sisters. These valuable experiences are an essential follow-up to the Female Trekking Guide training offered by EWN and provide female trekking guides with skills that they can use in the trekking business and the wider world.

Lesson #2: Lobbying the business sector pays off

The 3 Sisters and EWN have enjoyed significant success in actively lobbying the business sector. Talking as one entrepreneur to another, the sisters successfully lobbied businesses for a better environment for female trekkers in terms of safety, protection and the increased availability of facilities for women. In this way, 3 Sisters and EWN built up a network of businesses supportive to female participation, and stimulated other businesses to recognise that they need to become women-friendly too.

Lesson #3: Include strategic lobbying of other key actors

Governmental actors should be lobbied simultaneously in order to sustain success in female empowerment and upgrading of trekking facilities. The Department of Tourism and TAAN could be important allies in scaling up, promoting and professionalising the Female Trekking Guides training in Nepal. To get these parties onside, relationships should be carefully and enthusiastically developed and maintained. The GPP could have assumed a bigger role in this lobbying process, as it already has an established network of NGO partners in place. The media is another important stakeholder to cultivate for increased public sensitization. Both local and national media should be mobilised to promote gender sensitivity across Nepal and share success stories about female trekkers to educate men and inspire other women.

Lesson #4: A strict code of conduct protects female trekking guides

The 3 Sisters developed a code of conduct to ensure the protection and safety of female trekking guides. The code prescribes that female guides and porters cannot guide groups of men, only groups of other women and their families. Thanks to these strict rules the risks

and incidents of sexual abuse by clients or other men have decreased. This has led to the 3 Sisters being widely respected as an organisation that cares deeply about women's protection.

Lesson #5: Make sure the door is always open

A valuable aspect of EWN and 3 Sisters' way of working is that they give unconditional help and assistance to girls and young women whenever it is needed. Girls and young women are always welcome to share their problems and emotions with EWN and 3 Sisters in a safe, supportive environment. This openness raises the motivation and professionalism of girls in the training schemes and trekking industry as they feel completely supported at all times. This is important, as their position in the trekking industry remains vulnerable.

Lesson #6: Chances for further expansion lie ahead

Despite of its success, a failure of the GPP's collaboration with EWN was that their achievements were not extended to the expansion of more programmes – e.g. helping to start and sustain women's cooperatives or improving capacity and services on female protection. Some female trekking guides were interested in establishing and operating a cooperative but somehow never received a follow up. Neither the GPP nor EWN supported such collaborations. If the GPP had engaged the support and expertise of partners like Plan Nepal and CWIN, it could have made a big impact on up-scaling EWN's programme.

Conclusion: The key to success? Collaborating with multiple partners

By successfully integrating the Female Trekking Guide training into the trekking industry, EWN and the 3 Sisters, with the support of the GPP, have made a real difference to the position of women in the rural areas of Nepal. Thanks to their bravery and persistence, most parts of society now accept - and support - female trekking guides. This has led to an increase in empowered and confident women who make a decent living for themselves and their families. Thanks to the pioneering work of EWN and the three Chettri sisters, young women in the Annapurna Mountain region of Nepal now have a chance of a brighter future in which their professional peers and communities treat them with respect. This is a remarkable achievement in an otherwise traditional society.

However, to make sure that more Nepali women can enjoy this opportunity and gender equality is further promoted, future work should enable EWN and 3 Sisters to increase their collaboration with different sector partners and governmental institutions. For instance, female entrepreneurs in tourism and trekking sectors, together with TAAN – the federation of trekking businesses – could join forces to lobby for more gender sensitive services and facilities in the trekking sector.

Case V GLOBAL: Strengthening civil society networks

It turns out that two heads really are better than one: when Civil Society Organisations (CSOs) work together, they contribute more efficiently and effectively to the realisation of equal rights and opportunities for girls and young women. To strengthen these organisations and civil society as a whole, GPP partners implemented a variety of country-specific strategies. The purpose was to enlarge the space in which CSOs operate (claiming space), or improve how an organisation or network functions (organisational strengthening), with the shared goal of creating the right environment for girls and young woman to safely and actively take part in society.

Civil Society
is the space outside of the state, the private sector and the family/household in which people organise themselves and act together to pursue their common interests. Civil Society is also used to describe the organisations and institutions that operate within that space, e.g. NGOs, CSOs, girls clubs and media organisations.

As part of the End-evaluation of the Girl Power Programme, an inventory was made of strategies used in four countries: Bolivia, Nepal, Ethiopia and Ghana. These strategies are plotted in the figure below.

This case study describes the GPP's work on strengthening networks in all four countries and the most important lessons captivated from implementing this strategy.

Strengthening networks to support civil society

Over the last five years the GPP supported 478 networks of different sizes in the ten programme countries.

> **Networks**
> are democratic, self-governing groups of organisations. Members retain their basic autonomy, as well as their own identity, mission, and governance. Networks can either be based on informal relationships or formal bodies that are legally registered and institutionalized.

In trying to develop these networks, the programme focused on one or more of the following objectives:
1. Strengthen CSO capacities the first step was raising awareness among network members on children and women's rights and gender equality; this was followed by capacity building initiatives like sharing information and exchanging experiences.
2. Improve coordination: addressing duplication in service delivery and maximizing use of resources.
3. Increase awareness and community mobilisation: educating and empowering girls, young women and communities to advocate for gender equality.
4. Improve service provision for girls, young women or children: improving the quality of services or expanding their scale.
5. Coordinated lobbying and advocacy: supporting and facilitating policy and practice change to third parties (e.g. government institutions and private sector companies) on issues related to challenges faced by girls and young women.

The following objectives were formulated for the four countries studied for the end-evaluation

Main focus of analysed examples	Bolivia	Ethiopia	Ghana	Nepal
1. Strengthened CSO capacities			X	
2. Improved coordination		X		X
3. Increased awareness and mobilization	X			
4. Improved service provision	X	X	X	X
5. Coordinated lobbying and advocacy	X	X	X	X

There's no such thing as a typical network

The networks studied vary considerably in size and organisation. The first variant is the degree to which a network is financed and whether it is dependent on external financing. GPP partners mostly financed networks' activities like meetings, trainings etc. However members of individual networks did contribute to prioritised actions with their own funds.

The second distinction is membership. In Nepal and Bolivia some of the networks consisted of, and were managed by, girls and young women, while elsewhere networks were comprised of civil society members and governmental organisations. The third and final factor is the extent of centralisation and formal structures. With the exception of Bolivia, the networks analysed are relatively formal organisations with a shared mission statement, formal structure and standard decision-making procedures. The networks in Nepal are predominately district networks with representation in a central nationwide network organisation.

Insights from Nepal:
"Networks of different shapes and sizes lead to stronger response"

The GPP and CWIN founded civil society networks in 13 Nepali districts. Each one had a different model, membership and focus: in GPP's working districts, the networks are led and operated by young women and focus mainly on economic empowerment; In CWIN's working districts, the networks focus on protection, developing a platform to collectively address cases of child protection and carrying out case-based lobbying and advocacy, a strategy that proved to be very effective. To achieve their goals the networks facilitated regular meetings for discussion, sharing challenges and achieving joint plans. Members were educated on the rights of children and women, as well as essential civil society skills like organisational management and advocacy tactics.

As most board members of the participating CSOs are young women, a large number of are involved in network meetings. These meetings give young women a valuable platform to voice their issues and become convincing change agents.

Significant results achieved:
Members of the network became more aware of the issues faced by vulnerable girls and young women through training, discussing and sharing information. This was further strengthened through the involvement of professional women in the network including CSO workers, policewomen and attorneys.
By working together with strong coordination mechanisms CSOs could allocate resources effectively without duplicating programs.
Faster response to cases of violence. Using a dedicated helpline allowed CSOs to swiftly alert protection desks to individual cases. Furthermore, people using the helpline felt protected because it was part of a bigger network.

Lessons learned from Nepal:
Working in networks gives member organisations a stronger voice and a broader outreach.
CSOs that work together become more efficient and effective. A network offers possibilities for cross-organizational learning, better allocation of recourses, and less duplication of work.
Objectives should be specific and realistic. Small short-term gains keep people motivated on the way to reaching larger objectives.
There needs to be a clear source of funding to facilitate a network's activities. This can be an outside resource, such as funds provided by GPP, or membership contributions from within the network.

The role of the Girl Power Programme

The GPP offered support to networks in six different ways:

#1 Taking initiative

The GPP invited important actors in each country to discuss and promote network opportunities. In Nepal, CSC piloted this action in one district before rolling it out nationwide. In the other three countries one partner remained in the lead for the programme's duration.

#2 Thinking sustainable

During network development, GPP partners had a strong coordinating and facilitating role in all activities. However, it needs to be considered what will happen when the GPP ends. Who

will take over activities and coordination? Therefore each country is still working on sustainability plans for the networks to run on after 2015.

#3 Capacity building

A lot was invested in building the capacity of the network members. Activities ranged from awareness building on rights of girls and young women to training in organisation development, financial management and fundraising. Our Ghana partner, DCI, reported that this was the main reason for the network's success.

#4 Funding activities

Besides donating time and experience, GPP partners funded many network activities. With relatively small budgets they paid for meeting facilities, communication materials, travel costs and much more. With the exception of Bolivia, all network members contributed their own resources to activities undertaken by the network.

#5 Lending legitimacy

CSOs reported that being part of a network made them feel empowered. It helped in negotiations with governments and other stakeholders' in- and outside the network. For example, young girls in Bolivia said that it was impossible on an individual level to voice their opinions to government representatives. Being part of a network of young girls and a larger committee of CSOs granted them access to decision-making authorities. However, many girls and young women stated that they may be heard but are still not sufficiently listened to.

#6 Sharing knowledge and experience

It's vital to know how to work (successfully) with others. It helps grease wheels and set change in motion. GPP partners shared their invaluable knowledge on social processes and working within a network to facilitate the development of collaborations in all four countries.

Insights from Bolivia:
"The youth is now heard in El Alto and beyond"

Agentes de Cambio (*Agents for Change*) is a network of teenagers from El Alto (a satellite city of the capital La Paz, with extremely poor neighbourhoods), working to claim their sexual and reproductive rights (SRR). GPP partner Gregoria Apaza helped form the network and trained youth leaders (Brigadistas) in El Alto. Through sports, theatre and arts Brigadistas learn about self-protection, self-determination, social mobilization, and leadership. After completing the training, they are encouraged to join the Agentes de Cambio network. Together they raise awareness amongst other young men and women of their rights and to train them to identify violations of these rights, specifically within their relationships. On an individual level, members are trained to effectively exchange knowledge between peers, while on local and national level; they work to realize change by influencing political processes. Through Agentes de Cambio teenagers have an opportunity to amplify their voice to be heard at governmental level. Slowly but surely their voices are now being heard by several authorities with a traditionally adult-centric mentality.

Gregoria Apaza supports Agentes de Cambio by providing the training program and promoting and co-organizing its activities. Teenagers are offered space in Gregoria Apaza's offices to meet to discuss and develop new initiatives.

Significant results achieved:
Increased understanding of sexual rights and the right to a violence-free life: The Brigadistas learned to question the power relations in their environment and are empowered to achieve change through the network.
Mobilisation of the community: Brigadistas taught their peers about violence-free relationships by putting on activities like a public play, "Living in me". Moreover, they organized and participated in at least nine demonstrations to promote gender equality.
Demanding attention at institutional level: The Brigadistas have become protagonists of change and succeeded in getting local, departmental and national authorities to consider their demands regarding infringements of their rights. Their demands for fulfilling SRR and the right to a violence-free life have been included in the political agenda – e.g. the integration of violence and SRR issues in the Youth Law (#548).

Lessons learned from Bolivia:
Networks of individuals can be built on the basis of a sustained training process. This helps ensure strong personal commitment and a shared goal.
Giving young people a stronger voice can change adult-centric thinking. Operating in a network can offer young people this power.
The prevailing (patriarchal) culture, as well as the level of education, will influence the extent to which your message is understood and how quickly it can lead to change. Therefore it is very important to raise awareness of rights issues amongst adults, including authorities. Setting up political forums or organising street demonstrations can do this.

How civil society can improve gender equality

The following list shows how networks can contribute to gender equality in civil society.

Increased capacity…

Capacity-building initiatives allow networks to target larger number of organisations. In all four countries, joint training sessions were organised and educational materials shared between network members, as well as experiences, tools and expertise. Awareness building on women's rights and current inequalities was often the first step.

...and more efficiency...

Coordinating efforts within networks created more efficient ways of working. Joint program management enabled networks to reach scale with the same inputs by copying approaches or sharing tools. However, when individual roles weren't clear, duplication of coordination efforts caused delay and frustration. It's important to note that the strength of a network can also become a weakness if its not well organised.

...combined with increased civil society space...

Working together in a network creates more space for civil society, the possibility to realise goals and gain influence in the public domain. Cooperation between network members led to increased understanding and a stronger position for civil society, especially in countries where government institutions were involved. CSOs interviewed said that they felt more confident being part of a network and had never worked so closely with government institutions before. In Ethiopia this turned out to be a unique opportunity to establish trust between the two sides.

...has the potential to reach more impact on gender equality

As the challenges faced by girls and young women require contributions from different stakeholders, networks have been shown to have more impact than individual actors, especially as they could assure a larger reach with activities leading to scale.

Insights from Ethiopia:
"Increasing space for civil society"

In 2012, a referral network was formed by the Children's Legal Protection Centre (CLPC) to enhance collaboration between legal and psychosocial organizations. The network's objective is to give every child in need of protective services access to legal aid and psychosocial support. It consists of 38 specialist governmental and non-governmental organizations including; police, women, youth and children affairs offices, public prosecutors, medical institutions and psychosocial service providers. A unique feature of the network is the fact that it is a collaboration of local and international partners that is overseen by the government. This is rare in Ethiopia, as collaborations between CSOs and the government is not easy.

To improve referrals, a transparent process and clear regulations were needed. This was supported in several ways: first, CLPC developed and distributed guidelines to network members who subsequently agreed to use them. This included a referral guide for children in the judicial system and justice administration guidelines. Second, the network organised quarterly meetings to share lessons and identify strengths and weaknesses. Finally, experience-sharing visits were organised for network members to learn from each other.

The referral network is coordinated by the CLPC and supported by GPA member African Child Policy Forum (ACPF). Its other partners African Network Prevention and Protection of Children against Abuse and Neglect (ANPPCAN) and Forum on Sustainable Child Empowerment (FSCE) also represent the GPP in the referral network.

Significant results achieved:
- Improved access to aid for children: legal aid was provided to 1,666 girls and their families in civil and criminal matters. Additionally, 129 girls and their families were represented in cases brought to courts. A further 573 girls and boys benefited from psychosocial services. The strength of the network also resulted in improved coordination between services and a faster incident response.
- Improved quality of work through higher standards and uniformity: in a memorandum of understanding member organisations agreed to use a new set of guidelines and communication materials, such as a reporting format. However, this agreement is currently at risk due to reorganisation at the police department.
- Creation of space for a civil society that can influence government: Through lobbying and advocacy by the network, the government agency that provides licences to, and monitors, civil society organisations in Ethiopia.

Lessons learned
Unfortunately, the referral network did not work as effectively after 2014. According to the memorandum of understanding, CLPC should coordinate the referral system: every child in need of psychosocial support should go through the centre, and every organization should report on the status of that specific child, the case closure and the child's return to his or her family. Due to various administrative reforms within the police force, this is no longer the case. In 2014 the Children Protection Unity (CPU) in different sub-cities decided not to send children via CLPC but refer them directly to service NGOs. As a result more than half of the organizations don't report to CLPC whether they have brought the child back to his or her family after being informed about the case closure. This has led to poor coordination and follow-up.

The most important lessons learned from this network are:
All stakeholders should be involved when defining the best way of coordination. This should also be periodically evaluated.
- A network should offer clear advantages to each member to secure motivation and participation.
- Communication is essential in identifying and solving problems. Earlier consultation with the police might have prevented their administrative reform.
- Innovative solutions are only created when diverse stakeholders meet, share, learn and make decisions together.
- To maintain uniformity a network needs to dedicate staff to follow-up on reporting requirements.

Insights from Ghana:
"Capacity building in a network for girls' rights"

The Child Protection Network (CPN) lobbies and advocates for children's rights in Ghana. The CPN unites 11 CSOs and links them with 14 government departments. The Girl Power Alliance (GPA) and Defence for Children International in Ghana (DCI) founded the CPN in 2012. Its goals are to improve children's welfare and share ideas and data amongst network members. By providing a platform for meetings and discussions, CPN facilitates and enhances collaboration between its members. This has led to increased capacity of the member organizations. CPN also invests strongly in more formal capacity building. Members are educated on child and gender issues, resulting in better mutual understanding and increased consideration for these issues within the network. DCI was the driving force behind the network and has a leading role in organizing network-meetings and seminars. The GPA's role was to provide resources for organizing the activities and running the network.

Significant results achieved:
- Breaking down barriers between CSOs and government departments. Some CSOs had such difficulty interacting with governmental institutions that they hesitated to contact the police to report cases of violence against children. This improved after CPN provided spaces for both parties to interact freely with each other.
- Successful lobbying & advocacy activities for girls and women. For example, many female head porters are in desperate need of medical aid and shelter. Thanks to CPN's lobbying the issue was discussed parliament and these young women were offered free health screening and medical follow-up.
- Effective response to children and women's rights cases. For example, the deplorable state of a juvenile remand home. Thanks to CPN's activities, several government institutions became involved in the case and the home was closed.
- Sharing in-depth knowledge and know-how on gender equality with CSOs. This strengthened the CSOs' capacity, resulting in the inclusion of gender issues in the work of CSOs.

Lessons learned from Ghana:
- The engagement of network members on child and gender issues is strongly related to capacity building efforts on these issues.
- Regular face-to-face meeting are crucial in building a powerful network and strong individual relationships between members.
- Sense of ownership and allocated responsibilities enhances engagement in a network.
- Delegated envoys will not always transfer all essential information to their superiors and/or teams. Stimulating the transfer of knowledge throughout network organizations is therefore essential.
- For maximum participation in meetings and field visits, compensation of members' expenses is required.

Seven important insights on successful networks

#1 Networks go through life cycles

The development of networks is characterised by cycles of ups and downs, not linear phases. In each network studied a phase of trust and activity was frequently alternated with periods of confusion and frustration. The challenge for the GPP is to recognise the current cycle a network is in and offer the right support to make improvements. Instead of a push and pull policy, it's more important to support network members with initiatives they are already working on.

#2 Strong relationship between expertise level and a networks success

Experience in working in groups or other networks will raise the probability of a networks' success[94]. The networks studied, varied greatly in their expertise levels, but all showed that sound capacity building and awareness building was needed before joint actions could be undertaken. And the more sound technical expertise a network owned, the more results it achieved.

#3 Clarity, clarity and more clarity

Everyone interviewed underlined the importance of clarity on the mission, roles of members and decision-making processes. Clarity is as equally important as trust and respect between members, especially as it appears to be necessary for achieving these two conditions. This also applies to GPP partners, who have to be equally clear on their role, mandate, financial contributions and long-term vision.

#4 Gender equality must be put firmly on the agenda

Gender equality needs to be made an explicit goal if a network desires to achieve results in this area. If it's not prioritised on the agenda, it simply won't happen. Plus the contribution of the network to gender equality becomes very difficult to monitor beyond output figures, as was the case for the Ethiopia network.

#5 A network's structure should reflect its mission and purpose

Strong networks have governance structure in place that include clear agreements on roles, responsibilities and decision-making procedures. However, leadership in terms of a shared mission and sense of ownership is just as important[95]. Coordination and sharing of information on their own is not enough to reach the objectives.
Therefore a network's structure has to match its purpose. For joint lobbying, advocacy or other social impact goals for instance, alignment and organisation is extremely important within a network. For capacity building, sharing information and improved service provision, a less formal cooperation model might work better.

> "We strongly have a feeling that the network should always be a complete package and not just a floor to share. Sharing is important but tying that up with action and the follow up makes it more meaningful and sustainable''
> - The representative of the CSO network of Banke in Nepal -

#6 A sustainable strategy must be in place from the start

Network sustainability doesn't happen overnight. Network partners, facilitators and financiers need to start considering the future development of a network in terms of ownership, organisational structure, and funding from the word 'go'. The networks studied were initiated and facilitated intensively by GPP partners. In some cases, sustainability was gradually reached by gradually handing over more responsibility to network members and GPP partners phasing out of their active role. Other networks started with a clear transition phase formulated beforehand.

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[94] Supporting Civil Society Networks. AED Center for Civil Society and Governance, December 2005.
[95] Idem.

#7 Strengths can turn into weaknesses

Strangely enough, it seems that some of the characteristics and advantages of a network can also form risks. For example, diversity in the membership base and the democratic nature of network can also cause misunderstanding, delays in decision-making and failure to act, as seen in Ghana where delegated envoys did not always transfer the information correctly to the superiors in their organisations, thereby delaying decision making.