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

For the Girl Power Alliance

VOLUME I – MAIN REPORT

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ACRONYMS

5C	Five Capabilities (Organisational capacity assessment model applied in MFSII)
ACPF	African Child Policy Forum
ANPPCAN	African Network for the Prevention and Protection against Child Abuse and Neglect
B&YM/BYM	Boys and Young Men
BL	Baseline
CB	Capacity Building
CBO	Community Based Organisation
CHI	Child Helpline International
CIVICUS	Civil society capacity assessment approach and instrument (in MFS II)
CP	Child Protection
CPC/G	Child Protection Committee/Group
CRA	Child Rights Alliance
CSC	Country Steering Committee
CSI	Civil Society Index
CSO	Civil Society Organisation
CTE	Colleges for Teachers Education
CWIN	Child Workers in Nepal
DCI	Defence for Children International
DHS	Demographic and Health Surveys
ECPAT	End Child prostitution, child Pornography And Trafficking of children for sexual purposes
ED	Education
EP	Economic Participation
FAWE	Forum for African Women Educationalists
FGD	Focus Group Discussion
FGM	Female Genital Mutilation
FTE	Final Term Evaluation
FTLC	Fast Track Learning Centre
GBV	Gender Based Violence
G&YW/GYW	Girls and Young Women
GP	Girl Power
GPA	Girl Power Alliance
GPP	Girl Power Programme
GRP	Gender Responsive Pedagogy
HR	Human Resources
HTP	Hazardous Traditional Practice
ICDI	International Child Development Initiatives
IOB	Inspectie Ontwikkelingssamenwerking en Beleidsevaluatie
LA	Learning Agenda
L&A	Lobby and Advocacy
MCLS	Municipal Comprehensive Legal Service
MDG	Millennium Development Goal
M&E	Monitoring and Evaluation
MFS II	Mede Financiering Stelsel 2010-2015
MICS	Multiple Indicator Cluster Surveys
MoE	Ministry of Education
MoFA	Ministry of Foreign Affairs
MP	Monitoring Protocol
MTR	Mid-Term Review
NACG	Consultation of Civil Society Coalitions and National Action Coordinating Groups
NGO	Non-Governmental Organisation
PDCT	Public Defender for Children and Teenagers

PME	Planning, Monitoring and Evaluation
PR	Protection
PTA	Parent-Teacher Association
RC	Regional Coordinator
SAIEVAC	South Asia Initiative to End Violence against Children
SGBV	Sexual and Gender Based Violence
SP	Socio-political Participation
SWOT	Strengths, Weaknesses, Opportunities and Threats
TAAN	Trekking Agencies Association of Nepal
ToC	Theory of Change
UN	United Nations
VEC	Village Education Committee
VT	Vocational Training
VAW/G	Violence Against Women/Girls
WEE	Women's Economic Empowerment
WW	Women Win
YM	Young Men
YW	Young Women

1. Description of the Girl Power Alliance and the Girl Power Programme

1.1 Introduction of the Girl Power Alliance partners

The Girl Power Alliance (GPA) consists of 6 partners: Child Helpline International (CHI), Defence for Children International/ECPAT (DCI/ECPAT), Free Press Unlimited (FPU), International Child Development Initiatives (ICDI), Plan Netherlands and Women Win.

This alliance was established to implement the Girl Power Programme (GPP) that is funded by the Netherlands Ministry of Foreign Affairs (MoFA). The Alliance is led by Plan Netherlands as the formal contract partner of MoFA. A special inter-organisational Girl Power Desk (GPD) was established for the coordination of the GPP and housed at Plan Netherlands.

The six alliance partners all have their individual experience, expertise and competencies in the area of human rights, protection and empowerment of Girls and Young Women (G&YW) that were combined in this comprehensive five-year programme, that was implemented in the period 2011-2015.

The competencies and experiences of the GPA partners are summarised in the table below:

Table 1: The GPA partners and their involvement in the GPP

GPA Partner	Competencies and role in GPP	Thematic Areas in GPP	Geographic Areas in GPP
CHI	Child Helplines and use of modern ICT to access and monitor child protection systems	Protection	All countries
DCI/ECPAT	Defence of children's rights through legal support, research, lobby and advocacy and training	Protection, socio-political participation, education	Ethiopia, Ghana, Liberia, Sierra Leone, Zambia
Free Press Unlimited	Provision of reliable and independent information services. Support to children's news services	All themes	Bangladesh, Nepal (in 2013-2014), Ghana, Liberia, Sierra Leone (since 2013), Zambia, Bolivia (until 2012), Nicaragua (since 2012)
ICDI	Support to Psychosocial development of underprivileged children and supporting their rights	Protection, socio-political participation, education	Bangladesh, Nepal, Pakistan, Ethiopia (since 2013), Liberia (until 2012) Sierra Leone, Nicaragua
Plan Netherlands	Poverty reduction of children and their families, through an integrated and child centred community development and gender equity approach	All themes	All countries
Women Win	Empowerment of girls to exercise their rights through sport	Protection, socio-political participation	Bangladesh, Nepal, Liberia (since 2013), Sierra Leone, Zambia, Bolivia, Nicaragua

Source: Websites GPA partners and Annual Plan 2015

All partners in the GPA also implement other projects in GPP countries and in other countries in their own respective areas of expertise, but they have united around the issue of 'Girl Power!' in ten countries, worldwide.

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1.2. Introduction of the Girl Power Programme

The GPP was implemented in the period 2011 to 2015. Within the framework of GPP, the 6 alliance partners worked on capacity development of local partners to become more effective in empowerment of girls and young women in 10 countries in Africa (Ethiopia, Ghana, Liberia, Sierra Leone and Zambia), Asia (Bangladesh, Nepal and Pakistan) and Latin America (Bolivia and Nicaragua).

Figure 1: Countries and Themes in the GPP
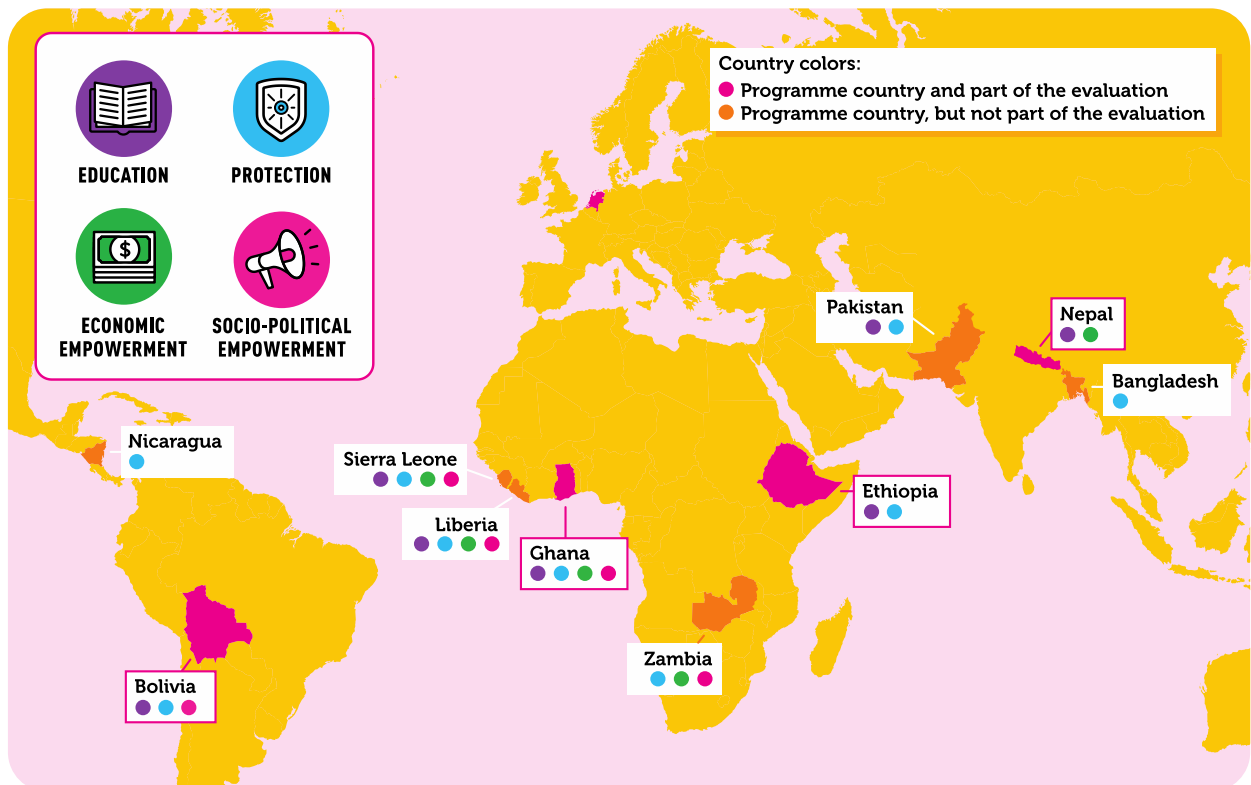
Source: CRA application for MFS – stage II

The GPP focused on four thematic areas indicated by the UN under Millennium Development Goal (MDG) MDG 3: violence against girls and women, (post-primary) education, economic participation and socio-political participation.

The four thematic areas are addressed at three intervention levels: individual, socio-cultural (community level) and institutional. Additionally, there are two intervention levels; organisational capacity development through support of GPA members to their national partners and support to collective actions of local partners in collective Civil Society networks. These levels are presented in the figure below:

Figure 2: Intervention levels in the GPP
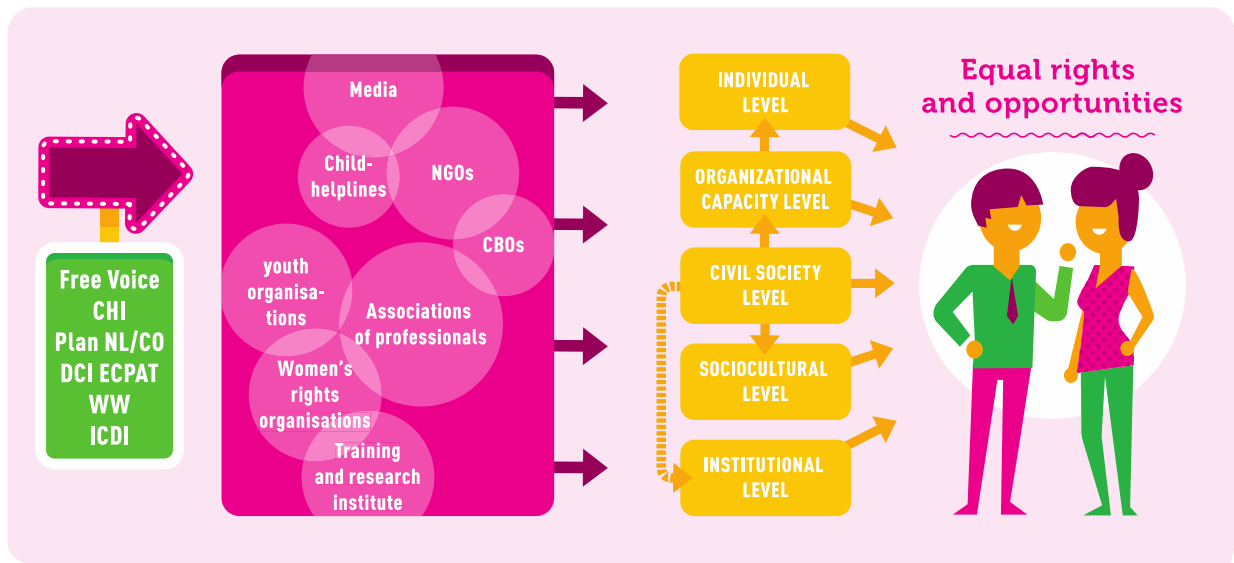
Source: GPP programme document.

The programme implementation is done at two levels, as presented in the figure below. The blue circle presents the alliance partners in the Netherlands. Planning, implementation and monitoring is coordinated by the International Steering Committee of the international partners in the Netherlands. There are specific technical committees that deal with monitoring and evaluation, learning and capacity development.

Figure 3: Structure Alliance and Management Arrangements of GPA
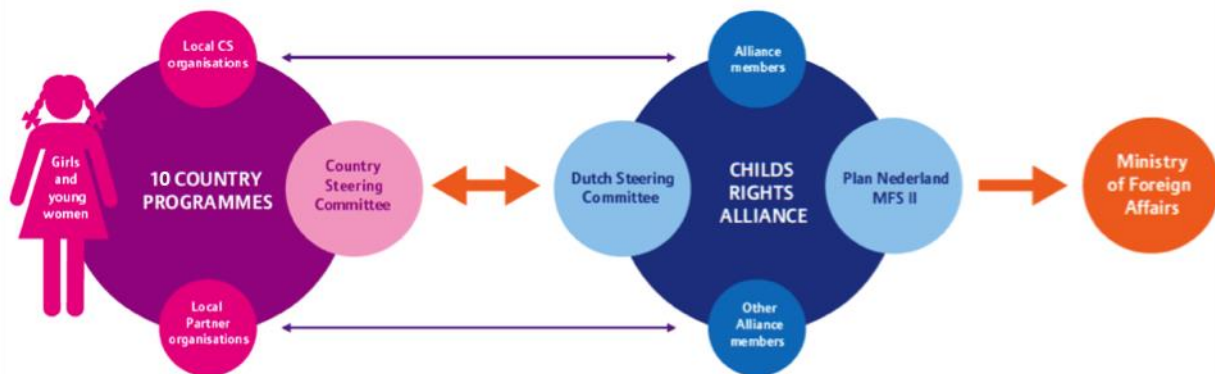
Source: GPP programme document.

This structure is more or less reproduced in the 10 GPP countries, where the different local partners are organised in the country programmes. National coordination is done by the Country Steering Committees (CSC).

In the 10 programme countries around 125 local partner organisations are involved in implementation. Each of these partners works in specific areas, locations and with specific target groups. The local partners are directly linked with one of the international GPA partners for funding and other support to their projects. The CSC's therefore are not management bodies but these are coordinating instruments. The CSC's are involved in the country programme planning, monitoring and reporting to ensure that all individual projects are effectively brought together and that additional support activities such as the learning agenda are effectively coordinated.

1.3. Theory of Change of the Girl Power Programme

The evaluators have reconstructed a Theory of Change (ToC) of the GPP, based on the programme document and the results framework.

The ToC also presents the specific pathways in thematic interventions in the GPP.

Figure 4: Evaluator's interpretation of GPP Theory of Change

VISION

GIRL POWER, EQUAL RIGHTS AND OPPORTUNITIES FOR GIRLS AND YOUNG WOMEN IN SOCIETY

IMPACT

- Less harmful traditional practices & violence against G&YW
- Increased advancement of G&YW in schools and improved labour market perspectives
- Improved income situation of young women through decent employment
- G&YW are structurally participating in policy development and decision-making at local, regional and national level

OUTCOMES

- Less GBV in families and in schools
- Structural provision and access to protection services
- Increased employment & self-employment of G&YW
- Increased participation of G&YW focused organisations in policies
- Local and national governments & institutions have integrated gender perspective

RESULTS

- Girls are more empowered & have self esteem
- Girls advance further in schools and have better employment perspectives
- Community believes and cultural patterns more favourable for G&YW
- More effective local institutions servicing G&YW
- More networks, coordination & cooperation between Govt. & CSO's

INTERVENTIONS

- Psycho-social support
- Protection: Child helpline etc.
- Education: training support in school
- Awareness building men & women in communities
- Partnerships and networking: strengthen CSO's
- Organise: girl panels & groups
- Economic empowerment: savings & loan groups, cooperatives
- Organisational capacity development GPP partners
- Lobby & advocacy: influence policies & legislation

STRATEGIES

- Individual: provide training, support & services
- Socio-cultural: organize and community involvement and awareness raising
- Institutional: strengthen organisations, networks and institutions

PROBLEMS

- Structural occurrence of GBV in communities
- Gender gaps in post-primary education
- Poverty among G&YW is more wide-spread and severe
- Discrimination and exclusion of G&YW in organisations and communities

Source: reconstruction by the evaluators, based on the GPP programme document and the results framework.

The four problems that were prioritised in the GPP were based on the UN Millennium Development Goals and are presented in red at the bottom of the Theory of Change.

The GPP identifies three mean strategies or levels (in blue) to produce changes to tackle these problems: the individual, socio-cultural (community) and the institutional level. Where possible interventions should try to address these different levels in an integrated way, although there are also focused interventions on a specific level. The specific interventions are presented in purple. There is one intervention placed below other interventions, because it represents a crucial intervention in the GPP: The GPA provide financial and capacity development support to partners to equip these partners to increase their performance in realising interventions and produce outputs to beneficiaries and target groups in the programme. These interventions are illustrated with the most representative interventions in the GPP that cover the four thematic areas of the programme: protection, education, economic participation and socio-political participation. The results produced by these interventions at the level of direct target groups are presented in green. It is up to this level, where there is still a clear contribution of GPA partners and their local partners, but also other actor's interventions can influence these results. The outcome-level (in orange) presents changes that are expected at the longer term at the community and national level as a result of the outputs and interventions of the GPP. The blue level presents the impact level of GPP at the four thematic areas of its interventions. These impacts together constitute the vision of the GPP: "Equal Rights and Opportunities for Girls and Young Women in Society".

Later in this report, after the analysis of findings, the evaluators will return to this ToC to see which of the pathways in the GPP have been more effective and have produced more fundamental changes and which ones have been less successful.

1.4. Main activities and results in the Girl Power Programme

The types of activities implemented under the four themes in the different countries of the GPP during the period of 2011-2015 are listed in the table below.

Table 2: Summary of activities implemented in the GPP 2011-2015

Theme	Individual level	Socio-cultural level	Institutional level
Protection	Providing Life Skills training Developing 'safe spaces' Awareness raising Rehabilitation and vocational training for sex workers Legal assistance Empowerment and self-esteem development workshops	Producing of News for Kids programmes on TV/Radio Establishing/supporting community-level child welfare and women's committees Rights awareness and sensitisation to address socio-cultural norms and practices	Establishing Child Help lines and referral mechanisms Policy advocacy and service development Supporting multi-stakeholder child protection structures Engagement of government to enforce existing laws
Education	Supporting families to allow children to go to school Material support such as school supplies, books, equipment Facilitation of transition from primary to secondary education	Rewarding parents Training of duty-bearers in schools Rights awareness and sensitisation Forming and strengthening girls clubs in schools Holding sporting events	Policy advocacy and service development Support to school infrastructure
Economic Participation	Providing training on business skills Providing small loans Providing vocational training Training such as farming, irrigation, seed distribution, micro-credit Training trainers for youths in business skills and micro finance	Rights awareness and sensitisation Development capacity of CSOs and local authorities Formation of adolescent girls clubs Training traditional leaders in gender and women's rights Career talks in school	Policy advocacy and service development

Socio-political participation	Awareness raising Leadership training Life skills training Sporting activities	Rights awareness and sensitisation Development of women's leadership Engaging community involvement such as men and traditional leaders Formation of girl power clubs	Establishing/supporting women's groups and children's clubs Policy advocacy and service development Interactions and cooperation with local government

Source: GPP global and country reports and interviews with stakeholders during FTE

Over the five years of implementation the GPA and its local partners have reached out to a large number of girls and young women.

Unfortunately, at the time of the analysis and elaboration of this FTE and this report, no narrative reporting data were yet available and therefore, the analysis of results and outreach of the GPP is based on the GPP reporting until the year of 2015.

The GPP annual report on 2014, presents a general overview of main outputs and results achieved since the start of the GPP until the end of 2014. This is overview is presented in the table below:

Table 3: Results obtained by the GPP at the end of 2014

Results of the GPP (end 2014)	Country(s)
88.500 girls empowered with life skills	All ten GPP countries
11 Operational child helplines	Nine GPP (except Bolivia)
239 Shelters	Bangladesh, Bolivia, Ethiopia, Nepal, Nicaragua, Pakistan, Sierra Leone
16 Centres for socio-legal support	Bolivia, Ethiopia, Ghana, Liberia, Nicaragua, Pakistan, Sierra Leone
168 Villages and 18 Chiefdoms declared Child Marriage Free	Bangladesh, Ethiopia, Pakistan, Zambia
1.039 Community-based Protection Mechanisms	All ten GPP countries
2.535 Scholarships	Ethiopia, Ghana
298 Schools supported	Ethiopia, Pakistan, Sierra Leone
3.828 Village Saving and Loan Associations	Nepal, Sierra Leone, Zambia
91 Women Cooperatives	Nepal
1.814 Adolescent Girls and Young Women trained in vocational skills	Ghana, Nepal, Sierra Leone, Zambia
7 News for Kids Programmes	Bangladesh, Bolivia, Ghana, Nepal, Nicaragua, Sierra Leone, Zambia
945 Radio Programmes and 300 Jingles	All ten GPP countries

Source: Annual report 2014

For the realisation of these results the GPP partners have reached out to an enormous number of beneficiaries and stakeholders. An overview is provided in the table below.

Table 4: Outreach and outputs GPP partners 2011-2014

	Realised 2014	Planned 2011-2015	Realised 2011-2014
Services to G&YW and boys			
G&YW reached	792.759	1.507.790	1.636.674
Boys reached	479.297	591.200	713.613
Sensitization of communities			
Communities reached	3.031	4.509	4.901
Households reached	197.303	596.448	664.229
Traditional leaders reached	9.369	18.954	18.955
Lobby and Advocacy to Governments			
Staff of Govt. Institutions trained	6.566	15.133	18.147
Staff Govt. Institutions reached by L&A	4.202	18.662	11.626
International institutions reached by L&A partners	3	5	3
Strengthening CSO's			
CSO's staff reached with capacity development	3.316	14.515	10.972
CSO networks supported	370	472	478

Source: annual report 2014

The table above shows that on most aspects of the programme the outreach and realisation of outputs at the end of the 2014, has already surpassed the planned reach for the entire GPP at the end of 2015. Only in the areas of Lobby and Advocacy (L&A) towards government institutions the outreach at the end of 2014 is significantly lower than planned (presented in pink in the table above) and it is not likely that the original target for 2015 will be realised. On two other items (also in pink) in the table outreach at the end of 2014 has not yet reached planning for the end of 2015. Here the backlog is smaller and the targets could be reached at the end of 2015.

These results and outputs presented above are all produced by the local partners. The GPA members themselves enable their local partners to achieve these results by providing financial support and capacity development support to their local partners. A short summary is provided below:

Table 5: Local partners in the GPP

	Realised in 2014	Planned 2011-2015	Progress on track?
Partners in the GPP	1 (new)	125	Yes
Partner Projects Monitored	111	127	Yes
Partners assessed	23	123	Yes
Partners supported in capacity development	96	171	Yes

Source: Annual report 2014

According to the 2014 annual report the number of partners and the capacity development support provided to them was fully on track at the end of that year and therefore it is to be expected that these outputs will be realised according to planning at the end of the GPP.

The GPA members also provide support to the CSC's in enabling linking, networking and learning of the different GPP implementing partners at the country and the cross-country level. According to the 2014 annual report these activities are largely on track, although the CSC meet less frequently than planned. Challenges are reported in the area of the implementation of the learning agenda of the GPP; research and analysis activities are on track but the dissemination of learning among partners and external audiences and the number of partners that is actively involved in the learning agenda activities is lagging behind planning.

CSC's also face some difficulties in achieving linkages, exchange and coordination with other organisation. While the CSC's are generally effective in coordinating and exchanging with multi-later agencies, this task is more difficult to coordinate with organisation involved in

implementation of other MFS II funder projects, with Netherland's Embassies (RNE) in the programme countries, with bilateral agencies and members of other alliances.

The following table presents a summary of the GPP implementation against planning.

Table 6: GPP implementation compared with planning (at start of 2015)

	Plan	CHI	FPU	ICDI	DCI-ECPAT	WW
Bangladesh	green	green	green	green		green
Nepal	green	green	green			green
Pakistan	green	green		green		
Ethiopia	orange	green				
Ghana	green	orange	green		green	
Liberia	red	red	red		red	red
Sierra Leone	red	red	red	red	red	red
Zambia	green	green	green		green	green
Bolivia	green	blue				green
Nicaragua	green	green	green			green

legend:

green	on track and planning end 2015 will be realised
orange	delayed but planning end 2015 will be realised
red	delayed and planning end 2015 will not be realised
blue	on track but realisation end 2015 will deviate from planning
white	not applicable as partner does not operate in that country

Source: GPP Annual Plan 2015

This table shows that GPP programme implementation has suffered a major set back and this was due to the Ebola crisis in Liberia and Sierra Leone in 2014 and 2015. Project implementation during 2014 almost came to a halt in both countries and could only gradually be resumed in 2015. Additionally, the Ebola crisis forced GPA to reconsider and re-plan its activities in these two countries and as a result the orientation of activities in these two countries was also changed to respond more to new challenges that were produced by the Ebola crisis.

At the time of planning of 2015, a second important set back in this year could yet not be foreseen and this was the devastating earthquake in Nepal in May 2015. This earthquake has influenced partner's activities to a significant extend to respond more to immediate emergency assistance and humanitarian relief in this country. But in spite of the magnitude of the earthquake disaster, the influence on the overall GPP implementation seems to be less than in Liberia and Sierra Leone, where the Ebola crisis has dragged on for a long time and has paralysed these countries almost completely. But also in Nepal it proved to be necessary to request a budget neutral extension of the GPP, which was awarded by MoFA.

The table above also shows that in all other countries implementation has been largely according to planning. Only Plan in Ethiopia and CHI in Ghana have accumulated some delay in the previous years, but the GPP annual plan for 2015 mentions that both partners in both countries will be able to achieve their planned activities at the end of 2015. In Bolivia, CHI, has suffered a set back because of legal governmental issues as well as budget restraints. Therefore, it was decided to promote the already existing but not operating helpline of the municipal Child Defence Service in Oruro. Mid 2015 the helpline was working and the municipality included it in its annual plan and budget for 2016.

1.5. Budget and Expenditures of the Girl Power Programme

The overall budget of the GPP programme is 57 Million Euros, of which MoFA in the framework of the MFSII subsidy framework financed 52 million Euros for the period 2010-2015. Plan Netherlands provided an own contribution of 5 Euro to the programme. This budget has been distributed among cross-country activities and country level interventions in the programme. Of the overall budget, 48,6 Million Euros will be spent on support to partners and interventions in the ten programme countries until the end of 2015[1].

In line of what was said in the previous section on the implementation of the GPP against planning, the GPD has indicated that it is likely that the GPA will realise (close to) 100% of budget realisation at the of the GPP realisation at the end of 2015.

The expenditures for the entire duration of the GPP are presented in the figure below:

Figure 5: Total expenditures per country in GPP 2011-2015
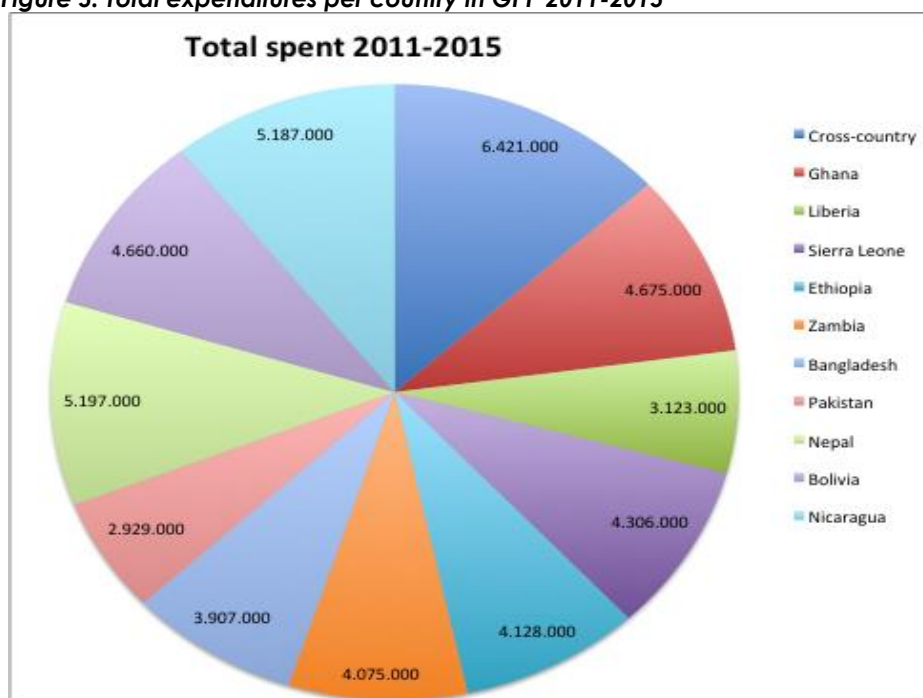
Source: Annual reports 2011-2014, Annual Plan 2015
Note: Expenditures for 2015 are planned expenditures

The figure above shows that the largest amount of expenditures was allocated for cross-country activities, benefiting more than one and sometimes all the GPP countries. The countries with most expenditure in the period 2011-2015 were Nepal and Nicaragua, with 5.2 Million Euros. The countries with least expenditures were Pakistan and Liberia, with expenditures around 3 Million Euros. The other GPP countries are quite comparable with expenditures between 4 and 5 million Euros.

The table below shows the development of expenditures over the duration of the GPP.

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[1] At the time of analysis and elaboration of this FTE, consolidated financial reports on 2015 were not yet available. Therefore the analysis of expenditures of the GPP is based on annual GPP reports 2011 – 2014 and the GPP annual plan for 2015.

Figure 6: Development of expenditures GPP 2011-2015
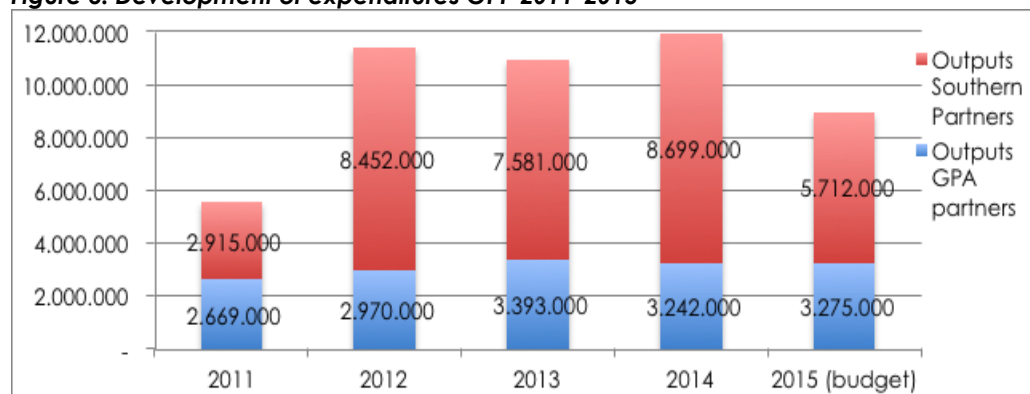
Source: Annual reports 2011-2014, Annual Plan 2015
Note: Expenditures for 2015 are planned expenditures

The table shows that start-up of the GPP in 2011 took quite some time and expenditures were still limited. 2012-2014 can be considered the years in which the GPP was full-gear ahead with expenditures of 11.4, 11 and 11.9 Million Euros respectively. In the final year of 2015 the planned expenditures amount to almost 9 Million Euros.

With the planned expenditures for 2015, the GPP will achieve full budget-realisation at the end of the implementation period.

For the detailed breakdown of budget and expenditures, see Annex 6.

1.6. Monitoring, Evaluation and Learning Protocol of the GPP

For the implementation of the GPP a Monitoring Protocol (MP) was developed. This MP was based on the Girl Power Results framework presented below. This results framework largely coincides with the ToC presented in section 1.3, but organises outputs and results of the GPP for monitoring purposes.

Figure 7: The Girl Power Result Framework
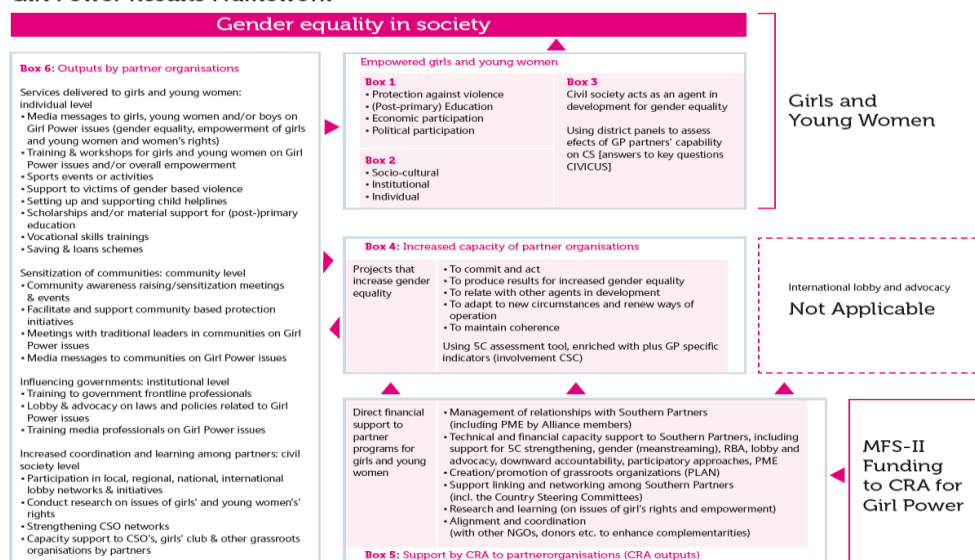
Source: CRA. MFS-II Girl Power Programme Monitoring Protocol. Revised final draft, 15 June 2011

The Results Framework presents six boxes tor organise reporting and monitoring of the GPP.

Boxes 1 to 3 (on top) related to the outputs and results that are produced by the GPP partners in the programme countries. Box 1 contains the four themes under which the interventions of local GPP partners are organised. Box 2 contains the levels of these interventions and box 3 refers to the collective strength of Civil Society Organisations (CSO's) as an agent for change in achieving gender equality. To measure changes in these three boxes a set of 43 indicators was developed. The indicators are organised per level of intervention and per theme. Additionally for Box three, a CIVICUS tool[2] was developed to measure the collective strengths of the CSO's working in the area of empowerment and equal rights for G&YW.

Box 4 refers to the capacities of the local partners in the GPP to deliver the outputs and produce the results in boxes 1, 2 and 3. For the measurement of the organisational capacities of local GPP partners the 5-Capabilities (5-C) tool[3] is used.

Box 5 contains the outputs and the support of the GPA partners to their local partners and box 6 contains the interventions and activities of the GPA partners in the programme countries. Information on Box 5 and 6 is captured in the annual reports of the GPP, while monitoring of developments and results in boxes 1 to 4, is done through an external monitoring and evaluation function done by external experts (for more information, see chapter 2).

In addition to this reporting and monitoring and evaluation, the GPA also participates in the overall external evaluation of MFS II programmes, coordinated by PARTOS. That evaluation serves as the formal evaluation for MoFA in the framework of the formal MFS II subsidy arrangement. The Monitoring Protocol presented above serves as an additional and voluntary M&E instrument with the primary purpose to support learning in the alliance and learning among individual partners at the national and global level.

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[2] A tool for measurement of collective CSO capacity that was prescribed by MoFA for monitoring of MFS II programmes. The tool has been adapted and fine-tuned to capture the reality of the work of local GPP partners, but it follows the general headings of civil society capacities of MoFA. The CIVICUS tool has been adapted by MoFA from the international Civicus network (www.civicus.org)
[3] This tool was also prescribed by MoFA for monitoring of MFS II programmes. The 5-C model was also adapted and fine-tuned to the context and reality of GPP partners, but the overall capabilities follow the generic 5-C model (see also https://www.worldcitizenspanel.com/5-capabilities-framework/)

2. The Final Term Evaluation of the GPP

2.1. The Final Term Evaluation of the Girl Power Programme

The GPP programme has been evaluated at three moments. At the start of the GPP in 2011 a baseline evaluation exercise was conducted. Unfortunately, this baseline evaluation was conducted in such a way that it was difficult to use for follow up evaluations, because for that purpose a standardised set-up for the baseline, mid term review and final evaluation was needed. Therefore the GPA decided to organise a reconstruction of the baseline evaluation during the Mid Term Evaluation of the GPP in 2013. The Mid Term Review (MTR) report was published in January 2014.

This report contains this Final Term Evaluation (FTE) of the GPP and by using the data of the MTR and reconstructed BL it looks back at the entire period of implementation (2011-2015). The FTE was conducted in the period March 2015 – March 2016 by an international evaluation team. The core team consisted out of 5 core international experts that worked on the global analysis and overall evaluation report. Local fieldwork in the FTE was conducted in four representative GPP countries by national evaluation teams. They were composed of a national lead consultant, an assistant and two enumerators. The evaluation team is presented in Annex 4.

Purpose and Scope of the Final Term Evaluation

This FTE of the Girl Power Programme has assessed to which extent the programme has achieved its intended results at the outcome level since the start of the GPP in 2011. The FTE considers the entire project implementation period from 2011-2015. But because at the time of this evaluation the GPP annual report on 2015 was not yet available, the analysis of GPP output only considers what has been reported by the Girl Power Alliance (GPA) until the annual report of 2014. In terms of results at the level of beneficiaries and target-groups the FTE presents data on Summer 2015 when the fieldwork was conducted.

The focus of this FTE is on outcomes of the GPP and less on outputs and activities that were realised in the programme implementation period. The application of this outcome-oriented focus in the FTE is on boxes 1-4 of the results framework and Monitoring Protocol of the GPP (see figure 7 in the previous chapter).

To ensure a research sample that optimally represents the content of the GPP within given constraints of budget and time, the FTE focuses on a limited number of countries. The following selection criteria were used: geographical spread – one country per continent[4] -, balanced representation of the GPP thematic outcome-result areas and presence of alliance partners, and the combined countries have a minimum of 35% of the total GPP budget. Additional factors such as safety were also considered.

The GPD in consultation with the Girl Power PME working group selected the following four countries:

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[4] The continents are Latin America, Asia and Africa. Africa has been subdivided between West Africa and South and East Africa.

Table 7: Overview of countries for FTE

	Themes	GPA members	Local Partners
Bolivia	• Protection • Socio-political • Education	• Plan • Child Helpline Int. • Free Press Unl. • Women Win	• Plan Bolivia with local partners Fe y Alegría, CCIMCAT, DNI-Bolivia, CIPE, CPMGA, Chasky Educatic, CDC, Nicobis • CHI partner Chasky Educatic • Women Win partner CPMGA • FPU partner Nicobis (finished operations in 2013, but cooperation continued qs part of the Wadada news for Kids Network)
Ethiopia	• Protection • Education	• Plan • Child Helpline Int. • DCI-Ecpat • ICDI	• Plan Ethiopia + local partners: FAWE, ACPF, ANPPCAN, DEC, ADV, MCMDO, IWCIDA, ECFA) • ECFA • ESD • FSCE
Ghana	• Protection • Education • Socio-political • Economic	• Plan • Child Helpline Int. • DCI-Ecpat • Free Press Unl.	• Plan Ghana (+local partners: CAPECS, SILDEP, CRRECENT, The Ark Foundation) • AMPCAN • Multi-TV • GNCRC • DCI Ghana
Nepal	• Protection • Economic	• Plan • Child Helpline Int. • Free Press Unl. • ICDI • Women Win	• Plan Nepal (+local partners SIDCS, VWCC,CWS, SEBAC, Muagdi-Sindhuli, Miteri Nepal, Forward, RADO, RWSC, New Sensitive Society, PEACE Nepal, DAM, CWIN-Nepal) • CWIN-Nepal • EWN • NEFEJ

Source: based on GPP Annual Report 2013

The evaluation results are relevant for two purposes:
- Documenting the experiences and results obtained during the programme and providing an end balance of the GPP to the alliance members, the Ministry of Foreign Affairs (as the main external donor) and the general public;
- Making and inventory of lessons learned, insights and best practices that can be used in future projects and programmes of GPA partners and other organisations and alliances working in the area of empowerment of girls and young women in the future.

Main Evaluation Questions

The ToR of this FTE presented the following overall research themes and evaluation criteria:

- Relevance of the programme and its intervention strategy:
  o Relevance at the strategy level & partnerships;
  o Relevance at the programme/project level;
- Effectiveness of the programme;
- Sustainability of the programme.

For the detailed evaluation questions, see ToR in Annex 7.

In addition to studying these three main evaluation criteria and the monitoring protocol, five in-depth case studies were carried out to provide learning on specific pathways of change within the GPP. The case studies were presented in the 'Power to the Girls!' publication.[5] Key findings are also included in this report.

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[5] Power to the Girls was published in December 2015 and presented during the Girl Power 'Speak Out for Girls' Event in Amsterdam on December 10, 2015

Approach and Methodology of the Final Term Evaluation

To address the different research questions and to interpret the relationships between the different levels in the GPP results framework, the following conceptual approach was developed during the MTR and used in this final evaluation.

Figure 8: conceptual approach to the GPP FTE
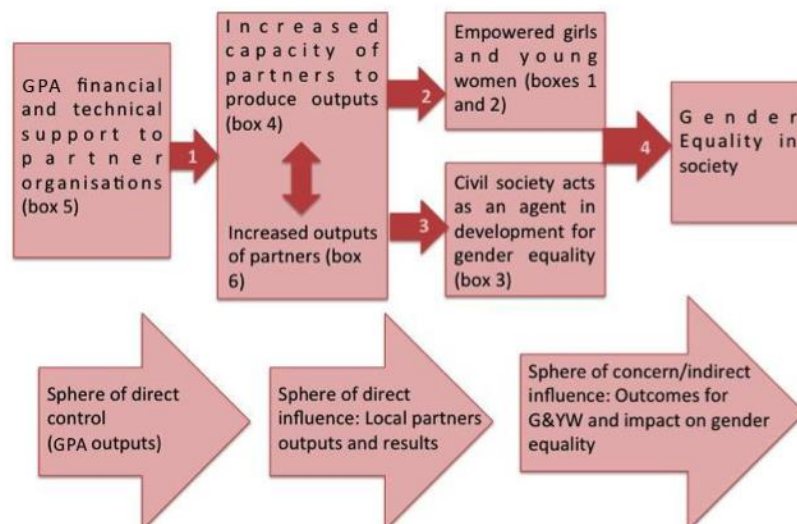
Source: From MTR-report, 2013, p. 21

In the first place, the evaluators have analysed the way GPA's financial and technical support contributes to increased capacity and outputs produced by partner organisation (arrow 1 in the framework above). The analysis of this relation is done in chapter 4 and particularly under the analysis of organisational capacity development of partners (5-C model)

The second relation that was analysed is the extent to which increased capacity of partner organisations is leading or contributing to empowerment of girls and young women in terms of protection against violence, socio-political participation, economic participation and education (arrow 2). The analysis of this relation is core to analysis of the Monitoring Protocol indicators on the individual beneficiary level in chapter 4 and also in Chapter 6, in the analysis of the learning agenda.

A next question is if there is a relation between increased capacity of GPP partners and increased civil society capacity to act as an agent in development for gender equality. And if there is a relation, what is this relation (arrow 3). The analysis of this relation is done in chapter 4, particularly under the analysis of the civil society capacity in the communities and regions of GPP implementation (CIVICUS model) and the analysis of the MP indicators at the socio-cultural and institutional level.

The final question is what is the relation between increased empowerment of G&YW and increased capacity of combined partners (civil society) and gender equality in society (arrow 4). This final analysis is linked to the previous research question and the analysis is done by looking again to CIVICUS results and MP indicators at the socio-cultural and institutional level. In addition to the above the analysis of case studies (chapter 5)[6] and analysis of learning agenda and cross-country activities (chapter 6) will contribute to answering this research questions.

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[6] The case studies in this FTE were chosen in such a way that these can also contribute to an increased understanding of all four relationships mentioned above.

Research Methodology

The research methodology is described in detail in the inception report of the FTE[7]. A summary of the methodological aspects described in this inception report is provided in Annex 5 and in this section we suffice with listing the main elements of the methodology used in this evaluation:
- Monitoring Protocol Data Collection: Quantitative and Statistical Analysis, complemented with qualitative Focus Group Discussions and interviews with key informants;
- Case study research and analysis: Qualitative Analysis, based on the outcome harvesting methodology, including a large number of qualitative interviews;
- Learning Agenda and Cross Country Activities: Qualitative analysis based on open-ended interviews and complemented with a survey among participants in the final learning agenda summit in October 2015 in Bangkok.

Without going into full detail a few important aspects of the methodology under these three headings are presented below.

Monitoring Protocol

The bulk of the evaluation work and analysis was done under the research question of effectiveness. An extensive framework of 43 indicators was used to measure changes and effects on target groups were analysed. Furthermore effects on individual partners and Civil Society Organisations were measured with the 5-C and CIVICUS instruments.

A summary of the indicators at the outcome level is presented below. This summary integrates findings of the total list of 43 Indicators that is presented in Annex 3 of this evaluation report and of the 5-C and CIVICUS analysis.

Table 8: Monitoring Protocol outcome-level indicators

Box 1-2	Outcome result: Better protection for G&YW	Outcome result: Enhanced socio-political participation of G&YW	Outcome result: Enhanced economic participation of G&YW	Outcome result: Enhanced educational opportunities for G&YW
Individual level	1. Decreased prevalence violence 2. Non-acceptance of violence 3. Access quality child protection services	1. G&YW take part in decision taking and politic	1. G&YW benefit from socio-economic services 2. G&YW take equal part in household budget management	1. G&YW enrol and complete (post-) primary education 2. G&YW value education
Socio-cultural level	4. Communities recognize violence against G&YW as unacceptable	2.Communities value G&YW as important actors in (political) decision taking	3. Communities value G&YW as actors of importance in economic life	3. Communities value education for G&YW equally important as for B&YM
Institutional level	5. Government acts to ensure the right of G&YW to protection against violence	3. Govt. creates conditions for equal political participation by both sexes	4. Govt. creates conditions for equal economic participation by both sexes	4. Govt. creates conditions for equal participation both sexes in education
Box 3	**Outcome result: Civil society acts as an agent in development for gender equality**			
Civil society level	1. Civic engagement 2. Level of organization 3. Practice of values		4. Perception of impact 5. Environment	
Box 4	**Outcome result: Increased capacity of local partner organisations**			
GPA partner level	1. To commit and act 2. To produce results for increased gender equality 3. To attract & relate with other agents in development		4. To adapt and self-renew 5. To balance diversity and consistency (coherence)	

Source: Monitoring Protocol GPP

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[7] The FTE inception report was published on June 15, 2015.

Research data on the outcomes (and underlying 43 indicators and 5-C and CIVICUS) were aggregated and analysed at both country level and aggregate level of generic GPP outcome results. This analysis was done against developments from Baseline to Final Term Evaluation and also against the revised targets that were set by the GPA for the end of the programme.

Case studies

In order to ensure a significant qualitative component in this evaluation, 5 in-depth case studies [four of which at the country level and 1 global case study] were included in the analysis. In the case studies the evaluators have looked at linkages between various intervention levels of the GP Results Framework and have assessed how outcome results were accomplished. The case studies illustrate how changes were accomplished and how the GPP contributed to them, highlighting lessons learned on underlying mechanisms and strategies. The lessons learned in these in-depth case studies are linked to the outcomes and conclusions drawn from the quantitative part of the evaluation to create a more holistic view of the Girl Power Programme.

The five case studies are presented in the table below:

Table 9: The Case Study themes and subjects selected in the FTE

Country	Theme	Case Selected
Bolivia	Socio-political	**Bolivian girls and boys: helping their voices to be heard** Stimulating Bolivian youth to organise themselves in youth organisations as a mean to participate in public decision-making and to improve their role in society
Ghana	Protection	**Giving the girls of Ghana the means to call for help** A Child Helpline to give Ghanaian girls and young women the opportunity to speak out, call for help and access protection services
Ethiopia	Education	**Levelling the playing field for Ethiopian girls: making schools gender sensitive** Creating safe and girl-friendly school environments to positively change the lives of Ethiopian girls and young women.
Nepal	Economic	**Female trekking guides reach great heights in Nepali society** Empowering young Nepali women to become trekking guides and to improve their economic position and living standards in society.
Cross-country	Civil Society	**Strengthening networks for a stronger civil society for girls and young women to participate in** Strengthening the networks of Civil Society Organisations in Bolivia, Ethiopia, Ghana and Nepal and encourage them to work together to realise gender equality.

Source: FTE inception report

The case studies have focused on implementation strategies and approaches and various types of collaboration that occurred throughout the GPP.

Learning agenda and Cross Country Activities

Another component of this FTE is the assessment of the implementation of cross country activities and the Learning Agenda. The analysis focuses on how these activities have influenced the organisational capacities of partner organisations at the GPA and country level to realise their planned results and outcomes at the level of the country programmes.

Although not included in the TOR the evaluators also looked at aspects of design of monitoring and reporting arrangements of the Monitoring Protocol (MP) and the Learning Agenda and how the GPA as a whole has effectuated its reporting to MoFA. These aspects were considered because during the research process they proved to be relevant in the

light of analysis and assessment of MP data over the years, in using and comparing 5-C and CIVICUS data and in implementing learning agenda activities.

2.2. Sampling and Reliability of Data

A specific methodological aspect that does deserve some more attention is the methodology for sampling of data and also the methodology to ensure that data in this FTE can be compared with the BL and MTR.

The sampling of communities and target-groups at the country level is fully representative for the overall target groups and communities in the four GPP countries. The communities, districts, partners and panels are the same as in the MTR and therefore comparison is possible.

The detailed sampling lists in the different countries and target groups are provided in a separate inception report of this evaluation. At the overall level the respondent groups are summarised in the table below:

Table 10: Target respondents in FTE and realisation

Target groups	Target	Realisation
Girls	370	448
Adolescent girls	720	666
Young women	710	681
Adolescent boys and young men	290	350
Male community members	150	138
Female community members	150	182
Professional panel / key informants	60	50
Subtotal individual respondents	**2450**	**2515**
Girl Panels	7	10
District panels	11	11
Local GP partners	17	17
Communities	46	49
Subtotal panels and meetings		

Source: FTE Inception Report and data sets of FTE

The number of participants in the FTE was slightly higher than planned and therefore the representativeness of the respondents was good. This also resulted in the fact that for most of the individual level indicators, statistically relevant trends could be observed in the evaluation process.

For the case studies also a sampling process was used. This sampling was done based upon the use of a qualitative selection process of the most representative cases that were presented by the different GPA partners in a long list. Additional criteria used were to ensure the largest possible spread among different GPA alliance partners involved in the cases, among the different GPP themes, while ensuring the variety of contents of these cases.

Reliability of data and methodological challenges in data-analysis

As with most evaluations, the outcomes of this research are based on the self-assesments of direct beneficiaries and stakeholders. Inevitably, these self-assessments can be biased as they are based on individual situations and beliefs. Several points should therefore be taken in to account when reading the report.

The inevitable effect of peer pressure

The majority of the data collection tools used are variations of focus groups. Multiple respondents discuss and answer questions together. In group-work there is always some level of peer pressure, which cannot be avoided. The sessions were structured in such a way to avoid this to the largest extent as possible. Specified timeslots were build in to make people feel comfortable with each other and the field teams were trained to make sure that every respondent felt comfortable. Nevertheless, when reading the report keep in mind that a limited level of peer pressure has played a role. In some cases when the evaluation team feel the peer pressure played a larger role this is directly addressed.

Retrospective baseline

At the start of the GPP in 2011 a baseline evaluation exercise was conducted. Unfortunately, it was conducted in such a way that it could not be used for follow up evaluations. The GPA therefore opted to include a retrospective baseline study in the MTR. Recall techniques were used to do the retrospective baseline. This involved asking individuals and groups to provide information on their social situation and access to services before the start of the program.

Several comparative studies (for example, Deaton and Grosh [2002]; Belli, Stafford, and Alwin [2009]) have concluded that recall, when carefully designed and implemented, can be a useful estimating tool.

Recall however always involves a risk of bias. Especially in a case where, as with the GPP, the answers are based on the perception of the respondent this can play an important role. *Unintentional* bias for example takes place when people deprecate the past or unintentionally adjust their response to what they think the researcher wants to hear. *Intentional* bias ensues when, for example, parents are reluctant to admit their children did not attend school, or a respondent might depreciate the situation before a program started to show a stronger program.

Completely ruling out such biases when using recall is impossible and should be taken into account when reading this report.

Changes in comparison to MTR

Several changes were made in the analysis in comparison to the MTR. The reasoning behind these changes and effects are described below.

Adjustments in the analysis of tool A

The tools used to interview G&YW during the MTR differed slightly in the FTE. Tools A, B and C, were used during the MTR to interview girls and young women in different age groups. The analysis for each age group was based on with which tool the participants interviewed.

For the FTE these tools were combined in one tool (tool A). The analysis during the FTE was thus not based on the interview groups. It was rather based on the actual ages of the G&YW.

To do the necessary comparative evaluation the MTR and BL data was reanalysed. To coincide with the analysis with the FTE the analysis was based on the ages of the respondents in contrast to the interview groups. This change in analysis has led to several minor discrepancies with the analysis that was done during the MTR. Several G&YW that were presented in a certain age group, due to the tool that was used, seem to be younger or older. This was especially the case in Ghana and Nepal.

Baseline adjustments in tool A

A limited number of baseline questions were asked in a complex way. Some recall questions included double negatives while others were linked to the previous answer.

In the MTR analysis it seems that the complexity of these questions was not sufficiently noticed. These complex questions were analysed as if the question was a duplicate of the MTR question, thus not analysed correctly. For a limited number of the indicators in tool A, B and C the BL scores provided during the MTR were thus not correct. These scores have been adjusted in the FTE research.

The indicators that this pertains to are the following: 3; 4; 5; 6; 39.

Adjusted analysis tool B

The exercise set forward in tool B concerns the community members. In this methodology participants were asked not to answer the questions as individuals, but rather as a group. The group was asked to represent their peers from the community. They were asked to discuss each question and come to a consensus. The evaluation team therefore decided to analyse each focus group separately to retain the integrity of each community analysis. An average score was calculated for the different focus groups, was subsequently calculated.

This is slightly different than was done during the MTR where the score was calculated by combining all the scores and calculating overall percentages. While the analysis of the MTR was valid, the evaluation team feels that the analysis done during the FTE better reflects the intention of the tool.

To ensure correct comparison the data of the BL and the MTR was reanalysed on the basis of the FTE analysis. This has lead to several minor discrepancies compared to the MTR analysis.

Inverting indicators for final analysis

For the overall analysis some indicators that were formulated in a negative fashion were inverted to better enable comparison with the other indicators. This concerns the following indicators: 4; 8; 10.

Furthermore, although analysed separately the following indicators have been left out of the overall thematic comparison. This was done because the indicators are multi interpretable. An increased score for the indicators could indicate both a negative or positive result for the GPP. This is further explained when the indicators are separately discussed. The indicators mainly concern economic activities of G&YW. The following indicators have therefore been left out of:
- Indicator 7 (no desired direction can be given to this indicator)
- Indicator 22 (only results for Young Girls were not used)
- Indicator 23 (only asked during the FTE, so no comparative analysis possible

2.3. Challenges and bottlenecks in the evaluation process

It speaks for itself that in such a large and complex multi-country exercise the evaluation team has encountered several challenges and bottlenecks in the evaluation process. The most important are listed below:

- The Earthquake in Nepal has challenged the process of data-collection in the country.
- Organisation of field research in summer holiday season presents a challenge to realise the time-intensive process of realisation of a great number of meetings and interviews

needed for proper data-collection. In Ethiopia there were moreover elections taking place to which the fieldwork dates had to be adjusted.

- The FTE data collection tools and formats (as in the MTR) are global and uniform. During the MTR this was criticised. The team analysed the criticism and assessed ways to adjust the methodology. Due to the need of comparison of FTE data with MTR and baseline data, the same uniform methodological tools and formats for this evaluation process needed to be used. To facilitate the necessary adjustments contextualization exercises were developed. The lead consultants carried out these exercises with their national teams. Where and when needed, they developed a glossary and translation of concepts or complete tools to enable that consultants and enumerators could use target group and local context appropriate language, while still adhering to the global and uniform methodology.

- This evaluation was conducted in a large team of international consultants and four national level evaluation teams. This presented considerable coordination and uniformisation challenges to the evaluation process. This was mitigated by the training workshop with all NLCs. In some countries new people entered later in the process and had to be updated accordingly.

- Reaching a representative number of target groups that could be compared with MTR was difficult and three countries required additional days and meetings;

- The selection of the case study topics was a challenge given the GPA Desk requirements concerning the organizational and thematic spread of the cases. As a result, and despite a participatory identification and selection process, the chosen topics do not necessarily represent the best individual cases to describe the achievements of the GPP. In addition, the timing of the case study research was largely determined by the date of the International Girl Power Event, in December 2015. The case study research, which would have ideally followed the Monitoring Protocol data collection to allow for reflection on emerging trends from the data, now had to be finished in an earlier phase. This timing has had implications for the added value of the case studies.

- There have been considerable methodological challenges in using the CIVICUS tool:
  - The CIVICUS concepts and the questions were hard to grasp. This is partly due to language (in various countries tools had to be translated into local languages). However, overall the tool is quite complicated;
  - In some countries participants had no experience discussing the role of civil society or its relation to public institutions. A factor in this was that the tool focuses on civil society, but the participants included representatives of public institutions, who were also important stakeholders in the GPP and therefore interview results could have been influenced by peer-pressure.

3. A quick look back on the Mid Term Review report of GPP

The Mid Term Review (MTR) process was a very complex and massive exercise. It combined a process of reconstruction of a baseline for the GPP for 2011 and the MTR research itself. Furthermore the MTR and Baseline reconstruction were conducted in all ten GPP countries.

In order to provide a quick background to the current FTE process, the evaluators think it is useful to provide a summary of the main findings and conclusions of the MTR. And because the ToR for the FTE requires an assessment of the follow-up on MTR recommendations this chapters ends with a table with all main recommendations of the MTR and the assessment of the FTE evaluators to which extend these recommendations were followed up.

3.1. Main findings and conclusions from the MTR

The analysis in this section is based on the executive summary of the global MTR report. References to pages in that summary are included in the statements below.

The different forms of violence against G&YW have decreased. This was the case for all forms of violence identified in the GPP Monitoring Protocol: Economic, Physical, Emotional and Sexual violence. This decrease in violence went hand in hand with an increase of non-acceptance of violence at the level of G&YW and communities (p.6).

The developments on institutional level between Baseline and MTR are less clear. Governments' support to stop violence against G&YW and to provide more protection services did not increase. While in general support did increase, access and quality of protection services did not improve in all GPP countries. In West Africa and Latin America challenges in quality and quantity were identified (p. 6)

Indicators related to socio-political participation have shown a clear increase since the Baseline (p. 7) but on economic participation the developments are not very promising. The quality of improvements in the area of economic participation is among the weakest of the entire GPP. It was also observed that economic empowerment is more relevant for older target groups because the younger girls should still be in school (p. 7).

The indicators on education have shown significant improvement but this improvement can only partially be attributed to the GPP because there are many other contributions of other parties, including efforts of local and national governments. These efforts have been so significant that primary education is not a challenge anymore. The gender gap in primary education is fully closed (p.8). The MTR recommended to sift the balance of the GPP more towards post-primary education, but to a large extend that recommendation was obsolete because the GPP right from its start had a strong focus on post-primary education.

The Learning agenda in the GPP has had a very slow start but gradually has gathered more speed and at the time of the MTR good results and significant learning was observed (p. 8, 9). The development and implementation of the regional component (now called cross country activities) has not prospered. The majority of activities in the regional component are either linked to the promotion of exchange and learning through exchange visits, or to regional advocacy activities carried out by regional offices in East Africa and Asia (p.9). Although these regional activities in the GPP occupied a relatively modest role, they were considered highly effective.

Organisational capacity development has received significant attention, but there is still room for improvement, particularly in the area of the *capacity to adapt and self-renew* (p.10). This capacity also requires dedicating more attention to organisational learning and staff capacity development. It was also observed that partners in the GPP did not always have sufficient expertise in house to work on economic empowerment of target groups. It was recommended to dedicate more attention to economic empowerment aspects and activities in the GPP (p.10). This recommendation can also be seen as a recommendation to develop more cooperation and partnerships with organisations (outside the GPA network) with the right expertise and business-oriented approach to achieve results in this area.

The GPP was very relevant for G&YW in communities and for community based organisations (p.10). It also contributed to changing government policies and legislation (p.11).

Efficiency aspects were not studied in detail in the MTR, but the evaluators observed that the GPA had achieved considerable cooperation between partners and synergy in the programme implementation (p.11).

Attention for sustainability in the GPP was considered weak at the time of the MTR. Only a limited amount of sustainability plans were in place. These critical observations led to the recommendation to put sustainability plans and strategies as a priority attention point for the second phase of the GPP (p.11).

The partners in the GPA had considerable experience in international networking and exchange but these aspects of international networking and exchange (also under the learning agenda and cross country components) did not receive sufficient attention during the programme implementation (p.12)

Final critical remarks were placed with the fact that the GPP was a women-focused programme but that limited gender transformative impact was achieved. Only the work with young men (also included in the learning agenda) had achieved some changes in this area (p.12)

Also with respect to *do no harm* and *conflict sensitivity* it was observed that the GPP provided only limited attention to these aspects of programming good practice. The MTR did not find examples of negative impact of this weak attention to these aspects (p.12).

3.2. Follow up on the recommendations of the MTR

The MTR was followed by a strategic review process by the GPA of the GPP planning and implementation. Several adaptations and changes were made in the GPP for the remaining implementation period. But it has to be observed here that on the one had some of the recommendations were not very relevant or not applicable for the (remaining period of) implementation of the GPP and therefore were not followed. Some other recommendations though very relevant could not be implemented entirely due to limited remaining period of (less than) two years of GPP implementation.

The following table provides a summary of recommended follow-up actions from the MTR and an assessment by the current evaluation team of the quality and progress of this follow-up by the GPA after the strategic review process. The scores of the evaluators are presented on a three-point scale: 0 = no follow up/recommendation not relevant or feasible; 1 = partially followed up; 2 = largely or fully followed up.

Table 11: Summary of follow up actions GPA on recommendations of MTR

Area	Recommendation	Score	Remarks
Protection	Include gender equality training & other awareness activities for community members to make GPP more 'gender sensitive'	2	Gender awareness actions are included at the community level
	Work on masculinity and couple relations (incl. reproductive health, and family planning)	2	Is also included in the learning agenda
	Increase focus on violence prevention strategies in addition to recovery and protection services	1	Main focus remained on (much needed protection
	Consider (in some countries) development of specific strategy to access girls through community rather than through family	2	Schools and girls clubs were increasingly used
	Scale up sport & art activities for girls and boys and girls in Latin American countries	2	Not clear why this recommendation was only for LA
	Include topic of sexual harassment via Internet and other communication means	1	Done to a certain extent, but most interventions are on the ground
	Focus more advocacy, specifically regarding updating out-dated laws in countries	2	Training provided to partners & attention to L&A has increased
	More explicit recognition and coherent programming is required (economic independence and empowerment of women can also prevent violence caused by poverty)	0	Not really visible in the projects and results in this area are limited
	Systematise and share good practices on protection between the different GPP countries	2	This is done through learning events and other exchanges
	Use media (radio & social networks) to promote the GPP and disseminate information on protection in local languages	1	This is gradually done more (although local languages are a challenge)
	Conduct research & more intensive monitoring of groups/areas with no positive effects on violence, in order to seek better explanations for this trend	1	In Bolivia, a study was done on the functioning of Govt. protection services for G&YW in all 14 GPP municipalities with focus on poor and best practices.
Socio-political participation	Strengthen lobby towards governments on implementation legislation, policies to enhance female participation in decision-making bodies	1	While lobby might have increased, it still seems limited: results are modest at best
	Increase sensitisation and information of community members on political participation of G&YW as this has had a positive effect until now	2	More work is done in communities and results are obtained
	More focus on enhancing participation of girls & young women (adult women are reached)	1	Participation young girls & results among them did improve but adolescents still difficult to reach
Economic Empowerment	Add economic empowerment to all country programmes	0	Not followed, would also have required a major redesign of GPP, which was not feasible
	Undertake market studies to identify diverse economic opportunities to make economic initiatives more viable	1	This was not systematically done Economic viability of initiatives remains a challenge
	Only provide skill straining in economic sectors that really have potential to lead to decent work	0	Economic viability is already big step. Decent work is beyond scope of GPP. Recommendation not feasible
	More and longer support required to G&YW starting businesses after training. They should receive Business Development Support (BDS)	0	No examples of new partnerships in case study countries to provide more and longer BDS
	Economic empowerment activities need to be better linked to economic actors at local level	1	More local relations are established but private sector involvement is still limited
	Investigate and monitor child labour increase	0	Not seen in case countries
Education	Investments in education should be strongly linked to the Ministry of Education	1	Some links established, but not strong. Governments have limited resources
	Additional resources for pregnant G&YW or mothers to continue education (combined with vocational training and access to micro-finance)	1	Done to some extend. But education & economic support cannot always be combined
	Additional support could be provided for girls to study in urban centres in terms of lodging support	1	Some projects (Nepal) do this but not wide-spread

	Alternative programming & inclusion economic opportunities improves sustainability of education	0	This recommendation was too ambitious. In the remaining period only limited actions could be taken.
	Focus should be on post-primary education as equal participation of girls & boys at primary level is already resolved	2	This recommendation was obsolete because the GPP already focused on post-primary education.
Quality Programme implementation	Develop more support activities for male and female community members and specifically for boys and young men, in relation to GPP themes	2	Attention to boys and young men increased. Also more attention for communities
	Intensify work with G&YW by providing longer and more frequent training to achieve internalisation	1	In Bolivia and Nepal, more than half of the G&YW participated regularly. In Ghana and Ethiopia more than 90% participated often over a long period
	Focus more on masculinity and couple relations.	2	Repetitive recommendation
	Systematise experiences with multiplier effect strategies like training G&YW as reporters	1	Some successful were replicated but at a limited scale
	The programme should develop and begin to rollout an exit strategy at this stage	2	This was done to a large extend in the remaining period
	build inter-institutional networks in every district/municipality,	2	This was part of the core strategy of GPP from the start
	carry out a collective effort to better visualise the programme	1	To some extent, but GPP not strongly branded at country and global level
	Make clearer distinction regional activities and national activities	1	Even before MTR already changed to cross-country activities, but status of this component remained unclear
Programme Management and Coordination	Develop country level vision for GPP (with CSC), resulting in common agenda and action plan	1	Planning & implementation GPP done by partners, CSC coordinates, GPP is overall framework.
	CSC coordinator should have authority to request information and at the same time maintain good relationships with all partners	1	Difficult to combine. Overall CSC's are well informed. Reporting flows are generally functionally
	Adapt short-cycled monitoring system to enable partners to quickly review & improve programmes	0	Not implemented, because monitoring already done regularly and intensively. Recommendation not relevant.
	Implement monitoring tools & rules for CSCs and CRA to show # beneficiaries reached by GPP	0	Existing tools already measure this. Recommendation not relevant
	CRA should gather & share more information on finance, capacity development & # participants	1	Done in monitoring. Capacity development should not be frequent
	Analyse possibility to simplify present financial& administrative processes and reporting	0	Recommendation not feasible as MFS requirements are strict
	Provide spaces for GPP planning & coordination with participation G&YW to include their needs	2	The partners are generally participatory and needs focused
	Constitute team for GPP coordination that allows for better consulting, monitoring and coordination	0	GPD always performed this function. Recommendation is redundant
	Establish horizontal relationships between CRA members and local partner organisations	1	Was a principle from the start, but improvements were done over time
	Support capacity building individual partners and collectively at GPP level to stimulate exchange of experiences, work methodologies, tools, etc.	1	Done for individual partners and also Learning Agenda helps. Otherwise not much exchange
FTE 2015	If impact will be measured in 2015, more investment for FTE is required	0	Impact is not the core focus of this FTE
	Allow for more time to collect and analyse qualitative data	1	Scope evaluation was reduced and case studies added
	More time is needed to evaluate relevance	2	Case studies allow for this analysis
	More time and focus is needed to measure outcome and impact in terms of capacity development (not only 5-C and Civicus)	1	Instruments have remained the same. Case studies allow deeper analysis (but not at impact level)
	Further strengthen the participatory set-up of the evaluation	1	Not possible: set up had to be same as MTR. But design was participatory
	Adaptation of some tools to address concern of sessions being too lengthy at times	1	Time for some instruments was reduced, but most remained same
	Adopt revised MP and adapt monitoring	2	MP was revised and applied

	processes of partners and the CSCs accordingly.		
	Ensure all documentation is organised and available in advance, at CSC and global level	2	All relevant documents were provided to evaluation team at start FTE
	Revisit same communities as in MTR and use same criteria. Age groups increased with 2 years	2	Done, but some communities and groups were incorrectly classified

0=not followed up, 1=partially followed up, 2=largely of fully followed up
Source: MTR report and evaluator's assessments based on desk-study and interviews

4. Comparison and analysis of GPP monitoring protocol data (BL, MTR and FTE)

The fieldwork in this evaluation has produced a wealth of information on the indicators of the GPP monitoring protocol.

The evaluators encountered some irregularities in the use of age groups in the MTR and baseline exercise and corrected these irregularities in the FTE. The evaluators subsequently adapted the data sets for the Baseline and MTR, to permit a coherent comparison of the data sets between the three evaluation moments.

This means that the data presented on the MTR and BL in this FTE report are slightly different from those presented in the MTR report. The differences however, are not significant and the evaluators are of the opinion that the MTR provides a sufficiently valid analysis of trends and developments. This report therefore builds on the MTR analysis.

To enable a comparison with the age groups in the MTR and Baseline exercises, the age group intervals were set two years higher:

Table 12: age-intervals of respondent groups used in MTR and FTE

Baseline and MTR	FTE	General denomination	Acronym (as used in graphs in this chapter)
10-13 year	12-15 year	Young Girls	YG
14-17	16-19	Adolescent Girls	AG
18 and older	20 and older	Young Women	YW

This way of working with age groups, permits a cohort analysis, where the evaluations can reach girls in the same cohort as was reached during the MTR, because the girls sampled for the MTR in 2013 were two years younger than the girls sampled at the FTE in 2015. Although the sampling does not identify the same individual girls that have gone through GPP activities and implementation, a number of the same girls also participated in the MTR. As records on individual girls are anonymous, it is knot known for how many girls this applied, but during FGD's several G&YW mentioned that they had also participated in the previous MTR exercise.

The graphs only present the age groups for the FTE but these refer also to the younger age groups in the MTR and BL.

4.1 Contextual Developments in the GPP implementation

The Monitoring Protocol contains a set of data on enrolment and completion rates in primary and post-primary education (indicators 31-38).

The development of these indicators during the GPP implementation are presented in the table below:

Table 13: Enrolment and completion rates boys and girls in primary and post-primary education

#	Indicator Revised MP		Year	Bolivia	Ethiopia	Ghana	Nepal
	Primary Education						
31	Net enrolment ratio (NER) primary education – male	BL	2011	83.5%	#85%	83.4%	97.2%
		MTR	2013*	82.1%	#90.4%	86.9%	97.7%
		FTE	2014		95.1%	88.7%	
32	Net enrolment ratio (NER) primary education – female	BL	2011	83.4%	#80%	83.7%	96.3%
		MTR	2013*	81.1%	#84.4%	87.2%	97.2%
		FTE	2014		90.1%	89.0%	
33	Completion rate (last grade) primary education – male	BL	2011*	92.3%	^34%	95.7%	96.6%
		MTR	2013	89.0%	@83.5%	99.6%	95.6%
		FTE	2014			97.6%	96.5%
34	Completion rate (last grade) primary education – female	BL	2011*	92.3%	@40.0%	90.0%	105.8%
		MTR	2013	89.7%	@116.5%	97.4%	104.3%
		FTE	2014			95.7%	107.0%
	Post-primary Education						
35	Net enrolment ratio (NER) post-primary education – male	BL	2011**	67.7%	16.4%	47.7%	56.4%
		MTR	2013	70.8%	#15.7%	52.7%	58.5%
		FTE	2014		19.6%	55.4%	58.4%
36	Net enrolment ratio (NER) post-primary education – female	BL	2011**	69.0%	16.2%	43.6%	56.5%
		MTR	2013	72.4%	#15.6%	53.2%	61.1%
		FTE	2014		20.9%	53.8%	62.2%
37	Completion rate (last grade) post-primary education – male	BL	2011	80.9%		71.1%	70.7%
		MTR	2013	83.6%		73.5%	77.7%
		FTE	2014			71.7%	79.4%
38	Completion rate (last grade) post-primary education – female	BL	2011	82.2%		62.4%	72.2%
		MTR	2013	85.6%		66.6%	83.2%
		FTE	2014			66.5%	86.1%

Note: more recent data than on 2014 are not available. Ethiopia MTR for indicator 33 and 34 refers to survival rate to last primary grade from Unicef 2015, non sex disaggregated for male (#33) and as a % of males for female (#34).
*Data for Nepal is 2012. **Data for Ghana is 2009.
@The Ethiopia MTR for indicator 33 and 34 refers to survival rate to last primary grade from Unicef 2015, non sex disaggregated for male (#33) and as a % of males for female (#34).
Source: UNESCO Institute for Statistics. Catalogue Sources World Development Indicators
http://data.worldbank.org/indicator/SE.PRM.NENR.
Data Ethiopia is from http://unesdoc.unesco.org/images/0023/002317/231724e.pdf
#Source: UNICEF State of The World's Children 2015 Country Statistical Information
http://www.unicef.org/infobycountry/ethiopia_statistics.html
^Source: World Bank data set

The table above shows clearly that the development that was already observed during the MTR that girl's enrolment and completion rates in primary and post-primary education have been increasing (except for primary education in Bolivia) and that the gender-gap in enrolment and completion is gradually closing or even turned around in the case of Bolivia and Nepal.

At the same time we can observe that participation of girls and boys in post-primary education is still low. Adolescent boys and girls often drop out because of marriage, pregnancy and economic activities. This was also expressed in the FGDs in the communities where boys and girls gave many examples.

The focus of the GPP was on post-primary education, where most challenges were still faced. In most GPP countries gender gaps in primary education were already closed considerably or entirely at the time of the MTR. There are many examples in the GPP that GPP partners at the community level have contributed to increased participation and advancement of girls in post-primary education. Also provision of Technical and Vocational training for adolescent girls have been important interventions in the GPP. However, to which extent GPP interventions in specific communities have contributed to the higher level indicator-changes on post-primary education, is impossible to say.

However, above the level of specific interventions in communities the analysis of the secondary data sets in this FTE could not ascertain a clear contribution of the GPP to increased enrolment and completion in primary and post-primary education. Government statistics in the sample countries mainly provide information at the national level and no specific information on districts or communities. Therefore no specific analysis at the community level of education statistics could be done.

In all four countries governments at the central and decentralised level have invested in Education-for-All policies and programmes. There are a variety of actors (public and private), among which the local GPP partners, active in the area of provision of education. The girl panel meetings and interviews with key informants indicate that GPP partners have made a clear contribution to provision of education and support to girls to advance in schools (scholarships etc.). This contribution has to be seen in line with a considerable number of other efforts, including those of the governments.

The analysis at the country level has showed that many national laws and bylaws on gender equality and promotion of women's participation and economic advancement have been developed.

Box: Bolivian laws on GPP thematic areas
In a short period of time (2010-2015) at least eight important laws and bylaws have been developed and adopted in Bolivia with the support of GPP partners:
- The girl, boy and teenager code (Law N°548) approved on July 17, 2014 and its bylaws (approved June 2015).
- The Youth Law (No. 342), approved February 5, 2013.
- Comprehensive Law to Guarantee Women a Life Free of Violence (Law no. 348) approved on March 9, 2013.
- Supreme Decree No. 2145 regulating Law 348, published on October 14, 2014.
- Departmental Law No. 443 for prevention against sexual violence towards childhood and adolescence (approved in 2014 and its bylaws in 2015) – Cochabamba.
- Law 243 against harassment and political violence towards women, approved on May 28, 2012.
- Law N° 045 against racism and every form of discrimination, approved October 8, 2010.
- Law on Education "Avelino Siñani – Elizardo Pérez": (No. 070) of December 20, 2010.

Legislation has been developed and is in place. However, both the girls and professional panels in the FTE quite consistently observe that the promulgation of legislation and signing of conventions does not mean that legislation is also widely implemented. There is a general recognition that in all the MTR countries, the governments lack capacity and resources for effective implementation and service delivery.

Box: Bottlenecks for governmental support in Ethiopia
The Children, Women & Youth (CWY) offices even at the smallest (Kebele) level provide services to G&YW. According to three different experts: "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."[8]. "The Ministry of Children, Women and Youth (MoCWY) is under-resourced and under-capacitated"[9]. "In Ethiopia, generally

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[8] expert interview TdH
[9] expert interview GirlHub

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."[10].

Although not part of our direct investigation in this FTE, other contextual developments are also relevant.

The Governments of all the MTR countries have signed the two core ILO conventions on Child Labour, as can be observed in the following table.

Table 14; Adherence GPP countries to ILO conventions on child labour

Country	C138 - Minimum Age Convention, 1973	Minimum Age	C182 - Worst Forms of Child Labour Convention, 1999
Bolivia*	11 June 1997	14	6 June 2003
Ethiopia	27 may 1999	14	2 September 2003
Ghana	6 June 2011	15	13 June 2000
Nepal	30 May 1997	14	3 January 2002

In the case of Bolivia the Children and Adolescents Code (Law 548), approved on 17 July 2014, establishes that children as of 10 years are free to express their will to realize any type of work.

In spite of becoming party to these core conventions, the incidence of child labour is still high in Ethiopia, Ghana and Nepal. Additionally, the minimum age (set in all four countries at either 14 or 15 years) still represents a threat to children's advancement in post-primary education. This will require additional policies and regulations to ensure that children further advance in education.

Table 15: Incidence of child marriage in GPP countries

	Bolivia	Ethiopia	Ghana	Nepal
Child marriage by 15 years	3.2%	16.3%	5.0%	10.1%
Child marriage by 18 years	21.7%	41.0%	20.7%	40.7%

Source: Unicef, State of the World Children 2015. November 2014. Data Bolivia 2008 DHS, Ethiopia and Nepal 2011 DHS, Ghana 2011 MICS

Both Ethiopia and Nepal feature on the top-10 list of countries with the highest rates of child marriage. Whereas in Bolivia and Ghana one-fifth of the population gets married before the age of 18, in Ethiopia and Nepal this is double. Especially women marry at an early age with 26.5% of Ethiopian and 16.2% of Nepalese women get married at the age of 15 years or younger and more than half are married at 18 years. Early marriage has lead to teenage pregnancies, subsequent school dropouts and even to suicide among adolescent girls in Nepal.

4.2. Effects of GPP on Protection

The indicators under the four themes of the GPP are organised under the three intervention levels of the GPP; individual, socio-cultural and institutional.

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[10] expert interview Daba Fayissa

Individual level

Incidence of violence against Girls and Young Women decreased

The most important indicators in the GPP refer to the incidence of violence against G&YW (indicators 1 and 2). The graph below presents the percentage of G&YW who have witnessed or experienced cases of violence that might have occurred to them themselves or other G&YW.[11]

Figure 9: GPP MP Indicators 1,2: % G&YW that experienced different forms of violence
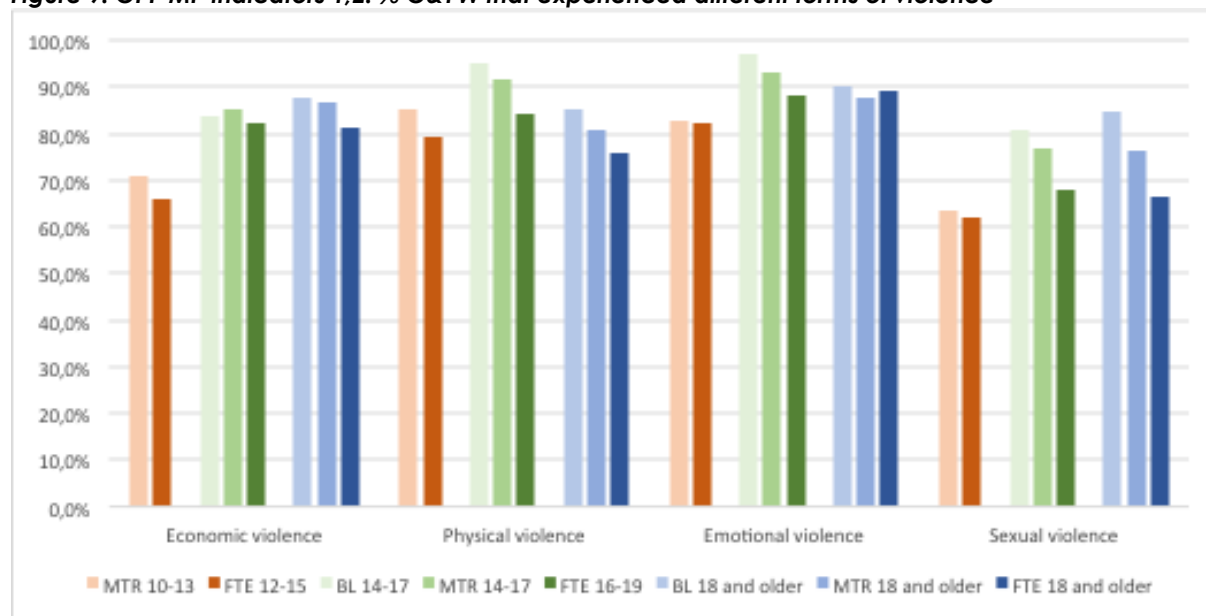
Note: the percentages include all G&YW that indicated that they or G&YW they know have experienced violence either sometimes, often or very often in the past year

The percentage of G&YW who expressed to have experienced any of the four types of violence, or know G&YW that have, has gone down since BL. The largest decreases have taken place among adolescent girls and young women regarding sexual and physical violence, and for adolescent girls regarding emotional violence.

In all cases, the percentage of young girls who have experienced violence, or know peers who have, is lower than those of adolescent girls or young women. Only in the case of physical violence they reported a slightly higher percentage than young women. This can possibly be explained by the fact that in all countries some adults consider corporal punishment an acceptable part of a child's education (see also indicators 8 and 10) legitimising the application of this form of violence at the community level. Overall 30,6% of community members agree that children may be beaten by adults, whereas only 4.3% agree with men hitting their wives or girlfriend. But the young children, being the victims of physical violence applied as a disciplinary measure by parents or teachers, obviously experience these disciplinary measures as physical violence. This explains the difference between the figures among different age groups and particularly younger children and young women and adults in communities.

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[11] 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.

The figures above do not yet shed light on the frequency of the violence encountered. This is illustrated in the two graphs below that present the average frequency of violence on a four-point scale (1 = never and 4 = very often).

Figure 10: GPP MP Indicators 1 and 2 - country comparison incidence of violence
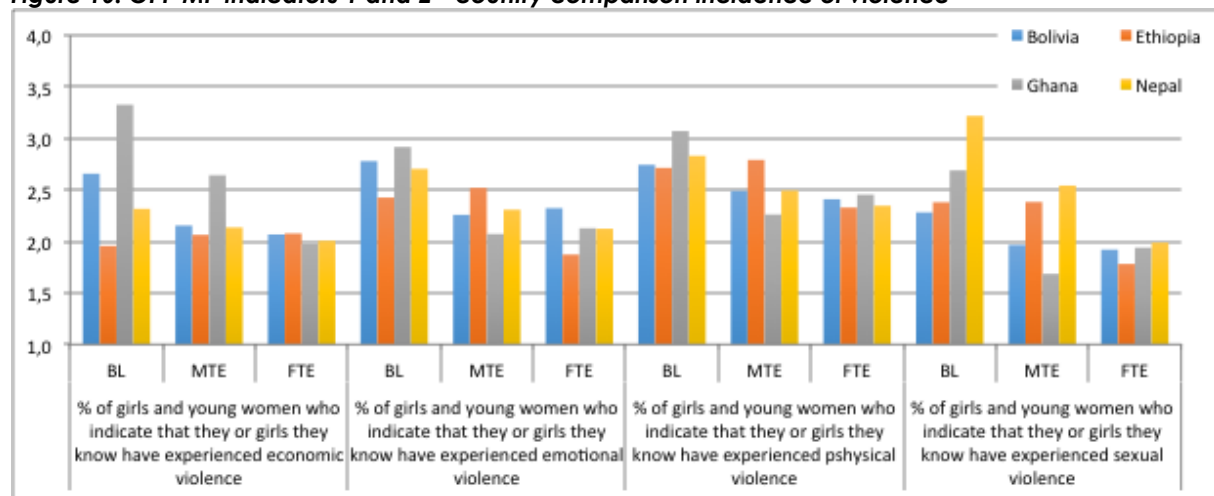
The graph above shows that frequency of most forms of violence has decreased from the baseline assessment to the FTE. Particularly in Nepal, frequency of all forms of violence has decreased significantly and continuously from BL through, MTR until FTE. The reconstructed baseline[12], however, did show a strikingly high incidence of sexual and physical violence. Also in Ghana incidence of violence at the time of baseline was very high. The decrease of violence towards the FTE is significant, but it has mainly occurred between the BL and the MTR. In the second phase of the GPP only economic violence continued to decrease, while the other forms of violence went up slightly since the MTR. A different pattern can be seen in Bolivia where economic, physical and sexual violence decreased from baseline to FTE, but in the second half very slowly, while there was a slight increase in emotional violence in the second half of the GPP. Again the pattern is different for Ethiopia, where the indicators on all forms of violence at he MTR were slightly higher (but a minor difference) than at the baseline. Ethiopia is the only country, where incidence of violence (except for economic violence) decreased more significantly in the second half of the GPP than in the first half.

The focus groups discussions indicate that in spite of the decrease of most indicators on violence, all forms of violence are still quite common. However, it is also important to keep in mind that thanks to interventions of the GPP, awareness of G&YW of different forms has increased. Therefore G&YW are better able to identify different forms of violence. This increase in knowledge could mean that as an indicator of violence goes up it is the perception of violence that increased and not necessarily the incidence of violence.

The following image shows the frequency of the different types of violence as perceived by the different age groups:

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[12] There have been some challenges in reconstructing a baseline at the time of the MTR. Such a reconstruction to a certain extend is introducing some bias in responses. This issue is explained under section 2.2. Here it most be observed that sometimes BL data are not fully clear, but as this is a FTE, the evaluators cannot review and interpret baseline figures again.

Figure 11: Indicator 1 and 2 - age group comparison incidence of violence
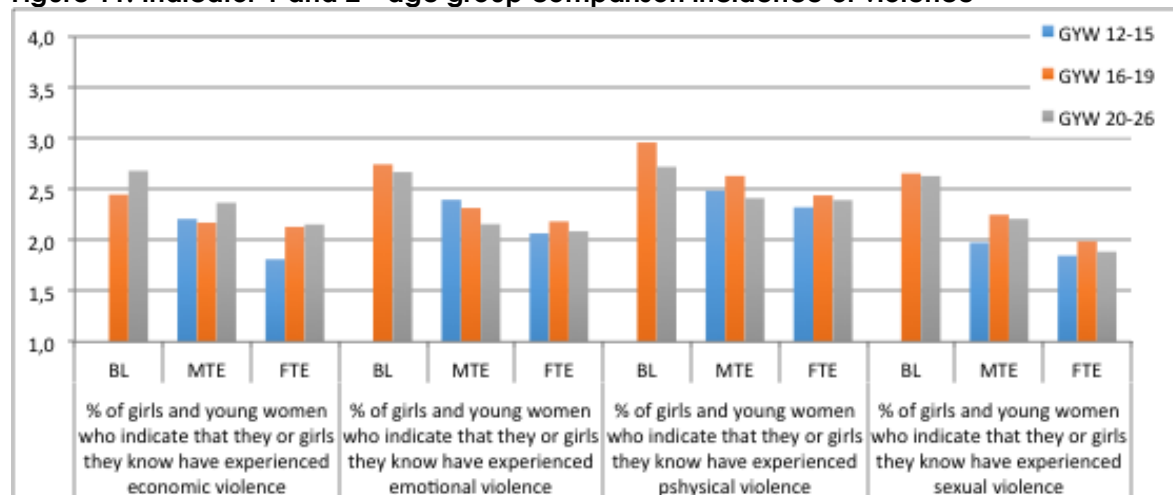
The incidence of violence witnessed and experienced by girls of the youngest age group has gone down on all type of violence throughout the entire period of the GPP, particularly the forms of sexual, emotional and physical violence. For economic violence this development is less clear. This might be related to the fact that in Bolivia partners did not work on this type of violence so the concept was less clear for the respondents, especially for the youngest ones.

Also for the other two age groups incidence of violence went down from the BL to the FTE, which is a positive development. At the same time we can observe that the adolescent girls are most vulnerable to violence, as the perceived incidence rates of violence are higher than for the other age groups.

Physical violence is the most common violence for all ages. This phenomenon is clearly related with the fact that beating in all countries is commonly used to discipline children in the family and sometimes even at school. Moreover, it is a more straightforward type of violence than for example emotional violence, which is often inherently done in a more disguised manner.

Ability of G&YW to say no to sexual activity has increased

Under this and all following indicators, this main report does not present specific findings for specific countries, except in section 4.8, where a comparison is made on the entire set of indicators of the GPP. Country specific information can also be found in Volume II (annex I) of this report.

Figure 12: Indicator 3 - girls and young women feel able to say no to sexual activity
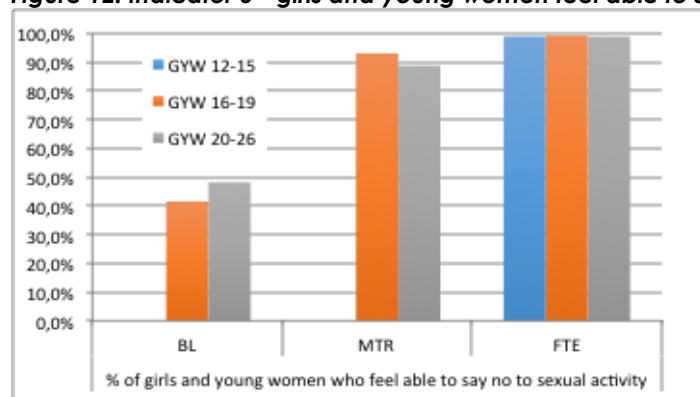
Note: This question was not asked to the youngest age group (10-13) during MTR, because they were considered too young for this question.

The perceived ability to say no to sexual activity has clearly increased during GPP's implementation. At the time of the FTE all age groups seemed confident in being able to say no to sexual activities.

The GPP awareness raising, education and training activities have paid significant attention to empowerment of G&YW on this aspect and many respondents during the FGDs indicated that their ability had increased thanks to GPP partners' activities.

Fewer G&YW accept corporal punishment of children

The figure below shows that the acceptance rate of adults beating children has gone down considerably during the implementation of the GPP.

Figure 13: Indicator 4 - agreement that children may be beaten by adults
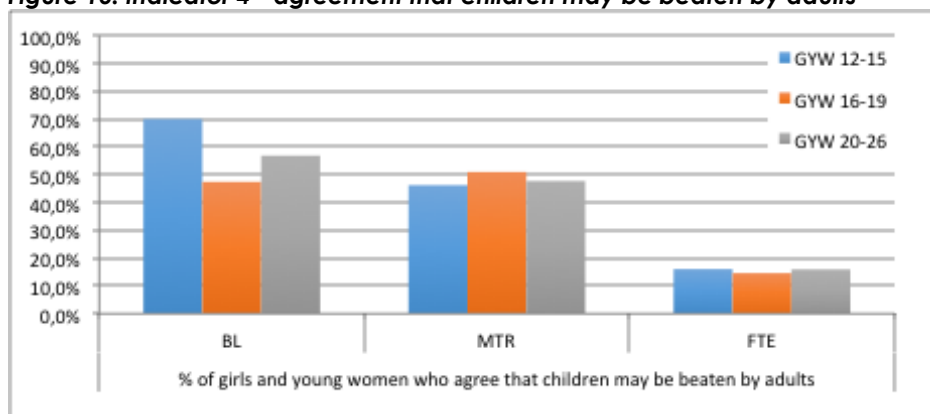
The figure shows that acceptance has particularly gone down in the second half of the GPP. It might be that awareness building on this issue has taken considerable time before it resulted in clear changes in beliefs. However, in this case it can also be caused by the complex way in which the question for the BL moment was asked.

The changes in the second half of the GPP are similar for all age groups. Acceptance of corporal violence for all three age groups is lower than 16%. Between the Baseline and MTR acceptance rates went down for the younger and older age groups and went slightly up for adolescent girls. After the MTR the rate among this age group went down most rapidly. The fact that adolescent girls were reached more during the second half of the GPP could explain this.

The FGDs show that violence against children usually comes from parents and family members. Moreover, it occurs at schools by teachers. In the FGDs G&YW also pointed out that in spite of the decreased acceptance rate by G&YW physical violence still occurs regularly. Although the frequency decreased it remains the most frequently occurring type of violence.

G&YW know better how to act when violence occurs

Indicators 5 and 6 refer to changes in awareness and knowledge of G&YW on how to act when violence against them occurs and knowledge of available services where they can go for help.

For both indicators the awareness and knowledge of G&YW has increased significantly from less than 50% at the time of the baseline to over 80% at time of the FTE.

Figure 14: Indicator 5 & 6 - knowledge how and capacity to deal with violence
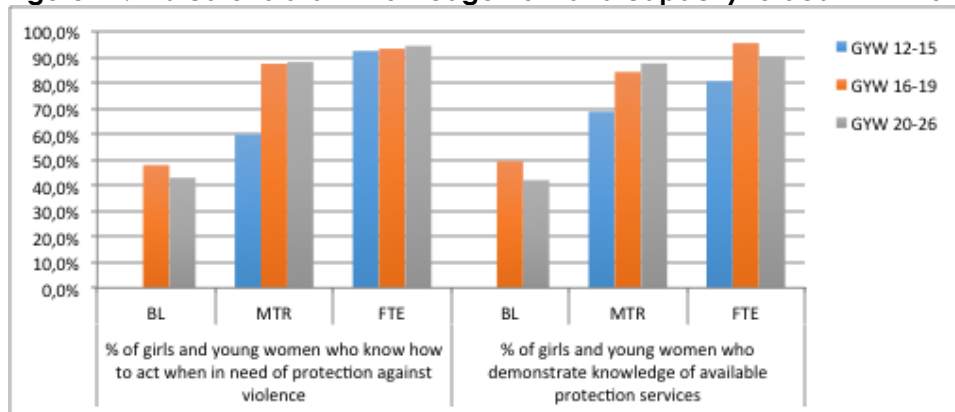
Changes in awareness and knowledge were bigger in the first half of the GPP, but still increased considerably in the second half.

The knowledge of available protection services is slightly lower than the awareness and knowledge of G&YW how to act. This is in line with the finding that at times services might be formally established, but not always available at the local level. Even if they are available, in some cases, due to limited budgets and capacity they are not always (fully) operational.

The positive development under these two indicators is clearly visible in the communities where the GPP has been active in the past years.

In spite of increased knowledge of protection services, not all G&YW actually use them

Indicator 7 in the MP dataset is a bit more difficult to interpret, because it measures two developments at the same time.

In the first place it measures changes in access to and use of available formal protection services, which means services provided by public institutions and sometimes NGO's. These services are different from informal protection services that can exist in communities (council of elders' etc.). The degree in which G&YW are using formal protection services depends on the actual existence and availability of these services at the community level and at the same time the indicator also reflects the preference of G&YW to resort to formal services or informal services, which is amongst others dependent of indicator 6 (knowledge of available services).

In the second place the indicator also measures indirectly the incidence of violence against G&YW in the communities. If incidence goes down it is also likely that less G&YW resort to formal protection services.

Figure 15: Indicator 7 – G&YW accessed formal protection services for violence
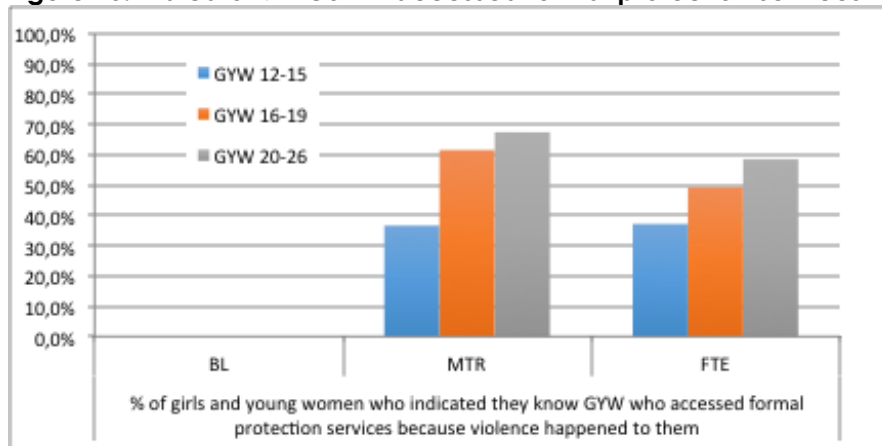
With the remarks made above, it is not possible to indicate a preferred or "right" direction for the development of this indicator. On the one hand one would hope for increased use of available protection services but on the other hand one would hope for less need of such services because of decreased incidence of violence in the community.

The use of protection services for the adolescent girls and young women decreased in line with the observed decrease in incidences of violence. In case of the younger girls the use of protection services remained the same, while the incidence of violence decreased.

The most likely explanation for this is that the GPP (and other actors) have been able to successfully increase the awareness and knowledge among this age group of services to access when violence occurs against them. The increase in know-how is also seen in the strong increase for this age group how to act in case of violence (indicator 5).

Community members have become more critical of physical violence towards boys, girls and women

We have already seen (under indicator 4) that the acceptance rate of beating children has gone down considerably among G&YW. Attitudes and behaviour of other groups in the community towards violence against children, girlfriends and wives has also changed positively as is shown in the figure below.

Figure 16: Indicator 8 and 10 – community agreement with beating of child or partner
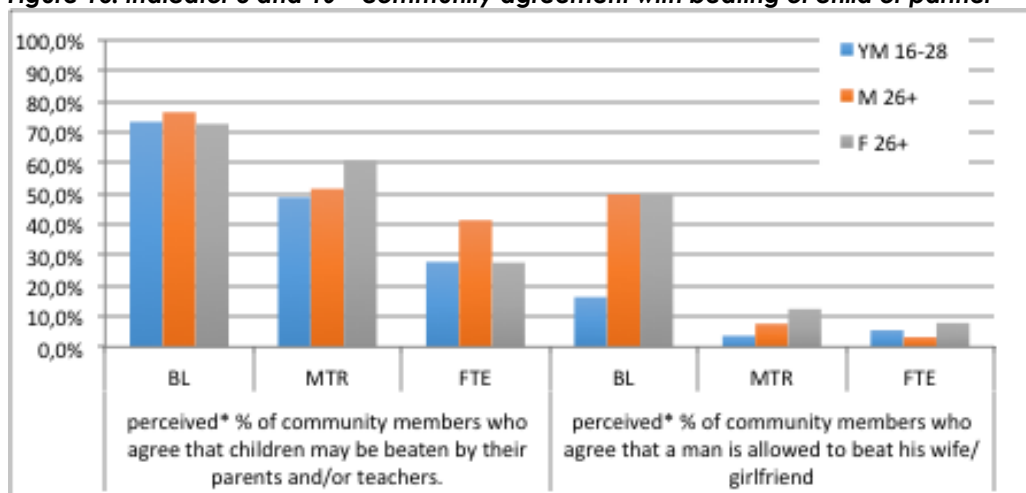
Different community member groups think that less people in the community accept violence against children by parents and teachers. This development has been gradual and continuous from Baseline to FTE. The perceived acceptance rate in the community of physical violence against wives or girl friends has gone down particularly between the Baseline and MTR to very low levels and even slightly lower levels at the time of FTE.

The perceived acceptance rate of beating of children by the parents and teachers is considerably higher than violence against wives or girlfriends. This can be explained by the fact that still a considerable number of community members consider beating of children as an acceptable form of disciplining children and not as violence. As a result, more community members think that beating of children is still quite commonly accepted within communities (with rates around 30%). Beating of wives and girlfriends is seen as violence and not as a disciplinary measure.

The development of both indicators shows that in addition to G&YW, as observed above, also community members have become much more aware of aspects of violence and that they have observed changes in communities as well. Beating of young women (wives and girlfriends) has become socially unacceptable behaviour. However, with beating of children, there is a thin line between acceptable disciplinary behaviour and unacceptable violence.

Community members do not necessarily feel that cases of violence should always be reported

This indicator again refers to the assessment of different community groups of how community perceptions on violence have changed over time. The development of values since the MTR for this indicator is remarkable and it is not pointing towards a continuation of the desired change that violence should always be reported.

Figure 17: Indicator 9 - violence against G&YW should be reported
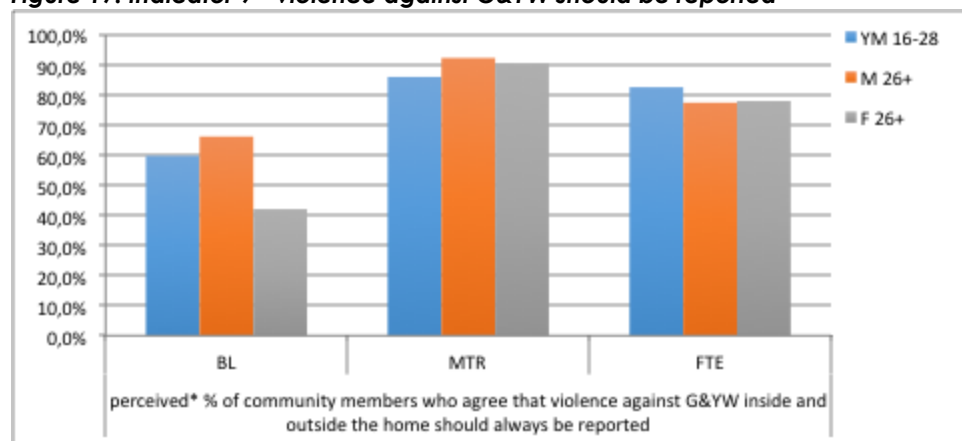
Compared with the baseline, at the time of the MTR more community members did actually perceive that the community as a whole had become less resistant against the reporting of violence to formal institutions. Although the percentages for the different community groups went down slightly at the FTE, they are still considerably higher than at the time of the BL. Nevertheless, the recent decrease requires some more attention below:.

According to the FGDs in certain communities many people still prefer that the community's own mechanisms and institutions such as a council of elderly resolve conflicts. Resorting to reporting of violence to external institutions such as the police or youth protection office is seen as a last resort, if all other local mechanisms fail to solve the issue. Apparently, community members prefer mediation above sanctions. Barriers to report are many and include a lack of awareness about rights, lack of information about the protection services, fear of retaliation by the perpetrator, lack of trust on the police or other protection services,

poor accessibility and sometimes high transport costs and time to access these formal services as these services don't reach out to all rural communities, and the fact that only a very small percentage of all cases are actually being solved.

This is an important finding, because it points out that apart from enabling G&YW to resort to protection services and improving the functioning of these formal services, it is also needed to pay attention to non-formal and community based conflict resolution and protection mechanisms. This challenge was recognised by the GPA and partners in the GPP implementation and it was also explicitly included in the learning agenda of the GPP in which it became one of the learning questions on which GPP partners have accumulated and exchanged knowledge.

Finally this finding reveals that official records of reports of violence at police or youth protection services should be interpreted with caution and these data will hide a considerable to large amount of cases of violence in communities.

Government policies and service provision to protect G&YW against violence show mixed results

Indicators 11 to 14 relate to opinions of two different stakeholder groups: professional panel members (experts on empowerment of G&YW and protection) and girls' panel members on the level of support and quality of Government's actions in developing policies and legislation on protection and provision of protection services.

The results on these four indicators are shown in the figure below.

Figure 18: Indicators 11, 12, 13 - level of support of government for protection of G&YW
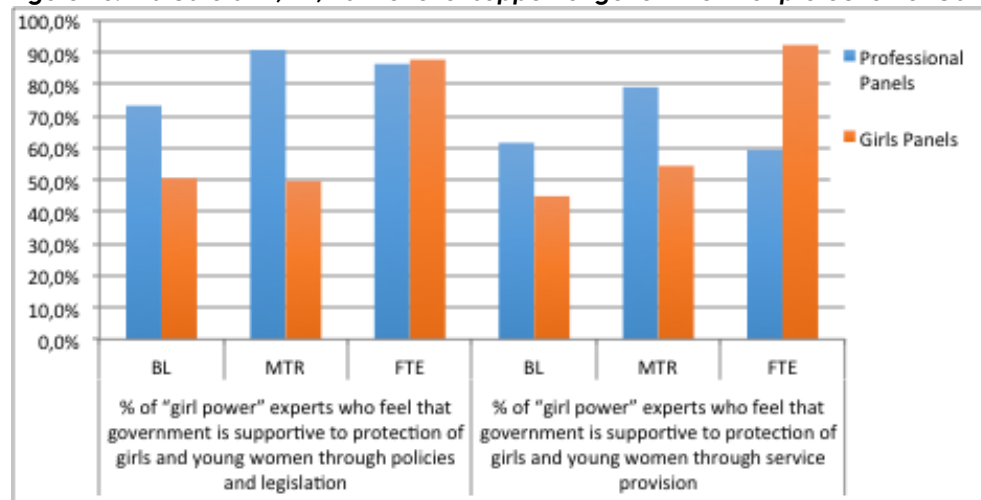
The figure above shows that reported developments on government policies and services are mixed. The girls' panels saw no or little improvement between BL and MTR but are very positive and perceive a clear improvement of policies and services on protection of the Government between MTR and FTE. However, members of the professional panels are more critical on this aspect. These professional experts (usually working in or with protection services) mostly think that quality of policy development and legislation has slightly decreased since the MTR. But what is more worrying is that they feel that particularly the quality and availability of protection services dropped strongly, even slightly below the level of the Baseline.

From the Key Informant Interviews and girl panels the overall impression is that governments in the case study countries have made an effort in developing policies and legislation. Our

desk analysis shows that additional policies and legislation are indeed in place. However, the existence of policies and legal instruments does not equal implementation on community level. Many respondents indicate that government institutions face considerable budgetary and capacity constraints to be able to effectively provide services.

It is difficult to explain why the girls' panels are more positive than the professional panel members about the availability of services. Maybe this difference can be related to the fact that the knowledge of girls' panel members on policies and services is more general and possibly somewhat more superficial than persons that are active in this field as professionals. Professional panel members might have more detailed and "inside" knowledge and are therefore able to express a more critical opinion. But it was not possible to analyse these differences in results in the framework of this evaluation.

4.3. Effects of GPP on socio-political participation

Participation of G&YW in community level organisations and decision-making has improved

Indicators 15-17 reflect the opinions of G&YW on their participation in community committees or other local groups and their influence on policy development at the local level.

Figure 19: Indicators 15,16,17 - girl and young women's socio political opportunities
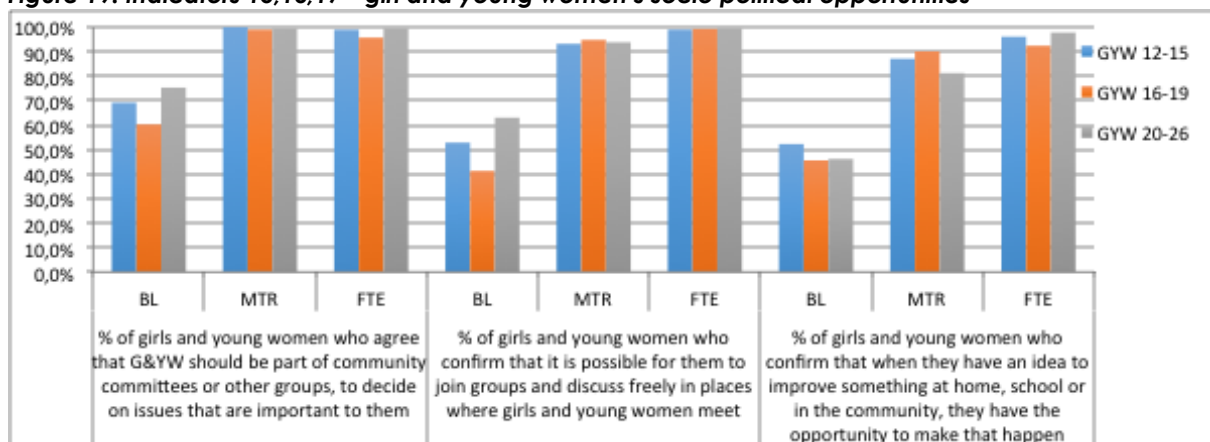
The GPP has had considerable impact on the ideas of girls and young women on whether they should be able to participate in decision making groups. At the MTR 100% of the G&YW agreed that they should be able to participate. This high percentage remained the same during the FTE.

At the start of the GPP few G&YW were positive on whether they had the opportunity to participate in groups and discuss freely with other G&YW. Over the course of GPP G&YW grew more positive, until 100% for all age groups agreed at the FTE that it was possible for them to join and participate actively in groups.

A similar positive development, although to a slightly lesser extent, can be seen on the actual influence the G&YW think they have at home, school or in communities. The G&YW have become clearly more confident that they can effectively bring in ideas and influence others.

The development on these three indicators is almost the same for all three age groups. During the FGDs many G&YW gave examples of girls clubs and other community organisations in which they have actively participated and they also confirm that GPP partners have taken several initiatives to set up and support such groups.

Community members feel that G&YW should be involved in decision-making

In the GPP communities there was a drastic change in the opinion on G&YW participating in political processes and public decision-making, which is shown in the figure below.

Figure 20: Indicator 18 - community perception inclusion G&YW in socio-political decisions
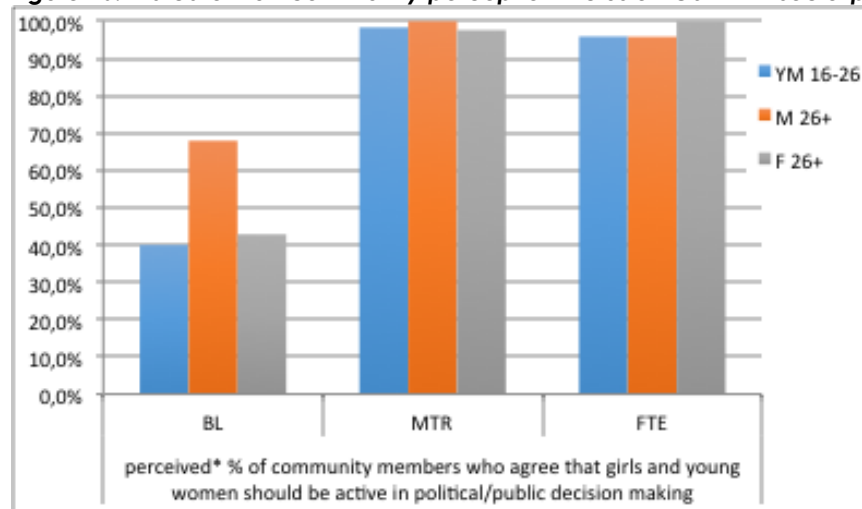
This change of opinion occurred during the period of the Baseline until the MTR and the change was sustained at the time of the FTE.

The large difference in scoring between the Baseline and the MTR might be caused by the fact that respondents did compare a current situation at the time of the MTR with a previous (memorized) situation at the time of the Baseline. Possibly this has created a slightly negative bias in the responses for the BL and a slightly positive bias at the time of the MTR. The very positive MTR and FTE scores on this indicator (near 100% on average for all countries) could also indicate peer pressure in FGDs, which inclined respondents to give a socially desirable response.

It is not likely that in reality the percentages on this indicator are as high as encountered in the FGDs organised in this FTE (and MTR) as in the discussions the respondents did indicate that there is still a long road to go, especially for male community members to accept this. But in spite of a possible bias, the responses indicate an important change in public opinions at the community level.

A slow increase of government support for participation of G&YW in local governance

Indicators 19 and 20 present the opinions of professionals and girl's panel members on the support of government institutions to increase participation of G&YW in local governance and in public decision-making.

Figure 21: Indicators 19,20 - level government support for inclusion G&YW in governance
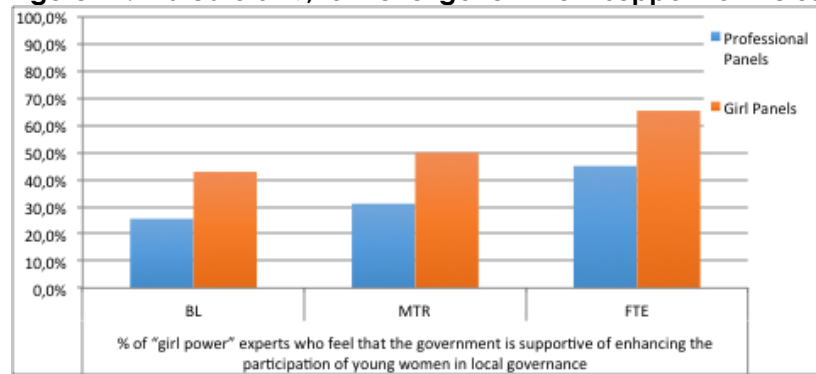
The development is constant for both respondent groups, so both groups think that the government at the local level has increasingly enabled that G&YW can participate in public decision-making, policy formulation processes and in local governance in general.

As with the opinions on protection, professional panel members are significantly more critical than their peers in the girls panels. It is likely that they are more critical because of their more direct exposure to government efforts.

The scores on this indicator are among the lowest of the entire MP data set. Both girls' and professional panel members are not very satisfied with the Government performance in this area, although they do observe a slight improvement.

4.4. Effects of GPP on economic participation

The indicators on economic participation show mixed results and are overall less positive than on other themes in the GPP.

A remark up front is needed. The indicator for economic participation, in reality should not apply in the same way for the youngest age group as for the adolescent girls and young women. Because of child labour legislation and compulsory education, most members of this group are formally not allowed to participate in economic activities, although outside of school hours and weekend they could support family members in their economic activities. Even, many of the girls 16-19 years of age are still in secondary school and not necessarily looking for a job or socio-economic services.

Therefore setting targets or defining a desired direction for development of these indicators, should distinguish between the different age groups. This is especially the case for indicator 22 (labour outside the home). The desired development of this indicator should actually be negative for the youngest age group.

The values of the indicators for the youngest age group under this category should be looked at with some caution.

Adolescent girls and young women experience a slight decrease in autonomy of spending their income and mixed results of their access to economic services.

Figure 22: Indicators 21, 24 - G&YW benefits from social services and say in income spending
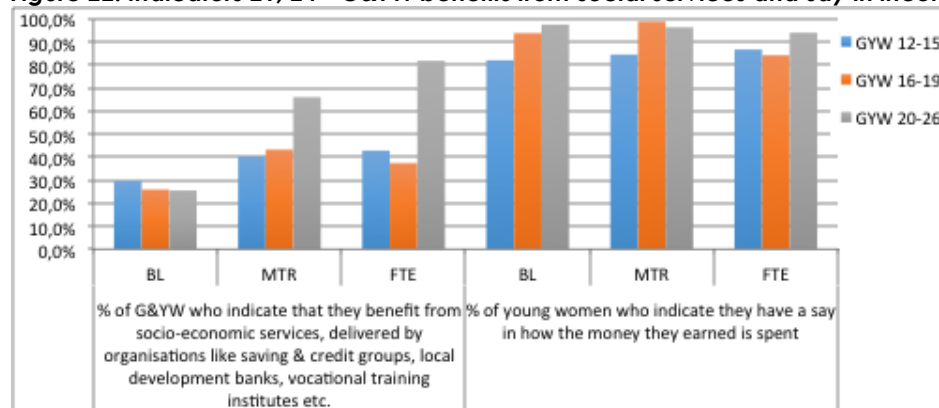
Young women have increasingly reaped the benefits from participating in socio-economic services, such as savings and loan groups or vocational training throughout the duration of the GPP. During the same period they have experience a slight decrease of their autonomy in deciding how to spend the income they earn, although at the end of the GPP their assessment on their financial autonomy is still high, above 90%.

For the adolescent age group the development is less positive. Since the MTR this age group perceives slightly fewer benefits from socio-economic services with less than 40% benefitting from them, which is less than half of the percentage of young women. On the one hand this could mean that adolescent girls are not always economically active but rather progress further in education. On the other hand many adolescents girls in low-income families (the target group of the GPP) also need income or need to contribute to household incomes. Therefore, the decrease of this indicator value might mean that they perceive fewer opportunities to benefit from socio-economic services and to acquire income.

Like their older peers, the adolescents perceive less economic autonomy than at the time of the Baseline and MTR. Nevertheless 80% of the adolescents during the FTE felt they have an influence on how the money they earn is spent. This percentage can still be considered relatively high in view of the fact that those that do have a job mostly earn money to contribute to the household income, which is spent not only for their benefit but also for their parents and siblings.

The fact that the percentages for the youngest group on indicator 21 (benefit from economic services) are low is understandable. In fact it should even be lower, because this group, except for vocational training services, is not supposed to benefit from such services.

Regarding their positive and growing perception on autonomy to spend their money (indicator 24) is likely referring to (pocket) money they earn with some activities in and around the home or helping their family members in economic activities. Apparently, most of them can keep this money or decide what it is spent on.

More young women engage in income generating activities

The graph below shows a clear increase in the percentage of young women actively engaged in economic activities.

Figure 23: Indicator 22 - G&YW engage in income generating activities

% of G&YW who have engaged in income generating economic activities outside their homes
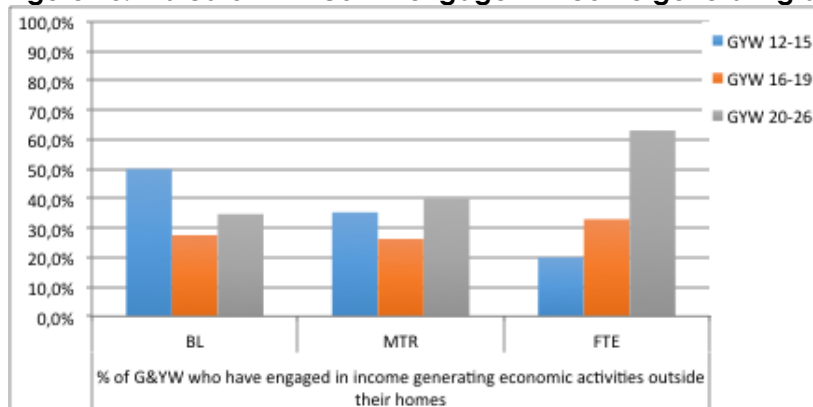
The percentage of economic activities among young women has nearly doubled between the Baseline and the FTE, where the percentage is above 60%. Also adolescent girls indicate that they are more active in economic activities, but the increase in this age group is very modest. For this age group it is also possible that this modest increase also illustrates that more adolescent girls are continuing their education until older age.

The decrease of the percentage for the youngest girls under this indicator should be looked at positively because it means that children in this age group are less involved in (child) labour. In future studies this indicator should be split between the different age group to avoid confusion among respondents.

Most young women feel they have similar opportunities as men to earn a livelihood

This indicator has only been measured during the FTE. No comparison can thus be made with the other evaluation moments.

Figure 24: Indicator 23 - G&YW have similar opportunities to earn money as men

% of young women who indicate they have the same opportunities to earn money as men FTE
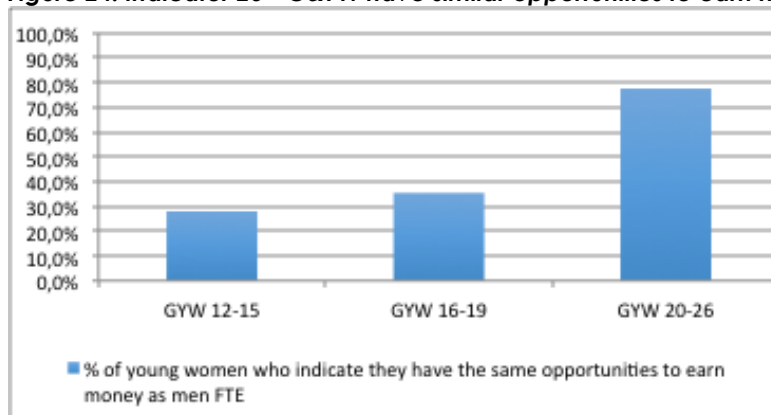
Among young women almost 80% state that they feel they have the same opportunities to earn money as men. This percentage is high compared to the other two age groups. The percentage for young and adolescent girls is less than half of that of young women. This indicates that in these age groups more respondents perceive difficulties in acquiring employment or income (be it now or in the future) and they feel that their male counterparts have more opportunities.

It is important to observe that this indicator doesn't reflect if men and women actually have employment or access to income. It reflects their ideas and ambitions and the extent to which they think these could materialise in present and future.

Community members have become more positive on gender equality in economic decisions but not on equal pay

On indicator 25 (equal say in household income) community members' opinions have clearly developed towards more gender equality, but on equal pay for the same work for men and women (indicator 26) opinions are more diverse.

Figure 25: Indicators 25, 26 - community perception women's income and say in household income
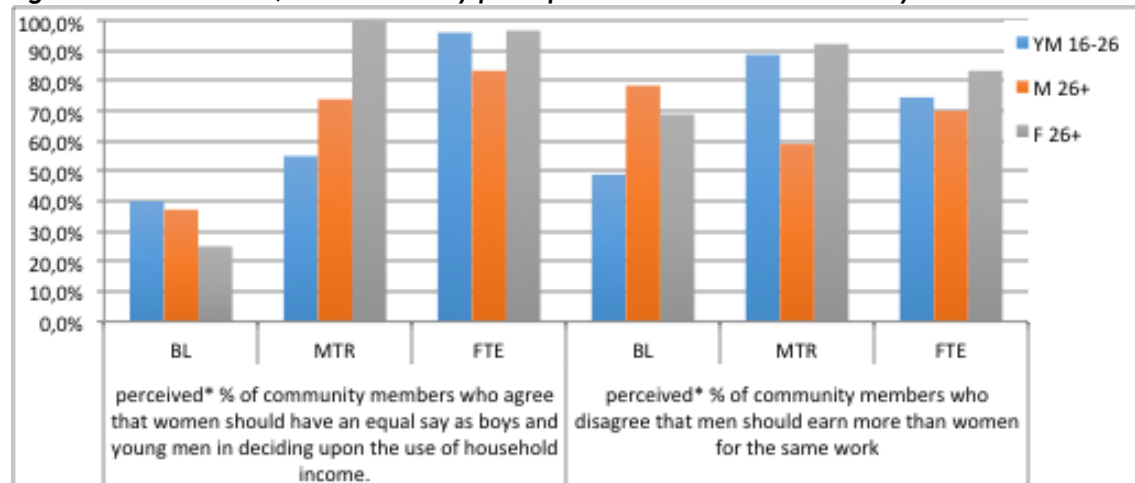
It is not surprising that the vision on equal say in the use of household income is strongest under female community members (although not at 100% anymore like it was during MTR). But also young men have clearly changed their opinion and have become more supportive to a gender equal say in this matter; only to a slightly lower extend than women. The group of men in communities has also become gradually more supportive to gender equality in household income decisions, but the percentages, although high, are considerably lower than in other respondent groups.

It is remarkable that opinions on equal pay have developed differently. While in the groups of young men and adult women, more respondents were for equal pay at the time of the MTR, these percentages dropped again at the time of the FTE, although they were still considerably higher than at the Baseline. For the older men in the communities the development is the opposite; the percentage of men agreeing with this statement dropped between BL and the MTR and increased again at the FTE. However, at the time of the FTE there are still less men that are in favour of equal pay than at the time of the baseline.

It appears that there are many different opinions in the community. This is an indicator that more systematic work on awareness building is needed among all age groups in the communities, men and women alike.

Professional and Girls' panel members are mixed about government policies and legislation and more pessimistic about services for socio-economic participation of G&YW

The four indicators that relate to panel members' opinions on support of the government to socio-economic participation of G&YW point to one of the most critical areas in this evaluation: support of government and government institutions to increase socio-economic participation of G&YW is often not considered sufficient.

Figure 26: Indicators 27, 28, 29,30 - government support to socio-economic participation
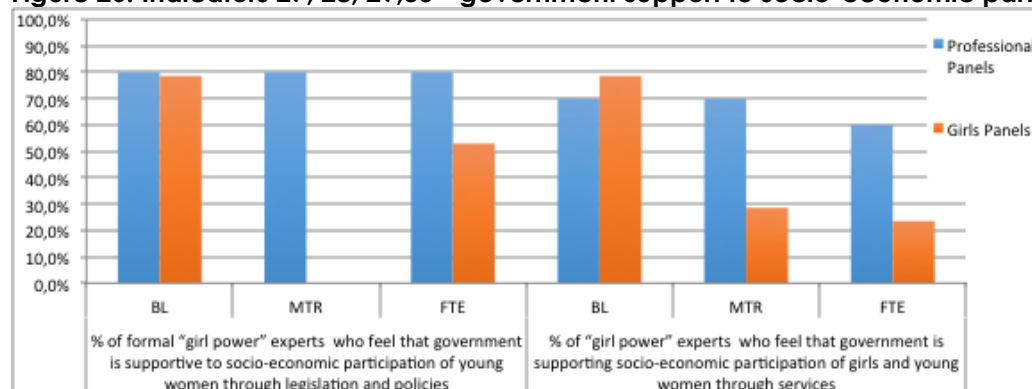
Note: the MTR value under indicator 28 (girls' panel opinions on policy support) is 0%

Overall, professional panel members have not seen a change in support of the government in policy and legislative reforms for socio-economic participation of young women. They are generally positive about the attention given by the government to this aspect. When it concerns translation of policies and legislation into services the professional panel members see a reduction in performance of the government and government institutes. Overall, it was expressed 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.

The decrease of appreciation of government performance on service delivery is shared in the girls' panels that are even considerably more negative on this aspect. The girls' panels are also not positive about the policy level performance of the government on supporting socio-economic participation of G&YW.

Girl panels were more negative on this subject than professional panels, while at the other themes it was the other way around. This might be related to direct experiences of the girls with the lack of collaboration from the government. This was already expressed during the MTR when one of the Nepali girls' panels did recognise the existence of cooperative policy, but held the opinion that the local government is just not functioning properly: "we have not been provided with a room to set up our office although the district office had promised us to provide us a room during our formation."

Another explanation for the low evaluation of girl panels on both indicators could be the limited access to information on policies and services regarding women's socio-economic participation as a high percentage of respondents answered to be neutral or to not know, which in itself is an indicator that respondents generally have limited knowledge of government support.

The critical findings on support for economic participation of G&YW are also confirmed in other interviews and analysis of secondary sources of information. However it should be noted that overall findings on indicators on socio-economic participation are more positive in Nepal than in Ghana (the only two countries in the evaluation sample where economic participation was a theme in the GPP).

4.5. Effects of GPP on Education

On the final theme, a range of indicators (31 to 38) is not based on data collection processes in GPP communities, but information comes from statistical sources on enrolment and completion rates of children in primary and post-primary education. These indicators are presented in section 4.1 of this report.

Through a small set of indicators, additional data was collected on education in the GPP communities. The results are presented below.

G&YW increasingly agree that girls should be able to continue education after marriage or childbirth

Indicator 39, presented below, shows that around 70% of G&YW in all age groups at the base line of the GPP already agreed with this statement.

Figure 27: Indicator 39 - continuing education after childbirth/marriage
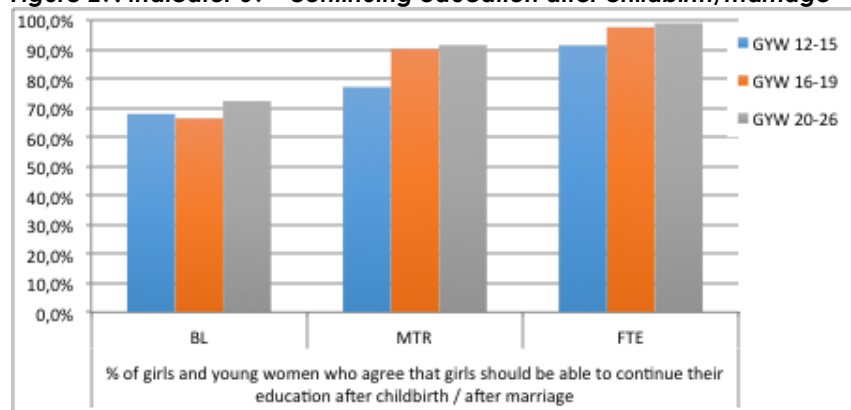
This percentage has continuously increased from the BL to the FTE until over 90% of all age groups.

Younger girls are slightly less in agreement with the statement but the difference with the other age groups is limited.

Many G&YW in the FGDs related their positive appreciation on girls' continued education to their participation in GPP activities. A lot of attention was given in the GPP to the importance of education as a means for empowerment of girls and young women.

Community members agree that girls should continue education after childbirth or marriage and girls deserve equal opportunities as boys to go to school

The development of opinions on both these indicators has been positive throughout the whole GPP duration.

Figure 28: Indicators 40, 41 - community perception of equal opportunities for education
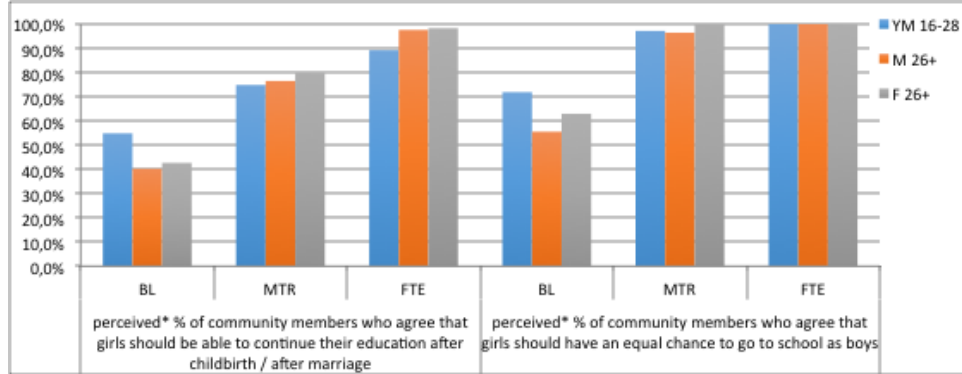
Community members uniformly agreed with the fact that girls should have equal opportunities to go to school as boys. Opinions changed significantly between the Baseline and MTR, when the percentages of community members in agreement reached close to 100%. At the FTE all the respondents in the groups agreed with this statement.

On the statement if girls should be able to continue education after marriage or childbirth, less people agreed at BL and MTR. Nevertheless at the FTE the percentage of people who agreed for all groups was above 90% and for adult women and men close to 100%. Opinions of the different respondent groups changed gradually for the positive, but more slowly among young men.

A reason for this might be that this statement particularly relates to the girlfriends and wives of the men in the younger age group. It could be that some of the young men prefer that their girlfriends or wives focus on marriage or children. Another explanation could be that they have seen among their own classmates the difficulties that pregnant girls encounter when they are still going to school.

Professional and girls' panels think that government policies on education have improved in the first half of the GPP but in the second half they perceive a poorer performance.

The final two indicators refer to the opinions of girls' panels and professionals' panels on educational policies of the government. The development here is the same as for policy development on other themes. The image shows an increase in the first half of the GPP and a decrease in the second half.

Figure 29: Indicators 42, 43 - level of government support for education
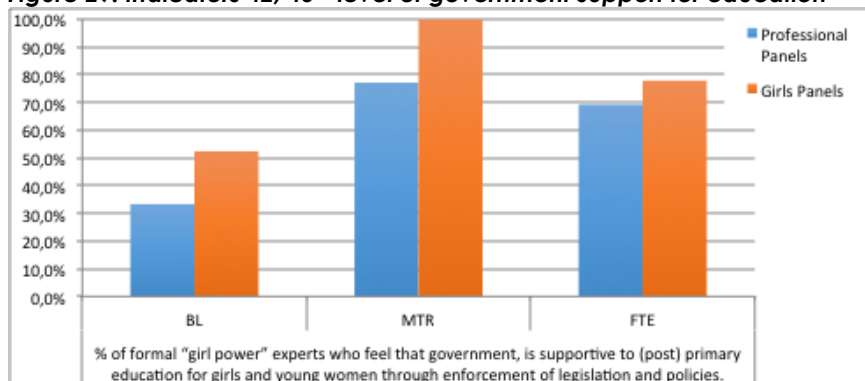
The opinions of the members of the professionals are more critical than the opinions of the girls' and this is again consistent with the pattern observed under the previous indicators on the professional and girls' panels, except with respect to the theme of economic development, where the girls' panels were more critical.

As observed earlier the more critical opinions of the professional panel members are likely to be related with their higher knowledge and more intense involvement in educational policies and programmes, while the opinions of the girls' panels are more general of nature.

4.6. Effects of GPP on capacities of GPP partners

Capacities of 16 partners in the four countries were assessed through the '5 core capabilities' (5C) tool. This tool identifies strengths and weaknesses of an organization on the following 5 capabilities:

1) Capability to commit and act
2) Capability to deliver on development objectives
3) Capability to relate
4) Capability to adapt and self-renew
5) Capability to balance diversity and consistency

In all four FTE countries, a continuous increase on all five capabilities can be noted between the BL and FTE measurements.[13] The main question addressed in this FTE report is to what extent this increase is caused by the GPP or due to other factors.

Generally speaking, and according to the partners in all four countries, the mere fact of implementing the GPP and being part of a GP alliance in the country has contributed to the strengthening of their organizations.

The purposeful strengthening of partners however, experienced a slow start. In Bolivia and Ethiopia, it took considerable time, and a push from the recommendations in the MTR report, before joint capacity building plans were developed, although GPA members and partners specific capacity development plans existed. The implementation of these plans only took off during the last year of the GPP. In general, the development of these collective plans was too late to make a real difference before the end of the GPP implementation. Partners in Ghana and Nepal on the other hand, indicated to have made great progress due to the deliberate capacity strengthening support from the GPP.

Other programme components that could have contributed to the strengthening of partners' capabilities, such as the Learning Agenda and the cross-country activities, experienced a slow start in all four countries and never reached their full potential.

5C results

The global average for all investigated partners at FTE is between 3.19 and 3.53.[14] This shows that GPP partners consider themselves to be generally strong organizations. Most of the partners are well-established organizations due to their long time of existence (Fe y Alegria from Bolivia will celebrate its 50th anniversary in 2016) and size (working on national or even international level), and had, even before the GPP, already established a name in the respective countries.

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[13] It has to be noted that comparison of MTR / FTE data with BL makes little sense as a completely different methodology was used during the BL. Whereas the latter was based on individual interviews, during MTR and FTE a full day workshop was conducted with representatives of different departments of the partner organization being analysed.

[14] Scoring was done on a 1 to 4 scale with the following meanings:

1. Awareness: the organisation is aware of the key issue, but does not act upon it.

2. Exploration: the organisation explores somewhat with the possibilities of the key issue.

3. Transition: the organisation has exercised plenty with the key issue.

4. Full implementation: the organisation is full-fledged implementing the key issue.

Figure 30: Average scores on the five capabilities from all FTE countries
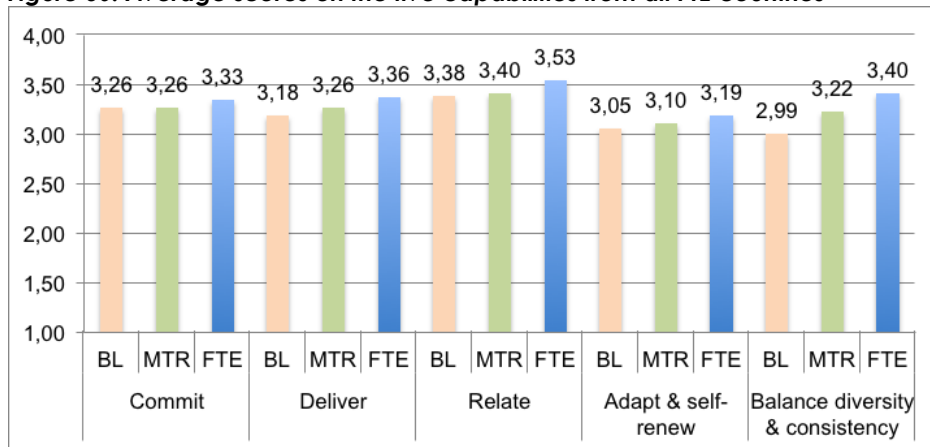
1=awareness, 2=exploration, 3=transition, 4=full implementation

Like at the MTR, it is the **capability to relate** on which partners score their capacity at the highest level and this is so for all four countries. This can be largely attributed to the GPP in which establishing and maintaining alliances has been key, not only with other GPP partners but also with public institutions and other CSOs. This is especially noteworthy with countries like Bolivia and Ethiopia where partners had to deal with a government that wants to monopolise policies and actions in service delivery and has raised obstacles for independent work of NGOs in this area.

The weakest capability, like at MTR, is the one to **adapt and self-renew**. This is mostly due to the fact that partners do not have time to review and exchange experiences more profoundly as they are overloaded with work and there is no funding to hire more staff.

The lack of financial resources was especially mentioned by Bolivia as many international organisations are no longer financing programs in the country or have restricted the use of funds. This is the main reason that the **capability to commit** received overall the lowest score in Bolivia. On a positive note, due to the long track record of some of the partners, they have already managed to acquire some fixed assets (like buildings) and to diversify their income even with own resources (e.g. service provision and rent). In other countries, financial resources were not mentioned as an issue, although the fact that the GPP was coming to an end might have influenced the scores. Moreover, in Bolivia and Ethiopia some partners indicated that staff is overburdened and some organizations were in the midst of updating their strategic plan, which explains the low overall score on the capability to commit and act.

At the same time, organizations in all four countries are very positive about their human resources, as staff has improved their knowledge and experience on GPP thematic areas in the last four years. This and the fact that most partners have well-structured and stable organizations with pre-defined strategies at all levels but also room for innovation, helped largely to improve the **capability to deliver and meet objectives.** Moreover, many alliances that partners have established with different stakeholders, work towards the same goals.

Regarding the capability to **balance diversity and consistency** in all countries internal gender policies (as well as child protection policies) have been developed with support from the GPP and staff is more gender sensitive due to trainings and the practical implementation of the GPP. However, actual implementation of the policies and mainstreaming is still lagging behind and requires the development of clear strategies. In the case of Nepal one of the partners made great progress on this fifth capability as before the GPP they had no manuals or guidelines and few staff but at the time of the FTE they were a full-fledged organization with all the filing systems, manuals and staff in place. In Bolivia the team of one partner

indicated that they improved quite a lot in capability 5 thanks to increased involvement from all levels (from management to the doorman) in decision-making, and delegation of responsibilities.

Figure 31: Average scores on the five capabilities for each of the FTE countries
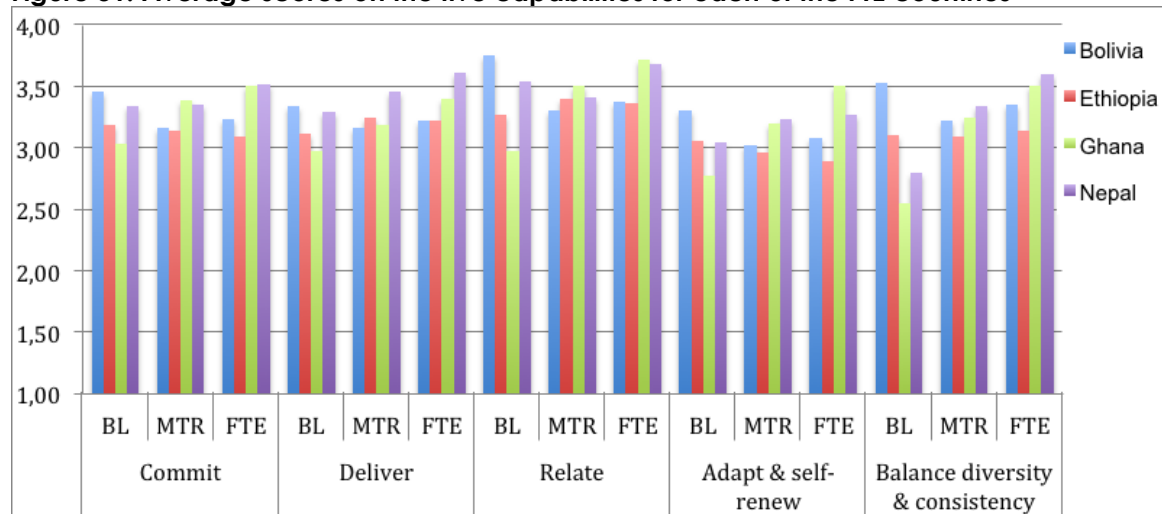
1=awareness, 2=exploration, 3=transition, 4=full implementation

When looking at differences between the countries the following can be observed:
- The 5-C scores in Ghana and Nepal increased continuously since BL to MTR to FTE with support from GPP (with only one exception for Nepal on the capability to relate but the FTE value is still higher than BL);
- In Bolivia a decrease in score on all capabilities can be observed between BL and MTR, but between the MTR and FTE, all Bolivian partners showed a clear increase in 5-C scores;
- Ethiopia shows a decrease of 5-C scores between the MTR and FTE on all capabilities except for the one to balance diversity and consistency. The decrease is mainly due to scores of only two partners of which one partner had clearly weaker capabilities today than two years ago but in the case of the other partner, the decrease was largely influenced by a more critical group of participants in the 5C workshop and more inclined towards self-criticism.

Strengthened organisational capabilities are likely to be sustainable due to the fact that an increase has been shown since the start of the GPP and partners expressed the intention to continue with GPP thematic areas, policies, tools and methodologies, like the focus on gender equity and the involvement of boys.

4.7. Effects of GPP on Civil Society (the CIVICUS Tool)

Objective and methodology

The CIVICUS Civil Society Index (CSI) is an action-research methodology developed by the CIVICUS World Alliance for Citizen Participation. It aims to assess the state of civil society in countries around the world.[15]
The goal of the CIVICUS CSI project is to enhance the strength and sustainability of civil society and strengthen civil society's contribution to positive social change. To enable this, the following specific objectives were formulated:
1. Generate and share useful and relevant knowledge on the state of civil society

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[15] For more information see www.civicus.org

2. Increase capacity and commitment of civil society stakeholders to strengthen civil society

The CSI is designed to assess and score five[16] different dimensions of civil society: **(1) civic engagement** of individual citizens participating in CSO's; **(2) level of organisation** at the collective level of GPP civil society organisations; **(3) the values** practiced and advocated by the GPP partners in the civil society arena; **(4) the impact** of activities pursued by civil society actors; and **(5) the external environment** in which civil society exists and functions.

MoFA has adapted the CIVICUS CSI methodology and has also given freedom to MFS II alliances to further fine-tune the CSI assessment guide and methodology.

The assessment tool used in the FTE of the GPP differs from the original CIVICUS CSI tool in several fundamental ways:
- This evaluation exercise focuses on collective actions of GP partners and their allies in the context of the GP program and not on the role and function of Civil Society Organisations in the society at large.
- The tool uses 5 dimensions with 1 to 3 result areas (see below) and contains questions to guide and facilitate discussions on each dimension of the CSI format, instead of a large number of individual indicators;
- The assessment is done in a short workshop-format and therefore is opinion-based, related to immediate reflection and inputs of participants in a half-day workshop, instead of a long and thorough process of action-research;
- The assessment is done by a small group of participants that are knowledgeable of the GP partner's projects (limited multi-stakeholder participation) and not in a broader multi-stakeholder setting.

Table 16: the dimensions and result areas applied in the CIVICUS tool of the GPP - FTE

Dimension	Result areas
1. Civic engagement	Diversity of civic-based engagement Diversity of political engagement
2. Organization of Civil Society	Organizational level of Civil Society Peer-to-peer communication Financial and human resources
3. Practice of values	Internal governance Transparency
4. Impact	Responsiveness Social impact Policy impact
5. External environment	Socio-economic, socio-political and socio-cultural context

Source: Elaboration of the Evaluation team based on CIVICUS CSI

The Girl Power Programme uses the following definition of civil society:

Civil society strengthening takes place at the level of the individual organisation, building capacities in a range of organizational capacities (see also 5-C). And it takes place at the level of the space in which these organisations operate (see CIVICUS Dimension 5).

This CIVICUS-CSI assessment implemented during the FTE of the GPP is a follow-up of CIVICUS exercises conducted at baseline and MTR. The objective of the CIVICUS CSI evaluation exercise for this FTE is threefold:
1) to identify collective strengths and weaknesses of the GPP partners (5-C looks at individual strengths and weaknesses of partners)
2) to assess the role and function of GPP partner organisations in the broader civil society

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[16] Please note that the original CSI index has four dimensions. In the version applied by the Dutch Ministry of Foreign Affairs in the MFS II programme (through which the Girl Power Programme is funded) there are five dimensions. To avoid confusion only the format as applied by the CRA is presented.

and identify new challenges, risk and opportunities (if any) for GPP partner organisations after the closure of the program
3) to assess contributions of the GPP partner organizations towards the strengthening of civil society

When comparing BL with MTR and FTE data it has to be taken into account that during BL another methodology was applied, mostly based on individual interviews with a small number of experts. During MTR and FTE the same methodology of working with district panels was applied. In each country two to three district panel sessions were held with 6 to 12 informants knowledgeable about civil society and especially the thematic areas that GPP intervened on. These included representatives of the CSC, CBOs, NGOs, public institutions and the target audience (e.g. youth clubs).

Results

Looking at the combined score of all four countries on each of the five CIVICUS dimensions in the figure below there has been an improvement from BL to MTR on all dimensions. However, during the last two years of the GPP only a minor improvement can be observed for civic engagement, organisation of civil society and external environment, whereas the practice of values and overall impact even decreased. This is mostly caused by a decrease in scores on these two dimensions for Ghana and Nepal. Although transparency (which is part of the dimension practice of values) went down in all countries, mostly because there is little practice of making financial accounts publicly available. Overall impact on government is limited in various countries, and impact on private sector is practically non-existent.

Figure 32: Combined scores four FTE countries on CIVICUS dimensions
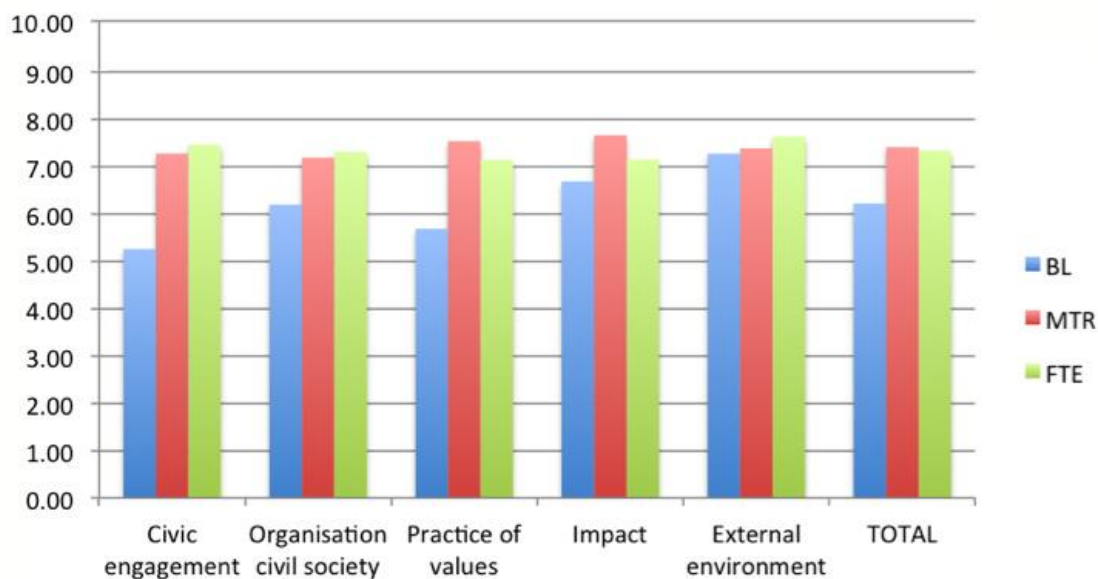
Looking at the results of each of the four countries (see figure below) there was an improvement from BL to MTR for all. In the last two years only Bolivia and Ethiopia managed to continue this improvement. Whereas respondents in Ghana and Nepal are now more negative about the civil society context. Nevertheless, overall scores on all dimensions are highest for Ethiopia and lowest for Bolivia.

Figure 33: Country comparison of scores on the five CIVICUS dimensions over time
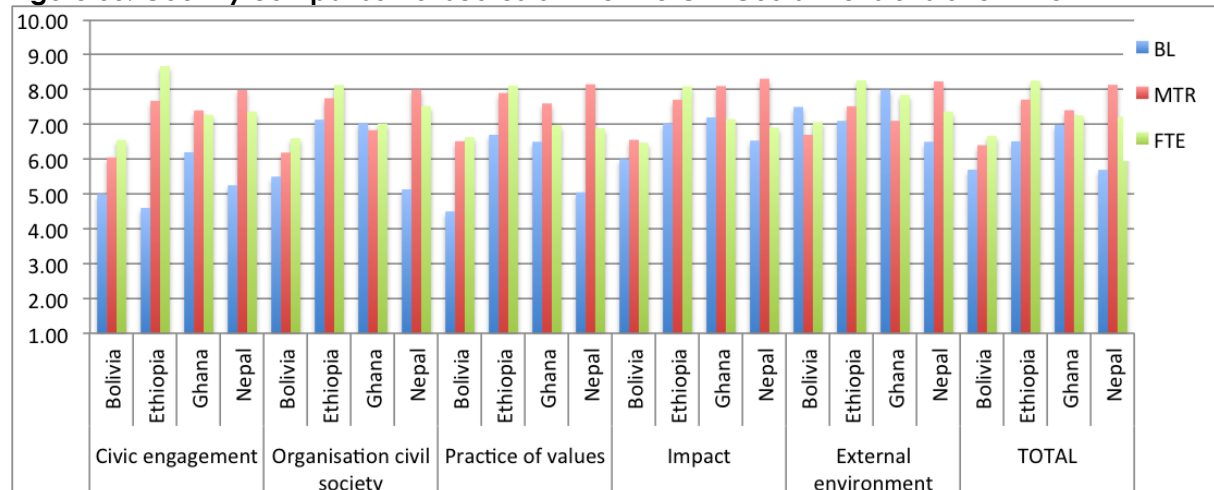
Civil society in Nepal

In Nepal, all 5 dimensions decreased which is mostly due to the lower scores given by panels in the Banke and Makwanpur districts, whereas the third district (Sindhuli) was more positive in the FTE.

The fact that Banke scored the lowest of all other districts could be due to a lack of understanding of the questions (most respondents used the English version of the questionnaire, despite a limited fluency in the language). However, it is also the biggest district with a diverse population (including Muslims). There have been several incidents of physical violence against GYW. The NGO network jointly responded to this by providing legal aid and rehabilitating women survivors of the violence. The NGO network members felt that they could not do this adequately.

Overall, participants in Nepal stressed the difficulty of generating continuity in their work as most is financed with external funds that are granted for a specific period of time. At FTE this issue was specifically pressing, not only in Nepal but in all other countries as well.

Civil society in Ghana

In Ghana the organisational level of civil society and the external environment improved. These were the only two dimensions that increased between BL and MTR. They are now at around BL levels. On all three other dimensions the scores decreased. Specifically impact went down almost one point.

It appears that NGO's might have lost some influence. In analysing this development it becomes clear that there are two sides. On the one hand, CSOs might have lost some strength in responsiveness, social and policy impact. They were viewed as focussing on the implementation of their projects and less on lobby and advocacy. On the other hand, public institutions have become less responsive to civil society demands. This seems in contradiction with the assessment of district panels that the general enabling environment for civil society organisations has improved. However, this could also be seen 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 mean that they are accessible in practice.

Civil society in Ethiopia

Ethiopia improved continuously on all dimensions from BL to MTR and FTE. In all three districts, the participants confirmed that the enabling environment for CSO's working on G&YW empowerment issues is quite good and stable as long as they work constructively together with the government. CSOs, due to Government policies and regulations cannot engage in formal lobby and advocacy activities (hence the low score on policy impact). CSO's are able to reach out, mobilise and organise target groups and CSO are considered legitimate organisations to work on G&YW issues in these communities. Overall high scores were given on the CIVICUS dimensions:
- 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.
- Peer-to-peer communication, which in this case 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 CSOs as well as governmental stakeholders more together.
- Social impact: participants said that government now supports girls and gives attention to gender, which has been influenced by GPP partners who conducted various trainings for community members and established multi-stakeholders child protection structures at the district level. For example in Wondogenet: "FGM and abduction cases have decreased with 35% in four years time. Child labour and trafficking has reduced. Girls' enrolment and their grades have improved. The society is more aware and reports cases of Hazardous Traditional Practices (HTPs), also the helpline is now used."

Civil Society in Bolivia

Bolivia improved continuously on civic engagement, organisational level of civil society and practice of value. Although it went slightly down on impact between MTR and FTE, it still shows a higher figure than at BL. This is not the case for external environment, which worsened between BL and MTR after which it improved a bit but not yet up to BL levels. Indeed the external environment for civil society in Bolivia has become more difficult since the start of the GPP with the government trying to capture funds that used to go to civil society and augmenting their administrative-financial workload by increasing control and legal requirements of CSOs.

Another pressing issue in Bolivia, even more so than in the other countries, is access of NGO's to funding and financial resources. Many donors have left Latin America, including Bolivia, which has gained lower-middle income status recently. The fact that human resources, peer-to-peer communication and the overall organizational level of GPP partners in Bolivia is strong and even strengthened by the experience with the GPP makes that this second dimension does show a continuous improvement since BL.

The fact that Bolivia scores lowest on all five dimensions could be caused by these two factors (negative political environment and decreasing availability of international funds for CSOs), although the political environment is also not the best in Ethiopia which scored highest on all dimensions. Another explanation could be that culturally participants in Bolivia are more self-critical and open to express their discontent, which has already led to numerous strikes on district or even national levels.

4.8. Comparison of GPP indicators between countries

The contexts of the different MTR countries are very different. And different GPA members and local partners implemented the GPP in these different countries. They also focused on different themes with the exception of the theme of protection that had interventions in all GPP countries. Nevertheless at the specific country and community level interventions are multiform and focus on different target groups.

Because of these reasons, we believe a detailed comparative analysis of the MP data between the different countries is not very useful, except with respect to incidence of different forms of violence as done in section 3.4.

The evaluators made an analysis of average values at the level of the different themes in the GPP. In order to enable this analysis the values on indicators 4, 8 and 10 (that were negatively formulated) have been reversed to positive percentages so they can be used to calculate average values for all themes. The data on incidence of violence (1 and 2) were omitted from this analysis because these were analysed in section 3.4. Additionally data on indicators 7, 22 and 23 were not used, due to the fact that values under these indicators do not express (the same) desirable development for these indicators for all age groups and therefore could not be used as components in analysis of larger data sets.

The comparative analysis is presented in the figure below:

Figure 34: Country comparison of average MP data on the themes in GPP
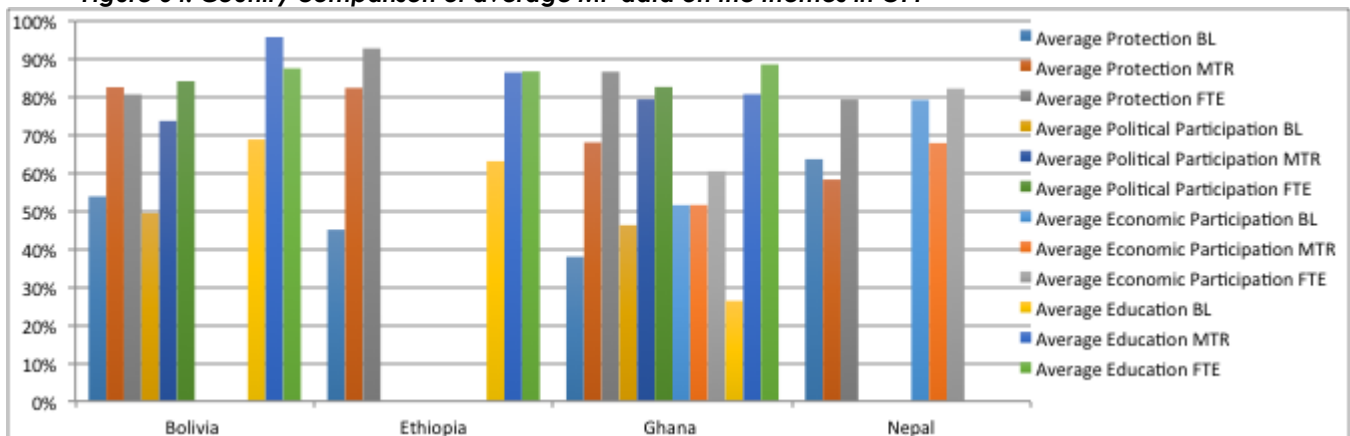
The analysis in the figure above at first glance suggests that Ethiopia presents generally higher values on the theme of protection than the other three countries. In Bolivia the values on education are considerable higher than in Ethiopia and Nepal. The values on socio-political participation in Bolivia and Ghana are in the same range. And finally data on economic participation are considerably more positive in Nepal as compared with Ghana. These differences indicate that results of the GPP have been different on different themes in different countries. Protection seems the be strongest theme in Ethiopia; on political participation the theme seems more or less equally strong in Bolivia and Ghana; on economic development Nepal seems to have done better than Ghana and on education Bolivia shows the strongest results.

Again we repeat that these insights are merely indicative and not hard statistical findings.

The figure above also shows that in all countries most developments along the four core themes of the GPP have been positive, from baseline, through MTR until the FTE. There are only a few exceptions that are highlighted below:
-      In Bolivia rates on Protection and Education have decreased in the final phase of the GPP, but the decrease was only minor for protection, while the more considerable

decrease of values for education originated from very high values at the time of the MTR;
- In Nepal, MTR values on protection and economic participation were lower than at the start during the baseline, but at the end during the FTE both values had picked up again and where now above Baseline values.

In all countries and on all themes FTE values were higher than the baseline and this result should certainly be considered a success from the GPP.

In a second analysis we have looked at the deviation of values in different countries from the global average value.

For this analysis, the same cleaning and changes were applied as mentioned above to enable this comparative analysis.

The figure below shows the percentage of the balance of the numbers of positive and negative values on indicators compared with the global averages. For example in Bolivia at the time of the baseline 38 indicators showed a higher value than the global average, while 17 indicators showed a lower value than the global average. This leads to a positive balance of 21 that were higher than average and this is 38% of the total number of (55) indicators.

Figure 35: Deviation of country MP data from global averages
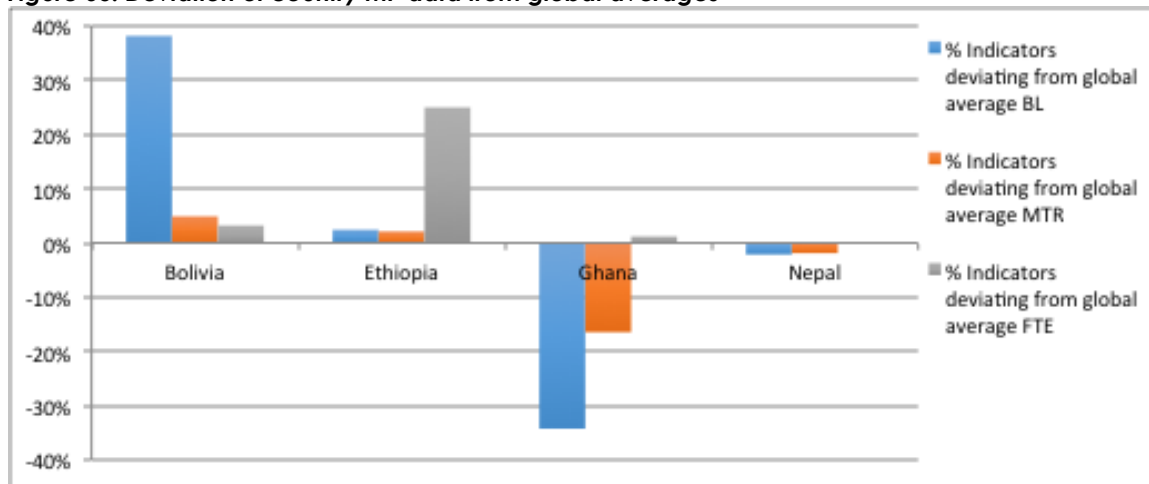
The fact that the deviations from averages at the aggregate level do not total zero, is caused by the factor that at different moments in different countries the total number of indicators was different (not all countries were addressing the same themes).

We repeat that also this analysis is only indicative and it does not serve as hard statistical evidence. It is merely meant to indicate some trends that can be observed in the data sets of this evaluation.

The trends that can be seen in the figure above are:
- In Bolivia, the assessments of respondents at the Baseline were very positive and they have developed towards global averages at the time of the MTR and FTE. Respondents in Bolivia have gradually become less optimistic during the development of the GPP;
- In Ethiopia, the trend is reversed and respondents were more optimistic than the global average at the time of the FTE;
- In Ghana, at the time of the baseline the respondents appeared to be more pessimistic, but they gradually developed a more positive look on developments and at the end were approximately at the average global level;

- Respondents in Nepal have at all times in the GPP had opinions close to the global average and during the final evaluation their opinions were almost exactly the same as at the level of the global average

The detailed data sets on which this analysis is based are presented in Annex 5.

4.9. Comparison of global GPP indicators and GPP targets

After the MTR, the GPA has done a revision of targets for the GPP for the end of 2015. This revision of targets was a quite complex process, which took considerable time. The final revised targets were presented to MoFA in 2015 and after that they were also submitted to the FTE evaluation team.

This section contains an analysis of summary values of main aspects under the four themes. These values are presented in the table below.

Table 17: Comparison Baseline, MTR and FTE indicators with GPP targets for 2015

Specific outcome	BL (2011)	MTR (2013)	Targets (2015)	FTE (2015)	Comparison with MTR
Protection					
Decreased prevalence of violence against you or girls that you know*	84,78	78,08	69,25	76,64	
Non-acceptance of violence against G&YW	57,65	69,90	66,80	91,79	
Access of G&YW to quality (child) protection systems	45,20	77,55	87,80	91,09	
Communities recognize violence against G&YW as unacceptable	46,13	74,40	79,90	81,47	
Government acts to ensure the rights of G&YW to protection against violence	61,38	77,20	82,28	81,51	
Socio-Political Participation					
G&YW take equally part in decision taking and politics	54,83	90,73	88,60	97,61	
Communities value G&YW as actors of importance in (political) decision taking	57,40	99,00	96,80	97,25	
Government actively creates conditions for equal political participation by both sexes	34,25	40,55	48,10	55,20	
Economic Participation					
G&YW benefit from socio-economic services	22,90	56,80	72,50	37,85	
G&YW take equal part in household budget management	69,70	71,60	81,00	88,42	
Communities value G&YW as actors of importance in economic life	64,25	73,50	84,15	79,81	
Govt. actively creates conditions for equal economic participation by both sexes	76,80	69,03	78,75	54,12	
Education					
G&YW value education	67,10	85,90	97,80	97,00	
Communities value education for G&YW equally important as for B&YM	59,50	87,30	94,05	97,53	
Govt. actively creates conditions for equal participation both sexes in (post-) primary education	51,20	88,50	91,85	73,57	

* Value shows percentage of G&YW who indicate that they or G&YW they know have experienced violence. Therefor, a decline of the indicator value is a positive development
Note: The values for Indicators 4, 8 and 10 (under protection) were reversed to enable using these indicators in larger data sets. Values for Indicators 7 (protection), 22 and 23 (economic participation were omitted from the analysis.

On eight specific outcomes the FTE values are more positive (in green) than the targets for the end of 2015 and on seven specific outcomes FTE values have not reached the target. In two of these latter cases (in blue) the FTE values come quite close the anticipated target.

Before discussing the specific aspects where anticipated outcome results were not reached, it should be said that this overall analysis shows a generally good realisation of the GPP towards the end of its implementation period, with a performance close or above targets in 57% of the specific outcome results indicators of the GPP. When comparing FTE data with the MTR, performance is better in 71% of all indicators. And finally when comparing FTE with baseline results on 83% of the indicators performance was equal or better than at the BL. The detailed overview and comparative analysis of all MP indicators, on which this overall assessment is based is presented in Annex 5.

On five outcomes (presented in orange) targets of the GPP for 2015 were not yet reached at the time of the FTE. On three aspects, where the target for 2015, the FTE value also shows a decrease compared to the indicator value at the time of the MTR, and is thus showing not only non-realisation of targets but also real decrease in results of the GPP as compared with the MTR.

Two of three specific outcomes, where results at the time of the FTE are lagging behind target and were also lower than at the time of the MTR are related to Government's policies and actions to provide services in the area of economic participation and education. Under protection, the Governments' performance is close to the target and higher than at the time of the MTR. Under socio-political participation the government's performance has exceeded the target set for 2015 and also showed an increase compared with the MTR, but here it should also be observed that target on this aspect was set rather low.

This analysis underscores the analysis made in the previous sections and also the findings from FGDs and interviews with key stakeholders. It is in the area of lobby and advocacy towards the government that the GPP has had its weakest effect and impact. As a result, institutional level changes have been more modest than expected. GPP has exceeded targets at the individual and community level.

The third indicator, where targets were not met and also a decrease compared to the MTR could be observed was under the theme of economic participation and related to the benefits of socio-economic services for G&YW. This shows the difficulties to achieve good economic results among target groups, as we could already observe in previous sections and it point towards one of the most challenging areas of work in the GPP. But here we should also note that the interests of different age groups under G&YW are quite different. For this reason we had already excluded two ambiguous indicators from the analysis. But still, economic participation is primarily of interest for young women and to a certain extent (when it doesn't conflict with school or when education is actually preparing for economic education) for adolescent girls, while for younger girls economic participation is actually a non-desired outcome.

Also on community views on economic participation of G&YW the FTE was lower than the target for 2015, but still higher than at the time of the MTR. This also underscores the analysis of the results of the FGD's and interviews that generally the GPP encounters more difficulties in the area of economic empowerment initiatives than in the interventions under the other themes.

Finally, but actually most importantly, the targets on reduction of perceived violence are not met, although violence has decreased compared with the baseline. As we have already seen in the detailed analysis of indicators 1 and 2 on the different forms of violence in section 4.2 the changes in indicator values reflect two different contrary trends at the same time. On the one hand the indicators measure perceived incidence of violence but on the other hand they also measure increased awareness and capacity of G&YW to recognise different

forms of violence and this influences the extent to which G&YW report violence. Therefore, maybe the target set for this indicator, was too ambitious and can only be reached on the longer-term. The fact that scores on violence have constantly decreased (but slowly) since the BL is an indicator for this.

Table 18: Comparison Baseline, MTR and FTE 5-C indicators with GPP targets for 2015

	Baseline (2011)	MTR (2013)	Targets 2015	FTE (2015)	Comparison with MTR
C1. Capability to commit and act	3,18	3,38	3,58	3,33	
C2. Capability to deliver on development objectives	3,11	3,26	3,55	3,36	
C3. Capability to attract & relate to external stakeholders	3,35	3,36	3,60	3,53	
C4. Capability to adapt and self-renew	3,06	3,11	3,47	3,19	
C5. Capability to balance diversity and consistency	3,20	3,21	3,56	3,40	

None of the targets set for the five core capabilities of partner-organizations have been met. This is not surprising as in two of the four FTE countries capacity strengthening plans were only developed after MTR and their implementation did not start until the last year of the program. This gave little time for improvement. Also the learning agenda and cross-country activities, which could have had an important impact on partners' capabilities, were not fully implemented.

Nevertheless, all but one capability improved between MTR and FTE. In other words, partners did strengthen their organizations over the course of the GPP period. This is mostly due to the fact that implementing the GPP and being part of the national GP alliance as well as establishing various alliances with other GPP stakeholders, has been an important learning process, which strengthened partners overall.

The lower score on the capability to commit and act can be explained by the lack of financial resources, overburdened staff and organizations being in the midst of updating their strategic plans. These issues are all directly related to the GPP coming to an end.

Table 19: Comparison Baseline, MTR and FTE CIVICUS indicators with GPP targets for 2015

	Baseline (2011)	MTR (2013)	Targets 2015	FTE (2015)	Comparison with MTR
Civic engagement	5,26	7,28	7,85	7,47	
Level of organization	6,20	7,19	7,57	7,32	
Practice of values	5,69	7,54	8,10	7,15	
Perception of impact	6,69	7,67	7,70	7,16	
Environment	7,28	7,39	8,00	7,64	

As with the strengthening of partner capabilities, none of the targets set for the dimensions of the CIVIVUS Civil Society Index were met. This can be largely explained by the fact that the GPP has mostly focused on influencing at individual level and less at socio-cultural and institutional level. Nevertheless, compared to MTR minor improvements can be observed for civic engagement, organisation of civil society and external environment, whereas the practice of values and perceptions of overall impact decreased.

This decrease is for a big part due to a lack of impact on government policies and service delivery, which is in line with the finding that GPP did achieve less results at the institutional level. At the same time transparency (which is part of the dimension practice of values) went down in all countries, mostly because there is little practice of CSOs and NGOs of making financial accounts publicly available.

4.10. Cross Checking of data and testing of hypotheses on Monitoring Protocol

During the inception and research phases of this evaluation a number of hypotheses have been developed on possible crosscutting relations between effects of the GPP programme for different stakeholder groups or relations between intervention levels. In this section the findings of this additional analysis are described.

This analysis was done based on the MP country-level data sets. The analysis in this section does not include checks for statistical significance. Findings in this section therefore should be looked at as a general trend analysis and not a statistical analysis, as was presented in the previous sections.

Level of participation and appreciation of helpfulness GPP activities by beneficiaries

Two important basic questions were asked to all participants in the focus group meetings and the results of these questions are presented in the figures below:

Figure 36: Level of participation of respondents
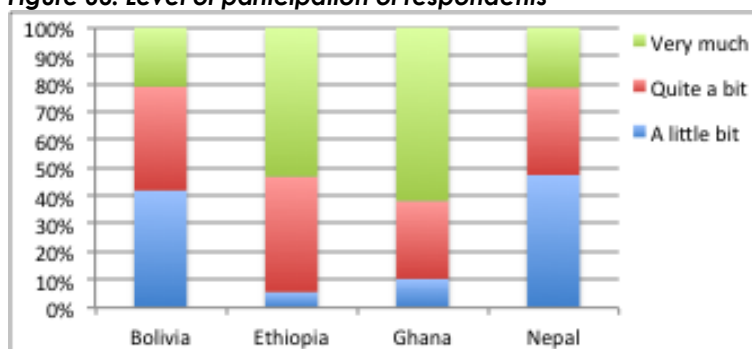
In Ethiopia and Ghana, almost all respondents in the FGD's indicate that they have participated 'quite a bit' to 'very much' in the GPP, but in Bolivia and Nepal a considerable group of respondents indicate that they have not been very intensively involved in GPP activities. These participants have occasionally participated in specific activities.

The figure below presents the extent to which the GPP activities were considered helpful for the respondents

Figure 37: Level of helpfulness of GPP activities
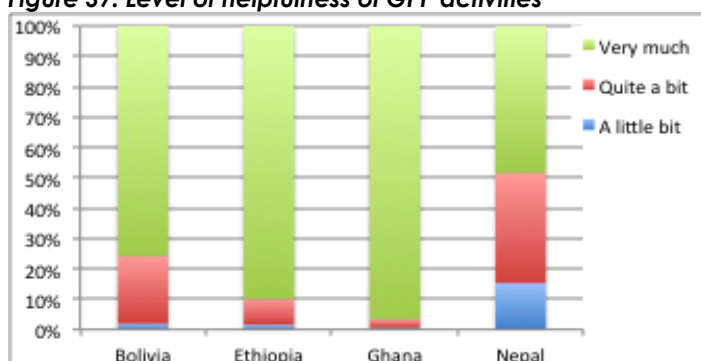
The helpfulness rate with GPP activities in Ghana is highest, followed by Ethiopia. The helpfulness rate is somewhat lower in Bolivia and particularly lower in Nepal.

There seems to be a relation between the level of participation in the GPP and the level of helpfulness of the respondents: those participants that participate more actively also consider the services and activities provided by the GPP as more helpful.

Relation between level of participation and helpfulness on MP indicators

We analysed whether the respondents who participated frequently in GPP, and also considered these activities helpful, are also showing more positive results at the individual outcome indicators levels.

Unfortunately, we did not find strong relations between the indicators. Only on three marginal trends were found, that can point towards a certain relationship. But these relationships should be interpreted with caution. The relations found were stronger for both participation and helpfulness levels and this is also logical because under the previous section we already found that these two aspects seem to be related.

- Surprisingly, there seems to be a correlation between participation and helpfulness of GPP and perceived forms of violence (indicators 1&2) against G&YW by the respondents in the FGDs. This finding could indicate that the GPP activities have created more awareness and knowledge among girls and young women that enable them to more easily identify violence and report it. But this finding seems to go against the overall general finding of a slight decrease of violence against G&YW in the analysis of the overall indicators;
- Related to the above increased participation and helpfulness of G&YW leads to increased access and use of protection services (indicator 7). This underscores the point that increased awareness and knowledge of forms of violence, obtained through the GPP activities go hand in hand with increased use of protection services. These protection services were also supported and sometimes established by GPP interventions. And furthermore the GPP has informed beneficiaries on protection services and has led G&YW to these services;
- Increased participation and helpfulness within the GPP appears to lead to a higher appreciation of results and benefits in the area of economic empowerment. No such relations were found for other thematic results and benefits at the general level. However, there seems to be a positive relation between increased participation[17] in the GPP in Bolivia with the perception of results in the area of socio-political participation.

Relation between age and gender of beneficiaries and effects of the GPP

The age, and stage of development of girls and young women seems to explain for differences in perceived effectiveness of the GPP, as can be seen in the figure below.

Figure 38: Perceived effects by different age groups of G&YW in the GPP
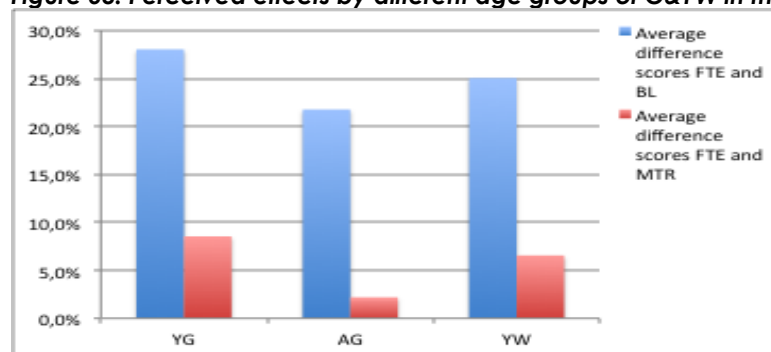
Note: the % changes in the figure indicate the average change on all individual indicators at the time of the FTE compared with the BL and MTR respectively

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[17] Under satisfaction the indicators for socio-political participation in Bolivia were not tested.

The figure above shows that the effects of the GPP on young girls are stronger, followed by effects on young women. The effects on the adolescent girls seem to be smaller. This indicates that the GPP might have had some difficulties in continuously reaching out to adolescent girls and this seems particularly the case during the second half of the GPP implementation. But it could also be related to the fact that adolescent girls have stronger opinions and that they are less apt to change than their younger and older peers.

Looking at differences between countries (see figure below), we can observe that adolescent girls generally were more critical than the other age groups, with the exception of Ethiopia, where young women voiced the most critical opinions on the effects of the GPP.

Figure 39: Perceived effects by different age groups of G&YW in the GPP countries
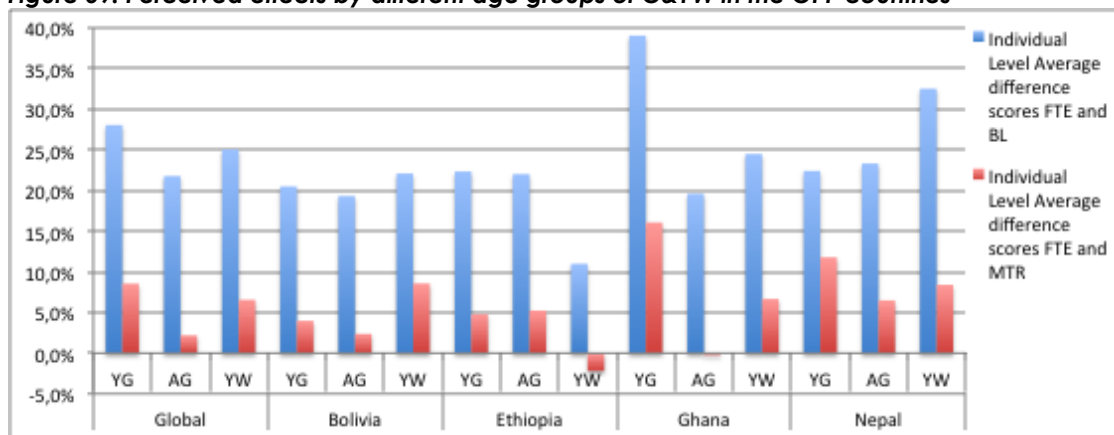
Note: the % changes in the figure indicate the average change on all individual indicators at the time of the FTE compared with the BL and MTR respectively

The figure furthermore shows that particularly young girls in Ghana and young women in Nepal have perceived more positive changes during the GPP implementation.

A detailed analysis of gender differences is not possible because on the individual level only girls were included. We can however look at changing trends. The following figure shows a rough trend of the changes brought about by GPP.

Figure 40: Development opinions G&YW and Young Men during development of GPP
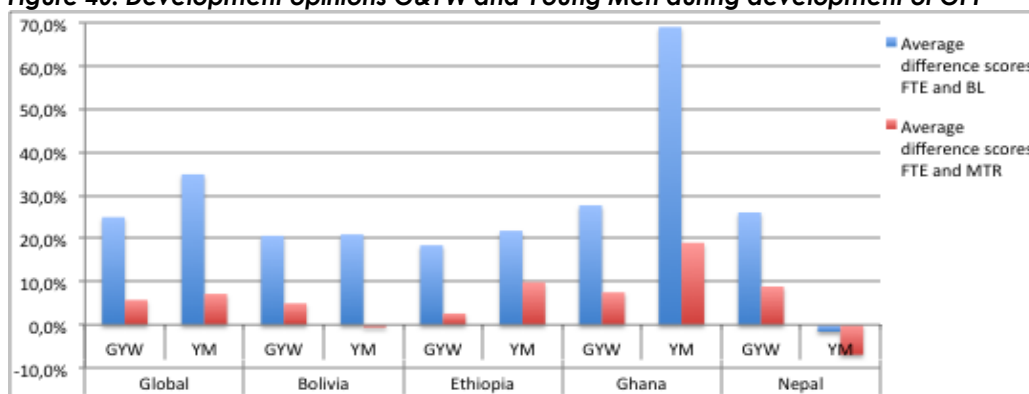
The figure above shows that the development of opinions of G&YW is in line with the development of opinions of young men. Looking at the entire period of implementation of the GPP we can see that opinions of young men have changed more than the opinions of G&YW. The change for young men is influenced strongly by a very high percentage of change among young men in Ghana, which was a rather small group of respondents. If we leave out this group of respondents, young men still show a stronger and more positive change of opinions as compared to G&YW. There is only one exception and these are

opinions of young men in Nepal. While G&YW report positive changes, the change for YM is negative. This points towards a particular gender challenge in the work in Nepal.

This very rough gender-analysis provides some support for the importance of GPP learning agenda related to engaging boys and young men in empowerment of Girls and Young Women. The figure above provides a strong argument to do so, because boys and young men are quite willing to change their opinion in favour of empowerment of G&YW and gender equality.

Different effects of the GPP in urban and rural communities

The analysis of different effects of the GPP on urban and rural communities was done in three of the four GPP case study countries. It could not be done in Nepal for all the sampled communities were considered rural. As with the statements in the previous sections also here it should be noted that the analysis done here is not based upon statistical data and therefore should be considered as rough and the trends observed in this analysis should be considered as research hypotheses that should be subject to further investigation.

The results of this analysis are presented in a series of figures in this section.

Figure 41: Incidence of violence in rural and urban communities
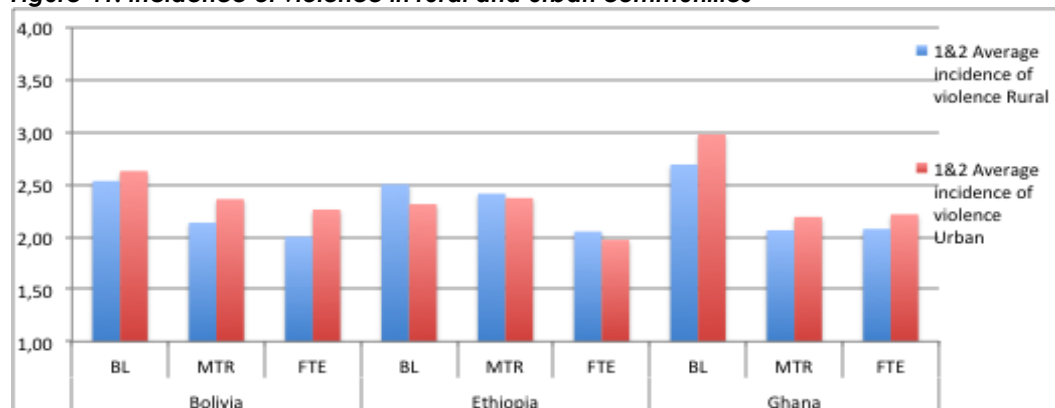
Note: violence is indicated on a four-point scale from 1 (never) to 4 (very often).

The figure above shows that in Bolivia and Ghana incidence of violence (indicators 1&2) in urban areas seems higher than in rural areas. In Ethiopia, where violence against G&YW is (only) slightly higher in rural areas, the image is the opposite.

In Bolivia, the GPP appears to have contributed to a decrease in violence in both urban and rural areas, more or less to the same extend. In Ghana the decrease of violence particularly occurred in the first half of the GPP and it appears to be slightly more pronounced in urban areas. In the second half of the GPP the incidence of violence rates remained more or less the same. In Ethiopia, the decrease in violence in rural areas was constant. In urban areas the MTR showed a slight increase in violence, followed by a decrease between the MTR and FTE.

It is important to realise that not all forms of violence are always perceived as violence. This is particularly so with respect corporal punishment and traditional and religious practices such as FGM. It is likely that these phenomena are more common in the more traditional rural areas and in spite of all the efforts in the GPP a considerable part of violence, particularly in the rural areas, may remain hidden.

The following trends are seen with respect to knowledge and empowerment of G&YW against violence in rural and urban communities. To measure empowerment, the cluster of

individual indicators (3-6) that are related with knowledge and empowerment of G&YW in the area of protection, were considered together.

Figure 42: Knowledge and Empowerment G&YW in protection against violence in rural and urban communities
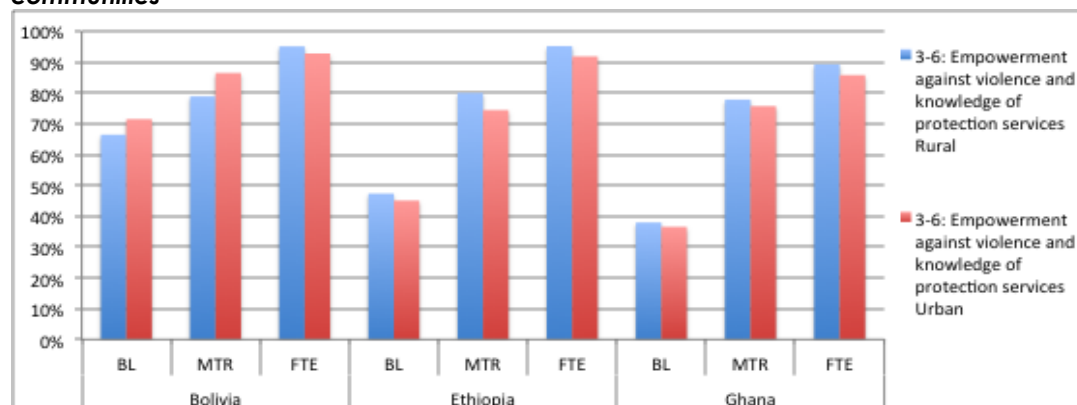
The figure above shows that knowledge and empowerment effects are strong in all countries and in both urban and rural areas. Generally, the knowledge and empowerment effects seem to be lower in urban areas than in rural areas. The sole exception is Bolivia at the time of the BL and MTR. This finding suggests that empowerment of G&YW can have slightly better results in rural than in urban areas. This is likely related to the fact that G&YW in rural areas are less exposed to other supporting interventions and therefore impact of protection services can be higher.

On Socio-political participation data are compared for Bolivia and Ghana. The results are presented in the figure below

Figure 43: Effects GPP on Socio-Political Participation in rural and urban areas
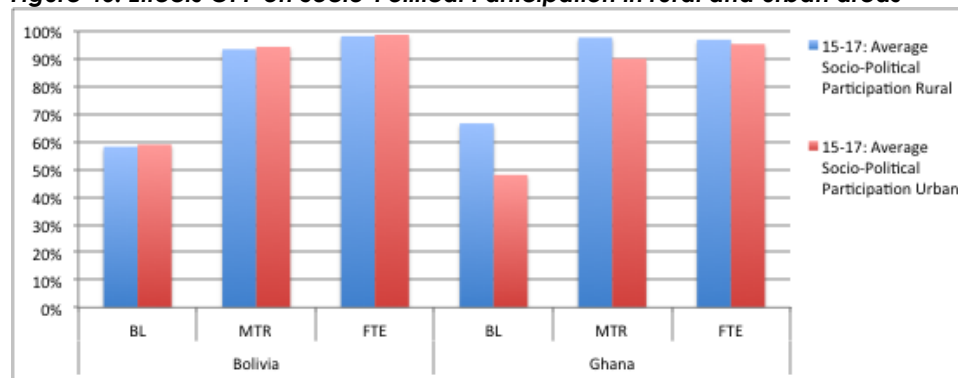
The figure above shows that there are no differences between effects on socio-political participation in rural and urban areas in Bolivia. While in Ghana socio-political participation seemed to be stronger at the start of the GPP, but the gap between urban and rural has almost closed at the time of the FTE. This seems to suggest that there are no differences between urban and rural areas on these indicators. In both countries in both urban and rural areas, a significant increase in effects was observed during the MTR and later results have stabilized at the same level

On different effects of economic participation there are only data available for Ghana that are presented in the figure below.

Figure 44: Effects GPP on economic participation in rural and urban areas in Ghana
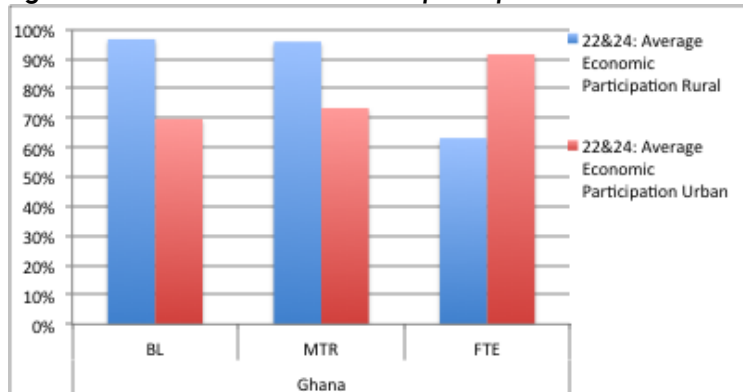
At the time of the Baseline and MTR respondents in rural areas were clearly more positive about the results of the GPP on economic participation in rural areas, but this image was reversed at the time of the FTE, when respondents in urban areas were more positive about economic participation.

And finally we have looked at differences in opinions of G&YW on the issues of continued participation of G&YW in education after marriage and childbirth.

Figure 45: Effects GPP on opinions G&YW on continued education in rural and urban areas
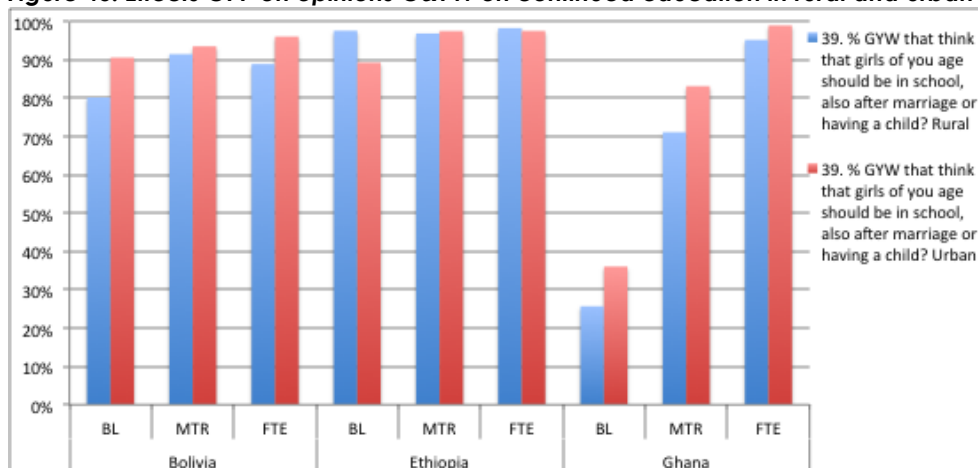
In Ghana and Bolivia the urban respondents are more favourable to this statement on continued education of G&YW than their peers in rural areas. In Ethiopia, at the time of Baseline, rural respondents were more positive, but this gap was almost closed at the time of the MTR and Baseline.

In all countries we can observe an increase in the number of respondents that agrees with this statement in both urban and rural areas and particularly in Ghana this opinion has changed a lot (especially between BL and MTR).

Overall effects of GPP on protection at individual, socio-cultural and institutional level

A final element of the analysis is the comparison between the different intervention levels of the GPP. This analysis is presented in the table below.

Table 20: Comparison changes at individual, socio-cultural and institutional level

		Global	Bolivia	Ethiopia	Ghana	Nepal
individual Level	Average difference FTE & BL	+++	+++	++	+++	+++
	Average difference FTE & MTR	+	+	=	+	+
Socio-Cultural Level	Average difference FTE & BL	+++	++	+++	+++	+
	Average difference FTE & MTR	+	=	+	++	--
Institutional level	Average difference FTE & BL	+	+++	+++	++	--
	Average difference FTE & MTR	+	--	=	+	+++

+++	>20%
++	>10%
+	>5%
=	-5%<>5%
-	<-5%
--	<-10%
---	<-20%

Note: the table shows the overall average of all results at the three levels during the three evaluation moments (reversing the values for indicators 4, 8 and 10 and excluding indicators 7, 22 and 23). The overall averages at the three evaluation moments were organised according to the level of change they showed, which is represented with the colour code in the table above.

The table above shows that changes at the individual level and changes at the socio-cultural level have shown a similar parallel positive development. This is particularly so when we compare the FTE with the Baseline, but the same pattern can also be observed when comparing the FTE and the MTR although it is less uniformly moving in the same direction. When comparing developments at the individual and socio-cultural level from MTR to FTE in Nepal, we can observe that changes perceived at the individual level of G&YW were positive, while at the same time developments at the socio-cultural level perceived by young men, women and men become more critical.

There is also a similar pattern of development when comparing individual level changes and institutional level changes, but the pattern is weaker than in the comparison of individual and socio-cultural changes. There are also two situations where the developments are opposite. In Bolivia G&YW were positive on changes between the MTR and FTE, while professional and girl panel members were negative, but for the whole programme period, the changes at the individual and institutional level showed a similar positive pattern. In Nepal opinions of the GP and PP's are negative on the whole period of implementation of the GPP, while G&YW were positive about developments.

Although this analysis is very rough and should be looked at with caution, it does support the hypothesis that in general changes at the individual and socio-cultural level are related and that changes at the institutional are also related but much more weakly.

No analysis could be done on relations between changes under the different themes because the data sets on themes in different countries are too limited.

4.11. Summary and concluding remarks

- There have been many positive changes and perceived impact at the individual level, although some differences exist between different age groups and countries;
- On 20 indicators of the Monitoring protocol targets have been met or passed. On 25 indicators the FTE scores are the same as at MTR or higher and on 29 indicators improvements could be noted (in this analysis 35 indicators in total were considered). This means that on 83% of the indicators improvement was achieved since the start of the GPP and in 57% of all indicators, targets have been met or exceeded;
- Positive developments have clearly taken place on almost all **protection** related indicators. Certain declines have taken place in the last two years on the opinion of communities that violence should always be reported (mediation is preferred over sanctions) and the opinion of experts regarding the quality of governmental protection services;
- The developments on **socio-political participation** are all positive at all levels of analysis;
- On **economic empowerment** the majority of indicators show a negative development: most targets have not been met and many FTE results are lower than at the time of MTR. This shows that economic participation has remained a challenge in the GPP implementation, after the MTR, when this theme was already flagged as critical area in the GPP implementation;
- **Education** shows an overall positive development. The statistic indicators on enrolment and completion rates in primary and post-primary education on all four countries show clear improvements and the gender gap in education is further closing, now also more in post-primary education. However, it is not possible to attribute these developments directly to the GPP interventions, because the statistical information on education indicators could only be obtained at the national level and not at the specific district or community level of implementation of GPP. With respect to the indicators at individual, socio-cultural and institutional all indicators have developed positively, except for the opinion of experts and girls panel members on support of the government, especially to post-primary education;
- Most impact of the GPP was achieved at the individual level; secondly at socio-cultural level and the least impact was achieved at the institutional level;
- The latter is directly related to the underdevelopment of the learning agenda, cross-country activities and the component of civil society strengthening. Despite good intentions and some corrective interventions after the MTR, too little attention has been paid to lobby and advocacy and as a result institutional changes have been more difficult to achieve;
- In line with the previous conclusion, none of the targets set for the dimensions of the CIVICUS Civil Society Index were achieved, although 3 of the 5 CIVICUS dimensions did improve between MTR and FTE.
- Most GPP partners strengthened their capacities over the course of the GPP. However, none of the targets set for each of the five organization capabilities (5C) were achieved. This illustrates that capacity development of GPA partners is a long-term process and quick results are not easy to obtain. Additionally some delay has occurred (particularly in Ethiopia and Bolivia) in the development and implementation of collective capacity building plans in the GPP.Also reaching of targets in the 5-C instrument is not always possible nor even desired; the assessment of 5-C results in some cases, illustrated that the fact that 5-C score in some cases can go down because of a positive development, when partner organisations become more self-critical and are less afraid to expose their weakness in assessment instruments.
- And finally there are also capacity constraints that are imposed by external influences, caused by sometimes low commitment of governments to develop policies and

programmes and to allow for CSO activities in this area (in Ethiopia and Bolivia) and a generally low capacity of governments to translate policies into effective implementation and services in child protection and empowerment of G&YW.

By way of summary, the most important outcomes achieved in the GPP are presented in the table below.

Table 21: GPP outcomes on each thematic area and level

Box 1-2	Better protection for G&YW	Enhanced socio-political participation G&YW	Enhanced economic participation of G&YW	Enhanced educational opportunities G&YW
Individual level	▪ Incidence of violence against G&YW decreased ▪ Ability of G&YW to say no to sexual activity has increased ▪ Fewer G&YW accept corporal punishment of children ▪ G&YW know better how to act when violence occurs ▪ In spite of increased knowledge of protection services, not all G&YW actually use them	Participation of G&YW in community level organisations and decision-making has improved	▪ YW experience slight decrease in autonomy of income spending and mixed results of access to economic services. ▪ More young women engage in income generating activities ▪ Young women feel they have similar opportunities as men to earn a livelihood	▪ More G&YW enrol and complete (post-) primary education ▪ G&YW increasingly agree that girls should be able to continue education after marriage or childbirth
Socio-cultural level	▪ Community members have become more critical of physical violence towards boys, girls and women ▪ Community members don't necessarily feel that violence should always be reported	Community members feel that G&YW should be involved in decision-making	Community members have become more positive on gender equality in economic decisions but not on equal pay	Community members agree that girls should continue education after childbirth or marriage and girls deserve equal opportunities as boys to go to school
Institutional level	Government policies and service provision to protect G&YW against violence show mixed results	A slow increase of government support for participation of G&YW in local governance	Professional & girls panel members are mixed about Govt. policies & legislation pessimistic about services for economic participation of G&YW	Professional and girls' panels think that Govt. policies on education have improved in first half of GPP but in second half they perceived poorer performance.
Box 3	**Civil society acts as an agent in development for gender equality**			
Civil society level	Civic engagement, Level of organization and Enabling Environment have improved. Practice of values and Perception of impact decreased in the last two years.			
Box 4	**Increased capacity of local partner organisations**			
GPA partner level	The capabilities to deliver on development objectives; attract and relate to external stakeholders; adapt and self-renew; as well as to balance diversity and consistency have improved. The capability to commit and act decreased in the last two years			

Legend: text in green refers to positive results and text in red refers to negative results

5. Findings and analysis of results of case studies

The detailed case study reports conducted in the framework of this FTE are presented in Volume II of this report (Annex I). This chapter presents a brief overview of the main findings and conclusions of these case studies. It also links these to findings and conclusions in the previous chapter.

The Girl Power Programme contributed to several observable changes in the lives of girls and young women in all four countries. In developing the case study research, country teams were asked to prioritize their most significant changes and the evaluation team distilled relevant changes from existing documentation. Through a careful participatory vetting process, four changes were identified for further research: each country covered one theme, and the cases cover the work of as many alliance members as possible.

The country case studies provide a reconstruction of the process that led to the identified observable changes. They are not intended to be project descriptions. In most cases however, the actual collaboration between Girl Power partners in realizing the identified changes has been limited. Resulting in a description that de facto deals with only a single alliance member. The Ghana case study, describing the efforts towards setting up a Child Helpline, is the notable exception to this limited collaboration across organizational boundaries.

5.1. Bolivia: Socio-Political Participation

The identified observed change for the Bolivia case study was the increased capacity of Bolivian girls and boys to organise themselves in youth organisations. This has resulted in a stronger position of these organizations in society and an increased level of youth participation in public decision-making.

The case study focused on the situation in Sica Sica. Here DCI-Bolivia trained more than 1200 girls and young women as well as boys and young men in leadership, self-esteem, protection and socio-political participation from 2012 - 2015. In that same period, 26 communities were reached with awareness raising activities concerning gender equality and the participation of girls and young women in public affairs decision-making. Another key strategy was related to reaching out to government officials through trainings, lobby actions, formal dialogues and engagement with coalition and multi-level networks.

The case study research identified a number of changes that are considered to have contributed to the increased level of youth participation in public policy decision-making processes. According to respondents who validated the change descriptions, the GPP made a significant contribution to the following changes:
- Improved confidence and self-esteem among girls and young women
- More youth organisations have women at the top
- Government recognition and funds generated through lobbying
- Parents, teachers and other community members take opinions and problems of youth into account
- A change in attitudes of men towards female leadership

The following strategies are considered to have been of critical importance in achieving the identified change:

Bring parents, officials, teachers and youth together: Organising youth does not only require working with the youth itself. It is important to involve all key stakeholders. DCI organised a series of training sessions on the benefits that organisation of youth can bring to the community. The training was provided to a diverse audience of government officials, parents

and teachers. This attention to key "boundary partners" and not only the boys and girls themselves contributed to a more favourable environment and more positive attitude of adults towards youth as agents for positive change. During these awareness-raising sessions the importance of the rights and participation levels of girls and young women in society was always underlined.

Mobilise youth organisations and develop leadership: An important success factor in the establishment of youth organisations in Sica Sica was to build leadership skills of young people to actively participate in public discussions and decision-making processes. 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 that had a great effect on the motivation of youth to take on roles in youth organisations.

Empower girls to take on leadership roles: In order to effectively involve G&YW special attention should be given to encourage and facilitate them to become members of student councils, youth organisations or other public forums. DCI has organised special courses, coaching and mentoring support to empower G&YW to not only participate in these organisations but also to take up leadership positions. Girls that do so clearly feel more confident in speaking in public and to lobby and advocate on youth issues with authorities.

The results of these actions of DCI in Sica Sica are that more girls and boys are now participating in public decision-making processes and the youth's position in the community has become more recognisable.

From this experience, the following conclusions and lessons can be drawn.

It is important to create systems that allow youth to be a leader: This requires offering opportunities to every member, and particularly girls, to take leadership roles. This can be done through rotation of leadership positions in the youth organisations so that more youth get the opportunity to take on such a role. An additional benefit is that it is also a method to bring in fresh ideas and new methods in the organisations. At the same time, youth organisations have established an obligatory 50%-50% of girls and boys in all leadership positions. Creating the systems, however, is not enough, it is important to invest in youth leadership skills development.

Projects working on empowerment of youth should also engage parents, teachers and other caregivers: These groups need to be sensitised and prepared to welcome and accept youth in representative roles and leadership positions. 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 and will contribute to closing the generation gap in the community

Supporting female leadership also requires working with men: Similar as mentioned above for parents, teachers and other caretakers, involving G&YW in leadership position requires that boys and men 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 boys and men. The Learning Agenda in the GPP has also integrated this important lesson to further develop effective approaches to empower G&YW.

Formalising youth organisations is needed to be able to acquire funding: Too often youth organisations remain in a situation of informality, but this will limit their access to funding or other support. In Sica Sica, youth organisations first needed to be officially acknowledged in order to successfully obtain funds for their activities. It was also necessary that municipal authorities approve budgets for youth activities so that part of their annual operational funds can be allocated to youth organisations.

The GPP in Bolivia and its partners have succeeded in empowering youth, specifically G&YW 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 and supported with capacity development, not only in Sica Sica but in all fourteen municipalities in Bolivia, where the GPP is operational. Socio-Political participation of G&YW can be strengthened by applying an integrated, (and not only youth-focused) approach.

5.2. Ethiopia: Education

The identified observed change for the Ethiopia case study was the creation of safe and girl-friendly school environments, leading to a decrease in protection risks and a reduction in drop out rates of girls and young women.

The case study was intended to focus on several schools and Colleges for Teacher Education (CTEs) in a total of 20 districts, but due to practical restrictions, the case study research could not be extended to the school and CTE level in all those districts. The research therefore had a more narrow focus on the implementation of Gender Responsive Pedagogy (GRP) in six CTEs across the country.

The case study research identified a number of changes that are considered to have contributed to the creation of safe and girl-friendly school environments in Ethiopia. According to respondents who validated the change descriptions, the GPP made a significant contribution to these changes:

- Adoption and implementation of the GRP-handbook by the Ministry of Education (MoE)
- CTEs have GRP trained teacher-students and developed a college specific Gender Plan of Action.
- Girls at so-called girl-friendly schools perform better, and attain higher grades. Absenteeism and dropout is reportedly lower.

Despite these advances, key challenges for girls remain: the situation for girls at schools is reportedly improving, but most girls interviewed as part of the MP data collection process haven't experienced these changes yet.

All over Ethiopia, girls' enrolment and completion rate in primary and post-primary education is increasing and also grades are improving (especially at primary school level). Although in Ethiopia there are not many reliable statistical and other research data on effects of educational interventions on enrolment and performance in schools, it is possible to observe that FAWE's interventions in this project have produced changes in some of the GPP targeted communities.

The following strategies are considered to have been of critical importance in achieving the identified change:

Create and strengthen relationships between Civil Society and Government institutions on gender sensitive schools: FAWE has been successful in creating an enabling political landscape in which gender responsiveness has been set on the 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 educational curriculum developers with FAWE's support.

Support to the development of gender responsive school policies: Through a long-term collaboration between FAWE and Colleges for Teacher Education (CTE), in six colleges instructors were trained. The application of the Gender Responsive Pedagogy (GRP) methodology within the CTEs was an important step towards structural improvement of the Ethiopian education sector's gender sensitivity. Other contributing factors to this success were support for women to become teachers through the provision of scholarships; financial and technical support (through FAWE) for the development of gender action plans and support to CTEs' gender offices as implementers of these gender action plans. The cooperation between FAWE and the CTE's also ensured a strong alignment with governmental policies. Thanks to this alignment CTEs and schools show a strong willingness to work together with FAWE to implement gender equality in their policies and daily way of working.

These achievements are a result of FAWE's long-term cooperation and alignment with the Government and the CTEs, which in the current civil society context in Ethiopia is very likely to remain the most effective way to achieve such structural changes.

Conclusions and lessons that can be drawn from this educational reform experience:

Systematic attention for Monitoring & Evaluation is needed to keep track of progress and results of this long-term process: This is needed to be able to evaluate which interventions in developing gender responsive schools 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 this process. Measuring of results require the development of consistent criteria on what makes a school environment girl-friendly. More gender sensitivity data (on effects of girl's participation and advancement in schools) in the districts and schools supported by this and similar projects should be collected to assess effectiveness of interventions. Also more monitoring on the performance of teachers is needed.

Sustainable training structures and institutions are essential to maintain results in gender responsive schools over time: Training structures are needed to implement GRP education measures among all CTEs across Ethiopia. In spite of endorsement of the project of FAWE with 6 CTES by the MoE, the scale is still too small to allow cascading of training outcomes to each teacher-student in every college without any further interventions. More government support and budget for CTEs is needed to produce sustainable changes at the national level. In the words of FAWE: "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 programmes and practices."

More effort in sharing and promotion of the GRP tools is needed: 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 methodologies. 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; a first workshop for GPP partners was done only in 2015. Much more effort in sharing is still needed.

In conclusion, we can say that the GPP interventions were successful at the institutional level, thanks to an already established long-term and systematic approach by FAWE: the MoE has acknowledged and adopted the GRP model as a standard for national education policies and strategies. More efforts, however, are needed to roll out and replicate the model at national level and for this purpose more M&E and research data on the effects of GRP in schools are needed to convince more CTE's to follow suit.

5.3. Ghana: Protection

The identified observed change for the Ghana case study was the establishment of a Child Helpline in the Akuapem North district, giving Ghanaian girls and young women the opportunity to speak out and access protection services.

The case study research identified a number of changes that are considered to have contributed to the increased access to protection services by girls and young women in Akuapem North district. According to respondents who validated the change descriptions, the GPP made a significant contribution to these changes:

• The establishment of the helpline
• More girls and young women speaking out for their own protection
• A better functioning Child Protection System among several stakeholders
• Community members starting to reject violence towards girls

The following strategies are considered to have been of critical importance in achieving the identified change:

Sustained lobbying for the establishment of the Child Helpline: Together, the GPP partners AMPCAN, CHI and CRRECENT have succeeded in setting up the Helpline in Akuapem North and to make it operational. Apart from funds and technical support the partners also played a key role in mediating between important governmental institutions, NGOs and tele-communication providers. Lobbying these stakeholders and assigning the Municipal Child Protection Committee as coordinator are considered key success factors of the successful launch of the Helpline. This process was very much needed because government institutions initially showed limited commitment and were reluctant to provide funding for the Helpline. Continued lobby towards telecommunication companies and the National Communications Authority resulted in the establishment of a toll-free number for the Helpline.

Training of girls to make them aware of their rights and opportunities: Through several trainings, workshops and mentoring programmes, the GPP partners educated and coached girls and boys on gender issues and child or gender-related violence. Participants also learned about responsibilities of their parents and other community members in preventing and rejecting these violations. The GPP partners 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.

Training of parents, teachers and community members on child rights: Parallel to training of girls the GPP partners also put in much effort into educating parents, teachers and other community members on how they should care for their children and protect them. These trainings, in combination with the existence of the Helpline, made people in the community more aware of all the alternatives for action in case of violence against G&YW.

The following conclusions and lessons learned can be drawn from this case study:

It is important to collaborate with other partners and to build on existing infrastructure to get things done: The GPP partners worked together with the Municipal Child Protection Committee and community-based child protection teams. This collaboration ensured that the wheel did not need to be 'reinvented'. Interventions could be based on earlier achievements and structures. This collaborative approach enabled the GPP to reach out to communities and community institutions. The support of these institutions, give the limited commitment of authorities was crucial for the successful establishment of the Helpline.

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, 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 entail the set-up around the handling, coordination and follow-up of incoming calls. This affects the ability of Municipal Child Committees to follow-up on Helpline calls and to offer the right support in time. Such situations can potentially lead to a loss of interest or trust in Child Helpline and its services.

Network connectivity is a priority: When there is no or limited network connectivity, it is hard 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.

The Child Helpline requires continued funding to be able to continue to operate: The helpline now depends on GPP funding and support by AMPCAM. Once this funding stops, the continuation of the Helpline will be threatened. The Ghanaian Government should allocate budget to Helplines to allow them to continue to be run as independent facilities.

Concluding we can say that the Child Helpline in Akuapem North gave girls and young women the chance to speak out and report instances of abuse and/or violation. This sets an example and is an important step in working towards a broader child protection system across all of Ghana. Additional training and education has supported the use of child protection mechanisms, thanks to increased awareness of parents, teachers, and other community members of the importance of protecting their children from violence.

5.4. Nepal: Economic Participation

The identified observed change for the Nepal case study was the empowerment of young Nepali women, by becoming trekking guides, leading to improved economic positions in society and better living standards.

The case study research identified a number of changes that are considered to have contributed to the empowerment of the Nepali trekking guides. According to respondents who validated the change descriptions, the GPP made a significant contribution to the following changes:

- Young women feel confident and proud they now earn a decent living for themselves and their families.
- Men and other family members see the advantages of their women working as female trekking guides and the benefits for their families (economically, socially; women receive more respect in their communities.
- Trekking companies are encouraging women to follow trekking courses.
- The Nepali government have supported activities to ensure female safety, security and respect during trekking.

The primary GPP partner contributing to these changes has been Empowering Women of Nepal (EWN). With GPP support, EWN implemented the following actions and contributed to the realization of a number of results:

Provide training to female trekking guides: The Female Trekking Guide training programme of EWN started before the GPP, but faced structural challenges in being run effectively on management, financial and technical aspects. Women Win was the first international organisation to support EWN and since these two organisations started working together in 2011, EWN has been able to sustainably offer the 'Female Trekking Guides' training to young women, while offering scholarships to them. Thanks to GPP support, a total of 320 girls

received the training, of which 316 completed apprenticeships. Many of them have successfully started their own businesses like trekking companies, restaurants and tourist shops or are currently working as guides employed by trekking companies (such as the 3 Sisters Adventure Trekking Company). Women Win developed a second complementary activity: The Goal[18] coach training: a sports programme used as a tool for empowering girls and young women. There is also a Goal training for boys focusing on motivating them to be sensitive towards girl's issues.

Advocating for female-friendly working conditions
EWN has learned that leading the female tracking guides to employment is not always enough to provide decent work conditions and therefore EWN has worked on establishing safety measures and female-friendly working and living conditions in mountain accommodations and in hotels.

Capacity development support to EWN: The (financial) support to EWN has helped to bring the interesting and innovating work of this organisation to a larger scale. This expansion also required EWN to professionalise and invest in organisational capacity building. GPP has supported EWN to improve Accounting, HR and Administration Policy and introduce a Code of Conduct and a web based monitoring and reporting tool. GPP has also linked EWN with networks of other organisations, e.g. GPP partners and women's rights organisations. EWN is now active in international forums and campaigns, like the Men Engage Alliance and the One Billion Rising campaign.

Awareness building and training to break down gender stereotypes: In spite of the success of EWN to employ more female trekking guides, men still outnumber women in the business. However, an additional effect of the project is that the women's right to become guides is now more respected and recognised. EWN therefore has made an important contribution to break down ruling gender stereotypes and to achieve a more equal gender balance in the trekking industry. But the successes are still confined to a specific industry and a specific region and therefore there is still a vast area of work to be done to achieve more gender equality in economic participation at the national level.

This case study is a good example of the strategy of GPP to contribute to the empowerment of G&YW through working with national partners. The GPP organisational support to EWN has contributed in making the Nepali trekking guide sector more female-friendly and in giving young women an opportunity to break through the gender stereotypes that dominated their communities.

The following conclusions and lessons learned can be drawn from this case study:

Cooperation between non-profit and profit organisation can work in economic development: The EWN's innovative commercial approach to training female trekking guides is an inspirational example for others to follow. What makes this approach innovative and successful is that it provides participants with an opportunity to learn and gain experience in a business environment during and after their training in the form of an internship or work placement at the 3 Sisters Adventure Trekking Company. The direct exposure to and insertion of the G&YW in private sector companies has proven to be a way o sustainable employment creation for this group.

Lobbying the business sector pays off in getting companies on board: The 3 Sisters and EWN have enjoyed significant success in actively lobbying the business sector. Talking as one

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[18] Goal is a development programme that uses sport and life skills education to transform the lives of adolescent girls. Created by Standard Chartered, it is primarily designed for girls in the age-range of 12-18 who are living in underserved communities. Goal is typically offered on a weekly basis, over the course of ten months. The programme is divided into four modules focused on one of four key life skills: communication, health and hygiene, rights and financial literacy.

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.

Additional lobbying of other key actors is needed to achieve sustainable successes:
Governmental actors should be lobbied simultaneously in order to sustain success in female empowerment and upgrading of trekking facilities. The Department of Tourism and Trekking Agencies Association of Nepal (TAAN) are important allies in replicating, promoting and professionalising the Female Trekking Guides' training in Nepal. To get these possible partners on board, relationships need to be carefully developed and maintained. Although this relationship building was done, this could have been done more strategically also using the existing networks of GPP in Nepal. In breaking gender stereotypes the GPP network has also not been used optimally: more media work could have been done and more media partners could have been engaged to promote gender sensitivity across Nepal and share success stories about female trekkers to educate men and inspire other women.

A strict code of conduct in the industry is needed to protect female trekking guides: The 3 Sisters developed a code of conduct to ensure 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.

Chances for further expansion of this experience have not yet been fully grasped: Despite of its success, a missed opportunity of the GPP's collaboration with EWN was that their achievements were not extended to the expansion of more programmes. In other words help to start and sustain women's cooperatives or improving capacity and services on female protection. If the GPP had used the support and expertise of partners like Plan Nepal and CWIN it could have made a big impact on up-scaling EWN's programme.

Concluding, this case shows clearly that the pioneering work of EWN in close collaboration with the for-profit company The 3 Sisters has provided opportunities to young women in the Annapurna Mountain region of Nepal for non-traditional employment in which their professional peers and communities treat them with respect. This is a remarkable achievement in the otherwise traditional society of Nepal. The organisational capacity development support of GPP to EWN has proved critical for this organisation to continue this innovative work.

5.5. Global: Development of Civil Society Networks

The fifth case study was conducted at the global level of the GPP and it focused on strengthening networks in civil society and increasing the participation of girls and young women in these networks.

In the case study, we have looked at examples of strengthening networks of Civil Society Organisations in Bolivia, Ethiopia, Ghana and Nepal and the way in which gender equality was included in the capacity development processes of these networks.

Through the different experiences of the GPP case study countries, a number of critical actions for achieving successful and gender sensitive networks can be identified:
- **Capacity development of individual organisations followed up with collective actions:** Raising awareness among network members on children and women's rights and gender equality. This first step was followed by capacity building initiatives like sharing information and exchanging experiences;

- **Improve coordination:** addressing duplication in service delivery and maximizing use of resources of different partners in a network and achieve a collective coordination at the network level;
- **Increase awareness and community mobilisation:** educating and empowering girls, young women and communities to advocate for gender equality. This activity is needed to prepare G&YW and introduce them in organisations and networks;
- **Improve service provision for girls**, young women or children: improving the quality of services or expanding their scale;
- **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 case study on network development has led to the development of a number of important insights and critical success factors for effective gender sensitive network development.

Networks go through life cycles: The development of networks is characterised by cycles of ups and downs and not a linear process of development. In each network examined in this case study phases of trust, synergy and action were alternated with periods of confusion, frustration and inactivity. The challenge is to recognise the current phase of the lifecycle of a network and to offer the right kind of support to bring a network towards more synergy and activity. This support should not be merely external, but it should be based on existing or emerging initiatives of network members directed towards synergy.

There is a strong relationship between expertise level and a network's success: Accumulated experience in working in networks will raise the probability of a networks' success. The networks studied, varied greatly in their expertise levels, but all showed that capacity building of network members was needed before joint actions could be undertaken. The existence of increased and complementary experience and technical expertise of the network members is of direct influence on the results achieved.

Clarity on vision, mission and roles of network is needed to achieve success: The importance of clarity on the mission, roles of members and decision-making processes is confirmed by all network experiences investigated. Clarity is as equally important as trust and respect between members and clarity is also a condition to build trust and respect.

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.

A network's structure should reflect its mission and purpose: Strong networks have governance structures in place that include clear agreements on roles, responsibilities and decision-making procedures. Also, inspirational leadership is important to develop a shared mission and ownership of it among all members. The network's structure has to match its purpose. For joint lobbying, advocacy or other social impact goals for instance, a strong alignment and unifying organisation is extremely important within a network, because the network will have to speak with a "clear and unified voice". For capacity building, sharing information and improved service provision, a less formal cooperation model could work better.

A sustainability strategy must be in place from the start of a network: 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 right from the start of the network. When this hasn't happened at the start, sustainable continuation of network activities after a period of external support (e.g. from GPP) becomes a challenge at the end of funding periods.

Concluding we can state that networks and network development in the GPP has been a crucial element in the GPA strategy to achieve impact at the country level and even beyond at regional and even global level. The GPP has generally succeeded in building such networks and these have also generally had a clear vision and strategy on gender equality. But there have also been challenges. These challenges were mostly related with insufficient attention for capacity development of networks and their partners, a insufficient attention for sustainability right from the start and lack of clarity of vision an mission of these network.

5.6. Concluding remarks

The conclusions and lessons learned from the case studies underline several of the findings that resulted from the MP data collection process. Therefore the case studies serve as an important source for crosschecking of earlier findings. The most important findings that emerged from the MP data collection process and that are also illustrated in the case studies are listed below:

The GPP has had a clear gender focus and the global and national partners have included gender equality in their projects and interventions. The case studies have illustrated that if gender equality is not explicitly included in agenda's and strategies, it will not happen by itself. The GPP has gender equality as it primary focus and therefore this perspective was integrated in all its interventions. Even while this was the case, the external environment was often not aware of gender issues, and even regularly against gender equality, which limited the effects of GPP at the level of its target groups. GPP achieved clear empowerment results at the direct target group level. At the community level and among adults, where traditional beliefs and culture are strong, this proved more difficult. At the level of institutions, the GPP has had influence on policy development and legislation, but practical implementation considerably lagged behind. Without the explicit and clear perspective on gender equality the GPP certainly would have achieved a much more limited effect on empowerment of G&YW and gender equality.

Related to the above, the case studies also illustrate that empowerment of G&YW is most likely to be effective and sustained if other groups in society are also targeted with GPP interventions. Two important target groups need to be mentioned. Engaging boys and young men to change their beliefs and behaviour is crucial for achieving success in empowerment of G&YW and in achieving gender equality. This insight was also identified as one of the questions in the learning agenda (see section 6.1). Many of the GPP partners during GPP implementation have gradually paid more attention to interventions with boys and young men. That this can be successful was already illustrated by changes in some indicators presented in chapter 4. A second target group that needs to be addressed are key adults in communities. While adults are regularly addressed in the GPP this mostly concerned parents and teachers only. Less attention was given to key people in the community population as a whole and within public and private institutions. The case studies, as well as several GPP monitoring data, illustrate that traditional ideas and practices at community level are deeply rooted particularly among the adult population. The GPP partners have made some initial strides, but have not yet fully addressed these target groups to change their beliefs and behaviours and subsequently improve the enabling environment for empowerment of G&YW.

The strategy on organisational capacity development support in the GPP (box 5) is very important and there are many examples where effects of capacity development can be observed in the form of increased effectiveness and improved performance of partners. However, at the same time, there are examples (e.g. also in results of 5-C assessments and in workshops) that capacity development of partners, in spite of attention given to it, has not

yet been sufficient to ensure sufficient capacity in increasing outreach, networking and lobby and advocacy.

The case studies illustrate the importance of lobby and advocacy and they also show that long-term strategies and approaches are needed to achieve results. Particularly in environments where the government is not always supportive to the goals of the GPP and the missions of the GPP partners. The MP data (chapter 3) also show that the impact of the GPP was more limited at the institutional level on changing government policies and legislation and particularly in enforcing implementation of such policies and legislation.

Networking is also core to GPP implementation, internationally coordinated by the GPA and at national level coordinated by CSCs. Furthermore, many partners in the GPP participate in networks at the national and sometimes international level. Networks are important instruments to enable exchange of experiences and learning. In other situations, the networks are important to facilitate the rolling out and replication of experiences and service delivery. And in again other situations networks are important to increase the capacity for lobby and advocacy. In spite of networking efforts, many of the GPP partners have been focusing on the implementation of their own specific projects and activities in smaller circles of direct partners. Particularly in the latter case of lobby and advocacy, the GPP networks have not always been very influential. Building and effectively using such networks, might have led to better and more sustained effects of the GPP at the institutional level.

6. Findings and analysis of activities related to Learning Agenda and Cross Country Component

6.1. Learning Agenda

This section describes the nature of the Learning Agenda in the GPP and it presents main findings on the Learning Agenda, based on Focus Group Discussions (FGDs) in the GPP countries and interviews with key stakeholders (see Annex 1 for the list of persons interviewed on cross-country activities).

6.1.1. Learning Agenda implementation at global level

Introduction

The Learning Agenda was designed as an integral part of the Girl Power Program. The original Girl Power proposal stated that learning is "integrated in the M&E cycle of the Girl Power programme. Through monitoring and evaluation of projects and programmes, the members of the Alliance generate knowledge and insights on the relevance and effectiveness of our and partner interventions aimed at girls and young women, civil society and southern partners."

The LA focused on four core issues of strategic interest:
1. Strengthening child protection systems;
2. The role of boys (and men) in the empowerment process of girls and young women;
3. The conditions and opportunities for girls and young women to organise themselves and participate in civil society organizations; and
4. The strategies for effective alliance building.

Two organizational structures - the learning support group (LSG) and learning reference group (LRG) - were established to spearhead the development of the strategic learning agenda and strengthen GPP countries learning agenda implementation capacity. These groups were to serve as catalyst to promote information sharing, the scaling-up of positive initiatives, and guide country steering committees for better outcomes of country programme actions.

To date, a broad range of activities have been organized in support of the Learning Agenda's of the individual countries. Two global meetings were realised to organize the Alliance's learning process and develop a distinct program learning framework in Amsterdam (2012) and to examine and connect the lessons generated on issues of relevance and effectiveness to the ongoing work of the GPP in Addis Ababa (2013). The global meeting in Addis Ababa clearly demonstrated that learning focused programming contributes to better outcomes for the girls and young women in the ten countries. In October 2015, a final global meeting was organised to harvest the lessons learned in the GPA and to translate them into small publications with concrete insights, methods and tool to address these learning question in new initiatives focusing the empowerment of girls and young women.

Slow start of the learning agenda

The start-up of the learning agenda took considerable time. Different GPA members had different understandings of the learning agenda. It was considered an external and additional requirement from the Netherlands Ministry of Foreign Affairs (MoFA). At the start of the learning agenda, the GPA members generally did not feel a strong ownership of it. MoFA

also did not present clear expectations and instructions for the learning agenda activities and outputs. This did not help a quick take off of this trajectory.

None of the GPA members denies the importance of learning in the framework of programme implementation and all members have their own learning and systematisation processes and practices in place. The need for another layer of learning activities at the collective level of the GPA was not felt as an important activity and all the way through the implementation of the GPP, learning activities have taken place largely in a decentralised fashion, at the country level and in the own partnership environments of the respective GPA members.

Gradual speeding up of learning agenda activities

All central level, GPA members interviewed during this evaluation indicated that the considerable delays in starting up the activities in the learning agenda led to suboptimal achievement of learning agenda results.

At the same time the interviewees indicated that the international learning event organised in The Netherlands in 2012 and particularly the one organised in Ethiopia in 2013 greatly contributed to an acceleration of the learning agenda activities in the countries. These events also increased appreciation of the learning agenda by all members in the GPA and subsequently their local partners at the country level.

The learning questions and some of the main emerging lessons learned

The learning agenda consists of four learning questions, of which the first and the last question were implemented in all GPP countries. The second learning question was not worked on in Nepal and Liberia. The third learning question was not implemented in the Asian countries. This is summarised in the following table:

Table 22: Implementation of learning agenda in GPP countries

Learning Question	BGD	NPL	PAK	ETH	ZAM	BOL	NIC	GHA	LIB	SLE
1. What is needed for effective child protection systems?	X	X	X	X	X	X	X	X	X	X
2. How to engage boys and men in empowering girls and young women?	X		X	X	X	X	X	X		X
3. What are critical conditions for girls to mobilise and organise themselves?				X	X	X	X	X	X	X
4. What is needed for effective alliance building?	X	X	X	X	X	X	X	X	X	X

Source: Annual Reports GPP

The final results of the learning agenda questions were harvested in a workshop in Bangkok in October 2015. These lessons were translated into concrete products that can be used for future activities of the alliance members. The analysis of the results of the final Learning Agenda workshop in Bangkok was not part of the analysis in this FTE because data-collection ended in September 2015. But a brief analysis of the appreciations of the participants of this meeting was made (see section below).

The most frequently mentioned preliminary lessons learned by the alliance members are presented in the table below:

Table 23: Most important learning realised under the learning agenda

Learning Question	Learning in progress
1. What is needed for effective child protection systems?	Building both formal and informal child protection systems is important.
2. How to engage boys and men in empowering girls and young women?	Engaging boys and men in empowering girls and young women is crucial for reaching sustainable empowerment results among girls and young women and to achieve acceptance of female leadership by male counterparts.
3. What are critical conditions for girls to mobilise and organise themselves?	Support in setting up and strengthening organizational structures for youth is important.
4. What is needed for effective alliance building?	Identifying and understanding complementary competencies of different members in an alliance is crucial for the collective strength of an alliance; "Branding" of collective competencies and identity of an alliance is important (and was not sufficiently done by the GPA)

The learning agenda as an add-on in the GPP

For the implementation of the learning agenda a budget of 50.000 Euro was allocated to each of the GPP countries. At country level the Country Steering Committee was responsible for the planning and coordination of activities. At the central level budget was allocated to ensure global coordination of the learning agenda by a multi-partner learning reference group and a learning support group. During the implementation of the GPP, only the learning support group remained active in implementing the learning agenda and the learning reference group became obsolete and was dissolved. The fact that budgets were allocated to the implementation of the learning agenda at country level, and the realisation of the global meetings at the central level, has been crucial to ensure that the learning agenda was implemented. Otherwise members would not have been able to spend time and energy on it. At the same time this separate budget allocation also caused the learning agenda to be perceived as an add-on activity in the GPP. Thus it was not a fully integrated element in the programme at the collective partner level.

It is important to mention that all GPP members in their own partner environments and set-ups already have their own systems for M&E, learning and knowledge management in place. Learning has also taken place in these own systems and practices. This characteristic also caused partners to see the learning agenda as an additional effort, sometimes overlapping with own practices. Instead of seeing it as an opportunity to bring insights from these partner-specific practices together and create a body of evidence-based practice to inform better programming across the GPA and improved policies beyond the alliance's direct implementation scope.

Cohesion within the GPA

In the second half of the GPP implementation period, MoFA published a call for a Lobby and Advocacy proposal of Dutch Civil Society partners in 2014 as the main follow-up funding opportunity for the MFS II framework under which the GPP was funded. The focus of this new Lobby and Advocacy call for proposals was quite different from the focus of the MFSII subsidy framework under which the GPP was funded. As a result, the new call for L&A proposal caused the need to form new and different alliances and not an automatic follow-up of existing alliances in the Dutch civil society context. This influenced the GPA members. The call for L&A proposals made it likely that the GPA would be dissolved at the end of the GPP period. The new focus in this call required other focuses and approaches than applied during GPP, which focused more on national level capacity development and project implementation. Some GP members have experienced this as unhelpful for maintaining efforts to achieve collective actions and exchanges in the GPP. They felt it strengthened the inclination of partners to focus on the implementation of their own activities in the GPP instead of investing in collective efforts such as the learning agenda.

Although the new call for L&A proposals influenced collectiveness in the GPP, most members indicated that the influence was not very strong. The majority of members of the GPA remained interested in collective actions and committed to the implementation of the learning agenda. They were particularly committed to harvest its outcomes towards the end, during the final learning event in Bangkok in October 2015 where all GPA members and country level partners participated.

Complementary competencies in the GPA

Over the time of implementation of the GPP, the different alliance members gradually discovered each other's and their own unique approaches and methods. Members have learned to appreciate the added value of others in developing and changing work approaches and methods. Some confirmed being inspired by other alliance members (and their national partners). However, although partners have occasionally adopted elements of actions, instruments and approaches of others, this was not done systematically. The example of adoption of approaches and methods that was mentioned most often was integration of sports activities with girls as a means of empowering the girls of Women Win. The joint learning and exchange of experiences should be seen as sources of inspiration more than a systematic attempt to cross-feed and strengthen each other's activities.

During the interviews, the GPA members mentioned the following complementary competencies of the different alliance members:

Table 24: Complementary competencies of GPA partner

GPA partner	Complementary Competencies
CHI	Experience in setting up child protection and referral systems International networking
DCI/ECPAT	Legal expertise in child protection Strong international network
FPU	Communication Information management for lobby and advocacy
ICDI	Capacity development of civil society on child and youth development and youth participation methods. Girls Quat (Quality Assessment Tool) as empowering instruments for girls and accountability and quality of service delivery systems
Plan Netherlands	Enormous network of national and international partners with a great implementation capacity Coordination of complex international programmes
Women Win	Empowerment of girls and young women through sports activities and refreshing and renewing approaches to work with girls and boys, such as mixed team activities to challenge typical gender divisions (e.g. only boys playing soccer).

Within the framework of the learning agenda and cross-country activities GPA members embarked on a limited number of joint learning and exchange activities. The most important of these have been:
- Exchange of knowledge and approaches on how to tackle the Ebola Epidemics in West Africa with West African Partners in 2014 and 2015;
- Strengthen approaches and cooperation in Lobby and Advocacy through workshops in 2014 and 2015.

Limited branding of collective GPA competencies

Towards the end of the GPP, all members interviewed, except one, clearly recognised the value of the complementary competencies within the GPA-consortium. But all interviewees also indicated that the learning agenda at central and decentralised level and the cross-country activities have not sufficiently evolved into a collective "branding" of the joint experience and the collective competencies of the GPA.

High expectations of GPA members and partners towards harvesting results from the learning agenda

The global members in the GPA indicated that because of the fact that the learning agenda was largely implemented decentralised at the level of different countries, there were not many moments to bring all the learning together at the central level.

Therefore, the learning event in Ethiopia in 2013 had a high impact on all partners because it was the first moment in which progress and preliminary results in the learning agenda obtained in the different countries were brought together and systematised.

The expectations of the GPA partners towards the final global learning event in Bangkok were high because it was the final opportunity in the GPP to bring all the lessons together and to harvest the results. It was largely a writing workshop, ensuring that the lessons learned were brought together in concrete products and publications, that can be used by GPA partners in future girl empowerment programmes.

Appreciations of partners of the final learning agenda harvesting global event in Bangkok

At the end of the global meeting in October 2015 in Bangkok, the evaluation team has administered a small survey among all participants. The purpose was to make an inventory of the appreciations of the GPA members, and their local partners, of the learning agenda[19]. The results of this survey are summarised in this section.

The participants of the Bangkok meeting considered the learning question around institutional requirements for effective child protection the most relevant of all learning questions. This might mean that this learning question was more crucial to further develop core capacities of GPA members and partners to implement their core project activities focusing on protection. The learning questions about alliance building and engaging boys and men were also considered quite relevant. The question on organisation requirements for G&YW was clearly considered the least relevant, as shown by the figure below.

Figure 46: Ranking Learning Agenda Questions on relevance to GPA and partners
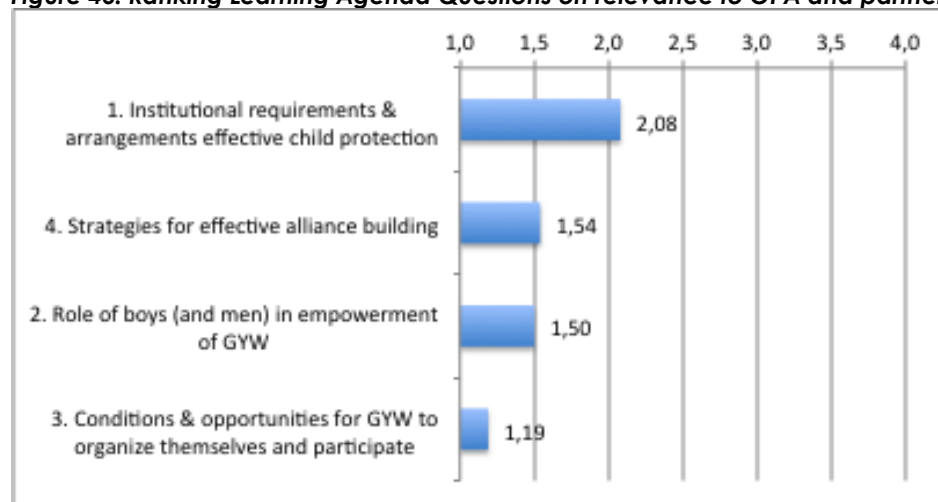
Source: survey conducted at end of learning agenda workshop in Bangkok, October 2015. N=13

However, it has to be mentioned that only about half of the participants (13 out of 24) were willing or able to respond to this question. About half of the respondents indicated that it was not possible to prioritise learning questions because they were all equally relevant. This indicates that all learning questions were quite relevant for at least half of the GPP partners.

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[19] The outputs and learning write-ups of the global learning agenda were produced outside the data-collection period of this FTE and therefore these are not discussed in this report.

The learning agenda has had different aspects, and the following figure shows how the different alliance partners appreciated these aspects.

Figure 47: Appreciation of aspects Learning Agenda by GPA and partners
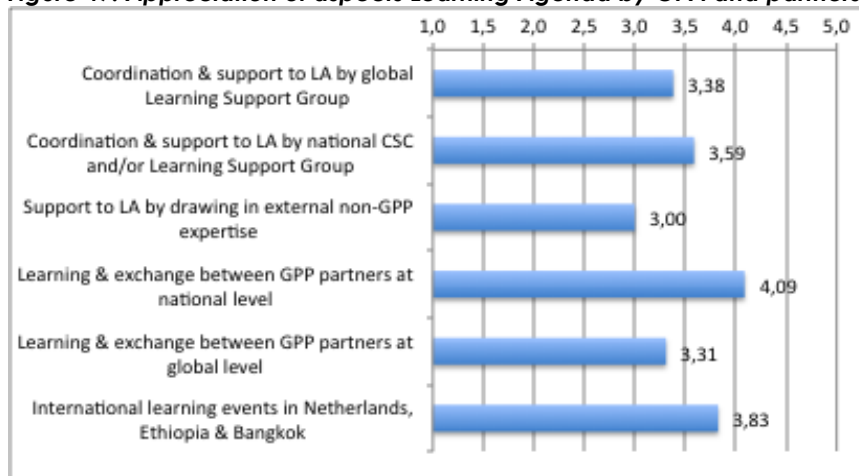
N.B. 5-point scale was used: 1=very bad; 2=bad; 3=sufficient; 4=good; 5=very good
Source: survey conducted at end of learning agenda workshop in Bangkok, October 2015. N=23

The GPA partners are most positive about the learning processes and results at the country level. This is in line with the learning agenda strategy that has focused on country-specific learning. The score on this aspect is above 4 on a five-point scale and therefore can be considered very high. Also the international learning events were highly appreciated with a score of 3,83. These learning events have served as lively and interactive events in which partners could exchange and share with each other and this human interaction in learning is considered an important complement to digital sharing of learning.

Least enthusiast the GPA partners were on the drawing in of lessons and sharing of lessons learned outside the direct context of the GPP implementation and to also learn from other organisations outside the alliance. Although this is done, the respondents with a score of "sufficient" indicate that there is considerable room for improvement.

Additionally, the respondents are less positive about the learning and exchange between the GPP partners at the global level. Although the learning agenda events were highly appreciated these events were not enough to ensure systematic exchange and embedding of learning at the collective level of the GPA. This finding is in line with the concerns expressed by several key informants interviewed on the learning agenda.

A final question asked in the survey was about the extent to which different GPA partners and national or regional partners present in Bangkok felt they had learned from other members in the alliance. The results are presented in the figure below.

Figure 48: Appreciation of learning from GPA-partners in learning agenda implementation
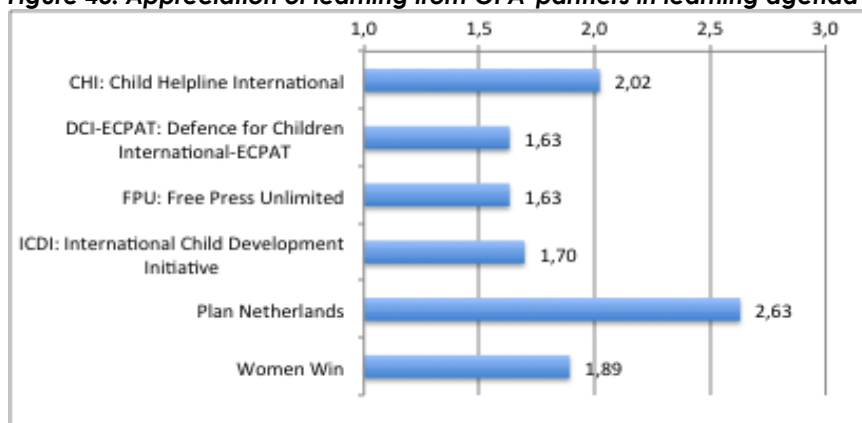
N.B.: 3-point scale was used: 1=not at all; 2=a little; 3=very much
Source: survey conducted at end of the learning agenda workshop in Bangkok, October 2015. N=23

Most respondents mentioned Plan Netherlands as the organisation from which they had learned very much. This is mainly because of two reasons. In the first place, Plan Netherlands is an organisation with a relatively broad mandate and it is active in many different areas. Therefore it is not surprising that its experience and expertise is relevant also for the more specialised partners in the alliance. But Plan, as the lead-partner in GPA, was also the door and entry-point for much information and learning that entered the alliance from external sources, among which, MoFA and other MFS II alliances.

Child Helpline International and Women Win were also frequently mentioned because these organisations contributed with very specific expertise and experience to the GPA, which was very complementary to the work of other partners. Many partners have worked together around Child Helplines, where Child Helpline International's inputs were crucial. Many partners have learned from Women Win that sports are very powerful to empower women and at the same time they are a means to engage boys and young men in GPP activities.

ICDI, FPU and DCI-ECPAT were mentioned less often by the other FPA partners. These organisations also brought in specific areas of expertise, but apparently the other partners did not always consider this expertise directly relevant for their project implementation. In the case of DCI-ECPAT, this finding can be explained by the limited geographic presence of this partner in the GPP, as compared to the other partners. DCI-ECPAT only worked in five out of the ten GPP countries.

6.1.2. Learning agenda implementation at national level

Decentralised implementation of the learning agenda

The logic of implementation of the learning agenda has been primarily decentralised at the country level. A lot of learning doesn't take place within view of the international alliance members. The national partners are more closely engaged in learning and exchange and to some extent this also happened at the cross-country level.

There have been three moments in the GPP that have served to bring the decentralised learning to the level of the whole GPA and this was during the international learning events. The involvement of the international members in the learning agenda has mainly taken shape through their bilateral relations with country-level partners. The global members, with the exception of the global learning events have not actively engaged in joint learning at their level.

Two regional level partners (SAIEVAC in South East Asia and ACPF in Africa) have been involved in the learning agenda. But their role in enabling and facilitating learning above the country level has been limited. Plan Netherlands' partner, ACPF was involved in the organisation and coordination of the international learning event in Ethiopia in 2013, but was otherwise mainly involved in national level activities of the GPP in Ethiopia.

The main evaluation question used for the assessment of the Learning Agenda (LA) at the country level, was as follows:
- To what extent has the Learning Agenda (LA) contributed to the capacity of partner organizations to deliver Girl Power Programme (GPP) results?

The unit of analysis for the Learning Agenda were the in-country GPA partners and the focus was on their organisational capacities, as discussed during the 5-C workshops. In these 5-C sessions and additional interviews, partners reported high levels of satisfaction with the Learning Agenda and the extent to which it had increased their capacities to deliver results. However, in Bolivia, where the four studies of the LA had experienced a delay the partners voiced more critical opinions on the learning agenda implementation. However, section 4.6 where the results of the 5-C workshops were presented, show that increased capacities of partners are not always leading to higher 5-C scores.

In terms of organizing the LA process at the country level, two distinct approaches were applied:
- A quite formal approach in Bolivia, defining the LA as "the realization of 4 studies by an external consultancy agency CDC with the support of all GPP partners".
- A more informal approach on the other hand, followed in the three other countries. In practice, this means progressively identifying ways, internally, to address the LA issues. Ghana for example, after a hesitant start, followed a clearly collective approach to jointly address the learning questions and integrate them in new practices.

Although both approaches have reportedly had a positive effect on learning and capacity development among partners, the latter approach was appreciated more by the GPA members and partners.

Examples of successful LA contributions to partner capacities

In the case of the formal approach in Bolivia, the learning did not so much take place on the basis of the four LA studies, but from all the activities the national GPA partners developed together in which they exchanged experiences, knowledge and ideas, either formally or informally. The partners in Bolivia call it a **process of action – reflection – action,** which allowed for a continuous learning process that went beyond what was originally planned or foreseen.

In this way the learning 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 we would we have achieved if we had implemented the activities alone. We have applied experiences of other partners in our context*".

In Ghana, training sessions were organised on the topic of involving boys and young men in 2013. Subsequently, 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. All partners agreed with this decision and changed their approaches.

In Ethiopia, on the topic of strengthening child protection systems, the GPP partners managed to introduce and mainstream child protection methodologies in the education

sector. Although such protection activities (using secret box, community protection mechanisms such as 3C and MSCPS) took place also before GPP, it is much more organised now. The experience of partners such as FSCE, ANPPCAN, ECFA has been very useful and PIE is adopting their approaches and "tries to follow the GPP footsteps". Even the government has adopted some of these protection methods, such as the helpline. Therefore, the changes are sustainable both at PIE and at government/policy level.

Also in Ethiopia, and even in the face of challenging governmental policies, the GPP has increased capacities on the topic of effective alliance building. Despite the unfavourable conditions and lack of opportunities for girls and young women to organise themselves and participate in CSOs, many girls' clubs, GAC, Tuseme clubs have been established, especially at schools, with government support. These clubs are considered effective and sustainable.

In Nepal, a key learning revolved around integrated protection programming: Plan Nepal asserted that an integrated inclusive approach to program development with protection, economic and agricultural component is the needed intervention. Plan implements economic and agricultural projects and realized the importance of integrating protection into their future programme targeting the same audiences.

6.2. Cross-country Activities

The cross-country component of the Girl Power programme refers to activities that contribute to the achievement of the Girl Power Programme objectives in more than one country. This section describes the nature of the cross-country activities and it presents main findings on cross-country activities, based on Focus Group Discussions (FGDs) in the GPP countries and interviews with key stakeholders (see Annex 1 for the list of persons interviewed on cross-country activities).

Typical cross-country activities are:
- Capacity support to organisations with a regional scope, such as *Consultation of Civil Society Coalitions and National Action Coordinating Groups (NACGs)* under the South Asia Initiative to End Violence against Children (SAIEVAC), an inter-agency group of UN agencies.
- Cross-country capacity strengthening and programme implementation support through regional workshops for capacity development and exchange for Girl Power partner organisations from all programme countries. To support partners in follow-up of their country action plans, capacity support workshops were also realised at the level of Dutch Alliance member organisations. Themes of these workshops were: practical tools and strategies for advocacy, communication and documentation and civil society strengthening.
- Strengthening networks and linkages of partner organisations, such as regional consultations for members of Child Helpline International or the annual News for Kids Summit for members of the News for Kids Network supported by Free Press Unlimited and cross-country exchanges organised by other GPP partners.
- Mutual learning and exchange in Girl Power Learning workshops and in summits, such as the Girl Power Global Final Summit in December 2015.
- Participation in international conferences around lobby and advocacy on Girl Power issues (such as the UNICEF End Violence Campaign, the annual High level Meeting of UNECOSOC, the Global Movement for Children, the Inter-American Children's Institute (IIN-OAS) and the ITU-led working group on Child Online Protection).
- Research on gender based violence and child protection. Such as a study on best practices in relation to gender within child helplines and a publication of the Voices of Children and Young People Violence against Children report produced by Child Helpline International with data from its member child helplines' data.

- Cross-country Monitoring and Evaluation, such as this external final evaluation of the GPP. This evaluation is a cross-country activity in bringing together Dutch alliance organisations and their partners in Bolivia, Ethiopia, Ghana and Nepal in organising and implementing data collection, review and approval country-level and global evaluation reports. Also the joint MFSII evaluation coordinated by PARTOS is bringing together GPP partners in Liberia, Pakistan, Bangladesh and Ethiopia.

Cross-country activities in GPP focused on capacity development of local GPA partners

The cross-country activities in the GPP included the following interventions:
- Capacity support for organisations with a regional scope;
- Trainings and workshops for capacity strengthening of partner organisations from multiple countries;
- Mutual learning and exchange;
- Strengthening networks and linkages of partner organisations;
- Lobby and advocacy on the four thematic areas of the Programme;
- Research on gender based violence and child protection;
- Programme implementation support to all Girl Power countries

The main focus of the cross-country activities was to support capacity development processes with individual and collective partners in the GPP at country level and to enable exchange and learning among partners in the GPP. These characteristics of cross-country activities make it difficult to disentangle the learning agenda activities and the cross-country activities. These activities often overlap and support each other. While the learning agenda focussed on the four learning questions, the cross-country activities have a broader perspective on learning and exchange on a larger variety of issues. Subjects that were discussed are lobby and advocacy, research, methodology development and exchange (among which exchange of experiences around post Ebola interventions in West Africa).

Cross country activities were productive for partner level capacity development but had no inherent objectives at the regional or international level

For the cross-country activities no specific objectives were specified. The GPP doesn't address regional or international issues, because it is primarily a country level intervention. This was also related to the original proposal presented to MoFA within the policy framework of MFSII. Alliances were permitted to submit country-specific interventions or regional and international interventions. The GPP alliance submitted a country-level focused programme to MFSII. This explains why there have not been regional or international interventions in the GPP focusing on achieving international policy changes on GPP themes (although to a limited extend regional partners of Plan Netherlands; SAIEVAC and ACDF have done so, but also outside the scope of the GPP framework). Cross-country activities were primarily focusing on supporting country level interventions and capacity development processes of GPP partners.

Status of Cross-Country component in GPP has remained unclear

During the Mid Term Evaluation of the GPP it was observed that the status of cross-country component was not very clear and GPA members referred to it in many different ways. Additionally, the MTR observed that there was overlap with the learning agenda, because to an important extent the cross-country component was also focusing on learning and exchange and support to national level partners. These observations have not changed during this FTE. The same confusion remained and partners approached cross-country activities very differently.

The GPA reports in the 2014 annual report that it responded to the recommendations in the MTR on the cross-country component. However, this follow-up seems mainly focused on

streamlining and increasing attention for capacity development and learning in the programme. The increase of attention didn't create more clarity on the status of cross-country activities vis-à-vis the learning agenda and in-country activities. The recommendation of the MTR to develop objectives and result areas for the cross-country component was not followed up. The MFSII subsidy framework didn't provide the room to do so because the focus had to be on country-specific poverty reduction focused interventions. No outputs and outcomes were set for the cross-country component at the regional or international level. It merely remained a budget-category for activities that benefited multiple countries. The GPA did not further follow-up on this recommendation, because such follow-up would formally have been outside the scope of the MFSII subsidy framework.

The effects of the cross-country activities on national implementation and capacity development of partners are clearly recognised by the GPA members. As such the cross-country component has been supportive to the implementation of the GPP at the country level.

Cross-country activities do not equal cross-partner activities

The budget allocations among different members in the GPA have been very diverse. Some members invested considerable budget in cross-country activities while others invested almost nothing. This also caused the different GPA members to follow their own specific planning rationales in cross-country activities. Most activities reported under the cross-country activities are activities of specific GPA members within their own networks of national partners.

Cross-country activities in GPP therefore have strengthened the coherence and exchange within specific partner networks but these activities have had much less influence in creating and strengthening the cohesion of the different partner networks within the entire GPA network.

Several members of the GPA have implemented their own regional meetings with partners with resources from the cross-country component. These have been useful in planning, developing and evaluating interventions in the GPP. As such these activities have contributed to a more effective implementation of the GPP. An effect largely obtained through individual members of the GPP.

At the country level, much more cross-partner planning, implementation and evaluation of GPP activities were done. The Country Steering Committees served to guide this collective process. Cross-country activities however were not planned at this level; this was mainly done by the international GPA members.

Regional partners in the GPP developed a limited number of regional interventions

The Plan Netherlands partners SAIEVAC and ACDF have developed research and lobby and advocacy activities with a regional scope in Africa and South East Asia to a limited extent. Although the other members in GPA know about SAIEVAC and ACDF, this knowledge is quite basic. Not many activities of these regional partners have been conducted in coordination and cooperation with the national partners in the GPP. An important exception to this is the organisation and implementation of the second international learning conference by ACDF in Ethiopia in 2013 for GPP partners worldwide.

Cross-country activities face regional and language limitations

GPP Partners indicate that there are some bottlenecks in realising cross-country activities related to regional scope and language. Cross-country activities are stronger within own specific regions, such as West Africa and Latin America. To reach the global level of cross-country exchange is more difficult, because it is expensive, time-consuming and there are

language barriers to facilitate exchange at this level. Therefore, most of the cross-country activities were realised at the continental or sub-continental level. The only global events were conducted under the learning agenda in the form of the three international learning events in 2011, 2013 and 2015 in the Netherlands, Ethiopia and Thailand.

6.3. Summary and concluding remarks

Concluding remarks on the Learning Agenda

The learning agenda, after a slow start, picked up speed and has generated a significant amount of learning and exchange activities. Its main value has been that partners at the global and country level have been exposed to each other's approaches and methodology. They were inspired by this exposure for the implementation of their own projects. The learning did not lead to significant actions. The application of lessons learned from other partners or joint implementation of projects was limited. As was the replication of lessons learned by other partners.

The Learning Agenda was interpreted and operationalized quite differently across the different GPP countries. The LA has contributed to increased capacity of GPP partner organizations to deliver GPP results, except in Bolivia. Of particular relevance for this achievement are the framework of the four complementary LA questions; the organization of Global Learning Meetings; the availability of LA funding and; the provision of support and guidance through the Learning Support Unit.

At first instance of learning seems to take place mainly in the internal networks of the different alliance members. Reaching a collective level of joint learning is more challenging. The global learning events are the main instrument to achieve this. The final global learning event in October 2015 to harvest the GPP lessons learned around the learning agenda has produced interesting insights and concrete publications to disseminate the lessons learned in the GPA beyond the scope and timeframe of the GPP.

The GPA could have done more on developing a branding of the collective experience of the alliance. Stronger external communication of the lessons learned and best practices of the GPA should have been developed. Maybe most importantly the added value of bringing together different organisational competencies should have been better communicated in this very interesting alliance. The publication of the results of the final Global Learning Event, however, is an important step towards such collective branding, unfortunately only at the end of the life cycle of the GPA.

The investment of dedicated time and budget in the learning agenda to organise exchange between partners has supported many individual partners in the alliance to strengthen their individual organisational capacities and implementing capacity in the GPP.

Key success factors in implementation of the Learning Agenda

- Openness to learning: A main factor that allowed the learning process to happen is the fact that all partners were open to mutual training, sharing and learning. For example in Bolivia, although not specifically intended, this allowed all partners to learn something (informally) from the others as each GPP partner in Bolivia had a specific key expertise, thus complementing each other;
- Strong leadership at the national level to ensure that the learning process could continue and all partners could actively participate in the learning agenda activities (Ghana);
- Documenting and sharing lessons learnt: 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;

- Organizing (cross-country) platforms for learning and exchange: The Child Helpline Project in Ghana rallied different partners to join the lobby and advocacy efforts around the Child Helpline. This approach was triggered by discussions and exchanges during the Ethiopia Learning Conference;
- Start the Learning Agenda right from the start of the programme with a clear strategy and action plan and share it immediately with all national partners, through international meetings and national follow-up meetings. This should result in clear country strategies that can be implemented right from the start of the programme.

Concluding remarks on Cross-Country Component

No objectives and outcomes were formulated for cross-country activities at the level of regional or global changes. Therefore regional activities have been used merely as a supporting component in the GPP to facilitate capacity development and exchange between partners. Policy level changes and development at the regional and international level have remained outside the scope of the GPP. The focus of the cross-country component was mainly to support capacity development and implementation capacity of GPP partners through training, exchange and research interventions and as such it has been effective.

The MFSII subsidy framework is likely the cause that the GPP has not developed specific cross-country and international policy objectives. The GPA had to decide with the submission of the GPP to MoFA whether to focus on country-level poverty reduction and empowerment objectives or to focus on international lobby and advocacy for policy changes. The decision of GPA was to focus on the country level. In retrospect, the evaluators conclude that this distinction between national and international intervention levels in the MFSII was artificial and a bit unfortunate. International lobby and advocacy could have complemented and strengthened the local empowerment interventions of the GPA. This complementarity of different intervention levels could not be explored in the framework of the GPP due the restrictions of the MFSII set up.

The cross-country activities have permitted exchange and learning between partners, but most of the exchange took place within the specific GPA members' networks and not among the broader group of all GPA partners.

The status of the cross-country activities after the MTR has more or less remained the same. The role and function of the cross-country component was not clarified, although cross-country activities were intensified. The distinction between cross-country activities that largely focus on learning and exchange and the learning agenda has remained diffuse throughout the GPP implementation.

7. Conclusions

7.1. Main conclusions

The Girl Power Programme has made a clear contribution to reduction of different forms of violence against G&YW in the GPP countries. The GPP has also reached significant changes in self-confidence and attitudes of girls and young women and to a lesser extend among boys and young men. It has been more difficult to change beliefs and attitudes of adult men and women in communities. G&YW's knowledge of protection services has clearly improved. More G&YW are organised in youth organisations and older girls and young women also in economic organisations such as saving and loan groups or cooperatives. The G&YW involved indicate that they can actively contribute to these organisations and that they also benefit from them, although more from socio-political forums than from economic support activities. Finally beliefs on the importance of continued participation of girls in post-primary education are now widely spread.

The achievement of results of the GPP can be illustrated with a revisit to the ToC as illustrated in the figure below:

VISION

GIRL POWER, EQUAL RIGHTS AND OPPORTUNITIES FOR GIRLS AND YOUNG WOMEN IN SOCIETY

IMPACT

| Less harmful traditional practices & violence against G&YW | Increased advancement of G&YW in schools and improved labour market perspectives | Improved income situation of young women through decent employment | G&YW are structurally participating in policy development and decision-making at local, regional and national level |

OUTCOMES

| Less GBV in families and in schools | Structural provision and access to protection services | Increased employment & self-employment of G&YW | Increased participation of G&YW focused organisations in policies | Local and national governments & institutions have integrated gender perspective |

RESULTS

| Girls are more empowered & have self esteem | Girls advance further in schools and have better employment perspectives | Community believes and cultural patterns more favourable for G&YW | More effective local institutions servicing G&YW | More networks, coordination & cooperation between Govt. & CSO's |

INTERVENTIONS

| Psycho-social support | Protection: Child helpline etc. | Education: training support in school | Awareness building men & women in communities | Partnerships and networking: strengthen CSO's |
| Organise: girl panels & groups | Economic empowerment: savings & loan groups, cooperatives | | Organisational capacity development GPP partners | Lobby & advocacy: influence policies & legislation |

STRATEGIES

| Individual: provide training, support & services | Socio-cultural: organize and community involvement and awareness raising | Institutional: strengthen organisations, networks and institutions |

PROBLEMS

| Structural occurrence of GBV in communities | Gender gaps in post-primary education | Poverty among G&YW is more wide-spread and severe | Discrimination and exclusion of G&YW in organisations and communities |

The pathways for changes on the right hand side in the ToC have been less successful than the ones on the right hand side. Institutional strengthening is the weakest level of interventions and linked to this lobby and advocacy for changes beyond the community level have had more limited effects. Additionally the ToC above also shows that capacity development of partners in the GPP has not been optimal throughout the GPP implementation process and this has contributed to a slightly lower performance of GPP partners at the (most difficult) level of institutional change. And in some cases (but not in all countries) performance limitations could be observed under the thematic area of economic participation.

The Girl Power Alliance is a powerful combination of different competencies and experiences of both the Alliance members and their national level partners. The interventions in the GPP were implemented by a variety of partners. Sometimes in partnerships and alliances, but mostly GPA partners worked bilaterally with their own national partners. The potential of the GPA as a collective network linked with other networks has not been optimally used.

The Girl Power Programme has clearly shown that a well focused and targeted approach on empowerment of G&YW and on gender equality can bear fruit over a longer period of time. This is particularly so for changes achieved at the individual level and to a large extend also at the community level. At the end of the programme most outcome targets on these two levels have been achieved. Achieving institutional changes remains a challenge: at the end of the GPP, a considerable number of outcomes on this level were not yet achieved.

7.2. Specific conclusions on evaluation criteria

On relevance and coherence of GPP

The three intervention strategies of the GPP: direct poverty alleviation, civil society strengthening and lobby & advocacy have been integrated in the design and implementation of the programme. However these intervention strategies were not the principle organising elements of the GPP. The GPA used another three-level approach to do so: individual, socio-cultural and institutional. These three levels of interventions to a large extent can be linked to the first three. **The latter approach of the intervention levels is more relevant than the three intervention strategies that are more strongly linked to the MFS II subsidy framework.** The interventions under the individual level sometimes partially or indirectly contribute to direct poverty alleviation, because several interventions focus on protection, psychosocial support, increased economic activity and education. The three intervention levels are more relevant for G&YW because changes are not achieved when interventions are done only at the level of the direct target groups. Changes in communities (socio-cultural level) and institutions are also necessary.

The theory of change of the GPP was included in the results framework of GPP. **Although the theory of change is clear and valid, specific pathways of change that follow the four thematic intervention areas were not specified.** In this evaluation report the evaluators have reconstructed a more elaborated theory of change and this ToC is also used for evaluating the programme outcome results (see below under effectiveness).

The GPP partners in the Global Alliance as well as the national partners at the country level have clear experiences in empowering G&YW, protection and promoting gender equity. **The specific experiences of international and national partners in the GPP are clearly complementary, including protection support, economic empowerment, education and organising G&YW in groups**. Plan Netherlands has experience in multiple areas and therefore was well positioned to serve as the lead agency of the GPA. In spite of the complimentary

expertise and experience in the alliance at international and national level, the FTE observed that **in the practical implementation of specific projects on the ground, many partners in the GPP have operated mainly in their own circles. Possibilities for cooperation and exchange were not used structurally**. Some exchange and learning took place (on a more global level) outside the direct sphere of implementation in learning agenda and cross-country activities.

Relations between GPA members and implementing partners at country level were good. Ssupport given to partners is not limited to the provision of funding. Attention was also given to capacity development of partners. This is a crucial component and pathway in the ToC, of the GPP because through capacity development of partners, more sustainable results can be achieved. **Capacities of partners were systematically addressed using the 5-C assessment methodology. But the 5-C assessments were not always systematically followed up with coherent action plans**, which caused that capacity development of partners has reached different results and were somewhat lower among the Bolivian partners. Exchange of experiences in capacity development among partners only gradually developed during the GPP implementation. Similarly, the increased attention to **Lobby and advocacy efforts in the second half of the GPP implementation, as a follow-up to the MTR recommendations were not rather late and not sufficient to ensure good results at the institutional and policy level**.

Cooperation with external partners occurred during the programme, especially among community based organisations that were direct stakeholders in the implementation of activities. Cooperation, harmonisation and alignment with other external organisations and institutions at the national or international level were less common. This has weakened the impact of the GPP on government' policies and legislation and on government' commitment and capacity to implement policies and provide services. This can clearly be observed in the analysis of the Monitoring Protocol indicators on the institutional level.

The GPA partners at the national and international level have been responsive to external developments and changes in contexts of the programme. The most obvious example of this is the reorientation of the GPP in Liberia and Sierra Leone in 2014 and 2015 to respond to the Ebola crisis. In addition to national level changes also regional level support was provided. Furthermore the earthquake in Nepal in 2015 provoked a clear emergency response of Nepalese GPP partners with support of the international alliance. In these countries, outcomes at the end of the programme will be different from those planned. It is actually quite remarkable that Nepal managed to improve on so many of its indicators compared to MTR. The GPA and local partners also have done a great work in responded to recommendations of the MTR. However, in some cases, particularly in influencing policies and institutions, the remaining time of the GPP after publication of the MTR report was too short to achieve clear results.

The GPP works under four different themes. While the protection theme is present in all programme countries, the other themes vary. In countries where not all themes were chosen, many of the interventions in practice were not strictly confined within the boundaries of the themes and there was regular spill over to other themes. **During this FTE many partners and stakeholders have indicated that empowerment of G&YW and gender equality require an integrated approach that should include most, if not all themes**. For example, both in Ethiopia and Bolivia partners are of the opinion that it would have been very good to have included the economic participation theme as the communities that they work with have many economic necessities. By including this theme they could have responded to some of these needs and at the same time strengthen the other themes with it or vice versa (e.g. improved education augments job opportunities and a woman who is earning her own income is quicker accepted as a community leader).

The theme of economic participation might need a slightly different approach and clearer formulation of indicators for each of the G&YW age groups. The experience in the GPP has taught us that **economic activities require specific economic, micro-finance and SME**

expertise that not all partners in the GPP have. In some cases, (such as Ghana, where effects have been limited) it would have been good to include some partners with this expertise or to establish cooperation with other external partners in this area.

The approach on economic participation is clear and in practice targets older girls and young women and in some cases younger children through technical and vocational training. However, the way the theme has been included in the Monitoring Protocol and indicators is slightly confusing. There are no different indicators for the younger age groups, while employment for this group is not relevant and even illegal. Particularly in the monitoring and evaluation of its results this is not coherent.

On effectiveness

The GPP has reached the targets of the indicators in the Monitoring Protocol for 57% of the indicators. On a number of other indicators it has come close to anticipated outcome results. Compared to the MTR and Baseline, FTE results on outcome indicators have been even been stronger. Compared with the MTR on 71% of the indicators an improvement could be noted and compared with the Baseline the percentage of indicators showing improvement is even 83%. The evaluators' assessment therefore is that **the GPP has been effective in reaching most of its intended outcomes.**

The effects of GPP are multiform and quite different in each of the GPP countries. This is because of a variety of focuses in the different countries on specific themes and age groups. These characteristics make it quite difficult to monitor and evaluate progress of the programme at global level. Global averages on different country realities tend to hide the variety at national level. It is not possible to state that GPP has been more effective in a certain country and not in another. There are too many factors that influence this.

The areas where the GPP has had challenges in achieving its results are mainly found at the institutional level. The commitment and performance of governments (lobbied through GPP partners) in developing policies and legislation is generally there, but often not sufficient. Particularly the implementation of policies and legislation and the delivery of relevant and good quality services at the community level are weaker outcome areas of the GPP. Economic participation might again have been the most challenging area at this level.

The outcomes obtained under the heading of capacity development of partners did not reach the revised targets set by the GPA for the end of the GPP implementation in 2015. However, over the entire period of the GPP partner's capacities have gradually improved. The 5-C indicators that have been used to measure organisational capacities as a monitoring instrument in the GPP are not the best possible indicators to measure progress. The 5-C self-assessments are subjective. In some cases, increased capacity of an organisation might lead to increased confidence in identifying weaknesses. Lower scores in some cases could therefore also indicate increased organisational capacity. In other words, the fact that quantitative targets were not reached does not necessarily mean that organisational capacities were not improved. The evaluators found many examples of this and particularly the case study on Nepal gives a good example of the success of GPP's investments in capacities of a local partner.

In spite of the generally positive assessment of organisational capacity development, the evaluators also observed that **more results could have been obtained, if a more systematic and shared approach of capacity development would have been used**. In some countries capacity-building plans were only developed after the MTR and implementation did not start until far into the last GPP year. In the same regard, a better linking of the learning agenda and cross-country activities to programme implementation would have increased potential for organisational learning at the individual and collective level. In spite of considerable improvements in the second half of the programme, these have not had sufficient results.

None of the targets for the indicators on Civil Society Strengthening (CIVICUS) were reached. In the final half of the GPP some of the values are even lower than at the time of the MTR. These findings are in line with the earlier observation that the GPP has not sufficiently succeeded in achieving changes at the institutional level, which are an important setting for civil society to work in. It must be said that also the CIVICUS indicators have proven to be unreliable and difficult to understand. In most of the workshops, in spite of extensive explanations, participants struggled a lot with this instrument.

The most important external factor that influenced the achievements of the GPP as a whole is the Ebola crisis in Liberia and Sierra Leone. In these countries expected outcomes and results will not be reached. In the case study countries in this evaluation, the devastating earthquake in Nepal also had considerable effect on the programme implementation in 2015. Its negative effects were smaller, because the humanitarian emergency situation was shorter and the country resumed pace quite quickly. The influence of external factors as mentioned above could be mitigated by the GPA, by allowing flexibility in the GPP implementation and by the persistence of local partners to continue working also in very difficult circumstances.

In the countries of the FTE, the most important factor that has influenced results is that the GPP has not sufficiently been able to influence governments. **GPP has encountered considerable bottlenecks during its implementation. For example, in Bolivia and Ethiopia, governments do not encourage NGO activities and civil society strengthening or there are even legal restrictions to influence public policy. In all countries the low capacity and precarious budgetary situations of governments increased challenges for GPP partners.** Against this external context, lobby and advocacy is not easy. This underlines the need for a long term and systematic approach on lobby & advocacy for G&YW empowerment and for achieving gender equity.

Changing opinions and attitudes of direct target groups has been the biggest (measured) effect of the GPP, as could clearly be observed under the outcome indicators of the monitoring protocol. Changing behaviour of other groups, such as boys and young men, and older men and women is more complex. Changing their behaviour means that these groups need to be involved in the GPP. Influenced by MTR recommendations and the GPP learning agenda, this was done with boys and young men. Adults were also reached through the GPP, but mainly as parents, caregivers or teachers; not as community leaders or citizens. **Changes in attitude and behaviour of these older age groups have certainly occurred, but still more change is needed. This illustrates the need for more interventions targeting these groups to contribute to empowerment of G&YW and to gender equity**.

On sustainability

The effects of the GPP on individual G&YW are likely to be sustainable, as many of them are organised in community organisations. Empowered girls will continue to be active in these organisations and local ownership of these organisations is strong. But with the end of GPP no new actions will be started and no new communities will be targeted. This means that effects and impact of the GPP are largely visible at the local level, but not at the national level. **In order to reach a larger scale and replication of experiences, other actors and particularly national and local governments have to continue the successful experiences of the GPP** (such as the gender responsive pedagogy example of Ethiopia). Now that that the GPP has ended, such replication will not be automatic and depends on the efforts of individual members of the GPA and their local partners or other stakeholders.

The effects of the GPP at the community (socio-cultural) level are noticeable. There are strong changes in attitudes and perceptions at the community level, particularly among the

younger generations. This is likely to contribute to sustainability of results in communities, because these boys will become future leaders in communities as well as future husbands and fathers of G&YW. GPP has also strengthened local CBOs through training and organizational structure assistance. These changes are sustainable because the communities own these local organisations**.**

The changes at the institutional level are sustainable when it comes to policies and legislation. Active enforcement and implementation are however often problematic due to lack of government support and budget. The GPP has achieved changes in policies and legislation and also in provision of services. Because the level of effort in lobby and advocacy and replication of successful experiences has been limited the overall outreach is still limited to specific districts and regions and as a result at national level impact and sustainability are limited.

With respect to the sustainability of results under the different themes, it is likely that changes under education and protection will be sustainable. Many of the changes are now integrated and absorbed by the system (Government, Local Governments and other national and international actors). **Community-level changes in socio-political participation are also likely to be sustainable**, as GPP has invested in local community owned organisations. At higher levels, including national level, much more is needed to achieve structural participation of G&YW. **Reaching sustainability of the economic initiatives of the GPP is challenging**. The GPP countries show differences: there where economic organisations are set up and supported by enabling legislation and support programmes (such as in the cooperative sector in Nepal), perspectives are quite good. However, there where the economic initiatives depend on partner support or subsidies, it is less likely they reach sustainability.

The GPP and the GPA are dissolved at the end of 2015. Most of the individual GPA partners and their local partners will continue with the same or similar activities in the near future. In some cases other alternative sources of support and other partnerships were developed to continue the work that was started during the GPP. Continuation in Latin America is especially challenging due to the decreasing international support for this region. On the other hand, most GPP partners in this region are well-established organizations that enjoy a high credibility among external stakeholders and diversified sources of income, which increases the possibility that they will be able to continue working on the GPP themes as they said they plan to do.

On coordination, management and implementation of GPP[20]

Coordination and Management of the GPP has generally been good, especially when taking into account the complexity and scale of the programme. This required a strong central management. At the same time this generated difficulties in the relation with partners. Mostly due to bureaucracy and pre-established formats that were not contextualised for each country.

The fact that no clear exit strategy was established beforehand contributed to the tendency of partners to implement their own individual projects rather than being part of a larger movement working towards a common goal.

The same accounts for the **learning agenda and cross-country activities, which in many countries were not understood well from the beginning**. Although this improved during the

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[20] Parallel to the GPP FTE an independent Partnership Review was conducted by Helga van Kampen in 2015. That review also contains interesting findings and conclusions on coordination and management aspects of the GPP.

GPP implementation it did not reach the potential learning effect it could have had if it had been planned strategically from the start.

Nevertheless, **partner organisations managed to carry out various actions together and learn from each other's experiences, making use of the fact that they were part of a bigger alliance** and were meeting regularly in the framework of the Country Steering Committee. The CSC had sessions to plan and set annual outcome targets, strategic programme review, and biannual and annual reflection meetings. Partners much appreciate the exchanges and it has led to adoption of new practices.

Also at local level Inter-institutional committees or networks of CSOs and governmental institutions were created and strengthened. However, there has been limited collaboration with or support to other CS initiatives in the area of empowerment of G&YW.

The GPA took up most of the recommendations made in the MTR report, although the remaining time of the GPP implementation was too short to implement all recommendations to their full extent. This mainly affected the learning agenda and cross-country component but also the strengthening of partner organizations and of civil society in general, which did influence their capacity for lobby and advocacy and working on institutional level changes.

On GPA partnership with Dutch Ministry of Foreign Affairs

The GPA under the framework of the MFSII has had a continuous and constructive partnership relation with MoFA. While the overall relations and experiences are good the following aspects have limited to a certain extend the results and outcomes of the GPP:
- The MFS II subsidy framework required alliances applying for subsidy from this framework to choose between country specific (poverty reduction focused) interventions or regional and global advocacy interventions. **The experiences in the GPP implementation show that choosing between these options is not desirable because lobby and advocacy (including doing so at the international level) is necessary for achieving better results and larger impact in poverty reduction.** Country-specific interventions are not isolated from regional and global advocacy actions, particularly in a strong global network such as the GPA. This MFS II requirement has limited the potential of the GPA and it has limited the effects and impact of the programme at institutional level;
- **The MFS II requirements for the Monitoring Protocol and related instruments (such as 5-C and particularly CIVICUS) were very complex.** These requirements forced GPA to aggregate many monitoring data at the global level that in reality were not very relevant (and reliable) to aggregate. Country and GPP characteristics in different countries have been very different. These requirements of MFS II forced the GPA to invest a lot of time, money and effort in monitoring complex data that are of relatively limited value for the program itself. This has been a primary reason to include an extensive quality analysis of 5 case studies.

The country and case study reports contain additional sets of more specific conclusions. For those the reader is referred to Volume II (Annex I).

8. Ten recommendations for follow up initiatives for Girl Power

Because the Girl Power Programme has come to an end, and the Girl Power Alliance will be dissolved, it is not appropriate in this evaluation report to generate specific recommendations for follow-up of the GPP. It is clear that there won't be such direct and immediate follow up.

The evaluators have therefore decided to develop a limited set of ten recommendations that are more general. Directed not only to members of the Girl Power Alliance and the Netherland's Ministry of Foreign Affairs, but also to other organisations and alliances who want to contribute to an increase in Girl Power world-wide.

On approach and strategy for empowerment of G&YW in follow up projects

1. The Girl Power Programme has shown that it is possible to generate positive changes in protection of G&YW and empowerment of G&YW, by applying an integrated approach and to work on multiple themes and intervention levels. GPA partners and other organisations that are engaged in similar projects on empowerment of G&YW are recommended to learn from the GPP approach and to **consider individual, community-level and institutional interventions in an integrated and complementary way to achieve sustainable changes.** Similarly sustainable changes are only achieved when interventions cover different challenges that G&YW face to improve their situation in protection, socio-political participation, economic participation and education.

2. This evaluation shows that the choice of the GPA to engage boys and young men in a programme on empowerment of G&YW has been very relevant and productive. Not only in terms of sensitizing them so they will accept their more empowered female peers but also in terms of forming mixed youth organizations that can demand the rights of G&YW as well as youth in general. This approach should be replicated in other similar projects. Additionally, a lesson learned in the GPP is that older generations of men and women, in often-traditional communities, do not change their beliefs and attitudes easily. **Organisations that are working on follow-up projects are recommended to not only engage boys and young men in their activities but also include activities for older men and women in communities to improve the enabling environment for Girl Power.**

3. The experience of GPP has shown that starting up and implementing a project of this magnitude requires a longer-term time perspective. The developmental objectives of Girl Power relate to changing opinions, beliefs, behaviour and breaking gender-stereotypes. Such changes cannot be achieved in a few years and require longer-term interventions. **Organisations that start new empowerment of G&YW projects are advised to either build up directly on what the GPP did so far or consider the need for longer-term projects to be able to produce changes**. The five-year implementation period of the GPP should be considered as a minimum timeframe for such projects.

4. Combining local interventions with the direct target group with lobby and advocacy to achieve changes at the institutional level to improve the enabling environment for Girl Power has proved a challenge. The challenge in the GPP was also related to the design of the programme (and even requirements in the subsidy-arrangement of MFS II), which didn't include a specific trajectory for lobby and advocacy initiatives. When this was observed during the MTR, there was not sufficient time to correct it. Partners in follow up projects of the GPP are recommended to **include a pathway in the theory of change and intervention strategy that addresses national and even international lobby and advocacy as an important component of working on achieving more Girl Power.**

On implementation, management and coordination of G&YW empowerment projects

5. The Girl Power Alliance has been a very interesting and strong combination of different organisations that all had clear complementary competencies. This **combination of different competencies and specific partnerships and networks** within countries has been crucial to ensure a very powerful project. At the same time the implementation modalities in GPP have been geared towards specific projects with individual partners and this has caused that in spite of being an alliance many activities have been implemented by different partners in a bilateral way. The full potential of the alliance has not been used. Future partners that form similar Girl Power Alliances are recommended to **find ways for more collective and shared activities across the boundaries of specific partnerships**. A more collective work approach of an alliance could be developed by identifying multi-form challenges and projects that require complementary support actions of different partners with specific strengths instead of building a programme from individual (sometimes already existing) projects and partners or asking all partners to focus on the same themes covering different geographic areas.

6. The Girl Power Alliance with 6 global partners and more than 125 local partners in ten countries has certainly been very ambitious. In this light the successful implementation of the GPP with clear results as indicated by this FTE is close to miraculous. It has certainly required an enormous amount of commitment and efforts of all partners. Follow up partnerships and alliances should not necessarily try to copy the Girl Power Alliance scope and ambition level. **A smaller group of partners and a more focused approach could be easier to manage and more cost-effective**.

7. The Monitoring and Evaluation requirements for the GPP as stipulated in the MFS II subsidy framework were very heavy and difficult. Some of the monitoring tools, such as 5-C and particularly Civicus have not been very useful for monitoring purposes (though 5-C was a useful instrument to define key areas for capacity development of GPP partners). The M&E framework of the GPP has absorbed a lot of time, effort and budget. Particularly the attempts to aggregate and synthesize monitoring information have taken up an enormous amount of time and budget. These are not always relevant because local and national contexts in different countries and regions are very diverse. Aggregation of too many monitoring data kills this diversity and can limit the capacity to generate relevant insights and lessons learned. **Future alliances or organisations are recommended to simplify M&E systems and only aggregate data globally, where relevant**.

8. The learning agenda in the GPP in spite of late start up and some confusion in its implementation (not all partners were clear about what the learning agenda was about) has been an important and valuable instrument that not only has stimulated learning in the GPP. It has also supported more exchange and cooperation between partners and thus was beneficial to build more synergy and collectiveness in the alliance. **Future initiatives with multiple partners should consider developing a learning agenda and collective sharing and exchange of lessons in the design of their projects. When this is done within the project or programme design and strategy and not as a separate trajectory it will enhance the design and approach of the project or programme**.

On strategic partnerships and alliances of civil society organisations in follow-up projects

9. The Girl Power Alliance combined many different competencies. At the same time it is clear that integrated approaches to solve complex and multiform problems or challenges such as empowerment of G&YW require even more competencies than present within the alliance. The solution is not to build an even more complex alliance by integrating more competencies but to **look for clever partnerships with organisations with specific competencies.** Such partnerships can be bound in time and scope and be

applied whenever needed. **Looking for partnerships with third parties can be particularly useful when areas of work are new to the existing members of an alliance**, such as SME and financial service provision.

10. The Girl Power Alliance, only to a limited extent, has been able to involve international organisations and work with a regional perspective (in the cross-country component). This was related with the fact that the MFS II subsidy framework did not enable the GPA to develop a strong approach on regional and international lobby and advocacy. Some work was done and GPA partners also engaged individually in international networks and initiatives. International perspectives on lobby and advocacy and international exchange of experiences will strengthen insights and strategies to approach and solve local or national challenges. Sometimes an international level of lobby and advocacy can also put pressure on national governments when this is not possible through a bottom up approach of lobby and advocacy. **Future alliances are recommended to invest sufficient time and effort in building international alliances and actively participate in them.**

For other country specific recommendations, the reader is referred to the country reports that are included in Volume II (Annex I).

Annex 1: List of people interviewed and evaluation programme

Data collection progress in the GPP countries

Persons interviewed on Case Studies:

Key informants interviewed in GPP case study countries

Bolivia

Name	Function	Organisation
Monica Beltran	Technical Advisor Participation Project	UNFPA
Blanca Mendoza	Legal Officer	SOS Children Villages
Griselda Sillerico	First Vice Officer for programmes and special actions	Defensoría del Pueblo
Marianela Paco Durán	Minister	Ministry of Communication
Claudia Espinoza	Vice-minister	Ministry of Communication
Cesar Cordova Ortiz	Director/Representative	OIA for Education, Science and Culture
Mario Yapu	Consultant on Education and Human Rights	OIA for Education, Science and Culture
Tania Sanchez	Director	Gregoria Apaza
Pedro Vargas	Departmental Director La Paz	Defensa de Niñas y Niños
Marlene Casis,	Programme Officer	Fe y Alegria
Ximena Machicao,	Independent Consultant	
Granda Natali Callisaya Marca	President	Sora Sora Bartolina Sisa A. EU Brigade,
Rosalía Cachi Condori	Vice-president	Sora Sora Bartolina Sisa A. EU Brigade,
Arch. Walter Maizo Alandia	Mayor	Sica Sica Municipal Autonomous Government
Silvia Roxana Vargas Gómez	Former Councillor	Sica Sica Municipality
Edwin Pocori Zegarra	Responsible fieldofficer	Sica Sica DNI – GPP
Nanci Mamani	General Secretary	Sica Sica Bartolinas
Simona Callisaya Torrez	Secretary of Minutes and General Secretary	Sica Sica Bartolinas
Herminia Alto Mejía	Executive Secretary	Konani Sub Central
Elizabeth Condori Mamani	Municipal Council Coordinator	Bartolinas
St. Roxana Silvestre López	President	COMONNAs
St. Jhonny Salvador Marca	General Secretary	SSF
German Mamani	Sica Sica Human Development Officer	Sica Sica Municipality
Edwin Pocori Zegarra	Sica Sica DNI – GPP Responsible Fieldofficer	
Mireya Huanca	President	CODEONNAS
Liliana Chopitea	Social Policies Specialist	UNICEF
Monica Novillo	Executive Secretary	Coordinadora de la Mujer
Monica Baya	Director Human Rights Community	CDH
Magali Chavez		APS
Marcela Castro	Lecturer in Educational Sciences	UMSA
Ines Perez Quispe	Director, gender and age based violence	Vice Ministry for Equal Opportunities

Ethiopia

Name	Function	Organisation
Ms Helen Markos	supervisor	Yeka woreda 1
Ms. Fasika Hailu	Coordinator	*Children's Legal Protection Centre*
Mr. Mohamed Yusuf		Women, Children and Youth Affairs office (Gonder)
Mr Temesgen kebebew	Gender Directorate	Ministry of Education
Mr Adugna		Bureau of Education (Gondar)
Mr Adane Kebede		MSD (Gondar)
Ms. Metsehate Ayenekulu	Girl Specialist Girl Hub	DFID
Zewuditu Zenebe		Wondogenet woreda W/C/A/Office and Education Office (KII
Shitaye Ledamo		
Desalegn Esatu		
Sisay Haile		
Mr Mathias Weyessa Gizaw	Country manager for Ethiopia	Terre des Hommes
Mr Daba Fayissa	Specialist	*Forum on Sustainable Child Empowerment*
Abraham Asmafu	Principal	Kidus primary school
Ketsela Wondimu	Vice-director	Kokebe Tsibah primary school
Mr Ato Leulesilassie	Judge	Federal Supreme court

Ghana

Name	Function	Organisation
Adwoa Sakyi	Regional Women's Coordinator for Africa	IUAHRCAA
Akrofi	DSP-Police	Police
Edward Kwasi Hoggar	Health Information Officer	District Health Office/Unit
Emelia Ghansah	Head of Program	Rural Workers Organisation
Florence Ayisi	Head of Programs	University of Ghana
Hawa Hassan	Program Manager	Friedrich Herbert
Henry Kotey	Monitoring Officer	District Assembly
Hilda Mensah	Program Officer	UNICEF
Joyce Odame	Child Protection Officer	International Needs
Justice Adu	Regional Programme Head	Government
Kofi Koomson	National Service Personnel	National service secretariat
Rita Kubi	Sponsorship Manager	Young Women Christian Council
Ruth Asamoah	Program Manager	Netright
Yaa Boadi	Senior Legal Officer	Land Commission
Susan Sabaa	Director	Child Research and Resource Center (CRRECENT)
George Baiden	Director	African Movement for the Prevention of Child Abuse and Neglect (AMPCAN)
Marian Mugtari		Department of Social Welfare;
Vincent Wegbe	Coordinator	Girl Child
Iddrisu Mahir		Municipal Child Protection Committee

Nepal

Name	Function	Organisation
Prativa Subedi	President	Nari Chetana Kendra
Bimala Rai Poudel	Member	National Planning Commission
Hem Poudyal	Livelihood and Microfinance Coordinator	Plan Nepal
Lucky C. Gurung	Adviser/Founder President	Empowering Women Nepal
Homnath Subedi	Program Adviser-GPP	Sahamati Nepal
Deepak Mahat	Former president	Nepal Association of Trekking Agencies Association of Nepal (TAAN)
Mikha Dhakwa, training institute	Tour operator and manager training institute	Nepal Academy of Tourism and Hotel Management (NATHM
Ms. Ritu,	Owner	Female Trekking Company
Mr. Kumar Adhikari	Owner	Trekking Company
Mr. Ramesh Mahat,	Owner President	Trekking Company TAAN
Nil Kantha Sharma Poudel,	Human rights activist, business owner and social activist.	
Ras Gurung	Chair	Rotary International- Kaski Chapter
Mr. Hom	Gender Focal Point	Ministry of Tourism and Civil Aviation
Rashmila Shakya	Coordintor	Girl Power Program, Nepal
Shreekant Khatiwada		Forestry Campus, Teaching Faculty
Raman Nepali (RN),	Capacity Building Trainer,	Prabha Raman Foundation

Persons Interviewed on Learning Agenda and Cross Country Component

Person Interviewed	Function	GPA partner	On Learning Agenda	On Cross Country Component
Helen Mason	Chief Operating Officer	CHI	X	X
Magdalena Aguilar	Acting Head of Programme	CHI	X	
Sharon Detrick	Programme Manager	DCI/ECPAT	X	
Theo Noten	Programme Manager	DCI/ECPAT	X	X
Chermène Fisser	Executive Producer	FPU	X	X
Giullia Cortelessi	Senior Programme Manager	ICDI	X	
Margaret Kernan	Team Leader Early Years	ICDI		X
Jan Til	PME adviser	Plan Netherlands	X	
Corinne Otten		Plan Netherlands	X	X
Helen Evertsz	Coordinator Girl Power Alliance	Plan Netherlands	X	X
Samira Al-Zwaini		Plan Netherlands	X	X
Jet Bastiani		Plan Netherlands	X	X
Clementine Klijberg		Women Win	X	X
Manu Wildschut		Women Win	X	X
Saba Lishan		ACPF	X	
Ninoska Ayalas Flores		CDC	X	

Persons Interviewed on Learning Agenda and Cross Country Component

GPA partner	Person Interviewed	On Learning Agenda	On Cross Country Component
CHI	Helen Mason	X	X

	Margaret Kernan	X	
DCI/ECPAT	Sharon Detrick	X	
	Theo Noten	X	X
FPU	Chermène Fisser	X	X
ICDI	Giullia Cortelessi	X	
	Magdalena Aguilar		X
Plan Netherlands	Jan Til	X	
	Corinne Otten	X	X
	Helen Evertsz	X	X
	Samira Al-Zwaini	X	X
	Jet Bastiani	X	X
Women Win	Clementine Klijberg	X	X
	Manu Wildschut	X	X
ACPF (African continent)	Saba Lishan	X	
CDC (Bolivia)	Ninoska Ayalas Flores	X	

Annex 2: List of documents consulted

Author/Organisation	Title	Year
C. Kusters, A. van Raalten-Ligtenberg & S. Wigboldus/CDI & MDF Training & Consultancy	Baseline Girl Power Program - A report of the Baseline carried out for the Child Rights Alliance	2011
Child Frontiers Ltd	Report of the mapping and analysis of Ghana's Child Protection System	2011
Child Helpline International	Report Good Governance Workshop, July 14-18, 2014, Livingstone, Zambia	2014
Child Helpline International	Report SRHR Workshop 9-12 December 2014	2014
Child Helpline International	Annual planning 2015 - Regional & Cross Country components	2014
Child Rights Alliance	Girl Power "Promoting Equal Rights and Opportunities for Girls and Young Women (MFS II - application)	2010
Child Rights Alliance	Girl Power "Promoting Equal Rights and Opportunities for Girls and Young Women (MFS II - Stage 2 application)	2010
Child Rights Alliance	Girl Power Programme Annual Report 2011	2012
Child Rights Alliance	Girl Power Programme Annual Report 2012	2013
Child Rights Alliance	Girl Power Programme Annual Report 2013	2014
Child Rights Alliance	GIRL POWER "Promoting Equal Rights and Opportunities for Girls and Young Women" Monitoring Protocol on the Programme	Revised version 2012
Child Rights Alliance members and partners	Selected specific CSC and Mid-Year reports 2011-2014	various dates
D. Bednar/Free Press Unlimited	ToR Media Partnership Analysis: Collaborating with a Media Partner in the GPA	2015
Girl Power Alliance	Girl Power Programme Annual Plan 2015	2014
Girl Power Alliance	Girl Power Programme Annual Report 2014	2015
Girl Power Desk	Girl Power Operational Manual	2011
Girl Power Desk	Terms of Reference for the Final Term Evaluation of the Girl Power Programme	2015
Jenny Gold/ World Bank)	Outcome-based Learning Field Guide	2014
Kathy Cusack/Child Helpline International	Gender Practices of Child Helplines in the Girl Power Programme	2015
Peter Swanborn/Boom, Lemma Uitgevers	Case Studies: Wat, Wanneer en Hoe?	2013
Ricardo Wilson-Grau, Heather Brit/Ford Foundation MENA office	Outcome Harvesting	2013
Transition International	Global Report Mid-Term Evaluation Girl Power Programme	2013
Transition International	Country Reports MTR GPP: Bolivia, Ethiopia, Ghana, Nepal	2013
Wout Visser/Avance	Power to the Girls - Reflect and learn on how to drive change for girls	2015

Annex 3: List of Outcome Indicators of the GPP

Explanation of colours FTE Monitoring Protocol			
indicators written in black and with a comment were only very slightly revised as compared to MP			
indicators (17, 19, 21, 22, 28) written in green are operationalized differently in MTR as compared to MP but with the same rationale			
Indicators (13, 16, 26, 35) written in red are not measured in MTR and recommended to be monitored differently			
Indicator written in blue is new and measured in MTR			
Dimension	**# MTR**	**# FTE**	**Indicator description (as measured for BL and MTR)**
Protection			**Outcome result 1: Better protection against violence for G&YW**
Specific outcome			**Decreased prevalence of violence against you or girls that you know**
Individual	1	1	% of girls and young women who indicate that they or girls they know have experienced economic violence
			% of girls and young women who indicate that they or girls they know have experienced pshysical violence
			% of girls and young women who indicate that they or girls they know have experienced emotional violence
Individual	2	2	% of girls and young women who indicate that they or girls they know have experienced sexual violence
Specific outcome			**Non-acceptance of violence against G&YW**
Individual	3	3	% of girls and young women who feel able to say no to sexual activity
Individual	4	4	% of girls and young women who agree that children may be beaten by adults
Specific outcome			**Access of G&YW to quality (child) protection systems**
Individual	5	5	% of girls and young women who know how to act when in need of protection against violence
Individual	6	6	% of girls and young women who demonstrate knowledge of available protection services
Individual	7	7	% of girls and young women who indicated they know GYW who accessed formal protection services because violence happened to them
Specific outcome			**Communities recognize violence against G&YW as unacceptable**
Sociocultural	8	8	perceived* % of community members who agree that children may be beaten by their parents and/or teachers.
Sociocultural	9	9	perceived* % of community members who agree that violence against G&YW inside and outside the home should always be reported
Sociocultural	10	10	perceived* % of community members who agree that a man is allowed to beat his wife/girlfriend
Specific outcome			**Government acts to ensure the rights of G&YW to protection against violence**
Insitutional	11	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
Insitutional	12	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
Insitutional	13	-	% of VAW/G complaints reported to the police that were investigated over the past 12 months.
Insitutional	14	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
Insitutional	15	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
Political participation			**Outcome result 2: Enchanced socio-political participation of G&YW**
Specific outcome			**G&YW take equally part in decision taking and politics**
Individual	16	-	% of leadership positions occupied by women in CS organisations targeted by GP partner organisations

Individual	17	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
Individual	18	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
Individual	19	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
Specific outcome			**Communities value G&YW as actors of importance in (political) decision taking**
Sociocultural	20	18	perceived* % of community members who agree that girls and young women should be active in political/public decision making
Specific outcome			**Government actively creates conditions for equal political participation by both sexes**
Insitutional	21	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
Insitutional	22	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
Economic participation			**Outcome result 3: Enhanced economic participation of G&YW**
Specific outcome			**G&YW benefit from socio-economic services**
Individual	23	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.
Individual	24	22	% of girls and young women who have engaged in income generating economic activities outside their homes
Individual	new	23	% of girls and young women who feel that women have the same opportunities to earn money as men
Specific outcome			**G&YW take equal part in household budget management**
Individual	25	24	% of young women who indicate they have a say in how the money they earned is spent
Specific outcome			**Communities value G&YW as actors of importance in economic life**
Sociocultural	26	-	% of community members who believe that women should not participate in economic life
Sociocultural	27	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.
Sociocultural	28	26	perceived* % of community members who disagree that men should earn more than women for the same work
Specific outcome			**Govt actively creates conditions for equal economic participation by both sexes**
Institutional	29	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
Institutional	30	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
Institutional	31	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
Institutional	32	30	% of "girl power" experts (members of the Girl Power girl's panels) who feel that government is supporting socio-economic participation of girls and young women through services
Education			**Outcome result 4:Enhanced educational opportunities for G&YW**
Specific outcome			**G&YW enroll and complete primary education**
Individual	33	31	National net enrolment ratio (NER) Primary education - male
Individual	34	32	National net enrolment ratio (NER) Primary education - female
Individual	35	-	% of schools with gender aware PTAs in GP intervention areas

Individual	36	33	National completion rate (until last grade) Primary education - male
Individual	37	34	National completion rate (until last grade) Primary education - female
Specific outcome			**G&YW enroll and complete post-primary education**
Individual	38	35	National net enrolment ratio (NER) Post-primary education - male
Individual	39	36	National net enrolment ratio (NER) Post-primary education - female
Individual	40	37	National completion rate (until last grade) Post-primary education - male
Individual	41	38	National completion rate (until last grade) Post-primary education - female
Specific outcome			**G&YW value education**
Individual	42	39	% of girls and young women who agree that girls should be able to continue their education after childbirth / after marriage
Specific outcome			**Communities value education for G&YW equally important as for B&YM**
Sociocultural	43	40	perceived* % of community members who agree that girls should be able to continue their education after childbirth / after marriage
Sociocultural	44	41	perceived* % of community members who agree that girls should have an equal chance to go to school as boys
Specific outcome			**Govt actively creates conditions for equal participation of both sexes in (post-) primary education**
Insitutional	45	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.
Insitutional	46	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.

Annex 4: Research Methodology, Tools & Research Team

Sampling of respondents and target groups for MP data collection

The sampling strategy for the MTR in 2013 was done in such a way that target groups and communities were included in the research activities that regions, target groups, budget, themes and GPA partners were representative for the entire GPP interventions in specific countries. The table below presents an overview of all target groups who were involved in the MTR, and will also be targeted for the FTE.

Overview of target groups in MTR and FTE

- Young girls 12 -15
- Adolescent girls 16-19
- Young women 20-26
- Boys 16-19
- Young men 20-26
- Male community members > 26
- Female community members >26

- Girl Panel
- District panel
- Professional panel / key informants
- Local GP partners
- Global partners: GPA member staff (Netherlands based alliance members and Plan regional offices- ESARO /ARO)
- Country Steering Committee (CSC)

To maximize comparability between the MTR and the FTE, the FTE will comply with the same sampling criteria as were set for the MTR. This means that we aim to target the same districts, communities, panels and experts for FTE research process in 2015. We will not necessarily involve the same persons, but will target the same communities.[21] Since 2 years have past by since the MTR, we will increase the age ranges of the respondents with 2 years. This is to ensure that we will measure changes during the GPP implementation within the same cohorts of respondents. Although it is likely that within these cohorts in the same communities we will be able to meet with the same respondents as during the MTR, it is not possible to conduct this exercise among the exact same respondents. For this reason, again (as was done during the MTR), we will collect data among a large number of respondents in the different categories mentioned in the table above to ensure that the data-collection on specific cohorts are sufficiently statistically relevant for comparison with the baseline and MTR.

Key sampling characteristics used in this FTE are:
- Selected districts are those in which the largest part of the Country GP budget is spent (up to 75%), and/or where most beneficiaries were targeted with project activities.
- Selected districts are those districts where project activities have been taking place since the start of the GPP in 2011 or even before.
- A balanced representation of themes of intervention is ensured. For example, in country X 75% of the budget is spent on Protection, and the other 25% on Education. In this case, 3 districts are selected where Protection activities take place, and 1 district where Education activities take place. If there is overlap between beneficiaries and themes, 4 districts can be selected where both Protection and Education activities have taken place.

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[21] To respect privacy of respondents, no beneficiary names were captured during / after the MTR.

- Balanced representation of different areas (e.g. urban vs. rural), ethnicities, level of development, cultural / social differences and other key demographic characteristics is also ensured in the final sampling.

Summarising, this means that the sample strategy chosen for this FTE is stratified for thematic focuses, GPP expenditures, historic continuation and regional characteristics.

The table below shows the numbers of respondents, panels and partners that are to be reached in this FTE. The number of respondents varies per country, based on the number of districts and communities targeted by the GPP, and the amount of respondents that were reached at the time of the MTR.

Overview planned targets for respondents in FTE

Target groups	FTE				
	Ghana	**Ethiopia**	**Bolivia**	**Nepal**	**Total**
Girls	90	100	90	90	370
Adolescent girls	180	170	180	190	720
Young women	180	160	180	190	710
Adolescent boys	40	30	30	40	140
Young men	40	30	30	50	150
Male community members	40	30	30	50	150
Female community members	40	30	30	50	150
Professional panel / key informants	20	10	20	10	60
Subtotal	**630**	**560**	**590**	**670**	**2450**
Girl Panels	2	2	1	2	7
District panels	2	3	3	3	11
Local GP partners	5	5	4	3	17
Communities	18	10	9	9	46

Similar as during the MTR in 2013, we need to resort partially to non-random purposive sampling again, since participant lists, from which we can draw totally random samples of respondents in specific cohorts are not available in most cases. But, wherever available, such lists will be used as a basis for random sampling, which will increase representativeness of our sample.

Representatives from the GPA members will be involved in de FTE as well, primarily for evaluating the Learning Agenda (LA) and the Regional Component (RC) in the GPP. Since the FTE is carried out only in Bolivia, Ghana, Ethiopia and Nepal, the LA and RC are only reviewed in relation to these program countries. A member of the global evaluation team will interview those respondents for the review of the LA and RC that are based in the Netherlands or a regional office (by Skype).

The CSC members in Bolivia, Ethiopia, Ghana and Nepal are key in preparing and planning the evaluation visits and to ensure that we can achieve time and cost-effective community visits. But the CSC is also subject to the evaluation and their members will be interviewed on GPP implementation and results. In each country, there will be a start-up meeting and an evaluation summit by the end of the data collection phase. For these meetings all CSC members are invited and CSC can also indicate other participants that they want to participate in these meetings. By following this participatory approach we want to ensure that the CSC and implementing GPP partners at the country level, can both steer the evaluation process but they are also enabled to maximise learning at the national level form this evaluation exercise.

The sampling of respondents and respondent-groups was further developed during the workshop in Istanbul. For each country a sampling documents was prepared in an excel

sheet with different tabs. This excel sheet can be found in Annex 2: Evaluation Sampling Reports.

Preparing for data collection

The following process and rough timeline is suggested for preparing and conducting data collection in each of the four countries subject to the evaluation process. As described above, the CSCs are a key partner in the FTE. All field visits (including logistics, communication to the field etc.) will be planned for and executed in close coordination with the CC and the respective PLAN country offices.

Overview of main steps and activities in data collection process

When	What	Explanation
April	Preparation of the FTE process	• The CSCs have been introduced to the FTE by the GPD via email in March and an introductory update from the Evaluation Team Leader (Frans) in April. • The GPP themes have been allocated to the countries in collaboration with the GPD. The allocation process is explained in the Inception report. • The GPD shared the Inception report with the CSCs on April 30.

May 1-15	1. National lead consultant gets in touch with the CSC	• All local partners are represented in the CSC. The Country Coordinator (CC) is their main contact point. The CSC has a good overview of what is happening in the programme and therefore your main GPP contact.
		• Introduce national evaluation teams and the FTE process to the CSC and Country Coordinators:
		  o Bolivia: Ximena(Plan)
		  o Ethiopia: Getachew (Plan)
		  o Ghana: Margaret (Plan)
		  o Nepal: Rashmila (CWIN)

May 1-15	2. Sampling preps	• Based on the logframes and project documentation available, list the various type of GPP activities implemented (outputs) in the selected districts/communities • Verify with CSC whether participants lists exists of activities with G&YW, B&YM and community member in the selected communities • Verify and/or collect contact details of professional panel/key informants
May 1-15	3. Planning preps	• Consult the CSC on a suggested planning and other (logistical) practicalities for visiting the selected communities/ partner projects and partner organizations. • Study the data-collection tools and discuss contextual applicability and validity with your assistant consultant(s). The outcomes of this will be discussed during the training. • Coordination between national lead consultant and assistants in terms of travel dates. • Plan training days with your assistant consultant(s)
May 18-21	4. Training Istanbul	• FTE and MP and case study (OH phase 2) training by Avance in Istanbul • National lead consultants present their data-collection planning and Case Study Scope and Design report • Discussion and finalization of tools (contextualization, etc.). • Finalization of Methodology Guidelines
10 June	5. CSC start-	• Confirm the Case Study Outcome description and discuss planning • Get an overview of recent tendencies on national level regarding

	up meeting	the GPP topics (e.g. new or adjusted policies and laws, activities of civil society, donor priorities, etc.). • Verify contextual applicability of the data-collection Tools and use of certain terminology (contextual/cultural user friendliness) • Finalize practical / planning issues
30 Sept	6. collection MP data	• Translation of tools (in case of Bolivia) • Tool printing (only themes-sections that are relevant in the respective country). • Training of local research team by the national lead consultant • Research team conducts pilot-run and is supervised during data-collection by the national lead consultant • Start data-collection for the Monitoring protocol indicators. • Actual data-collection process with weekly updates
2 Oct	7. Evaluation summit	• Presentation and validation of preliminary findings to CSCs
15 Oct – 15 Nov	8. GP global summit	• Presentation of evaluation process and findings to GP partners • Presentation of case study publication to GP partners
Until Feb 2016	9. Data entry +reporting	• Support and inputs for the development of GPP FTE draft and final reports (the central evaluation team will try to accelerate this support as much as possible (hopefully until December 2015) •

Tools for collecting FTE data on the Monitoring Protocol

At the time of writing this inception report, the Avance team has done a comprehensive review of all tools. This revision respects the set-up of the initial tools and the MP indicators, but at the same time it allows for inputs of lessons learned and feedback from the CSCs and two national lead consultants that were involved in the MTR and will also be involved in the FTE (in Bolivia and Ethiopia). This way, the quality and feasibility of the FTE methodology will be improved as much as possible while maintaining integrity and comparability of the data-collection at these two moments of time.

For all groups (except the professional panel/key informants) data collection will take place by means of Focus Group Discussions (FGD). All data-collection tools were developed during the MTR, and have now been revised for the FTE. The tools are presented in the table below:

Tools overview

Tool	Data collection focus	Target groups in FTE	Type of tool and level of analysis
A	Box 1-2 Individual	Young girls 12-15 years	Focus group discussion Data collected at individual level
		Adolescent girls 16-19 years	
		Young Women 20-26 years	
B	Box 1-2 Socio-cultural	Male community members >26 yeas	Focus group discussion Data collected at group level
		Female community members >26 years	
		Adolescent boys 16-19 years	
		Young Men 20-26 years	
C	Box 1-2 Institutional	Girl Panel	Focus group discussion Data collected at group level
D		Professional panel / key informants	Individual semi-structured interviews
E	Box 3 CIVICUS	District panel	Focus group discussion Data collected at group level
F	Box 4 Partners' 5C	Local partners	Focus group discussion Data collected at group level
G	CSC (start-up+summit) sessions	CSC members	Preparation, consultation and verification meetings
H	Observable outcomes across Results Framework	Country specific selection of Key informants depending on Case Study focus: Girls, Young women, Community members, Partner staff, CSC members, experts	Individual semi-structured interviews
I	Regional Component	Partner organizations and CSC members	
J	Learning Agenda	Partner organizations and CSC members, Learning Groups stakeholders	
K	Secondary data	Key informants, written documentation	Desk-study and semi-structured interviews
L	Institutional data	Various data sources	

All tools of the Monitoring Protocol Indicator data-collection are included in the Methodology Guidelines presented in Annex 1 of this inception report. However, specific tools and formats are not attached in this report, as the amount of information contained in them is huge and also some of these tools have specific sections for specific countries. Therefore the National Lead Consultants will introduce and discuss the tools and formats with the CSC to make sure that they are sufficiently target-group and local context sensitive. This can still lead to final (small) adaptations in tools during the instruction and training workshop on the FTE process in Istanbul on 18-21. Information on specific tools and formats will be provided upon request.

In this section we will limit ourselves to presenting some highlights of the specific tools and in case there are significant changes in the tools in comparison with the baseline in 2013, these are described below:

Tools A, B and C

The outline of the FTE focus group discussions with GYW, BYM, community members and Girl Panels is generally the same as the ones used in the MTR. However, the instruction and reporting format are now fully separated. Especially the instructions have been improved by adding more detailed instructions. The instructions are more user-friendly and easy to follow during the FGD. This will maximize a consistent and comparable approach throughout the FGD in the various countries. Although all questions (measuring the MP indicators) have remained the same, some exercises for collecting this information were replaced or adapted based on feedback on the MTR. A child-friendly approach and participatory exercises is ensured. The youngest target group (girls aged 12-15 who were 10-13 at the time of MTR) are now also consulted by means of a FGD instead of an individual interview. During the MTR, individual sessions were conducted because a joint discussion about protection was not considered appropriate for this age group.

Focus groups with GYW (including the Girl Panels), BYM and community members will generally be conducted with a team of 2 people. Preferably the national lead consultant will be present during most of these sessions, and in any case at the start of data collection process (pilot-run).

Tools A, B and C will look specifically at effects of the GPP on participation of GYW in civil local society organisations and will address perceptions of GYW on participation in public life (in the MP, indicators 15-17 present the own perceptions of GYW at the individual level and indicators 18-20 at the socio-cultural and institutional level, refer to these aspects).

Tool D, E and F

The Interview protocol for members of the Professional panel / key informants (Tool D) and the sessions for the District Panels / CVICUS (Tool E) and Partner staff /5C (Tool F) have largely remained the same. Adaptations to the questions have been made to enable data collection for the Learning Agenda and the Regional Component. Information on Case Studies and reflections on the contribution of Girl Power to the observed changes and identified outcomes are also part of the discussions with Partner staff during 5C sessions.

The sessions with district panel(s) and local partners are obligatory for the national lead consultant to facilitate. The assistant/enumerator will support him/her in taking notes during these sessions. The interviews with the professional panel / key informants can be delegated to the assistant/enumerators when they are qualified to do so. Data-collection can be done through face-to-face meetings, telephone calls. Consultants will use on-line or stand-alone data-collection forms for the data collection

Tool G

The CSC start-up meeting and evaluation summit (debriefing and validation) at the country level will be held at the start and end of the FTE in-country research. The national lead consultant, in principal, will lead these meetings. Although these meetings also took place during the MTR, this tool and the instructions for leading the two meetings are newly developed for the FTE.

Tool H, I, J
Tool H is newly developed to guide the process of data collection, validation and analysis for the FTE Case Studies. The tool is based on the Outcome Harvesting method and designed to fit the purpose of the GPP evaluation. It contains a semi-structured interview format with key guiding questions, a format to document and analyse harvested outcomes.

The data collection for the Regional Component and Learning Agenda will partly be done during the sessions with Partner staff and is integrated in Tool F. Forward looking questions such as those related to priorities for capacity building have been replaced with time to have more in-depth conversations about GPP contributions to observed changes. Otherwise

the Tools I and J are similar to the tools used in the MTR process, and most likely be conducted at central level (The Netherlands). In addition, secondary and institutional information will be collected at global level – in coordination with the consultants at national level.

Tools K, L
Tools K and L on Secondary Data and Institutional Data have been adapted based on MTR experience. During the MTR, one tool covered both types of information, leading to a very user-unfriendly data set. The current set up allows for a separate overview providing Institutional level indicator data (to triangulate Girl Panel and Expert Panel views with other data sources) and overall contextual data (such as child labour and child marriage data).[22]

Data collection process

The number of sessions for data collection will be different per community, and per country. On average, about 3-5 Focus Group Discussions will be organized per community. For the FGD with GYW, BYM and community members, 10-12 participants are invited for the FGD. Every FGD (Tool A, B, C) will take about 2 hours. Generally, about 2 to 3 FGD can be planned for per day per community, allowing enough time in between the sessions for delays due to late arrival of participants. The national lead consultants will make detailed work plans in close collaboration with the CSC. This work plan will be presented and discussed during the instruction and training meeting in Istanbul and after this workshop it will be finalised with the CSC coordinators at the country level.

The individual (phone) interviews with the professional panel/key informants will take 30-60 minutes and can be scheduled any time during the data collection period.

Planning of FGD's with target groups in FTE

Tool	Target groups in ETR	Time (hr)	Number of FGD per country (10-12 participants per FGD)			
			Bolivia	**Ghana**	**Ethiopia**	**Nepal**
A	Young girls 12-15	2	9	9	10	8
	Adolescent girls 16-19	2	20	18	18	19
	Young Women 20-26	2	9	18	18	19
B	Male comm members >26	2	3	4	3	5
	Female comm members >26	2	3	4	3	5
	Adolescent boys 16-19	2	10	4	3	4
	Young Men 20-26	2		4	3	5
C	Girl Panel	2	1	2	2	2
D	Professional panel / key informant	0,5-1	20 interviews	20 interviews	10 interviews	10 interviews
E	District panel	4	3	2	3	3
F	Local partners	8	4	5	5	3
G	CSC (start-up + summit) sessions	4	2	2	2	2

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[22] It is expected that all tools and formats for the FTE, as annexes to the Methodology Guidelines will be available at May 1, 2015.

The FGD with the district panel (about 2-3 per country) will take 4 hours and will be organized at district level, and therefore will not necessarily take place in a community where also other sessions are organized. The 5C exercise with the local partners (about 3-5 per country) will take a full day. The CSC start-up and evaluation summit meetings will take about 4 hours each.

The national lead consultants have drafted a day-to-day planning for fieldwork at community level (see evaluation sample reports in Annex 2), and including travel times, in consultation with the CSC. At central level, forms for planning and progress monitoring are developed. The national lead consultants have started the planning process in May, and preliminary planning documents were presented and discussed during the training in Istanbul and after this workshop these were further fine-tuned and will now be shared with the CSC coordinators. The NLC will report on a weekly base on the progress in the data collection process through sampling progress reports, for which a central format has been provided.

Quality assurance of data collection

During the data collection process we will try to ensure consistent FTE implementation across countries, with the highest quality possible. In order to monitor quality, a weekly progress report to the international team leader is expected from all national lead consultants. And regular (at least three) progress meetings are proposed with the country level CSC at the start, mid-term and end of the data collection process. During the Avance consultants' team training in Istanbul for may 18-21, the national lead consultants will of course be trained in applying the data collection tools, but also be briefed on potential challenges and lessons learned from the MTR process. Topics that the consultants will be trained on are:

- Training of local research team
- Pilot-run and supervision of local research team
- How to ensure a quiet and safe place for an uninterrupted meeting
- How to ensure active and safe (anonymous) participation during FGD
- What to do if respondents are absent or coming in late
- How to eliminate group bias
- Child-friendly data collection
- Cross-checking, triangulation and clarification of conflicting responses
- Informed consent

Reporting and data entry

All tools come with a report format that has to be used as a hard copy (back-up) for information capturing during the sessions or interviews. Data-entry and data checks will be conducted using excel sheets and will later be analysed in SPSS. To ensure that data don't get lost and are properly handled for each country a data-entry drop box will be used. Consultants will upload information from their laptops as soon as Internet access is possible. Enumerators and national lead consultants will make sure that they will have the data stored on at least two laptops so that data can be more easily recovered.

We have decided to depart from our initial plan to automate the data collection and entry process by using portable digital devices. The time and the costs to properly prepare for this process are not sufficient. Therefore we will resort to using excel sheets and later SPSS analysis. This means that the original budget of 3.900 Euro for the acquisition and programming of digital devices will not be used. The consequence of this is that we will need to plan for extra time in monitoring and control of data entry and also more time for transferring data at the country to central level SPSS data analysis. As agreed during the inception with the GPA on April 28, the budget for the digital devices can be reallocated to extra time for ensuring the quality and integrity of the data collection and transfer process, under the condition if the need for it can be demonstrated.

Quantitative MP data will be aggregated and statistically analysed at central level. Although the FTE report writing will also be led at central level, the national lead consultants will provide substantial input in terms sense-making and summarizing findings for the main part for this report. Country specific data will be included in annexes. Areas of reporting are:

Methodology
- Description of data collection process
- Planned versus actual number of participants in the FTE
- Challenges and limitations

Effectiveness: MP 2010 -2015 GPA outcome results (Baseline, MTR and FTE comparisons) at country and global level
- Changes in protection against violence for G&YW   (box 1-2)
- Changes in socio-economic participation of G&YW (box 1-2)
- Changes in socio-political participation of G&YW (box 1-2)
- Changes in (post)primary education opportunities for G&YW (box 1-2)
- Changes in capabilities of partner organisations (box 3)
- Changes in civil society development (box 4)

Findings at global level
- Learning Agenda (see also section 4.4)
- Regional Component (see also section 4.4.)
- Relevance
- Sustainability
- Conclusions and recommendations

METHODOLOGY OF CASE STUDY RESEARCH AND ANALYSIS

The Case Studies serve to complement the quantitative analysis in the FTE with a qualitative evaluative component. Five in-depth, so-called 'case studies' describe in detail how a particular observed outcome came about and what the Girl Power contribution to that change has been. Four country case studies have a thematic focus and the fifth case is overarching, looking at the factors at play in the effort to strengthen civil society for gender equality. All five cases address the relationships between the different boxes of the GPP results framework. The relation between the case studies and the MP data collection process is illustrated by the figure below.

Relation between case studies and MP data collection in FTE process
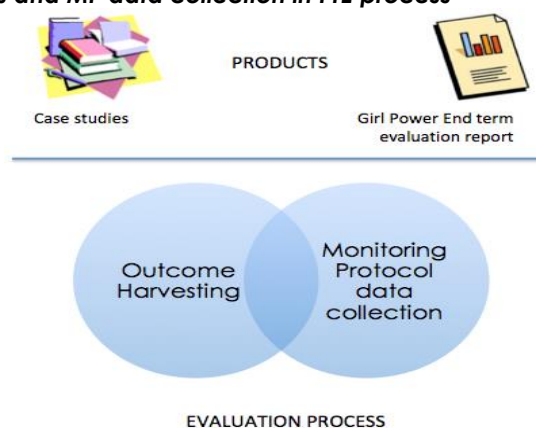
The case studies will complement the quantitative data collection process on the MP with qualitative data and at the same time the overlap of both instruments will allow for triangulation of data on boxes 1-4 of the monitoring protocol.

Case studies

As a research strategy in social sciences, the exact meaning of Case Study is a contested topic. For the purpose of this evaluation we define a Case Study as

The product of a research strategy, which, using multiple data sources, is aimed at obtaining a detailed description and understanding of a social change process.

In Case Studies, the meanings that people give to the perceptions, behaviours, actions and relationships of themselves and others are pivotal. The different sources of information used to develop the Case Studies can thus be used to crosscheck evaluation findings.

The following broad evaluative questions guide the Case Study research process and will be further specified ahead of the in-country data collection.
- How did the observable changes take place?
- What factors contributed to the manifestation of the observable changes?
- What role did the Girl Power program and its stakeholders play in this process?
- What lessons can be learned?

The inclusion of additional qualitative case studies represents a major change in the research approach of the FTE compared to the MTR methodology of 2013. The case studies are intended to be inspirational stories about relevant, observable changes in the GP program areas that the GPP contributed to and at the same time serve to come to a qualitative analysis of relations between the different boxes in the GPP results framework and Monitoring Protocol. A central and legitimate critique on the MTR report was the limited acknowledgement of significant changes that had in fact been achieved, but were not captured as such by the Monitoring Protocol. This was particularly the case for achievements of the GPP at the institutional level.[23]

The 5 case studies (1 per country and 1 overarching case) are intended to elaborate how a certain *observable change* (instead of a predetermined outcome) came about and what the contribution of GPP partners to that change has been.

Therefore, the country Case Studies methodology will specifically focus on capturing explicit and tacit information about observable changes in boxes 1 (themes) and 2 (levels), which may be intended, unintended, planned or unplanned, and about the approaches or strategies used by the GPA to support their realization. In all cases, an attempt will be made to reflect on the case's contribution to improved protection for Girls and Young Women, since that is the core thematic focus across all Girl Power programs. In describing the change process, outcomes related to box 4 (partner capacity) and box 3 (civil society level) will also be addressed. The fifth (overarching) Case Study aims to capture observable changes in the broad and rather diverse area of civil society development. The research question will in particular address the contribution of the Girl Power alliance to strengthening civil society as an agent for gender equality.

- What does a civil society as "an agent in development for gender equality" looks like? What are its key functions? Its characteristics?
- To what extent did the Girl Power program contribute to the development of such a civil society in the FTE countries? What methods or strategies did the GPP use in this effort?

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[23] See for example the Annual Report 2013 sections on Sierra Leone, p.73

- Do examples exist of how has this approach been successful? Or alternatively been challenged? What can be learned from that?

This overarching case study will be different from the country case studies as it will be developed from the Netherlands, and is intended to result in a different type of publication: a small booklet with a collection of 10 "rules of thumb" with examples from across the Girl Power program highlighting specific civil society strengthening efforts and results.

This section will further describe the case study methodology for the specific country level case studies, but with some slight adaptations the same methodology will be applied for the fifth case on civil society development, that will be realised by the Global team.

Case Study approach: Outcome Harvesting

The overall approach for the Case Study research is inspired by the outcomes-based learning method known as Outcome Harvesting. In Outcome Harvesting, outcomes are defined as changes in the behaviour, relationships, actions, activities, policies, or practices of an individual, group, community, organization, or institution. These outcomes are progressively collected (harvested) and can be positive or negative, intended or unintended.

Outcome Harvesting does not in the first place measure progress towards predetermined outcomes or objectives, but rather collects evidence of changes that have been achieved, and works backward to determine whether and how the project or intervention has contributed to these changes. The process draws on the knowledge of key informants who understand the change that has taken place, as well as have knowledge of who has made contributions to that change.

It is very important to realise from the outset that, by definition, the design, sampling and data collection process for the case studies will be much more flexible and purposive than for the Monitoring Protocol (MP) component of the evaluation. The MP is based on a pre-determined framework of outcomes and indicators, which does not exist in the case of the Case Studies. The main purpose of the Case Study research exercise is to identify and research the working elements (interventions, changes, stakeholders) towards the observable changes that the research focuses on.

Information from existing reports, interviews, group discussions and other sources will be used to document how the programme has contributed to the selected case study topics. In the analysis the connection between the Girl Power programme and the changes should be verifiable, at least at the level of plausibility.

The Case Studies are not intended to be representative of the entire GPP. Rather, they are intended to cover the four thematic areas of the programme and aim to provide a fair representation of GPA members' work. In February and March this year, GPA partner organisations and CSCs were invited to submit their preferred case study that describes their most observable significant change achieved in their country programme. An additional desk review was done of the 2013 and 2014 Annual Reports to complete the drafting of a long-list with possible thematic outcomes at the country level to focus the case studies on. In order to ensure a sufficient spread of the four themes addressed in the Girl Power program in the four country level case studies, the different themes were subsequently distributed over the four countries. From the available case suggestions, a short-list was developed. In April, the Girl Power Desk reviewed and approved this preliminary case study selection. This selection was further reviewed in May by the NLCs with CSC inputs, and discussed at the Istanbul Methodology workshop between May 18 and 21.

Country	Theme	Case suggestion	Outcome	Partner / GPA member
Bolivia	Socio-political	Increased involvement of GYW in municipal decision making (Case 15)[24]	Changes at individual and institutional level leading to increased spaces for GYW to engage in public policy and decision-making, including involvement of boys. (Possibly including use of girls as radio reporters - FyA)	DNI / Plan (FyA)
Ghana	Protection	Child Helpline Ghana Akuapem North (Case 22)	Changes at community (Community based Child Protection teams), municipal (Municipal Child Protection Committee) and national level (National Helpline Steering Committee) in the child protection system and leading to increased access by GYW to CPS services	CRRECENT / CHI / Plan
Ethiopia	Education	Safe access to schools (Case 8)	Changes at school environment and (gender) policy level decreasing protection risks for GYW	FAWE ao / Plan / partner ICDI
Nepal	Economic	Basic Trekking Guides / Cooperatives (Pragatishil) and Selfreliant groups (Cases 1/38)	Economic empowerment at individual and community level positively impacting on protection risks of GYW	EWN / WW Plan / Plan NE

Outcome harvesting process

The Outcome Harvesting process has been adapted to fit the purpose and parameters of the Girl Power program FTE design, while remaining in tune with the basic principles of the evaluation method.

The outcome descriptions used in the outcome harvesting provide as much detail as possible about:
- *Observable changes* in the behaviour, relationships, actions, activities, policies, or practices of a social actor being researched (WHO changed WHAT, WHEN and WHERE);
- *Significance* of the outcome in view of the issue the programme aims to address (WHY is it important);
- *Plausible contribution* of the program to the observable change (HOW did Girl Power contribute?)

The National Lead consultant is responsible for the design and implementation and reporting, with continuous technical support from the Global Team. Close involvement of key Girl Power in-country stakeholders throughout the process is important to ensure a relevant, high quality product and to facilitate learning among these stakeholders.

STEP 1. Scoping and designing the Outcome Harvest - May 1-15
Determining the scope of the Outcome Harvest is critical for the success of the process. After the selection of the case study theme, a concrete *core outcome description* is formulated. This outcome describes an *observable change* in the behaviour, relationships, actions,

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[24] Case numbers refer to the cases identified during the Case Study pre-selection phase, available in the FTE Dropbox folder.

activities, policies, or practices of a social actor, and serves as the primary point of reference during the ensuing harvest design.

The scoping of the Outcome Description will be conducted in cooperation between the national lead consultant and the international evaluation team member responsible for the case studies. After a first scoping of the question, the national lead consultant will check with its respective CSC to prepare basic information and documents, which can serve as an input for the methodology preparation workshop in Istanbul from 18-21 of May.

An initial information gathering exercise, including a review of key documentation and engagement of key GP program staff, results in the identification of a limited number of outcome descriptions and concrete ideas about potential harvest informants to facilitate initial planning. This step also involves a further contextualization of the four broad evaluation questions guiding the process. Quality Girl Power stakeholder involvement is an important success factor in the harvest design.

The Outcome Harvest scope and design steps result in a deliverable, which is discussed at the Istanbul training between May 18, and 21. A Report form for this purpose is available in the Evaluation Toolkit.

STEP 2: Istanbul workshop: May 18-21
Instruction and training of national lead consultants in outcome harvesting and final planning of the outcome harvesting steps at the country level.

STEP 3. Engaging informants in harvesting additional outcomes: June 1-30
Based on the reviewed Outcome Harvest design, additional outcomes are identified and formulated through meetings and communication with relevant in-country stakeholders. The number of outcome descriptions will vary but the information obtained should be sufficient for a critical mass of evidence to answer the evaluation questions. A rough estimation would be around 20 outcomes per case study.

STEP 4. Substantiating selected outcomes: July 1-25
Once the information on outcomes (description, significance and Girl Power contribution) is harvested, feedback from external stakeholders and evidence sources is used to further verify the accuracy of the information and to deepen the understanding of what changed, how it changed and how Girl Power contributed. This process in the outcome harvesting methodology is called substantiation and takes place on a select number of outcomes (3-5), engaging a small number of substantiators (2-3) or available evidence sources per outcome.

The harvesting and substantiation of outcomes coincides with the data collection for the Monitoring Protocol and requires careful planning to make efficient use of time and resources - of evaluators and respondents alike.

STEP 5. Interpretation and sense-making: July 26-August 16
The harvested outcomes are organized in a database and visually mapped to assess the quality and completeness of the outcome descriptions - also using the information collected for the Monitoring Protocol. This step facilitates interpretation and sense-making of the collected information and provides evidence-based answers to the evaluative questions. The preliminary results of the harvest mapping are shared with the relevant in-country Girl Power stakeholders who are invited to provide feedback.

STEP 6. Case study report writing and product development: August 17-September 15
The results of the Outcome Harvest process are presented in a Case Study report, developed by the National Lead Consultant. The report captures a description of the harvesting process and answers the detailed case study evaluative questions. A designated Case Study Text Developer uses the report to develop the final Case Study for presentation at the Girl Power End Summit in the Netherlands in October 2015.

The Global Team provides the tools and formats required for the outcomes interpretation and report writing after the finalization of the Outcome Harvest designs.

Case study Sampling strategy

Outcome Harvesting identifies broadly three types of actors that will be involved in the interview process:

- Change Agents: the Girl Power partners who influence an outcome with their interventions.
- Social Actors: the individuals, groups, communities, organizations or institutions that (directly and indirectly) change as a result of the GPP interventions
- Harvest Users: the Girl Power Desk and the CSC who will use the results of the Outcome Harvest for decision-making, learning and other purposes. For the purpose of the Outcome Harvesting, a "country counterpart" has to be appointed to serve as main point of contact for the National Lead Consultant. This should be a staff from a GPP partner involved in the Outcome Harvest.

The selection of respondent (groups) for the case studies depends on the selected observable change that will serve as case study topic. Each case has a different topic and the sampling will thus be progressive and tailor-made to the specific context. The sampling report is part of the final Case Study report.

While the respondents for the case studies may not fully overlap with the respondents for the MP data collection process, we aim to ensure maximum efficiency in the use of resources of the evaluation team and the respondents alike.

The role of the CSC and the partner organizations involved in the case study topic is critical in the choice of interviewees for the case study. Based on the final case study topic selection and the preliminary change theory, the National Lead Consultant will engage the CSC and the respective partner organization to discuss the preferred sampling strategy and research process.

In all cases, the perspectives of GPP partner staff on their organization's activities is very important, since the Case Studies aim to assess the contribution of the GPP intervention to the changes.

Interview methodology

The main instrument for additional Case Study data collection and substantiation (validation) is the realization of semi-structured interviews. For this purpose a tool and format (H) is developed in the Methodology Guidelines (see annex 1). The semi-structured interviews will be conducted with to be selected stakeholders at the individual, community and institutional levels. These stakeholders are likely to be part of the GPP and an additional small number of interviews with stakeholders external to the GPP may needed as part of the substantiation phase.

The semi-structured interviews can be conducted with individual respondents, but also (small) group interviews are possible. Individually interviews will typically take 1-2 hours, while group interviews will take 2-3 hours.

Methodology of analysis of Cross Country component and learning Agenda of GPP

Cross Country component

The 2012 Annual Report defines the "Regional Component of the GPP" as "activities that cannot be attributed to one specific Girl Power country, but that contribute to the achievement of the Girl Power programme objectives in one or more countries". Such regional, or cross-country activities as they are sometime referred to, are captured in an annual output monitoring overview. The overview distinguishes between outputs by the GPA members and the in-country partners.

Other than the definition and monitoring sheet, very little information is available about the regional component. In practice, this lack of coherent operationalization of the concept across the GPP means that many different interpretations exist among GPP stakeholders.

The MTR assessed the Regional Component through document reviews and 20 semi-structured interviews with key informants at global, regional and country level. The review concluded, amongst other things, that 'clarity of purpose of the Regional Component is not achieved'. It suggested that an explanation could be found 'in the broad scope of the Regional component, ranging from supporting the very well established and highly effective PLAN Asia Regional Office to facilitating successful learning exchanges between DCI organizations in West Africa. In their own right, these two extremes have their merits, but are difficult to marry into a single framework.'

Since a unifying framework does not exist, and the MTR recommendations towards a more coherent regional approach have not been followed through (Girl Power Desk correspondence with Global Team-WV), a strict country level focus has been identified as the most appropriate approach for the FTE. This means that outcomes at the regional level fall outside of the scope of the FTE. However, efforts by regional organizations like SAIEVAC and Plan offices remain very relevant inasmuch as they contribute to the capacity of partner organizations at the national and subnational levels to realize GPP country program results.

The main evaluation question related to the Regional Component will be:
- To what extent have cross-country activities contributed to increased capacity of the in-country GPP partners to deliver GPP results?

Sub questions will be tailored to the specific contexts, but revolve around questions such as:
- Which activities have been implemented under the Regional Component / which cross-country activities have been implemented over the past 2 years?
- To what extent have changes been made to the Regional component / cross-country activities after the MTR?
- What are the main results -at country level- of the Regional Component / cross-country activities?
- What examples exist of cross-country activities' contribution to increased partner capacity?
- Which GP achievements would not have been reached without the Regional Component / cross-country activities?

The proposed method for the review of the Regional Component is as follows:
1. The CSC provides the NLC with up to date information (monitoring sheets, activity reports) about the cross-country activities GP partners engaged in;
2. The NLC reviews the available information and draws a sample of 2 informants per country to have a semi structured interview with;
3. The interview information will be triangulated with information collected through the 5Cs session with partner organizations;

4. The interview information at the country level will be complemented and triangulated with the views of the GPA partners in the Netherlands through semi-structured interviews.

Tool I in the methodology guidelines provides a format for the data-collection on the regional component in semi-structured interviews in the FTE process.

The Learning Agenda (LA)

The Learning Agenda is set up to be an integral part of the Girl Power Program. The original Girl Power proposal states that learning is "integrated in the M&E cycle of the Girl Power programme. Through monitoring and evaluation of projects and programmes, the members of the Alliance generate knowledge and insights on the relevance and effectiveness of our and partner interventions aimed at girls and young women, civil society and southern partners."

The LA focuses on four core issues of strategic interest:

5. Strengthening child protection systems;
6. The role of boys (and men) in the empowerment process of girls and young women;
7. The conditions and opportunities for girls and young women to organise themselves and participate in civil society organizations; and
8. The strategies for effective alliance building.

Two organizational structures - the learning support group (LSG) and learning reference group (LRG) - were established to spearhead the development of the strategic learning agenda and **strengthen GPP countries learning agenda implementation capacity**. These groups were to serve as catalyst to promote information sharing, the scaling-up of positive initiatives, and **guide country steering committees for better outcomes of country programme actions**.

To date, a broad range of activities have been organized in support of the Learning Agenda's of the individual countries. In addition, two global meetings were organized in Amsterdam (2012) and Addis Ababa (2013) to organize the Alliance's learning process and develop a distinct program learning framework (Amsterdam) and to examine and connect the lessons generated on issues of relevance and effectiveness to the ongoing work of the GPP – tangibly demonstrating that **learning focused programming can contribute to better outcomes for the girls and young women** in the ten countries (Addis Ababa).

The programme learning framework (*see Figure 1 below*) aims to **guide the deliberate process of critically examining practices in order to monitor and adjust the programme/project interventions, share knowledge and insights on social change processes and inform stakeholders on the lesson learned**.

The Programme Learning Framework
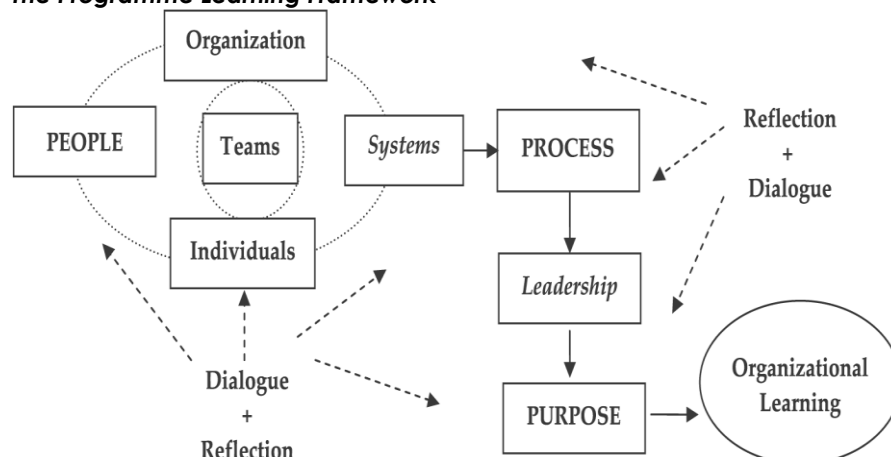
The MTR data collection process was ended just ahead of the October 2012 Global Meeting in Addis Ababa. Information was collected from key informants at country level and a small number of global level respondents. The MTR concluded that the LA had very high added value for the Girl Power Program at country level. The review also made a number of recommendations to further increase the effectiveness of the Learning Agenda:

- Make more use of the potential for synergies between the LA activities, cross-country activities and capacity building plans
- Maintain a clear focus on the intended purpose of the LA, and ensure the internalization of processes and outcomes among GP partners

The Learning Agenda constitutes - together with the Regional Component - a separate, third, element of the FTE. The evaluation of the LA will take the Programme Learning Framework as a starting point to assess **the extent to which the Learning Agenda contributed to the capacity of partner organizations to deliver Girl Power Program (GPP) outcomes**. In other words: to what extent have "PEOPLE" and "PROCESSES" contributed to the "PURPOSE" of the Learning Agenda: increased capacity of partner organizations to contribute to better outcomes for girls and young women? It is important to note that **the evaluation will not assess the quality of the Learning Agenda's in individual countries**.

This central evaluation question will be subdivided into several sub-evaluation questions, such as:

- What lessons can be learned from the guidance provived by the Learning Agenda origanisational structure (Learning Support Group and Learning Reference Group) to Country Steering Committees and partners to produce better GPP outcomes?
- What factors (internal and external; positive and negative) had a critical influence on the Learning Agenda capacity of partner organizations at country level?
- To what extent did the sharing of Learning Agenda knowledge and insights lead to adjustments in the Girl Power program?

The Global Team will execute the evaluation of the Learning Agenda. The approach will be a combination of the following steps and methods:
- Desk research to review the Learning Agenda plan and meeting reports;
- An electronic survey followed by a select number of in-depth interviews with key informants. The respondents will be drawn from the 2013 Addis Ababa Global Learning Meeting participants list;
- Meta analysis of 5-C data of partner organisations will also provide information about the extent to which the Learning Agenda contributed to their organizations' capacities;
- The interview information from key informants will be complemented and triangulated with the views of the GPA partners in the Netherlands through semi-structured interviews.

Tool J in the methodology guidelines provides a format for the data-collection on the learning agenda in semi-structured interviews in the FTE process.

THE FTE EVALUATION RESEARCH TEAM

The evaluation team that will conduct this FTE evaluation operates at two main levels.

At the international level, the core evaluation is composed as follows:

Global core evaluation team of GPP FTE

Name	Function	Expertise	Main responsibilities and tasks in the FTE
Frans van Gerwen	Team Leader	Project Management, PME, Capacity Building, Reporting	Overall coordination and backstopping, FTE Methodology development Analysis of research results and report writing
Donatien de Graaff / replaced by Ellen Tijkotte (1 July 2015) / replaced by Marije van Lidth de Jeude (1 October 2015)	Senior researcher	PME, Methodology development, evaluation research	FTE Methodology development MP data collection coordination and analysis Analysis of research results
Wout Visser	Senior researcher	PME, Methodology development, evaluation research	FTE Methodology development Case Study coordination and analysis Analysis of research results
Dani Bender	Project assistant	Project management support	Project Management assistant and logistic and methodological support
Edith Kroese	Overall Backstopping and director of the FTE	Project Management, PME, Capacity Building, Reporting	Overall backstopping Support in methodology development Contractual and financial management of the FTE process

All CV's of the international evaluation team members are approved by the GPD. These CV's are already in the possession of the GPD and are not included in annex 3 of this inception report

The four national consultant teams are composed as follows:

National evaluation teams in GPP FTE

Country	National Lead Consultant	Enumerators	Comments
Bolivia	Marije van Lidth de Jeude	Maria Sofia Juanes Garcia Lourdes Calderón	The main enumerator is Maria Sofia. Lourdes will perform as back-up enumerator
Ethiopia	Els Rijke Assistant: Alemneh Tadele lake	Selam Wodajo	There will only be one enumerator. The work by Els and Alemneh will be planned in such a way only one enumerator is needed
Ghana	Cherub Antwi-Nsiah (until October 2015) Assistant: Dorothy Prah (became lead from October 2015 onwards)	Jacqeline Nejamin-Addy Fatima Dauda	
Nepal	Shiva Pauldel (M) Assistant: Usha Jah	Susanna Sharma Sharmila tapa	

Annex 5: Quantitative Data Sets used for global analysis

Comparison BL, MTR, FTE and Targets

	BL	MTR	FTE target	FTE	Compare MTR	Compare BL
1a) % of girls and young women who indicate that they or girls they know have experienced economic violence	81,30	75,20	68,80	76,86		
1b) % of girls and young women who indicate that they or girls they know have experienced physical violence	87,80	85,00	78,10	79,38		
1c) % of girls and young women who indicate that they or girls they know have experienced emotional violence	89,50	84,00	74,10	86,53		
2) % of girls and young women who indicate that they or girls they know have experienced sexual violence	80,50	68,10	56,00	63,79		
Decreased prevalence of violence against you or girls that you know	**84,78**	**78,08**	**69,25**	**76,64**		
3) % of girls and young women who feel able to say no to sexual activity	59,50	90,40	77,60	99,10		
4) % of girls and young women who agree that children may be beaten by adults	55,80	50,60	44,00	15,52		
Non-acceptance of violence against G&YW	**57,65**	**70,50**	**60,80**	**57,31**		
5) % of girls and young women who know how to act when in need of protection against violence	46,30	75,40	85,30	93,38		
6) % of girls and young women who demonstrate knowledge of available protection services	44,10	79,70	90,30	88,80		
7) % of girls and young women who indicated they know GYW who accessed formal protection services because violence happened to them	NA	55,40	55,40	48,35	Can be positive or negative	Can be positive or negative
Access of G&YW to quality (child) protection systems	**45,20**	**70,17**	**77,00**	**76,84**		
8) perceived* % community members who agree that children deserve to be beaten by their parents and/or teachers,	74,00	52,40	41,20	30,63		
9) perceived* % of community members who agree that violence against G&YW inside and outside the home should always be reported	56,80	89,10	95,00	79,39		
10) perceived* % of community members who agree that a man is allowed to beat his wife/girlfriend	44,40	13,50	14,10	4,34		
Communities recognize violence against G&YW as unacceptable	**58,40**	**51,67**	**50,10**	**38,12**		
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	73,30	90,80	97,50	86,43		
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	49,70	66,20	78,30	87,78		
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	61,70	79,20	81,00	59,46		
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	60,80	72,60	72,30	92,38		
Government acts to ensure the rights of G&YW to protection against violence	**61,38**	**77,20**	**82,28**	**81,51**		
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	68,80	99,40	97,40	98,09		
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	48,30	91,80	87,10	99,29		
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	47,40	81,00	81,30	95,44		
G&YW take equally part in decision taking and politics	**54,83**	**90,73**	**88,60**	**97,61**		
18) perceived % of community members who agree that girls and young women should be active in political/public decision making	57,40	99,00	96,80	97,25		

Communities value G&YW as actors of importance in (political) decision taking	**57,40**	**99,00**	**96,80**	**97,25**		
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	25,60	31,10	37,70	45,00		
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	42,90	50,00	58,50	65,40		
Government actively creates conditions for equal political participation by both sexes	**34,25**	**40,55**	**48,10**	**55,20**		
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,	22,9*	56,80	72,50	37,85		
22) % of girls and young women who have engaged in income generating economic activities outside their homes	38,50	39,30	43,70	38,69		
23) % of girls and young women who feel that women have the same opportunities to earn money as men	NA	NA	NA	47,00		
G&YW benefit from socio-economic services	**38,50**	**48,05**	**58,10**	**41,18**		
24) % of young women who indicate they have a say in how the money they earned is spent	69,70	71,60	81,00	88,42		
G&YW take equal part in household budget management	**69,70**	**71,60**	**81,00**	**88,42**		
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,	68,10	76,20	85,00	92,00		
26) perceived % of community members who disagree that men should earn more than women for the same work	60,40	70,80	83,30	67,61		
Communities value G&YW as actors of importance in economic life	**64,25**	**73,50**	**84,15**	**79,81**		
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	80,00	80,00	90,00	80,00		
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	78,60	NA	70,00	52,94		
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	70,00	70,00	80,00	60,00		
30) % of "girl power" experts (members of the Girl Power girl's panels) who feel that government is supporting socio-economic participation of girls and young women through services	78,60	57,10	75,00	23,53		
Govt actively creates conditions for equal economic participation by both sexes	**76,80**	**69,03**	**78,75**	**54,12**		
39) % of girls and young women who agree that girls should be able to continue their education after childbirth / after marriage	67,10	85,90	97,80	97,00		
G&YW value education	**67,10**	**85,90**	**97,80**	**97,00**		
40) perceived % of community members who agree that girls should be able to continue their education after childbirth / after marriage	48,90	77,00	89,80	95,06		
41) perceived % of community members who agree that girls should have an equal chance to go to school as boys	70,10	97,60	98,30	100,00		
Communities value education for G&YW equally important as for B&YM	**59,50**	**87,30**	**94,05**	**97,53**		
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,	50,00	77,00	83,70	69,26		
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,	52,40	100,00	100,00	77,88		
Govt actively creates conditions for equal participation of both sexes in (post-) primary education	**51,20**	**88,50**	**91,85**	**73,57**		

Country-Comparison and Global MP Indicator Data (reorganised data-sets for FTE)

Dimension	Ind. #	Indicator	period	Global			Bolivia			Ethiopia			Ghana			Nepal		
				GYW 12-15	GYW 16-19	GYW 20-26	GYW 12-15	GYW 16-19	GYW 20-26	GYW 12-15	GYW 16-19	GYW 20-26	GYW 12-15	GYW 16-19	GYW 20-26	GYW 12-15	GYW 16-19	GYW 20-26
		Protection																
Individual	1	% of girls and young women who indicate that they or girls they know have experienced economic violence	BL		2,4	2,7		2,5	2,8		1,9	2,0		3,3	3,3		2,0	2,6
			MTR	2,2	2,2	2,4	1,9	2,1	2,4	2,2	2,0	2,0	2,4	2,7	2,9	2,4	1,9	2,2
			FTE	1,8	2,1	2,2	1,8	2,1	2,4	2,0	2,2	2,0	1,7	2,0	2,2	1,7	2,2	2,1
Individual	1	% of girls and young women who indicate that they or girls they know have experienced emotional violence	BL		2,7	2,7		2,7	2,9		2,6	2,3		3,2	2,7		2,5	2,9
			MTR	2,4	2,3	2,2	2,2	2,2	2,4	2,8	2,5	2,2	2,3	2,4	1,6	2,3	2,2	2,4
			FTE	2,1	2,2	2,1	2,1	2,3	2,6	1,9	2,0	1,7	2,3	2,3	1,8	2,0	2,1	2,3
Individual	1	% of girls and young women who indicate that they or girls they know have experienced pshysical violence	BL		3,0	2,7		2,8	2,7		3,0	2,4		3,1	3,0		2,9	2,7
			MTR	2,5	2,6	2,4	2,5	2,5	2,5	3,0	3,0	2,4	2,3	2,4	2,1	2,2	2,6	2,7
			FTE	2,3	2,4	2,4	2,3	2,4	2,5	2,4	2,5	2,1	2,4	2,5	2,5	2,1	2,4	2,5
Individual	2	% of girls and young women who indicate that they or girls they know have experienced sexual violence	BL		2,7	2,6		2,2	2,4		2,4	2,3		2,7	2,6		3,3	3,2
			MTR	2,0	2,2	2,2	1,8	2,0	2,1	2,4	2,4	2,3	1,8	1,7	1,5	1,9	2,9	2,8
			FTE	1,8	2,0	1,9	1,8	1,9	2,1	1,9	1,9	1,6	2,0	2,0	1,8	1,8	2,1	2,1
Individual	3	% of girls and young women who feel able to say no to sexual activity	BL		41,5%	48,2%		73,3%	46,9%		30,3%	69,0%		29,5%	40,8%		33,0%	36,1%
			MTR		93,1%	88,8%		85,4%	76,8%		87,0%	88,1%		100,0%	90,5%		100,0%	100,0%
			FTE	99,0%	99,3%	99,0%	96,1%	97,1%	98,1%	100,0%	100,0%	97,8%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
Individual	4	% of girls and young women who agree that children may be beaten by adults	BL	70,0%	47,4%	56,8%	46,0%	15,0%	16,0%	55,2%	30,0%	47,8%	87,5%	67,2%	71,4%	91,4%	77,4%	92,1%
			MTR	46,2%	51,0%	47,7%	19,0%	14,6%	14,1%	24,1%	41,2%	42,2%	66,7%	63,0%	70,1%	75,0%	84,9%	64,4%
			FTE	16,0%	14,6%	15,9%	8,4%	4,3%	1,9%	22,0%	6,9%	6,5%	18,6%	45,3%	39,1%	15,2%	1,8%	16,2%

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Category	#	Indicator		YM 16-28	M 26+	F 26+	YM 16-28	M 26+	F 26+	YM 16-28	M 26+	F 26+	YM 16-29	M 26+	F 26+
		% of girls and young women who know how to act when in need of protection against violence	BL		47,9%	42,9%		43,4%	50,5%		27,1%	41,7%		47,2%	36,7%
			MTR	59,8%	87,4%	88,1%	69,5%	82,0%	83,8%	50,0%	71,7%	89,4%	86,5%	97,1%	91,1%
Individual	5		FTE	92,4%	93,3%	94,4%	83,4%	89,2%	94,1%	98,0%	95,1%	100,0%	94,3%	89,7%	91,7%
		% of girls and young women who demonstrate knowledge of available protection services	BL		49,5%	42,0%		54,2%	61,6%		35,6%	47,1%		54,3%	31,1%
			MTR	68,8%	84,2%	87,6%	84,1%	78,9%	75,8%	61,1%	78,2%	84,7%	75,7%	87,9%	89,8%
Individual	6		FTE	80,6%	95,5%	90,3%	86,4%	95,7%	92,3%	67,8%	100,0%	76,2%	100,0%	87,2%	100,0%
		% of girls and young women who indicated they know GYW who accessed formal protection services because violence happened to them	BL												
			MTR	36,6%	61,6%	67,5%	60,3%	54,4%	62,6%	27,8%	59,2%	60,9%	18,9%	37,1%	46,4%
Individual	7		FTE	37,2%	49,3%	58,5%	46,4%	51,8%	61,5%	35,1%	68,7%	70,5%	31,4%	32,5%	52,6%

(continued — columns 13–15 for indicators 5–7)

Category	#			YM 16-29	M 26+	F 26+
Individual	5	BL			73,9%	42,9%
		MTR		33,3%	98,9%	**wrong date entry**
		FTE		93,9%	99,1%	91,9%
Individual	6	BL			53,8%	28,3%
		MTR		54,2%	91,9%	100,0%
		FTE		68,2%	99,1%	92,8%
Individual	7	BL				
		MTR		39,6%	95,7%	100,0%
		FTE		35,7%	44,3%	49,5%

Category	#	Indicator		YM 16-28	M 26+	F 26+	YM 16-28	M 26+	F 26+	YM 16-28	M 26+	F 26+	YM 16-29	M 26+	F 26+	YM 16-30	M 26+	F 26+
		perceived* % of community members who agree that children may be beaten by their parents and/or teachers.	BL	73,4%	76,5%	72,7%	31,1%	15,9%	36,4%	68,6%	100,0%	100,0%	95,0%	96,9%	66,7%	98,9%	93,3%	87,8%
			MTR	48,8%	51,6%	60,8%	13,3%	11,1%	33,3%	29,3%	16,7%	30,0%	62,5%	86,3%	96,7%	90,0%	92,2%	83,3%
Sociocultural	8		FTE	27,7%	41,3%	27,5%	15,0%	4,2%	0,0%	0,0%	0,0%	52,3%	64,0%	66,7%	30,0%	31,9%	94,4%	27,7%
		perceived* % of community members who agree that violence against G&YW inside and outside the home should always be reported	BL	59,8%	66,2%	42,1%	60,9%	90,5%	50,0%	75,0%	66,7%	15,0%	20,0%	30,0%	23,3%	83,3%	77,8%	80,0%
			MTR	86,1%	92,4%	90,6%	93,4%	100,0%	66,7%	100,0%	100,0%	100,0%	67,5%	75,0%	96,7%	83,3%	94,4%	98,9%
Sociocultural	9		FTE	82,6%	77,5%	78,0%	90,6%	75,0%	100,0%	100,0%	100,0%	100,0%	90,0%	90,0%	100,0%	50,0%	44,9%	12,1%
		perceived* % of community members who agree that a man is allowed to beat his wife/girlfriend	BL	16,3%	49,7%	49,9%	12,9%	0,0%	0,0%	12,1%	66,7%	95,0%	40,0%	80,0%	53,3%	0,0%	52,2%	51,1%
			MTR	3,7%	7,6%	12,4%	2,5%	0,0%	0,0%	12,1%	16,7%	15,0%	0,0%	2,5%	0,0%	0,0%	11,1%	34,4%
Sociocultural	10		FTE	5,5%	3,2%	7,8%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	8,0%	10,0%	0,0%	13,8%	2,8%	31,3%

Category	#	Indicator		GP	PP		GP	PP		GP	PP		GP	PP		GP	PP	
Institutional	11	% of "girl power" experts (members of the professional	BL		73,3%			50,0%			83,3%			60,0%			100,0%	

Category	#	Indicator		GYW 12-15	GYW 16-19	GYW 20-26	GYW 12-15	GYW 16-19	GYW 20-26	GYW 12-15	GYW 16-19	GYW 20-26	GYW 12-15	GYW 16-19	GYW 20-26	GYW 12-15	GYW 16-19	GYW 20-26
		panels) who feel that government is supportive to protection of girls and young women through policies and legislation	MTR		90,8%			100,0%			83,3%			80,0%			100,0%	
			FTE		86,4%			60,0%			100,0%			100,0%			85,7%	
Institutional	12	% of "girl power" experts (members of the GIRL'S panels) who feel that government is supportive to protection of girls and young women through LEGISLATION AND POLICIES	BL	50,5%			28,6%			27,3%			46,3%			100,0%		
			MTR	49,7%			57,1%			100,0%			41,5%			0,0%		
			FTE	87,8%			63,2%			100,0%			91,3%			96,7%		
Institutional	13	% of "girl power" experts (members of the professional panels) who feel that government is supportive to protection of girls and young women through service provision	BL		61,7%			40,0%			66,7%			40,0%			100,0%	
			MTR		79,2%			90,0%			66,7%			80,0%			80,0%	
			FTE		59,5%			20,0%			71,4%			75,0%			71,4%	
Institutional	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	BL	44,9%			0,0%			33,3%			46,3%			100,0%		
			MTR	54,4%			71,4%			100,0%			46,3%			0,0%		
			FTE	92,4%			89,5%			100,0%			100,0%			80,0%		

Soco-political Participation

Category	#	Indicator		GYW 12-15	GYW 16-19	GYW 20-26	GYW 12-15	GYW 16-19	GYW 20-26	GYW 12-15	GYW 16-19	GYW 20-26	GYW 12-15	GYW 16-19	GYW 20-26	GYW 12-15	GYW 16-19	GYW 20-26
Individual	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	BL	69,2%	60,3%	75,3%	85,7%	77,7%	91,8%				52,6%	42,9%	58,9%			
			MTR	100,0%	99,0%	99,5%	100,0%	100,0%	99,0%				100,0%	98,0%	100,0%			
			FTE	99,0%	95,7%	99,6%	99,3%	100,0%	100,0%				98,6%	91,5%	99,2%			
Individual	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	BL	52,8%	41,3%	63,0%	53,1%	43,8%	47,4%				52,6%	38,8%	78,7%			
			MTR	93,2%	94,8%	93,8%	91,7%	91,6%	88,8%				94,7%	98,0%	98,9%			
			FTE	99,0%	99,3%	99,6%	98,0%	98,6%	100,0%				100,0%	100,0%	99,2%			
Individual	17	% of girls and young women who confirm that when they have an idea to improve something at home, school	BL	52,3%	45,6%	46,2%	49,0%	46,3%	41,2%				55,6%	44,9%	51,1%			
			MTR	87,1%	90,1%	81,2%	90,0%	94,2%	84,7%				84,2%	86,0%	77,8%			

Category	#	Indicator	Unit	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15
		or in the community, they have the opportunity to make that happen	FTE	96,1%	92,4%	97,8%	98,0%	97,1%	98,1%				94,2%	87,7%	97,5%			
				YM 16-28	M 26+	F 26+	YM 16-28	M 26+	F 26+	YM 16-28	M 26+	F 26+	YM 16-29	M 26+	F 26+			
Sociocultural	18	perceived* % of community members who agree that girls and young women should be active in political/public decision making	BL	40,0%	67,9%	42,9%	60,9%	88,9%	85,7%				19,0%	47,0%	0,0%			
			MTR	98,3%	100,0%	97,6%	96,7%	100,0%	95,2%				100,0%	100,0%	100,0%			
			FTE	95,9%	95,8%	100,0%	94,8%	91,7%	100,0%				97,0%	100,0%	100,0%			
				GP	PP		GP	PP		GP	PP		GP	PP				
Institutional	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	BL		25,6%			11,1%						40,0%				
			MTR		31,1%			22,2%						40,0%				
			FTE		45,0%			50,0%						40,0%				
Institutional	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	BL	42,9%			28,6%						57,1%					
			MTR	50,0%			42,9%						57,1%					
			FTE	65,4%			63,2%						67,6%					
Economic Participation																		
				GYW 12-15	GYW 16-19	GYW 20-26	GYW 12-15	GYW 16-19	GYW 20-26	GYW 12-15	GYW 16-19	GYW 20-26	GYW 12-15	GYW 16-19	GYW 20-26	GYW 12-15	GYW 16-19	GYW 20-26
Individual	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.	BL	29,7%	26,0%	25,5%							29,7%	28,3%	34,8%		23,7%	16,2%
			MTR	40,3%	43,3%	66,1%							13,9%	4,3%	50,0%	66,7%	82,3%	82,2%
			FTE	42,9%	37,4%	81,9%							24,0%	19,6%	69,9%	61,7%	55,2%	93,8%
Individual	22	% of girls and young women who have engaged in income generating economic activities outside their homes	BL	50,0%	27,6%	34,7%							100,0%	55,1%	68,9%	0,0%	0,0%	0,5%
			MTR	35,3%	26,3%	40,0%							70,6%	52,0%	72,2%	0,0%	0,5%	7,9%
			FTE	20,0%	33,0%	63,1%							40,0%	33,6%	48,9%	0,0%	32,3%	77,3%

Domain	#	Indicator	Phase															
				%		%							%	%	%		%	%
Individual	23	% of young women who indicate they have the same opportunities to earn money as men	BL															
			MTR															
			FTE	28,0%	35,4%	77,5%							56,0%	38,6%	77,8%	0,0%	32,3%	77,3%
Individual	24	% of young women who indicate they have a say in how the money they earned is spent	BL	82,1%	93,9%	97,6%							64,3%	97,8%	98,9%	100,0%	90,1%	96,4%
			MTR	84,6%	99,0%	96,4%							69,2%	98,0%	98,9%	100,0%	100,0%	94,0%
			FTE	86,8%	84,3%	94,1%							98,0%	73,8%	89,2%	75,7%	94,8%	99,0%
				YM 16-28	M 26+	F 26+	YM 16-28	M 26+	F 26+	YM 16-28	M 26+	F 26+	YM 16-29	M 26+	F 26+	YM 16-30	M 26+	F 26+
Sociocultural	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.	BL	40,0%	37,2%	25,0%							0,0%	0,0%	0,0%	80,0%	74,4%	50,0%
			MTR	55,0%	73,9%	100,0%							10,0%	50,0%	100,0%	100,0%	97,8%	100,0%
			FTE	96,0%	83,3%	96,7%							92,0%	66,7%	100,0%	100,0%	100,0%	93,3%
Sociocultural	26	perceived* % of community members who disagree that men should earn more than women for the same work	BL	48,9%	78,4%	68,9%							0,0%	81,3%	100,0%	97,8%	75,6%	37,8%
			MTR	88,7%	59,0%	92,2%							81,8%	31,3%	100,0%	95,6%	86,7%	84,4%
			FTE	74,5%	70,0%	83,3%							99,0%	90,0%	100,0%	50,0%	50,0%	66,7%
				GP	PP		GP	PP		GP	PP		GP	PP		GP	PP	
Institutional	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	BL		80,0%									60,0%			100,0%	
			MTR		80,0%									60,0%			100,0%	
			FTE		80,0%									60,0%			100,0%	
Institutional	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	BL	78,6%									57,1%			100,0%		
			MTR	0,0%									0,0%			0,0%		
			FTE	52,9%									52,9%					

Domain	#	Indicator		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		and policies																
Institutional	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	BL		70,0%									60,0 %			80,0 %	
			MTR		70,0%									60,0 %			80,0 %	
			FTE		60,0%									40,0 %			80,0 %	
Institutional	30	% of "girl power" experts (members of the Girl Power girl's panels) who feel that government is supporting socio-economic participation of girls and young women through services	BL	78,6 %									57,1 %			100,0 %		
			MTR	28,6 %									57,1 %			0,0%		
			FTE	23,5 %									23,5 %					

Education

Domain	#	Indicator		GYW 12-15	GYW 16-19	GYW 20-26	GYW 12-15	GYW 16-19	GYW 20-26	GYW 12-15	GYW 16-19	GYW 20-26	GYW 12-15	GYW 16-19	GYW 20-26	GYW 12-15	GYW 16-19	GYW 20-26
Individual	39	% of girls and young women who agree that girls should be able to continue their education after childbirth / after marriage	BL	67,9 %	66,4%	72,3 %	76,7 %	83,2 %	90,9 %	75,6 %	93,5 %	97,6 %	51,5 %	22,6 %	28,4 %			
			MTR	77,1 %	90,2%	91,4 %	83,6 %	95,2 %	92,9 %	86,7 %	98,3 %	99,3 %	61,1 %	77,0 %	82,1 %			
			FTE	91,4 %	97,6%	99,0 %	86,2 %	95,7 %	100,0 %	96,6 %	97,9 %	100,0 %	91,4 %	99,1 %	97,0 %			

Domain	#	Indicator		YM 16-28	M 26+	F 26+	YM 16-28	M 26+	F 26+	YM 16-28	M 26+	F 26+	YM 16-29	M 26+	F 26+	YM 16-30	M 26+	F 26+
Sociocultural	40	perceived* % of community members who agree that girls should be able to continue their education after childbirth / after marriage	BL	54,9 %	40,2%	42,7 %	76,9 %	71,7 %	90,5 %	77,7 %	49,0 %	37,5 %	10,0 %	0,0%	0,0%			
			MTR	74,9 %	76,5%	79,9 %	94,2 %	82,8 %	95,2 %	77,7 %	71,7 %	61,1 %	52,7 %	75,0 %	83,3 %			
			FTE	89,2 %	97,6%	98,3 %	93,3 %	92,9 %	100,0 %	78,5 %	100,0 %	95,0 %	95,8 %	100,0 %	100,0 %			
Sociocultural	41	perceived* % of community members who agree that girls should have an equal chance to go to school as boys	BL	71,9 %	55,6%	63,0 %	83,2 %	93,9 %	100,0 %	97,5 %	72,7 %	88,9 %	35,0 %	0,0%	0,0%			
			MTR	97,2 %	96,5%	100,0 %	98,8 %	93,9 %	100,0 %	92,9 %	95,5 %	100,0 %	100,0 %	100,0 %	100,0 %			
			FTE	100,0 %	100,0%	100,0 %	100,0 %	100,0 %	100,0 %	100,0 %	100,0 %	100,0 %	100,0 %	100,0 %	100,0 %			

Domain	#	Indicator		GP	PP		GP	PP		GP	PP		GP	PP		GP	PP	
Insitutional	42	% of formal "girl power"	BL		33,3%			60,0			0,0%			40,0				

			A	B	C	D	E	F	G	H			
						%				%			
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.		MTR		77,1%		100,0%		71,4%		60,0%			
		FTE		69,3%		80,0%		44,4%		83,3%			
		BL	52,4%		28,6%		85,7%		42,9%				
		MTR	100,0%		100,0%		100,0%		100,0%				
Insitutional	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. FTE	77,9%		68,4%		100,0%		65,2%				

N.B. Quantitative Data Sets for the specific GPP countries are available upon request at GPD and Avance.

Annex 6: Budgets and Expenditures of GPP

	2011	2012	2013	2014	2015 (budget)
1: Management relationships with Southern Partners	1.250.000	1.061.000	1.201.000	1.196.000	750.000
2: Capacity support to Southern Partners	367.000	839.000	959.000	954.000	949.000
3: Creation/promotion of grassroots organisations	497.000	457.000	417.000	356.000	373.000
4: Linking & networking Southern Partners (incl. CSC)	292.000	288.000	344.000	366.000	362.000
5: Research & learning (girl's rights & empowerment)	221.000	133.000	158.000	134.000	383.000
6: Alignment & coordination (with other NGOs, donors)	42.000	192.000	314.000	126.000	81.000
Cross Country PME	-	-	-	110.000	377.000
Outputs GPA partners	**2.669.000**	**2.970.000**	**3.393.000**	**3.242.000**	**3.275.000**
1: Services delivered by partners G&YW (ind. level)	1.067.000	4.010.000	3.633.000	4.292.000	1.726.000
2: Sensitization communities (socio-cultural level)	764.000	2.097.000	1.711.000	1.761.000	1.103.000
3: Influencing nat. /district/local govts. (inst. level)	220.000	1.236.000	892.000	1.029.000	1.283.000
4: Strengthening CSO's (civil society level)	550.000	888.000	965.000	945.000	1.197.000
5: Increased coordination & learning (CSC level)	14.000	75.000	129.000	460.000	107.000
6: PME Southern Partners (4% CSC budget)	300.000	146.000	251.000	212.000	296.000
Outputs Southern Partners	**2.915.000**	**8.452.000**	**7.581.000**	**8.699.000**	**5.712.000**
	-	-	-	-	-
Total spent allocated	**5.584.000**	**11.422.000**	**10.974.000**	**11.941.000**	**8.987.000**

TOTAL 2011-2015 (budgeted amounts for 2015) in thousands of Euros

Expenditures per country per intended result incl. co-funding Plan NL	Global	Ghana	Liberia	Sierra Leone	Ethiopia	Zambia	Bangla-desh	Pakistan	Nepal	Bolivia	Nica-ragua	Total spent 2011-2015	Budget 2011-2015
Output Child Rights Alliance:													
1: Management relationships with Southern Partners	1.333	374	328	279	309	324	306	153	449	186	167	4.208	3.832
2: Capacity support to Southern Partners	552	482	453	451	266	651	550	484	390	267	405	4.951	5.407
3: Creation/promotion of grassroots organisations	525	53	176	202	76	161	53	28	551	49	96	1.970	3.791
4: Linking & networking Southern Partners (incl. CSC)	601	91	151	135	78	69	111	195	193	188	45	1.857	2.674
5: Research & learning (girl's rights & empowerment)	201	138	70	62	91	99	208	57	44	75	55	1.100	2.403
6: Alignment & coordination (with other NGOs, donors)	583	50	43	20	19	11	96	26	21	45	20	934	1.406
Cross Country PME	165	36	25	34	28	42	17	8	1	100	73	529	467
Subtotal	**3.960**	**1.224**	**1.246**	**1.183**	**867**	**1.357**	**1.341**	**951**	**1.649**	**910**	**861**	**15.549**	**19.980**
Output Southern Partners:													
1: Services delivered by partners G&YW (ind. level)	303	1.030	758	1.599	1.216	1.410	834	1.430	1.370	1.044	2.667	13.661	10.363
2: Sensitization communities (socio-cultural level)	815	923	384	909	460	427	764	245	941	1.065	806	7.739	8.730
3: Influencing nat. /district/local govts. (inst. level)	1.072	742	278	151	846	417	357	104	391	450	396	5.204	5.678
4: Strengthening CSO's (civil society level)	112	575	299	282	608	232	426	108	333	927	313	4.215	6.531
5: Increased coordination & learning (CSC level)	159	78	118	113	25	166	72	30	433	90	37	1.321	1.736
6: PME Southern Partners (4% CSC budget)	-	103	40	69	106	66	113	61	80	174	107	919	1.414
Subtotal	**2.461**	**3.451**	**1.877**	**3.123**	**3.261**	**2.718**	**2.566**	**1.978**	**3.548**	**3.750**	**4.326**	**33.059**	**34.452**
Total spent	**6.421**	**4.675**	**3.123**	**4.306**	**4.128**	**4.075**	**3.907**	**2.929**	**5.197**	**4.660**	**5.187**	**48.608**	**54.432**

Annex 7: Terms of Reference for the Final Term Evaluation of the Girl Power Programme

1. Introduction on the Girl Power Programme

The Girl Power (GP) programme is developed under the MFS-II subsidy facility of the Dutch Ministry of Foreign Affairs, and runs from 2011 to 2015. Its main goal is to build capacity in local civil society in 10 countries Bolivia and Nicaragua in Latin America, Ghana, Liberia, Sierra Leone, Ethiopia and Zambia in Africa and Pakistan, Nepal and Bangladesh in Asia, to support the empowerment of girls and young women for gender equality.

The Girl Power programme was developed by six civil society organisations in the Netherlands: International Child Development Initiatives, Women Win, Free Press Unlimited (formerly known as FreeVoice), Child Helpline International, Defence for Children – ECPAT Nederland, and Plan Netherlands (see Annex I for short description of each partner involved). These six organisations work together in the Girl Power Alliance (GPA), led by Plan Netherlands who is responsible for the implementation of the programme and the reporting to the ministry. The programme is implemented by the six Dutch alliance member organisations and their local civil society partner organisations in the ten programme countries.

Girl Power focuses on four UN promoted thematic areas relevant for MDG 3: violence against girls and women, (post-primary) education, economic participation and socio-political participation. These four thematic areas are addressed at three intervention levels: individual, socio-cultural and institutional. The programme moreover addresses the two specific result areas of (organisational) capacity development and civil society strengthening.

The strategic orientation of the GP programme is captured in the Girl Power programme results matrix, attached in Annex II. A list of progress indicators for each of the Girl Power programme outcome results can be found in the revised Girl Power Programme Monitoring Protocol[25] (see Annex III).

At the start of the Girl Power programme, the local civil society partner organisations, with guidance from the Dutch Girl Power country support teams[26], developed Girl Power Country Programmes within the general Girl Power framework. These Country Programme Proposals have been updated as part of the follow up of the Mid Term Evaluation findings. More information about this process of strategic programme review is included in the next paragraph. Within the frameworks of and in alignment with these (updated) Girl Power Country Programmes, local partner organisations and their Dutch alliance counterpart organisations developed and updated specific Girl Power projects.

Governance

In each programme country, Country Steering Committees (CSCs) have been established, representing all local partner organisations involved. The CSCs are responsible for the overall coordination and alignment of the GP Country Programmes with the overarching framework. The CSCs and their individual member organisations are supported by Dutch Country Support Teams, with a focus on cooperation between the various local partner organisations

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[25] The GP Monitoring Protocol has been revised in January 2013; the baseline is validated and (re)constructed during the Mid Term Evaluation.

[26] Dutch Country Support Teams consist of the programme officers/managers of the Dutch alliance member organisations active in the countries in case who work directly with the local partner organisations involved.

involved. Local partner organisations are financially accountable to the Dutch alliance organisation(s) that funds their Girl Power country project(s).

At the Dutch alliance level, a Dutch Steering Committee (DSC) consisting of Programme Managers of all Dutch alliance member organisations is responsible for the ongoing coordination and management of the overall Girl Power Programme. The operational team installed under the DSC is called the Girl Power Desk. Accountability for the functioning of the Girl Power Alliance and the implementation of the Girl Power Programme lies with the Board of Directors consisting of the Directors of all six alliance member organisations.

2. Scope of the Final Term Evaluation

2.1 Background

The Girl Power Programme commenced in January 2011 and is scheduled to terminate on 31 December 2015. At the beginning of the programme, the Girl Power Alliance committed itself to execute a Mid Term and Final Term Evaluation. The Mid Term Evaluation has been carried out in the course of 2013, concluded in January 2014[27]. The outcomes of the Mid Term Evaluation have been integrated in the revised GPP Monitoring Protocol. Moreover, the combined findings of the CRA Partnership Review (June 2013), the Global Learning Workshop (October 2013) and the Mid Term Evaluation have led to a process of Strategic Programme Review (SPR). From June to August 2014, all Country Steering Committees (CSCs) jointly and critically reflected on their interventions, resulting in practical and concrete responses to prepare the Girl Power Programme (GPP) for 2015 and beyond. The preliminary results of these reflections, in the form of several Strategic Programme Review Deliverables[28], are included in the Annual Plan for 2015.

2.2 Purposes for the Final Term Evaluation

The Final Term Evaluation will assess to which extent the Girl Power Programme has achieved its intended outcome results since the initiation of the programme in 2011. It is foreseen that data collection of the evaluation will take place at country level in a sample of 4-5 Girl Power programme countries[29]. The evaluation will include a quantitative and qualitative component. The resulting data provides insights in the validity of the Girl Power Programme's approach (as outlined in the Theory of Change). Criteria for representative sampling will be determined in consultation with the Girl Power alliance[30] and the lead consultant. The collected information will be aggregated towards generic GP programme level outcome results. Further, the evaluation will identify learning points that are relevant to all alliance members and partners' future (follow-up) programmes and interventions

The quantitative component of the evaluation will assess the extent to which Girl Power has accomplished the intended outcome results as defined in the Girl Power Monitoring Protocol.. During the assessment of organisational capacities of partner organisations (5Cs), special attention will be given to lobby and advocacy capabilities and the influence of the Girl Power Learning Agenda on organisational capacities.

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[27] The MTR, ToR and reports are available on request.
[28] These included amongst others the updated Country Programme proposals and Country Action plans for follow-up on key and country-specific MTR recommendations, and joint lobby and advocacy and capacity development plans.
[29] Quantitative data collection in Sierra Leone and Liberia is not considered relevant given the effects of the Ebola crisis on the programme; depending on the development of the epidemic, traveling to programme areas may not even be possible.
[30] First contact for the (lead) consultants with the Girl Power alliance will be the Girl Power Desk (GPD). The GPD will coordinate with relevant groups and persons in the alliance (Planning Monitoring & Evaluation working group, Country Steering Committee Coordinators etc.), direct contacts may be established where efficient.

In addition, the Final Term Evaluation will include the development of a minimum of 4-5 in-depth case studies. This qualitative component will address the linkages between the various intervention levels of the GP Results Framework (annexe II) and assess how the outcome results were accomplished. It will explain how the observed changes were accomplished and how the Girl Power Programme contributed to these changes, highlighting lessons learned on underlying mechanisms and strategies. The lessons learned based on these in-depth case studies will be linked to the outcomes and conclusions drawn from the quantitative part of the Final Term Evaluation to create a more holistic report of the Girl Power Programme.

The case studies will zoom into specific implementation strategies and approaches and various types of collaboration that occurred throughout the programme. The focus on learning on strategies and collaboration is particularly relevant because there will be no second term or extension of the Girl Power programme in its current form and scope. Rather, the alliance expects that after 2015, various formations of alliance members and partners will engage in spin-offs and follow-up projects/programmes, and/or continue to work together in other forms. Further, the lessons learned based on these in-depth case studies will be linked to the outcomes and conclusions drawn from the quantitative part of the Final Term Evaluation to create a more holistic report of the Girl Power Programme.

The cases will be selected in consultation between the Girl Power Alliance and the lead consultant along (among others) the following criteria:
- Fair representation and distribution of countries, alliance partners and result areas
- Notable and meaningful outcome results that have been reached
- Providing learning opportunities on *how* the program contributed to this result
- Alignment with the joint MFSII evaluation (coordinated by Partos and WOTRO)

In addition, the FTE will assess, based on the information available, the influence of cross-country programme components and the Learning Agenda on organisational capacities of partner organisations and realised outcomes at the level of the country programmes.

The results of the evaluation will be included in the final report on the programme towards the Dutch Ministry of Foreign Affairs in 2016. Each alliance member and partner organisation involved can moreover use the evaluation outcomes to strengthen future programmes, policy and practice. The alliance therefore wishes to view the final evaluation as a joint learning experience, with active involvement of all participating organisations.

Next to this, the case studies will be presented at the Girl Power Summit in the Netherlands at the end of the 2015 to illustrate the Girl Power Programme outcomes and its approach.

The primary users of the evaluation findings/results are the Dutch Ministry of Foreign Affairs and the Girl Power Alliance (Dutch member organisations and local partner organisations).

2.3. Objectives

The overall objectives of the final evaluation are to:
- Assess the relevance of the Girl Power Programme related to the identified needs
- Assess to which extent the Girl Power Programme has been effective in reaching its intended results
- Assess the sustainability of results (including structures, organisations or networks) realised during the GPP
- Develop in-depth case studies that provide learning on the specific pathways of change related to the different boxes of the GP results framework.

The final evaluation does not entail a financial or operational audit or full-fledged assessment of efficiency of implementation of activities and output delivery, but will seek to assess the

efficiency of outcome realisation and the influence of the various types of collaboration, programme management and coordination processes on programme effectiveness.

The Final Term Evaluation will be measured against the revalidated baseline information and outcome targets at country programme and aggregated levels as defined in the Girl Power programme monitoring protocol.

2.4 Research questions

A number of research questions for the above-mentioned objectives have been drafted to guide the development of research methodology and tools for data collection. The questions are intended as guidance; they are not exhaustive and/or exclusive. The list of research questions can be found in Annex IV.

3. Organisation Final Term Evaluation

The evaluation process will be a multi-country effort structured to generate comparable data from individual GP programme countries. The collected data will be processed into information at country and overall Girl Power Alliance level. This implies that evaluation expertise will be deployed at:
- Central level (Lead consultancy)
- Country level (Data collection)

At the central level the lead consultancy will conduct the overall coordination of the evaluation effort, the consolidation of the overall report and the verification of the four country reports in close collaboration with the country evaluators.

At the country level, the country evaluators will collect the relevant data for the evaluation on the four result areas of the girl power programme (protection from violence, economic empowerment, political participation, (post)-primary education, capacity development and overall civil society development).

The country evaluators will align their activities according to process guidelines, evaluation methodologies and techniques as developed by the lead consultant.

4. Phases Final Term Evaluation

Inception phase
- Review of documentation: Mid Term Evaluation, Strategic Programme Review (toolkit/deliverables), annual report 2013, annual plan 2015, other relevant documents
- Further operationalization of the ToR by the lead consultancy into research methodologies[31], planning of processes of data collection, analysis and reporting (incl. deadlines) in collaboration with the Girl Power Alliance[32], resulting in a final inception report
- Development of a PowerPoint presentation (incl. guiding notes) on the FTE for the Girl Power Programme regional meetings (planned for early February – mid March)

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[31] Research methodologies for the result areas capacity development and civil society must be in line with the relevant requirements for the MFSII subsidy framework by the Dutch Ministry of Foreign Affairs.
[32] First contact for the (lead) consultants with the Girl Power alliance will be the Girl Power Desk (GPD). The GPD will coordinate with relevant groups and persons in the alliance (Planning Monitoring & Evaluation working group, Country Steering Committee Coordinators etc), direct contacts may be established where efficient.

Data collection
- Inception Workshop with lead and country evaluators for the implementation of the data collection process and case study development + selection
- Collection of data within countries by country evaluators (primary and secondary data)
- Conduct research to collect data for the case studies
- Consolidation of country data
-

Data analysis and reporting
- Validate (draft) country results with CSC's
- Share and validate draft overall analysis with Girl Power desk and GP PM&E working group
- Briefing with GPA (September).
- Submit draft and final report and a publication[33] for external use, based on case studies, to the Girl Power desk.
- The Girl Power Alliance, through the Girl Power desk, will provide feedback to the evaluation team within two weeks.
- The evaluators will be given two weeks to incorporate comments into the final versions, which will be submitted to the Girl Power Desk
- The evaluator will prepare a presentation on the publication to generate reflection and learning based on the case studies and first observations on quantitative part of the evaluation during the GP summit that is planned for the last quarter of 2015.

Dissemination meeting
- Presentation of findings of the FTE to the Girl Power Alliance, the Dutch Ministry of Foreign Affairs and other interested (foreseen in April 2016).

5. Qualifications and skills

To carry out this Final Term Evaluation a multi-expert team is required in which evaluation experts are included at all organisational levels. Use of services of consultants who participated in the Mid Term Evaluation is preferred if they performed well and delivered high quality.

Per country a team of independent and skilled experts is recruited, depending on the thematic areas of the country programme.

Resumes of lead evaluators and (potential) country evaluators will be shared with the Girl Power alliance for agreement before contracting.

Qualification and skills	
Lead consultancy	*Country level*
- Track record related to conducting evaluations on similar programmes - Have excellent academic and research background; - Have excellent conceptual and analytical skills for quantitative and qualitative data analysis; - Have strong writing skills - Be an expert in evaluation of development projects - Have strong coordination and coaching skills - Have knowledge of the MFS II framework - Be an expert in child rights and Rights	- Track record related to conducting evaluations on similar programmes - Track record on designing and implementing case study trajectories in a participatory manner - Have solid academic and research background; - Have good conceptual and analytical skills; - Have proven knowledge and experience in conducting evaluations; - Have experience with child friendly and gender-sensitive approaches - Have experience with working in the relevant region

[33] Details of the Girl Power publication will be determined in May 2015, in consultation with the GPA.

Based Approach	• Have knowledge of child rights and Rights
• Be an expert in women's empowerment, gender, MDG3	Based Approach
• Be an expert in civil society strengthening and capacity development – a shared concept of civil society (in the context of the GPP) is considered essential	• Have knowledge of women's empowerment, gender, MDG3
	• Acts at all times ethically just.
	• Have proven knowledge in organizational assessments and civil society development– a shared concept of civil society (in the context of the GPP) is considered essential
• Have expertise on the issue of violence against girls and young women will be able to mobilise expertise on post primary education, economic empowerment and/or political participation (of children)	• Have proven knowledge of violence against girls and young women, post primary education, economic empowerment and/or political participation (of children)
• Have expertise on NGO (policy) advocacy and measurement thereof	• Have expertise on civil society strengthening and capacity development
• Have experience with child friendly and gender-sensitive approaches	• Have proven knowledge of NGO (policy) advocacy and measurement thereof

6. Reporting and Time Schedule

6.1 Format for the evaluation report

The Consultant (Team) should use internationally acceptable formats of writing the evaluation report. The evaluation report will consist of one synthesis report, including an overview of realised outcomes for each of the countries involved. In the appendix, the country results and a description of 4 – 5 in-depth case studies will be included. Furthermore a separate publication based on the case studies will be developed. All documentation is expected to be submitted on time, of high quality and in English.

Reporting requirements	
One syntheses report	*In-depth case studies*
• The executive summary (max pages 2-4) should among others clearly describe conclusions on the achieved outcomes, the relevance of the program and sustainability and other strengths & weaknesses.	• Brief description of the approach, including facts and figures
• The maximum number of pages is 40 - 60, excluding annexes	• The success factors (what went well)
• Info-graphics, drawings, quotes etc. to illustrate the findings are considered to be of added value	• The challenges
	• Impact of the intervention in the specific setting
• A clear and detailed picture of strengths and weaknesses of the Girl Power Programme in the various countries, and the (interlinking) factors explaining these strengths and weaknesses.	• Answers on specific questions of interest
• A clear overview of the different approaches that contributed to these strengths and weaknesses.	• A personal story of a person linked to the topic who shares his/her experience
• Explanation of the link between the programme and the achievement of the overall objective	• The lessons learned
• Explanation of the link between programme and the level of (increased) involvement in girl's issues and the perceptions on girls rights among the diverse stakeholders.	• Info-graphics, drawings, quotes etc. to illustrate the findings are considered to be of added value
• Explanation of the link between the programme and the outcome results of the Girl Power Programme at the relevant intervention levels per result area (protection against violence, socio-political participation, education, economic empowerment, capacity development and civil society strengthening), with specific attention for advocacy and sustainability	
• Relevant learning points for future (follow-up) programmes and interventions	

6.2 Time schedule

Phase	Time period
Inception	January – April 2015
Data collection	May- October 2015
Data analysis & reporting	October – March 2015
Dissemination	March-April 2016

Exact dates for submission of (draft) reports and a payment schedule will be included in the contract.

7. Financial Information

- The Girl Power Alliance has allocated a budget of €300.000 for the FTE (incl. VAT)
- Costs for transportation of national consultants during data collection in the countries can be covered by Country Programme budgets
- Cost for Spanish - English translation will be covered by Country Programme Budgets.

8. Time path

23th of December	Draft ToR with PME group/Avance shared
10th of January	Avance provides feedback on proposal and shares estimated budget
19th of January	Meeting with GPS/GP PME working group
23 January	ToR revised with last feedback and updates
26 January onwards	Start FTE

Annex IV: List of guiding research questions

Please note that this list of key questions is not intended to be exhaustive.

Relevance of the programme and intervention strategy
Relevance at the strategy level & partnerships
The Girl Power framework spells out three complementary strategic interventions: (1) direct poverty alleviation, (2) civil society strengthening and (3) lobby & advocacy.
- To what extent have these strategies been (a) integrated in both design and implementation and (b) relevant for the girls and young women?
- To what extent was the GPP Theory of Change valid in light of the envisaged programme outcome results?
- What have been the roles & contributions of the Dutch alliance members and their local partner organisations in implementing the respective strategic interventions?
- Were the local partner organisations selected well paced to implement the respective strategic interventions?
- Were partnership relations, funding mechanisms and other forms of support provided to local partner organisations supportive to the programme's strategy?
- Has vertical and horizontal co-ordination, harmonisation and alignment with other external institutions and organisations contributed to the outcome results of the Girl Power Programme?
- Have Dutch alliance members and local partners responded pro-actively, effectively and in an informed manner to changed circumstances, emerging needs and additional requests from the target group and/or MTR findings? Has this contributed to the outcome results of the Girl Power Programme?

Relevance at the programme/project level
- During implementation, have the assumptions as defined in the GPP Theory of Change turned out to be realistic and relevant?
- Did the Girl Power approach lead to the intended outcome results?

- Was the Girl Power Programme an appropriate approach?

Effectiveness of the programme
- To what extent have the envisaged outcome results been achieved?
- Has the programme reached the expected targets of the revised Monitoring Protocol?
- What were the major factors influencing the (non-) achievements of outcome results? Consider aspects of efficiency, programme management and coordination at country and alliance level
- Have there been any unplanned side effects?

Sustainability of the programme
- Are the programme outcomes at the various levels of intervention sustainable[34]?
- What actions were taken to ensure sustainability of outcomes (e.g. services and support provided during the GPP, collaboration initiatives, spaces created for involvement of a stronger civil society)
- What are the intended follow-up actions at country level and are these sustainable?
- How will these interventions support the sustainability of the GPP outcome results and achievements?
- What factors need to be taken into account if the GPP were to be replicated?

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[34] In the Strategic Programme Review Toolkit sustainability is defined as a combination of different aspects to ensure that outcome results of Girl Power will continue over time. The different forms of sustainability are taken into consideration, including institutional, social and financial sustainability.