CARE Egypt
Girls' Education and Leadership Evaluation
Power to Lead Alliance
&
Innovation through Sport:
Promoting Leaders, Empowering Youth

Final Evaluation Report
for
CARE USA

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Acronyms

BOT   Board of Trustees

CDA   Community Development Association

GEI   Gender Equity Index

GLI   Girls' Leadership Index

ITSPLEY   Innovation through Sport: Promoting Leaders, Empowering Youth

MWAI   Miske Witt & Associates Inc.

NGO   Non-governmental Organization

PTLA   Power to Lead Alliance

SRH   Sexual and Reproductive Health

USAID   United States Agency for International Development

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1.0 INTRODUCTION, BACKGROUND, AND METHODOLOGY

1.1 Purpose and objectives

The Power to Lead Alliance (PTLA) was a public-private partnership between CARE, USAID, civil society organizations, and private sector partners to promote girl leaders of vulnerable communities in six countries. Extracurricular activities, social networks, and civic action formed the basis of the program that was implemented in Egypt, Tanzania, Honduras, India, Yemen, and Malawi from September 2008 to September 2011. The project objectives were to:

1) Cultivate opportunities for girls to practice their leadership skills.
2) Create partnerships to promote girls' leadership.
3) Enhance knowledge to implement and promote girls' leadership programs.

In Egypt, along with the PTLA project, the Innovation through Sport: Promoting Leaders, Empowering Youth (ITSPLEY) project was jointly implemented through CARE's Gender and Empowerment Unit. ITSPLEY is a pioneering initiative that uses the "convening power of sports" to minimize the effects of poverty and social injustice on marginalized youth, especially girls. ITSPLEY is being implemented in four countries; Bangladesh, Egypt, Kenya, and Tanzania. This United States Agency for International Development- (USAID) funded, three-year project began in January 2009 and will conclude in February 2012. Its aim is to enhance the institutional capacity of local organizations working directly with youth, and to provide youth, especially girls, with opportunities to develop and practice leadership skills through sport-based activities. ITSPLEY's two objectives are to:

1) Develop leadership skills and opportunities to practice leadership through sport-based trainings.
2) Deliver innovative institutional capacity building to local organizations through sports and the Marketplace Model.

In September 2011, CARE USA contracted with Miske Witt & Associates Inc. (MWAI), St. Paul, Minnesota USA to conduct a summative evaluation of the PTLA and ITSPLEY projects in eight countries. This report is a summary of the country-level findings for Egypt collected in preparation for the girls' leadership evaluation final report on each of the USAID-funded initiatives. The findings are based on collected evidence that respond to the comprehensive summative evaluation request from CARE.

1.2 Egypt context

CARE Egypt implemented both PTLA and ITSPLEY projects. ITSPLEY is working with 13 primary schools in Beni Suef and Minia governorates in Upper Nile Egypt. These projects have collaborated with on-going girls' empowerment initiatives funded by private donors from USAID. PTLA Egypt was carried out in four educational districts in Malawy and Abokerkas in Minia; and in 20 preparatory schools in Ahnasia and Alfashan in Beni Suef. Altogether these four districts exceeded their target of 8,000 students by serving 12,405 students, including 6,754 girls and more than 5,500 boys. ITSPLEY and

PTLA are school-led, working with 32 NGOs, 16 Board of Trustees (BOTs), and Community Development Associations (CDAs).

Criteria for school selection were based on a number of conditions. The selected schools had to be part of Madrasty I or II Initiatives that were implemented by CARE in cooperation with Vodafone Foundation for Development. Also, selected schools had to be ones where CARE has implemented other programs. The type of schools had to be girls only or mixed (girls and boys) schools. The final criterion depended on geographical focus by choosing program implementation locations in Beni Suef and Minia governorates. The reason for determining the above criteria of school selection emerged from the belief that they would assist the program in having a stronger communal impact.

All of the sites were marginalized communities with minimum resources in infrastructure, teaching, and learning materials. In particular, there was a lack of sports equipment and playground space for females. Also, there were no female physical education teachers and few teachers with expertise in any of the offered extracurricular activities.

1.3 Methodology

Sampling process. Data collection took place at three sites in Egypt over a period of three days. The site selection included two districts and/or sub-districts and a random selection of three sites within those districts. Selected schools were part of the baseline study, with the exception of the school in Luxor, since CARE had received an official letter from the school asking for postponement of the evaluation for a week until exams were finished. Accordingly, the nearest school (geographically) to the baseline school was selected.

As for the girls and boys groups for the Girls Leadership Index (GLI) and Gender Equity Index (GEI), the sample of girls was 75 girls, which is almost a majority of the participating girls. For Grades six through eight, Preparatory 1 was omitted since they are newcomers and not yet involved in the activities. In the meantime, each class was represented in the sample and diverse activities to the extent possible. Finally there were active (participating) and non-active (non-participating) students.

Populations in two of the three governorates have homogeneous characteristics. In these governorates, the participating primary schools, Bani Mousa Preparatory and Khai Preparatory, are located in the semi-rural, agricultural Upper Nile region. A third governorate, Qena, implemented ITSPLEY only and reflected the more conservative cultural beliefs found in the southern part of Egypt. A lower saturation of non-government organizations (NGOs) is another distinguishable characteristic of Qena. This may have contributed to the highly motivated participation by youth, since participants in this part of Egypt have fewer alternative activities to participate in due to fewer NGOs in that area.

As the PTLA program had already been concluded, schools that were within an hour drive from the city and still had on-going ITSPLEY activities were selected. CARE Egypt is working with a select number of students in each primary school, so the evaluation team was able to choose active and non-active students.

Table 1: CARE girls' education and leadership evaluation sites

Site	No. of Participants	Site Description*	Site Location
Qena/Armat sub-district School site: Demokrat (ITSPLEY)	396 students – 227 girls and 169 boys	Infrastructure needs; shortage of female teachers; weak administrative and BOT capacity	Rural
District: Bani Mossa Village – Minia District School site: Bani Mossa Preparatory School (ITSPLEY & PTLA)	418 students – 198 girls and 220 boys	Infrastructure needs; shortage of female teachers; weak administrative and BOT capacity	Rural
Districht: Ahnasia Village – Beni Suef Governorate School site: Qay Preparatory School (ITSPLEY & PTLA)	933 students – 333 girls and 600 boys	Infrastructure needs; shortage of female teachers; weak administrative and BOT capacity	Rural

Data collection process. The data collection process selected participants from Preparatory 2 and 3 (50 girls) for the GLI self-ratings and an equal number of participants from Prep 2 and 3 (25 girls each and 25 boys each) for the GEI. Likewise, a mix of six to nine girls, across Prep 1, 2, and 3 were selected, along with six to eleven boys across Prep 1, 2, and 3 for the focus group interviews. Students were selected randomly from active classes by the evaluation team. Of the more active girls, the focus group interviewer for the success story interview selected one girl. In addition, a government official, teachers, head volunteers, social workers, BOT members, principals, community mentors, and group leaders were interviewed, and, where possible, an activity was observed.

The following table provides site-specific data on the number of individuals who provided input through the various instruments.

	Qualitative Instruments										
	Active Girls	Non-Active Girls	Active Boys	Non-Active Boys	Girl Success Story	Activity Observed	Support Person	Comm. Leader	Partner Staff	Reflection	CO Staff
Sites	**7a**	**7b**	**7c**	**7d**	**7e**	**7f**	**7g**	**7h**	**7i**	**7j**	**7k**
El Dimokrat	6	6	9	7	1	1	6	6	3		-
Bani Mousa	9	8	10	9	0	2	4	3	4		-
Beni Suef	6	0	0	6	1	3	6	0	6		-
Cairo	-	-	-	-	-	-	-	-	-	-	2
Minia	-	-	-	-	-	-	-	-	-	-	
Qena											
Totals	21	14	19	22	2	6	16	9	13	-	2

Data collection went smoothly with an excellent research associate. Hiring local interpreters and data collectors provided sorely needed employment as well as invaluable expertise at the village level. CARE Egypt provided for appropriate protocol, introductions, and logistical needs for the data collection. The advance notification of evaluation team needs facilitated excellent cooperation, allowing interviews with students, staff, community members, and partners to be conducted smoothly. The CARE Egypt staff is to be commended for their excellent work and support in facilitating the logistics.

1.4 Conceptual framework and organization of the report

CARE's Gender Empowerment Framework guided the conceptual framework for both projects. CARE asserts that three interactive dimensions of empowerment–individual agency, strategic relations, and structures–must be addressed to sustain transformative outcomes for the well-being of girls, boys, and women.

Nine sections organize this particular report:
Section 1 presents the introduction, background, and methodology. Section 2 assesses the skills, knowledge, confidence, and experience girls and boys gained. Section 3 focuses on supportive relations and Section 4 describes supportive structures. Section 5 discusses perceived change related to individual agency, supportive relations, and structures. Section 6 features selected girls' and community success stories. Section 7 measures progress against the results frameworks, including data quality, promising practices, lessons learned, and efficiency. Section 8 addresses the potential for scaling up and replication. Finally, Section 9 provides conclusions, recommendations, and next steps for additional investments.

2.0   ASSESSING INDIVIDUAL (AGENCY) KNOWLEDGE AND PRACTICAL EXPERIENCE

This section reports on the extent to which youth, especially girls, had the opportunity to acquire knowledge about leadership and practice their leadership skills. Selected self-rating leadership items from the Girls' Leadership Index (GLI) related to self-perception of the ability of the girls' and boys' to lead are included.

2.1 What were the activities in which girls and boys say they were involved?

The ITSPLEY activities consisted of sports, games, and skill-building camps guided by community volunteers and mentors. The PTLA activities focused on core group selection of themes such as arts, theater, music, sports, media or journalism, social education, Friends of the Library, and civic action groups. Core groups involving 653 girls and 207 boys carried out 27 community initiatives. Examples of the initiatives include cleaning and decorating the village, the garden, school entrance, and playground; preparing physical education facilities for girls; constructing a school theater and flag platform; designing teaching aids; and increasing awareness of the impact of local customs and traditions such as female genital mutilation.

Finding: ITSPLEY and PTLA activities covered a broad range of themes reaching both girls and boys. Community initiatives and sports skill-building camps provided a strong base for successful core activities.

2.1.1 What was their level of engagement, if mentioned?

All students were actively engaged in the sports and games. Selected groups of students were involved in the skill-building camps, core groups, student unions, and other extracurricular activities. Participants regularly attended these activities both after-school and on the weekends.

Finding: Girls and boys were motivated and actively engaged in the activities, especially those that involved leadership and group problem-solving skills.

2.1.2 What were the barriers to their participation?

Active girls made minimal complaints about barriers keeping them from program participation. A few girls stated that they were able to participate only after focused advocacy efforts that included home visits by program social workers to encourage parents' consent for their daughters' participation. Others expressed initial concerns about community perception regarding girls' participation in sports and other core activities with boys. Another barrier to girls' participation is the community norm that girls should be home when not at school, and not involved in other activities.

Some non-active boys reported that they did not participate because they did not know about the program or the teachers did not select them. One group even reported that the teacher selected only his relatives to participate. These comments from the non-active boys suggest program participation selection could be more transparent and inclusive to broaden boys' participation.

Finding: Family and community constraints were the main barriers to participation that girls mentioned. The selection process for the ITSPLEY program limited participation of boys.

2.2 What was the knowledge acquisition of girls and boys?

CARE conducted an in-house learning outcomes study to measure basic abilities in Arabic language, mathematics, critical thinking, and problem solving. They used three tests and included one beneficiaries' group of 143 girls who were engaged in the PTLA initiative and a comparison group of 146 girls who were not part of the initiative but were in the same educational stage. Results of the study indicated that the beneficiaries' group girls got higher scores; therefore, they achieved higher performance than the comparison group in all the measured abilities (31) included in the three tests, except for a single ability in the Arabic language (the usage of pronouns). In addition to an increase in basic skills, nearly 80% of all active girls were able to define the five elements of leadership.

Finding: There was Improvement in both general knowledge and leadership knowledge acquisition among the girls and boys in the participating schools.

2.3 What was the attitude of girls related to their ability to lead?

Based on the GLI self-rating of leadership skills, active girls responded more positively than non-active girls in Vision. "There are times that I realize that it will take a lot of work to make my ideas a reality, but I am willing to consider how to see them through" (item 22); in Self-Confidence, "If someone treats me unfairly, I take action against it" (item 21). This level of self-awareness is encouraging, since Vision and Self-Confidence are key skills in leadership development.

Finding: Girls demonstrated and expressed increased confidence in vision and self-confidence skills.

2.4 What were the opportunities for girls and boys to practice their leadership skills?

Voice. Cultural norms in Egypt often discourage girls from speaking their opinions and, if they do speak, their opinions tend to be devalued. The evaluation team observed that 'voice' was the skill most acquired by the active girls. Of 21 active girls interviewed all stated directly or indirectly that they had increased their skills in expressing their opinion. Many felt a great sense of pride and confidence that they were no longer afraid to speak their opinions to teachers, other classmates, and their community and family

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members. One girl expressed, "Before I was afraid of the teachers, but now I can share my ideas, and I can even ask the teacher to explain points". Another told the team, "Before this program, I couldn't do or say anything. Now I can convince my brothers to do something. I attend meetings and I fight for my ideas". These and many similar responses reflect the confidence, empowerment and pride that they felt as a result of finding their "voice".

Self-Confidence. As one girl from Mina district proudly stated, "Yes, I am a leader because I am self-confident." "Over 95% of active girls said that they were more confident as a result of their participation in PTLA and ITSPLEY programs. One girl shared that for years she wrote poetry but was afraid to read it to anyone. Through her participation in this program she found the confidence to read her poetry to her classmates and at larger competitions. Boys also said that they had gained confidence while speaking in the class. Many said that they had been afraid of their teachers and were very shy, but now they are confident to ask the instructor to repeat information or clarify an idea in the lesson that they do not understand.

Organization. The PTLA core groups focused on civic action. Girls and boys learned to assess community problems, identify a problem, and carry out a civic activity to address that problem. However, it was apparent in the focus groups that few girls recognized the importance of their organizational skills to the success of their civic action project. In contrast, active boys were quick to say that they had organized public events, which demonstrated their awareness of their organizational skills. Some also elaborated and stated that if they needed something from management to carry out a task, they would discuss their needs and present them to the school administration. They said that they felt comfortable defending their ideas. Though active girls were as involved as the boys in many of these projects, they did not use the project results as examples of their organizational skills.

Group Dynamics. All of the active girls interviewed stated that they had developed skills of working effectively in groups. One girl shared in her success story that when working in a group it is important for everyone to share their ideas; otherwise just a few people will comparison the group. She said that she learned to help other girls share their ideas. A second girl stated that she enjoys working in groups and finds group work more productive.

Decision Making. Through extracurricular activities and sports, active girls in the program said that they were more confident in their decision making and their self-expression. One girl in Qena district stated, "Before I used to follow others' advice without thinking, now I question them and find my own thoughts." Another girl stated, "I used to go to my relatives house every weekend, but now I can tell my mother that I want to stay at home and she lets me stay and study."

Some non-active boys disagreed that girls have the right to make their own decisions. One boy from Beni Suef responded that "Boys are courageous and take responsibility if they make a decision. They are confident and can implement a decision, girls cannot."

In the same class, a different boy said that girls "cannot deal with big things". This opinion of female inability was also reflected in another boy's statement that "boys are courageous and can solve problems, but girls cannot."

Conflict Management. Conflict management skills were integrated into the teaching of leaderships skills that were taught. One girl actually told us that there was a teacher who was not helpful and "did not do her job properly". After talking with her classmates, she approached management and they listened to her and she was able to make her points clearly. The other classmates supported her, and finally this teacher was moved out of the class. At such an early age, this girl was beginning to learn to manage conflict in the classrooms. Other students reported being able to solve problems in their families; in particular, between mothers and aunts and brothers and sisters.

Vision. One girl expressed that before her participation in the project, she couldn't see any future, but now she knows what she wants to do. Another girl said that before the program, she felt fearful of helping others and saying what was right and wrong. She described apprehension of planning her life in case her plans did not succeed. Now she has the optimism to make plans for the future.

Finding: Both girls and boys who actively participated in the program increased in self-confidence and strengthened their sense of voice, as compared to inactive girls and boys, who experienced little to no change in voice or self-confidence. There is evidence to suggest that active girls also gained skills related to group dynamics, decision-making, and conflict management, and that boys could more easily articulate their progress in organizational skills.

2.4.1 Through participation in school-based academic extracurricular activities (PTLA)?

The PTLA initiative in Egypt provided an excellent platform for girls and boys to gain leadership skills through hands-on, school-based extracurricular activities. Activities ranged from computer skills, music, journalism, sports, theater, poetry, media, drawing, first aid, study skills, and problem solving skills. At one school, since there was no place for girls to do sports activities, the girls themselves became involved with planning and building their own playground. All extracurricular activities were student initiated and student-directed. Each student chose the group that reflected their own personal interests and desires. Student interest and involvement was high and groups were sustained over long periods of time. All leadership skills were embedded into these extracurricular activities; however, girls noted self-expression and confidence as key. As one girl stated, "At first I was so shy that I couldn't talk to strangers. However, during the competition, I wrote scripts and poems; I was the director. I got an idea and was able to convey the message so that the other girls could act in the play without a script."

Finding: School-based, student-directed, extracurricular activities are an effective strategy to teach leadership skills.

2.4.2 Through participation in social networks (PTLA; social networks, clubs, and sports activities—school-based or community-based)?

PTLA has provided some opportunity for social networking to occur among participants. Through this opportunity, students came together to choose their core group activity and they maintained contact with each other through competitions and projects. In one case, school exchange visits were set up for girls to meet and share ideas. In the future, ITSPLEY groups are planning a closed, Facebook-type group to allow girls from different villages and cities to interact. Theater groups performed plays, poems, and music for different groups and audiences.

Finding: PTLA provided limited opportunity for social networking. ITSPLEY may enhance social networking efforts in the future.

2.4.3 To what extent have social networks for girls been implemented and/or strengthened?

The project was successful for starting up girls-exclusive social networks. As an initial step, the girls' core groups met and identified different topics that they would like to talk about in a safe place, where they could talk freely without any fear of being watched by boys. Several social networking meetings were conducted and girls for the first time in their lives were allowed to be heard and to express their ideas freely. The idea is positive; however, it needs more time to build the capacity and support of influential community figures, since the villages still suffer from the lack of mentors who can talk with girls on sensitive topics and retain the communities' trust. The approach will be more sustainable if NGOs are able to support the girls by providing mentors to facilitate these networks.

Finding: Social networks provided a safe place for girls to express themselves without fear of judgment.

2.4.4 To what extent do girls report a positive influence through social networks (social networks)?

Girls and boys made new friends through involvement with the core activity groups. One girl stated that through the core group she had met 50 new girls. Another said that before she had been in a core group she had never shared her own ideas or ideas with others girls. Being part of a group gave her security and confidence to find her voice. In addition to meeting other peers, girls stated that that they had developed positive relationships with teachers, volunteers, sports leaders, social workers and boys in the program.

Finding: Extensive involvement in core groups provided an excellent opportunity for girls to meet and connect with other girls of their own age. Being part of a group provided security to create trusting relationships among girls.

2.4.5 To what extent do youth, especially girls, effectively participate in individual and community engagement activities (community and civic)?

School Community Mentor. The Beni Suef site emphasized a theater activity. Many of the active girls talked about their participation in this activity, which the evaluation team viewed in two engaging presentations: a play depicting before and after the Egyptian revolution and a simulation of a parliament session. The teacher explained that students used to neglect the importance of arts, but now, through their theater activity, students are developing expressive and collaborative skills through individual writing and in-group work with girls or boys. The creative process of the theater activity stimulated the students to richly define the play's characters through clothing, language, and behavior. Moreover, they exercised their leadership skills in deciding and designating the roles to perform. When asked about the purpose of the parliament simulation activity, the teacher responded, "The [parliament] activity enabled students to know more about the order of the parliament, function, and role of its members. This activity is especially relevant in the current context of the very active demonstrations in Tahrir Square regarding the parliamentary elections.

Community leader. "Allowing girls in such a community to share in sport activity or to go to a different place for campus is a good indicator in itself that the community started to support the project."

Community mentor. "Having this large number of women listening to girls about the importance of having vaccine during pregnancy shows good support."

CARE Educational Director. Civic actions included physical efforts from the girls. In one project, girls and boys decided to build, label, and put up street signs on the streets. As a result, the community saw girls doing physical labor and responded positively and, in some cases, even helped them or brought them something to drink while they were working.

Finding: The examples clearly indicate a positive reaction by the community to the participation of the girls and boys in civic and community engagement activities, which has helped to raise community awareness about the need for girls' education.

2.4.6 Give examples of opportunities to practice the leadership skills of voice and self-confidence.

The ASPIRE curriculum provided a structured opportunity for volunteers and peers to teach leadership skills after each sports game through discussion and reflection activities. After the team observed an abridged bowling game, girls reflected on how they felt when hitting the cones. They also discussed strategies for hitting the cones when a barrier or obstacle was placed in front of the cones. When asked what they learned doing the game, students reported these various reactions: they learned to concentrate by hitting the target and trying to hit the target anyway that they can; they should compete and listen to their peers to learn to hit the target; if they hit the target,

they feel good; and they have to learn to get past barriers. During debriefing, volunteers asked the students to apply what they learned in the game to skills they can use in their lives, and students identified these life skills learned from the sports activities: sharing, concentrating, identifying the problem with the barrier and figuring out a solution, planning with small steps, listening to others, and making goals.

Finding: The ASPIRE sports curriculum provided continuous and concrete opportunities for girls to gain voice and self-confidence through structured sports and reflective activities.

2.4.7 Participation in sports (ITSPLEY). What has the project experience been in addressing social issues and messaging – sexual and reproductive issues and/or civic issues (where relevant to ITSPLEY)?

Participation in sports provided an effective springboard for girls to learn social messages regarding leadership. One mentor noted that by learning sports, girls were able to learn that no one has power over them; they have their own power. She tried to link this concept with teaching girls that they also have power over their own bodies in sexual reproduction. The particular mentor was deeply committed to the girls and to the dream that one day, one of the girls in the program will be a leader in the parliament as a result of this program. Civic activities also addressed sexual and reproductive issues. In one school visited, a male community member stated, "Nowadays, mothers feel free to talk to their girl children, especially, about reproductive health. With this program, these things are taught in the gatherings and women are becoming familiar with them. . . so they can transfer such knowledge to their children. . .and, as a result, we expect a decrease in early pregnancies. Another male community member said, "Having this large number of women listening to girls about the importance of health care during pregnancy shows good support."

Think about how your community is different as the result of the participation of girls in (PTLA, ITSPLEY, other youth leadership programs).

Women's attitudes towards girls

Discussions with community leaders revealed greater confidence in the girls' opportunities to become future leaders. The community leaders stated that Egyptian women are developing the awareness that girls can develop leadership skills and actually become leaders. They believe that this awareness strengthens respect for the girls' ideas and thoughts. Since respect is one of the highest values in Egyptian society, the community leaders' comments were very complimentary regarding the program.

Finding: Civic activities lead to greater respect for the girls in Egyptian society.

2.5 What leadership skills did the evaluator observe?
Leadership skills were observed during a core theater activity in Beni Suef. The 10-minute performance consisted of a two-scene play called "Egyptian Revolution", portraying the treatment of common people in the street before and after the revolution.

The students were actively engaged and highly motivated, showing strong interest. Voice and self-confidence (acting), organization and decision making (writing, making props, rehearsing the play), and conflict resolution (creating a fair and just ending in the play) were all in evidence. The students in mixed-gender and age groups prepared the script.

The first scene depicts life before the revolution. A girl plays a woman in the street selling vegetables when policemen come to insult her and drag her away. Neither she nor the people in the street defended her as the police took her. While she was dragged away, another girl played the role of a lady walking down the street. Two boys, acting as common thieves, stole the lady's handbag, followed by two of the people in the street who ran to catch the thieves. At the end of the scene, the woman and the thieves were at the police station, where the vegetable seller was arrested and the thief was let go.

The second scene represented life after the revolution. This time the woman selling vegetables in the street was treated politely by the policemen, and the thief was arrested and sent to prison.

Finding: The evaluation team observed voice, self-confidence, organization, decision making, and conflict resolution integrated into a short theater piece called "Egyptian Revolution."

3.0   ASSESSING SUPPORTIVE RELATIONS – SUPPORTIVE SOCIAL ACTORS

This section includes information about how the girls and boys formed new relations with other social actors.

3.1 With whom have the girls and boys developed relationships through this program? What is the nature of those relationships?

Community volunteers. Active girls and boys referred to building relationships with community mentors, notably sports leaders, student union mentors, social workers, and mentors assigned to small groups. The evaluation team observed the impressive commitment of the female physical education teachers to the girls. The three interviewed volunteers stated that they had not had the opportunity to play sports as children and this gave them a chance to both participate and give something to the community and to the girls. All reported that they planned to volunteer even after the programs end.

Volunteers also worked with core groups outside of sports. One girl active in the theater group reported that the volunteers made everything simple for them. They supported the groups and helped them with their plays and taught them how to work together. The

volunteers helped all the groups in the competition and also taught them how to help each other.

Family members. Most girls reported family members as barriers to their participation at the onset of the program. However, through the efforts of the social workers and their own positive changes in behavior and actions, parents became convinced that being part of the program was positive. One girl stated that her family had no problem with her playing sports but that it would be shameful for her to be in a leadership class. Her parents did not support her, but she decided to continue the classes and convinced her parents. Through her own determination, her parents saw changes that convinced them to allow her to continue. Other girls mentioned that their mothers were supportive of them and ensured that all their housework was finished so they could attend the extracurricular meetings. However, the girls did stress that they still had to fulfill many household responsibilities, which created a double workload. Finally, most agreed that it was important to have the support of the father; otherwise, they would not be able to attend.

Peers. Boys were introduced into the program later, with a ratio of one boy to every three girls. This was the first opportunity that boys and girls had had to work on projects together in school or any social setting. The outcome was positive for both boys and girls. Boys reported that they believed that girls could take leadership roles and girls stated that boys respected them when they worked as a team. Boys also began to see girls as more ambitious and competitive. Both boys and girls mentioned that they could now have a respectful relationship "like a brother or sister" with peers of the opposite sex.

Teachers. Girls and boys made mixed comments about teachers. In some cases, teachers were inflexible and would not excuse students to take part in extracurricular activities, while other teachers would go out of their way to rearrange test schedules.

Social workers and student union leaders. Girls stated that they had developed positive relationships with social workers that served as a link between the program and their family. It was because of their efforts that many girls were allowed to participate on a regular basis. Students also mentioned becoming active in school elections due to the support of student union leaders.

Finding: Through being part of mixed groups, boys and girls were able to increase respectful relationships with each other. Girls and boys also developed relationships with program community volunteers, teachers, family members, social workers, and student leaders.

How have these relationships supported girls' and boys' leadership development?

Strong involvement of mentors, volunteers, and school staff has created a positive perception and strong program credibility in the communities. This support has proven

to be a successful model for increasing community awareness about girls' leadership and sport participation. Mentors also noted that they increased their own leadership skills through the program and developed a sort of co-learning process with participants.

Parents. Without parental support, girls could not participate in the program, particularly on the weekends or after school. In some cases, a mother attended the initial core group meetings to understand the content of the program before granting permission. A father's consent is prerequisite for participation. As one active girl explained, a girl could participate without her mother's consent but not without her father's consent.

Volunteers. The community volunteers were typically females in the community who were closer to the age of the girls. One volunteer described as her role "to facilitate and implement activities outside school like field visits and seminars. I was also responsible for dealing with parents to convince them about the importance of these projects in improving the skills of their children, and I think I succeeded. Example: some of the parents do not agree that girls can join some activities. Using my personal relations with them and using their trust in me, I was able to convince them and this also built good relations between the students and myself."

Teachers and other educators. Teachers and other educators guided and facilitated core group activities, student unions, competitions, skill-building camps and related practical school and civic engagement activities, to champion the rights of girls, and to help develop leadership competencies.

Community stakeholders (village leader, school management chairperson, or PTA leader). Village leaders, school board officials and staff were critical to the program. All provided the necessary support to allow activities for girls to take place. One village leader reported that he saw his major role as convincing parents to allow their girls to participate in the program. Another said, "My role was to convince parents to encourage girls to join. Since I am a well-known religious man in the village and they know that I am strict, if I allow my daughter to join, then it means that it is a good program."

Community group leader. As part of the PTLA initiative, efforts organized at day camps at school shifted to student's core skill-building groups. Activity teachers, social workers, and CDA volunteers supported the students in the preparation and implementation of the camps. Each of the 20 school participants in the initiative held at least one camp, and some schools organized more the one. These camps were designed to teach students various skills, such as teamwork, focusing on self-expression. It provided activity teachers with better knowledge of their students and helped them to discover students' talents. There was a diverse set of activities represented at school, including cleanup activities, arts activities, and sports activities. In some schools, students worked on cleaning and beautifying the schools, which helped to cultivate a spirit of school ownership. In the art activities, students' drawings expressed some of the problems in their communities, such as pollution problems. In addition, a dialogue was orchestrated between students and teachers on the

Convention on the Rights of the Child (CRC) and the importance of knowing the rights of children.

Sub-district government official. CARE worked directly with the Ministry of Education, but partners did not interface with the Ministry to a very great degree, and often operated programs without the Ministry's knowledge. A Supervisor from the Ministry of Education who attended one focus group commented that he had never heard of the program prior to that day. He observed that CARE and the partners needed to work more closely with the governorates to ensure better delivery of services to the girls and boys and that there should be greater linkage between the community, parents, Board of Directors, teachers, mentors, volunteers, and the Ministry. He recommended that from the beginning the Ministry should be more involved and work with all actors involved in the projects.

Finding: Extensive stakeholder involvement contributed to a successful leadership program for girls. Greater linkage between partners and communication with the Ministry of Education would strengthen programming.

3.2 How do supportive relationships differ between active girls and boys and non-active girls and boys?

Non-active girls and boys had difficulty answering questions regarding supportive relationships and were only able to say that they had created new relationships with relatives. In contrast, both active girls and boys reported that they had created new relationships with teachers, managers, and volunteers. They also emphasized that before their participation in the program they were shy or afraid to approach adults, but now they can express their ideas and feel supported.

Finding: Active girls and boys developed new and positive relationships with people in various roles in the community, while non-active girls and boys continued to maintain traditional relationships with family members.

3.4 What is being done to strengthen social networks for girls?

Social networks for girls were strengthened from the onset of this program. Skills camps brought different girls together on weekends and summer breaks. Core groups interacted and supported each other's projects. Sports, drama, and poetry competitions brought girls together in a new competitive format that allowed them to experience new leadership and social skills. In the future, CARE is planning to create a closed network "Facebook" type system to allow girls to create and sustain new relationships with other girls.

3.5 What is being done to support Sexual and Reproductive Health (SRH) and involvement of men and boys?

Sexual and Reproductive Health was integrated into the ASPIRE health curriculum. Health lessons included general health practices and preventative healthcare. One girl

commented that her favorite activity was when the Health Unit Doctor came and talked about menses. She said that the doctor gave them information that their mothers would not tell them.

Boys were invited to join the program after the program had started; they were hand-picked and selected by teachers. Selected boys needed to be high-achieving boys with good grades and good manners. It was found quickly that boys and girls could work together easily. The boys supported and listened to the girls and most stated that it should have happened earlier, since it had such a profound and positive effect on both the boys and girls. Girls felt respected by boys for the first time, and boys began to shift their ideas on the ability of girls to be leaders. Boys commented that more male mentors would have helped them.

Finding: SRH was integrated into the ASPIRE curriculum and supported by core activities. Involvement of boys into the program was positive and should be introduced earlier in the program.

4.0 ASSESSING SUPPORTIVE STRUCTURES – DEVELOPING AND STRENGTHENING OF SOCIAL ORDER

This section presents information on supportive partnerships and emerging supportive structures.

4.1 To what extent have partnerships been created or strengthened (schools, community groups, LNGOs, CBOs, government agencies, etc.) to promote girls' leadership?

Partnerships have been greatly strengthened by the PTLA and ITSPLEY projects. To launch the PTLA initiative, the project idea was sent to the local partner organizations- the Jesuit and Frères Organization in Mina and the Youth Association for Development and Environment in Beni Suef. To enhance PTLA relationships with educational leaders at the government and district level, quarterly gatherings were convened, which also facilitated accountability and knowledge-sharing. Regular coordination meetings with heads of the local educational and civil society's organizations departments helped coordinate the project work. They also provided technical support upon request, especially to social workers at schools.

4.2 What is the effectiveness of the training and training materials?

With the goal of trying to create an integrated training that any NGO can use, CARE spearheaded the development of a theater, arts, and sports manual. Training manuals were shared with UNICEF, Save the Children, PLAN, and National Council for Childhood and Motherhood. Satisfaction in the quality of training materials was high and both partners and participants received the training information well.

In terms of capacity building, a variety of training sessions took place in Minia and Beni Suef that involved administration capacity building, job description training, introduction to child law, and gender equity training. Apart from this, CARE contracted ASPIRE to provide additional training for ITSPLEY. The training focused on relevant topics such as building an agenda, leadership, creating a public base, strategic planning, outreach, creating a sports program, and other aspects of the ASPIRE curriculum. Save the Children offered a child rights training. BOT members, CDAs, principles and community steering committees also received a high number of trainings. Since social workers were critical for success in the schools, a training introduced by the General Inspector of the Social was prepared jointly with CARE staff. This training was also highly valued by the participants.

Finding: Trainings provided by CARE were critical to the success of the projects and well received by the partners, school officials, social workers, and community leaders. Training materials were of a high quality.

4.3 Are local partner organizations effective in delivering youth services?

In all three regions visited, there are supportive contact teachers, BOT members, community groups, and CDAs, who have the local capacity to deliver youth services. Overall, the partner organizations are effective in delivering youth services due to CARE's intense, up-front capacity building. Now there is potential for longer-term sustainability and even scaling up. Partner organizations, particularly in the Luxor region where there is not a high saturation are highly motivated and enthusiastic about building a strong foundation for solid programming. CDAs and local partners have been instrumental in creating a cadre of dedicated mentors and volunteers, upon whom the project's success rests.

Finding: Local partner groups have been instrumental in carrying out quality youth services.

4.4 What are the emerging supportive structures and policies?

Examples of emerging supportive structures were as follows:

Supportive program. At the beginning of the ITSPLEY and PTLA projects, the social specialists and social workers were given an array of various tasks with little coordination on the part of school management. Subsequently, more effective connections were created, resulting in continuous communication between school managers and the Social Specialists and between the students and the Social Specialists. Another additional improvement in some schools is that sports for girls have been integrated into the curriculum at the local ministry level.

Supportive rule. To address several obstacles regarding the activation of programs, CARE hired a consultant to investigate ministry practices and recommend a more effective use of local resources. Through this process, it was discovered that money was already available but underused within the system, in particular, for training student

union mentors. CARE was able to strengthen the weak system of Student Union mentors and provide them with more training and support, which in turn strengthened both the school and the extracurricular activities.

Supportive norm. Sports sessions are now a place for both girls and boys whereas in the past only boys were seen on the playground. Now girls are not embarrassed to play table tennis during the breaks and sports sessions.

Finding: Supportive community structures and policies are at the beginning stages in terms of supporting girls' leadership programs. In particular, CARE has been successful with building capacity of existing school structures, such as BOTs, Social Workers, and Student Union leaders

4.5 What has been the partner experience in working with marginalized groups?

PTLA and ITSPLEY only work with marginalized communities in Egypt. Some partners have also included handicapped girls. One mentioned that a girl with a restricted arm was able to participate in running competitions.

Finding: Working with marginalized communities in Egypt has been the norm for all partners.

4.6 To what extent have the capacities of local partners (schools, community groups, LNGOs, CBOs, schools, government agencies, etc.) been strengthened to deliver effective youth and girls' services through sports (ITSPLEY)?

ITSPLEY as an initiative has strengthened the capacities of local partners. All interviewed partners reported that they are now in a position to continue ITSPLEY activities. Partners and local NGO's near Luxor mentioned that at the beginning of the program they had virtually no sports equipment or personnel to carry out the program. Partners and community leaders had to buy table tennis equipment, create specialized playground spaces to provide transportation for volunteers, and establish ways to retain strong community leaders. A strong point of ITSPLEY is that the games and activities are carried out with simple and low-cost equipment like cones, balls, nets, etc. The games and activities taught in the curriculum are low-cost, replicable, and sustainable. ITSPLEY has been the catalyst for the implementation of all of these systems. The partners are confident that they are now in the position to carry out all programming effectively and even to expand, if requested.

Finding: Low-cost equipment has been a key factor in allowing partners to maintain local capacity to continue ITSPLEY programming for girls.

4.7 To what extent does the Marketplace Model enhance an organization's institutional capacity (ITSPLEY)?

One partner organization stated that it had attended a two-day marketplace event in Cairo at the Sofitel Hotel that included 19 organizations. Through this attendance, they located resources regarding handicapped children. They hope to link with four organizations to increase services to the handicapped. They indicated that they "are new to this approach. . .[but] we are optimistic that this will provide us additional human and material resources, which will help in sustaining the program". They suggested that CARE provide more support and cover transportation costs for more attendees in the future.

CARE staff indicated that it was a new concept that held promise. Many NGO attendees said that they needed better training on how to market their program, create materials, and share their actual successes with others. The Marketplace Model was a good opportunity to create linkage with private sector resources. One example was the NGOs that focused on IT clubs—they were able to connect with Microsoft, which was also in attendance.

Effectiveness of the model. The Marketplace Model had only recently been implemented; it was too early to determine effectiveness.

Linkages with other similar local organizations. The Marketplace Model did bring organizations together for a one-day networking event. CARE staff noted that bringing private sector businesses and NGOs together has the potential to spark working relationships and resource sharing. This year, Microsoft was able to meet with NGOs that focused on computer skills, which created a positive linkage. Starting the Marketplace Model earlier could be beneficial.

Finding: The Marketplace Model shows great potential, especially if private sector businesses are included.

5.0 ASSESSING IMPACT – PERCEIVED CHANGES IN GIRLS' AND BOYS' LEADERSHIP AND IN FAMILY AND COMMUNITY SUPPORT STRUCTURES

This section includes quantitative data on GLI comparisons, girls only, and GEI comparisons, girls and boys. In addition, qualitative data on the girls' and boys' perception of their leadership, gendered social norms, and family and community support structures is included (see Annex for supporting quantitative data).

5.1 Change in girls' perception of themselves as leaders (GLI)

5.1.1 How do active girls in 2011 compare in their perceptions about themselves as leaders with non-active girls in their perception of themselves as leaders, where a non-active site was used for comparison?

Finding: Active girls have a higher perception of themselves in nearly all leadership characteristics. In particular, 84% of girls responded that they believe they have control over their own actions compared to 66% of the comparison group. In regard to vision, 91% of active girls agreed with the statement "There are times that I realize that it will take a lot of work to make my ideas a reality, but I am willing to consider how to see them through", as compared to 61% of the comparison.

5.1.2 Have girls and boys changed in their ability to state their opinions and ideas (Focus Group)?

Finding: All 21 of the active girls in the focus groups stressed that they had changed dramatically in their ability to state their opinions and ideas. Only two out of 11 active boys stated they were able to express their opinions and ideas, and six stated that they had not changed at all.

5.1.3 Have girls and boys changed in their self-confidence (focus group)?

Finding: Sixteen out of 21 of the active girls in the focus groups said that they had noticed a big difference in their self-confidence compared to 11 of the active boys. Three of the non-active girls and only six non-active boys indicated any change in their self-confidence over the same time period.

5.2 Change in girls' and boys' perception of gender equity (GEI)

5.2.1 How do active girls and boys compare to non-active girls and boys in their perceptions of the equality of rights (GEI)?

Finding: Active girls and boys in 2011 showed a significantly higher score (positive change) than the non-active girls and boys in their self-rating on equality of rights.

5.2.2 How do active girls and boys compare to non-active girls and boys in their perceptions of gendered social norms (GEI)?

Finding: The active boys in 2011 showed a significantly higher score (positive change) than the non-active boys in their self-rating on gendered social norms. The active girls' self-ratings were unchanged (no significant difference) from the ratings of the non-active girls.

5.2.3 How do active girls and boys compare to non-active girls and boys in their attitudes about gendered social responsibility (GEI)?

Finding: There was little difference between active girls and boys and non-active girls and boys in their attitudes about gendered social responsibility.

5.2.4 How do active boys compare to non-active boys in their attitudes about girls (focus group)

Data from both active and non-active boys supported the idea of their female peers having the right to express their opinions. When asked if girls have the same right as boys to express their ideas, nearly 100% strongly answered "yes". However, during further discussion with the non-active boys in Minya and Beni Suef, the team found that they all held different beliefs concerning a girl's right to express her opinion within the family. One boy stated, "if a boy tells the family something and the girl says something different, the father will believe the boy and beat the girl." This was also heard in Beni Suef when one boy stated, "Parents select the boy's opinion because God gifted boys with good thinking." The effect of bias resonated in one girl's response, "I can express my ideas, but there is still no opportunity to express it because no one is interested in them." Other girls echoed this frustration that boys and "other people" do not give them the freedom to express the ideas that they have.

Finding: The data from the two active sites indicated that both active and non-active boys support the rights of girls to have their own opinions. However when non-active boys were pressed further, they had not changed their attitudes about traditional roles for girls in the family.

5.3 Change in knowledge, attitude, and practice of community members regarding girls (focus group)

5.3.1 To what extent does the community perceive a change in community attitudes towards girls?

Interactions with both ITSPLEY and PTLA have enabled community members and leaders to see new roles for girls at school and in the village. One community leader mentioned that for the first time boys are now starting to see that girls are also ambitious and good competitors. Civic activities have enabled community members to see girls as active members of the community. Now they see girls working on public projects such as running health discussions, cleaning the streets, creating signage for streets, and planting trees. It was the first time for the community to see girls in this light, and their perceptions are changing slowly.

Finding: The data indicate that the community is beginning to change in its attitudes towards girls, perceiving them to have more rights.

5.3.2 To what extent do community leaders perceive a change in community interaction patterns between women and girls, boys and girls, and men and girls?
Community leaders perceive little change in distribution of family roles to allow girls to attend extracurricular activities. As one community leader stated, "The problem here is that females are not allowed to leave the house". The cultural norm is that the girl should stay at home, do chores and not be seen in the public realm. One girl stated that her mother did not want her to participate on weekend because she had too much work to do at home. However, after she saw the value of the program, she allowed her daughter to get up earlier and do her work, and then join the activities. Neither girls nor boys reported that brothers assisted with more household work as a result of this program.

Community leaders indicated that gradually the community was supporting the program. One leader stated, "Allowing girls in such a community to share in sports activities or to go to a difference place to competitions is a good indicator in itself that the community has started to support the project". Another stated that girls in the past were not permitted even to run, but now girls are being allowed to jog in their classes and the community is accepting this behavior.

One barrier that was overcome was that occasionally girls would miss their basic classes in order to be part of a program activity. Some of the teachers were cooperative and repeated their lessons for those who were unable to attend. Girls and boys were appreciative of this and saw it as supportive for their participation in the program.

Finding: There is little shift of work roles in the home to support girls being part of the program. Teachers have accommodated their schedules to allow girls to participate in the program. More awareness of how family roles impact participation of outside activities is needed.

5.3.3 To what extent do active girls perceive a change in community attitudes towards girls?

Girl 1. She said that so many people have been supportive of her. Her teachers, mentors, mother, and CARE staff have allowed her to part of a documentary in the program.

Girl 2. In terms of support, she said that the teachers and the volunteers always gave her support and encouragement. It was because of them that she continued. However, finally her parents began to support her too, and it became easier. She also mentioned that at the beginning the boys did not want the girls to play sports, but even now they accept the girls on the playground and encourage them to play. She said that this is a big change.

Finding: Active girls perceive a positive change in community attitudes toward girls' ability to participate in the social and civil activities.

5.3.4 To what extent do active girls perceive a change in community interaction patterns between women and girls, boys and girls, and men and girls?

Active girls stated that men had started to take their opinion into consideration; this represents a positive shift. Fathers are now allowing their daughters to participate in sports and extracurricular activities outside the house on the weekend. In the schools, the girls themselves created the groups they wanted to participate in and the community problems that they wanted to investigate and solve. This was the first time that teachers had seen such child-based learning in action and began to believe that it was possible for girls to direct their own learning.

Finding: The active girls perceive an improved change in fathers and teachers confidence in their ability to state their opinions and actively direct their own learning process.

5.4 Was change due to project activities or other factors?
Focus group interviews indicate that change was due to project activities. Qualitative data indicate that substantial change at the agency or individual level has taken place as confidence, self-determination, and goals have manifested in hundreds of girls in rural villages of Egypt. Girls have experienced the success of leadership by completing hundreds of civic activities that have changed the community perception of the roles and capabilities of the girls.

The consistency of the quantitative and qualitative information validates that change has taken place in the project sites. In spite of the reality that traditional communities change slowly, if at all, the project activities have influenced perceptions of girls' leadership skills both for the girls and for the communities. As transformation can evolve in very gradual and incremental changes, it is challenging to measure the transformation as it is occurring. Appropriate measurement tools need to be empirically tested, which will require further research.

6.0 SUCCESS STORIES – ACTIVE GIRLS AND COMMUNITIES

6.1 Active girls – Success stories

Senaa, age 14, sat in the front row of the focus group, wore glasses, and looked the facilitators straight in the eye. She was not shy to answer the many questions and always with a smile. Senaa has participated in the program for about one year. She said that before the program, she stayed at home to cook and do chores to help her mother. She rarely got out. She said that staying home is normal for girls in her village. One of her most favorite things about being part of the program was getting out of the house and feeling like she was part of a larger community.

Senaa said that she learned in this program that she has courage. Through this program, she discovered that it is not too scary to speak in front of people. Now, she actually enjoys public speaking. She has spoken in competitions and regularly speaks

up in the class. Senaa shared that, in the past, or before being part of a core extra-curricular activity group, she really had no opinions about anything. She followed what her parents told her and mostly believed anything she heard from an adult. Since her family is in the medical profession, she always thought that she would be a nurse, maybe a doctor; however, after this program, she has more dreams. She wants to study at the Faculty of Media, become a famous announcer, get on a plane, and see how other countries are really living. She also wants to make enough money one day to send her mother to the Haj. She said that for the first time in her life, she is really excited about what a person can do and be in society.

Senaa said that so many people have been supportive of her. Her teachers, mentors, mother, and CARE staff have supported her participation in a documentary of the program. She remembered that at first her brothers objected to her participating, but when she and her mother took the taxi to make the documentary, even they were proud of her, and now she feels proud of herself. The documentary was called the "Barrier of Silence" and she was one of the people interviewed. Before the program, boys and girls were never allowed to be together, but during the groups they often worked together. Now, she feels that the boys in the core groups are like brothers. But still, in the village she cannot talk to the boys, or say her opinion because she will get beaten.

6.2 Active communities – Success stories

Six community leaders (four males and two females) from Qena stated that they play various roles in community leadership. One stated that his primary role was to spread awareness among people who have faced street violence, especially after the January 25th revolution. Another stated that she also helps NGOs strengthen their resources in order to carry out productive activities. A third said that she assists women on how to establish their own small businesses.

Concerning the CARE programs linked to the community, the community members said they were aware that there are some programs being implemented. They were able to mention the names of the programs and how they supported students. They also said that they understood ITSPLEY and PTLA to be the primary programs that shows special attention to girls and teaches them how to build a leadership personality through various sports projects and civic activities.

As leaders in the community, they see themselves playing a critical role in convincing parents to allow the girls to join the program. They encourage volunteers to become mentors and support the various activities carried out by the girls. The leaders also assist boys who have been behaving badly to improve their attitudes.

They described their direct involvement with other activities that exist parallel to CARE as assisting in implementing some of the public activities carried out by the girls and boys in the program. One such program was a health meeting on the topic of vaccines and pregnancy. They noted that such gatherings show that mothers now feel freer to talk to their daughters about reproductive health. When information is shared in

community gatherings, women can get to know and trust each other and share useful information. As a result of such meetings, village women started to be convinced that girls can really be leaders. This transformation of attitude is supporting greater respect for girls by women.

As these community leaders participated in civic and sports activities, they saw first-hand the changes that the project was seeking to achieve. The most significant change involved the boys watching girls play sports on the playground that prior to the program only boys were allowed to use, and comprehending that girls also have the right to play there. When the playground was only for boys, the girls would just sit on the side during school breaks and lunch. Now, girls are playing table tennis, volleyball, and other games in what had been perceived as male territory. Another program outcome was that boys began to see that, for many girls, obligatory chores and duties were an obstacle for full participation in the program.

Community leaders also saw changes in men's attitudes. Before the program, most fathers believed that boys were superior to girls, but through the program they began to see girls as having equal potential to develop into leaders. They recognized the girls' unique personalities by watching them implement a civic activity such as trying to get the streets better lit to improve community safety. They watched as the girls discussed this community problem with neighbors, collected money, and actually installed the lights. In a culture where public and private are two separate realms, it was a significant achievement for the girls to demonstrate to their elders that they can take on civic responsibility.

Community leaders also discussed the impact on school rules and procedures of ITSPLEY and PTLA. Since the project's success depended on the faculty, staff, and mentors employing a case management approach to integrate all aspects of the project, continuous communication between school management, social workers, and students had to be established. As projects evolved, communication and systems were refined to be more supportive.

Finally, and most important for ITSPLEY, sports sessions for BOTH girls and boys became the norm. Girls were allowed to sign up and attend various activities without embarrassment. At the community meeting, it was very evident that everyone had a sense of pride and satisfaction from being part of a project that had such a great impact on the community.

Finding: Family and community attitudes and practices have changed. Individual family members as well as community leaders are more supportive of the girls and see education as an equal right. The community has taken an active interest in the schools. Community norms toward the girls are changing and the entire community is taking an interest and responsibility.

7.0 STRATEGIC OBJECTIVES, CHALLENGES, PROMISING PRACTICES, AND LESSONS LEARNED

This section includes information and comments related to the strategic objectives, including data quality and efficiency, challenges and issues, unique results, promising practices, and lessons learned.

7.1 Has the project achieved its intended strategic goals, objectives, and results (RfP specific objective 1)?

7.1.1 To assess country progress against each initiative's global results framework and strategic objectives.

With reference to the ITSPLEY global framework, the project achieved the following results:

Targets were met: over 8,000 girls between the ages of nine to14 years have developed and practiced leadership skills through opportunities provided by schools. These opportunities included: theater, art, music, computer, student unions, and sports. The project also provided the schools with all the needed supplies and tools to be able to implement the activities.

Finding: Strategic Objective One was met. Girls and boys received opportunities to practice their leadership skills primarily in civic engagement activities.

For SO2 (Strategic Objective) – deliver innovative institutional capacity building to local organizations.

Partnerships have been strengthened by the PLTA and ITSPLEY projects. The project idea was shared with two local partner organizations: Jesuit and Frères Organization in Mina and the Youth Association for Development and Environment in Beni Suef and these organizations were regularly briefed and input provided.[1] Coordination meetings were convened with heads of the local educational and civil society organizations' departments. These departments helped coordinate the project work and provided technical support upon request, especially to social workers at schools. Quarterly meetings were held with educational leaders at the government and district level.

Finding: Data provided indicates that SO2 has been met. The capacity of local BOTS, community groups, and CDA's was enhanced; all have increased local capacity to deliver youth services.

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[1] The CDA in Qena which the evaluation team did not visit, was also a partner.

Were the targets met or unmet and why or why not?

Finding: The project has a target of training 400 girls as mentors and reaching 8,000 boys and girls with sports based activities. To date, the project has trained 400 mentors and has reached over 12,000 girls and boys with sports activities.

With reference to the PTLA results framework, the project achieved the following results:

Objective 1: Cultivate opportunities for girls to practice their leadership skills.
Based on the analysis of the GLI and the percent of girls who responded that they used the leadership skills "often" or "always", the following data provides some supplemental information for these three objectives. (Note: Items 12, 21, and 22 all showed a significant difference [more positive] from the non-active comparison girls.)

a. Indicator: 70% of girls have enhanced skills and competencies.
Item 7 (Voice): "I do not hesitate to let others know my opinion,"
75.0% of girls responded that they do not hesitate.
Item 24 (Organization): "I can help organize others to help accomplish a task,"
81.0% of girls responded that they can.
Item 12 (Decision making): "I recognize that I have control over my own actions,"
84.0% of girls said that they did.

b. Indicator: 50% of girls have improved self-concept and self-confidence.
Item 21 (Self-confidence): "If someone treats me unfairly, I take action against it,"
89.0% of girls responded that they do this.
Item 18 (Self-confidence): "I am aware of my strengths and weaknesses, and feel comfortable working within my abilities and limitations,"
72.0% of girls said they are aware.
Item 22 (Vision): "There are times that I realize that it will take a lot of work to make my ideas a reality, but I am willing to consider how to see them through,"
91.0% of girls said that they realize this.

c. Indicator: 70% of girls report undertaking leadership actions in their homes, schools, or communities.
Item 1 (Group dynamics): "I realize that things I say and do sometimes encourage others to work together," 75.0% of girls said they do realize this.

Finding: The data for indicators a, b, & c are supplementary but tend to support the indicators provided.

d. Communities ensure safe social and physical environment for girls' leadership activities.
This objective has been met. See findings in Section 3.0 on Supportive Relations (3.2 & 3.4) related to support for a safe social environment. In addition, the community

ensured a safe physical environment by utilizing the school building, classrooms, and grounds for the sports and related activities.

e. Communities demonstrate support for girls' education and leadership development.
This objective has been met. See findings in Section 5.3 related to Knowledge, Attitude, and Practice of Community Member and in Section 6.2 on Community Success Stories.

Objective 2: Create partnerships to promote girls' leadership - At least two partnerships established at CO level to promote girls' leadership.

Finding: The PTLA/ITSPLEY was primarily implemented through the implementing partners, the Jesuit and Frères Organization in Minia and the Youth Association for Development and Environment in Beni Suef and by working with local governments and collaborating with other organizations in the area: Save the Children, education authorities, teachers, facilitators, and other organizations working in the area, including the CARE Intel project.

Objective 3: Develop knowledge on implementing and promoting programs for girls' leadership.

Ongoing capacity building and training of BOTs, CDAs, NGOs, teachers, mentors, volunteers, school staff, and participants occurred frequently throughout the project. CARE staff noted that initial capacity of all stakeholders was low. Concepts and knowledge of how to promote and implement programming to support girls' leadership was low. PTLA built the capacity of the administrators and teachers regarding extracurricular activities via a series of relevant trainings. Coordination committees were instituted to support and advocate for the rights of girls. These committees had representation from grassroots communities, principals, BOTs, and CDAs.
Finding: Ongoing and intensive training was effective and instrumental in developing knowledge on promotion of programs for girls' leadership.

7.1.2 To assess country progress against each initiative's country level strategic objectives (RfP Specific Objective 2).

Strategic Objective 1. In terms of the first in-country objective, core groups of potential girl leaders were formed and boys were added to these groups. They received intensive training on problem-solving methodologies and community mapping as a preparation for their civic actions. The project was successful in supporting the core groups in conducting several community initiatives. The civic actions were real opportunities for both boys and girls to practice their leadership skills and to have the chance to meet community leaders or the health unit doctor to ask them questions and to investigate the problems that were facing the community. It is worth mentioning that through ITSPLEY, training for core groups is underway for social networks not only among girls in the same school but also with other schools in other governorates.

All stakeholders—social workers, physical education teachers, activity teachers, mentors, and volunteers—were trained on different topics to support and build an enabling environment around girls. Moreover, the institutional capacity of local partners and CDAs were built to carry out sports-based leadership development activities through training and capacity building activities involving 400 youth mentors (age 18-30).

Finding: CARE has met and, in some cases, exceeded the in-country specific objective of enhancing girls' participation in civic activities and has trained over 400 mentors. There was mobility in the mentors and recruitment and training needed to be ongoing.

Strategic Objective 2. Regarding the second objective, "Establish and strengthen social networks," the project was successful for starting up girls-exclusive social networks. As an initial step, the girls' core groups met and identified different topics they wanted to talk about in a safe place without any fear of being watched by the boys. Several social networking meetings were conducted where girls for the first time in their lives were heard and could express their ideas freely. The idea is excellent and has potential. However, since the community lacks mentors who can talk with girls on such sensitive topics, the idea will be sustainable if communities can build the capacity to support the girls with mentors to facilitate these networks.

Finding: The project has met the second objective and has set up nascent social networks for girls. Social networking could be enhanced in a follow-on project.

7.2 Quality of data and efficiency

7.2.1 What has been the quality of data supporting the results frameworks– Reliability, Validity, Timeliness, Accuracy, and Integrity?

Reliability and Validity. Responses to the CARE staff questionnaire revealed great attention and care to create and maintain clean data. An extensive monitoring and evalutation plan was developed for both PTLA and ITSPLEY. Specific data tools were created and all local partners were trained. All the data are collected at the time of each event, and, accordingly, all reports were submitted in a timely manner. The number of youth trained is established by counting the youth who have physically attended a sports-based training organized by the project. Data attendance to sports activities is documented in logbooks available in schools and community groups. Triangulation is done by the number of attendees being counted on two sheets, the attendance sheet and the allowance sheet, which are part of the supporting documents that are to be submitted and reviewed by both the supervisor and finance. The data are gathered by the local partners and signed by them or by the school if needed, and then reviewed by CARE's resident supervisor in the respective governorate. Finally, the CARE director conducts a spot check. The finance officer also has a role in reviewing the supporting documents of each settlement that should be signed by the supervisor and the CARE Director in Cairo.

Timeliness. The CARE Country Office reports that the data are collected in a timely manner, compiled and submitted on time for monthly reporting.

Accuracy. How does the project assure data coding, transcription, and computer input is accurate? There have not been large inconsistencies when compared with baseline, mid-term, special studies, and documentation activities for the core groups.

Integrity. Can the data be trusted in making program and policy decisions? Are the data issue discussed in the reports? CARE Egypt created an extensive monitoring and evaluation plan and trained all local partners. The monitoring and evaluation plan was created with the intention of contributing to program and policy decisions. With triangulation and ongoing spot checks by the central office, the CARE director was confident that the data had integrity.

Finding: Reliability, Validity, Integrity, and Timeliness of data are good.

7.2.2 Efficiency. Could the same results be achieved with fewer resources or through an alternative approach?

CARE Egypt used resources efficiently. Early in the project, private consultants were hired to create curriculum, improve monitoring and evaluation processes, and assess barriers related to working with the MoE to maximize resources. At the beginning of ITSPLEY, capacity and resources were next to zero and had to be procured. Infrastructure needs, such as construction of playgrounds and separate spaces for female sports activities, was under-estimated. There is a need for more resource allocation. The schools and communities are marginalized sites with minimal resources but with good community reception and involvement. Volunteers provide a strong functional foundation to the program. More training resources, transportation, compensation, and community recognition would enhance the program.

Finding: Use of private consultants early in the project to assess barriers created an efficient use of resources and maximized efficiency.

7.3 What were the challenges or issues? Reflections.

One of the main challenges in Egypt has been in regard to the family culture. Many of the boys and girls needed to work in the summertime, which limited their opportunity to access leadership opportunities offered during this period of time. Rural culture and religious norms dictate that girls should stay at home and do chores and household work and not be in the public realm. The program also encountered family resistance to girls being in extracurricular activities with boys. Overall, the program had to overcome an on-going general resistance by community members who initially perceived programming for girls to be a waste of time.

A lack of specialized teachers in each school also presented difficulties; many were assigned randomly by principals or BOTs to work with the youth civic education. These teachers needed more training in the core activity area for which they were responsible.

In one school, the Arabic teacher was assigned to teach theater and had absolutely no experience or interest in the subject. In some cases no one was assigned, since the school lacked capacity and interest. Teachers who were assigned needed more awareness and knowledge about active learning and child-centered teaching practices; often they were negative towards these concepts or resistant to learning them. Finally, in many cases, after teachers were trained they got married or took another job and were unable to participate.

Social workers were also a key in providing linkage between families and the school; however, many of them lacked capacity and needed more time and training. Also, mentors and volunteers were key components to success and were not fully integrated into the school community and often had to face an unwelcome attitude by teachers.

Finding space was also a barrier. In many schools there were no facilities at all for girls, and playgrounds and separate spaces had to be created. Often there was no dedicated space for core activities in the school as well. In general, there was a lack of budget for the schools to provide much support to the program.

Although much progress was made, the BOTs and CDAs were also weak in their knowledge of active learning practices and could not fully support the implementation of extracurricular activities that support girl's leadership. A lack of female physical education teachers was also a barrier, since by ministerial decree girls cannot be taught by male teachers. This resulted in girls watching the boys play sports.

Finally, NGOs and civil societies are weak in Egypt and need more capacity building.

Finding: Working with traditional family cultures, a lack of specialized teachers and weak BOTs and CDAs proved to be the main challenges.

7.4 Were there unique country-level results and outcomes (RfP Specific Objective 3)?

Several unique-level results were: (1) Improved girls' participation in schools and communities where students participated heavily in the student unions and competed for the student union president and vice president. Also the participation of girls in the civic actions was extremely remarkable. (2) An unexpected result of the participation of boys and girls in the civic actions was an enhanced relation between boys and girls, which was observed and documented through a special study. (3) Improved teachers' skills and knowledge, as they stated in the mid-term evaluation. (4) Mentors stated that they gained improved leadership skills for themselves. They gained these leadership skills through practicing the leadership program with the girls. (5) CDAs have stronger links with schools in supporting sports activities.

Finding: The active participation by the girls, acceptance into mixed civic activities, and improved capacity of the teacher and mentor skills were important results from the project. Girls are having an influence on the social actors and structures in their family and community.

7.5 What were the promising practices (RfP Specific Objective 4)

Several promising practices emerged in both the PTLA and ITSPLEY programs in Egypt. At the onset of the program during the skill-building camps, girls were asked to identify their favorite activities. This gave the girls ownership of the activities and provided the project the opportunity to respect the cultural nuances of each governorate. Thereafter, supplies and materials that supported the implementation of the activities served to guarantee better sustainability. These materials were low-cost and sent a clear message to the Ministry of Education that implementing extracurricular activities does not require huge budgets and can be sustained. Concurrent to the sports and extracurricular activities, integrating trainings such as child participation and child rights reinforced the local capacity of NGOs to keep the program child-centered. Apart from this, specialized curriculum, materials, and training on theater and arts supported teachers who had no technical background in the subject. Curriculum was provided for the Ministry of Education as the project produced three manuals (sports, arts, theater). Finally, holding sports day competitions was exciting and provided an excellent venue for social networking for the girls. It also became a catalyst for female sports mentors to work on coaching and mentoring skills at a new level; this in turn fostered leadership skills in the mentors, volunteers, and coaches for each school.

The core group approach was excellent in that it provided potential leaders with intensive training to enhance their leadership skills in a context with high interest and opportunity for application. Further, using the student unions as part of an extracurricular activity was successful and has the potential to be sustainable since it is part of the Egyptian educational system. The student unions provided an excellent opportunity for girls and boys to practice leadership skills in a civic context that was acted out as part of the January 25th Revolution in Egypt. For most of the students it was the first time that they had ever actively participated in a school election.

Finding: Best practices involved child-centered learning activities; sports, extracurricular and civic activities; volunteer and mentorship activities, and creation of supplemental curriculum to strengthen capacity of teachers and volunteers.

7.6 What were some of the key lessons learned (RfP Specific Objective 5)?

CARE Education staff noted that having child-directed activities was empowering for the girls; however, from the start more structured activities should have been included. As it was, some time was lost, and both teachers and students were uncertain about the processes for implementation. Also noted was to include boys in the activities from the beginning. Inclusion of boys prevents a negative perception of girls getting special treatment in programming. Co-training BOTs and CDAs was a good model as linkages were made and efforts were not duplicated.

One unexpected outcome was improved girls' participation in schools and communities where students participated heavily in student unions and competed for the positions of president and vice president. The participation of girls in the civic actions was

remarkable and could provide a model for the future. Another unexpected result was the enhanced relationships between boys and girls.

Finally, girls are able to practice sports in schools where previously it was unheard of. When CDAs are supportive, they can assist with enabling more sporting activities.

Finding: Integration of more structured activities at the onset of the program, inclusion of boys, and capacity building of BOTs and CDAs improved the delivery of both PTLA and ITSPLEY.

7.7 What are some suggestions for improvement (RfP Specific Objective 5)?

CARE staff noted that some topics need significant time to be addressed properly (e.g., social networking is a project in itself that needs a lot of effort, especially when the communities are not ready for such new ideas). Accordingly, it was recommended to focus on a small number of interrelated outcomes rather than spread the effort in a trail to achieve too many outcomes. PTLA and ITSPLEY projects now represent a clear pilot project. Many successes, drawbacks, and challenges were learned. Boys should be included earlier; also working with the Ministry of Education for better replication could facilitate access for more communities. MoE could also assist with advocacy issues; this could decrease community mobilization time to accept projects.

Finding: ITSPLEY and PTLA are excellent pilot projects. Sufficient capacity has been built but stronger linkage with MoE would facilitate greater access for more boys and girls in the future.

8.0 SCALE-UP AND REPLICATION

This section addresses the potential for scaling up and replication along with some priorities and suggestions for implementation.

8.1 What opportunities exist for replication and scale-up (RfP Specific Objective 5)?

Now that CARE Egypt has created a pilot project with the successes, challenges, and lessons learned as indicated, the next step should be working with Ministry of Education at the central level for replication. Meanwhile, there is a need to continue to work with the Ministry of Education on advocacy issues to further enhance their ability to provide leadership opportunities to girls and boys. This will help impact a greater number of students country-wide.

8.2 What opportunities exist for greater impact?

To ensure sustainability, the project created replicable curriculum and materials on leadership, theater, and sports. CARE is working to share curriculum with other

partners. There is also a need to involve more teachers in the extracurricular activities and to continue developing expertise of student unions.

9.0 CONCLUSIONS, RECOMMENDATIONS, AND NEXT STEPS FOR ADDITIONAL INVESTMENTS

9.1 Conclusions

The following conclusions are based on the findings in each section of the report. The main conclusions are as follows:

Individual change (agency). ITSPLEY and PTLA were complementary in providing rural village girls a unique opportunity to acquire and practice leadership skills. The program was instrumental in girls changing perception of themselves and their potential to be leaders in school and social settings. Egypt placed a strong emphasis on child-centered learning activities and problem-solving civic activities; this produced a flexible environment for learning to occur and success to be achieved. Child-centered learning provided a unique opportunity for girls to see their own ideas actualized in their own communities.

Supportive relations. A variety of supportive relations were initiated, developed, and sustained through the ITSPLEY and PTLA initiative. Girls developed new relationships with classmates, boys, peer leaders, volunteers, and mentors. Having relationships outside the family is a vital step in assisting girls to enter the civic life. Through these relationships, girls are able to learn different points of view, express their own ideas and be heard in non-judgmental ways. In particular, female sports volunteers and school social workers were critical to the success of the girls and were very devoted to the program.

Supportive structures. CARE Egypt worked closely with a variety of supportive structures. Representation from the formal school support structures included BOTs, student union leaders, social workers, school committees, contact teachers, and local government officials, along with informal representation from the community such as peer leaders, mentors, informal community group representatives, and NGOs. All representatives received substantial and ongoing capacity training and, to the degree possible, were jointly trained. The accessible ASPIRE curriculum for sports, and materials for theater and arts were also produced and replicated for sustainability.

Change regarding leadership. Active girls demonstrated a considerably higher improvement in their leadership skills than non-active girls. Active girls could easily cite examples of their own improvement in voice, decision making, confidence, group dynamics, and vision. Both active girls and active boys appeared in the qualitative data to have more improvement in their leadership development than the non-active girls and non-active boys. It is important to note that the active girls showed more leadership development than the boys.

Change in gender equality. Both active girls and active boys showed a significant difference (i.e., more positive) on gendered social norms than non-active girls and boys. Active girls and active boys showed a significant difference (i.e., more positive) on equality of rights compared to non-active girls and boys. The latter was supported by the qualitative data. Neither the active girls nor the active boys showed a significant improvement in their attitudes about gendered social responsibility compared to the comparison group, although the active girls showed some positive change on social responsibility, but not significant.

Change in community members. Inclusion of community members is vital to sustaining girls' participation in sports and civic activities. Through their support, volunteers were recruited, parents were encouraged to allow participation of their daughters and an overall environment of encouragement and safety was created. Interviewed members indicated a strong commitment to the program and could be mobilized for future projects.

Change in social messaging. Sports games and performing arts activities of the ITSPLEY project are effective for communicating sensitive social messages in a neutral setting where everyone can feel safe to have a discussion. PTLA civic activities enabled students to take on leadership roles in the community regarding issues such as health, environment, and justice. Media, journalism, and technology projects also enabled students to tell their story. CARE created three in-house documentaries that aired and were shared with other service providers.

Lessons learned. Integration of extracurricular activities not only improved leadership skills, but also improved skills of communication, critical thinking, self-expression, and academic work. The success of the civic education activities was rooted in the child-centered active-learning approach to teaching. Involving more teachers and training in these innovative techniques would enhance and expand programming practices within each school. Continued expansion of training and integration of student unions using Ministry funding is effective for building capacity. As volunteers play a critical role in the program, it would be beneficial to provide social recognition by governmental and community leaders through certificate ceremonies or volunteers' days. Inclusion of boys from the start would be worth researching. Boys who were part of the program were more positive regarding girls leadership potential; however, it is unclear whether if more boys participate the girls will again have minority status. CARE implemented the Marketplace Model late in the program cycle. Starting the Marketplace Model earlier and teaching NGOs how to maximize benefit from greater networking could extend resources.

Scale-up, replication, and sustainability. Social change within conservative cultures must occur in a patient and studied manner. All stakeholders must be involved during all steps in order to be a part of processes and understand the processes as they unfold. The success of ITSPLEY and PTLA programs in Egypt are due to the strong dedication and experience of CARE staff. Careful monitoring of partner organizations and local NGOs was also crucial. The question is how to institutionalize the

extracurricular activities. In the past, no one understood their relevance or potential, but now parents see the changes in their daughters and in the community. Advocacy efforts to increase demand from parents and community stakeholders would assist the Ministry in incorporating classes like sports, arts, music, and civic education into what is now a very basic curriculum. The Egyptian schools and community should take advantage of the innovative and open political atmosphere to leverage international resource and funding. Linkage with the European Union or other donor communities in civic education efforts could extend resources. Linkage with the private sector to support technology projects could expand efforts. Excellent and replicable training resources should be extended to other schools and communities through community NGOs and partnerships.

9.2 Recommendations and next steps

9.2.1 Sustainability.
CARE is working with other NGOs to replicate the three instructional curriculums that were outcomes of this project. Working more closely with the MoE to leverage existing ministerial funds to build student union and BOT capacity could allow the project to expand or deepen. Mentors and volunteers are in place and are highly motivated, but they need to be better acknowledged by community and school leadership. Stipends for travel could be paid through the MoE.

9.2.2 Scale-up and replication.
PTLA and ITSPLEY have been successful endeavors in Egypt. Partners now have enough capacity, expertise, and infrastructure to address additional communities. In particular, in the rural Luxor region, partners stated that they had enough resources and motivation to expand the program. CARE Egypt is now in the process of replicating training materials with other NGOs. Networking with newer NGOs and continued mentoring of partners would ensure standardization as the project expands. Continued involvement and capacity training of the BOTs, MoE, and local administrations will ensure community involvement. Greater recognition of volunteers through a "recognition ceremony" will ensure continuation of volunteer and mentor involvement.

9.2.3 Social messaging.
Changes in attitudes about equality of rights, gendered social norms, and gendered social responsibility are apparent in the community, for some groups more than others. Older people are slower to change than younger, and women and girls are changing more quickly than men. Boys have made significant progress but still have a way to go before their attitudes are firm. Continued efforts are needed in social messaging to reinforce new attitudes and ways of thinking about gender, rights, and value as human beings. More direct resources and programming towards social messaging would strengthen this in the future.

ANNEX

Note: Since we do not have baseline data, it is impossible to attribute any differences to PTLA. We only know if there are differences between the groups, but not reasons for the differences.

Girls' Dimensions:
Leadership Dimension (Girls):
The scale for the leadership dimension was 1=rarely, 2=sometimes, 3=often, 4=always. The comparison group and active group scores represent the average scores across all respondents during that data collection period. Therefore, the average score for the comparison group was 3.07 and the average score for the active group was 3.33. This is an average difference of .26 points. This suggests much leadership for girls in the active group as compared to girls form the comparison group.

Equality of Rights Dimension (Girls):
The scale for the equality of rights dimension was 0=disagree and 1=agree. The comparison group and active group scores can be interpreted in terms of percentages. For example, the comparison group's score of .73 means that on average, respondents agreed with 73% of the items on the scale. The active group's score of .82 indicates that on average, respondents agreed with 82% of the items on the same scale. This suggests higher recognition of equality of rights for girls from the active sites.

Gendered Social Norms Dimension (Girls):
The scale for the gendered social norms dimension was 0=agree and 1=disagree. It is important to note that these items were reverse coded because the statements were phrased using negative language. The comparison group and active group scores can be interpreted in terms of percentages. For example, the comparison group's score of .47 means that on average, respondents disagreed with 47% of the items on the scale. The active group's score of .43 means that on average, respondents disagreed with 43% of the items on the scale. There was no statistically significant difference between these groups, suggesting girls responded similarly whether in the comparison or active group.

Gendered Responsibility (Girls):
The scale for the gendered responsibility dimension was 0=agree and 1=disagree. It is important to note that these items were reverse coded because the statements were phrased using negative language. The comparison group and active group scores can be interpreted in terms of percentages. For example, the comparison group's score of .51 means that on average, respondents disagreed with 51% of the items on the scale. The active group's score of .62 means that on average, respondents disagreed with 62% of the items on the scale. There was no statistically significant difference between these groups, suggesting girls responded similarly whether in the comparison or active group.

Boys' Dimensions:

Equality of Rights Dimension (Boys):
The scale for the equality of rights dimension was 0=disagree and 1=agree. The comparison and active group scores can be interpreted in terms of percentages. For example, the comparison group's score of .67 means that on average, respondents agreed with 67% of the items on the scale. The active group's score of .80 indicates that on average, respondents agreed with 80% of the items on the same scale. This suggests higher recognition of equality of rights for boys from the active sites.

Gendered Social Norms Dimension (Boys):
The scale for the gendered social norms dimension was 0=agree and 1=disagree. It is important to note that these items were reverse coded because the statements were phrased using negative language. The comparison and active group scores can be interpreted in terms of percentages. For example, the comparison group's score of .36 means that on average, respondents disagreed with 36% of the items on the scale. The active group's score of .49 means that on average, respondents disagreed with 49% of the items on the scale. This suggests a greater recognition of gendered social norms for boys in the active group.

Gendered Responsibility (Boys):
The scale for the gendered responsibility dimension was 0=agree and 1=disagree. It is important to note that these items were reverse coded because the statements were phrased using negative language. The comparison and active group scores can be interpreted in terms of percentages. For example, the comparison group's score of .40 means that on average, respondents disagreed with 40% of the items on the scale. The active group's score of .32 means that on average, respondents disagreed with 32% of the items on the scale. There was no statistically significant difference between these groups, suggesting boys responded similarly whether in the comparison or active group.
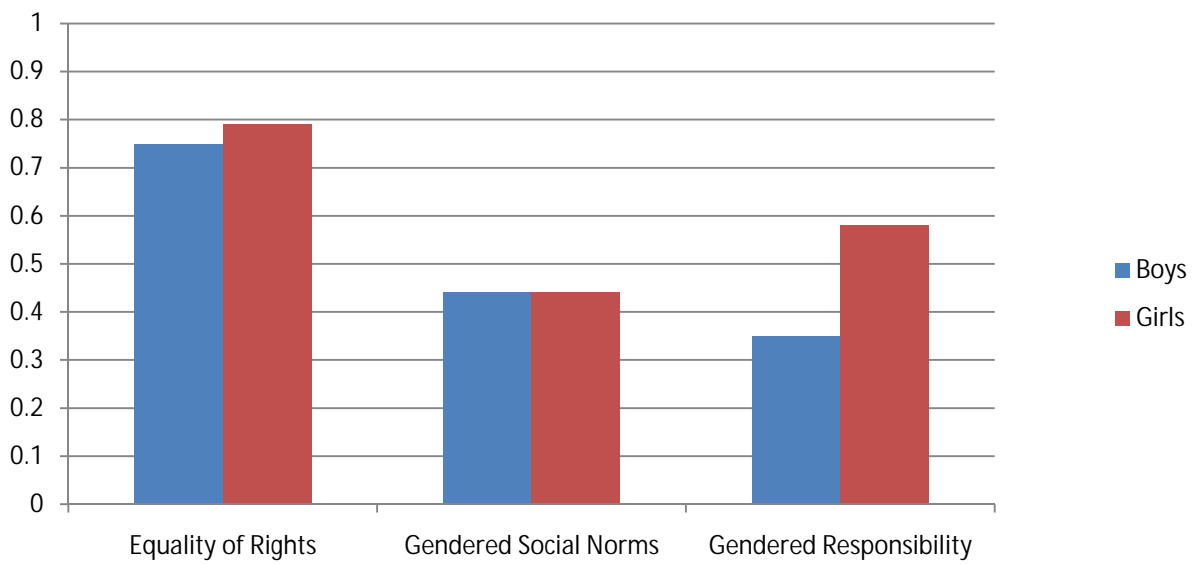
Comparison between girls and boys
Means on each dimension score were compared between boys and girls. There were no significant differences between boys and girls on the equality of rights and gendered social norms dimensions, but significant differences were found favoring girls on the gendered responsibility dimension. Table 3 shows the data. Figure 4 depicts these results.

Table 3: Difference in dimension scores between boys and girls on the GEI

Dimension	Sample size		Min	Max	Mean		Standard Deviation		Significant Difference (p-value)
	Boys	Girls			Boys	Girls	Boys	Girls	
Equality of Rights	76	74	0	1	.75	.79	.130	.138	NO
Gendered Social Norms	76	74	0	1	.44	.44	.206	.171	NO
Gendered Responsibility	76	74	0	1	.35	.58	.252	.276	YES; p < .001***

*=small effect size; **=medium effect size; ***=large effect size (based on Cohen's d)

Figure 4: Difference in dimension scores between boys and girls

Individual Item Analyses

Table 4: Difference in scores on individual items from GLI for girls

	Sample Size		% often or always		Significant Difference (p-value)
	Comparison	Active	Comparison	Active	
Group dynamics:					
GLI 1. I realize that things I say and do sometimes encourage others to work together.	50	100	68%	75%	NO
Voice:					
GLI 7. I do not hesitate to let others know my opinions.	50	100	74%	75%	NO
Decision making:					
GLI 12. I recognize that I have control over my own actions.	50	100	66%	84%	YES; p = .012
Self-confidence:					
GLI 18. I am aware of my strengths and weaknesses, and feel comfortable working within my abilities and limitations.	50	100	76%	72%	NO
GLI 21. If someone treats me unfairly, I take action against it.	50	100	70%	89%	YES; p = .004
Vision:					
GLI 22. There are times that I realize that it will take a lot of work to make my ideas a reality, but I am willing to consider how to see them through.	50	100	62%	91%	YES; p < .001
Organization:					
GLI 24. I can help organize others to help accomplish a task.	50	100	86%	81%	NO

Table 5: Difference in scores on equality of rights question from GEI for girls

	Sample Size		% Agree (n)		Significant Difference (p-value)
	Comparison	**Active**	**Comparison**	**Active**	
Equality of rights:					
GEI 2: Girls have the same right as boys to be educated.	25	48	96%	96%	NO

Table 6: Difference in scores on equality of rights question from GEI for boys

	Sample Size		% Agree (n)		Significant Difference (p-value)
	Comparison	**Active**	**Comparison**	**Active**	
Equality of rights:					
GEI 2: Girls have the same right as boys to be educated.	25	50	100%	76%	YES (neg.); p = .008