CARE Bangladesh
Girls' Education and Leadership Evaluation
Innovation through Sport:
Promoting Leaders, Empowering Youth

Final Evaluation Report
for
CARE USA

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Acronyms

ARSHI	Adolescent Women's Reproductive and Sexual Health Initiative
CC	Community Coach
GEI	Gender Equity Index
GLI	Girls' Leadership Index
ICT	Information and Communication Technology
ITSPLEY	Innovation through Sport: Promoting Leaders, Empowering Youth
MWAI	Miske Witt & Associates Inc.
NJN	Nijeder Janyia Nijera
PCTFI	Patsy Collins Trust Fund Initiative
PTLA	Power to Lead Alliance
SGBV	Sexual and Gender-Based Violence
SRH(R)	Sexual and Reproductive Health (Rights)
YFEDC	Youth Fun and Education Development Centers

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1. Introduction and background

The Innovation through Sport: Promoting Leaders, Empowering Youth (ITSPLEY) project, administered through CARE's Gender and Empowerment Unit, 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, in four countries. This USAID-funded, three-year project began in Bangladesh, Egypt, Kenya and Tanzania in January 2009 and will conclude in January 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 sports-based activities. ITSPLEY's two objectives are:

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

CARE Bangladesh implemented ITSPLEY by building upon a previous Adolescent Reproductive and Sexual Health Initiative (ARSHI). Consequently, sexual and reproductive health issues are interwoven with leadership through sports and artistic activities. The guiding conceptual framework for both projects was CARE's Gender Empowerment framework. In this framework, CARE asserts that three interactive dimensions of empowerment – individual agency, along with structures and strategic relations – must be addressed to sustain transformative outcomes for the well-being of girls, boys, and women.

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 Bangladesh, which were collected in preparation for the girls' leadership evaluation final report on each of the USAID-funded initiatives. The findings are based on evidence collected that respond to the comprehensive summative evaluation request from CARE USA and discussed in the context of the three key dimensions of the Gender Empowerment framework.

The ITSPLEY program included all three aspects of CARE Bangladesh's strategic directions for 2007 to 2011: organizational relevance, economic empowerment, and learning culture (CARE, 2007). The ITSPLEY program was particularly strong in organizational relevance and creating a learning culture. Though economic empowerment was not a direct result of ITSPLEY, the confidence building among girls appeared to be a precursor to becoming economically active since many participating girls stated they would like to engage in non-traditional roles as doctors, teachers, lawyers, police, and professors. The ITSPLEY team and overall program had a strong learning culture, particularly in how staff described a transformation process for themselves along with their partners in realizing the aims of the program, first among themselves and then with outreach efforts.

The ITSPLEY program fit well with two of the four CARE Bangladesh program goals for 2007-2011. ITSPLEY was highly relevant to empower "the most socially, economically and politically marginalized women" and address power relations and barriers of people in the "'lowest' category of the wellbeing as assessed by poor rural communities (CARE, 2007)." The transformational model used in ITSPLEY to address power relations, leadership, and sexual and reproductive health (SRH) for girls and women in rural societies was a logical extension of CARE's previous work in ARSHI, which focused on SRH to a much greater extent than leadership. According to CARE staff and partners, rural youth in Sunamganj district have little to no access to information or programs that allowed them to build leadership skills while also learning valuable life skills, particularly around SRH and gender equality in social relations.

In places without ITSPLEY, youth said they learn leadership skills from family members, teachers in school, and religious leaders. The ITSPLEY program appears to be providing a valuable platform for girls to practice leadership skills through sports, artistic and cultural activities. Boys and girls alike noted that they have ways to learn leadership skills without the program, but ITSPLEY provides them with many more opportunities to practice and further develop leadership skills.

2. Methodology

The evaluation for the ITSPLEY program took place from 15-27 November 2011 with a team of five independent consultants hired through MWAI. The original plan was to visit three sites, two active sites with the ITSPLEY program, and one non-active site to serve as a comparison. However, since the number of girls and boys available to complete surveys were fewer than hoped for a reasonable sample size at the second site, a fourth site was randomly selected from the list of community sites. The sampling procedures can be found in Annex 1 and a list of sites in Table 1.

Table 1. CARE girls' education and leadership evaluation sites

Site	No. of Participants	Site description	Site Location
Site 1 Behali High School, Jamalganj Sub-district Sunamganj District.	253 students total – 132 girls and 121 boys; 10 teachers (4 female) and 15 community volunteers.	A school that appeared to have sufficient space, but lacked a fence. The field floods during the wet season.	Rural, somewhat isolated school serving 15 villages. Two hours travel from Sunamganj town.
Site 2 Ronobidaya YFEDC, Biswamberpur Sub-district Sunamganj District.	90 students, 65 girls and 25 boys; 6 staff / facilitators*, 17 community members**	A community center in a rural community under trees. The main area had a fun center near a cluster of four houses with a volleyball net nearby and football field within walking distance.	A rural site off of the main road. Two fields for playing and a community fun center. 40 minutes travel from Sunamganj town.
Site 3 (non-active) Bongshikunda High School, Dharmapasha Sub-district Sunamganj district.	81 boys (44 class 6, 29 class 7, 8 class 9) 73 girls (33 class 6, 29 class 7, 11 class 9) (class 8: in exams) 7 teachers (2 female)	A high school next to the main road where motorbikes go by on the narrow road. There was no playing field during the raining season and a warn-out house for a small number of boarding students.	A rural school about 40 minutes by motorbike from the neighboring town. In the dry season it would take 5 hours to travel from Sunamganj town by bike, or faster by boat in the wet season.
Site 4 Anandopur Progoti Jubo Community Center Shangho Sulla Sub-district Sunamganj district.	123 girls 52 boys 15 staff/ facilitators 18 community members**	A community center in a rural area that includes 3 adjacent villages- Habibpur, Rampur, and Noyagoan. Anandopur village has 560 people.	A rural site. Two hours travel from Sunamganj town.

* Includes physical education teachers, technical persons, community coaches (CC), mentors, and trained youth leaders (TYL).
** Includes school management committee members, local government representatives, and local elites.

The CARE Bangladesh office wanted to include a high school and a community-run site as a part of this evaluation effort. Generally, high school sites have more participants where activities are done both during school hours and after school (see Annex 2 for monitoring data). The community sites are often most active after school hours. Since all schools were undergoing examinations for class 8 students during this evaluation, some students were not in school at site two even during school hours. However, students were in schools at sites 1 and 3. Table 2 below indicates the data obtained at each site.

Table 2. Number of participants in evaluation by instrument

	Qualitative Instruments											Surveys		
	Active Girls	Non-Active Girls	Active Boys	Non-Active Boys	Girl Success Story	Activity Observed	Support Person	Comm. Leader	Partner Staff	Reflection	CO Staff	Girls	Girls	Boys
Sites	7a	7b	7c	7d	7e	7f	7g	7h	7i	7j	7k	GLI	GEI	GEI
1. Behali H.S.	8		8		2	2	2	2	2	3		51	29	25
2. Ronobidaya YFEDC	8		8		1	2	5	2	3	3		29	35	19
3. Bongshikunda		9		9						3		77	43	38
4. Anandopur CC	10		9			1	2	2	2	1		50	39	42
Totals	26	9	25	9	3	5	9	6	7	10	5	207	146	124

A five-member team collected data with the support of a CARE Bangladesh staff person to assist with finding and making arrangements with each site. Each data collection member of the team consistently worked with a similar group at each site. For instance, the female data collector consistently gathered GEI data from girls and the male data collector from boys. Many boys and girls would orally respond to each statement, so the data collectors adapted the delivery of the instrument to read a series of statements out loud two times, and then provide time for respondents to answer. Each statement was listed on the answer sheet. Two data collectors administered the GEI and GLI, aiming for a minimum of 50 girls for the GLI and 25 girls as well as 25 boys for each GEI administration. The Country Coordinator encouraged oversampling at each site particularly when it became apparent that there was interest in participating in the GEI and GLI surveys.

The Country Coordinator and Research Assistant facilitated the girls' and boys' focus group discussions respectively, most often after the GEI and GLI surveys. The research team tried to select girls and boys that would seem to be sufficiently outspoken to respond to the questions given interactions when organizing the data collection. Some respondents were encouraged to respond when the facilitator called upon them during the focus group. If a focus group participant's body language suggested that they had something to say, the facilitators would call upon them to speak since some participants were hesitant to speak up.

The data from boys and girls were generally gathered before the data from adults. Though form 7i, the partner staff feedback form, was intended to be filled out by each staff person followed by a small discussion, we found that several staff wanted to talk while they filled in the form, so we accommodated this request as much as possible. The Country Coordinator and Research Assistant conducted the activity observation and interviews at the most logical time for each site, depending on activities and availability of the respondents. Data from each site took approximately five hours to obtain.

3. Opportunities for participation in leadership development

Overall, the ITSPLEY program in Bangladesh created multiple avenues for participation in leadership development. Girls, boys, and supporting adults described participation in sports, arts, cultural events, and extracurricular activities around SRH and Sexual and Gender-Based Violence (SGBV).

Activities mentioned by boys and girls

Girls and boys at all three active sites mentioned they participate in sports, games, arts, and civic engagement activities. Boys and girls would talk of playing games such as such as *ludu* (snakes and ladders), *karam*, and chess. Girls mentioned games more often than boys mentioned in all sites. Girls in the comparison site 3 only mentioned two types of sports (skipping and throwing a ball), but in the three active sites (1, 2, 4), girls mentioned football, volleyball, badminton, and various forms of track and field sports. It was quite evident that the ITSPLEY program provided girls with much greater opportunity to participate in sports-related activities. Games were played at all sites.

Boys and girls spoke of arts and civic engagement activities under one category. At the school-based program (site 1), BRAC supported a youth brigade that conducted awareness building around disaster and sanitation. Girls at the community site (site 2) spoke of activism related to awareness building around violence against women, early marriage, and eve-teasing. Girls and boys at site 2 (the community-based site) also spoke of using the fun center and reading books from the library as an activity they do in the program. In contrast, boys and girls at the comparison site (site 3) engage in singing, dancing, acting and poetry for their own enjoyment. Girls at the comparison site mentioned they sometimes help their mother with cooking and cleaning as an activity, but none of the active sites included housework as an activity. The overall difference between the two sites is that at the active sites girls and boys alike would mention the arts and civic engagement activities as being directed toward improving the status of women and girls, while in the comparison site there was less mention of arts and civic engagement activities, and no mention of activities having any particular purpose.

Barriers to participation

In focus groups, when the facilitator asked girls about barriers to participation, girls often took some time to think about their answer, much more time than with other questions. Some of the girls who participated in ITSPLEY reported that parents, neighbors, and villagers thought that girls should not participate in the program, and only gradually came to accept their participation. Some of the reservations were due to the foreign origin of the program. As one girl stated, "At first I experienced a barrier in society because people said foreigners came here to do ITSPLEY, so it was risky. I was told not to go there [to ITSPLEY] because of religious barriers." Women told other girls that playing on the playground with boys "is not for girls." The fact that trainings went into the evening, resulting in boys and girls walking home together, was a problem for another girl. They also cited boys' teasing, damaged sports equipment, and the difficulty of getting to school during the rainy season as barriers to their participation.

One focus group of active boys said that they had not experienced any barriers to participate in the program. But the boys in one of the active community-based groups said, "in the beginning our parents didn't give us permission to participate in the program, because in the beginning our parents didn't understand this program. But later on, when the community leaders made them understand, then we didn't face any barriers." One of the boys mentioned a barrier he observed for girls' participation at a community-based site. During a broadcasting of a girls' sports tournament, an old person protested, saying "sports aren't for girls." Several boys spoke of encouraging others to let girls play.

By far, the most common barrier to participation mentioned was weather and transportation related due to the flooding of the *haor* (wetlands) in the wet season for both boys and girls. At all sites, the flooding limited their ability to play since the sports fields would flood at both the school and community sites. The lack of electricity also limited the ability of girls and boys to use the fun center indoors.

Level of engagement

The level of engagement for girls was impressive at all three active sites. The life skills and child marriage messages were repeated during the games and also in sessions at the beginning of the session. In both the school and one community center the life skills message conveyed was about winning and losing in life as in the game. Each of the site observations is summarized below:

> Site 1: At the high school, girls were playing a game of football, while separate groups of boys and girls were watching from the sidelines. This was during the school day, so it was a part of the physical training. The boy spectators would cheer on the girls when they made a good move. The younger girls watching from the sidelines seemed relatively shy and reserved, but were watching with interest. Those on the sidelines did not have much to do, nor did they hear the life lesson. There were about 50 girls and 25 boys, with 20 girls playing football.

> Site 2: When we arrived at the community center, a group of girls was already playing volleyball with a mix of girls; young women; and a male mentor, the president of the partner group. While life lessons and messages were not clear in the interaction, they appeared to be having fun. There were about 20 girls, 10 boys, and three support personnel when we arrived, but girls and boys came and went from the site as we were there. The girls played a very large game of *ludu* (snakes and ladders), jump rope, and skipping. The atmosphere was very lively, sometimes chaotic, but it was clear that everyone was having a good time and this was a place where a person could come to play and be at ease.

> Site 3: The comparison site was a school that was in the process of finishing a lesson and paying monthly school fees as we arrived. In contrast to the other sites, the girls were much more shy and reserved at the site. Some girls appeared to be nervous about having a visiting team there, particularly with one

foreigner. Girls and some young boys would hide behind each other as shields when they wanted to see what was going on but were too nervous to approach (in contrast to the active sites, where girls and boys would more readily approach the team). The body language of girls in particular at the comparison site seemed to suggest that they were more reserved and withdrawn.

Site 4: At this community site there were about 45 girls and 15 boys engaged in a football game, with some of the girls as the football players on two teams. Boys and other girl spectators would actively cheer during the game. Some lessons (about early marriage and life lessons regarding winning and losing) that were on the chalkboard were repeated during the course of the game.

In both the school and community sites spectators were watching and cheering for the games, but in the school and the second community site (site 4), the game was much more structured and organized with teams and spectators cheering. The first community site (site 2) was very lively and much less structured. Girls, boys, and young adults transitioned from one activity to another quite rapidly at the second site and it was more challenging to see how the life skills were being conveyed. However, girls at the first community site (site 2) were much more able to talk about sexual and reproductive health messages, which they attributed to having older girls as mentors in the program. It appeared that active participation by more members was easier at the community site than at the school.

Boys were on the sidelines, literally and figuratively, in all active sites. Boys would actively cheer the girls playing football the school (site 1) and community site (site 4). Boys at the first community site (site 2) were only partially watching girls play volleyball, but seemed be interspersed with the girls on the sidelines. At the fourth site, a community site, boys complained that there was little for them to do as a part of the ITSPLEY program. Similarly, their actions seemed to suggest a similar view at the school site where two groups of boys sat separately from the girls to cheer on the game, but one group immediately took the ball to play on the field once the girls completed their game. The boys were supportive, but also wanted to have their time as well.

Notably, both community sites emphasized that girls learn how to organize themselves in activities through the ITSPLEY program. In the school, however, the content of the life skills lessons appeared to be led more by adults, though both community sites noticed that having older girls deliver SRH and life skills lessons was effective. Creating peer networks was important for girls to build confidence to talk about SRH, GBV, and internalize other life skills messages. Similarly, the girls seemed relatively lively at the community sites as compared to the school; perhaps in part because they were out of a school environment and could practice asserting themselves. A couple CARE staff said that boys were more difficult to attract to the community centers because they have other activities they could engage in after school and wanted to earn some money.

4. Leadership knowledge, attitudes, and skills developed (individual agency)

Support staff, community members, boys and girls alike all recognized leadership knowledge, attitudes, and skills attained through the program extended beyond sports. Sports and arts were seen as a fun way to learn about and to practice leadership lessons. Support staff said they wanted participants to acquire leadership skills, specifically organization skills, self-confidence, and voice (an ability to express views and opinions). Knowledge about SRH and the detrimental effects as a result of violence against women were consistently conveyed in the program. Facilitators sought attitude change among boys and girls by appealing to what they would want for their siblings as a way to reduce eve-teasing and early childhood marriage.

Knowledge

The support staff and community members involved in the program mentioned that they thought the program was important both to teach leadership skills and to allow girls to practice those skills. Support staff rarely elaborated on the ways they want the girls and boys to use the skills, merely stating "participants learned some new leadership skills." Girls, particularly those at community site 2, said they learned a lot about the menstrual cycle, child and maternal health (particularly during pregnancy), and the effects of early marriage. Those in the community sites referred to having access to books and information about reproductive health in particular. Girls learned about leadership through oral lessons, practice, and observation.

Active girls were able to verbalize in their own words what a leader is and characteristics a leader has, as well as what a leader does. They said a leader is brave, hardworking, unselfish, intelligent, educated, well-known, frugal, active, polite, gentle, and sometimes very tough. A leader has self-confidence, honesty, control and self-control, patience, direction, a good tone when talking with people, a good personality, and an ability to judge. In terms of what a leader does, they said that a leader solves problems, promotes activities, and directs people "in a good way." Inactive girls said a leader is honest, educated, smart, truthful, well-behaved, and obedient to the State, offering a somewhat more traditional view of leadership. In addition, girls at the inactive comparison site said a leader "loves everyone," attends to situations, and works toward the benefit of people.

Active boys said that leaders should be well-behaved, intelligent, educated, directed, self-confident, obedient, patient, directed, and of good character. They thought that leaders should be able to solve problems, control their anger, develop a group, be obedient, and maintain discipline, maintain rules, avoid quarrelling, and consider good and bad sides of situations. Boys at the inactive site said that leaders should be honest, brave, directive, and they should work for good. Unlike the other groups, this group of boys in the comparison site also mentioned leadership in the context of government. A leader "takes necessary steps for directing their nation in the perfect time. He will protect their country from outside attack. [A leader] will raise voice for the country's

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population who are suffering, and for the country's development. And he also tries to solve all of the problems." Like girls, boys at the comparison site had a rather traditional view of leadership. Girls and boys at the active sites tended to relate their ability to interact as less of a leadership skill and more about building self-confidence and voice for them to be prepared to be a leader.

Attitude

The program appeared to affect the attitudes of boys and girls toward girls and women. For instance, 55% of boys in the comparison group agreed that "if a woman insulted her husband, he has all the right to beat her," compared to 31% of boys in the active group (p=0.009). However, most of the statements related to men's roles indicated limited to no change in attitudes toward men.

Skills

Participants said they learned new leadership skills, particularly in voicing their opinions and concerns. Girls frequently mentioned that before the program they would not have been able to talk to boys or adults who came to their house, but now they can talk and even voice their opinions. This lessened hesitation to speak to adults was confirmed by the GLI result indicating that 52% of girls in the comparison site and 71% of girls in the active sites "do not hesitate to speak or respond to adults in appropriate situations" often or always (p=0.006). Similarly, girls felt more able to voice their opinion as a result of the program: 81% said they often or always "do not hesitate to let others know my opinions" compared to 61% in the comparison group (p=0.002). Skills of interest to the program are described below.

> Voice – Participants were asked: "Over the past two years, have you changed in your ability to state your opinions and ideas?" All of the active girls and boys answered either that they had changed some but still needed to work on it, or that they had noticed a big difference. The majority of inactive girls said they had changed some (8/9), while the majority of inactive boys said they had noticed a big difference (6/9). Some active girls said about gaining voice in their families, "Previously at mealtime my mother gave two fish to my brother and one fish to me. I could not say anything about that. But by participating in this program I came to know that there are equal rights for boys and girls. Then I expressed my opinion in my family that I have equal right to having food and now my family [treats] me equally." Another girl said, "At home previously I didn't raise my voice. For example, at Eid festival my mother gave me a dress I didn't like and I could say that I didn't like it." Girls also gained voice in the community, speaking out to teachers, stopping boys from teasing girls, and protesting against illegal marriage.

Over the past two years, have you changed in your ability to state your opinions and ideas?	Haven't changed much at all	Changed some, but still need to work on it	Noticed a big difference
Active Girls	0	(92%) 24	2
Inactive Girls	0	(100%) 9	0
Active Boys	0	(59%) 10	7
Inactive Boys	0	(22%) 2	7

Active boys cited fewer examples of gaining voice, although one gave the following example: "Previously when we went to our playground for sport the elder people did not give us the permission to play. They thought maybe we will create conflict. Then we made them understand that we'll play peacefully and gradually they considered our opinion." In talking with several boys before the focus group at the comparison site, several inactive boys commented that they have more influence now because of their age.

Inactive girls and boys provided few concrete examples of how they had changed in their ability to state their opinions and ideas. Only one girl from the comparison group mentioned convincing other girls to come to school. Notably, the girls in the active groups mentioned appealing to both adults and their peers, while the examples in the comparison site were about convincing peers only.

Self-Confidence – Participants were asked: "Over the last two years, have you changed in your self-confidence?" Most active girls and boys said that they had changed some, but still needed to work on it. Both active and inactive boys said that they had noticed a big difference. No active girls said that they had noticed a big difference, and only one inactive girl said she had. Both boys and girls said participating in sports gave them confidence. Some boys and girls also associated confidence and leadership with having recognition, such as winning a prize.

Over the last two years, have you changed in your self-confidence?	Haven't changed much at all	Changed some, but still need to work on it	Noticed a big difference
Active Girls	0	(100%) 26	0
Inactive Girls	*0*	*(89%) 8*	*1*
Active Boys	0	(68%) 17	8
Inactive Boys	*0*	*(33%) 3*	*6*

Girls often commented that they built confidence over time, though girls were still hesitant to say they were confident in their ability to interact with boys who engage in eve-teasing. Sports helped to build confidence. One girl said: "I learned about my life skills, like how to solve a problem. Two years ago my dad

passed away and I had a lot of trouble, but I overcame it. Before I felt hesitant to participate, but now I can participate in games and have confidence." Those in the active sites said they were more able to convince adults to allow them to participate, which involved gaining voice and confidence to approach the adults. Girl respondents also spoke of gradually convincing adults to allow girls to go to school, and to convince others to delay or stop a child marriage. Several girls commented that they would not have had the confidence to talk to adults in the past.

Eve-teasing appeared to be one of the key differences between girls at the comparison site versus those at the active sites. Girls at the comparison site became relatively meek when talking about voicing their concerns related to eve-teasing and interacting with boys. This discomfort appeared to also be related to providing advice or guidance 31% of girls at the comparison site and 71% at the active sites indicated they were often or always "comfortable when people look to me for advice and guidance about things (GLI, $p < 0.001$)." This confidence in relation to boys was strongly supported by the qualitative data that suggests girls in the program gained some skills to help them fend for themselves and support their peers.

Organization – All three active girls interviewed individually mentioned that "when someone asks me to do something, I do a good job," in tasks such as fulfilling a teacher's request or doing homework. The girls remarked that they know how to organize a group when they are designated a leader by guiding others about their roles. Girls tended to say that others granted them a responsibility, such as doing homework or being assigned as captain. Girls admired other girls who took the initiative to help others. Girls were often not able to provide examples of when they took initiative to organize something on their own, but said they could organize something when requested.

Group Dynamics – All three of the active girls focus group respondents agreed that they "try to make sure everyone is included" in school and in sports activities. When talking about being inclusive in activities, most adults and youth spoke of being open to people from different religious backgrounds (Muslim and Hindu). The notion of inclusiveness based on mental or physical challenges or lifestyle did not seem to be present.

Decision Making – All three of the active girls interviewed individually mentioned they "can make some decisions about things I want to do." For example, one girl said that she decided to spend some money to hire a private tutor. Girls described making decisions that affect their own lives, but girls at the active site had a better understanding that their choices can affect others. Girls at the comparison site (31%) were less likely than girls at active sites (56%) to believe their decisions affect others, according to GLI results (question 11, $p < 0.001$). Further, 88% of girls who have been involved in ITSPLEY in the active sites indicated they consider different perspectives before making a decision, in contrast to 71% of girls at the comparison site.

Conflict Management – All three of the active girls interviewed individually stated, "I help solve problems between others." Two of them gave examples of using conflict management skills in the context of early marriage. "One female friend was about to complete the test exam (the Secondary School Exam). Her family wanted to marry the girl, but I made them understand not to let the girl be married before the exam." Conflict management was often done with peer support, particularly when focused on eve-teasing. In two of the three active site focus groups, girls spoke of talking with a group of their girl peers to address an eve-teasing situation. Active girls also spoke of talking to adults to resolve problems related to child marriage and allowing girls to go to school more than their peers in the comparison site.

Girls tended to describe a process to resolve and manage conflict by convincing others, including adults, of an alternative way to behave. For instance, one girl said, "A family wanted to marry one of my paternal cousins. I protected her from child marriage. I didn't make the decision on my own, but I made them [the family] understand." Another example was related to resolving a concern about a pregnant woman not having sufficient food. Another active girl said, "I saw a pregnant woman in my village. She wanted to eat more food during her pregnancy period but her mother-in-law did not give her more food. She (the mother-in-law) said, "We did not take more food in our pregnancy time so why should she?" Then I made her understand that if she were her girl then would she do it? If she (pregnant women) falls in any trouble then you should bear it. Then she understood gradually." Conflict resolution often required both knowledge about a topic, confidence to intervene, and voice to know how to address the concern.

Vision – All three of the active girls interviewed spoke of "dream[ing] about a better future for my family." They talked about working hard, completing school, getting jobs, and transferring their families to the city. The girls at active sites connected schooling to attaining their goals to have a professional career (doctors, teachers and other professions that require education were cited). Sometimes this vision was about admiring others, as in this quotation from an active girl: "In the program there is a girl who does hard work for her family. She earns money by carrying things in the market. Her mother and sister are mentally ill and her father is an old person. She is a very good player too." The girls at the comparison site were less able to talk about the future and would become relatively shy. Girls at both the active and comparison site were very forthcoming about what they want in their school and community, but when they related their concerns to their own lives, the active girls were more able to articulate their vision.

The most common vision for girls was to be able to support their families to help them be "established" in their lives. This support was often seen as getting a profession and working to earn money to provide to families. An example given by an active girl suggests that girls outside the program have a precedent to support their families: "A poor girl bought a tailor machine for earning money.

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She bears her family by this money. She was in study also, but now she is married and her younger sister now bears her family." Most girls, particularly those in the active sites, suggested that to realize their vision, they need confidence and education.

The views girls hold about the roles between boys and girls appeared to vary at the comparison and active sites. Girls at the comparison group (84%) more often agreed that "changing diapers, giving the kids a bath, and feeding the kids are the mother's responsibility" as compared to 63% in the active group (GEI, p=0.002). Boys and girls alike in the active sites were more conversant about men's and women's issues and often related their concerns to what they would want for their sister or brother. This seems to suggest that ITSPLEY offers both girls and boys the vocabulary and ability to discuss gender equality issues.

5. Supportive relations

Girls, and, to some extent, boys, have developed different types of relationships as a result of the program. The primary attitudinal difference appears to be how girls are viewed as being able to play sports as well as contribute to the village and society in a similar manner to boys. The primary behavioral difference relates to eve-teasing. Girls in active sites were more able to express how eve-teasing affects them and their peers than were girls in the non-active site. Boys related to how they would not want their sisters or other girls they care about to be eve-teased, so they should not do this. Both boys and girls, but to a greater extent girls, were more able to talk with adults as a result of ITSPLEY.

Both active girls and boys said that they developed relationships with peers over the past two years. The girls said they made relationships with students from another village, as well as with students in their own school. One girl noted that formal introductions through sports activities gradually turned into relationships. Other girls noted that they made friends with male peers as well. Several girls said that before the program they did not talk to boys, but after participating, they began to have a good relationship with boys. In one focus group, a girl recounted that if a girl talked to a boy before the program, this was considered bad behavior, but now girls and boys can talk. Active boys also said they built relationships with girls through sport, and with out-of-school boys and girls by working to convince them to come to school. Inactive boys said they too developed relationships over the past two years, but only with other boys. Inactive girls reported making relationships with female peers only.

Active girls cited the most relationships with adults, including teachers from other schools, a trainer, older girls, and "elder sisters in the society" to talk about reproductive health topics. One active girl said that previously adult behavior "was not good with us," but that now it has improved. One focus group of active boys indicated making relationships with "elder brothers," while the inactive group did not specify any adult relationships. Girls in the inactive group reported building relationships with relatives and a neighbor's relative. The term "relationship" in Bangla had varied meanings. Girls

and boys described in-depth relationships over time, but more often spoke of meeting one or more persons and talking to them, including brief visitors such as the evaluation team. When discussed further, it appears that girls and boys were more able to talk to new people than those in the comparison group. There were also some very outspoken girls and boys at the comparison site, but they were relatively shy when compared to the active group about topics that challenge common gender roles, such as eve-teasing, playing, or working.

Teachers appear to be one of the most important allies for the program, both in school sites and in community sites. ITSPLEY program coordinators, parents, and community leaders were also important supporters for girls and boys in active sites. The mechanism by which these people supported them was by providing them opportunities to practice leadership skills. Teachers supported girls by giving them opportunities to be on their own, such as allowing them to bicycle to the shop. Active boys said they were supported by parents, "elder brothers and sisters," villagers, and old persons, but were not able to elaborate on how they were supported. One of the inactive boys made this comment: "Sometimes we get support for practicing new leadership skills and sometimes we don't. For example when we raise our voice against child marriage, nobody wants to support us. For some good work, they sometimes support us." It appears that gaining support from teachers, parents, and community leaders is critical for the boys and girls to be able to actively participate in ITSPLEY. Several girls commented that either a teacher, community leader, or family member talked to their parent(s) to enable them to participate and later to be able to practice their leadership skills by having greater mobility in the program and in the community.

The partners, particularly at the community sites, emphasized that having youth leaders and peer mentors was important for SRH and leadership lessons since somewhat older girls conveyed information to the younger ones. All active sites wanted to train more youth leaders to be involved in the program, especially those model participants who would make good mentors and leaders. Mentorship involved gaining knowledge about SRH, sports, and also learning facilitation skills.

The Men's Fair was talked about as an activity that was important to gaining men's support for the program in one community site. The integration of the Men's Fair (an intervention from an earlier project) into the program model was not apparent since the partner that was involved in the Men's Fair spoke of it as an event used to gain support for ITSPLEY, but not necessarily a continuous activity. In one community site, a youth leader, as well as some boys, complained that there was not much for boys to do in the program. Similarly, there were few boys at the community sites where youth could come and go. At the school site, the boys were spectators. It appears the boys' role in the program was limited and could be expanded further around both SRH and leadership that support gender equality.

Apart from talking about sexual and reproductive health messages, one community site spoke of installing sign boards about men's and women's sexual health and promoted these themes in the village catchment area. Students visited area homes to build

awareness of SRH issues, as well as sanitation (i.e., in an BRAC-supported youth brigade). One of the active girls said that learning about menstruation from elder girls and ITSPLEY books was the most important thing she learned from the program. This points toward how the beginnings of the program stemming from ARSHI, a European Commission-funded initiative, was quite important for establishing ITSPLEY's reproductive health and early marriage initiative. Annex 3 illustrates key points in ITSPLEY's development starting from ARSHI. The shift from training service providers under ARSHI to looking at gender empowerment and the "Power Within" framework was a logical extension to connect ARSHI to ITSPLEY.

6. Enabling environment and supportive structures

The ITSPLEY program had two broad categories of partners: schools (29) and community groups (24). There were 27 government schools and 2 *madrasahs* (Islamic education) as partners. There were three types of community groups: (1) Youth Fun and Education Development Centers (YFEDCs) created by CARE in ARSHI and created or continued in ITSPLEY; (2) social clubs developed with some support from the Ministry of Social Welfare; and (3) sports clubs developed with some support from the Ministry of Youth and Sports. Of the 24 community clubs, there were 10 YFEDCs and 14 existing clubs that implemented ITSPLEY (see Annex 3).

One of the CARE staff remarked that the partners, including the supporting ministries are now "finally admiring social change, but were not in the beginning." Youth, partners, and CARE staff involved in the program said that gaining the support from local institutions, government, and religious leaders was necessary to create a supportive environment for boys and girls to participate and for the program to take shape.

Partners commented that they are now able to run the ITSPLEY program through community coach training and organizing competitions. The training materials were thought to be useful. Partners were happy overall with the capacity they had gained to implement the program, but remarked that they would like to train more people, including youth mentors. One community partner remarked that they felt they were trained enough to be able to share the lessons with other individuals and organizations. Schools tended to address the entire student body, while community centers could serve both in-school and out-of-school youth in smaller numbers than schools, yet with a broader reach to marginalized populations. One of the CARE ITSPLEY staff members suggested that the community groups are a viable area for expansion.

Local leaders and decision makers were somewhat peripheral to the program process. Some girls said they talked to local leaders about intervening in possible child marriages, but that they were not involved in policy or advocacy efforts. For instance, at Behali High School the Community Vice Chairman said that the Jamalganj sub-district has declared the area to be free of child marriage. The union (the sub-sub district of Jamalganj) chairman works at the marriage registry and leads a committee to prevent child marriage. Prior to the ARSHI program, the sub-district committee to prevent child marriage was split, but now there is increased cooperation through the Jamalganj sub-

district. In the discussion with this local leader, it was clear that adults had instigated policy changes and community actions.

The school groups could be expanded in collaboration with other school-based initiatives, such as the Patsy Collins Trust Fund Initiative (PCTFI). PCTFI and the Nijeder Janyia Nijera (NJN) pilot project did not appear to be operational in the sites that were randomly selected for this evaluation. It was unclear how much collaboration there is between projects within CARE. One staff person remarked that at times CARE staffers in other projects do not fully understand ITSPLEY. Further collaboration, including joint field visits among projects, may help to further foster on-site collaboration and connections while also facilitating program expansion.

Marketplace Model

The Marketplace Model was a new addition to the program. One Marketplace fair had taken place in Dhaka. Thirty partners were invited to exhibit their program, their strengths, and the needs they have from other organizations. The Marketplace Model was well received by those who attended it from the active sites. Community-based partners commented that they have to network with other organizations in order to have activities to do with the boys and girls and to get local support for their programs. The Marketplace Model helped to expand this network.

The high school that took part in the study did not seem to understand the Marketplace Model because they appeared to not have participated in it. At the school, the partner staff commented on how girls and boys make connections with the community through ITSPLEY and other programs. In contrast with the schools, the community groups rely on networks to get resources to work with youth.

The community sites emphasized the need to collaborate with other organizations, such as with an information communications technology program that worked together with the youth involved in their program and local government to support the awareness raising initiatives. At the school, several partner staff and youth mentioned participation in the youth brigade, a BRAC- supported initiative to promote sanitation. Partners saw such connections as being related to the ITSPLEY program; they could be encouraged even more. For instance, collaboration with the BRAC youth brigade program could help to further spread SRH information and messages. Similarly, local government representatives could be invited to events and Marketplace Model connecting events to help support the program and possibly to change local or even national policies. Currently, it appears that the connections are largely up to the partner to initiate and to maintain, apart from some support for those who took part in the Marketplace Model.

For those that participated in the Marketplace Model, more orientation about how to create a display and market one's organization's skills while also asking for help would strengthen the effort. Though CARE staff believed some connections were made through the Marketplace Model, whether or not these connections were acted upon was not clear. The Marketplace Model was a popular concept to barter and trade mutually beneficial skills and expertise.

7. Assessing impact – Perceived changes in leadership

CARE staff gave powerful, exciting and enthusiastic personal accounts of their experience with the ITSPLEY program. This enthusiasm for the program appears to be contagious. All three active sites shared enthusiasm for the program. All respondents strongly wanted ITSPLEY to continue and stated that they would continue the program even if further support was not provided. The commitment for the program is striking. The energy and enthusiasm by girls in particular was remarkable. It appears that girls are in fact gaining confidence and valuable leadership skills largely around voicing their concerns and building confidence by practicing leadership skills.

Leadership dimension – girls (GLI)

The overall themes in the GLI are found in the table below. 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 2.88, and the average score for the active group was 3.11. This is an average difference of .23 points. This suggests higher leadership for girls in the active group as compared to girls from the comparison group (see Table 3).

Table 3: Difference in dimension scores between active site girls and comparison site girls

Dimension	Sample size		Min	Max	Mean		Standard Deviation		Significant Difference
	Comp.	Active			Comp.	Active	Comp.	Active	(p-value)
Leadership	77	130	1	4	2.88	3.11	.316	.500	YES; p = .001**
Equality of Rights	43	103	0	1	.85	.93	.140	.091	YES; p <.001***
Gendered Social Norms	43	103	0	1	.52	.53	.264	.356	NO
Gendered Responsibility	43	103	0	1	.26	.36	.296	.341	NO

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

The significant findings on individual items in the GLI administration about leadership in comparison versus active groups are as follows:
- 31% comparison group and 75% active group girls indicated they often or always are "comfortable when people look to me for advice and guidance about things" (p<0.001)
- 61% comparison group and 81% active group girls often or always "do not hesitate to let others know my opinions" (p=0.002)
- 31% comparison group and 56% active group girls indicated they often or always have "times when decisions I make can influence others." (p<0.001)

- 71% comparison group and 88% active group girls indicated they often or always have "try to consider things from different perspectives before making a decision." (p=0.002)
- 52% comparison group and 71% active group girls often or always "do not hesitate to speak or respond to adults in appropriate situations" (p=0.006).

Taking the significant differences between the comparison group and the active group into account, it appears that the ITSPLEY Bangladesh program is affecting the ways that girls see themselves relating to others. They are more likely to recognize themselves as leaders and to practice leadership skills, such as seeking advice, providing opinions, making decisions that influence others, considering different perspectives, and not hesitating to speak. These skills were also evident in the focus groups where active girls were relatively outspoken about challenging topics, such as eve-teasing, SRH, or early marriage. However, all groups of girls appear to face challenges in taking action against wrongdoing or planning ahead. Active girls seemed to have a greater sense that their actions could affect their future (according to focus group interviews) when compared to the comparison group girls who had great enthusiasm, but lacked a sense of being able to effect change for themselves and their community.

Rights, norms, and gendered responsibilities – boys and girls (GEI)

On the whole, the GEI varied mostly in the perceptions of equality of rights between the comparison group and the active groups. Girls and boys from both active and non-active (comparison) groups differed in how they perceived gendered responsibility. One somewhat surprising finding in the GEI is that boys who took part in ITSPLEY indicated that they defend their reputation by fighting and believe that violence is a natural reaction for men that they have little control over. This was higher than the boys in the comparison group (see significant findings list under gendered social norms below).

Table 4: Difference in dimension scores between active group boys and comparison group boys

Dimension	Sample size		Min	Max	Mean		Standard Deviation		Significant Difference
	Comp.	Active			Comp.	Active	Comp.	Active	(p-value)
Equality of Rights	38	86	0	1	.84	.92	.125	.096	YES; p < .001***
Gendered Social Norms	38	86	0	1	.47	.49	.186	.222	NO
Gendered Responsibility	38	86	0	1	.44	.40	.339	.312	NO

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

The significant findings on individual items in the GEI administration in comparison versus active groups are as follows:

Equality of rights:
- 51% comparison group girls (45% boys) versus 91% active girls (93% boys) agreed "women have the same right as men to work outside the house" (p<0.001 for both girls and boys).
- 67% comparison group girls (58% boys) versus 93% active girls (91% boys) agreed "women have the same right as men to work outside the village" (p<0.001 for both girls and boys).

Gendered social norms:
- 82% of boys in the comparison group versus 97% of active boys agreed that "girls have the right to select their female friends just as boys select their male friends" (p=0.005)
- 11% of boys in the comparison group versus 34% of active boys agreed that "if someone insults me, I have to defend my reputation by fighting" (p=0.007)
- 26% of boys in the comparison group versus 56% of active boys agreed that "violence is a natural reaction for men – it is something they cannot control" (p=0.002)
- 53% of boys in the comparison group versus 31% of active boys agreed that "if a woman insulted her husband, he has all the right to beat her" (p=0.009)

Gendered responsibility:
- 84% of girls in the comparison group versus 63% of active girls agreed that "changing diapers, giving the kids a bath, and feeding the kids are the mother's responsibility" (p=0.002)

The significant findings from the GEI suggest that girls and boys both have changed their perception of girls and women, but have not changed as much their perceptions about the roles of boys and men. Curiously, the gendered social norms for boys around violence and fighting were higher in the active group than in the comparison group. This suggests that the ITSPLEY staff may want to examine what types of messages or examples of violence and fighting are being conveyed in the program. The differences between the comparison and active group about women and girls going outside the home or village for work suggests a shift as a result of the program. Girls also discussed this in the focus groups. They said they can move around more and also now have aspirations to work outside the home more than girls in the comparison group.

Table 5: Difference in dimension scores between boys and girls on the GEI

Dimension	Sample size		Min	Max	Mean		Standard Deviation		Significant Difference
	Boys	Girls			Boys	Girls	Boys	Girls	(p-value)
Equality of Rights	124	146	0	1	.89	.91	.112	.114	NO
Gendered Social Norms	124	146	0	1	.49	.53	.211	.236	NO
Gendered Responsibility	124	146	0	1	.41	.33	.319	.330	YES; p = .033*

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

As can be seen in Table 5 above, girls and boys at both the comparison site and the active site had the largest variation in perception in their views of gendered responsibility. This seems to suggest that boys in Sunamganj district of Bangladesh hold traditional ideas about men having a dominating role in the household, such as providing for their families and girls obeying the men in their family including younger brothers. Girls and boys alike indicated that women should be in charge of child-rearing responsibilities. The primary difference between girls and boys views on gendered responsibilities was that 76% girls and 54% of boys indicated a girl should obey her brother even if he is younger ($p < 0.001$). Girls' relationships with each other and with adults were largely strengthened, but it appears that more work is needed on girls' and boys' relationships.

Success Story
Liarae, age 10, Site 2, Ronobidaya Sub-district, Sunamganj District Bangladesh

Liarae's confidence has grown. Before her participation began in the ITSPLEY program three years ago, she would rarely go outside the house. Even at home, she had books, but did not read them. Now Liarae is more interested in reading books and can go places in the neighborhood. Liarae says that books and excursions outside her home have given her confidence. She says this confidence is built primarily through example by learning from other girls in the community. She is a part of a community-run ITSPLEY group that relies on girl mentors and coaches to work together with younger girls to learn life skills, gain reproductive health knowledge, and learn to play sports. Learning about the menstruation cycle was particularly important.

When Liarae first wanted to participate in ARSHI-ITSPLEY, her parents asked her "What benefit would you get from that foreign project?" Neighbors said that the project would create trouble for her. But Liarae was persistent. She shared some of the reproductive health materials and information about child marriage with her parents. Gradually, she was able to convince her parents that it is a good program and she could participate. Her brother was particularly supportive since he was a representative of a partner group.

Liarae can point to both tangible and somewhat hidden successes of the program. Proudly, she won a bicycle in a competition after winning a bicycling race. She also began to recognized leadership around her, such as when her friend held a woman's hand when giving birth during a difficult delivery. She believes she has seen and will continue to see a decrease in child marriage, violence against women, material mortality, and child mortality due to her efforts and her peers.

Liarae says now she can speak with anybody, but her peers do not have this same confidence. Through sports she can get out and take action to practice skills that help her gain confidence. She has started to pay a private tutor to help her with her studies so that she can someday become a professor. Her dream is to support her sister and nephew to have a better education and be better established in their lives. Now she can talk about sensitive health topics and important topics in her community that affect girls. There has been a change. Girls can now go outside and they have more of a voice.

8. Results and reflections: Targets, challenges, promising practices, and lessons learned

The ITSPLEY program in Bangladesh has focused largely on agency through its transformational approach to change individuals, including program staff, to be agents for advancing gender equality in local communities. Though there has been some progress in creating supportive relations and structures, more work could be done in these areas to strengthen the changes already started, through more actively building local connections and building on the critical review of the social order locally and nationally around SRH and girls empowerment. The ARSHI-ITSPLEY program began as a social movement around girls' and women's roles in society and their SRH rights. Groups are working to change their immediate surroundings, which is a daunting task given the conservatism, isolation, and hesitation to change social norms in the Sunamganj district.

The program had three strategic objectives according to the proposal, which were somewhat different when compared to those in quarterly reports:

S01: Approximately 50,000 girls will be mobilized through sport-based activities and trained on mentorship and role modeling related to leadership skills and self esteem (Sports for Social Change Initiative, October 2008).

> As of November 2011 monitoring and evaluation data suggests that approximately 41,000 girls were indirectly involved in ITSPLEY through events; 9,002 girls and 8,384 boys were directly involved (for a total of 17,386 boys and girls) through a school or community center (see Annex 3). However, CARE staff suggested that some partners lack the capacity to track participation rates in the program. It is possible that some of these figures may include double counting or other inaccuracies.

> The enrollment and participation in the program also vary somewhat by site since entire schools tend to participate in the program and community centers are much smaller. Participation rates in sports were only 20% and in civic action only 2% of the enrollment in the most recent quarter (see Annex 3). This may be somewhat underestimated since CARE staff often face challenges getting reports about participation rates from partners.

> Given the challenges in transportation and starting social change among youth and adults, even if the actual participation numbers are lower than the goal, the achievements appear to be profound and to have depth, though it appears that it would be an overstatement to say that 50,000 girls have been reached. It is safe to say that the ITSPLEY program has reached approximately 9,000 girls on a regular basis in a school or community center. If one assumes that girls then spread the information they learn to at least three more peers, then approximately 27,000 girls have been reached. As noted above, the program's

monitoring system estimated approximately 41,000 girls are involved in ITSPLEY related events, though it is unclear how this figure was calculated.

SO2: Strengthened linkages between youth groups, schools, and fun centers through sport-based initiatives (Sports for Social Change Initiative, October 2008).

Participating groups mentioned that the competitions were great opportunities for girls and boys to show what they have learned and to work with others. Schools and fun centers were sources of information and support to continue learning about leadership and SRH in particular. Linkages were encouraged and facilitated somewhat through competitions and the Marketplace Model.

Linkages between youth groups could be done at a sub-district level and perhaps use particularly strong groups to advise other groups, though there was little mention of connecting groups locally. One CARE field staff member commented that some groups advised and led other groups, though this was not discussed by partners or talked about much by staff.

The second strategic objective noted in quarterly reports was to "increase advocacy for social change involving girls in Sunamganj District". This was realized through highly localized advocacy efforts in households, communities, schools, and to some extent with local institutions and government.

SO3: Integration of SSCN activities in existing projects (ARSHI, PCTFI, NJN) and a comparative analysis of the role of sport (Sports for Social Change Initiative, October 2008).

Collaboration with PCTFI and NJN were not apparent in the sites visited for this evaluation. CARE staff noted that collaboration occurred with PCTFI in conducting studies and research in the field, but operational collaboration in schools was not mentioned. The NJN pilot program was not mentioned during the course of this evaluation, apart from some reference that it exists in the desk review, but it is not clear whether or not any collaboration took place with the NJN at field level. The fact that ARSHI and ITSPLEY appear to be inseparable suggest that the program's first strategic objective listed in quarterly reports[1] has been largely met.

The third strategic objective listed in recent quarterly reports focused on the capacity building of local partners to be able to sustain activities involving "sport-based training in leadership to youth (especially girls) in Sunamganj District." Though it was clear that the capacity of local partners had been developed, results from this evaluation suggest that partners are not yet ready to sustain the

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[1] "Youth, especially girls, in Sunamganj District in Sylhet Division regularly participate in sport-based training provided to them by local organizations and in cooperation with CARE Bangladesh's ARSHI, PCTFI, and Nijeder Janyia Nijera (NJN) pilot," (ITSPLEY FY10 Annual Report, October 20, 2010).

program independently at this stage. It seems that the energy and drive in the program is now beginning to take shape, so further capacity building and practice is needed to take the program to a new stage in which it is more driven by local partners.

Sometime during implementation the strategic objectives seemed to shift, but the overall concept of each objective was maintained. In addition to the above objectives, CARE staff mentioned the following achievements in the desk review:

- Almost 95% of girls faced forms of teasing and sexual harassment simply because they were female. Evaluation evidence from focus groups also suggests that eve-teasing has been reduced.

- 102 drop-out adolescent girls started their education again through going back to school. Evidence gathered during the course of the evaluation from Behali High School (site 1) suggests that enrollment has increased 10-20% in the school (190 in 2009; 210 in 2010; and 253, with 132 girls and 120 boys, in 2011). The head teacher attributed the increase of enrollment to increased teacher motivation and capacity, communication with parents, increased school management activities, meeting with parents, and students being attracted to co-curricular activities such as ITSPLEY. Girls' enrollment has increased faster than boys' at Behali High School during the course of the program.

- 96 early marriages have been stopped by the initiatives of the girls' groups and YFEDCs. Girls in all three focus groups at active sites spoke of stopping early marriage in some way. In the focus group interview, girls often qualified their statements about preventing early marriage since they were often not certain that they themselves were responsible for the stopping of an early marriage. However, the fact that girls believed they stopped some early marriages indicates that there has been an increased consciousness about such practices within the active sites.

The program staff from CARE mentioned that Sunamganj was relatively isolated in terms of programs for girls, women, reproductive health, and sports when compared to other districts in Bangladesh. Partners suggested that there were no other known partners working in this sector in their area.

Data quality

Data quality in this evaluation effort was fairly strong. Lessons from the collection at the first site were used at subsequent sites. For instance, the Research Assistant was instructed how to probe further for more illustrative responses in the focus groups. Likewise, the research team had discussions about how to gather survey data that would not be influenced by others' responses. At times, youth would verbally respond to answers or look toward the response sheet of their neighbor. To reduce this, the data collectors adjusted seating arrangements and read questions verbally before boys and

girls would respond to the statements on the answer sheet. The data gathered in the evaluation effort seemed to fit what different stakeholders were telling the evaluation team.

Data quality in the project's monitoring and evaluation system is somewhat uncertain, as already noted in the comments about the first strategic objective. The data quality concerns about monitoring data are as follows:

Reliability: Initially, the ITSPLEY program staff did not gather data about the cumulative number of participants, so double counting was occurring. During the course of the program the problem was corrected by counting old and new participants to estimate a cumulative count. The reliability of the data depends upon the partners' ability to maintain data and regularly count participation rates of boys and girls. CARE staff indicated that some partners struggle with reporting and maintaining data. One community partner said they would like CARE to provide a computer so that they could better manage the program.

Validity: In the monitoring system, CARE staff collect participation rates on a variety of activities, measuring output level indicators, such as sports, civic action, and events. This helps to provide an overall picture of the different types of participation that may occur. The data about what is happening versus what is being measured needs some work. As can be seen in Annex 2, it appears that participation rates are quite low in comparison to enrollment. It is not entirely clear what the CARE ITSPLEY Bangladesh team means when they talk about 41,000 girls as "indirectly involved" in the program.

Timeliness: Monitoring data is gathered quarterly from partners by the CARE field staff, though as noted in the reliability section, several partners struggle with reporting data accurately.

In the initial stages of the evaluation, a CARE staff person informed the evaluator that the baseline data for the GEI and GLI was administered but never completely entered into a database. However, the evaluation data exists in hard copies filed in the CARE Sunamganj office. It is unfortunate that this data was gathered but has never been used due to the lack of time or effort to enter the data into a database. The reason why this data was not entered was due to concerns over the reliability and validity of the instrument; however, it appears it was never fully tested since too little data was entered to make this assessment.

Accuracy: Data is stored in Excel and SPSS, and reporting formats were used for each quarter to obtain data from the partners. CARE staff mentioned that the quarterly data from local partners has questionable accuracy. Partners do not appear to know how to properly gather or report data. This is an area of capacity building that CARE staff could engage with partners to gather data not only to report to the supporters of programs, but to train partners about data and information can be used to guide the program management.

Integrity: There were two data integrity problems. First, the reliability and accuracy were questionable as already noted. Second, the CARE staff did not appear to know how to use the monitoring data for program management, or to teach the partners how to use data to inform implementation efforts. Data analysis report formats and orientation on how to use monitoring data in day-to-day or month-to-month program management could help to increase interest in data. Data integrity seemed to be lacking, in part because it was not clear to the partners how data could be used.

The challenges the ITSPLEY program encountered were many. First and foremost, sparking social change in somewhat conservative and isolated areas takes time and persistence. CARE staff and local partners echoed this sentiment. The commitment and enthusiasm that local partners had for the program made it clear that the challenges they faced in implementation were surmountable and worth it. Program personnel wanted more training and orientation to ensure that the program would continue. In schools this training and orientation is particularly important since teacher facilitators could be transferred to another school. The program timeframe is too short for the types of changes it seeks to achieve. The locations are remote and travel is challenging in the *haor* (flooded) areas during both the rainy and dry seasons. Such places need programs such as these so that girls and women have the chance to pave an alternative path in rural areas. CARE found that men's perspectives were slowing the program and not fully being addressed, so adding the Men's Fair and intentionally involving male local and religious leaders was key to this initiative. Involving boys was often a challenge because some aspects of the program were not oriented toward them and they were engaged in other extracurricular activities. Overall, the program model and the staff involved were highly responsive to what they saw on the local level through observation. As indicated above, they could strengthen how they also use data for program management.

The Bangladesh program offers a strong example of how ITSPLEY was made to be locally relevant. In building upon the foundation of ARSHI, the program already had a good start of addressing key issues for girls in the community, such as reproductive health and early marriage. Partners and CARE staff took an inward look into individual agency and community practices helped to define how communities could be transformed. This exploration process took part playfully with sports and arts as a mechanism. Having a playful element using sports and cultural expression to such serious and life-changing topics seemed quite effective.

9. Conclusions and recommendations

ARSHI-ITSPLEY provides an exemplary example of one initiative that has built upon the strengths of another (i.e., ITSPLEY upon ARSHI) to address locally relevant concerns. Though there were barriers to convince local institutions that the program is appropriate for the community culturally and socially, the program has managed to spread in depth and to some extent in breadth horizontally. In the next phase building from ARSHI-ITSPLEY, CARE Bangladesh could build further on existing efforts by building the

capacity of promising partners further so they could serve as trainers for new partners, concentrating on the relations and structures that influence the program through activities with youth and partners.

Promising practices

The practice of using sports and arts as a mechanism to introduce life skills in confidence-building, voice, and leadership, as well as SRH, was at the core a promising practice. Local partners reported that more girls had gone to school as a result of the program since they were more interested in learning and could also convince their families to allow them to participate. Having multiple types of partners was also a promising practice since each type of partner offers a somewhat different perspective. Schools provide relatively structured activities for large groups of girls and boys. Community level programs provide small group and even individual attention that girls, and to some extent boys, needed to be coached in both sports and leadership.

The Men's Fair was a promising practice that appears to be unique to Bangladesh. Bringing boys and men more into the program was popular in all active sites. This can be done through events, such as the Men's Fair, but it would also be important to consider regular ongoing engagement with boys within ITSPLEY and ARSHI. For instance, more reproductive health information for boys and knowledge about violence against women could be brought more into the day-to-day activities, along with sports and the arts. This change would involve making ITSPLEY a boys' *and* girls' activity, emphasizing gender equality and SRH through sports and arts.

Key lessons learned

Though school partners can help to reach a larger number of youth in one setting, the community partners have their strength in providing an open and relatively unstructured space for girls to explore and practice their leadership and organizing skills. The characteristics of community partner programs would also be somewhat varied since it appears that their local resources and connections determine the focus of their complementary efforts, such as having ICT as part of the program.

Sports and extracurricular activities attracted girls to schools. Girls' enrollment rates at schools appeared to be on the rise, due at least in part due to the ITSPLEY program. The CARE Bangladesh team could conduct an annual review of school enrollment rates within participating schools and local schools near community sites. This review would need to include a short interview with school officials regarding the reasons they attribute to enrollment changes.

The program was a locally-driven effort largely because the partners were able to use and adopt the program as they saw fit. Although some communities were resistant to the ITSPLEY and ARSHI programs as coming from outside, the program process allowed for exploring health and gender norms on the local level. Those concerned about the program were able to voice their concerns and be heard.

Suggestions for improvement

The CARE staff seemed hesitant to collect and use data to illustrate how the efforts were progressing. Basic monitoring training to illustrate how data can be used for management purposes would help to guide CARE staff to get a better sense of the strengths at each site and solicit continuous feedback to inform their efforts. Two areas of improvement for data collection could be: Orienting CARE staff about how data can be used to benefit program implementation and management efforts, and subsequent work with partners to share how data can help them to understand the effects of the program and progress toward reaching targets. In doing such work, it would be helpful for local partners to set their own targets in addition to collecting basic data.

The partners suggested there was open communication with CARE staff. On the one hand this openness allowed for local adaptation, but the indicators of progress and sense of what the program's theory of change was appeared to be a moving target. CARE Bangladesh seeks to create a social movement around women's reproductive health, gender equality, and reducing violence against women but monitoring data and data collection targets are important to the USAID-funded program. Combined focus on building agency within individuals and groups, combined with groups taking action to change structures and social relations, would help advance the partnership CARE has with ITSPLEY implementers. The next step would be for the partners to identify local or even national structures they would like to change and identify priorities for the social relations they would like to address. In the program, it appeared that individual agency was emphasized more than social relations and structures. If the program continued to emphasize agency, participating girls may become frustrated as their capacity to effect change in their own lives encounters structural and social relations barriers. The combination of agency, social relations, and structural change is a strength of this program.

The CARE staff mentioned journalism, writing, and other forms of communication as a part of the program. However, partners did not mention newsletters or written work at all. Similarly, there have been some impressive movies (five total) and art work printed in publications, but it appeared that this work was not being used at program sites. Further use of movies and art work exhibits, such as the Art for Life exhibit and new wave demonstration by boys protesting violence against women, could help to spark interest in the program at a local level. Competitions and drama created a good platform for interaction, but along with arts and other forms of expression, even more talents from youth could be showcased at local gatherings to help advance local social change and questioning of harmful practices. Girls and boys who are less inclined to one form of expression (sports or arts) can find an appropriate form of expression that suits them to take part in the program and be involved in local advocacy within their community.

Program concentration, scaling-up, and replication

The program is well worth continuing. A possible avenue would be to first concentrate the program in the existing groups to have expert partners who can assist in replicating

the program elsewhere. There are many scale-up opportunities that can be integrated into the program model. For example, CARE staff could work with local partners to identify formal and informal policies and practices they would like to change in the program, then work as a group to learn how to effect change through lobbying, campaigning, sharing information, and organizing events.

CARE Bangladesh could help to support the program spread as well as advocacy and policy efforts through a cluster model. CARE staff along with experienced partners could work with novice partners to learn how to implement the program and also share resources. The experienced partners could gain some recognition or even payment for their services, such as getting funds or in-kind equipment in exchange for their time. Advocacy and policy efforts could be brought more into the program to highlight the structures and social relations the groups would like to change first on the local level, but possibly also on regional and national levels. Resources, such as sound systems, computers and relatively expensive sports equipment could be shared among partners with a lead partner maintaining equipment (i.e., resource exchange).

The Marketplace Model could also be held regularly on a local level so that partners can see that they can organize such activities on their own. Networking on a regional or even national level could be done as needed, when issues raised among groups need further work. The Marketplace Model could be a bartering or resource exchange as it is now, but it could also focus on organizing efforts to change structures and associated policies or practices. To help the program spread, CARE staff may also want to advise partners about how to market themselves for the Marketplace Model. One idea could be to first practice such marketing on a local level every four to six months, then eventually move toward annual regional or possibly national connections.

Next steps and additional investments

The next steps appear to be to determine how the ITSPLEY program can continue in schools and community groups into the future. Based on conversations with the CARE staff, integrating ITSPLEY along with other programmatic efforts in CARE could be a viable option. Having separate staff for ITSPLEY helped staff to concentrate their efforts, but if more staff within CARE had some knowledge about the program, they could integrate it into other efforts focused on school management, gender equality, sexual and reproductive health, and local policy change. The model appears to be transferrable and the CARE staff could share their experience with partners and other CARE staff to help spread the effort through a network.

The investments needed for the program to continue and expand would require either having CARE staff work on multiple projects in geographical areas or continue to work on a particular project in a more broad regional area. Partners would benefit from having access to resources that help them hold events; such as, sound systems competitions, music, or drama events. Transportation and the rental of sound equipment was a barrier for several partners. In school, the lack of fencing around the property and limited access to fields that would not flood challenged partners. Such

problems could be addressed with additional investment. Should funding become available, the program could further support partners with some relatively expensive resources such as sound systems, computers to manage program data and expenses, and further training for youth mentors and leaders.

Final conclusions and recommendations

There are three main conclusions. First, the program model is very strong, so program concentration can pave the way for expansion, but would necessarily include recognition and even awards for partner accomplishments. Second, data was not fully appreciated in how it could be used as a tool to measure change and for program management. Third, boys' involvement could be increased so that they do not feel left out, while maintaining the priority on working with girls in civic engagement around gender equality. This third recommendation would help to bridge personal agency and practice to policy and changing relationships.

Measuring change and using data for management
The increase in school enrollment was attributed to the ITSPLEY program in one school. The CARE Bangladesh staff could monitor school enrollment by asking local schools near community sites and within schools for their annual enrollment figures. This data could be confirmed through national statistics published by the government in the Educational Management Information System (EMIS, http://emis.gov.bd, see reports) and by obtaining data directly from schools. UNICEF, UNESCO, and the Asian Development Bank appear to work with the EMIS system, so these agencies could also be consulted regarding the accuracy of the data and considerations when using EMIS data to monitor change. There may be opportunities for other simple measure such as this that can use existing data to better understand the changes that appear to be occurring around the program. This data needs to be supplemented with observations by local stakeholders that could be gathered in periodic reports or interviews.

Using monitoring data for management purposes appeared to be somewhat unclear for several CARE staff. Many staff collected data and sent it to the appropriate people, but they did not seem to have reports and data analysis available to help them manage the program. When partners and CARE staff alike better understand the interests of those who participate and the unmet interests of those who do not come regularly, then they can better cater the program to fit the needs of girls and boys. For instance, boys appeared to want more activities; and some girls were concerned that activities extended into the evening.

Program concentration to pave the way for expansion
The program partners thought that the support from CARE staff and in-kind materials were helpful. The partners could continue the program even without further support at this stage. However, partners mentioned that their ability to expand in their own communities would be strengthened by training more mentors and leaders. According to the most recent quarterly data (July-September 2011), 1,093 youth facilitators trained were facilitating sports activities, though it appears that one sub-district has

overestimated the number of youth facilitators trained. So approximately 300 youth facilitators trained may be a more reasonable estimate. According to monitoring data, approximately 280 program staff or volunteers from partners were trained (Annex 2). Considering the scale of the operation, implementing partners trained few people. Partners wanted the time to further understand program components so they could strengthen it further. Partners could also be used as consultants of sorts to work with other communities to help spread the program. Collaboration between sites could serve as a platform for action to organize local, regional, or even national advocacy to change structures and social relations.

Involving boys and girls in civic engagement around gender equality
Already the ITSPLEY program has shown that the transformational model leading to gender equality is powerful in fostering agency among girls, boys, and community members. A recommendation would be to work with groups around learning how to organize campaigns for change in policy or practice in their community. Although there were signboards and events on relevant issues about the program, the end goals in terms of changing ongoing policy and practice were ambiguous. Thus far the program has a strong foundation working on agency and outreach. Groups could learn how to engage with local leaders and even regional and national leaders to develop improved practices or policies that they prioritize.

The Men's Fair could be further integrated into the program rather than being seen as a complementary event. Subsequent Men's Fair sessions could help to define how boys could be further engaged in realizing gender equality, improving leadership for all, and supporting policies and practices for improved reproductive health and decreased violence. Though boys were not omitted from the program, they appeared to be participating much less in each site visited than the monitoring database indicated. The level of engagement of boys was not as high, yet boys were noted as critical actors in helping to reduce eve-teasing and gaining support for decreasing violence against women. Just as ARSHI began with a critical diagnosis of boys' involvement in gender equality, SRH and GBV could help to provide direction for further efforts.

Annex 1 – Site selection process for the summative evaluation of ITSPLEY

Process: ARSHI-ITSPLEY is working with the 51 (listed as 53 in more recent figures) partners that include 29 schools and 24 CBOs, clubs, or YFEDCs. Out of the gross 51 partners, 31 partners participated in the Marketplace workshops with their expertise, experiences, and skills that culminated in six collaborative projects. These partners have come to participate in the Marketplace workshop with some of their outstanding performances and proven skills and specialties. Also it did not take into account the newly incorporated 12 partners that were included in the last six months.

First step of selection: The monitoring and evaluation (M&E) officer asked program staff to identify the most active sites for selection. Based on their assessment, 23 schools and 16 community groups were identified. The 31 partners who had participated in the Marketplace workshop, were active in facilitation of leadership development activities through sports and art, had various success stories, etc., were given priority to be included in the sample in this assessment process.

Second step: There are 10 sub-districts in Sunamganj district. One school and one community organization were selected from each sub-district to aim for geographic representation among sites so that each sub-district had an equal chance of being selected. Thus, 20 partners (10 schools and 10 community organizations) were selected or short-listed for the random sampling of school and community groups. At the end, by using an Excel spread sheet, all 10 partners (schools) were randomized in MS Excel and sorted from the ascending order to descending, and the seventh interval was picked. The same process was used with the community groups. Beheli high school of Jamalganj sub-district and Rono Bidhya YFEDC of Bishwamberpur were randomly selected.

Comparison site selection: For the comparison site, seven sites had been deliberately chosen from the seven sub-districts under Sunamganj districts. Most of them were schools where no ITSPLEY interventions were facilitated. Then they were randomized using the Excel spread sheet and selected at the seventh interval. The site was Bongshikunda high school under Dharmapasha sub-district.

Fourth site: Since one of the active sites (Rono Bidhya YFEDC) had fewer than the number of boys and girls needed to fulfill the target of the sample size, the evaluation team went on for the fourth site. This process listed five community organizations from the second step's short-list based on the higher number of girls and boys present to avoid having too few participants for data collection purposes. This coverage took into account fulfilling the target of the sample size. After this short-list, it was randomized and the third one listed was picked using randomly sorted sites in the Excel spread sheet. Anandopur Progoti Jubo Shangho of Sulla sub-district was determined to be the fourth site.

Annex 2 – Monitoring data from ITSPLEY in Sunamganj District

Participation rates and events by Upazilla

Upazilla (sub-district)	Enrolled in ITSPLEY		Sports boys and girls (July-Sep 2011)		Civic action boys and girls (July-Sep 2011)		Social network events (July-Sep 2011)	
	Total	% girls	reported total	% girls	reported total	% girls	No. events	Girls particip.
Biswamberpur & Tahirpur	3482	54%	239	49%	120	62%	12	43
Chhatak	2055	50%	267	59%	35	43%	6	45
Dawarabazar	2060	50%	700	64%	38	79%	5	50
Dharmapasha	1985	54%	Missing data		Missing data		Missing data	
Jagannathpur	1351	47%	622	54%	31	35%	10	64
Jamalganj &Derai	3129	49%	997	64%	71	62%	9	70
Sulla	871	76%	303	73%	20	65%	7	65
Sunamganj, Sadar	2453	47%	416	75%	45	56%	15	25
TOTAL	**17386**	**52%**	**3544**	**63%**	**360**	**59%**	**64**	**362**

Partner types by Upazilla

Upazilla (sub-district)	School			Existing clubs / groups			YFEDC (CARE initiated)		
	partners	Enrolled	% girls	partners	Enrolled	% girls	partners	enrolled	% girls
Biswamberpur & Tahirpur	5	2300	* 57%	4	1090	46%	1	92	71%
Chhatak	3	1321	52%	1	272	22%	3	462	62%
Dawarabazar	5	1773	49%	1	287	55%	0	0	
Dharmapasha	2	1187	52%	3	581	60%	1	217	52%
Jagannathpur	3	1071	48%	1	187	27%	1	93	73%
Jamalganj &Derai	6	2125	52%	2	576	51%	3	428	33%
Sulla	2	636	* 85%	1	235	52%	0	0	
Sunamganj, Sadar	3	1927	51%	1	250	12%	1	276	54%
TOTAL	**29**	**12340**	**54%**	**14**	**3478**	**45%**	**10**	**1568**	**52%**

* Includes one girls' school

Training rates by Upazilla

Upazilla (sub-district)	Trained youth facilitators		Youth facilitating sports based activities		Partner staff trained in sports		Community sensitization on gender (July-Sep 2011)		
	Female	Male	Female	Male	Female	Male	Events	Female	Male
Biswamberpur & Tahirpur	374	459	26	14	26	19		5	7
Chhatak	33	20	8	7	6	6	7	25	26
Dawarabazar	0	0	25	8	20	8	12	500	600
Dharmapasha	No data		No data		No data			No data	
Jagannathpur	56	48	10	15	33	27	3	46	83
Jamalganj &Derai	19	16	29	17	47	12	3	130	75
Sulla	44	24	32	10	51	25	9	177	225
Sunamganj, Sadar	0	0	20	16	0	0			
TOTAL	**526**	**567**	**150**	**87**	**183**	**97**	**34**	**883**	**1016**

Annex 3 – Program foundation and critical steps for ARSHI-ITSPLEY

Planning *Formulating the program intervention*	Outreach *Supportive relations for girls and boys*	Action *Leadership development, SRH learning*	Fact-finding *Realized changes, react to realities*	Scale-up action *Expanding the program*
ARSHI community diagnosis and situation analysis (2005) →	Identify critical sexual and reproductive health rights (SRHR) →	Train service providers are sexual and reproductive health (SRH) issues. →	Context analysis at sites to inform the ARSHI strategy → ↘	Begin ARSHI by training service providers ↙
	Peer youth leader volunteers introduced (2008) ←	Gathered groups of adolescent girls (and boys) in fun centers ←	Shift from service providers to empowerment model ←	
Address the underlying discrimination ("power within" framework) ↘	Contact teachers, community, and religious leaders to support ARSHI →	Art for Life combined SRHR and cultural expression →	Transformational approach for SRH to include leadership skills and practice →	Expand ARSHI (42 sites) ITSPLEY began in select ARSHI sites (2009) ↙
CARE involved in national-level sports and SRHR work for girls ↘	Men's Fair for gender justice (2010) ←	ITSPLEY training on leadership and sports in addition to culture and SRH from ARSHI ←	Recognized need to include men and boys, though challenges in involving boys ←	
	Marketplace Model in Dhaka (2011) →	Expand ARSHI-ITSPLEY (ultimately to 53 sites) →	Implementation focused on agency with some attention to structure and relations in reference to the empowerment framework (2011 Summative Evaluation finding)	

Photos

Girls playing football at Behali High School toward the end of the school day, 19 November 2011

Girls and boys watching football from the sidelines at Behali High School, 19 November 2011

Playing on a large version of *Ludu* (snakes and ladders) with SRH messages at Rodobidaya YFEDC, 20 November 2011

Girls and boys at the Rodobidaya YFEDC saying goodbye, 20 November 2011

Traveling by motorbike to the comparison site in Dharmaphasa sub-district, 22 November 2011

Curious boys and girls standing outside the room where the GEI was being administered at the comparison site, 22 November 2011

The evaluation team - from left to right: Jesmin (data collector sites 1-4), Gony (data collector sites 1-3), Aziz (CARE BD), Ferdous (aka "Shikha", Research Associate sites 1-3), Heidi (Country Coordinator sites 1-3), Sani (Translator sites 1-3 and Research Associate at the 4th site), Shahid (CARE M&E Officer), 23 November 2011

Gender Equity Index (GEI) results

GEI results for Bangladesh comparison and active sites	Girls % Agree			Boys % Agree		
	Comp.	Active	p value	Comp.	Active	p value
Number of respondents (n)	43	103		38	86	
Equality of rights:						
1. The presence of a father is very important in the life of the child, even if the parents are divorced.	97.7%	90.3%	Not sig.	78.9%	79.8% (n=84)	Not sig.
2. Girls have the same right as boys to be educated.	97.7%	100.0%	Not sig.	97.4%	97.7%	Not sig.
3. Women have the same right as men to work outside the house.	**51.2%**	**91.3%**	**< 0.001 (df 144)**	**44.7%**	**93.0%**	**< 0.001 (df 122)**
4. A woman could be a President or Prime Minister and be as good as a man.	95.3%	99.0%	Not sig.	97.4%	100.0%	Not sig.
5. Women should have equal access to leadership positions at the village, district and state government level.	88.4%	97.1%	0.035 (df 144)	**81.6%**	**97.7%**	**0.001 (df 122)**
6. Women can be Engineers or Scientists like men.	93.0%	96.1%	Not sig.	86.8%	89.5%	Not sig.
7. A woman has the same right as a man to work outside the village.	**67.4%**	**93.2%**	**< 0.001 (df 144)**	**57.9%**	**90.7%**	**< 0.001 (df 122)**
8. Girls have the same rights as boys to express their opinions.	95.3%	97.1%	Not sig.	89.2% (n=37)	98.8%	0.013 (df 122)
9. Boys should ask their parents for permission to go outside just like girls.	90.7%	96.1%	Not sig.	100.0%	96.5%	Not sig.
10. There should be places where girls can practice social, cultural and sports activities, just like there are places for boys.	74.4%	81.6%	Not sig.	86.8%	79.1%	Not sig.
11. Girls have the right to select their female friends just as boys select their male friends.	83.7%	94.2%	0.044 (df 144)	**81.6%**	**96.5% (n=85)**	**0.005 (df 122)**
12. It is necessary for a boy to have a male friend to talk with about his problems.	79.1%	87.4%	Not sig.	76.3%	90.6% (n=85)	0.034 (df 122)
13. If I see a man beating his wife, I should try to stop him.	86.0%	96.1%	0.028 (df 144)	84.2%	89.5%	Not sig.
14. I respect and appreciate the man who walks away from a fight.	86.0%	91.3%	Not sig.	100.0%	90.7%	Not sig.
15. If I see a boy teasing a girl, I should stop him.	83.7%	84.5%	Not sig.	89.5%	84.9%	Not sig.

GEI results for Bangladesh comparison and active sites	Girls % Agree			Boys % Agree		
	Comp.	Active	p value	Comp.	Active	p value
Gendered social norms						
16. Boys are better than girls in sports.	48.8%	61.2%	Not sig.	68.4%	75.6%	Not sig.
17. To be a man, you need to be tough. If a boy tells his friends he is afraid, he will look weak.	55.8%	76.7%	0.011 (df 144)	60.5%	72.1%	Not sig.
18. If someone insults me, I have to defend my reputation by fighting.	32.6%	27.2%	Not sig.	**10.5%**	**33.7%**	**0.007 (df 122)**
19. A woman should bear her husband's violence in order to keep her family together.	67.4%	46.6%	0.021 (df 144)	63.2%	41.2%	0.024 (df 122)
20. I think it is acceptable that a husband beats his wife if she disobeyed him.	60.5%	50.0%	Not sig.	76.3%	55.8%	0.030 (df 122)
21. Violence is a natural reaction for men – it is something they cannot control.	46.5%	48.5%	Not sig.	**26.3% (n=84)**	**56.0%**	**0.002 (df 122)**
22. If a woman insulted her husband, he has all the right to beat her.	67.4%	45.6%	0.016 (df 144)	**55.3% (n=85)**	**30.6%**	**0.009 (df 122)**
23. Boys have more opportunities than girls to go to university.	39.5%	52.4%	Not sig.	63.2%	59.3%	Not sig.
24. When the family cannot afford to educate all children, only boys should go to school.	27.9%	29.1%	Not sig.	34.2%	25.6%	Not sig.
25. A man should be better educated than his wife.	53.5%	45.6%	Not sig.	68.4%	64.7% (n=85)	Not sig.
26. Boys are more intelligent than girls.	32.6%	30.1%	Not sig.	52.6%	45.2% (n=84)	Not sig.
Attitudes about gender responsibilities						
27. Changing diapers, giving the kids a bath, and feeding the kids are the mother's responsibility.	**88.4%**	**63.1%**	**0.002 (df 144)**	81.6%	65.1%	0.066 (df 122)
28. A girl should obey her brother even if he is younger than her.	69.8%	77.7%	Not sig.	39.5% (n=84)	61.9%	0.021 (df 120)
29. It is the father's responsibility to provide money for the family.	62.8%	53.4%	Not sig.	47.4%	50.6% (n=85)	Not sig.

Girls' Leadership Index (GLI) results

GLI results for Bangladesh comparison and active sites (p value for comparison vs. active girls in ITSPLEY)	Comparison Girls % (n=77)		Active Girls % (n=130)		p values	
	Rarely/ Some-times	Often/ Always	Rarely/ Some-times	Often/ Always	All 4 response options (separate)	Often and always combined
VAMO						
1. I realize that things I say and do sometimes encourages others to work together.	1.3 26.0	20.8 51.9	3.8 13.1	42.3 40.8	Not sig.	Not sig.
2. When a task to accomplish is clear, I like being part of a group to get it done.	11.7 19.5	26.0 42.9	3.8 26.2	13.1 56.9	Not sig.	Not sig.
3. I recognize that what motivates some people is different from what motivates others.	24.7 39.0	22.1 14.3	10.8 36.2	34.6 18.5	0.011 (df 205)	Not sig.
4. I enjoy gathering people together to make things happen.	9.1 22.1	13.0 55.8	10.0 17.7	6.2 66.2	Not sig.	Not sig.
5. I am comfortable when people look to me for advice and guidance about things.	**11.7** **57.1**	**11.7** <u>**19.5**</u> **31.2**	**4.6** **20.0**	**5.4** <u>**70.0**</u> **75.4**	**< 0.001 (df 205)**	**< 0.001 (df 205)**
Voice						
6. While my experiences and ideas may be different from others, I know that I can bring useful ideas to a discussion.	11.7 20.8	22.1 45.5	6.9 27.7	25.4 40.0	Not sig.	Not sig.
7. I do not hesitate to let others know my opinions.	**27.3** **11.7**	**24.7** <u>**36.4**</u> **61.1**	**11.5** **7.7**	**15.4** <u>**65.4**</u> **80.8**	**< 0.001 (df 205)**	**0.002 (df 205)**
8. I am not shy to ask questions about things that I do not understand.	5.2 27.3	27.3 45.5	6.9 19.2	13.8 60.0	Not sig.	Not sig.
9. I am comfortable putting my thoughts into words. (active girls n=129)	24.7 29.9	15.6 29.9	8.5 29.5	30.2 31.8	0.023 (df 204)	
10. In a group setting, I expect the opportunity to share my thoughts.	6.5 42.9	22.1 28.6	7.7 24.6	18.5 49.2	0.012 (df 205)	Not sig.

GLI results for Bangladesh comparison and active sites (p value for comparison vs. active girls in ITSPLEY)	Comparison Girls % (n=77)		Active Girls % (n=130)		p values	
	Rarely/ Some-times	Often/ Always	Rarely/ Some-times	Often/ Always	All 4 response options (separate)	Often and always combined
Decision making						
11. There are times when decisions I make can influence others.	**22.1** **46.8**	**20.8** <u>**10.4**</u> **31.2**	**14.6** **29.2**	**33.1** <u>**23.1**</u> **56.2**	**0.001** **(df 205)**	**< 0.001** **(df 205)**
12. I recognize that I have control over my own actions.	7.8 26.0	15.6 50.6	10.8 11.5	19.2 58.5	Not sig.	
13. I try to consider things from different perspectives before making a decision.	10.4 18.2	**18.2** <u>**53.2**</u> **71.4**	4.6 6.9	**31.5** <u>**56.9**</u> **88.4**	0.045 (df 205)	**0.002** **(df 205)**
14. I try to anticipate the consequences of possible actions, and make decisions based on those consequences.	5.2 26.0	24.7 44.2	4.6 17.7	17.7 56.2	Not sig.	Not sig.
15. I see that things I choose to do today can impact my life in the future.	18.2 16.9	18.2 46.8	8.5 26.9	18.5 46.2	Not sig.	Not sig.
Confidence						
16. When I have made up my mind about something, I take actions that demonstrate commitment to that point of view.	10.4 39.0	16.9 33.8	11.5 40.0	21.5 26.9	Not sig.	Not sig.
17. If someone does not understand an explanation that I am giving, I don't give up but try to find a different way of saying what is on my mind.	9.1 19.5	23.4 48.1	3.8 13.8	29.2 53.1	Not sig.	Not sig.
18. I am aware of my strengths and weaknesses, and feel comfortable working within my abilities and limitations.	3.9 24.7	22.1 49.4	6.9 16.2	16.9 60.0	Not sig.	Not sig.

GLI results for Bangladesh comparison and active sites (p value for comparison vs. active girls in ITSPLEY)	Comparison Girls % (n=77)		Active Girls % (n=130)		p values	
	Rarely/ Some-times	**Often/ Always**	**Rarely/ Some-times**	**Often/ Always**	**All 4 response options (separate)**	**Often and always combined**
19. In school, I am willing to be called on by my teacher to answer questions.	6.5 11.7	27.3 54.5	6.9 19.2	25.4 48.5	Not sig.	Not sig.
20. I do not hesitate to speak or respond to adults in appropriate situations.	**1.3** **46.8**	**31.2** **20.8** **52.0**	**7.7** **21.5**	**17.7** **53.1** **70.8**	**0.001 (df 205)**	**0.006 (df 205)**
21. If someone treats me unfairly, I take action against it.	20.8 23.4	15.6 40.3	15.4 23.8	17.7 43.1	Not sig.	Not sig.
**Organization**						
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.	3.9 24.7	28.6 42.9	3.1 30.8	24.6 41.5	Not sig.	Not sig.
23. I recognize that planning ahead can often help things go as I want them to go.	11.7 37.7	24.7 26.0	12.3 29.2	17.7 40.8	Not sig.	Not sig.
24. I can help organize others to help accomplish a task.	7.8 19.5	20.8 51.9	6.2 14.6	23.1 56.2	Not sig.	Not sig.

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