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 **GiRLS Inspire**

Learning for empowerment.

Baseline–Endline Report

**Preventing Child, Early and
Forced Marriage (CEFM)**

through Open, Distance and Technology-based Education
in Bangladesh, Mozambique, Pakistan and Tanzania



BASELINE—ENDLINE REPORT

Preventing Child, Early and Forced Marriage (CEFM) through
Open, Distance and Technology-based Education in Bangladesh,
Mozambique, Pakistan and Tanzania

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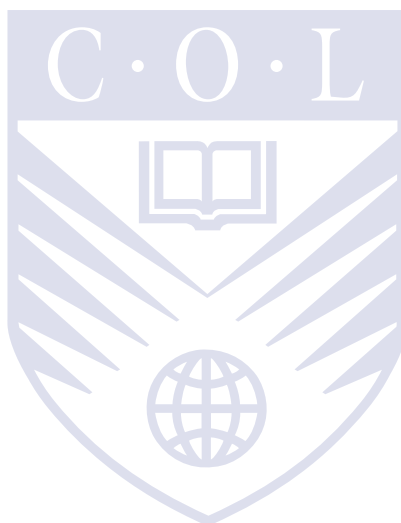


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ACRONYMS AND ABBREVIATIONS

ADPP	Ajuda de Desenvolvimento de Povo para Povo, Mozambique
CEFM	Child, early and forced marriage (CEFM)
CMES	Centre for Mass Education in Science, Bangladesh
COL	Commonwealth of Learning
GAC	Global Affairs Canada
IAE	Institute of Adult Education, Tanzania
KIWOHEDE	Kiota Women's Health and Development, Tanzania
M&E	Monitoring and Evaluation
ODL	Open and Distance Learning
PMF	Performance Measurement Framework
Progresso	Associação Progresso, Mozambique
SPARC	Society for the Protection of the Rights of the Child, Pakistan
SSS	Shidhulai Swanirvar Sangstha, Bangladesh





EXECUTIVE SUMMARY

GIRLS INSPIRE WAS A MULTI-COUNTRY INITIATIVE to provide 25,000 women and girls with life skills and vocational training in order to open up educational and employment opportunities for them and prevent child, early and forced marriage (CEFM). The project was implemented in Bangladesh, Mozambique, Pakistan and Tanzania and engaged community members, women and girls, employers and organisational partners to holistically change norms on CEFM and increase women's and girls' economic and educational capacities.

This report explores the results of the Baseline-Endline study conducted throughout the project to capture its long-term impacts, and was conceptualised through the Performance Measurement Framework (PMF). Surveys were created to measure changes in attitudes and behaviours from before and after participation in the project among the women and girls, employers, community members and organisational partners. This report unpacks the results of these surveys and draws on supporting qualitative data, drawn from open-ended questions, case studies and partner reports, to highlight changes that occurred during the project.

The first section of this report details the objectives of the baseline-endline study and its guiding theoretical framework, rooted in the theories of women's empowerment, sustainable livelihoods and CEFM prevention. This is followed by a description of the study methodology, which details the surveying strategy and the data collection and analysis processes.

The second section comprises the results of the baseline-endline study. It begins with a profile of the women and girls in the study and, in the sections Empowering Women and Girls and Achieving Sustainable Livelihoods for Women and Girls, there is an in-depth look at the project's impacts. This is followed by a section on how the project influenced CEFM norms and community perceptions of various aspects of women's and girls' lives.

Empowering Women and Girls focuses on three key themes involving empowerment: educational opportunities, employment and decision making. These themes are analysed for deeper connections to each other through correlation and regression analysis, demonstrating that the process of developing women's and girls' empowerment is multifaceted, and the various influencing factors interconnected.

Achieving Sustainable Livelihoods for Women and Girls shows how the project impacted the development of the assets and economic capabilities of the women and girls who participated in the project to allow them to be more resilient. This is done through frequencies and association measures to show the connections between assets and capabilities development and women's and girls' employment.

Preventing Child, Early and Forced Marriage explores the project's impacts on CEFM at a community and organisational level, using frequency measures to show communities' increased capacity to tackle CEFM.

The report concludes with a short summary of the findings and policy recommendations for practitioners and community organisations working on development projects focused on CEFM.



SUMMARY OF KEY FINDINGS

Presence of Child, Early and Forced Marriage

(CEFM): For women and girls in this project, the prospect of CEFM is a reality that they live with and that can prohibit them from realising their full potential: 31 per cent of respondents at baseline reported being married. Of those, 64 per cent were married by or before the age of 17.

Dropping Out of Formal Education: Women and girls often dropped out of formal education, particularly before entering secondary school. The top three reasons for dropping out of school were poverty, marriage and family crises.

Empowering Women and Girls: Women and girls reported an increase in feelings of empowerment through their participation in the project. They reported that the project had a significant impact on their social rights knowledge (55 per cent) and family decision-making abilities (55 per cent) at endline. Women's and girls' ability to make health-related decisions had increased at endline, with 93 per cent stating that it was good/very good. As well, women's and girls' community decision-making abilities increased, with 88 per cent stating it was good/very good at endline. These empowerment dimensions showed strong association with endline aspirations for education and employment, meaning that empowering women and girls with soft skills and leadership skills encourages them to take active steps towards securing their independence and livelihoods.

Economic Capabilities for Women and Girls: Women and girls reported that the project had significant impacts on their economic capabilities at endline, including a significant impact on their readiness for employment (49 per cent), economic leadership (42 per cent), access to economic opportunity (49 per cent) and ability to find work (49 per cent). At endline, these economic capabilities correlated with women's and girls' desire for employment, which suggests that encouraging women's and girls' economic capabilities will reinforce their employment aspirations.

Employment for Women and Girls: At the start of the project, 89 per cent of the women and girls reported not being employed. Through a variety of project interventions, including skill building and community and employer engagement, 52 per cent of women and girls reported that they had employment at endline. Of those who found employment, 98 per cent reported that this occurred after project-related training.

Access to Financial and Technological Assets: The project showed small gains in access to ICTs and financial services for women and girls. At endline, 36 per cent of women and girl respondents stated that they had opened a bank account during the project period. More women and girls reported having permission to use ICTs as well, with 34 per cent stating they had permission to use an ICT belonging to a family or community member at endline. Bank account ownership and permission to use an ICT were associated with women's and girls' employment status, showing how these tools and technologies can help women and girls find and keep employment.

Community Engagement on CEFM: Community members were engaged throughout the project to shift community norms on CEFM, and to build awareness about the consequences of this practice: 32 per cent of community members reported learning about CEFM through the project. The profile of CEFM was raised significantly: at baseline, 42 per cent of community members considered CEFM a very significant concern; at endline, that had increased to 59 per cent.



ABOUT THE PREVENTING CHILD, EARLY AND FORCED MARRIAGE PROJECT

The *Preventing Child, Early and Forced Marriage (CEFM) through Open, Distance and Technology-Based Education* project is a three-and-a-half-year project in four countries, funded by Global Affairs Canada. Through this initiative, the Commonwealth of Learning (COL) aimed to break the cycle of CEFM and create an enabling environment for both unmarried and married women and girls to achieve the following results:

- 1) enhanced economic leadership role in the family and community for 25,000 women and girls who will be able to take and exercise greater control over decisions that influence their lives, including getting married and having children at a time of their choosing;
- 2) increased equitable participation in quality ODL by women and girls in disadvantaged communities; and
- 3) increased access to safe, quality and gender-sensitive Open, Distance and Technology-based learning opportunities for women and girls in rural communities of the selected countries.

THE PROJECT HAS PREVENTED

1,181

**CHILD MARRIAGES
ACROSS THE
FOUR COUNTRIES.**

COL worked with eight partner organisations in Bangladesh, Pakistan, Mozambique and Tanzania to empower women and girls who were impacted by or at risk of child marriage with life skills and vocational training. Through the project, 30,694 women and girls completed life skills and vocational training, and 6,899 women and girls applied for employment or other income-generating activities and 7,153 are in internships. The project has prevented 1,181 child marriages across the four countries. For more information on the project, please refer to the [GAC Final Report](#).





BASELINE—ENDLINE STUDY OBJECTIVES

IN ORDER TO EFFECTIVELY evaluate the objectives of the CEFM project, COL implemented a study in the four participating countries to evaluate the level of empowerment and sustainable livelihoods available to the women and girl participants in the project. Aiming to capture the holistic change needed for women and girls to achieve empowerment and a sustainable livelihood, the study also surveyed community members,

employers and organisational staff engaged in the project to measure the impacts of an enabling environment where women and girls can thrive as well as shifts in norms around CEFM. The baseline-endline study was designed to capture the outcomes of the Performance Measurement Framework (PMF) for the project, which operationalised perceptions of empowerment, sustainable livelihoods and CEFM.

WOMEN'S AND GIRLS' EMPOWERMENT

A framing theory for the design of the baseline-endline study is the concept of empowerment for the participants in the project. Drawing from COL'S *Measuring Empowerment Toolkit*, empowerment is defined as “the expansion in people’s ability to make strategic life choices in a context where this ability was previously denied to them” (Kabeer, 1999, p. 437). More specifically, the PMF and survey design focused on women’s and girls’ perceptions of and beliefs about their decision-making and leadership opportunities.

SUSTAINABLE LIVELIHOODS

The concept of sustainable livelihoods was also used to frame the potential economic changes for the women and girls in the project. Sustainable livelihoods are defined as follows in COL'S *Reviewing Initiative Performance Frameworks* document (p. 5):

A livelihood is sustainable when it can cope with and recover from stresses and shocks and maintain or enhance its capabilities and assets both now and in the future without undermining the natural resource base (Chambers & Conway). Sustainable livelihoods is a systemic and adaptive approach that links issues of poverty reduction, sustainability and empowerment (UNDP).

The Department for International Development (1999) defines a livelihood as comprising “the capabilities, assets (including both material and social resources) and activities required for a means of living” (Section 1, p. 1).

For this project, the sustainable livelihoods framework was used to conceptualise the capacity and asset development of women and girls, community members and organisations, all of which can ultimately help women and girls achieve sustainable livelihoods. The baseline-endline study, along with the PMF, developed various measures to capture changes in economic capabilities as well as physical and social assets available to women and girls in their communities that would help them achieve a sustainable livelihood.

CHILD MARRIAGE

Child, early and forced marriage (CEFM) is defined as a formal marriage or informal (also known as common-law or de facto) union where one or both spouses are under 18 years of age (Girls not Brides, *About Child Marriage*, 2019a). Child marriage is a social and economic structure that limits the capabilities and assets of women and girls in several ways. World Vision states:

Child marriage is rooted in gender inequality; and can be sustained through entrenched discriminatory social norms, poverty, and lack of education or even due to misplaced perceptions of providing protection for girls during a time of increased instability when girls are at a higher risk of physical or sexual abuse. (Henderson, 2016)

Child marriage is an incredibly complex social issue that prevents women and girls from accessing education, limits their economic potential and can have detrimental effects on their health and well-being. This project sought to engage with women and girls who were married as children as well as younger girls who were at risk of CEFM. Working within the international policy agenda, the project focused on four countries where CEFM is a prevalent issue: Bangladesh, Mozambique, Pakistan and Tanzania. Table 1 (below) shows the legal age of marriage and prevalence of child marriage in the four target countries.

TABLE 1: Legal Age of Marriage and National CEFM Rates in Bangladesh, Mozambique, Pakistan and Tanzania

	Legal age of marriage (male)	Legal age of marriage (female)	Percentage of women aged 20 to 24 years who were first married or in a de facto union before the legal marriage age
Bangladesh	21	18	59%
Mozambique	18	18	48%
Pakistan	18	16	21%
Tanzania	18	14	31%

(Adapted from Girls not Brides, 2019b, and UNICEF, 2017)

CEFM is a highly complex, multifaceted social issue that involves women and girls, family and community members and social and cultural norms. This project took a norms-based approach, with partners leading engagement and advocacy at a community level to increase knowledge of CEFM. The norms-based approach is used by practitioners at large within the field, working to change norms within communities by foregrounding a norm and challenging its relevance in a particular context (see, for example, Shawki, 2015, p. 58). In the field, this includes engagement and mobilisation at the community level that attempts “to change social norms and forge a more supportive, less punitive environment for girls and families who are willing and ready to change the custom of early marriage” (Malhotra et al., 2011, cited in Shawki, 2015, p. 61). The

GIRLS Inspire project made community engagement a key pillar of its programming, running location-contextual community engagements, such as theatre shows, radio broadcasts and advocacy groups.

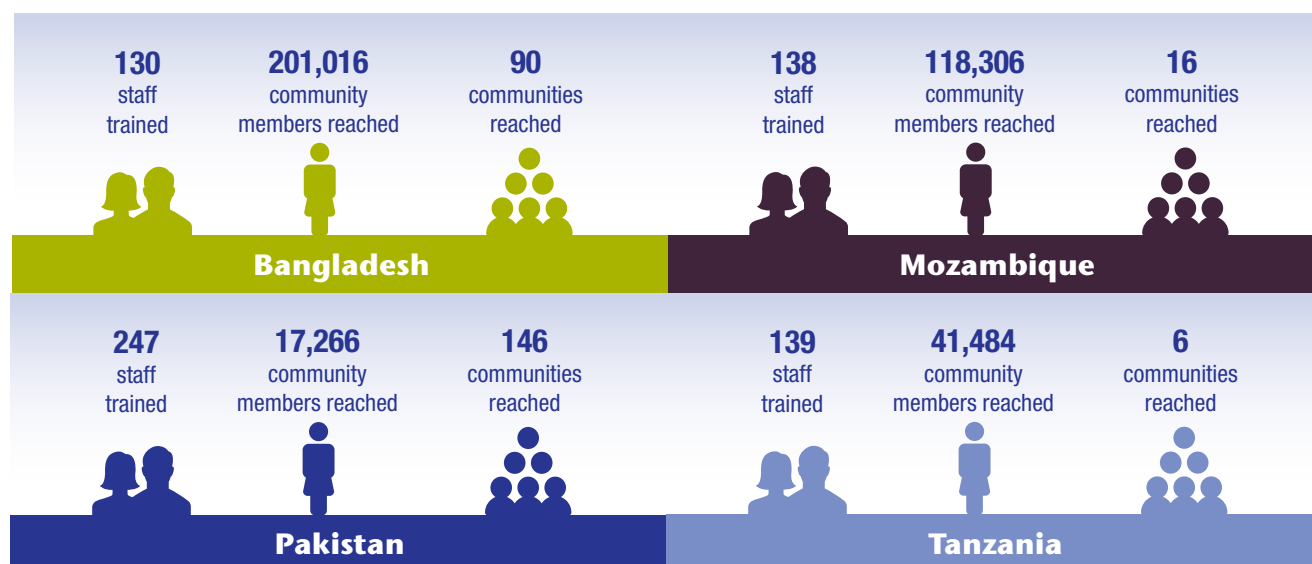
For the purposes of this project, measures were set in place to capture data on community-level norm changes, such as community awareness of and concern about CEFM. The PMF and baseline and endline surveys were created within a theory of change that placed ending CEFM as the ultimate long-term goal, meaning the baseline-endline survey captured a variety of measures of changing community perceptions and capabilities enhancement tied to CEFM prevention.



METHODOLOGY

THIS PROJECT TARGETED 25,000 women and girls in four countries — Bangladesh, Mozambique, Pakistan and Tanzania — for educational opportunities and vocational training, with an ultimate goal of empowering women and girls and changing attitudes towards CEFM. In each country, two partner organisations delivered programming and monitoring and evaluation (M&E): CMES and SSS (Bangladesh), ADPP and Progresso (Mozambique), Bedari and SPARC (Pakistan) and IAE and KIWOHEDE (Tanzania). Each country had

its own unique participant-training targets, relative to population density, distance of community and partner capacity. Communities were selected due to the prevalence of CEFM, lack of current opportunities for women and girls and, in the case of Mozambique and Tanzania, the presence of early pregnancy and women and girls being in de facto unions. The project reached 90 communities in Bangladesh, 16 in Mozambique, 146 in Pakistan and 6 in Tanzania. The full community list is available on pages 45-46.



In all the participating communities, COL and its partner organisations worked with four key stakeholder groups to ensure holistic results for the project. These groups were evaluated before and after their participation in the project to measure the impact of GIRLS Inspire. The project engaged

with 1) women and girls, 2) community members, 3) prospective employers and 4) in-country project staff members. This report explores the results of the baseline-endline surveys conducted with these various individuals.



TOOL DESIGN AND DEVELOPMENT

The baseline-endline study is composed of eight survey tools that were developed for each of the four stakeholder groups the project engaged with. Prior to beginning the project, COL worked with an external consultant, Salasan Consulting, to create a pre-project (baseline) and post-project (endline) survey for each of the stakeholder groups. These survey tools were developed from the PMF established for the project, in line with the GIRLS Inspire Logic Model, which outlined the **theory of change** for the project. Each tool was refined using feedback from the in-country partners to ensure the survey questions were culturally relevant and sensitive. The surveys were translated from English into local languages — Bengali (Bangladesh), Urdu (Pakistan), Portuguese (Mozambique) and Swahili (Tanzania) — prior to data collection. The endline tools were developed to mirror the baseline tools, with some additions to ask specifically about the project's impact. Both the baseline and endline surveys primarily gathered quantitative data through close-ended questions, with some open-ended questions. The project also developed quarterly partner reports, collected case studies and blog posts and created a data hub, all of which were used to triangulate the results of the baseline-endline surveys.

All eight tools were programmed into an online survey platform by COL and shared with partner organisations for use in the field. This allowed for standardisation of tool delivery for in-country surveyors. FluidSurvey was used initially, but because the company subsequently shut down its operations, SurveyGizmo was used for the bulk of the data

collection. Both platforms were chosen for their capabilities for offline data collection, mobile device compatibility and multiple-language hosting. These features allowed data collectors to access the data-collection tools on a mobile device (phone or tablet), even in areas with no Internet connection. The data they collected in the field could be uploaded once they had Internet connectivity.

Data collectors received in-depth training on using the online platform and administering the survey. Online training was done for all organisations involved in the project on a monthly basis, with further on-the-ground training and refresher sessions provided by in-country staff. This was achieved by appointing a Monitoring and Evaluation Focal Point (M&E FP) in each participating partner organisation. The focal points attended monthly online training sessions and had access to on-demand support, if and when it was needed, from COL.



SAMPLING STRATEGY

Each partner organisation in each country was given an agreed-upon sample size, in line with the target number of women and girls for training. With a confidence level of 95 per cent and acceptable margin of error of 5 per cent among the target population of 25,000, a sample size was allocated on a per country basis. Efforts were made to sample the same women and girls at both the baseline and endline points. A Learner ID system was phased into the baseline/endline sampling for the women and girls to ensure that the same individuals were surveyed in each round. Partners generated a unique code per respondent, and this Learner ID was used to check that respondents

participated in both the endline and baseline surveys, and that responses were not uploaded into the survey system more than once.

As well, efforts were made to ensure the samples were representative of the communities and regions in which the project was delivered. Although the goal was to have a truly random sample, the logistics of surveying community members, employers and women and girls was impacted by availability, leading to some snowball sampling by field staff. Table 2 (below) shows the original sampling targets per partner organisation in each of the four countries.

TABLE 2: Target Sample Size, by Partner and Country

	Partner organisation	Target no. of women and girls	Target no. of community members	Target no. of organisational staff	Target no. of prospective employers
Bangladesh	CMES	300	125	9	2
	SSS	354	60	12	–
Mozambique	Progreso	125	36	9	2
	ADPP	98	21	20	6
Pakistan	SPARC/Bedari	150	75	5	–
Tanzania	IAE	150	36	12	12
	KIWOHEDE	60	5	5	2
TOTAL	All	1,237	358	72	35

SURVEYING

Surveying was done by field data collectors, who received initial and ongoing training from the M&E Focal Points of the partner organisations. Field data collectors were recruited based on their ability to speak the local language and establish connections with the survey respondents. When male data collectors were in the field, they were often accompanied by female data collectors so that women and girls felt at ease and parents would allow their daughters to speak to the men through the female data collector. Training was also provided to ensure the data were collected in an ethical way and Focal Point sessions were held to discuss how to best build rapport and comfort with survey respondents. Every effort was made by field staff to survey the same individuals at baseline and endline, though this was not always possible. Survey respondents were informed that the data provided were anonymous

and unique data identifiers from respondents were accessible only by COL staff.

To safeguard the women and girls and minimise social desirability bias, field data collectors were instructed to emphasise the confidentiality of the surveys, and to conduct the surveys in an environment in which the respondents felt safe. Social desirability bias was a particular concern with respect to the women and girl participants, as they may be likely to answer in a way that they believe will be viewed favourably by the people around them. In order to ensure that participants felt comfortable and could be confident that their answers were anonymous, efforts were made to conduct the surveys in secure areas and to restate the voluntary and confidential nature of the surveys before beginning each survey. Each baseline and

endline tool opened with the purpose of the study and an explanation that participation was voluntary and responses would remain confidential. Consent forms for guardians of girls under the age of 18 were also provided. Respondents' privacy and security were of the utmost concern throughout the survey process, due to the sensitive nature of some of the questions.

The baseline surveys were conducted as soon as the women and girls registered in the project, and the endline surveys were generally conducted between one and three months after the project activities were completed. The Learner ID system was also used to verify if the same participants had completed both the baseline and the endline surveys. This proved to be a learning curve for all the organisations involved, as it was implemented after the start of the project and required extensive training from COL with the M&E FPs to refine its use. As such, this report will examine the completed survey responses from the women and girls at baseline and endline. The Learner ID system will be discussed further in the limitations section of the report.

Surveys for community members, employers and partners were conducted prior to the start of the project and as cohorts of the women and girls completed their training. Community members were selected for their leadership roles and influence on women's and girls' lives, and

included religious leaders, parents, men and boys. Prospective employers were selected based on their economic contribution to the community as well as the employment prospects they could offer for women and girls. They included small and medium-sized employers in fields that offered employment for women and girls, such as sewing and tailoring shops, farms, hotels and restaurants.

Organisational surveys were done before the project began and after it ended on GIRLS Inspire project members (such as field staff, community mobilisers, workshop facilitators) to measure changes in organisational capacity to deliver programming for women and girls. Efforts were made to survey the same individuals in all three groups at baseline and endline points, but there were challenges arising from staff turnover for employers and organisations and baseline respondents being unavailable. Organisation partners in Mozambique and Tanzania in particular struggled to capture endline surveys for staff and employers, and this is reflected in the low number of responses at endline. Table 3 (below) shows the survey response rates per each surveyed group: women and girls, community members, organisational staff and prospective employers.

TABLE 3: Response Counts for Baseline and Endline Surveys, by Group and Country

Country	Survey type	No. of women and girls	No. of community members	No. of organisational staff	No. of prospective employers
Bangladesh	Baseline	935	241	43	159
	Endline	487	129	35	80
Mozambique	Baseline	442	82	21	24
	Endline	174	37	21	0
Pakistan	Baseline	381	165	8	11
	Endline	373	55	8	15
Tanzania	Baseline	267	43	3	20
	Endline	42	1	1	1
TOTAL	Baseline	2,025	531	75	214
	Endline	1,076	222	52	96

DATA CLEANING AND ANALYSIS

Data were maintained and cleaned by COL staff to ensure accuracy. While the online platform streamlined the survey process, datasets were formatted and cleaned once the data were downloaded from the online platform. Data cleaning was done on an ongoing basis and at the completion of the CEFM project to have accurate final datasets for the analysis. This report captures all the available data uploaded to the online platform as of May 2019. Data were cleaned in Excel for accuracy, particularly in closing open-ended responses for some questions (such as age), as well as to check for inconsistencies in response styling between FluidSurvey and SurveyGizmo datasets (for instance, inputting a 1 instead of a written Yes response in some cases). As well, open-ended responses were translated as needed into English using Google Translate. All eight datasets were kept separate for analysis and labelled accordingly as baseline-endline datasets.

Once the datasets had been cleaned in Excel, they were uploaded into SPSS for analysis. In some cases, the variables were renamed in SPSS for ease of use. Data were also recoded into new variables as needed. For example, some variables were recoded into binomial variables or collapsed into ordinal categories, as needed for analysis. These SPSS files are available in the [supplementary resources](#).

As much of the survey data collected was at a nominal or ordinal level, frequency observations were primarily used to measure changes in baseline and endline responses. In some cases, cross-tabulations were used to measure percentage breakdowns within categorical variables, particularly to provide a country-level analysis. Further analysis was done in order to demonstrate correlation, namely chi square tests, and included in the report when correlation was found. In some cases, binomial logistic regressions were run to test for causation between ordinal and nominal variables and included in this report when found to be statistically significant. The quantitative data were triangulated with qualitative data from the project, which includes open-ended responses on the baseline and endline surveys, case studies, blog posts to the GIRLS Inspire community of practice and partner reports.





BASELINE-ENDLINE STUDY RESULTS

PROFILE OF THE WOMEN AND GIRLS

The Preventing Child, Early and Forced Marriage (CEFM) through Open, Distance and Technology-based Education project focused on women and girls in the four priority countries who were at risk of child marriage or had been married at a young age, and as such had limited educational and economic opportunities. The project had a target of training 25,000 women and girls in Bangladesh, Pakistan, Mozambique and Tanzania in life skills and vocational skills. Figure 1 shows the percentage of the surveyed population by country at baseline. Due to a variety of factors, such as population density, distance to community and villages, and staff capacity, partners in each country had different sampling targets, with Bangladesh having a higher training target than the others. This is reflected in the survey sample, with Bangladesh containing the highest number of survey responses at both baseline and endline.

AGE

The women and girls in this project were recruited on the basis of their lack of access to education, dropping out of education, risk of child marriage or having been married as children. This resulted in a large age range among the participants. The age of the women and girls at baseline is shown in Figure 2.

LACK OF EDUCATION

At baseline, the women and girls surveyed were often undereducated, and many of them had dropped out of school, particularly before entering secondary education: 94 per cent of respondents stated that they had attended primary school, but only 60 per cent responded that they had attended secondary school. Of those who completed primary school, 58 per cent reported completing up to Grade 5. Of those who attended secondary school, only 15 per cent completed Grade 10, 2 per cent completed Grade 11 and 2 per cent completed Grade 12. Examples of having dropped out of school were particularly common among women and girls in the project who were older than traditional school age, with 42 per cent of the women and girls aged 18 or over reporting that they had not attended secondary school. It is unlikely that there are other educational opportunities through traditional education pathways for these women and girls at this stage of life.

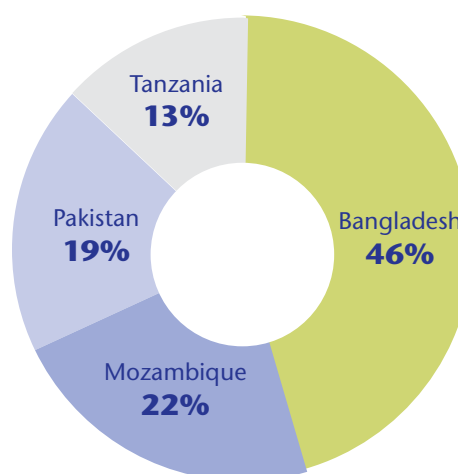


Figure 1: Baseline Women's and Girls' Sample Size, by Country (percentage)

N= 2025

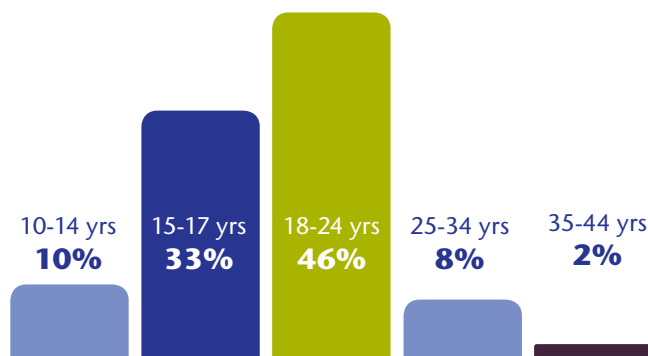


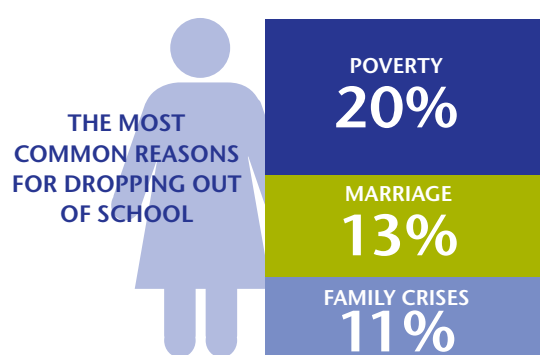
Figure 2: Age of Women and Girl Respondents at Baseline

N= 2025

FACTORS AFFECTING SCHOOL DROP-OUT RATES

The drop-out rate between primary and secondary schooling for women and girls suggests that there are underlying factors affecting this circumstance, which aligns within current understandings of the impacts of child marriage. When the women and girls were asked why they had dropped out of school, the most common reasons they gave were poverty (20 per cent), marriage (13 per cent) and family crises (11 per cent).

However, at a country level, it is clear the reasons for dropping out of school vary widely, depending on the unique socio-economic factors that women and girls experience in their communities. Poverty remained a consistent factor



in dropping out in all four countries, but otherwise there were differences across the countries in the barriers faced by women and girls. For example, 88 per cent of respondents who dropped out of school due to failing a subject were in Tanzania. Among the women and girls who reported illness as the reason they dropped out, 58 per cent were in Mozambique. In Pakistan, family crises, unsupportive family, unsupportive culture and no interest in education were all given as reasons for dropping out, hinting at social barriers faced by women and girls. Table 4 (below) shows the top three reasons for dropping out of school in each country.

TABLE 4: Top Three Reasons for Dropping Out of School, by Country, at Baseline

Bangladesh	Mozambique	Pakistan	Tanzania
Marriage	Poverty	Not interested in education	Poverty
Poverty	Marriage	School is too far	Failed subjects
Family crises	School is too far	Poverty	Family crises

EARLY MARRIAGE

The project targeted women and girls who were married as children as well as those at risk of CEFM. Of the baseline respondents, 31 per cent of the women and girls were married. Another 4 per cent of women and girls reported

that they were in a de facto union; these women and girls were exclusively in Mozambique and Tanzania, where this is culturally more common. Table 5 (below) shows the marriage rate by country of the women and girls at baseline.

TABLE 5: Percentage of Women and Girls at Baseline Who Were Married, by Country

N=2025

	Bangladesh	Mozambique	Pakistan	Tanzania	Total
Married	31%	33%	27%	35%	31%
De facto union	-	11%	-	9%	4%

Women and girls who were married at baseline were asked at what age they were married: 674 women and girls responded to this question, and the average age of marriage

was 16.6 years old. The table below shows the percentage of women and girls who were married at 17 or younger and those who were married at 18 or over, by country.

TABLE 6: Summary of Age at Marriage, by Country

N=674

	Bangladesh	Mozambique	Pakistan	Tanzania	All Countries
Married at 17 or under	73%	74%	47%	34%	64%
Married at 18 or over	27%	26%	53%	66%	36%

HAVING CHILDREN

For women and girls who are married, childbearing is common, resulting in the need for the women and girls to provide child and domestic care, instead of remaining in education. Of the married women and girls at baseline, 84 per cent had children, and of those in a de facto union, 88 per cent had children. This makes it challenging for

women and girls to receive education and training, as they would have to balance domestic work and child care with their education. Table 7 (below) shows the percentage of women and girls with children, by country. There is a rather striking difference between countries in the proportion of women and girls who have children.

TABLE 7: Percentage of Women and Girls Who Had Children, by Country, at Baseline

N=2017

	Bangladesh	Mozambique	Pakistan	Tanzania	All Countries
Percentage of women and girls with children	25%	65%	19%	62%	38%

LACK OF ECONOMIC OPPORTUNITY

Women and girls have limited opportunities to acquire and develop work-ready skills, particularly outside of formal primary and secondary school pathways. At baseline, 87 per cent of the women and girls had not completed any technical or skills training. This presents a significant barrier to their ability to find work if they are also unable to develop the skills they need from other education streams outside of the formal paths.

This was confirmed by the reported employment rates of the women and girls at baseline, with 89 per cent reporting

that they were not employed. Women and girls in the project had limited options to pursue economic advancement in their communities. Women and girls who were married often managed child care and other household responsibilities, reducing their ability to be economically independent, and the families of women and girls who are not married yet have limited avenues to secure a successful future for their female children without marriage. Table 8 (below) shows the unemployment rate at baseline for women and girls by country.

TABLE 8: Women and Girls Who Are Not Employed, by Country, at Baseline

n=2025

	Bangladesh	Mozambique	Pakistan	Tanzania	All Countries
Percentage of women and girls at baseline who are not employed	89%	97%	92%	73%	89%

Women and girls recognised that education is needed in order to access employment. At baseline, 98 per cent of the women and girls reported that they strongly felt education was a prerequisite for finding employment.

At baseline, the women and girls lacked access to the stepping stones that would lead to economic opportunities.



EMPOWERING WOMEN AND GIRLS

GIRLS INSPIRE AIMED TO BREAK DOWN the barriers that prevent women and girls from accessing educational and employment opportunities, as well as giving them the tools and support they need from within their community. This project was developed within the Empowerment Framework, focusing on outputs and outcomes that would allow women and girls to make strategic life choices. Through contextualised local training sessions in each country, women and girls were empowered with hard and soft skills that increased their perception of their own empowerment levels. This section explores the impact this project had on women's and girls' perception of their empowerment, particularly in their desire for education and employment opportunities and decision-making capacities.

EMPOWERING WOMEN AND GIRLS FOR EDUCATION AND EMPLOYMENT OPPORTUNITIES

EDUCATION AND TRAINING

The project provided life skills and vocational training to women and girls who dropped through the cracks in the traditional educational system offered in their communities. As highlighted in the women's and girls' profile section, there is a large drop-off in secondary-school attendance, with only 60 per cent of women and girls at baseline attending secondary school. Yet the women and girls strongly desired educational opportunities, and this only increased through participation in the project. For example, a desire for tertiary education remained high at both baseline and endline. At baseline, 90 per cent of the women and girls expressed a desire to continue onto tertiary education; this had increased to 93 per cent at endline. Table 9 (below) shows the desire for tertiary education at baseline and endline.

"Thanks to the lessons I learned from the 'Girls Inspire' project that the Progresso Association implements here in Niassa, I learned to value myself, I learned that premature and forced marriage is a crime and is prohibited, I learned that I can have many problems in life because I have early married. With the help of my grandparents and my family, my mother and my uncle who attend the Progresso Association's awareness-raising meetings for the end of early marriage, I resumed my studies this year and I am attending 7th grade in Full Elementary School 24 June in Chimbunila, Niassa province."

– quote from Lúcia Jumade, GIRLS Inspire participant in Mozambique

TABLE 9: Women's and Girls' Desire to Continue to Tertiary Education, by Country, at Baseline and Endline

Desired to continue to tertiary education	Bangladesh	Mozambique	Pakistan	Tanzania	All countries
Baseline	91%	97%	80%	95%	90%
Endline	98%	97%	86%	100%	93%

EMPLOYMENT

Women and girls were consistent in their desire to access economic opportunities at baseline and endline of the project. At baseline, they desired to be employed or self-employed but faced hurdles in getting there. During the project, the women and girls continued to develop their aspirations for employment or self-employment, but there is a shift at endline to more women and girls seeking employment with an employer. At baseline, the women

and girls reported that they desired to be employed: 32 per cent said yes, they wanted to be employed and 68 per cent responded that they aspired to be self-employed. By endline, this had shifted to 58 per cent desiring employment and 33 per cent desiring to be self-employed. Tanzania was the only country in which desire for self-employment had increased at endline (see Table 10, below).

TABLE 10: Women's and Girls' Desire for Employment or Self-employment, by Country, at Baseline and Endline

	Bangladesh		Mozambique		Pakistan		Tanzania		Total	
	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline
Desire for employment	17%	67%	62%	69%	40%	47%	25%	10%	32%	58%
Desire for self-employment	83%	33%	38%	31%	60%	29%	75%	90%	68%	33%

The women and girls had an increase in confidence in their capability to find work. At baseline, 77 per cent of the women and girls surveyed felt that they did not have the skills or capacity to find a job; at endline, 92 per cent reported that the training had provided them with the skills they needed to find employment. Figure 3 (right) shows the endline responses by country.

DID THE TRAINING PROVIDE YOU WITH SKILLS TO FIND EMPLOYMENT? YES RESPONSES

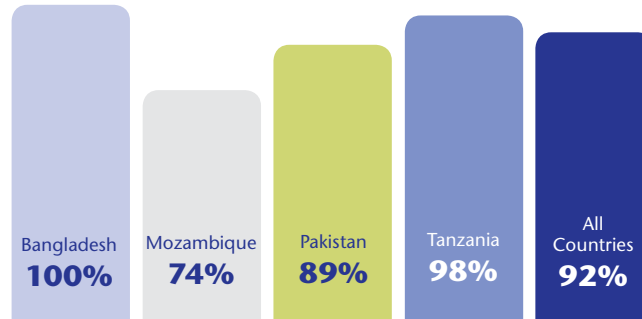


FIGURE 3: Women's and Girls' Responses, by Country, When Asked If the Training Provided Employable Skills, at Endline

EMPOWERING WOMEN AND GIRLS AS DECISION MAKERS

GIRLS Inspire worked to develop women's and girls' abilities to make decisions for themselves, primarily through life skills and leadership training and awareness building about the social norms around CEFM. Programming to develop empowerment has been seen "to foster leadership skills, knowledge, and aspirations that can help girls advocate against child marriage, which can help shift community norms and attitudes pertaining to child marriage" (Malhotra et al., 2011, cited by Shawki, 2015, p 61). Women and girls received life skills training on health and hygiene, financial

literacy, entrepreneurship and social rights awareness, with a goal of building knowledge for their self-empowerment.

Work was also done with community members to showcase women's and girls' capabilities and advocate for women and girls as changemakers within their own lives, family and community. Women and girls and community members reported positive increases from baseline to endline in terms of perceptions of women's and girls' decision-making abilities.

SOCIAL RIGHTS KNOWLEDGE

Women and girls in all four countries received contextualised training modules on their social rights, including legal rights, rights to education, social protection, standards of living and child marriage laws. At baseline, the women's and girls' ratings of their knowledge of their social rights showed room for improvement, with only 41 per cent rating their social rights knowledge as good/very good. Table 11 (below) shows the response breakdown by

country at baseline, which shows a low level of social rights knowledge in all four countries.

At endline, women and girls showed an overwhelming response to the project's impact on their social rights knowledge: 45 per cent stated the project had had some impact and 55 per cent stated it had had a significant impact.

TABLE 11: Women's and Girls' Perception of Their Social Rights, by Country, at Baseline

Social rights knowledge	Bangladesh	Mozambique	Pakistan	Tanzania	All Countries
Very poor	29%	1%	7%	9%	16%
Poor	39%	37%	67%	31%	43%
Good	27%	56%	22%	43%	35%
Very good	4%	6%	4%	17%	6%

"All the females of her family are confined to their homes just like her. Females have no say in family's decision making neither can they participate in events."

— Case study of Asma Mazhar from SPARC, Pakistan

"By describing her changing role in the community, she now feels more confident and much empowered than before. Now she had participated in community events and her thoughts are valued by the community members. Sometimes she also participates in other project activities to enrich her knowledge on child marriage and other project themes."

— Case study of Nasreen from Bedari, Pakistan

"From being part of Girls Inspire, I learnt that what my brother-in-law did was a crime. I went to report this case to the police. My sister forgave my brother-in-law and he was not imprisoned. I have not given up hope that justice will be served one day. The relationship with my sister broke down. She banned me from contacting my nephew and niece. My mother still does not talk to me, but I am at peace. The community loves my work and they call me to speak at some events to motivate some other girls that might be victims of abuse just like me."

— Quote from Irene João from ADPP Partner Report, September 2018

FAMILY DECISION MAKING

The project also focused on providing women and girls with skills training to increase their confidence and leadership roles within their own homes. At baseline, the women and girls perceived their level of empowerment to make decisions within their family as low. In fact, only 42 per cent

rated their empowerment to make decisions in their family as good/very good (expressed as somewhat empowered/very empowered). Table 12 (below) shows the baseline responses by country of women and girls when asked about their family decision-making empowerment level.

TABLE 12: Women's and Girls' Perception of Family Decision-Making Empowerment Level, by Country, at Baseline

Perception of family decision-making empowerment level	Bangladesh	Mozambique	Pakistan	Tanzania	All countries
Very disempowered	12%	14%	25%	10%	15%
Somewhat disempowered	49%	48%	38%	26%	44%
Somewhat empowered	35%	31%	27%	37%	33%
Very empowered	4%	7%	8%	28%	9%

At endline, the women and girls reported an increase in their ability to make family decisions: 45 per cent stated the project had had some impact on their ability to participate in family decision making and 55 per cent reported a significant impact.

These shifts in the women's and girls' perceptions of their decision-making abilities were mirrored in community member responses. At baseline, 40 per cent of community members felt that women and girls had good/very good decision-making power within their families; by endline, this had increased to 92 per cent. Table 13 (right) shows community members' perceptions of women's and girls' decision-making power at baseline and endline.

TABLE 13: Community Perception of Women's and Girls' Family Decision-Making Power, at Baseline and Endline

Community perception of family decision-making power	Baseline	Endline
Very poor	23%	0%
Poor	36%	8%
Good	30%	60%
Very good	10%	32%

"When we delivered lectures on life skills basic education (LSBE), [the girls] became very confident to fight against their problems. Their confidence level is so high, and they were committed to do so for their families."

— Quote from SPARC Community Mobiliser

"Why should he listen to me? He worked, I did not work! Now I also work, so he has to listen to me too."

— Quote from Atia Khatun during interview with Project Adviser, Frances Ferreira

COMMUNITY DECISION MAKING

Like skills training, community advocacy efforts, such as workshops, community support groups and events, were designed to increase the women's and girls' capacity to make decisions in their community. From baseline to endline, community members themselves noted this positive shift in decision-making power. At baseline, only 36 per cent rated women's and girls' community decision-making power as good/very good. At endline, this had changed to 88 per cent, showing a huge shift in community attitudes to the roles women and girls can play. Table 14 (below) shows community perceptions of women's and girls' community decision-making power at baseline and endline.

TABLE 14: Community Perception of Women's and Girls' Community Decision-Making Power, at Baseline and Endline

Community perception of women's and girls' community decision-making power	Baseline %	Endline %
Very poor	33%	2%
Poor	30%	10%
Good	28%	60%
Very good	8%	28%

“Rukhsana Imran Farooq was prevented from continuing her education after graduating from the 10th grade due to financial constraints and was married off. She heard about SPARC’s Vocational Center in Jatoi, and how it was providing free of cost different skills from female social mobilisers in her locality. In a bid to help lift her family out of the cycle of poverty, she enrolled in a Beautician Course. In addition to the course she also availed the provision of daily lectures of Life Skills and Basic Education (LSBE). It was because of these lectures that she was motivated, granted the confidence and given the inspiration to help alleviate herself and her family from poverty. After completion of her course she expressed a desire to pursue a career to meet her family expenses. Later, she was given the opportunity of participating in the Municipal Committee General Elections. Under the tutelage and mentorship of SPARC’s Vocational Centre’s Project Coordinator, Mr. Naeem Ahmad, she contested in the elections and was successful. She was elected as a ‘General Lady Councillor Municipal Committee Jatoi from the Muslim League Nawaz Group’ and is the first lady councillor in Tehsil Jatoi. Utilising this opportunity would have remained a distant dream for Rukhsana had she not been given the confidence, encouragement and empowerment that SPARC’s trainings imparted to her.”

— Case study of Rukhsana from SPARC, Pakistan



HEALTH DECISION MAKING

The women and girls reported an increase in their ability to make health-related decisions for themselves. They received training on health-related issues, which increased their knowledge and ability to make decisions and take matters into their own hands on this topic. Topics included preparing healthy food, cleaning and sanitation, communicable diseases, accessing health services, personal hygiene and reproductive health. These trainings resulted in the women and girls increasing their personal health knowledge. When asked at endline, 66 per cent of the women and girls felt the project had had some impact on their understanding of personal health and 34 per cent reported a significant impact on their understanding of personal health.

The training also increased the women's and girls' abilities to make health-related decisions for themselves, from baseline to endline. At baseline, just over half (54 per cent) of respondents rated their ability to make health-related decisions as good/very good; at endline, this had increased to 93 per cent. Table 15 (below) shows the women's and girls' power to make health-related decisions at baseline and endline.

TABLE 15: Women's and Girls' Ability to Make Health-related Decisions, at Baseline and Endline

Women's and girls' ability to make health-related decisions	Baseline %	Endline %
Very poor	15%	0%
Poor	31%	7%
Good	45%	70%
Very good	9%	23%

"After training I start using boiled water for drinking at home."

"I am ready to take HIV/AIDS test and know my status."

"I am now able to protect myself and my family against diseases, I have access to the clinic for myself and my child."

"I am now able to understand the risks on child pregnancy, early marriage and reproductive health."

"I become more conscious about my diet, health and hygiene and fitness as well."

"I can take my children to the clinic, feed them with a balanced diet and be in a clean environment."

"I have managed to realise myself as an independent and confident; to decide on my health and approach the health facility for all my queries."

"The training helped me to realise myself and my ability as a girl to make proper choices towards my health such as precautions against diseases."

— Women's and girls' open-ended responses to the impacts of health knowledge at endline



CONNECTING THE BUILDING BLOCKS OF EMPOWERMENT

THE PREVIOUS SECTION highlighted a number of building blocks of empowerment, particularly the development of women's and girls' decision-making abilities and knowledge of their own rights. Each of these small shifts is a building block for women and girls to feel more confident about pursuing tangible outcomes that can positively benefit their lives. This section will explore the connection between these empowerment building blocks and a key target of the project, desire for employment.

BUILDING BLOCKS FOR EMPLOYMENT ASPIRATION

Women and girls aspired to employment throughout their time in the project, and at endline, 58 per cent desired employment and 33 per cent desired self-employment. Dimensions of empowerment at endline — namely women's and girls' perception of their own skills, social rights knowledge, family decision-making ability and health decision-making ability — were explored to show the relationship between creating building blocks of empowerment and increasing employment aspiration. This section highlights the results that were statistically significant.

Women's and girls' employment aspiration levels were found to be associated with the impact made on women's and girls' social rights knowledge. The chi square test was statistically significant: $X^2(1, n=1001)=91.03, p=.000$, with a Cramer's V value of 0.302, meaning there is a strong association between these two variables.

Women's and girls' employment aspiration levels and the impact on women's and girls' family decision-making ability were found to be associated. The chi square test was statistically significant: $X^2(1, n=997)=76.35, p=.000$, with a Cramer's V value of 0.277, demonstrating a moderately strong association between these variables.

Lastly, employment aspiration level was associated with the impact on women's and girls' health decision-making ability at endline. The chi square test was statistically significant: $X^2(2, n=1071)=33.45, p=.000$. The Cramer's V value was 0.177, showing a moderately weak association between these variables.

Together, these associations demonstrate that women's and girls' desire for employment does not exist in a vacuum. Endline responses to dimensions of empowerment, which showed increases in women's and girls' capabilities, are the building blocks that will help women and girls feel confident about achieving employment.

To further explore the relationship between these variables, a binomial logistics regression was run to test endline employment aspiration over the four independent variables, in order to test for causation. These dimensions were treated as continuous scales or transferred into dummy variables as needed. The binomial regression showed the relationship between family decision making, social rights knowledge, employment skills and health decision making and the likelihood that women and girls aspired for employment. The regression model was statistically significant: $X^2(5, n=1069)=0, p<.050$. The model explained 42 per cent of the variance in employment aspiration (Nagelkerke R^2) and correctly classified 92.6 per cent of the cases. The independent predictors were found to be statistically significant, suggesting that, as women and girls at endline ranked the project impacts on their empowerment as significant, they were likely to desire employment. This further strengthens the argument that developing women's and girls' confidence and soft skills can translate into economic independence.

AT ENDLINE





ACHIEVING SUSTAINABLE LIVELIHOODS FOR WOMEN AND GIRLS

CREATING SUSTAINABLE LIVELIHOODS for women and girls requires a holistic approach to developing the assets and capabilities they need to be successful. This project worked to develop the assets available to women and girls in their community, ranging from health, financial and educational assets to the social networks of family and community that would allow them to be successful. These assets were tied in with interventions to increase employment opportunities for women and girls, giving them both the skills and the economic capabilities to achieve a sustainable livelihood. The following section examines the various assets developed in the women and girls, community members, employers and organisations as well as the increased economic capabilities of the women and girls in their community.

ASSET ENHANCEMENT

Through the GIRLS Inspire project, considerable effort was made to develop the assets available to women and girls within their community in order for women and girls to be resilient. Asset enhancement includes developing the

skills and resources of partner organisations in the project, developing support within communities and providing new resources to women and girls. These impacts are explored below.

HEALTH RESOURCES

The women and girls were given training and access to health care facilities in their community and, in line with their decision-making enhancement, were encouraged to use health care resources as needed. At baseline, 49 per cent of the women and girls rated their health care access as good/very good; at endline, this had increased to 89 per cent. There were notable differences between countries. In particular, Mozambique did not show significant increased perceived access at endline but it also had the highest positive responses at baseline (73 per cent as good/very

good at baseline and 75 per cent at endline). This suggests that this project did not have a significant impact on access to health resources in this country. One partner, ADPP, specifically set up its centres for this project close to health clinics that it already operated, meaning participants may have already been familiar with health resources in their community. Table 16 (below) shows women's and girls' perception of their access to health care from baseline to endline.

TABLE 16: Women's and Girls' Perceived Access to Health Care, by Country, at Baseline and Endline

Access to health care	Bangladesh		Mozambique		Pakistan		Tanzania		Total	
	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline
Very poor	26%	0%	0%	10%	4%	0%	3%	0%	13%	2%
Poor	42%	0%	27%	14%	43%	19%	37%	10%	38%	9%
Good	27%	75%	68%	46%	47%	67%	39%	45%	41%	66%
Very good	6%	25%	5%	29%	6%	13%	21%	45%	8%	23%

Community members also echoed this increase in perception of access to health resources. At baseline, 70 per cent of the community members stated that there was a hospital or clinic in their community, but this did not always translate into a high level of health care access, suggesting further advocacy and education on the topic were needed. When asked about the level of health care access in their community, at baseline, 43 per cent of community members rated health care access as good/very good; at endline, 89 per cent rated it as good/very good (see Figure 4, right).

Overall, the project showed strong impacts on women's and girls' access to health care resources. At endline, 68 per cent of the women and girls surveyed felt the project had had some impact on their access to health care resources, and 38 per cent felt it had had a significant impact.

EDUCATIONAL AND SKILLS TRAINING RESOURCES

As discussed in Profile of the Women and Girls, women and girls faced the real prospect of dropping out of school and reported a lack of skills/vocational training available to them, making finding employment more difficult. In fact, 76 per cent of the women and girls at baseline reported not having anywhere to access information on training and employment, despite 98 per cent believing training and education were necessary to find employment.

Partner organisations with GIRLS Inspire worked to promote the skills training aspects of the project and connected participants with other learning opportunities — specifically via ODL institutions, including for secondary school re-enrolment — on top of providing consistent skills training modules for participants. This awareness building was successful. At endline, 86 per cent of the women and girls reported having somewhere to access information about and training on employment, a key achievement in terms of the future employability of participants.

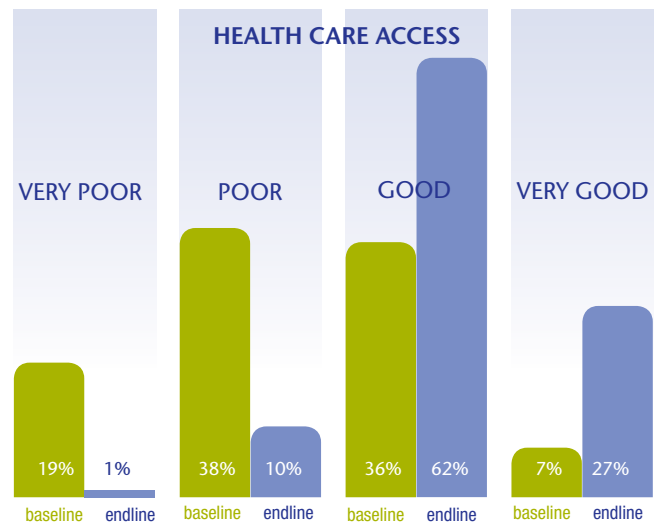


FIGURE 4: Community Members' Perception of Health Care Access, at Baseline and Endline

Community members also showed an increase in knowledge about and understanding of the training opportunities for women and girls in their community. At baseline, only 28 per cent of the community members responded that there were advocacy or awareness-raising efforts to encourage women's and girls' education. At endline, 79 per cent of the community members responded that there were advocacy or awareness-raising efforts to encourage women's and girls' education.

Available training was also viewed by community members as increasingly gender-sensitive over the course of the project, meaning training was better able to account for the needs and context of women and girls in their community. At baseline, 38 per cent of the community members considered the available training to be gender-sensitive; this had increased to 88 per cent at endline. Table 17 (right) shows community responses to questions about the gender-sensitivity of training at baseline and endline.

Community members also showed an increase in awareness about ODL and technology-based training opportunities. At baseline, 49 per cent of the community members stated there were no ODL or technology-based training opportunities in their community. At endline, this had shifted to 53 per cent of respondents stating that one or more institutions offered ODL or technology-based learning in their community. Overall, this points to greater awareness among the community as a whole of the numbers and types of resources, as well as an increase in the number of those resources, that are available for women and girls, in addition to increased encouragement from family members, community leaders and employers to access those resources.

TABLE 17: Community Members' Perception of Training as Gender-Sensitive, at Baseline and Endline

Gender-sensitive training	Baseline %	Endline %
Don't know	35%	8%
Not gender-sensitive	26%	4%
Gender-sensitive	38%	88%

"I do not like education. I prefer my daughters for domestic work to run the family expenditure. If children will not work, how can we survive? After hearing you, I realised that I was wrong and had a negative perception about education and life skills. Now I have decided to refer my daughters in your centres. So that they could become a civilised person like others and able to earn money."

— Quote from Humaira, parent of a GIRLS Inspire participant in Multan, Pakistan



LEARNING FACILITIES RESOURCES

As part of the GIRLS Inspire project, partner organisations worked to develop safe and supportive learning facilities for women and girls who were undertaking training. At times, community spaces were repurposed to become learning environments for women and girls, and in-country partners used field offices, boat schools, religious spaces such as temples and other community spaces as learning facilities. Ensuring that these spaces were accessible and safe for the women and girls to participate in training was a key priority. Many communities did not have accessible traditional learning facilities for women and girls. At baseline, only 32 per cent of the women and girls reported having access to institutions offering training for women and girls.

Through the project, the partner organisations were able to provide better facilities that met the needs of the women and girls. Barriers such as safety concerns, distance to learning facilities and availability of toilets and washing facilities can prevent women and girls from attending training sessions. Each partner organisation worked extensively with community spaces and members to reduce barriers to training. For example, in Pakistan, participants' mothers were encouraged to attend training to enhance safety, and in Bangladesh, boats were used to access remote communities.

The baseline and endline surveys show positive outcomes for these efforts to improve the learning environments attended by women and girls. Perceptions of safety greatly increased in the women and girls. At baseline, 33 per cent of the women and girls felt safe with their teacher; this had increased to 97 per cent by endline. Women and girls also felt safer walking home: from 30 per cent at baseline to 95 per cent at endline reporting they felt safe.

Efforts to improve toilet and ablution facilities showed a modest increase, and there were notable differences between the countries, with Bangladesh and Mozambique showing the lower endline results. In Mozambique at endline, 18 per cent of the women and girls reported that toilets were available; in Bangladesh, 31 per cent reported toilets being available. Contrast those figures with those from Pakistan and Tanzania, where participants reporting that toilets were available accounted for 99 and 100 per cent respectively. There was a similar pattern for ablution facilities. In Mozambique, 18 per cent responded that ablution facilities were available; in Bangladesh, 30 per cent; and in Pakistan and Tanzania, 99 and 64 per cent respectively. This shows a gap that partners in these two countries may consider in future programming.

Table 18 (below) shows the overall responses from women and girls about the learning facility assets they perceived as being available. They all show increases from baseline to endline.

TABLE 18: Learning Facility Assets Available According to Women and Girls, at Baseline and Endline

Learning facility asset availability: % of respondents who said yes	Baseline %	Endline %
Were toilets available?	33%	55%
Were ablution facilities available?	24%	54%
Do you feel safe with your teacher?	33%	97%
Do you feel safe walking between home and the organisation?	30%	95%
Is clean drinking water available?	34%	84%

“Mothers of girls were invited to the sessions so they can observe what’s going on. Mothers were happy that their daughters are getting knowledge about the sensitive topics of sexual harassment and their rights. Bedari arranged sessions in community members’ homes, so girls can easily come to sessions.”

— Quote from Bedari Project Manager,
Pakistan

ORGANISATIONAL CAPACITY AND RESOURCES

The project also worked to develop the capacity of the partner organisations in delivering programming that is tailored to the needs of women and girls. Partner organisations reported an increase in their gender-sensitive training capabilities and resources. At baseline, 55 per cent of organisation staff surveyed reported receiving training to develop gender-sensitive materials. At endline, this had increased to 81 per cent.

Organisation staff's responses mirrored those of the women and girls in finding their learning facility assets to be more inclusive: 89 per cent reported that their learning facilities were within walking distance for women and girls at baseline; at endline, this had increased to 92 per cent. At baseline, 85 per cent reported that clean water was available at their learning facilities; at endline, this was reported at 89 per cent. At baseline, 79 per cent reported that yes, the learners were protected by teachers; by endline, this had increased to 100 per cent.

FINANCIAL RESOURCES

Women and girls were given information about finances and encouraged to develop their financial independence through their participation in the project. At baseline, only 5 per cent of the women and girls reported that they managed a bank account on their own, and 93 per cent reported that they did not have a bank account. The partner organisations worked to partner with financial institutions to equip women and girls to open their own bank account. At endline, 36 per cent of respondents reported that they had opened a bank account as a result of the

project (see Table 19, below). Overall, 3,064 bank accounts were opened by GIRLS Inspire participants. Table 19 shows women's and girls' access to bank accounts, at baseline and endline by country. Notably, there was little uptake in the opening of bank accounts in Pakistan, unlike Bangladesh, where 69 per cent of participants stated at endline that they had opened a bank account through the project. This may reflect differences in how partners implemented the delivery of financial resources.

TABLE 19: Women's and Girls' Access to a Bank Account, by Country, at Baseline and Endline

Bank account access	Bangladesh		Mozambique		Pakistan		Tanzania		Total	
	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline
Has access to a bank account	6%	5%	11%	33%	6%	2%	4%	21%	7%	8%
Has access to a bank account and opened it through the training	-	69%	-	16%	-	2%	-	29%	-	36%

EMPLOYER RESOURCES

GIRLS Inspire took a holistic approach to providing the women and girls with employment opportunities, recognising that education alone is not enough and that women and girls also need a supportive environment in which to seek a sustainable livelihood. In all four countries, the various organisations worked closely with employers to develop internship and employment placements for participants in the GIRLS Inspire project. Employers' attitudes towards supporting women and girls in finding employment were measured at baseline and endline to show the extent of changes in attitude.

Employers overwhelmingly stated that there were opportunities for skilled workers within their organisation. At baseline, 85 per cent of respondents stated that there were opportunities within their organisation for skilled applicants; this had increased at endline to 93 per cent. However, the employment rates of the women and girls discussed in Profile of the Women and Girls (see page 13) suggest women and girls face other barriers in addition to skill sets and levels when seeking employment.

Employers, at baseline, named a variety of skills that were needed for employment in their business. These included sewing, tailoring and stitching (65%), literacy skills (38%), numeracy skills (32%), dress designing (22%), communication skills (14%), financial literacy skills (13%), computer literacy skills (12%), cooking (6%) and teaching (6%). At baseline, the employers stated the main ways they encouraged women and girls to apply for jobs were by word of mouth (54%), through friends and family (31%) and in newspaper postings (9%). This highlights not only the need for women and girls to receive skills training in the tangible skills listed but also the important role community members can play in connecting employers with women and girls.

By the end of the project, employers' connections with the women and girls had increased. At endline, the employers reported an average of 15 applications from women and girls from the project for advertised skill-specific positions, and 90 per cent reported that they now employ women and girls from the project in skill-specific positions, with a range of 0 to 80 women and girls employed at the business and an average of 5. At endline, 78 per cent of the employers stated that they were actively encouraging women and girls from this project to apply at their organisations.

“One restaurant owner reported that ‘the girls trained by ADPP demonstrate better skills than most girls who I have recruited from other places. I will recommend them to other restaurants.’”

— Quote from partner report, ADPP,
September 2018

“Employment needs training and directions. And these training can be received from the project. Through training in life skills and vocational skills the girls will be better employed and earn more.”

“In person invitations to girls and women to visit my office.”

“Encouraged girls and women to visit my shop.”

“We will arrange awareness session by SPARC.”

— Open-ended responses at endline
from employers on how to be actively
involved in encouraging women and
girls to seek employment

TECHNOLOGY RESOURCES

Providing women and girls with opportunities to access technology through learning experiences was part of the training offered by each partner organisation. Access to technology can expand women's and girls' independence, help them build skills relevant for technology-driven employment and allow them to access digital services, such as finance and health, in the future. As such, the baseline and endline analyses studied captured data on technology use by women and girls, though the results showed limited uptake in personal technology use by project participants.

At baseline, 40 per cent of the women and girls reported owning a mobile phone, but ownership had not increased by endline. Ownership of and access to laptops or tablets was under 1 per cent. However, the women and girls did show a slight increase in permission to access technology owned by others, such as family members, friends or neighbours. Notably, permission to use mobile phones increased from 11 per cent at baseline to 27 per cent at endline. Table 20 (right) shows the overall baseline and endline results of the number of women and girls allowed to use ICTs.

Of those who had personal access to a mobile phone, the most commonly reported use was talking to friends and family at both baseline and endline. In the endline survey, 8 per cent of respondents, the majority of whom were in

TABLE 20: Women's and Girls' Permission to Use ICTs of a Family Member, Friend or Neighbour, at Baseline and Endline

Women and girls have permission to use ICTs	Total percentage who responded yes	
	Baseline %	Endline %
Type of ICT		
Mobile phones	11%	27%
Tablet	0%	0%
Laptop/desktop computer	0%	7%
More than one	1%	0%

Pakistan, stated that they used technology to look for jobs, showing some potential impacts of ICT on gaining employment. Table 21 (below) shows women's and girls' ICT use, by country, at baseline and endline.

Overall, ICT uptake and use showed very small changes over the course of the project. Those involved in future programming may want to consider more direct interventions to boost ICT access, if that is a priority.


TABLE 21: Women's and Girls' Use of ICTs, by Country, at Baseline and Endline

Activity	Bangladesh		Mozambique		Pakistan		Tanzania		Total	
	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline
Talk to friends, family	88%	81%	35%	43%	51%	27%	91%	83%	70%	70%
School	3%	0%	1%	1%	5%	2%	1%	0%	3%	1%
Social media	9%	11%	3%	3%	3%	5%	3%	2%	6%	8%
Business and work	2.5%	0%	0%	7%	5%	2%	19%	35%	5%	3%
Look for a job (endline only)	-	0%	-	1%	-	22%	-	2%	-	8%
Read articles	2%	14%	0%	1%	3%	3%	1%	0%	2%	7%
Other	5%	4%	12%	36%	24%	13%	4%	14%	10%	13%

FAMILY RESOURCES

GIRLS Inspire focused on providing an enabling environment for women and girls within their families so that they could have the necessary support at home to pursue education and employment opportunities. The partner organisations worked closely with families at a number of points during the project, including hosting specific training and sessions to gain family support. As well, community awareness events and training helped to shift families' mindsets and build a strong network of support for the women and girls as they embarked on achieving employment and new assets as part of the project.

Overall, family support systems increased for the women and girls in the project, with the women and girls reporting an increase in family support for attending education and skills training. At baseline, 51 per cent of the women and girls rated family support for education as good/very good; this had increased to 81 per cent at endline. Table 22 (below) shows the level of family support for education at baseline and endline by country.



"I am the father of Zinha, one of the beneficiaries of the GIRLS Inspire project in the electricity course. I am very happy to have the good fortune to have my daughter trained by this project because before she joined the course, I was already in advanced negotiations with a well-off man to marry her off. With my limited financial resources, I could not send her to any vocational school... She is now busy looking for a job... Zinha is already talking to her brothers to not marry young girls... I am very happy with this project. During my spare time I help to identify other girls for training possibilities...."

—Quote from Manual Changabeze, 60 years old, Muzuane Alta district, father of six

TABLE 22: Women's and Girls' Perceived Level of Family Support for Education, by Country, at Baseline and Endline

Level of support	Bangladesh		Mozambique		Pakistan		Tanzania		Total	
	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline
Very unsupportive	11%	5%	10%	1%	3%	0%	23%	0%	11%	2%
Somewhat unsupportive	49%	21%	28%	2%	35%	21%	18%	2%	37%	17%
Somewhat supportive	27%	38%	41%	47%	40%	54%	25%	7%	32%	44%
Very supportive	13%	37%	20%	51%	22%	24%	34%	91%	19%	37%

COMMUNITY RESOURCES

As part of the PMF, community engagement and advocacy were key to the project's success, as they were the secret to shifting attitudes to and behaviours around women's and girls' traditional roles. There are often few women in leadership positions or outlets that allow women to have a voice. For example, in the baseline survey, when asked how many women held leadership positions within the community, the mean response was 5. The range was from 0 to 125, showing the disparity between individual communities. A key goal of this project was to develop community champions who would support women and girls, thus giving them access to mentors and resources that can allow them to achieve their full capabilities.

Overall, the project shows positive impacts on community members as advocates for women and girls in a number of related dimensions. Community awareness and support grew for women's and girls' education through the project. At baseline, 41 per cent of community members rated women's and girls' access to education as good/very good, and this had increased to 91 per cent by endline (see Figure 5, below).

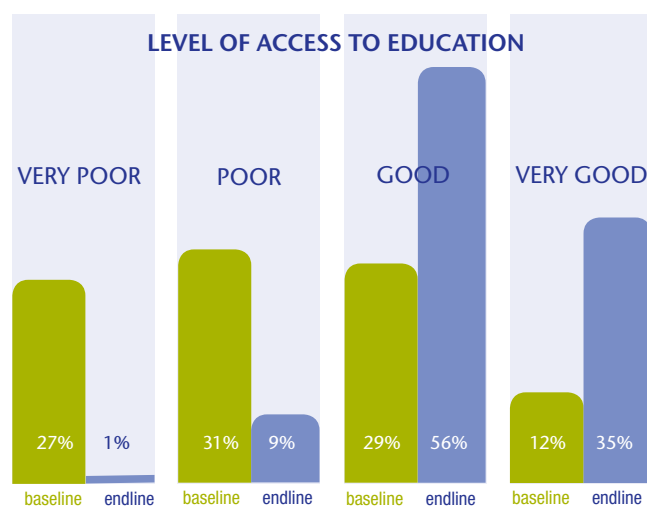


FIGURE 5. Community's Perception of Access to Education for Women and Girls, at Baseline and Endline

Community members consistently identified the need for women and girls to be educated in order for them to gain employment: 97 per cent of community members at baseline stated that they felt education was important for women and girls to find employment, and this went up to 99 per cent by endline. Yet, at baseline, the community support was not there for the women and girls: only 42 per cent of community members reported community support for women's and girls' education as good/very good; by endline, this had increased to 96 per cent. Table 23 (below) shows community members' increased support for education from baseline to endline.

TABLE 23: Community Support for Women's and Girls' Education, at Baseline and Endline

Rate of community support for education	Baseline %	Endline %
Very poor	16%	0%
Poor	43%	4%
Good	34%	66%
Very good	8%	30%

Community members were also engaged in the project to develop local support groups for the women and girls. At baseline, 78 per cent of community members surveyed stated that support groups were not available. This had drastically changed by endline, at which point 77 per cent of community members stated there were support groups for women's and girls' education in their community.

"There are Information sharing meetings to increase awareness and aspirations for employment among girls and women."

"The project developed grassroots skills instructors and rights activists in the village."

"We had to know their rights; women's education was not had here but now we are happy about it."

— Community member responses at endline describing advocacy efforts in their community.

Overall, community members' attitudes shifted to being more supportive of the women and girls within their community, and these changes were supported by numerous case studies and qualitative data from the project. The qualitative quotes below confirm this shift in community members' engagement and attitudes.

"As a volunteer, 'activist' I am doing all that I can to support the community facilitator to mobilise girls in particular and the community at large to fight against child, early and forced marriages and teenage pregnancies. I am even talking to my sons, my nephews and brothers at any opportunity to discourage them from the act of marrying young girls or impregnating young girls. I also talk to the girls about the negative consequences of dropping out of school. I have Girls Inspire to be thankful for this work that I am doing for my community."

— Quote from Catiza Henriques, case study with ADPP, Mozambique



WOMEN'S AND GIRLS' ECONOMIC CAPABILITIES

As part of the PMF, securing economic opportunities for women and girls, whether through formal employment or self-led activities to generate revenue, was a driving outcome of the training. The women and girls received targeted skills training as well as soft skills support to help them find employment, contextualised to the skills and employment opportunities unique to their community. As previously discussed, employment rates were low for

project participants, despite employers stating employment opportunities were available. The GIRLS Inspire training helped to build tangible employment skills as well as soft skills in the women and girls to help them find employment. This section examines the development of the women's and girls' economic capabilities — specifically, their economic confidence — community support and employability.

WOMEN'S AND GIRLS' ECONOMIC CONFIDENCE

From baseline to endline, the women and girls reported increased confidence in their skills and employability on a number of different measures. At baseline, they reported that their ability to find work was limited: 13 per cent of respondents rated their ability to find work as very poor and 40 per cent rated it as poor (see Figure 6, page 33).

At endline, the women and girls felt the project had greatly enhanced their ability to find work: 51 per cent reported the project had had some impact on their ability to find work, and 49 per cent reported it had had a significant impact.

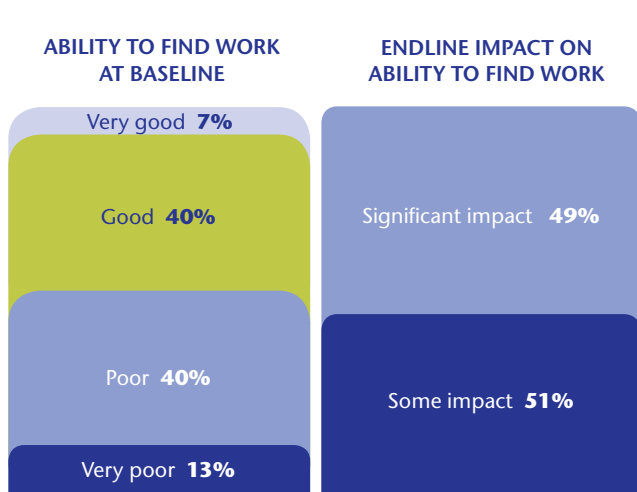


FIGURE 6: Women's and Girls' Perceived Ability to Find Work, at Baseline and Endline

The women and girls reported similar growth in their perceptions of their economic opportunities. At baseline, 17 per cent of the women and girls felt their ability to access economic opportunities was very poor, and 48 per cent felt it was poor (see Figure 7, above right). At endline, they reported that the project had impacted their economic opportunity: 49 per cent felt the project had had some impact on their ability to access economic opportunities, and 51 per cent felt it had had a significant impact.

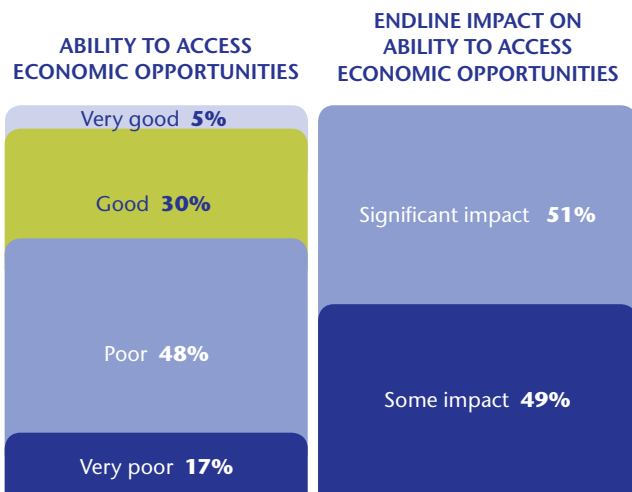


FIGURE 7: Women's and Girls' Perceived Ability to Access Economic Opportunities, at Baseline

The project improved the women's and girls' confidence about finding employment in some capacity. At endline, 49 per cent of the women and girls surveyed felt the project had had some impact on their readiness to gain employment, with 51 per cent feeling it had had a significant impact. At endline, they strongly felt their ability to take on economic leadership had been positively impacted by the project, with 58 per cent feeling it had had some impact and 42 per cent feeling it had had a significant impact.

COMMUNITY PERCEPTIONS OF EMPLOYMENT

The project also worked to improve community members' perception of female employment opportunities. At baseline, community members' estimates of the number of women and girls in their community with paid employment or businesses were very low. From baseline to endline, the community members felt that more women and girls had found paid employment, as shown in Figure 8 (right).

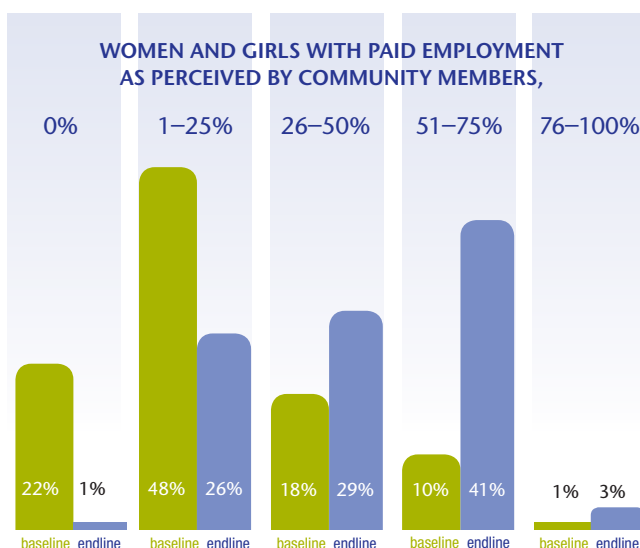


FIGURE 8: Percentage of Women and Girls with Paid Employment as Perceived by Community Members, at Baseline and Endline

When asked to rate their perception of employment opportunities for women and girls, 40 per cent of the community members at baseline felt that the number of employment opportunities available for women and girls was good/very good; at endline, this had increased to 81 per cent.

TABLE 24: Community Perceptions of Employment Opportunities for Women and Girls, at Baseline and Endline

Rate of employment opportunities for women and girls	Baseline %	Endline %
Very poor	17%	1%
Poor	36%	18%
Good	33%	58%
Very good	7%	23%

WOMEN AND GIRLS IN EMPLOYMENT

This supportive employment environment created a dynamic in which women and girls were able to achieve employment. At endline, 52 per cent of the women and girls reported that they were employed, with the most commonly reported work being sewing, tailoring and stitching. Of those who had found employment, 98 per cent stated that this occurred after the training. These shifts are confirmed with qualitative data from the project (see the quotes), showing women and girls finding employment with local shops, business, hotels or tailor shops, or starting their own small businesses, such as sewing, stitching or selling soap and other goods.

“After the completion of the course they are able to earn for their family, but they started self-businesses like stitching at home from initial stage.”

— Community member, open-ended endline responses

“Samreen heard about the SPARC Vocational Center from Female Social Mobilisation visiting in her local community and she came for admission in a Beautician course. She had no experience of Beautician before joining the SPARC-Vocational Center Jatoi. She was inspired by the daily lectures of Life Skills and Basic Education (LSBE). She got motivated and decided to do something for herself and her family, to make their situation better. She was very influenced by the LSBE Lectures given by Mr. Naeem Ahmad (Project Coordinator). After training for the Beautician Course from the Vocational Center Jatoi, she expressed her desire to work. Mr. Naeem Ahmed referred her to Institute of Rural Management where there was a vacant position for a female skill trainer. She was selected as a ‘Female Skill Trainer in IRM Jatoi’ which was a great opportunity for her.”

— Case study of Samreen, SPARC, Pakistan



BUILDING BLOCKS TO SUSTAINABLE LIVELIHOODS

ASSET ENHANCEMENTS AS BUILDING BLOCKS

IN THE PREVIOUS SECTION, a variety of assets, developed from baseline to endline in order to better support women and girls, were explored through a sustainable livelihoods lens. The assets included health resources, learning facilities, financial and technology resources, and family and community assets. From baseline to endline, the data showed increases in women's and girls' perception of the strength of these assets. The section below looks at the relationship between these assets and women's and girls' desire for tertiary education and employment status at endline.

ASSET ENHANCEMENTS THAT BUILD DESIRE FOR EDUCATION

Using chi square tests, the women's and girls' endline desire for tertiary education was tested for association with dimensions of sustainable livelihood assets. A number of these assets were found to be associated with women's and girls' desire for tertiary education, suggesting that developing women's and girls' resources in their immediate environment can encourage them to take on new challenges.

Learning facility assets were found to have a connection with the women's and girls' desire for tertiary education. At endline, the availability of toilet facilities was found to be associated with desire for education. The chi square test was found to be statistically significant — $X^2(2, n=1067)=44.49, p=.000$ — and the Cramer's V value of 0.204 shows a moderately strong association. Endline access to ablution facilities is also connected to the women's and girls' desire for education. The chi square test was statistically significant — $X^2(2, n=1067)=48.35, p=.000$ — and the Cramer's V value of 0.213 shows a moderately strong association. These associations show that as women and girls feel more comfortable in their physical learning spaces, they may be more inclined to desire further education.

In line with the project's predicted theory of change, the women's and girls' endline perception of family support for education was associated with their endline desire for tertiary education. A chi square test was found to be statistically significant between these two variables — $X^2(3, n=1067)=13.82, p=.003$ — and the Cramer's V value of 0.114 showed a moderate association. While not a surprise, these findings support the notion that developing family

engagement and willingness to allow women and girls access to education ensures women and girls feel more confident about achieving higher education.

Lastly, financial assets were shown to be associated with desire for tertiary education, namely the presence of a bank account at endline. The chi square test was statistically significant — $X^2(1, n=1067)=43.11, p=.000$ — with a Cramer's V value of 0.201, demonstrating a moderately strong association. This shows that women and girls who are encouraged to develop their financial independence are also more likely to want to continue their education.

While a cursory glance might suggest these various assets seem disconnected, in reality they each work to create an enabling environment in which women and girls can pursue education. All of these assets connect to current barriers women and girls face in their communities, and baseline to endline changes in these assets show positive outcomes for women and girls.

ASSET ENHANCEMENTS THAT BUILD DESIRE FOR EMPLOYMENT

Chi squares tests were run to explore relationships between endline sustainable livelihood assets and women's and girls' desire to be employed at endline. Associations were found between dimensions of women's and girls' economic confidence (see page 32), suggesting that developing women's and girls' belief in their economic potential and confidence encourages them to seek employment.

For example, the women and girls reported that their readiness to find employment at endline had been significantly impacted by the project. This variable was found to be associated with endline desires to be employed. The chi square test was statistically significant — $\chi^2(1, n=930)=63.14$, $p=.000$ — and the Cramer's V value of 0.261 shows a moderately strong association between the two variables. The women and girls reported significant impacts on their economic access at endline, and this was also associated with their desire for employment at endline. The chi square test was statistically significant — $\chi^2(1, n=923)=76.62$, $p=.000$ — and the Cramer's V value of 0.288 shows a

moderately strong association. Another example is the association between the endline impact on women's and girls' ability to find work and their desire for employment. The chi square test was statistically significant — $\chi^2(1, n=958)=59.24$, $p=.000$ — and the Cramer's V value of 0.249 shows a moderate association. Lastly, the endline impact on women's and girls' economic leadership is associated with their desire for employment. The chi square test was statistically significant — $\chi^2(1, n=960)=42.69$, $p=.000$ — and the Cramer's V value of 0.211 shows a moderate association.

Taken as a whole, these dimensions of women's and girls' economic confidence show a connection with desire for employment. This suggests that developing these building blocks of soft skills can ultimately have a meaningful impact on women's and girls' employment potential and their future livelihoods.

ASSET ENHANCEMENTS THAT BUILD WOMEN'S AND GIRLS' EMPLOYMENT OPPORTUNITIES

At endline there was an increase in employment numbers among the women and girls, with 52 per cent stating they were employed. Employment status was explored with the variables of sustainable livelihoods assets and the section below presents the connections that were found to be statistically significant.

Learning facilities showed an association with women's and girls' employment status. Access to toilets in learning facilities at endline was also strongly associated with employment status: $\chi^2(2, n=1076)=148.51$, $p=.000$, with a Cramer's V value of 0.372, showing a very strong association with employment status. Access to ablution facilities in learning facilities at endline was also strongly associated with employment status: $\chi^2(2, n=1076)=120.33$, $p=.000$, with a Cramer's V value of 0.334. Walking safety was also correlated with employment status, though to a weak degree: $\chi^2(2, n=1076)=26.10$, $p=.000$, with a Cramer's V value of 0.156. Endline access to clean water in learning facilities was also strongly associated with employment status: $\chi^2(2, n=1076)=182.35$, $p=.000$, with a Cramer's V value of 0.412, indicating a strong association. These show that enhanced learning facilities can benefit women's and girls' employment prospects in the long run, as women and girls are more likely and better able to participate in training opportunities.

Bank account access was also associated with employment status at endline, with women and girls who were employed being more likely to report having access to a bank account. The chi square test was statistically significant — $\chi^2(2, n=1076)=239.24$, $p=.000$ — with a Cramer's V value of 0.472, indicating a very high level of association. Table 25 (below) shows the percentage breakdown of the categories to illustrate the association. The results suggest that bank account access can encourage women and girls to enter employment and earn wages.

TABLE 25: Women and Girls Employed, at Endline/Women and Girls with Bank Accounts, at Endline

	Not employed at endline	Employed at endline
Do not have access to a bank account	81%	20%
Have access to a bank account	34%	66%

Women's and girls' employment also had an association with permission to use ICTs, with more women and girls in employment stating they had permission to use the ICTs of someone in their immediate circle. The chi square test was statistically significant — $\chi^2(2, n=710)=310.98, p=.000$ — with a Cramer's V value of 0.662, typically a high level of association that shows overlap between the two variables. Table 26 (below) shows the categorical breakdown, which suggests that women and girls with permission to use ICTs are likely to fall into the employment category, a relationship that may be important to consider in future project implementations looking to explore the benefits of access to technology.

TABLE 26: Women and Girls Employed, at Endline/Women and Girls with Permission to Use ICTs, at Endline

	Not employed at endline	Employed at endline
Do not have permission to use ICTs	75%	25%
Have permission to use ICTs	9%	91%

Training and employment resources at endline were also associated with women's and girls' employment status, which may not be surprising. More women and girls who reported access to training/employment information were employed than those who did not (see Table 27, below). The chi square test showed a significant association between these two variables — $\chi^2(1, n=1069)=103.85, p=.000$ — with a Cramer's V value of 0.312, showing a strong association. This connection illustrates the need to provide women and girls with employment information in order to connect them with employment opportunities.

TABLE 27: Women and Girls Employed, at Endline/Women's and Girls' Access to Information on Training/Employment, at Endline

	Not employed at endline	Employed at endline
Stated no to access to information on training/employment at endline	86%	14%
Stated yes to access to information on training/employment at endline	41%	59%



PREVENTING CHILD, EARLY AND FORCED MARRIAGE

THE **GIRLS INSPIRE** PROJECT positioned ending child marriage as an overarching driver of its theory of change. The project itself adopted a holistic approach to tackling this issue by empowering women and girls as well as working to shift norms around this practice. This section explores data from the baseline/endline results on CEFM advocacy and discusses child marriage prevention, supported by qualitative data from the project. Ending CEFM is a long process, one that requires working alongside community members as well as providing alternative life choices for women and girls. Breaking the cycle of CEFM will take time, but this project shows some initial positive shifts around the practice that will continue to manifest in communities.

BUILDING AWARENESS OF CEFM

GIRLS Inspire implemented a number of community advocacy activities on CEFM, contextualised to fit the norms of each community. They included activities such as community events, radio and multimedia production, workshops and participation in international awareness days, and resulted in an increase in knowledge about CEFM. At baseline, 90 per cent of community members surveyed said they were familiar with CEFM; this increased to 98 per cent at endline. When asked about their level of awareness of CEFM, at endline, 28 per cent of community members said they were somewhat aware and 70 per cent were very aware.

TABLE 28: CEFM Materials by Type, as Reported by Organisational Members, at Baseline and Endline

Material	Baseline %	Endline %
Brochure	27%	33%
Toolkits	15%	37%
Multimedia platforms	35%	33%
Research studies	8%	12%
Workshops	48%	58%

“More than 120 community members saw the Tale of Two Marriages documentary in five different sessions. One of the families changed their mind about marrying their 14 year old daughter.”

— Quote from Project Manager, Bedari, Pakistan

Partner organisations developed useful resources for delivering CEFM programming, which were shared between countries for use when possible. Table 28 (below left) shows the overall increase in CEFM materials available as reported by organisational members who participated in the survey.

These resources translated into community awareness building. Community members reported, from baseline to endline, increases in CEFM awareness through formal tools such as multimedia platforms, community events and workshops. Notably, 32 per cent of respondents at endline stated that they learnt of CEFM through this project. Table 29 (below) shows the types of CEFM-related tools and community members’ familiarity with CEFM.

TABLE 29: Community Members’ Familiarity with CEFM, by Specific Tools, at Baseline and Endline

Type	Baseline %	Endline %
Community event	10%	16%
Multimedia platforms, such as community radio	7%	13%
Word of mouth	51%	41%
Workshop	33%	40%
Through this project	-	32%

Community members reported a number of negative consequences of CEFM, due to their increased knowledge. Common responses included lack of education and dropping out of school; health risks such as early pregnancy and death from pregnancy complications; health issues such as STI and HIV exposure, abuse and difficulties at home, divorce and lack of opportunity to move forward in life.

Access to these activities and resources translated into increased community concern about CEFM from baseline to endline. Notably, at baseline, 13 per cent of community members felt CEFM was not a concern at all. By endline, 98 per cent felt CEFM was a significant/very significant concern for the community. Table 30 (right) shows the baseline and endline levels of concern among community members about CEFM.

TABLE 30: Community Members' Level of Concern for CEFM, at Baseline and Endline

Level of concern	Baseline %	Endline %
Not at all a concern	1%	-
Not a significant concern	13%	1%
Significant concern	44%	39%
Very significant concern	42%	59%

"We started this work with some challenges, especially from the negative perspective of people when we talk about ending child marriage. But now most of the community members are aware that child marriage is among the issues which should be stopped."

— Member of Community Champions of Change (Ruangwa), from IAE Partner Report, September 2018

PREVENTING CEFM

Measurements of prevented child marriages were not part of the baseline/endline survey tools. They were added into the overall monitoring and evaluation of the project, with a separate tool for partners to capture and describe data on child marriages as well as reporting questions on Quarterly Partner Reports. To date, 1,181 child marriages have been prevented due to GIRLS Inspire, and the stories behind two of them are shared in the quotes.

"Throughout my marriage I was a victim of severe sexual and domestic violence and I was unaware of that because I was too young to understand,' shared Ramsha Sattar. Ramsha is just a 14 years old girl and Bedari came in contact with her during a self-growth session. She completed beautician course from the skill centre under the project, GIRLS Inspire established by SPARC and attended self-growth workshop conducted by Bedari so that she could restart life with new goals and determination. Ramsha wishes to complete her education which suffered due to her early marriage. Bedari connected her to Allama Iqbal Open University for open distance learning (ODL) to help her pursue her education and career."

— Case study of Ramsha Sattar, SPARC, Pakistan

“While Suriya was in school, she suddenly is informed to return to house as soon as possible. After she returns home, she finds that there are some guests in their house to see her. Suriya didn’t understand anything at first but when her mother tells her not to go in front of the guests without proper dressing and grooming then she understands that they are here to see her as a potential bride... They finalised the date and time of the marriage.

After hearing this, Suriya goes to the house of her neighbouring aunty named Sheuli to inform her about her upcoming marriage. Sheuli Begum is a member of batch 3 of the CEFM Girls Inspire project. Sheuli at first tries to convince the parents of Suriya. But they didn’t listen to her. Then Sheuli goes to the awareness session along with Suriya. Suriya tells everything in the session. Then Rokeya, Putul, Rabey and Sheuli who are all taking training under CEFM Girls Inspire project went to the house of one of the influential LSG member Md. Javed Ali. They told him everything.

Then they all together went to the house of Suriya and sat in a meeting with the parents of Suriya. At first, they didn’t want to sit but they all together tried to convince them by telling them that it’s a sort of suicide for their daughter if they arrange this early marriage. They also tell them about the laws and other regulation and punishments. They feel intimidated and told them that they will inform the grooms side that they have cancelled the marriage.”

— Case study of Suriya, CMES partner report, September 2018

Importantly, the women and girls have gained resources and allies within their communities that help them take action in their lives and provide alternatives to child marriage, including further education, starting their own business or gaining employment in the community. Community members also demonstrated increased capability to support girls and significantly shifted their attitudes on CEFM. Significantly, at endline, 96 per cent of community members surveyed felt that the project had impacted women and girls in their community, demonstrating the influence community members had on the project and their own belief in the power of empowerment for women and girls.

“The GIRLS Inspire activities including skills training, life skills training, community awareness activities and events have played a vital role in preventing the child marriages. Before the intervention of the GIRLS Inspire project, these areas were prone to child marriages. Poverty, illiteracy, lack of awareness, etc. were the main reasons for the early marriages. Besides these the predicament of women and girls are very vulnerable in the rural disadvantaged areas where GIRLS Inspire project is being implemented. The girls and women are not economically independent rather they are dependent on their family. But after getting training under GIRLS Inspire project the girls have gained skills training and life skills training as a result; they have achieved market relevant skills and consequently they get employed and earn a significant amount of income.

Once they can earn, they become economically independent and contribute to the family expenditure. Besides this they gain insight on the negative and harmful impact of CEFM and also about other rights from the session. The community people also become aware of the importance of girls’ education and training due to the project engagement with CWC and LSG. As a result, GIRLS Inspire project has played a holistic and comprehensive role in the prevention of the child marriages.”

— Open-ended response from community survey



DISCUSSION AND POLICY RECOMMENDATIONS

STUDY LIMITATIONS

The baseline-endline study process had limitations, discussed below. These limitations may be helpful for other practitioners in the M&E space when they are considering setting up an in-depth study on CEFM projects.

One limitation of this study was the difficulty of maintaining the sample size at endline. For this report, there was a large difference in survey response rates at baseline and endline, due to a multitude of reasons. First, finding the same individuals to be surveyed at endline was often difficult, as participants moved out of town, migrated for work or experienced other life changes. Second, changes in field staff can make returning to the same individuals more challenging. As well, partner capacity to perform endline surveying differences between partners was sporadic, and dropped off in Tanzania and Mozambique in particular in terms of response rates.

The Learning ID system presented its own challenges, but with some changes it could be used to be even more helpful in day-to-day M&E practices. The Learning ID system was phased in through the project for women and girls, and there were challenges in generating unique ID numbers (for instance, using more than just 1,2,3,4). As well, balancing each partner's own registration system for women and girls within the larger COL systems meant that a variety of numbering conventions were used. Slight changes to create systematised unique Learner ID numbers and a survey system that could better match Learner ID entries may help streamline the process in the future. This is particularly important when considering scaling up a project from pilot phases to reach more beneficiaries, which would require a more robust M&E system.

This study did not use a control group, which means it cannot account for the impact of outside factors on the

results of the baseline-endline report. These factors could include other interventions in communities, changes in local policies or law or changes in economic realities, to name only a few examples. For future scaling up, a more randomised control design may be considered to strengthen data validity.

The data tools themselves were changed after the initial stages of the baseline report to improve efficiencies in collecting data and streamline data analysis. This included changing some Likert scale questions to 4 points (from 5 points), eliminating a neutral option. As well, some questions were restructured to become close-ended questions. Lastly, the current tools would benefit from improvements in how they capture data on child marriage itself. This could include expanding definitions of child marriage, gathering more details on the marriages and integrating measures of divorce where relevant.

Biases in responses continue to be something that needs to be actively addressed, as sometimes field surveyors had respondents reply to surveys in a way they thought offered the “best” or “preferred” answer. Further and ongoing training of surveyors, ensuring survey locations are comfortable and secure, and trust building throughout the project experience can help to limit biased responses.

A last limitation was the timing of the impact measurements, as some changes may take longer to occur than the survey time period allowed. For this study, endline surveys were done one to three months after the women and girls completed their training. It is possible impacts at all four levels (women and girls, community, employers and staff) may continue past this timeframe or take longer to manifest in a measurable way.

POLICY RECOMMENDATIONS

GIRLS Inspire trained 30,694 women and girls in life skills and vocational training and engaged with 378,072 community members in Bangladesh, Mozambique, Pakistan and Tanzania. The baseline-endline study showed the impacts the project had on the women and girls, and these impacts can serve as a basis for considering future CEFM interventions as well as areas in which to scale up such a project. Policy recommendations include:

Consider Contextual Social and Cultural Barriers:

The women and girls in our study faced barriers to achieving education and empowerment that are entrenched in the practices of CEFM. Interventions need to consider holistic approaches that involve social systems such as family and community members in order to achieve success.

Build Women's and Girls' Independence: For both women and girls who have experienced CEFM and those who are at risk of CEFM, building assets that allow them greater independence and resources can help them live healthier lives. The study showed the connection between women's and girls' empowerment and sustainable livelihood assets that encourage them to seek out employment and education. Holistic programming that tackles women's and girls' health, decision-making power, financial literacy, economic confidence and technical skills is essential to ensure women and girls are successful.

Create Employer Connections for Programme

Participants: Working with employers was a key pillar for the partners in achieving employment opportunities for the women and girls. There was a large disconnect at baseline between women's and girls' low employment levels and

employers' reports of many job opportunities. This showed a need to bridge the gap between employers and women and girls through vocational training that reflects market needs as well as the development of resources to help women and girls find employment. From baseline to endline, women and girls increased their desire for employer-based employment, which suggests increased knowledge of this as an option alongside self-employment opportunities. Creating employment choices for women and girls is key if they are to achieve economic independence.

Changing Norms on CEFM: Community member support and knowledge about CEFM were essential to the success of the project and play a major role in preventing CEFM. Programming needs to consider the role community can play in enforcing social norms and work proactively to build community champions willing to support women and girls.

Consider CEFM at a Legal Level: Beyond the scope of this study is understanding the legal implications of CEFM policy in each country. For instance, in Pakistan there were national legal efforts to reduce the age of marriage during the lifetime of this project. Further connections on the macro level of CEFM policy with those within the community can strengthen the community's, women's and girls', and family members' willingness to seek legal intervention when CEFM is being considered.



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FURTHER GIRLS INSPIRE RESOURCES

Global Affairs Canada Progress Report.
Available at <http://hdl.handle.net/11599/3222>

Supplementary Resources Link.
Available at <https://www.dropbox.com/s/5xk9r0imdyde1ws/Ending%20CEFM%20Baseline-%20Endline%20Report%20Supplementary%20Resource.pdf?dl=0>



GLOSSARY

Social Desirability Bias: A type of sampling bias when respondents answer questions in a way they believe will be viewed favourably by other people.

Snowball Sampling: A sampling approach in which research participants recruit other participants for a test or study.

Triangulation: The use of several methodologies in order to measure a social phenomenon.



COMMUNITY LIST

BANGLADESH

CMES

Borguna Amtoli
 Borguna Pathorghata
 Chapainowabgonj Alinagar
 Chapainowabgonj Elaipur
 Chapainowabgonj Gobratola
 Chapainowabgonj Noyadiyari
 Chittagong Satbaria
 Dinajpur Ranirbandar
 Gazipur Kayetpara
 Jalokathi Amua
 Jamalpur Bakhshigonj
 Kurigram Fulbari
 Kurigram Ulipur
 Lalmonirhat Malgara
 Mymensingh Haluaghat
 Nilfamari Joldhaka
 Potuakhali Khasherhat
 Rajshahi Damkura
 Rajshahi Vatpara
 Rangpur Deuty
 Sherpur Nalitabari
 Shylet Jaintapur
 Sirajgonj Kuripara
 Tangail Sakhipur
 Tangail Suruj

SSS

NATORE

Natore – Anadangar
 Natore – Baliabari
 Natore – Berabari
 Natore – Bil Pakuria
 Natore – Chalklarua
 Natore – Chhota Kholabaria
 Natore – Dahia
 Natore – Debattar
 Natore – Gutia
 Natore – Harina
 Natore – Hat Kadamtoli
 Natore – Holaigari
 Natore – Jagatpur
 Natore – Kalinagar
 Natore – Kauatikri
 Natore – Kazi Pura
 Natore – Krishnanagar
 Natore – Krishnapur

Natore – Mahesh Chandrapur
 Natore – Nazapur
 Natore – Nurpur
 Natore – Pangasia
 Natore – Patkandi
 Natore – Shibpur
 Natore – Sonaghati

PABNA

Pabna – Agjanihar
 Pabna – Bara Narayandia
 Pabna – Bara Pathailhat
 Pabna – Bhangura Char Para
 Pabna – Bhangura Sarker Para
 Pabna – Biswanathpur
 Pabna – Bothar Paschim Para
 Pabna – Brahmapur
 Pabna – Bri-Lahiribari
 Pabna – Chakchakia
 Pabna – Char Chhaikola
 Pabna – Char Nabin
 Pabna – Chhaikola Dakshin Para
 Pabna – Chhaikola Nadi Para
 Pabna – Chhaikola Purba Para
 Pabna – Chhaikola Sarkar Para
 Pabna – Chhota Pathailhat
 Pabna – Chhota Narayandia
 Pabna – Demra Char Para
 Pabna – Dighalgaon
 Pabna – Gadai Rupsi
 Pabna – Jhabjhabia
 Pabna – Jhinaigari Kalkati
 Pabna – Kanai Char
 Pabna – Karatkandi
 Pabna – Magira
 Pabna – Milon Char
 Pabna – Mirzapur Cpara
 Pabna – Nagdemra
 Pabna – Naldanga
 Pabna – Namkan
 Pabna – Nurnagar
 Pabna – Panch Jantihar
 Pabna – Paramanadapur
 Pabna – Patul
 Pabna – Rupsi
 Pabna – Satbaria
 Pabna – Shingari

MOZAMBIQUE

Nacala Porto Communities:

Muzuane Baixa
 Muzuane Alta
 Qissimajulo
 Mocone
 Matapue
 Triangulo
 Naherenque

Niassa Communities:

Chimbunila-sede (Bairro Undi)
 Lione
 Machomane
 Cuamba Sede (Bairro Adine)
 Muheia
 Mukhwapa
 Comunidade-sede (Chanica)
 Muita
 Lissiete Chigula

PAKISTAN

Muzaffargarh

BHUTTAPUR

Bheema Sial
 Chah Kikar Wala
 Chah Qazi Wala
 Damani Wala

JATOI

Al-Noor Colony
 Al-Noor Colony Tehsil
 Bahar Wala
 Bamboo Sandila
 Bamboo Sandila Tehsil
 Basti Awan Tehsil
 Basti Bamboo Sindillah
 Basti Bhaila
 Basti Gujar, Ward # 6
 Basti Gunawan
 Basti Joya
 Basti Laskani
 Basti Maher Wala
 Basti Manzoor Abad
 Basti Ramzan Khan
 Basti Sithari
 Basti Thar Khan

Bhela Wala Kotla Raham Ali Shah Tehsil
 Bismillah Colony
 City, Near GGHS
 Damar Wala Shumali Tehsil
 Faisal Street, Ward # 09
 H # 361 Sarcal Road
 H # 361, Ward # 10
 H # 753/628 Ward # 09
 Jhugi Wala Tehsil
 Kadeer Abad
 Kandh Sharif Tehsil
 Milan Colony Tehsil
 Mohallah Arian
 Mohallah Arian Wala
 Mohallah Bahar Wala
 Mohallah Balochan
 Mohallah Bhoray Khan
 Mohallah Bhore Khan
 Mohallah Dogran Tehsil
 Mohallah Ghoisia Wala
 Mohallah Khaigan
 Mohallah Musafar Shah
 Mohallah Naiyon Wala
 Mohallah Rajpootan
 Mouza Rao Wali
 Mulhan Colony
 Near Ambli Wali Mosque
 Near GGHS
 Qaiser Ghazlian
 Ram Pur 1 Tehsil
 Rao Tehsil
 Ward # 09 Bhopy Khan
 Ward # 09 Bhopay Khan
 Ward # 14 Tehsil
 Ward # 15 Tehsil
 Ward # 5 Tehsil
 Ward # 8
 Ward # 8 Tehsil
 Ward # 04, Rajpootan
 Ward # 05, Mohallah Arian
 Ward # 09
 Ward N# 09, Rajpootan
 Ward # 10
 Ward # 03, Almadina Town
 Ward # 03, Bishmilah
 Ward # 03, Near Rest House
 Ward # 05
 Ward # 08, Balochan
 Ward # 10, Mohallah Kamboh
 Ward # 10, Mohallah Atta Ullah Khan
 Ward # 12, Mohallah Atta Ullah Khan
 Ward # 9, Mohallah Atta Ullah Khan

Ward # 10 Mohallah Latif Abad
 Ward # 04
 Ward # 09, Tehsil
SHEHR SULTAN
 Ali Shah
 Ali Shah Kotla Mughal
 Bair Band
 Bair Band 2
 Baloch Colony
 Bana Roya
 Bastti Ali Shah
 Bastti Ali Shah Kotla Mughal
 Bastti Allah Shah
 Bastti Band
 Bastti Chajra Wala
 Bastti Chajra Wali
 Bastti Chowk Gopang
 Bastti Kanolo Wala
 Bastti Kareem Bakhsh
 Bastti Khar Wala Murad Pur
 Bastti Masu Shsh Kotla Mughal
 Bastti Meer Hazar
 Bastti Meer Pur
 Bastti Meeran Pur
 Bastti Shary Wala
 Bastti Takh Meeran Pur
 Chah Abdullah Wala
 Chah Bhrai Wala
 Chah Kanday Wala
 Chah Shani Wala
 Chah Shary Wala
 Chah Shumali Bar Band
 Chah Shumali Wala
 Chah Shumali Wala Murad Pur
 Chah Tibbi Wala
 Chowk Gopang
 Chrans Pur
 Eid Gha Wali Gali
 Kotla Lal Shah
 Meer Pur
 Meeran Pur
 Mohallah Number Dara Wala
 Mohallah Qazian Wala
 Murad Pur
 Murad Pur Shumali
 Number Daran Meer Pur
 Number Daran Meeran Pur
 Sanawa Meeran Pur
 Shah Shumali Bar Band
 Ward # 4, Mohallah Zai Nagar
 Ward # 0, Mohallah Rajpootan

Ward n# 4, Abu Bakar Chowk
 Ward # 4, Mohallah Qazian Wala
 Ward # 5, Mohalla Farooqia
 Ward # 6, Bhotral Wala
 Ward # 6, Qazian Wala
 Ward # 7, Qazian Wala
 Ward # 8, Mohallah Qazian Wala
 Ward # 8, Mohallah Rehman Colony
 Ward # 9, Mohallah
 Ward # 9, Mohallah Pathan Wala
 Basti Chagra
 Basti Fareed Wala
 Basti Nawan Babran

TALERI

Basti Ali Shah

Multan

UC 34 Shujabad Road Multan (Main Center1)
 Chowk Kumaran Wala (Community Center)
 18 Kasi (Community Center)
 Stadium Road near Sultan Ghee Mill (Community Center)
 Vehari Chowk near Al Huda Hotel Multan (Main Center2)
 Bahawalpur By Pass (Community Center)
 Qasimpur (Community Center)
 Dunyapur road (Community Center)
 20 feet Samijabad (Community Center)

TANZANIA

Dodoma

Kongwa – Sejeli Ward
 Bahi – Bahi Ward

Lindi

Kilwa – Masoko Ward
 Ruangwa – Ruangwa Ward

Rukwa

Nkasi – Chala Ward
 Karambo – Msanzi Ward

