|  |  |
| --- | --- |
| Danish organisation | Crossing Borders (CB) |
| Title of the intervention | Empowered Girls Dialogue (EGD) II: *Giving girls a voice for change through community dialogue* |
| Partner name | Project Soar (PS) |
| Amount applied for | 499.999 DKK  |
| Country | Morocco |
| Period (# of months) | 12 months |

1. **Objective and relevance (the world around us)**
* **Introduction of the project and its Theme**

In collaboration, Crossing Borders (CB) and Project Soar (PS) from Morocco are pleased to present the project Empowered Girls Dialogue (EGD) II: *Giving girls a voice for change through community dialogue*. EGD II builds on the previous CISU funded project Empowered Girls Dialogue (EGD): *Facilitating girls’ leadership and community outreach* [will be referred to as EGD I in the rest of the application to differentiate it from the new project, EGD II].

We strongly believe that girls and women are critical drivers of social justice and powerful agents of change in Morocco. It is proven that investing in girls creates a domino effect that yields multiple benefits, not only for individual girls, and the women they become; but for families, communities, and countries. EGD II is designed to empower poor and marginalized Moroccan teen girls to gain a voice for change on the factors that marginalise them in their everyday life. The activities for EGD II are in many ways similar to EGD I, though, as will be explained, the learnings from EGD I have been brought into the design of this project. EGD I acted as a pilot for the development of the Community Dialogue guidance Toolkit and how to implement girl lead Community Dialogue meetings, as well as the Girl Leader Clubs that creates a continuous safe space for teen girls to discuss and engage around topics important to them. These activities, and all the learnings from piloting them in EGD I, have become a part of this, the second project.

The core focus of this project is directed toward expanding the Community Dialogue activity, and making them a strong advocacy tool. The Community Dialogue meetings will be led by the teen girls and the activity aim is to give the girls a formal voice within their communities. Through the process leading up to the Community Dialogues the girls will take part in Empowerment workshops and join, should the which, Girl Leader Clubs. They will become changemakers, learn leadership and debate skills, engage around artistic and creative ways of expressing oneself outside and inside the community dialogues. Two girl leaders will be chosen by the girls to learn how to lead community dialogues on divisive topic. Through the implementation of EGD II the poor and marginalised Moroccan teen girls in the project will be empowered with civic engagement competencies that will encourage them to solve community problems and engage other youths for civic engagement and participation.

* **The main purpose with the intervention, including challenges that need to be addressed**

The purpose of the EGD II project is to allow marginalised Moroccan teen girls to gain a voice within their communities. A voice that drives change to detrimental practices toward girls and women in Morocco.

The project development objective is, **to positively impact detrimental practices against Moroccan teen girls at the community level, such as, sexual harassment, forced dropping out of school, and forced early marriage**.

With these challenges in focus, we want to borrow the recommendations of the United Nations (UN) to plan a way forward. According to the UN Adolescent Girls Task Force, there are two key means to unleash girls’ potential: 1) Promote and empower adolescent girl leaders; and 2) Enhance Community Dialogue[[1]](#footnote-1). Our project – Empowered Girls’ Dialogue II – will advance these twin goals and enable us to build bridges between generations and sexes, thereby creating positive change within local communities to improve the situation for marginalized girls.

* **This intervention is an extension of a previous intervention, the EGD I project**

EGD I took place in the 2020-2021 academic year under the spectre of COVID-19. Despite emergency restrictions, PS implemented activities in 14 communities across 5 regions in Morocco. The EGD I budget was for 10 communities to be part of the project, but with COVID restricting travel and gatherings the funds allocated to Community Dialogues were used for an expansion of the number of communities that took part in the PSB Empowerment workshop activity within the project instead.

This, the second project for the 2021-2022 academic year, will build upon what was learn from the previous success of year one, but is very focused on getting back to physical meetings for both empowerment training and the main focus of EGD II, the local Community Dialog meetings that will give the girls a voice for change.

EGD I achieved the following results:

* Activated + oriented **27** female Facilitators/mentors (a team of 2 per local community)
* Assembled and distributed PSB toolkits for **14** girl squads in 14 target communities
* Registered **273** teen Girls (around 20 per target community) in **14** girl squads
* Ran **350** PSB Empowerment Workshops (25 workshops each at 14 target communities) for a total of **700** hours of empowerment workshops
* Activated **11** Girl Leader Clubs (GLCs) for girls in PSB, as well as other teen Girls, to engage in girl-led activities and peer-to-peer civic mobilization
* **Developed** a Community Dialogue Toolkit to help orient Girl Leaders and Facilitators in engaging their local communities
* Reviewed relevant potential community allies at local level in **13** target communities
* Conducted engagement meetings with some community allies in **8** target communities
* Conducted a total of **9** girl-supported Community Dialogues across target communities, involving **275** community stakeholders, including youth, parents, and CBO/CSO representatives

Empowering teen girls and enhancing their leadership skills to become active civic participants and advocates for their futures is a process. While the first project had many successes, factors related to COVID-19 caused the following challenges to EGD I:

1. **Lack of in-person training**: COVID-19 restrictions led PS to train facilitators on the new Community Dialog Toolkit via phone, which was not ideal for an entirely new program.
2. **COVID-19 constraints on Community Dialogues**: Through June 1, 2021, Morocco’s emergency regulations to counter the pandemic banned gatherings, restricted movements between towns and cities, and mandated an evening curfew. Government supported community centres for youth, known as *Dars Chabab*, - ideal locations for the Community Dialogues - were all closed. At multiple sites, we applied for waivers and authorizations to host Community Dialogues but they were denied. We Dialogue meetings PS could arrange, was held ‘under the radar’ with limited participants and constraints on the types of stakeholders who could be invited.

A challenge that was both driven by stricter than expected traditions and COVID-19 restrictions was:

1. **Limited success of ally meetings**: PS envisioned group ally meetings initiated by the girl beneficiaries before the Community Dialogues to bolster community ownership and attendance at the dialogues. However, due to local protocols and tradition, as well as community attitudes towards teen girls, key community stakeholders require individual, formal requests for meetings, led by adults. Establishing relationships with key officials from local Communes is extremely important, as this increases the chances of hosting Dialogues meetings in government buildings such as Youth Houses, Women’s Centers and Communes offices.

**New strategic approach for EGD II**: PS will apply significant learnings from EGD I to amend the Community Dialogues Toolkit and apply the following new strategies:

1. **Host in-person training:** PS will conduct a multi-day Community Dialog facilitation training for two girl leader (from the Girl Leader Club) and one adult Empowerment Facilitator from each target site. The Community Dialogue Toolkit will be reviewed in detail, with group discussions, planning breakouts, and simulations to better equip participants on how to implement the program in their site. Armed with this knowledge, the participating Facilitators and Girl leaders will orient other members of their Girl Leader Clubs at their localities.
2. **Build in more adult Facilitator involvement**: It takes time to change community attitudes towards teen girls, particularly in marginalised traditionally oriented areas, where being young and female carry a double discrimination. Accordingly, for EGD II, we will build in more time for Empowerment Facilitators to support girls to build bridges for girls to community allies.
3. **Prioritize Commune Officials:** During EGD I we learned that establishing relationships with local government officials from the commune is very important. More than we had expected. To ensure a good relationship, there are in EGD II build in 2 formal meetings with commune officials. Facilitators will make formal introductions and requests for meetings. This will open a pathway for girls to present themselves and their proposed advocacy topic for the Community Dialogues and seek support.
4. **Go deep on the same Dialogue topic:** Change is slow, and awareness raising is key in order to win the hearts and minds of communities and their decision makers. PS will therefore encourage Facilitators to work with Girls to identify a key issue for the Community Dialogue series and then host a series of three Dialogue meetings on the same advocacy topic. This will strengthen the Girls experience around how a debate over a topic evolves as the dialogue around the topic progresses through the meetings. How to create change also comes from knowing more about what blocks it, and getting the experience of having time between the meeting to find arguments around these blockades.
5. **Use artistic expression for advocacy during Community Dialogues**: Girl-led performance of plays during some of the Community Dialogues in EGD I showed the power of artistic expression for advocacy. Accordingly, PS will encourage Girls to get creative with how they present topics to break the ice with community members and provide a great foundation for further discussion.
6. **Favor youth-to-youth advocacy**: As an entry point into advocacy, EGD II will focus primarily on youth-to-youth advocacy, conducting outreach to community youth and building their understanding, interest and action on the issues of importance to teen girls. Related to this, while Moroccan schools are highly centralized, moving forward, we will see if holding more Community Dialogues at schools might be feasible, which would further support this effort.

As Morocco has advanced considerably on its vaccination efforts (and is currently vaccinating people as young as 25, as of late July), we anticipate that most COVID-19 restrictions will be lifted, allowing the proposed project to advance smoothly.

* **Describe the context of the intervention**

Teen girls in underserved areas of Morocco are highly vulnerable to school dropouts, child marriage, early motherhood, and gender-based violence that prevents them from full participation in their communities. The World Economic Forum’s Global Gender Gap ranked Morocco 144 out of 156 countries in 2021.

**Socio-economic and socio-cultural barriers:**While education is obligatory in Morocco until age 16, socio-economic barriers often get in the way of making education equal and accessible for teen girls. This is particularly true of girls from underserved areas whose parents often do not have the financial means and educational background to effectively support their daughters’ schooling. Underdeveloped infrastructure and poverty in rural and semi-rural areas in Morocco also make it difficult for girls to pursue education beyond primary or secondary school. Only 26% of girls in rural Morocco attend school versus 79% of boys (Borgen Project, 2017). When girls drop out of school, they become vulnerable to early marriage and early motherhood. In 2020, 14% married underage (Girls Not Brides, 2021). Additionally, there are social-cultural realities, which favour boys ahead of girls in family long-term investment decisions, particularly when it comes to education.

This intervention will take place in underserved areas in Morocco situated in contexts that could be considered to be socially and economically fragile:

**Social fragility**: Traditional cultural norms are a major contributing factor in the female youth disparity in Morocco. Families continue to play a key role in shaping young people’s value systems, including their goals and attitudes towards education and work. Most parents are also ill equipped to advise their children on school and career choices and cannot provide them with the additional support or knowledge needed to succeed in a new market economy environment. Girls from marginalized areas tend to experience pressure from families to carry on traditional customs and gender norms. Parents and other family members often rush daughters to work unskilled jobs with low pay or to arranged marriage during adolescence. According to USAID/Morocco: “*Drop-out rates are still high and only 53 percent of students enrolled in middle school continue on to high school and less than 15 percent of first grade students are likely to graduate from high school.”*

**Economic fragility**:There remains a large divide in Morocco between urban and rural/semi-rural areas. This manifests itself particularly in the labour market, with a labour bias towards women working in the domestic and informal spheres, and few rural women working outside the home. Women’s employment rate in Morocco is 16.70% compared to men’s employment rate of 62.9% ([HCP, 2021](https://www.hcp.ma/Note-d-information-du-Haut-Commissariat-au-Plan-a-l-occasion-de-la-journee-internationale-des-femmes-du-8-mars-2021_a2670.html)).

In short, teen girls in underserved areas of Morocco remain vulnerable and have limited decision making power or agency when it comes to determining their futures. This reality is a detriment to society. Civil society loses their civic decision-making potential and the economy loses their income earning potential by denying them a right to an education. Unable to become advocates for their own futures, teen girls are caught in a cycle that perpetuates outdated and inequitable views of women and girls.

The solution PS work to provide underserved girls is by giving them tools to stay in school, avoid child marriage, and pursue future careers driven by their goals. PS also works to provide girls with a built-in sustainable network of other girls and civil society actors that helps them impact their communities and improve their enabling environment.

* **Describe how this intervention will strengthen civil society organising**

At Project Soar, we know that empowerment works by helping girls overcome cultural barriers, lack of parental knowledge, and educational and financial constraints. With EGD II, we can provide girls, their parents and communities with the missing information linked to making communities inclusive for both genders. By empowering the girls and the local facilitators with tools related to gaining a voice, knowledge of rights, leadership and advocacy, PS helps them to understand, value and speak up for/advocate for rights and equality within their local communities.

Through EGD II, girls will view themselves - and begin to be viewed within their communities - as young leaders and changemakers on key matters. The processes around the Community Dialogues activity, that is the key part of EDG II, will allow the girls an opportunity to form informal networks with other youth - particularly other teen girls - and start reflecting on problems common to all girls. As girls encounter participants involved in other local civic actions, it may increase their enthusiasm to participate in community mobilization around other issues that affect them, such as environmental concerns or the lack of sports facilities for youth. The GLCs will here be a key for the girls first independent experience of civic group discussions and possible action. The project also strives to increase the girls’ collaboration and involvement with local CSOs that address local community issues. In short, EGD II will provide the teen girls a concrete step on a potential path to lifelong civic activism. Additionally, the Community Dialogues may activate other community members, such as family members who have little knowledge of civic activism and few opportunities to learn about the benefits of civic involvement, to get engaged.

PS Facilitators - local women embedded in their communities - are networked for success to administer the PS program and beyond. Many Facilitators report that administering the workshops created a transformational experience for them by going deep on subjects covered in the PS curriculum. PS Facilitator Warda in Douar Igoudar shared that is more confident speaking in public: “I used to hide all of my ideas. Now, I just share them.” Training and implementation of the program builds their capacity for project management and ongoing troubleshooting, data tracking and reporting, and other skills such as public speaking and communication. Building these skills throughout a year-long program, and for many facilitators who implement the program over multiple years and cohorts, develops key skills for potential jobs and community positions. For example, PS Facilitator Laila in Biougra was recently appointed by the community for the local school’s parents' association after being recognized for her ongoing work to support girls in the community.

* **What climate and environmental conditions do the partnership and the intervention need to respond to**

The Soar Solution is a scalable and portable leadership program with little negative impact to the natural environment. Empowerment workshops are held in safe space locations, typically youth houses that are located in the communities where girls live. Girls typically walk or bike to activities. We distribute eco-friendly menstruation products good for 3 years to each girl beneficiary.

The PSB Empowerment workshops and Community Dialogues leave little negative footprint on the community as well, as they are run at the local level and held how communities typically holds meetings, with little material use besides refreshments. There is some long-distance transportation included in the project and Project Soar employees will visit the communities during the project, but most activities are done locally in the communities by local facilitators and the girls. Crossing Borders will visit Morocco twice. Ones for an activity and ones for the monitoring visit.

1. **The partnership/collaborators (our starting point)**

**Crossing Borders (CB):** CB strives to create spaces (both physical and virtual) for young people to dialogue around issues that affect them or that create opportunities for them in their local communities. CB believes that through such spaces of honest dialogue - especially among people who are affected in the same ways, and bringing on board those that are in position to make a difference around such issues - we facilitate creation of possibilities for approaches and solutions that improve communities. CB comes to this partnership with varied experience on facilitating young people to take on social issues, utilizing dialogue as a tool of mobilization, social action, capacity building and advocacy, working with policy streams for lobby to social-policy responsiveness, as well as a long tradition of creative non-formal education methodologies that we know are key in supporting young people’s learning both in and outside the classroom.

**Project Soar (PS):** PS is a registered girl’s rights and empowerment organization established in Morocco in 2013. Through a scalable empowerment program, called Project Soar in a Box (PSB), PS builds the leadership capacity of marginalized teen girls, between 13-18 years old. Activities are spearheaded by local Facilitators who are trained young women who serve as role models and lead girls through PS’s signature 50+ hour curriculum based on five modules that are central to every empowered girl. These are summarized as below:

* Value: A PS Girl knows her value. She is confident, has high self-esteem, and respects her own worth and potential.
* Voice: A PS Girl communicates her thoughts clearly, resolves conflicts effectively, and advocates for herself productively.
* Body: A PS Girl understands changes in her body, manages her menstruation effectively and values her own health and wellness.
* Rights: A PS Girl embraces her right to an education and understands her right to be free from exploitation, violence, and forced marriage.
* Path: A PS Girl has tools to envision her future, sets goals assertively and conducts action planning with ease.

As a PS Girl progresses through each module, she undergoes a transformative process whereby she further develops her self-confidence, speaks up, embraces her adolescent body, defends her rights, and sets future goals. While conventional youth programs have rarely reached the most marginalized girls, for the past five years, PS has provided such girls with a safe space to learn soft skills including leadership, goal setting, confidence, problem solving, teamwork, public speaking, and planning towards productive futures.

Our ground-tested impact proves that the PBS solution works when it comes to long-term educational outcomes and girls' livelihoods. According to data collected from 675 girls in 41 locations across Morocco in 2020:

* **0.65%** PS Girls dropped out of school compared to the national rate of **21%** of girls who drop out of middle school and high school
* **88.75%** PS Girls passed the Baccalaureate compared to national rate of **55.75%** of all girls
* **87.50%** PS Girls go on to higher education (university or vocational school) compared to the national rate of 51.9% of all girls
* **0.11%** PS Girls married underage compared to the national child marriage rate of **14%**

Today, PS has a network of **3,545 girl leaders** in both Morocco and Uganda, collaborating with **208 trained Facilitators** and local partners. Besides this PS brings the following to the partnership:

* Deep understanding of Morocco, its culture, traditions and norms
* A reliable partner with a track record of programmatic results and financial responsibility
* Access to a network of women Facilitators who can help coordinate EGD II activities
* **Describe any previous acquaintance or cooperation between the partners and how it influenced this project**

This will be the second collaboration between CB and PS, as it is the extension of EGD I intervention. In addition to the successful launch of EGD I, PS led two separate, week-long **Instagram takeovers** on CB’s social media in February 2021, and in March 2021. The takeovers raised awareness about EGD I and highlighted project activities with CB’s network. On March 8, 2020, PS Founder and Executive Director Maryam Montague was the keynote speaker at CB’s **Women on the Front Line** event to highlight the vital contributions of women during the pandemic.

CB and PS also embarked on a new collaboration launched in March 2021, funded by the Anna Lindh Foundation: **Performance Art for Gender Equality (PAGE)**. PAGE is an innovative project aimed at addressing the need for intersectional and inclusive approaches to gender and gender equality at a global scale. Led by CB the project brings together young people from four organizations across the EuroMed region, including two PS staff and five PS Girls. The purpose of PAGE is to contribute to building a more inclusive understanding of gender equality while equipping participants with important skills related to advocacy, artistic pedagogy, performance art, and gender theories. The collaboration includes a training of trainers, national meetings, a youth exchange, national performances, and will result in a documentary to be used as a replicable toolkit.

* **The contributions, roles, and responsibilities of the partners and other actors**

CB will be responsible towards CISU as per the guidelines for managing project funded by CISU. PS will be responsible for activities in Morocco and the contact point to the following other actors during the project:

* **Moroccan Ministry of Youth and Sports**: PS has a partnership with the Ministry, which provides credibility, government protection and troubleshooting nationwide.
* **Local government/commune:** PS will actively engage the local government/commune into EGD II, incorporating formal touch points for engagement to build allyship in each of the nine target sites for better formal understanding of and representation at the Community Dialogues.
* **Youth Houses:** PS has guaranteed access to a network of Youth Houses across the country. These Youth Houses will provide free space for EGD II activities.
* **Families:** PS has an access point to families of its beneficiaries nationwide. EGD II will ensure that families are provided information about the program and invited to the Community Dialogues so that they can best support their daughters in decision making.

Danish payroll is for project management and project monitoring during the project period, and for participation in a training, learning and capacity building of target groups activity taking place in Morocco. The capacity building done by CB during the activity comes from CB´s extensive experience and knowledge base on matters of youth engagement and empowerment. CB will engage the girls of this project around how different form of engagement and advocacy projects have helped youth in other countries engage the marginalisation they experienced.

* **How the intervention will contribute to developing the relationship and collaboration between the partners**

EGD II will give PS and CB a chance to work closely together again, and will have the following benefits:

* The partnership continues engaging around Community Dialogues, a tool created during EGD I, but not explored enough. This was in part due to COVID-19 cutting down the number of meetings feasible during EGD I, but also because of it being a new untested tool that we needed feedback on. The Community Dialogue tool is therefore being improved for this project. We are also making it the core of the project, extending the meeting from one per community in EGD I to three in EGD II. This lets the teen girls experience the progressions of a dialog giving them and the other participant time to reflect between the meetings.
* CB will continue to gain an understanding of the issues that concern Moroccan youth, particularly Moroccan teen girls, with this project extension.
* PS will continue to be connected to CB’s global network of youth activists and will continue to benefit from CB’s best practices, in terms of youth programming.
* PS will continue seeking knowledge on use of theatre and other artistic and creative expression for advocacy.
* PS will continue to gain knowledge of the Danish gender equality model and feminist organizing.
* The two partners will continue to know each other more, jointly plan and test the validity of those plans and theories of change, as well as clarify better working modalities for the future.
1. **Target groups, objectives, and expected results - the intervention**

EGD II Primary target groups are:

**180 teen girls** (20 per squad/community) from nine marginalized locations who will participate in the PSB curriculum, GLCs and lead Community Dialogues: PS works with public school teen girls ages 13-18, from lower socio-economic classes. According to sample data, we collected in 2020 from 684 PS Girls in 41 locations, a PS Girl in Morocco is:

* Living in an underserved part of the city, town, or rural area.
* Living in poverty. (According to the World Bank, the poverty headcount ratio in Morocco is $1.90 pp a day + the PS Girl living on less than $1/day.)
* Has a father who is most likely a day labourer or a farmer who makes about $165/month ($5.5/day) with a primary school education or less.
* Has a mother who is almost always a housewife (76.75%), with a primary school education or less (77.25% cannot read or write).

**18 Women Facilitators** (two per location) who will hold parent meetings, register the girls, lead the empowerment workshops, support GLCs and mentor girls to hold Community Dialogues in nine project communities: Facilitators are grassroots women and trained local women role models who come from the communities they serve. Many facilitators are recommended by youth house directors and are therethrough networked with other civil society members and local initiatives. Through their role in this project, facilitators drive forward a gender equity message.

EGD II secondary target groups:

**Parents of PS Girls**, estimated 50% mothers + 50% fathers who will participate in parent meetings + Community Dialogues

**Youth** (under 34 years old), estimated 70% female, 30% male who will participate in Dialogues

 **Community leaders** who will participate in Community Dialogues, 50% women and 50% men

* **The objectives and expected results**

EGD II’s overarching development objective is to contribute to the improvement of teen girl rights so as to impact detrimental practices against girls such as, sexual harassment, forced dropping out of school, and forced early marriage. We will work toward that via two immediate objectives:

Objective 1: Empower teen girls and enhance their leadership skills to become decision-makers, active civic participants and advocates for their futures.

Objective 2: Give the teen girls a voice within their community against repressive customs and ideologies.

To achieve the two immediate objectives the project will generate following expected results:

For Immediate objective 1 we will through the Project Soar in a Box Empowerment workshops set the foundation for the girls through the five modules described in Chapter 2. The workshops will both strengthen their knowledge about their rights, opportunities in life, and how to take the first steps to address oppressive practices, but also introduce them to collective civic action. For those girls that which to continue exploring the conversation topics started at the empowerment workshops and from a safe space together with other girls start their first engagement with civic action, the Girl Leader Clubs will be set up. The clubs will be mentored by the facilitator, but the focus for discussions and activities is will be left up to the girls, but youth-to-youth advocacy will be encouraged as a good starting point.

After the girls have gained a strong personal and civic foundation through the Empowerment workshops, comes the Community Dialogue meetings. These meetings will be the tool this project will use to give the girls a first public forum in which their voices can speak up against the detrimental practices they experience and advocate for change. To strengthen the advocacy message as well as the experience the girls will get from participating in the meetings there will be three meetings in each community. This will allow the dialogue to develop through reflection by the participant between the meetings, and let the girls get a deeper understanding of how the community receives the message they which to convey. This is an important part of advocacy, to understand and perceive how those that you which to change receives the message and through that knowledge try to ensure you construct the dialogue in a way that convinces them. In the PSB Empowerment workshops there has also been worked with artistic and other creative ways of expressing the advocacy message. The girls will themselves decide on if theatre or other forms of presenting the topic for the Community Dialogues will be how they want to address the participants around the chosen topic.

We expect that there will come some strong civic minded girl leaders out of this project. Through the activities of the girls in the Girl Leader Clubs and through the Community Dialogues we expect to start a process and a dialogue within the communities that will set change in motion. Things will not change overnight, but knowledge is a first step.

* **The strategy of the intervention**

EGD II activities will take place in **9 locations** in Morocco. PS is active in 22 sites across Morocco and will select these nine sites to EGD II taking into account: 1) national footprint: North, South, East, West and Central regions; 2) strong Empowerment Facilitators; and 3) Active GLCs. Activities will take place at government-sponsored **youth houses or other communal locals**. PS already has a convention with the Moroccan Ministry of Youth and Sports, allowing it formal access to youth houses nationwide.

PS works with teams of women empowerment **Facilitators** at each of its satellite sites. These Facilitators have experience with youth, respect within target communities and a passion for social justice and equity. Many of their communities are small, and Facilitators are prominent women bucking traditional norms. They typically have connections with the local youth houses, schools, boarding houses, or women’s associations, and serve as a vector to build bridges between teen girls and civil society. The future **Girl Leaders** are recruited by the Facilitators. They must be between 13-18 years old, attend school, and have parental permission/commitment. For EGD II, all Girl Leaders will be taking empowerment for the first time.

**Proposed activity plan for EGD II**

|  |  |  |
| --- | --- | --- |
| **Outputs**  | **Activities**  | **Timeline** |
| 18 women Facilitators in 9 target communities activated for EGD II. | Budget line 4.1: Project Soar selects 9 target communities for EGD II and conduct EGD II orientation and Project Soar in a Box (PSB) empowerment workshop training for Facilitators in selected 9 communities. | Nov. - Dec.2021 |
| Community Dialogue Toolkit prepared. | Budget line 1.1: Adaptation of Community Dialogue toolkit from EGD I, with what was learned during the first project, and preparation of community dialogue training materials for facilitators. Including a community meeting to test and gain feedback on the revised toolkit. | Nov. 2021 - January 2022 |
| PSB toolkits for the girls in the 9 target communities assembled and send to facilitators. | Budget line 1.2: Assembling and distributing of the Project Soar in a Box (PSB) toolkits for the PSB Empowerment workshops to the nine participating communities. | Nov. - Dec.2021 |
| 180 teen girls registered for PSB Empowerment workshops across the 9 target communities. | From budget lines 1.2g and 4.1: As part of registering girls for the project, local facilitators together with Project Soar will identify and meet with the chosen girls and to ensure parental support, hold parent meetings to inform the parents about what it is the girls will be part of. | Nov. -Dec. 2021 |
| PSB Empowerment workshops implemented for 180 girls in 9 target communities. | Budget line 1.3: The process around the workshops starts with orientation about the five modules that are the core of the PSB Empowerment curriculum. Then through 38 workshops the PSB curriculum is implemented in each of the nine girl groups.The girls will, as part of the workshop series, be introduced to the formal and informal civil society around them. They will also be introduced to engaging in youth-to-youth advocacy, conducting outreach to community youth and building their understanding, interest and engagement on the issues of importance to the teen girls that are part of EGD II.Throughout the process Project Soar will track and monitor responses to evaluation tools to ensure the best environment for the girls in their empowerment process. In the process data is also compile for final report and courses evaluation.As part of EGD II it is facilitate that the girls elect among themselves two representatives for the Community Dialogue training. | Dec.2021 –Sept.2022 |
| Monitoring Visits by Project Soar staff to two communities effectuated. Monitoring data acquired and any activity related problems observed or pre-reported has been addressed. | Budget line 1.8: This line item provides for one PS trainer to visit two sites for monitoring purposes. In the event of obstacles such as difficulty launching the GLC, low attendance at the Community Dialogue, or delayed timing with the PSB workshops, monitoring visits are a vital chance for PS trainers to problem solve directly with the facilitators as well as gain direct feedback from the girls. The monitoring visits include shadowing of the PSB workshops or Community Dialogue, debrief with the PSB Facilitators, and action steps to take to mitigate any challenges that the site may have. PS trainers will also interview the girls during monitoring visits. The activity is transit to two communities, 3 days visiting at each community covering meals and incidentals and two nights lodging. | Dec.2021 –Sept.2022 |
| Community Dialogue training conducted by Project Soar in Marrakesh for 1 facilitator and 2 girls from each community, with participation by Crossing Borders. | From budget lines 1.4 and 1.5: Girls and Facilitators will be trained on the use of the Community Dialogue Toolkit. The toolkit is a resource for Facilitators and girl leaders, and includes the who, what, when, where, why and how to host a Community Dialogue. More specifically, the toolkit includes how to identify the issue to be discussed, map community stakeholders/allies, host engagement meetings and send invitations, how to facilitate the dialogue, and how to debrief the discussion. The toolkit also includes an example agenda and Community Dialogue structure with example engaging questions, best practices for success, and COVID-19 precautions to follow for each step of the planning and implementation. Appendices include a planning aid, flyer template, example of a Community Dialogue using an awareness play, and the reporting template.New features in the toolkit from EGD I will be added on how to establish a relationship with the local commune, youth-to-youth allyship through mapping youth allies, and using theatre as a way of expressing and presenting the subject that is the topic of the Community Dialogues in an engaging way. Girls and Facilitators will as part of the toolkit be trained on artistic expression like theatre and poetry as tools for advocacy.  | January - February 2022 |
| 9 Girl Leader Club (one at each community site) have been established and two girls have been elected to take part in the Community Dialogue training. | No budget line: Activate 9 Girl Leader Club (GLS), one at each community. Girls join GLCs in their communities, mid-way through the empowerment curriculum. The Clubs will continue after the project as a safe space for girls to put into practice newly gained leadership skills and are led by PS girls elected by their peers. Club officers are tasked with leading Club members through meetings and planned civic engagement activities in their communities. GLCs reinforce the skills learned through the PSB curriculum and enable girls to reflect together, form ideas, develop strategies, make decisions about their activities, and implement their own workshops. | Marts - May 2022 |
| Engagement meetings with local community allies conducted. Two meetings at each community. | Budget line 1.6: Draft formal requests for meetings with key Community Allies to be submitted by Facilitators. At the meetings girls present advocacy issue to community allies and invite them to the Community Dialogue meeting series, of three meetings. | January - July 2022 |
| Preparations for Community Dialogue meetings in the 9 communities conducted | No budget line: Organize logistics and dates for Community Dialogues meetings. Done in coordination between the local facilitators, the girls and Project Soar employees. | January - Marts 2022 |
| A series of three Community Dialogue meetings lead by the girls and facilitators has been carried out in each community. The meetings focusing on a topic decided on by the girls and with meeting formats decided on by the girls. | Budget line 1.7: Girls and Facilitators conduct Community Dialogues in public safe spaces such as schools, youth houses, or local communes. They invite traditional leaders, directors of youth houses, heads of parents' associations, heads of schools, leaders of community youth organizations, teachers, doctors and other health workers, local shop owners and others who are important in their communities.The typical agenda for a Community Dialogue begins with an opening and welcome by a traditional leader, identifying the dialogue objective by a GLC leader, as well as setting safe space rules and providing the problem/background on the identified issue by the Facilitator. The main dialogue facilitation, discussion recap, and action steps and recommendations are led by GLC leaders, supplemented by community allies or facilitators. It is customary to provide snacks and refreshments at community events, so Community Dialogues will follow suit, providing light food and drink during or after the Community Dialogue, depending on safety regulations for COVID-19 at the time of the event. | Marts – Sept.2022 |

* **How the target groups will participate in- and benefit from the intervention**

**Teen Girls**: As part of the general PSB initiative teen girl decision-making takes place in numerous ways including Girl Leader Clubs which are led by PS Girls elected by their peers. GLCs implement their own workshops and make decisions about their activities. Issues for Community Dialogues are selected by the girls themselves, based on local needs. The Community Dialogue gives the girls a stage and a forum for expressing their grievances with being marginalised and oppressed due to their gender and age. It is from this stage the girls can learn to advocate for change, with a voice supported by both facilitators, parents and community allies. By having expanded the number of meetings to three for this second project, the girls will benefit from having not just tried to facilitate, lead, perform and speak about their chosen topic, but they will also have gained the benefit experience. Having experienced taking to the stage multiple times and following the development in the dialogue through the three meeting, will give them the tools to learn to reflect on the arguments and counter-arguments that they may strengthen their advocacy voice as they continue the fight for change after the project as girl and women leaders.

**Grassroots Women**: PS Facilitators are trusted, local women who have a prominent role in their own communities that they serve. They are the backbone of EGD I and II by connecting PS with local civil society in their communities through their networks with the local government, youth house directors, school directors and teachers, leaders of associations, and more. As the driving force for Community Dialogue implementation at their sites, Facilitators will advocate for the girl-identified issues by showing their alignment to local strategies and initiatives for community development, thus strengthening the sustainability of EGD II. PS values Facilitator feedback, which is gathered continuously through surveys and weekly check-ins. Feedback is collected from the Facilitators after each PS workshop and module in our online database and reviewed by PS trainers. Our empowerment curriculum has been built on the feedback of Facilitators.

**Girl Leader Clubs**: GLCs are at the heart of PS’s sustainability strategy; these Clubs will be harnessed for EGD II activities during the program period and beyond, where PS will continue facilitating the clubs. Girl-led and Facilitator-mentored, GLCs offer a feminist safe space for girls to practice their leadership skills. Given Morocco’s conservative environment, single-sex clubs have more parental support. GLCs are guided by a GLC toolkit, which offers formats for girls to choose their goals, plan their activities, and report on activities in an organized way. Established GLCs have a new stream of girl members each year, allowing clubs to be constantly refreshed as member girls move on to higher education or other opportunities.

* **The plans for systematising experiences along the way and at the end of the intervention**

EGD II will actively incorporate Monitoring & Evaluation (M&E) into the program, tracking program inputs, outputs and impact. Both CB and PS have experience with M&E protocols and will bring them to bear for this program. Internal data collection will take place monthly, with inputting into PS’s customized CRM system and reporting on a quarterly basis. Final reporting and evaluation will include lessons learned and program beneficiary feedback. The Evaluation Kit includes:

* **Attendance Tracking Form**: Completed by Facilitators at each workshop.
* **Workshop Feedback Form**: Completed by the Facilitators after each workshop, this form provides pertinent information about the workshop.
* **Module Evaluation Form**: Completed by Facilitators at the end of each module, this evaluation enables PS to understand what worked well in the module and what the girls found most useful.
* **Post Module Survey**: Completed by each Girl beneficiary at the end of each of the five modules, these surveys are used to gain direct qualitative feedback from the Girls.
* **Baseline and End-line Surveys, and Final report**:To understand the impact EGD II has on Girl beneficiaries and their surrounding communities, EGD II will administer baseline and end-line surveys with participating girls yielding quantitative data to discover statistically significant shifts in participant beliefs, attitudes and daily experience. A final report will determine if Girls show an increase in their empowerment, confidence, and leadership.

Project Soar´sCRM System. All incoming data will be tracked in the digital CRM Reporting System, allowing for timely data analysis and program tracking. Annual impact data will be tracked beyond project end.

1. **Intervention-related information work in Denmark**

The purpose of the information work is to show what CB, as a member and fund recipient of CISU, is doing out in the world and to give Danish public access to information on civil society project in other countries. This will for this project be done through our website, Facebook, and other online media. CB will also include this project into the material it uses when engaging with folkeskoler, gymnasium, and højskoler students and their teachers through our school services. We on average reach about 1500 students every year through our school services.

1. <https://social.un.org/youthyear/docs/fact-sheet-girl-youngwomen.pdf> [↑](#footnote-ref-1)