**THE CIVIL SOCIETY FUND**

**CITIZEN PARTICIPATION INTERVENTION**

1. **Objective and relevance**

* What is the objective of the intervention?

**Introduction:**

Crossing Borders (CB) in collaboration with Project Soar (PS) are pleased to present the project, Empowered Girls Dialogue (EGD): *Facilitating girls’ leadership and community outreach*. We strongly believe that girls and women are critical drivers of social justice and powerful agents of change. Research has proven that investing in girls and women creates a domino effect that yields multiple benefits, not only for individual women, but for families, communities, and countries. EGD will support marginalized Moroccan teen girls to become changemakers, enabling them to learn leadership skills and lead dialogues in their own communities. Through the implementation of EDG and by providing teen girls with leadership competencies and soft skills, we encourage them to solve community problems and enhance their civic participation.

The proposed project will take place in 10 underserved locations across Morocco and will directly target 200 Moroccan teen girls from marginalized backgrounds, as well as 20 women Empowerment Facilitators. Together they will work to have an amplifying effect in the target communities where girls live. Through project driven Girl Leader Clubs (GLCs), EGD will hold 30 girl-led Community Dialogues across project locations, involving 450+ community stakeholders, including youth, parents, and CBO/CSO representatives. PS estimates that each PS Girl on average influences and raises awareness of a minimum of five other individuals. This totals 1000 individuals across the sites and includes other teen girls, school students, teachers, family members, and others. The project will take place over 11 months, from August 1, 2020 to June 30, 2021.

**Goal and Objectives**

Our project's overall goal is to help improve the rights and opportunities of teenage girls to influence discriminatory practices against girls and young women, such as sexual harassment, school dropout, and forced and premature marriage. We will work towards this through two goals:

* + - 1. Empower teen girls by improving their leadership skills to become decision makers, active political participants, and advocates for their future.
      2. In collaboration with a broad platform of stakeholders, mobilize, lobby and advocate for the rights of teenage girls and support mechanisms to fight against oppressive customs and ideologies that hinder girls' educational opportunities and future success.

EGD will incorporate a multi-prong approach described further below:

**Project Soar Impact: Higher Exam Performance**

90% of Project Soar Girls pass the High School Entry exam compared to 67.9% of all Moroccan students. This is a rate that is 32% higher than the national average for boys and girls.

**Women Empowerment Facilitators/Mentors:** EGD will work closely with two women Empowerment Facilitators in each community, for a total of **20 Facilitators**. Already vetted and trained by PS, criteria for Facilitator selection included: experience with youth, respect within target communities and a passion for social justice and equity. Facilitators have experience with the PS Empowerment Curriculum (below) and establishment of Girl Leader Clubs (below). EGD will reactivate the Facilitators in each community and orient them to EGD, particularly regarding the Community Dialogues (below).

**Empowerment Curriculum:** PS has a tested rights-based empowerment curriculum in Arabic, known as Project Soar in a Box (PSB) with five modules: 1) Value, 2) Voice, 3) Body, 4) Rights and 5) Path. For EGD, the team of two women Empowerment Facilitators at each site will register a “squad” of 20 teen girls, for a total of **200 teen girls**, and implement the empowerment curriculum. Over a transformational nine-month process, girls will come to understand their roles and obligations as young leaders. The Voice and Rights modules are particularly key to greater civic involvement.

Given that EGD’s primary beneficiary audience is **teen girls from marginalized communities** that are often hyper-traditional and conservative, empowerment education is extremely important for exposing teen girls to new ideas and new people, including those that are civic minded. In this way girls can come to see their potential impact as educated and empowered young women who have a stake in their own wellbeing, as well as that of their communities and country. For EGD, empowerment activities will all take place at community *dar chebabs* (youth houses), under the auspices of the Ministry of Youth and Sports, with which PS has a partnership.

**Girl Leader Clubs (GLCs):** Girls join GLCs in their communities, mid-way through the empowerment curriculum, for a total of **10 Clubs** involved. These GLCs provide 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. For EGD, GLCs will focus in particular two areas: 1) Productive Futures; and 2) Girls’ Rights Advocacy. The holding of Community Dialogues will be a centerpiece activity. GLC activities will be housed in *dar chebabs* where girls will have access to other youth in a safe space environment. This will also provide a coordinated space for Facilitators to mentor the GLCs as needed.

**Community Allies**: For community support and advocacy to take hold, community allies are essential. This is particularly critical given Morocco’s conservative environment where belief in the leadership of teen girls is weak. Building bridges with these allies is built into EGD design and includes:

* Mapping potential Community Allies: At program inception, Facilitators will map potential Community Allies/stakeholders to include: 1) traditional leaders (mukadem, cheikh) 2) Director (mudir) of youth houses (dar chebabs); 3) Head of Parents Association; 4) leaders of any community youth organizations; 5) Head of any local human rights associations (this may not exist in all communities); 6) others determined through local Facilitator knowledge.
* Meeting with Community Allies: Facilitators will reach out to potential Community Allies and conduct either individual meetings or one group meeting to explain EGD’s purpose and introduce the idea of Community Dialogues.
* Preparing and Implementing Community Dialogues with Community Allies: Allies will be invited to attend a designated GLC meeting at the community *dar chebab* to meet with girl leaders and Facilitators and help prepare Community Dialogues around issues pertinent to teen girls. More than one meeting may take place depending on the community and the relationships developed. Community Allies will be asked to rally support for the Community Dialogues, as well as attend and actively participate in the Dialogues.

**Community Dialogues:** For EGD, each GLC will hold three Community Dialogues spaced two months apart, for a total of **30 Community Dialogues**. Using a **Community Dialogue Guidance Kit**, developed by EGD, these Dialogues will be planned and implemented by the girls themselves, with support of Facilitators and Community Allies. Dialogues will focus on issues of concern to teen girls, such as, sexual harassment, forced dropping out of school, and early and forced marriage. As these are taboo issues, Dialogues will offer an opportunity to carefully address these taboos out in the open with community members in an effort to find solutions. A sample Community Dialogue format will be provided in the Guidance Kit and may be adapted by the GLC. An illustrative example is provided below:

* Opening and Welcome, Traditional Leader
* Dialogue Objective, GLC Leader
* Safe Space Rules, Facilitator
* Problem/Background, GLC Leader and Community Ally
* Dialogue with Participants, co-moderated by GLC Leader and Community Ally or Facilitator
* Recap, GLC Leader or Facilitator
* Recommendations/Action Steps, co-led by GLC Leader and Community Ally

Key community stakeholders will be invited to the Dialogues, including: 1) other teen girls, 2) male and female youth; 3) parents, 4) community leaders, and 5) Community Based Organization (CBO) and Civil Society Organization (CSO) representatives. We anticipate that a total of 450 community members will participate in the Community Dialogues.

* **Project’s contribution to citizen participation, volunteering, and/or civil organisation:**

Through the Dialogues’ mobilization and information sharing, girls will view themselves - and be viewed by their communities -- as young leaders and changemakers on key matters. Dialogues will also allow 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 other 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. This may increase the girls’ collaboration and involvement with local CSOs that address these issues in their communities. In short, Dialogues will provide teen girls a concrete step on a potential path to lifelong civic activism. Additionally, Dialogues may activate other community members, such as parents and other family members who have little knowledge of civic activism and few opportunities to learn and participate. Community Dialogues will offer community members a concrete introduction into the benefits of civic involvement.

* Describe the problem to be solved.

According to the World Economic Forum, Morocco is among the worst countries for women and girls; it ranks 137 out of 149 countries (WEF, 2018). This can be explained/is perpetuated by several factors including:

**Patriarchy:** Morocco remains a profoundly patriarchal society, and teen girls in marginalized areas remain vulnerable, as there is a strong belief that gender equality is not part of Morocco’s culture and traditions. The country ranks low globally and among countries in the MENA region in terms of gender equality. A 2017 study on masculinity in Morocco by Promundo Global shows that men hold largely traditional views about household roles, with just over 70% asserting that a woman’s most important job is to care for the home, and that men should have final say in household decisions. Women and girls in Morocco are strongly challenged by many of these patriarchal framings of gender roles and rights. More than 60% of men surveyed believed that boys should be responsible for the behavior of their sisters, regardless of their age, while half of women approved of such oversight. Such attitudes are reflected in practice. Almost 90% of male respondents recalled having greater freedom than their sisters to go outside the family home, and also recalled enjoying more free time because they were not expected to perform household chores, highlighting the gap between girls and boys in families. Gender based violence is another factor to look at when it comes to gender inequality and the data shows alarming results. More than half of male respondents stated that they have insulted, threatened, or scared their wives. Physical abuse is also quite common, with one in four women experiencing sexual violence.

**Educational Disparities**: 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. Additionally, there are social cultural realities, which favor boys ahead of girls in family long-term investment decisions, particularly when it comes to education. In conservative villages, many parents also opt to not send their teen daughters to public school because of the mixed gender environment; given the value placed on virginity, some parents are concerned that their daughters’ reputations might be put at risk, bringing shame upon the family if the girls is not considered “pure.” Public schools in Morocco also lack resources and still suffer from gender disparity.

**Project Soar Impact:**

# of Girl Brides Drop

PS Girls in Morocco marry underage at a rate that is 91.25% lower than the national child marriage average. This is particularly noteworthy as PS Girls come from underserved areas where girl brides remain prevalent.

**Underage Marriage:** When girls drop out of school, they become vulnerable to child labor, early marriage and early motherhood. The official government rate of girl brides in Morocco is 16%. Other sources argue that this rate could be much higher, as many child marriages are not officially registered. It is of course worth noting that the Moroccan Family Code (*Moudawana*) was amended in 2014 to stop child marriage, however, there remains many legal loopholes that make girl brides still a commonplace in underserved areas. This in turn severely impacts girls’ participation in school and civic life. For particularly low resource families, there are also economic advantages to be gained in marrying off girls early.

In short, teen girls in underserved areas of Morocco remain extremely vulnerable. Nameless and faceless, teen girls suffer from a wide variety of cultural constraints that determine their futures at an early age, pressuring them towards dropping out of school, and encouraging early marriage and early motherhood. This reality is to the detriment of society as a whole and creates a loss to civic society, which loses their civic decision-making potential. It is also a loss to the economy, which 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 vicious circle that perpetuates outdated and inequitable views of women and girls.

**Potential Solutions:** 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 -- will help promote these twin goals and enable us to build bridges and create positive change within communities to improve the situation for marginalized girls. With time, this will help tackle the negative social, cultural, economic conditions described earlier.

* Describe the context of the intervention, i.e. the conditions prevailing in the intervention area which are expected to shape the intervention (e.g. social, economic, political, climate and environmental conditions, and whether it will take place in a stable or fragile context).

***Sociocultural Factors:*** 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. Due to the underdeveloped infrastructure of the rural areas in Morocco and the poverty of the parents, it is difficult for girls to pursue their education beyond primary or secondary school. 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. 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.”*

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.

**Economic Factors:** According to the World Bank, in 2014, “nearly 19% of the rural population was still living in poverty or vulnerable.” As many as 15.5% live on $3.10 a day. Even though poverty has declined in Morocco in recent years, the urban-rural gap remains large. Nationally, the subjective poverty rate (the percentage of households considering themselves poor) increased from 41.8% in 2007 to 45.1% in 2014. The largest increase was in rural areas, where it increased by 15%, reaching 54.3%, meaning that more than half of the rural population consider themselves as poor. This was also true among women (55.3%) and youth below 25 years old (57.6%). Overall, 39.3% of households thought that poverty increased and 63.9% believed that inequality has grown[[2]](#footnote-2). Accordingly, many families in marginalized areas cannot afford to keep girls in school because of related costs of clothes, books, etc. ‘Those unable to complete a high school education have far fewer employment opportunities.”[[3]](#footnote-3) Additionally, there is still a labor bias towards women working in the domestic and informal spheres. For example, less than 10% of rural women work outside the home[[4]](#footnote-4).

**Political Factors:** Despite significant obstacles, women’s mobilization in Morocco has resulted in relatively high levels of formal rights and political inclusion in comparison to women elsewhere in the Middle East and North Africa region (except for Tunisia). However, the rise of Islamist movements after the Arab Spring, challenged women’s demands for rights, undermined elite support for reform and created a powerful narrative against women’s rights. In fact, the street protests of 2011 and the deeper reforms that have followed had particularly paradoxical outcomes for women in recent years. While constitutional reforms enshrined women’s equality and initiated institutional mechanisms to protect their rights, the governing political party in Morocco, the Justice and Development Party (PJD), derives part of its political identity from its Islamic orientation, with conservative ideology when it comes to women and girls’ traditional roles. The PJD does not espouse feminism or progressive interpretations of gender equity. [[5]](#footnote-5)

In terms of **civil society**, while the feminist movement is robust in Morocco, it is led by upper middle class and middle age women in urban areas, primarily Casablanca and Rabat. French speaking, the movement has little representation from teen girls, Arabic speaking females, nor working class women. The feminist movement has focused on changing laws, rather than culture, with limited means or interest in engaging the grassroots. Additionally, the movement has become overly politicized and fragmented, with factions having strong connections to political parties.

***EGD - the Way Forward:*** We know that empowerment works, helping girls overcome cultural barriers, lack of parental knowledge, and financial constraints. With EGD, we can provide girls with the missing information link related to leadership, empowerment and Community Dialogue, helping them to understand their rights, value and voice and plan for their futures. Girls will be coached and meaningfully supported through EGD.

1. **Partnership/partners**

* What experiences and capacities does each partner bring to the intervention?

**Crossing Borders (CB):**

CB and PS came into contact through a joint partner in Uganda – Open Space Center (OSC). Both CB and PS have worked with OSC on empowering young people to take on a more active role in the local communities, CB through working on localizing the SDGs in schools in Uganda using debate as a tool, while PS through empowering girls via leadership skills and Girl Leader Clubs. As reported by OSC, girls who were part of the PS program in Uganda had stronger debating skills and more assertiveness as compared to other youth from the same schools. This improved performance in turn created an impetus for CB and PS to connect and seek ways to synergize in Morocco.

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. Furthermore, we have experience working across different cultures, and facilitating our project partnership to learn to work together for results even in challenging contexts.

CB also benefits from the Directors’ knowledge and experience in the MENA region as he hails from Mauritania but has worked for many years in Morocco, Egypt, Tunisia, and Libya. Additionally, CB gains from having Wafa El Moumi Nielsen on its International Advisory Board. Wafa is originally from Morocco and currently works as the CEMS & Double Degree Program Manager at Copenhagen Business School. Wafa is already known to this project and will be part of the reflective team towards effective implementation. Read more about Crossing Borders global engagements on: [www.crossingborders.dk](http://www.crossingborders.dk)

**Project Soar (PS):**

PS is a registered girl’s rights and empowerment organization established as a local association in Morocco in 2013. Through a scalable empowerment program, called Project Soar in a Box (PSB), Project Soar builds the leadership capacity of marginalized teen girls, between 13-18 years old. Activities are spearheaded by local empowerment 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 and work towards productive futures. Such soft skills have included public speaking, negotiation skills, goal setting and action planning -- all valuable skills no matter their future endeavours. Research shows that girls that have gone through PS programs drop-out of school at significantly lower levels and their academic performance also improves.

Today, PS has a network of 2120 girl leaders in both Morocco and Uganda, collaborating with 152 trained empowerment facilitators and local partners. Read more about Project Soar here: <https://www.projectsoar.org/about> and take a look at our [testimonials](https://www.projectsoar.org/impact) and our [Project Soar film](https://vimeo.com/303011257).

***Partnership*** Project Soar 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 Empowerment Facilitators who can help coordinate EGD activities
* On what have you previously cooperated with your local partner, and how will those experiences be used in the proposed intervention?

This will be the first direct collaboration between CB and PS. Nevertheless, the two organizations are known to each other via their common partnership with Open Space Center in Uganda. This proposal itself is based on this acquaintance, as well as the need to bring more gender focus into our international engagements, which we have already evaluated as a point of synergy building and positive partnership growth. Our protracted project development process that started in February 2019 also attests to a fair time of joint objective clarification and partnership building. In short, the funding of EDG will not be the first touch point for both organizations. Finally, PS Executive Director Maryam Montague was in Copenhagen at the end of September 2019 to attend a partnership meeting with CB enroute to other engagements in the Nordics including meetings with Danish KFMU and the Swedish sister CSO.

* Describe the contributions and roles of the partners and of any other actors.
* **Moroccan Ministry of Youth and Sports**: PS has a partnership with the Ministry, which provides credibility, government protection and troubleshooting nationwide.
* **Dar Chebabs/Youth Houses:** PS has guaranteed access to a network of Youth Houses across the country. These Youth Houses will provide free space for EGD activities.
* **Families:** PS has an access point to families of its beneficiaries nationwide. EGD 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.
* **CBOs/CSOs:** PS will invite CBOs and CSOs at each of the 10 target sites to brainstorm, become EGD Allies, and become active participants in Community Dialogues.
* How will the intervention strengthen the relationship between the partners?

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

* CB will gain an understanding of the issues that concern Moroccan youth, particularly Moroccan teen girls, with this first project in Morocco.
* PS will be connected to CB’s global network of youth activists.
* PS will benefit from CB’s best practices, in terms of advocacy, policymaking and youth programming.
* PS will benefit from knowledge of the Danish model of gender equality and feminist organizing.
* The two partners will gain the chance to know each other more, jointly plan and test the validity of those plans and theories of change, as well as clarifying better working modalities for the future.
* It is the intention of CB to partner with PS in other countries as a gender (specifically girls’ empowerment) specialist on our other projects.

1. **The actual intervention**

* Describe step by step what will happen, setting out a preliminary timetable for the activities so that the intervention leads to the desired outputs and fulfils the objective.

As mentioned earlier, EGD’s overarching goal is ***to contribute to the improvement of teen girls’ rights so as to have an impact on detrimental practices against girls such as, sexual harassment, forced dropping out of school, and forced early marriage***. We will work toward that goal via two objectives with related activities:

1. Empower teen girls and enhance their leadership skills to become decision-makers, active civic participants and advocates for their futures
   1. Activate and orient 20 women facilitators/mentors (a team of 2 per local community)
   2. Assemble and distribute refreshed PSB toolkits for 10 girl squads in 10 target communities
   3. Register 200 teen girls (20 per target community) in 10 girl squads
   4. Run PSB - 28 empowerment workshops -- across 10 target communities
   5. Activate 10 Girl Leader Clubs (GLCs) (1 in each target community) for girls in PSB, as well as other teen girls, to engage in girl-led activities and peer-to-peer civic mobilization
2. Mobilize, lobby and advocate for teen girl rights with community stakeholders against repressive customs and ideologies that prohibit girls’ educational development/future success
   1. Map relevant potential Community Allies at local level in 10 target communities and develop engagement strategies
   2. Conduct engagement meetings with Community Allies in 10 target communities
   3. Develop a Community Dialogue Guidance Toolkit to help orient Girl Leaders, Facilitators and Community Allies
   4. Conduct a total of 30 girl-led Community Dialogues across target communities (3 per community), involving 450+ community stakeholders, including youth, parents, and CBO/CSO representatives

EGD activities will take place in **10 locations** in Morocco. PS is active in 42 sites across Morocco and will select these 10 sites to pilot EGD considering: 1) national footprint: North, South, East, West and Central regions; 2) strong Empowerment Facilitators; and 3) Active GLCs. Activities will take place at community *dar chebabs*, or government-sponsored **youth houses**. PS already has a convention with the Moroccan Ministry of Youth and Sports, allowing it formal access to all youth houses across the country for activities. PS works with teams of women **Empowerment Facilitators** at each of its satellite sites. Already trained, these Facilitators have experience with youth, respect within target communities and a passion for social justice and equity. Facilitators have experience with the PS Empowerment Curriculum and work with the GLCs. **Girl Leaders** are recruited by the Facilitators. They must be between 13-18 years old, attend school, and have parental permission/commitment. For EGD, all Girl Leaders will be taking empowerment for the first time and participating in GLCs for the first time.

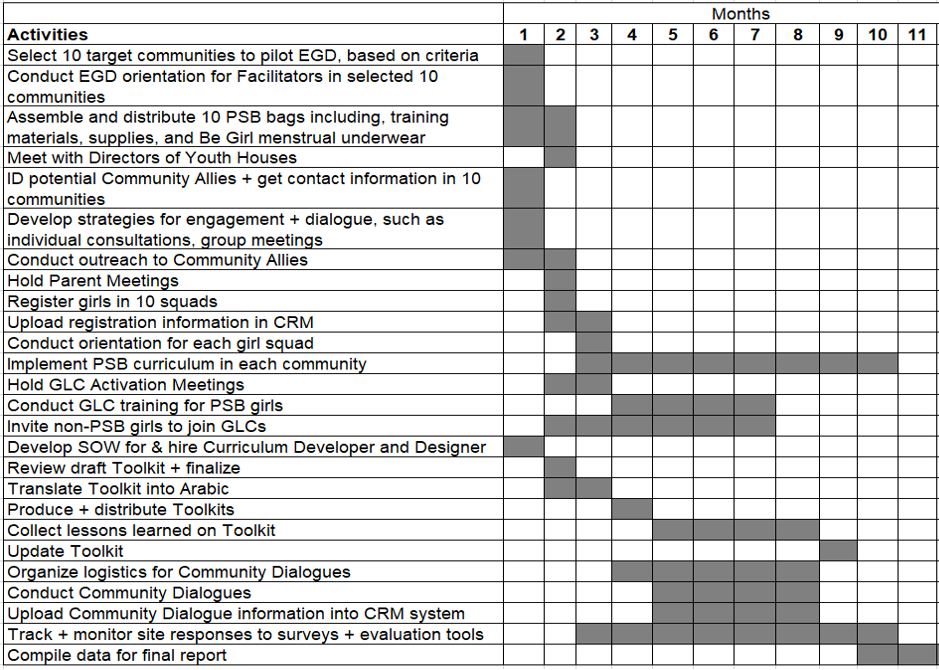
**GLCs** are at the heart of PS’s sustainability strategy; these Clubs will be harnessed for EGD activities during the program period and beyond. Girl-led and Facilitator-mentored, GLCs offer a feminist safe space for girls to practice their leadership skills given Morocco’s conservative environment, 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 girls move on to higher education or other opportunities.

**Proposed Activities**

In pursuit of the objectives and related outputs defined above, the EGD project will implement several specific activities outlined in the table below:

|  |  |  |
| --- | --- | --- |
| Objective | Key outputs | Activities |
| Objective 1: | 20 women Facilitators/ mentors in 10 target communities activated | * Select 10 target communities to pilot EGD, based on criteria * Hold parent meetings * Conduct EGD orientation for the Facilitators |
| PSB toolkits for 10 girl squads in 10 target communities developed | * Assemble + distribute 10 PSB bags including, training materials + supplies, and Be Girl menstrual underwear |
| 200 teen girls registered in PSB across 10 target communities | * Meet with Directors of Youth Houses * Hold parent meetings * Register girls in 10 squads * Upload registration information in CRM |
| PSB Empowerment workshops implemented for 200 girls in 10 squads in 10 target communities | * Conduct orientation for each girl squad * Implement PSB curriculum in each community * Track + monitor site responses to surveys + evaluation tools * Compile data for final report |
| Activate 10 Girl Leaders Clubs (GLCs) in 10 target communities | Hold GLC Activation Meetings  Conduct GLC training for PSB girls  Invite non-PSB girls to join GLCs |
| Objective 2: | Community Allies in 10 target communities mapped + engagement strategies for them developed | * ID potential Community Allies + get contact information in 10 communities * Develop strategies for engagement and dialogue, such as individual consultations, group meetings |
| Engagement meetings with Community Allies | * Conduct outreach to Community Allies * Conduct engagement meetings with Community Allies |
| Community Dialogue Guidance Toolkit developed | * Develop SOW for Curriculum Developer + Graphic Designer * Review draft Toolkit + finalize * Translate into Arabic * Produce + Distribute Toolkits * Collect lessons learned on Toolkit * Update Toolkit |
| Community Dialogues carried out | * Organize logistics for Community Dialogues * Conduct Community Dialogues * Upload Community Dialogue information into CRM system |

**Activity Timeline**



* Who make up the target group of the intervention? Specify number of persons disaggregated by gender, social group and, if relevant, ethnic or other affiliation.

EGD target groups are comprised of:

* + 20 Women Empowerment Facilitators who will hold parent meetings, register 10 squads of girls, lead the 28 empowerment workshops, support GLCs and mentor girls to hold Community Dialogues at 10 project sites
  + 200 teen girl participants (20 per location) from 10 marginalized locations who will participate in the PSB curriculum, GLCs and lead Community Dialogues
  + 150 parents (15 per location), estimated 50% mothers and 50% fathers, who will participate in parent meetings + Community Dialogues
  + 200 other youth (under 34 years old, 20 per location) estimated 60% female, 40% male who will participate in Community Dialogues
  + 100 community leaders (10 per location) who will participate in Community Dialogues, 50% women and 50% men

Additionally, PS estimates that each PS girl on average influences and raises awareness of a minimum of five other individuals, using information learnt during PSB implementation. This totals 1000 individuals across the 10 sites and includes other teen girls, school students, teachers, family members, and others.

* What are the plans for systematisation of experiences both along the way and at the end of the intervention?

**Monitoring & Evaluation (M&E)**

EGD will actively incorporate 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 take place during the final month of the program and will include lessons learned and program beneficiary feedback. Materials and curricula will be updated based on feedback. This will help PS to develop an optimized scalable EGD model for more regions of Morocco. A preliminary framework is presented below.

|  |  |  |  |
| --- | --- | --- | --- |
| Objectives | Key outputs | Indicators | Targets |
| Objective 1: | PSB program implemented across 10 target communities with curriculum of 28 workshops + 5 GLC sessions during the academic year | # of target communities  # of Facilitators  # of PSB bags refreshed  # of PSB Squads  # of girls enrolled in PSB  # of GLCs | 10  20 (2 per target community)  10 (1 per target community)  10 (1 per target community)  200 (20 per target community)  10 |
| Objective 2: | Community Dialogues held | # of Community Dialogues with relevant stakeholders (local community leaders, parents, youth, etc.)  # of participants in Community Dialogues | 30 Community Dialogues (3 in each of 10 locations)  450 (45 in each of 10 locations) |

1. **Planned intervention-related information work in Denmark**

* Purpose of the information work.
* Mobilize the Danish public to take part in Danish development initiatives across the world
* Build Danish public knowledge of the world outside their boundaries
* Target groups to be addressed by the information work.
* Folke Skole, gymnasium, and højskole students and their teachers. We on average reach about 1500 students every year through our school services
* Through public workshops, we are targeting thematic partners. Kommunes and other CSOs
* Through our website, Facebook, and other online media we want to reach the wider public.
* Means to be used (social media, printed matter, theatre, events, or the like).
* Public meetings/workshops/events, School facilitation trainings, Social media
* World Wide Web (our website), and printed content

1. **Supplementary financing**

NA.

1. <https://social.un.org/youthyear/docs/fact-sheet-girl-youngwomen.pdf> [↑](#footnote-ref-1)
2. [World Bank](https://www.worldbank.org/en/country/morocco/publication/poverty-in-morocco-challenges-and-opportunities) - Poverty in Morocco: Challenges and Opportunities [↑](#footnote-ref-2)
3. [USAID](https://www.usaid.gov/morocco/education) - EDUCATION [↑](#footnote-ref-3)
4. Morocco Household and Youth Survey 2012 [↑](#footnote-ref-4)
5. The Road to Reform: [Women’s Political Voice in Morocco](https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9606.pdf) [↑](#footnote-ref-5)