

Reaching adolescent girls in Tripoli and Beqaa, Lebanon

A review of program implementation results

Prepared by Women's Refugee Commission¹

Summary

In 2016, the Danish Refugee Council (DRC) implemented programs designed for, and with, adolescent girls (10-19 years) in Tripoli and Beqaa. Specifically, DRC set out to implement interventions that were inclusive of two vulnerable and hard-to-reach segments of displaced adolescent girls: those not currently attending school and those who were already-married. Based on the specific profile of girls within each community, and in consultation with girls themselves, DRC tailored 24 weekly sessions to strengthen girls' protective assets—positive, value-based inputs that can mitigate girls' vulnerabilities and expand their opportunities. The goal: to reduce girls' vulnerabilities to child marriage and to support married girls.

This document summarizes *phase-one* program implementation and results. The purpose of the review is to outline progress to date and to identify opportunities to strengthen future asset-building programs for adolescent girls. The primary audience for this report is program staff at the Danish Refugee Council.

Key Findings:

- Based on program evaluation data-points, the program reached 595 adolescent girls. Of the 193 adolescent girls reached in Tripoli, 39.4% were out-of-school or married. Of the 402 adolescent girls reached in Beqaa, 37.1% were out-of-school or married.²
- Analysis of a limited number of pre-post data³ identified positive changes across a set of core protective assets in both locations—highest percentage changes noted in adolescent girls' social assets, in their knowledge about basic sexual and reproductive health (SRH) and in their knowledge about marriage registration. However, no conclusions about program effectiveness or inclusiveness can be inferred from quantitative data, given limitations related to data collection.
- Based on pre- and post-data on 55 caregivers, their baseline views about girls' education and child marriage were not necessarily in stark contrast with program goals. The intervention also had a nominal effect on changing caregivers' existing perspectives.

Key Recommendations:

- Strengthen documentation procedures. This includes: (a) systematically collecting girls' weekly attendance through a mechanism that enables analysis of both attendance and changes in girls' assets; and (b) incorporating "refresher" trainings for staff on baseline and endline data collection, and (c) adding girls' (and boys') disability status to program intake forms.
- Simplify data collection mechanisms. This includes eliminating the midline data collection, simplifying the core assets measured at baseline and endline.

¹Prepared by Omar J. Robles, Sr. Program Officer and Kathryn Paik, Program Officer, WRC. Reviewed by Boram Lee, Program Officer, and Dale Buscher, Director of Programs, WRC.

²Compared to results from I'm Here/Girl Roster™ implementation, the number of girls "reached" by programming in Tripoli and Beqaa aligns with the differences in the number primary beneficiaries in both locations. The percentage of vulnerable girls reached is, while lower, also relatively comparable to results from I'm Here/Girl Roster™ implementation.

³Pre-post analysis limited in both locations. In Tripoli, pre-post analysis was possible for 25 in-school girls, 5 out-of-school girls and 5 married girls/young women. In Beqaa, pre-post analysis was possible for 44 in-school girls, 24 out-of-school girls and 4 married girls/young women.

The document is divided into three sections. The first section describes how DRC identified the specific segments of girls and presents baseline snapshots of girls who lived within the target communities. The second section summarizes the review methodology, results and limitations. The third section outlines key recommendations. Visuals and annexes supplement the narrative.

I. Identifying and being inclusive of the most vulnerable adolescent girls

The Danish Refugee Council (DRC) recognized that reaching vulnerable segments of adolescent girls was both a challenge and a priority that required intentional action. DRC understood that simply implementing an intervention would not guarantee that the primary beneficiaries—adolescent girls vulnerable to child marriage and already married girls—would know about, safely access, or benefit from its intervention. Shifting from its standard operations, the DRC implemented the [I'm Here Approach](#)—a series of steps and complementary field tools that can immediately inform how relief operations respond to girls' needs, vulnerabilities and capacities, as well as concurrently shape the design of targeted humanitarian programming for adolescent girls.

The *I'm Here* Approach supported DRC staff in designing the intervention in alignment with girls' realities. For example, steps and tools helped staff identify specific intervention locations. In Beqaa, for example, DRC shifted the intervention location when initial results did not align with secondary data; initial results did not reveal expected concentrations of vulnerable families and girls. The *Girl Roster™*, an integral tool developed by the Population Council, enabled staff to create a baseline snapshot of adolescent girls. The *I'm Here* Contact List provided staff with the means to convene targeted focus group discussions with girls and their caregivers. This context-specific information informed program design and modifications.

Table I & Table II: Girl Roster™ results from Tripoli and Beqaa. For a more detailed summary of *I'm Here* implementation in both locations, see Annex I and Annex II.

TRIPOLI	Unmarried						Married		Total
	In School			Out Of School			Has A Child	Doesn't Have A Child	
	Living with both parents	Living with just one parent	Living with no parent	Living with both parents	Living with just one parent	Living with no parent			
06-09	37	4	14	7	0	0	--	--	62
10-14	44	9	10	13	3	1	0	0	80
15-17	9	0	1	14	3	5	0	3	35
18-24	5	0	1	10	2	4	11	8	41
Total	95	13	26	44	8	10	11	11	218

BEQAA	Unmarried						Married		Total
	In School			Out Of School			Has A Child	Doesn't Have A Child	
	Living with both parents	Living with just one parent	Living with no parent	Living with both parents	Living with just one parent	Living with no parent			
06-09	38	8	5	10	2	1	--	--	64
10-14	72	3	13	26	4	4	0	4	126
15-17	6	4	0	23	4	3	1	20	61
18-24	7	1	0	21	8	6	21	60	124
Total	123	16	18	80	18	14	22	84	375

II. Methodology, Results and Limitations

Methodology

The methodology for the program review is comprised of two core components: (A) an analysis of baseline, midline and endline data collected by DRC field staff, and (B) a qualitative assessment facilitated by WRC staff. Adolescent girls and caregivers participated in both components.

(A) The DRC adapted WRC's *I'm Stronger* resource, "Adolescent Girls – Assets-Building Indicators" to track changes across a set of "core" protective assets (Annex III). In Tripoli, baseline data was collected from March-April 2016; midline from June-July 2016; and endline from September-October 2016. In Beqaa, baseline data was collected from March-April 2016; midline from June-July 2016; and endline in October 2016. WRC analyzed the quantitative results in October and November 2016. Data collection took place using ODK Collect and relying on non-identifiable unique ID numbers. ONA was the data storage cloud service.

The research team downloaded data from ONA after the 24-week intervention cycle.⁴ For both locations, the total number of reported entries was reviewed for relevancy. Relevant entries had to meet a baseline criteria: be within +/- one year of the beneficiary age group (e.g., 29-year-old married women removed from datasets) and be aligned with a unique ID. Additionally, entries were randomly examined for quality and consistency. For example, the following entries were noted and removed: multiple entries under the same unique ID at the same data collection phase; and multiple entries under the same unique ID across different data collection phases that were inclusive of starkly contrasting information (e.g., 4 year changes in reported age; two shifts in nationality; 3 year differences in highest grade achieved). Given the scope of this program review and the quality of available data, this quality-check was not comprehensive.

After identifying the number of relevant entries, the research team identified the number of available entries that allowed for a pre-post analysis (See Results section for detailed, visual breakdown of entries by data collection phase). For these subset of entries, the research team documented pre-post changes in a pre-identified set of nine "core" indicators: three related to social protective assets, three related to human protective assets and three related to financial assets. For girl-groups and for caregivers, the pre-

⁴ Girls attended 24 sessions that were designed with their input, modified to be age-appropriate and relevant to their experiences. Sessions included field trips that advanced key themes and expanded mentorship networks. Community engagement preceded program start-up, and the intervention included 4 caregiver sessions.

post analysis also examined indicators that explicitly referenced attitudes related to child marriage. Pre-post analysis refers to percentage of girls (during data collection) who affirmed a “protective position.” A protective position refers to a data point that affirms girls accrued a protective asset, or caregivers with a position in alignment with a protective asset. Pre-post changes are group-based snapshots in time.⁵

Table III: Summary of total number of entries vs. number of entries available for pre-post analysis.

Tripoli		Beqaa		Population Group
# Relevant Entries	# Available for Analysis	# Relevant Entries	# Available for Analysis	
117	25	253	44	In-School Girls
55	5	104	24	Out-of-School Girls
21	5	45	4	Married (15-24 yrs)
193	35	402	72	Totals, Girls Only
97	19	174	36	Caregivers
290	54	576	108	Totals, All Groups

(B) The WRC also conducted a qualitative evaluation in Beqaa and Tripoli from September 26 to October 6, 2016. The WRC relied on a participatory, group discussion evaluation technique called, “Stories of Change” (Annex IV). *Stories of Change* create a space for adolescent girls to reflect about what has been most important to them about the project and to directly infuse their voice and perspective into the evaluation. The group discussion methodology also allowed girls and their caregivers to provide insights into:

- How girls’ capacities changed over time, vis-à-vis their “assets” (communication skills, knowledge, self-esteem, access to wider social networks, etc.), and
- Which factors facilitated or created barriers to positive changes in girls’ lives across core assets.

With an interpreter, the WRC facilitated 6 focus groups with adolescent girls. Seventy-eight adolescent girls from a diverse range of experiences attended the session—girls 10–13 years old currently attending school; girls 14–20 years old not attending school; and girls and young women who are already married). WRC also facilitated group discussions with 49 caregivers. WRC took notes in real-time as the interpreter translated participants’ stories, shared verbally or through visuals and gestures.

Results

The total number of relevant quantitative data-points on adolescent girls and young women is 595. The total number of relevant data points on caregivers is 271. See Table IV for description of indicators measured.

Key findings, based on the quantitative analysis and framed around key questions. See visuals for details.

- *What proportion of girls who participated was either out-of-school or already married?* Of the 193 adolescent girls in Tripoli for whom there are data, 39.4% (n=76) were out-of-school or married.

⁵ Any documented change is not necessarily the result of the intervention. No conclusions about the program may be inferred by the quantitative data. Qualitative results and informal interviews with program staff, however, suggest that girls who attended the sessions did meaningfully benefit from the intervention. An inability to draw significant inferences with quantitative analysis should not undermine the stories girls and practitioners shared.

Of the 402 adolescent girls in Beqaa for whom there are data, 37.1% (n=149) were out-of-school or married.⁶

- *Did the program promote changes in girls’ assets that are associated with reduced vulnerabilities to child marriage?* Uncertain. Limitations with the number and quality of baseline-to-endline do not allow for any conclusion to be drawn. Pre-post analysis identified positive changes in social and human assets that are associated with reduced vulnerabilities. Highest percentage changes noted in adolescent girls’ social assets, in their knowledge about basic sexual and reproductive health (SRH) information—for married girls this included access to SRH services—and in their knowledge about marriage registration. Among all girl groups, in both locations, the pre-post change was most negligible for assets that tracked changes in financial assets; since the indicators focused on pre-post changes related to “savings,” the impact of financial literacy skills is not necessarily captured. See Visuals I – VI for girls-specific analysis on Tripoli. See Visuals IX – XIV for girls-specific analysis on Beqaa.
- *Did the program promote changes in caregivers’ attitudes related to child marriage?* The pre-post influence was limited. The baseline data, however, seemingly challenge the ‘null hypothesis’ that caregivers’ support of their daughters’ education and wellbeing is low.⁷ See Visuals VII – VIII for caregivers’ analysis on Tripoli. See Visuals XV – XVI for caregivers’ analysis on Beqaa.

Table IV: Description of core indicators by asset, excluding the questions that explicitly reference child marriage. *Italicized text refers to shorthand found in pre-post analysis visuals on pages 8-23.* Questions with an asterisk refer to questions asked of married girls and older adolescent girls.

<p>Social</p>	<ul style="list-style-type: none"> •Do you meet female friends on regular basis (at least once per week)? <i>Meet with friends</i> •Is there a safe place where you can go when you need help, other than your home or school? <i>Safe place, not school or home</i> •Do you feel like you belong in a group in which you share common goals and visions about life with others? <i>Belonging</i>
<p>Human</p>	<ul style="list-style-type: none"> •Do you understand how boys' and girls' bodies change during puberty <i>Puberty</i> •Girls can be as good as leaders as boys <i>Equal to boys</i> •I feel comfortable speaking in front of a group of girls <i>Voice, public speaking</i> •I am able to access sexual and reproductive healths services <i>SRH access*</i> •Do you know how to register a marriage in Lebanon? <i>Register marriage, know where*</i> •Do you have a form of ID with your name and photo on it? <i>Have ID*</i>
<p>Financial</p>	<ul style="list-style-type: none"> •Do you have a place to go to borrow money? <i>Place to borrow</i> •Do you personally have any cash savings right now? <i>Savings, have it</i> •Is there a safe place you put your money? <i>Safe place to save</i>

⁶Compared to results from I’m Here/Girl Roster™ implementation, the number of girls “reached” by programming in Tripoli and Beqaa aligns with the differences in the number of primary beneficiaries in both locations. The percentage of vulnerable girls reached is, while lower, also relatively comparable to results from I’m Here/Girl Roster™ implementation.

⁷ Views expressed by program staff and documented in grey literature.

Key findings, based on the *Stories of Change* focus group discussions.

- *What was the impact on girls' social assets?*

In both sites, many girls expressed a greater sense of purpose and desire for self-improvement – group solidarity was a common theme. Girls and DRC staff shared that girls had never such opportunities to share their stories or their visions for their futures in front of other girls and caregivers before.

- *Were there any differences in girls' stories?*

Girls who were in school had greater capacities to express themselves than girls who were not in school. Although girls in both communities had previously experienced significant challenges and expressed a desire to focus on their present joys, the girls in Beqaa more poignantly articulated stories about their earlier, happier childhoods before the conflict displaced them from their homes in Syria. Girls in both locations expressed positive outlooks for their futures.

Her Quote, A Story of Change: “We know now the importance of education, and that if we are not educated, we wouldn't be able to teach our own children... I want to go back to school, complete my education and become an engineer.” — 16 year old, out-of-school girl in Beqaa

- *How did girls describe the girl-only spaces?*

Girls expressed verbally and through their interactions with each other positively about the girl-only spaces. One in-school girl in Beqaa said, “I like coming here very much. I like that it's only us girls, and no boys to bother us, and I feel free to talk about whatever we want and do whatever we want.” An out-of-school girl shared “I'd like to go back to school and study hard and become a pediatrician”. Girls in Tripoli relayed similar stories.

Her Quote, A Story of Change: “I've been at home, at home, at home. I was very depressed. This changed my life 180 degrees. I'm learning the alphabet now because I don't know the letters and I'm very happy here. It's been a very nice center. Someone is actually doing something with their lives and not just sitting at home. I didn't know how to walk and no school accepted me. Now we're here to do something and not just learn and leave.” — Adolescent girl in the 14-20 years group, Tripoli

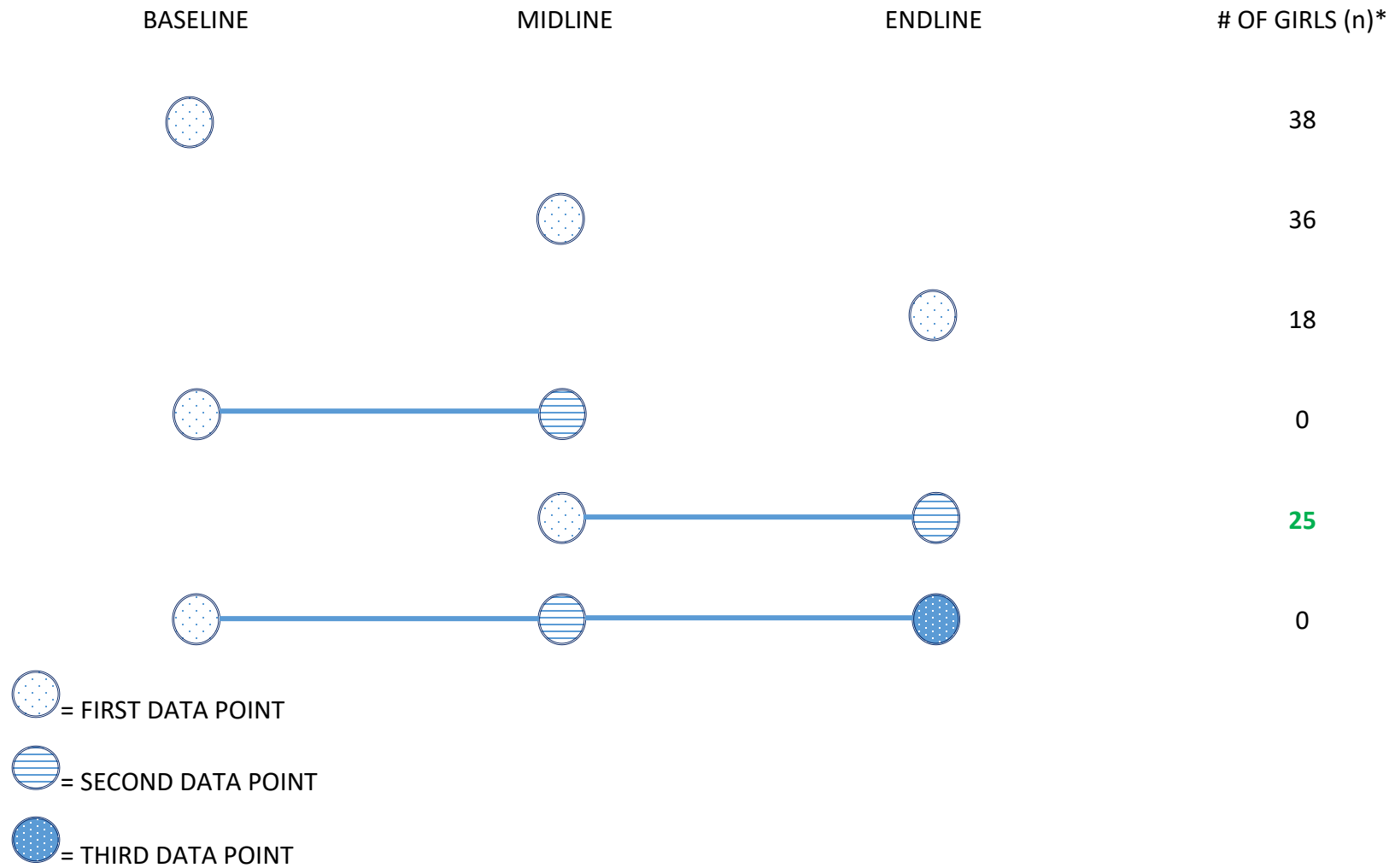
- *What were some factors which facilitated or created barriers to positive changes in girls' lives?*

Girls expressed that they felt they both increased their communications skills and confidence to articulate their desires to those who make decisions for them. While limitations of girls' decision-making authority within their households may still remain a barrier to girls realizing their full potential, girls in both sites pointed to the peer support networks they gained that gave them “strength” or made them “stronger” to demand that their interests be considered.

Her Quote, A Story of Change: “I came from Syria so tired and disappointed. I was not able to do anything for myself, I wasn't able to make any decisions for myself, because of the way things are in Syria, my parents were making all the decisions for me, without thinking about my needs. They asked me to marry my cousin. I wasn't comfortable with this idea, I didn't want to. I shared this problem with the other girls at the sessions, and it gave me strength about my situation and self confidence about sharing what I wanted and what I did not want. I will say no to the things that I don't want to do. I will not give opportunity to anyone else to decide things for me. I was able to stop the early marriage as a result of being able to say no to my parents.”
— 18-year old adolescent girl, Beqaa

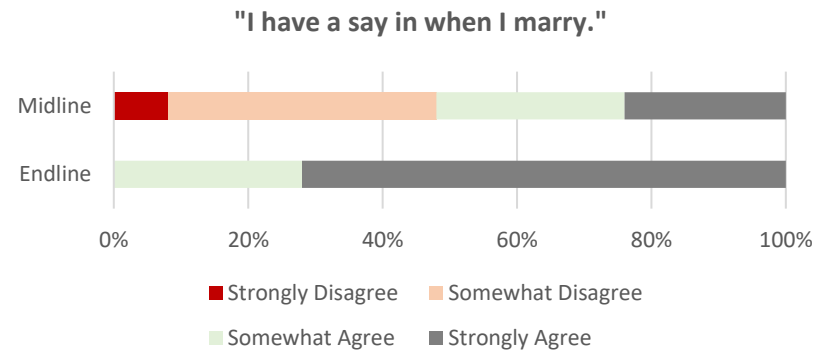
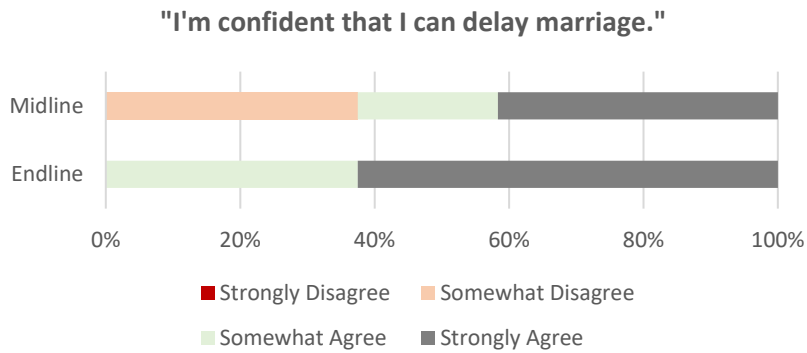
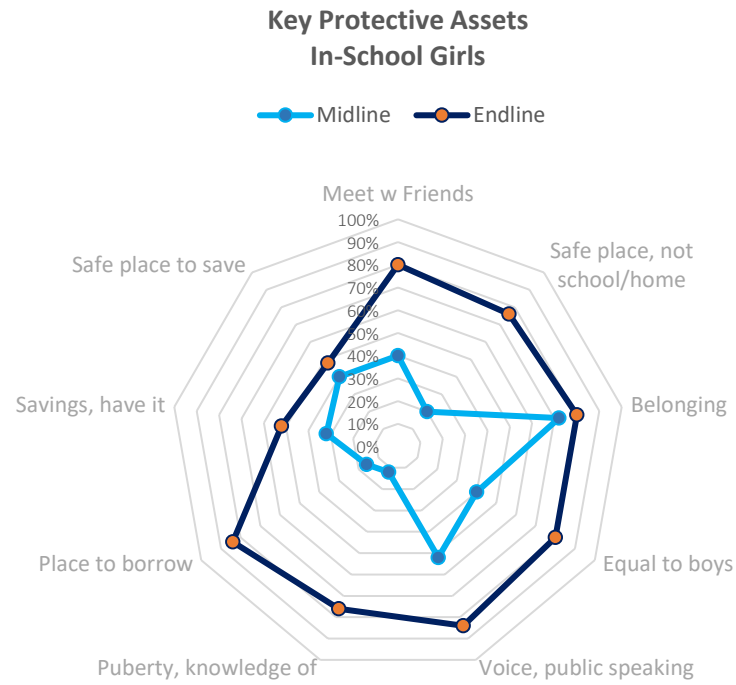
Qualitative, *Stories of Change* findings largely reflect positive changes. These changes may be incongruent when compared to the quantitative evaluation. However, the stories also suggest that even if girls had limited exposure to the project, or had inconsistent attendance, adolescent girls benefited from the structured learning in an informal space that was their own. Girls demonstrated elevated levels of self-confidence, of having experienced changes during their time together, and of feeling satisfied with the program activities.

Visual I | Tripoli Single, In-School Girls | Summary Table, Available Data for Girls (10-19 yrs.) Reached via the Program Evaluation (N=117)

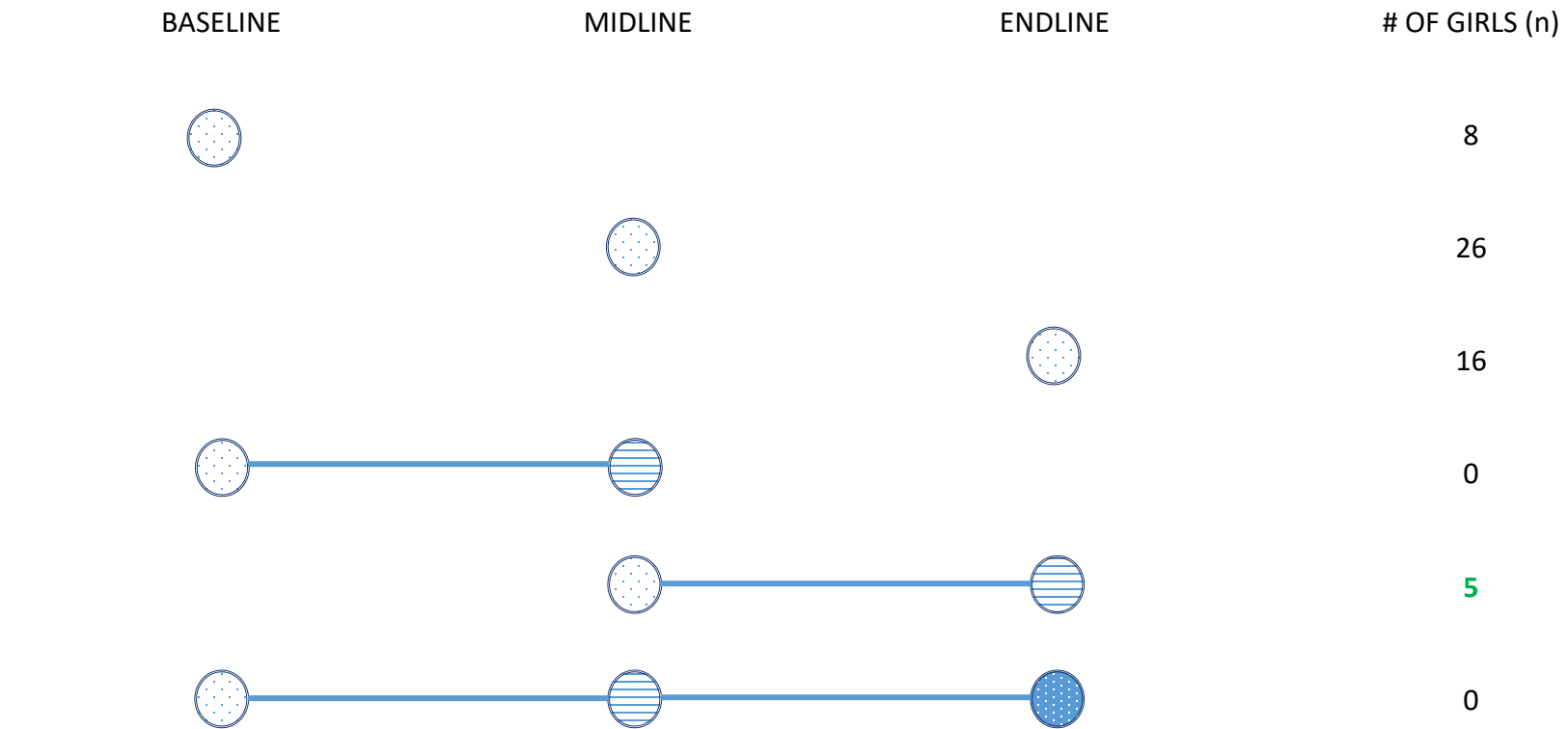


Key to Visual: 38 girls with data for baseline only; 36 girls for midline only; 18 girls for endline only; 25 girls with midline to endline data for a pre-post analysis. **25 indicates the total number of analyzable data.**

Visual II | Tripoli Single, In-School Girls N = 25 [9 Syrian, 16 Lebanese, 3 Girls with Disabilities] | Ave. Age = 11.8 years | Ave. Grade = 4.5



Visual III | Tripoli Single, Out-of-School Girls | Summary Table, Available Data for Girls (10-19 yrs.) Reached via the Program Evaluation (N=55)



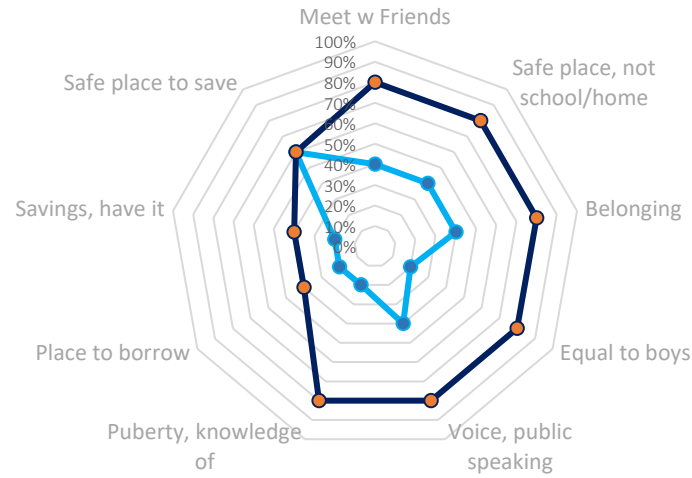
- (dotted) = FIRST DATA POINT
- (striped) = SECOND DATA POINT
- (solid) = THIRD DATA POINT

Key to Visual: 8 girls with data for baseline only; 26 girls for midline only; 16 girls for endline only; 5 girls with midline to endline data for a pre-post analysis. **5 indicates the total number of analyzable data.**

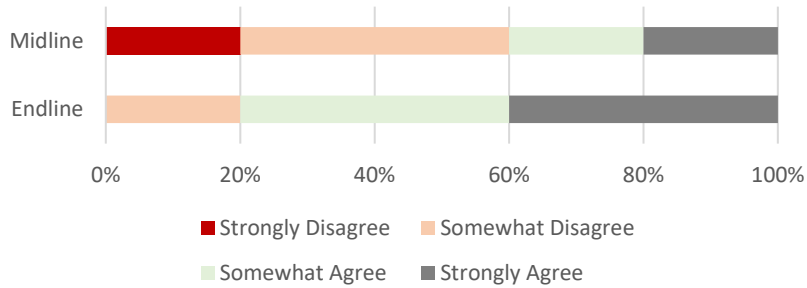
Visual IV | Tripoli Single, Out-of-School Girls | N = 5 [3 Syrian, 2 Lebanese, No Girls with Disabilities] | Ave. Age = 15.4 years | Ave. Grade = 6.5

Key Protective Assets Out-of-School Girls

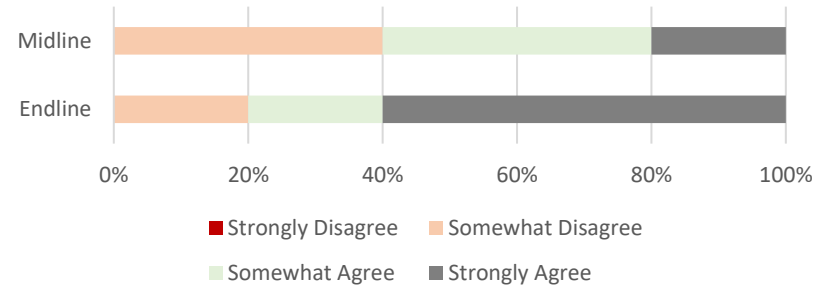
● Midline ● Endline



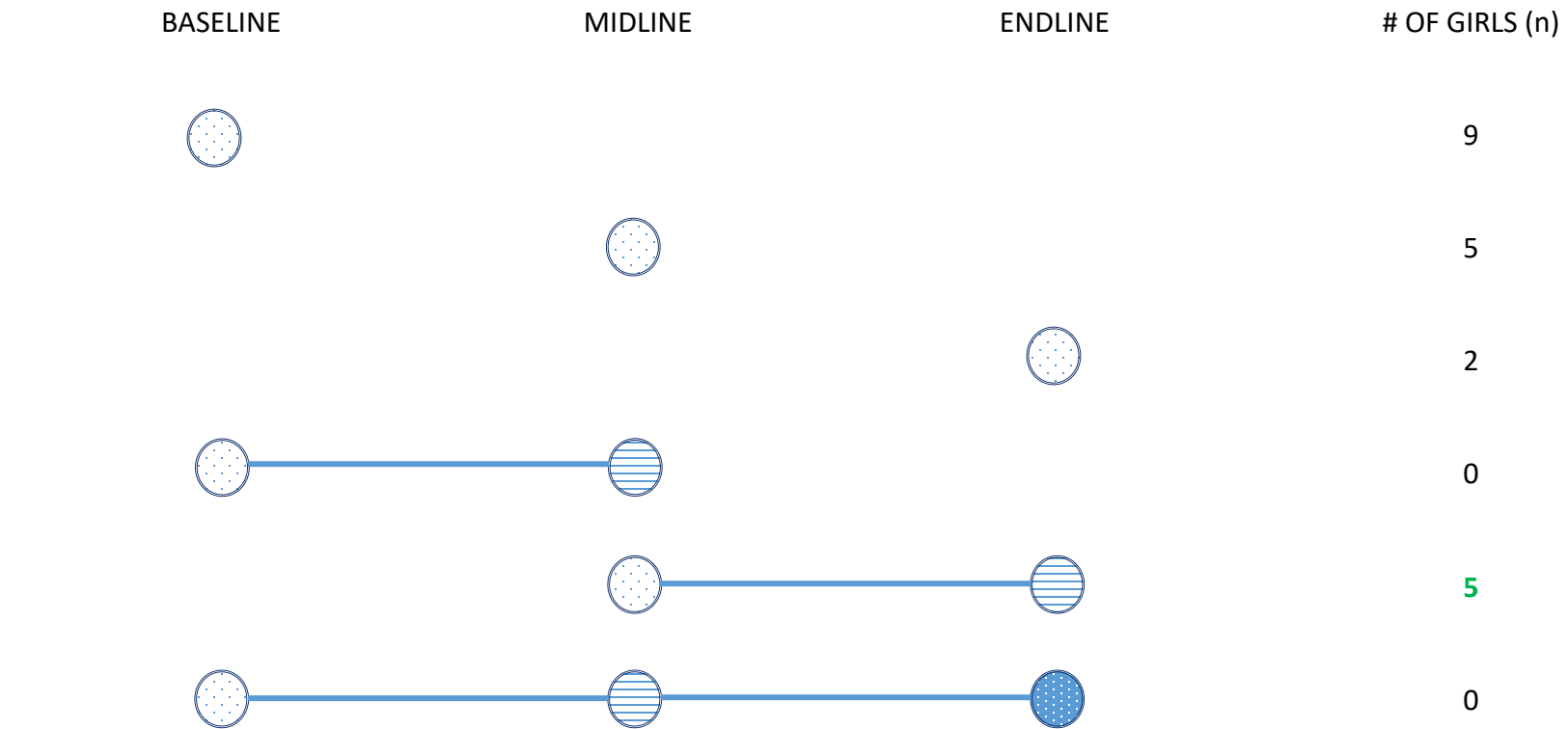
"I'm confident that I can delay marriage."



"I have a say in when I marry."



Visual | V Tripoli Married Girls | Summary Table, Available Data for Girls (16 – 24 yrs.) Reached via the Program Evaluation (N=21, 15 mothers)



 = FIRST DATA POINT

 = SECOND DATA POINT

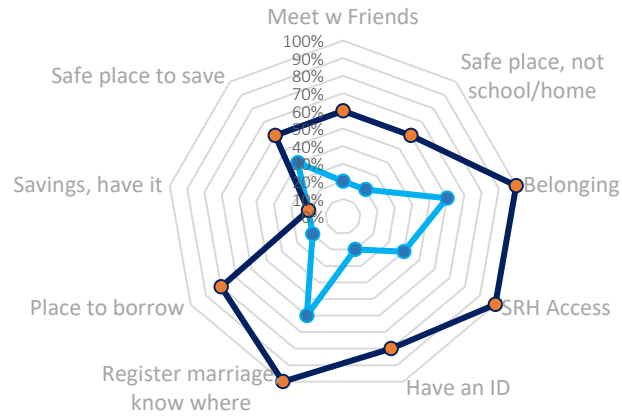
 = THIRD DATA POINT

Key to Visual: 9 girls with data for baseline only; 5 girls for midline only; 2 girls for endline only; 5 girls with midline to endline data for a pre-post analysis. **5 indicates the total number of analyzable data.**

Visual VI | Tripoli Married | n = 5 [All Syrian] | Ave. Age = 20.9 years | Ave. Grade = 8.25

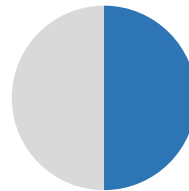
Key Protective Assets Married Girls

—●— Midline —●— Endline



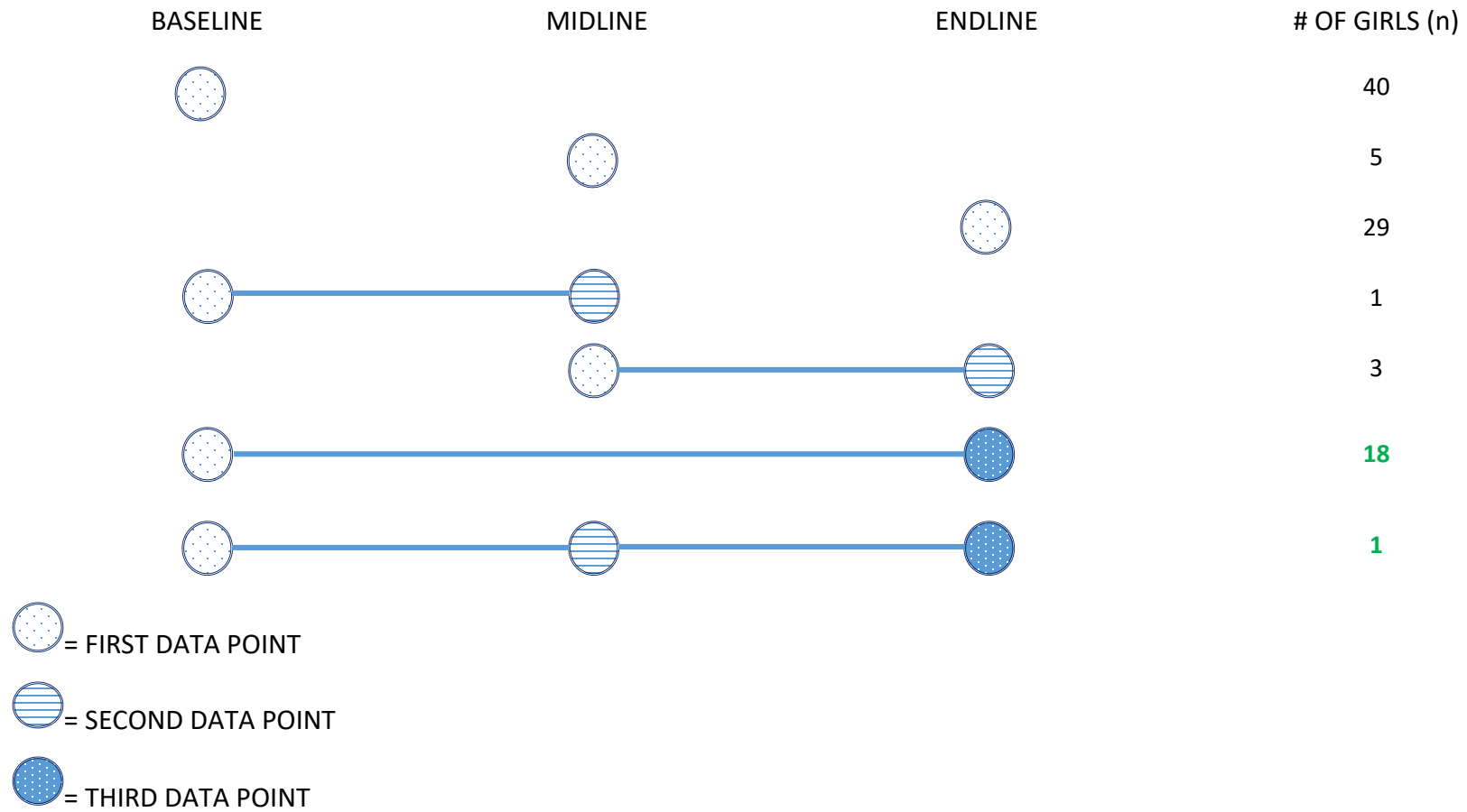
"I wanted to get married at the time I was married"

(n=4)



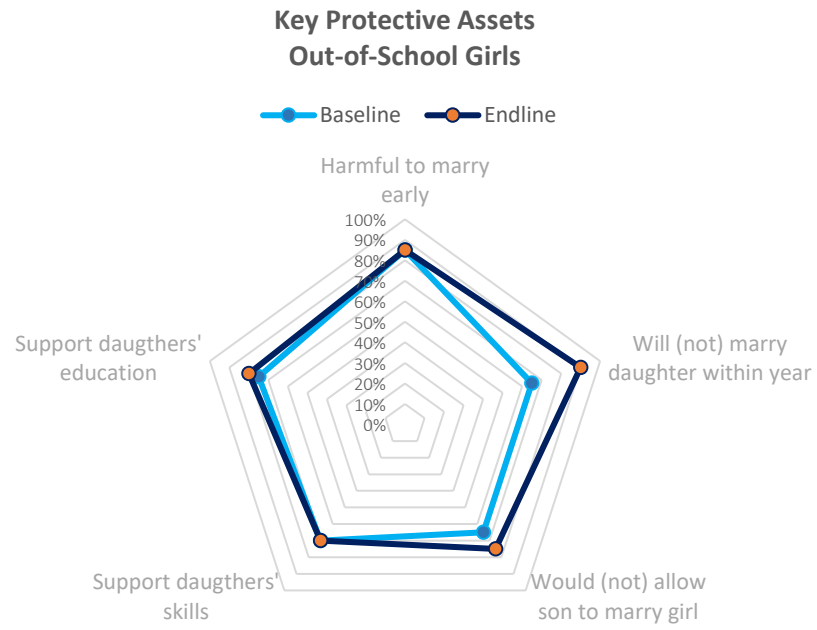
■ Yes ■ No

Visual VII | Tripoli Caregivers | Summary Table | N = 97

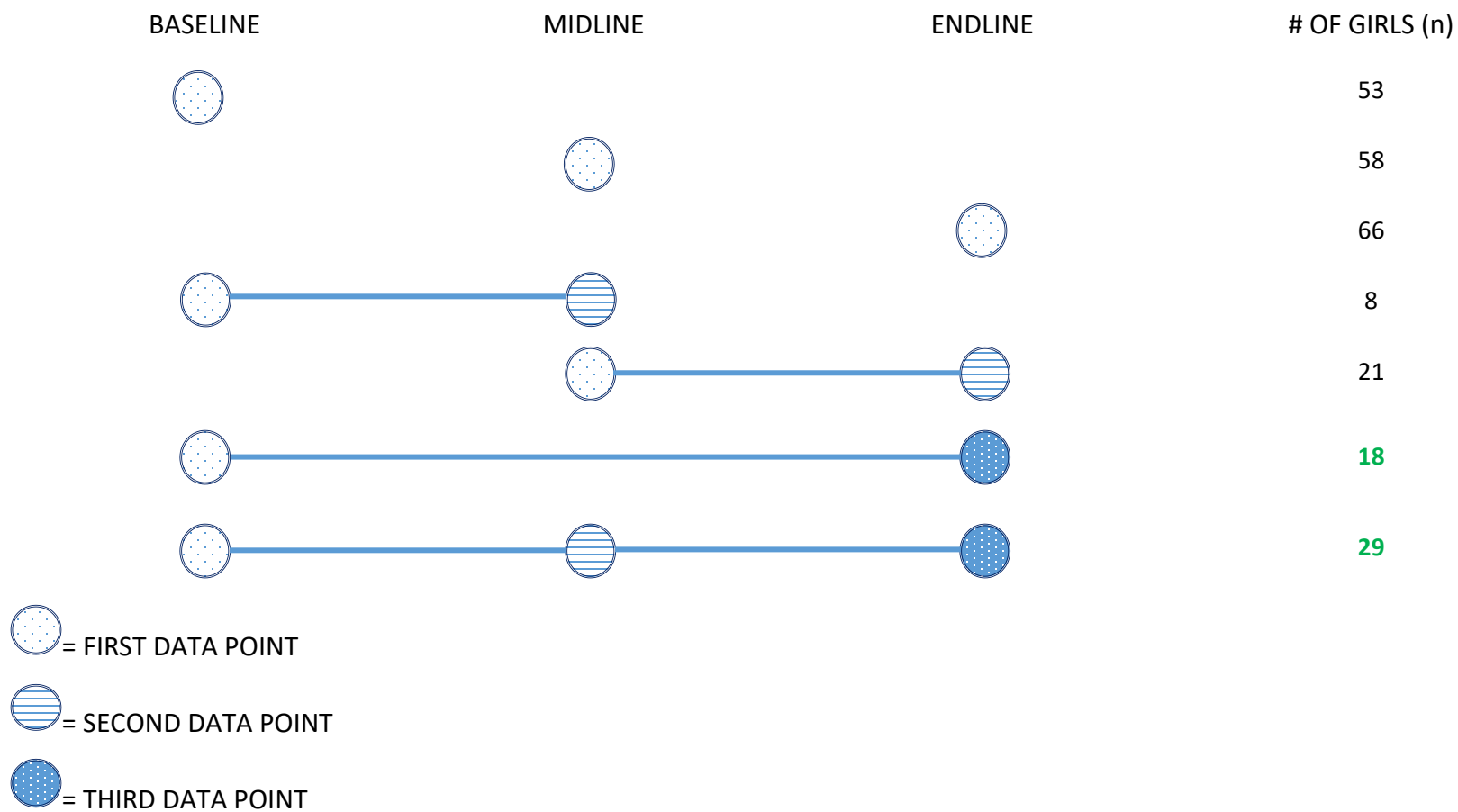


Key to Visual: 40 caregivers with data for baseline only; 5 caregivers for midline only; 29 caregivers for endline only; 1, 3, 18 and 1 caregiver(s) with data across at least two datapoints. **19 indicates the total number of (baseline-endline) data analyzed.**

Visual VIII | Tripoli Caregivers | n = 19

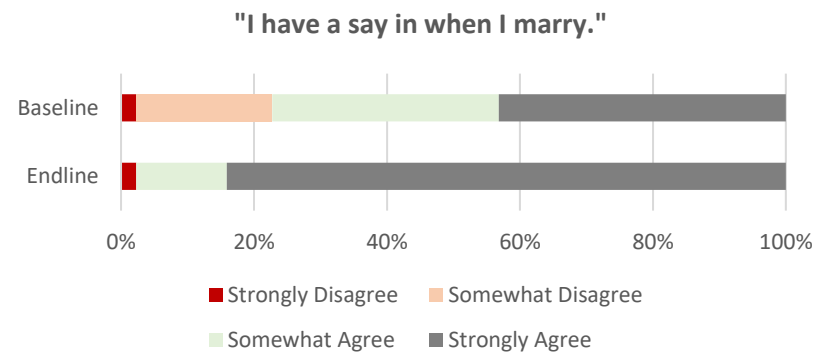
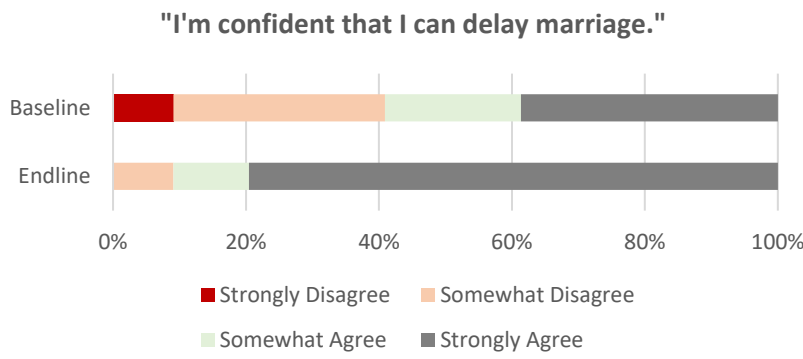
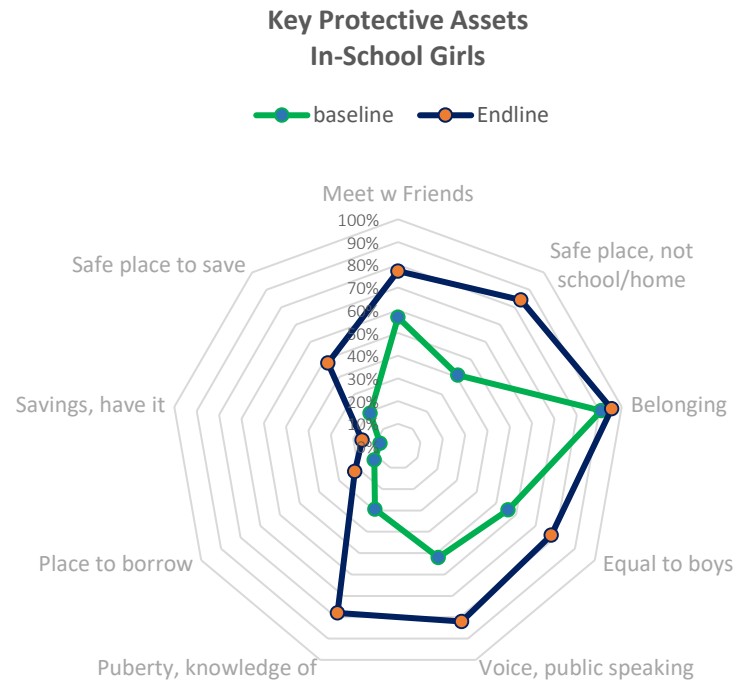


Visual IX | Beqaa Single, In-School Girls | Summary Table, Available Data for Girls (10-19 yrs.) Reached via the Program Evaluation (N=253)

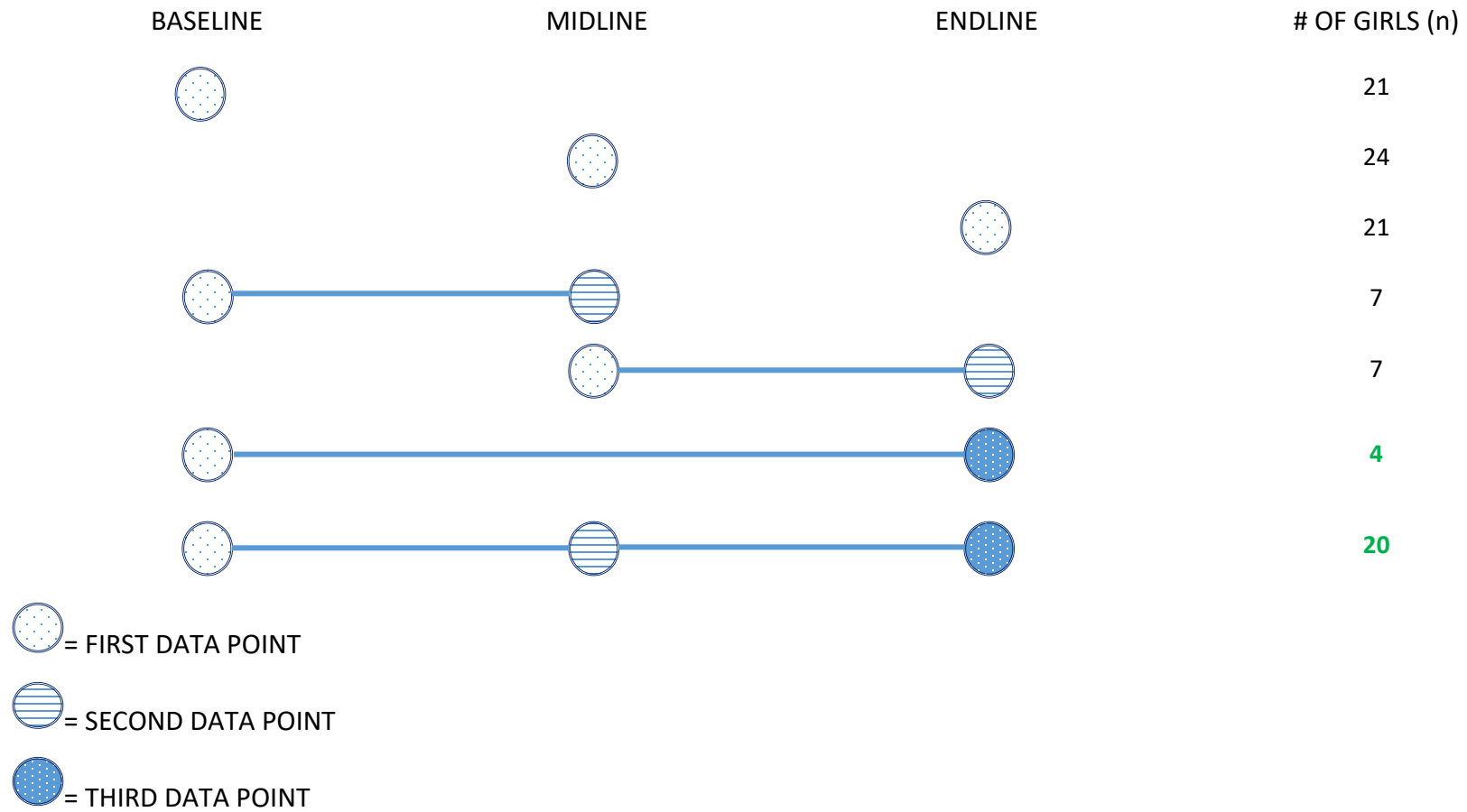


Key to Visual: 53 girls with data for baseline only; 58 girls for midline only; 66 girls for endline only; 8 girls with baseline to midline data; 21 girls for midline to endline data; 18 girls with baseline to endline data; 29 girls with data at baseline, midline and endline. **47 indicates the total number of (baseline-endline) data analyzed.**

Visual X | Beqaa Single, In-School Girls N = 44 [33 Syrian, 7 Palestinian, 2 Girls with Disabilities] | Ave. Age = 12.5 years | Ave. Grade = 5.7

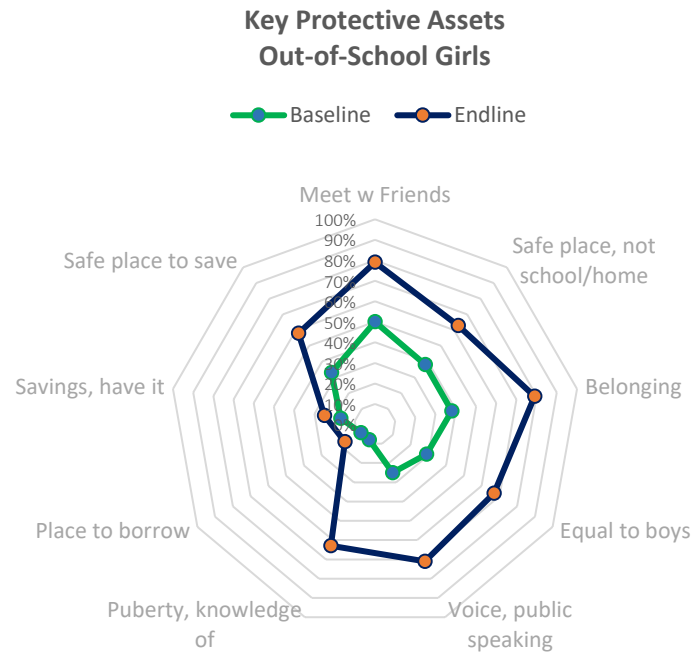


Visual XI | Beqaa Single, Out-of-School Girls | Summary Table, Available Data for Girls (10-19 yrs.) Reached via the Program Evaluation (N=104)

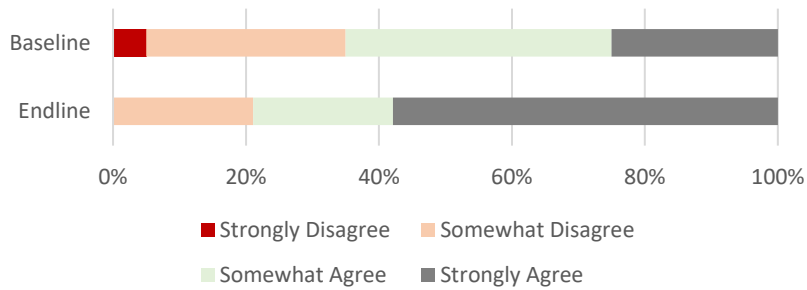


Key to Visual: 21 girls with data for baseline only; 24 girls for midline only; 21 girls for endline only; 7 girls with baseline to midline data; 7 girls for midline to endline data; 4 girls with baseline to endline data; 20 girls with data at baseline, midline and endline. **24 indicates the total number of (baseline-endline) data analyzed.**

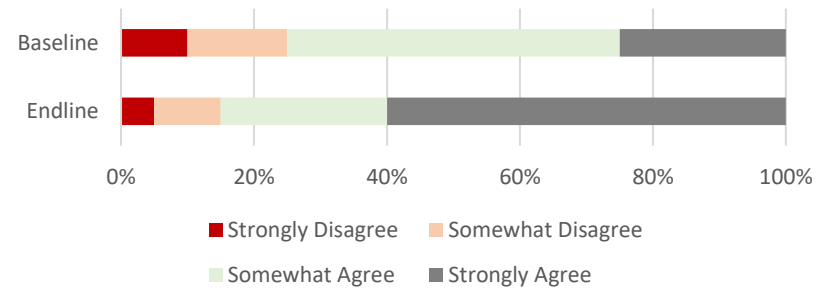
Visual XII | Beqaa Single, Out-of-School Girls | N = 24 [19 Syrian, 3 Lebanese, 2 Girls with Disabilities] | Ave. Age = 15.1 years | Ave. Grade = 6.9



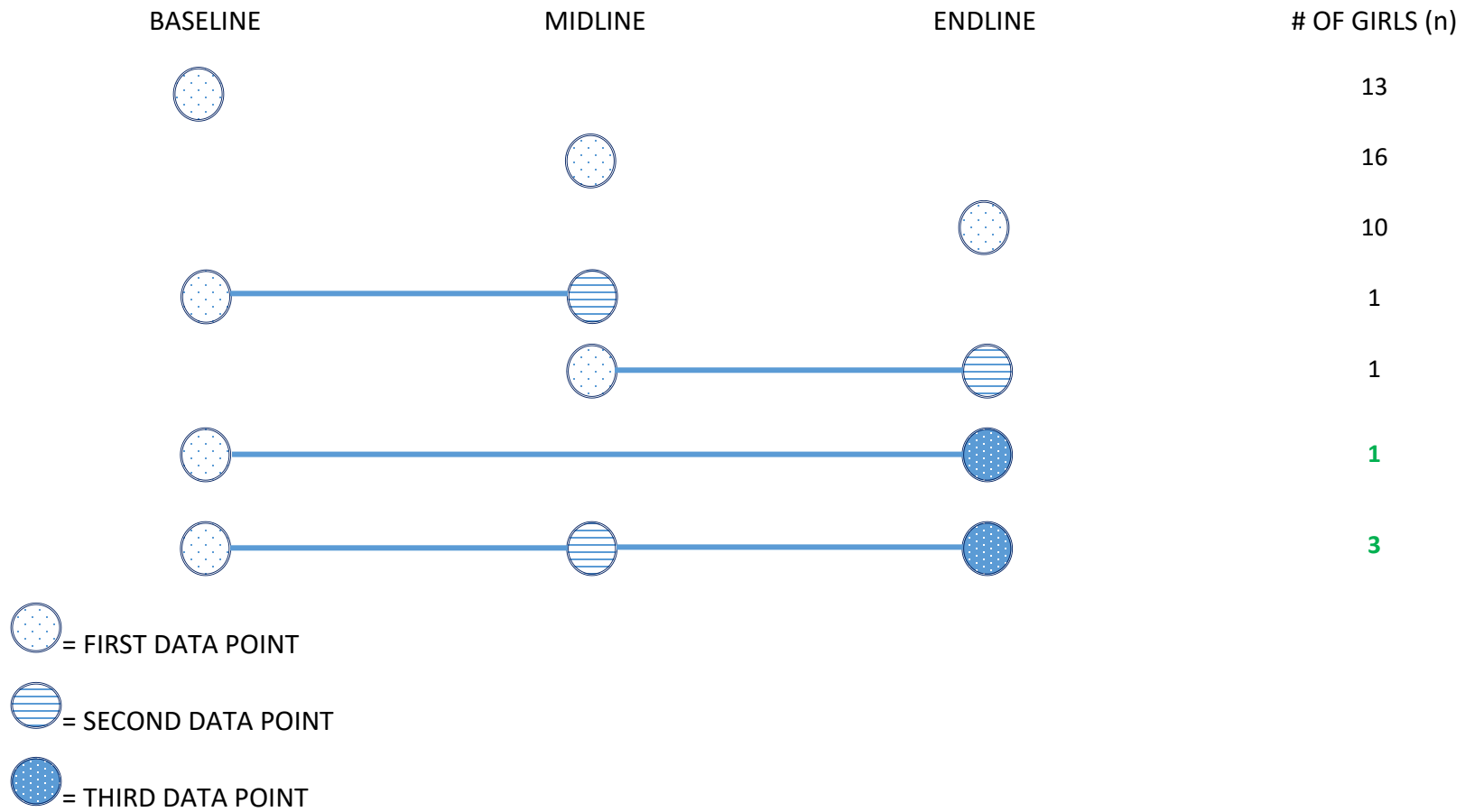
"I'm confident that I can delay marriage."



"I have a say in when I marry."



Visual XIII | Beqaa Married Girls | Summary Table, Available Data for Girls (16 – 24 yrs.) Reached via the Program Evaluation (N=45, 7 mothers)

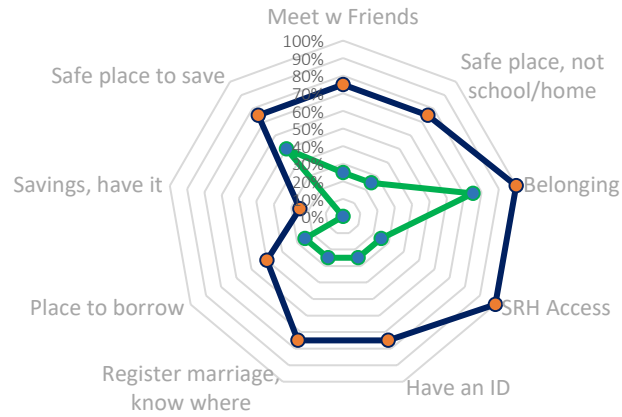


Key to Visual: 13 girls with data for baseline only; 16 girls for midline only; 10 girls for endline only; 1 girls with baseline to midline data; 1 girls for midline to endline data; 1 girls with baseline to endline data; 3 girls with data at baseline, midline and endline. **4 indicates the total number of (baseline-endline) data analyzed.**

Visual XIV | Beqaa Married | n = 4 [All Syrian] | Ave. Age = 18.9 years | Ave. Grade = 9.0

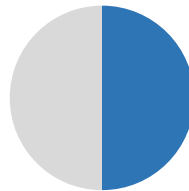
Key Protective Assets Married Girls

● Baseline ● Endline



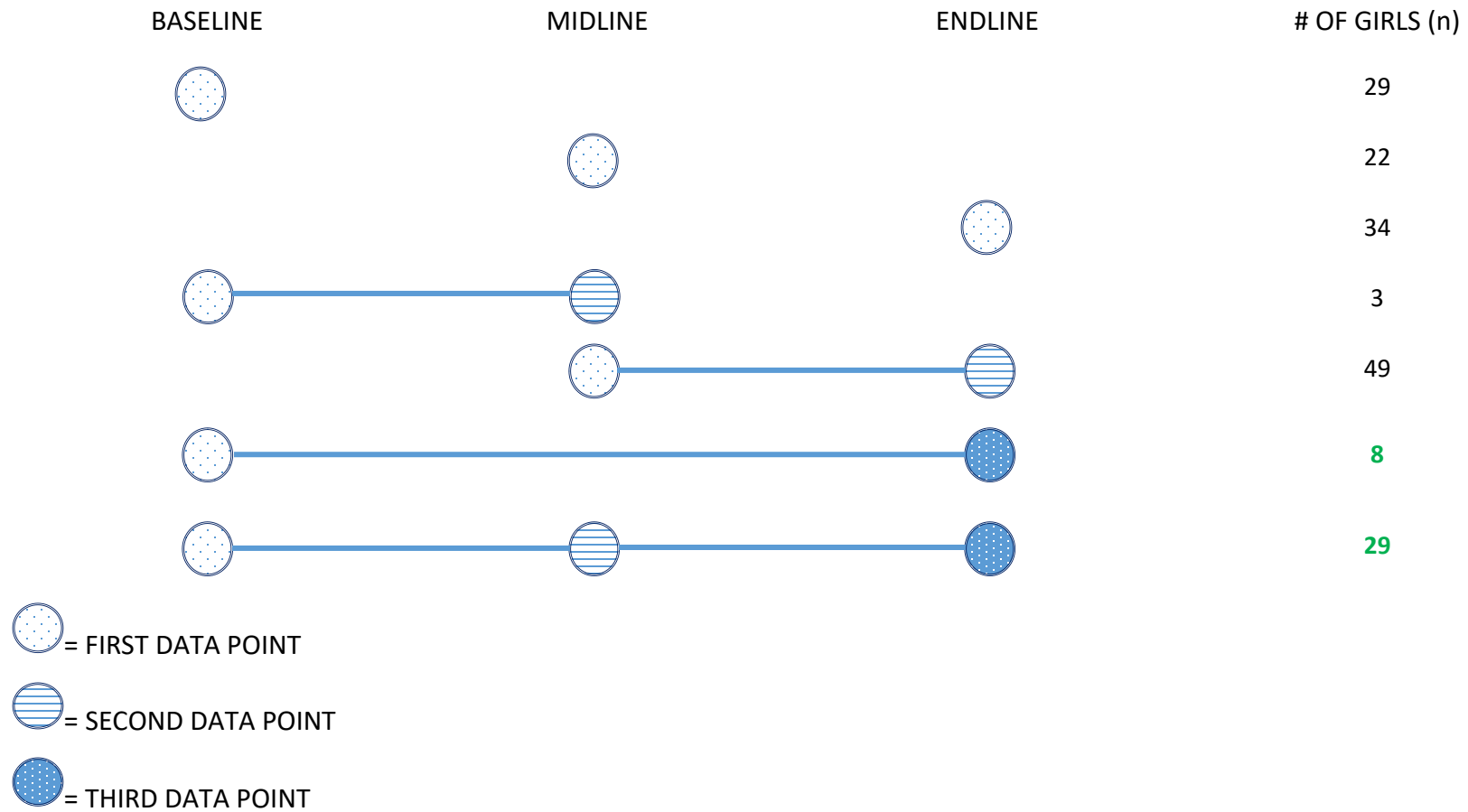
"I wanted to get married at the time I was married"

(n=4)

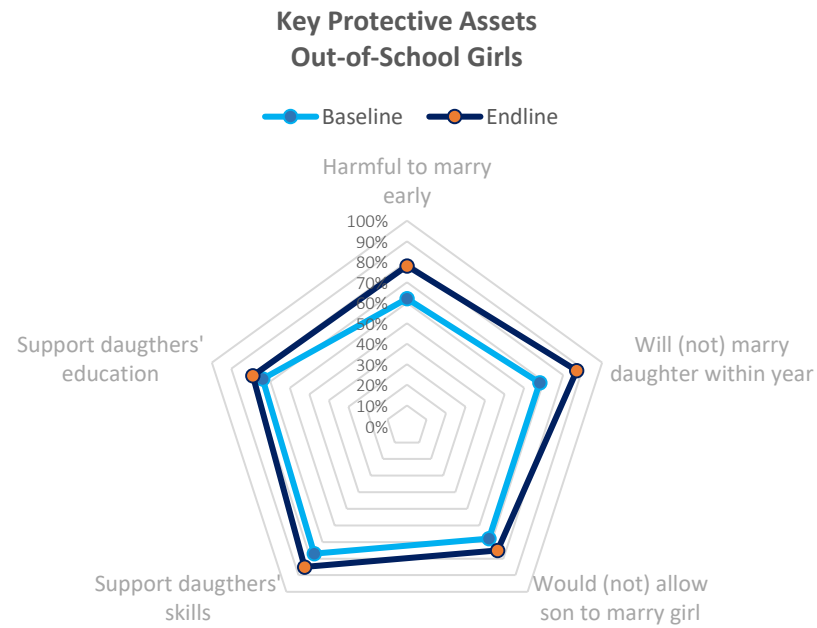


■ Yes ■ No

Visual XV | Beqaa Caregivers | Summary Table | N = 174



Key to Visual: 29 caregivers with data for baseline only; 22 caregivers for midline only; 34 caregivers for endline only; 3 caregivers with baseline to midline data; 49 caregivers for midline to endline data; 8 caregivers with baseline to endline data; 29 caregivers with data at baseline, midline and endline. **37 indicates the total number of (baseline-endline) data analyzed.**



Mother’s Quote, A Story of Change: “My 11 year old girl came home one day and asked me why I had forced her older sisters to marry early since it’s so harmful for them... she is right and she is telling the truth. I had nothing to say except that I regret the decision to marry off her older sisters. My 11 year old says she does not want to marry early, and my husband and I are now encouraging her to keep studying.” – Female caregiver of an 11 year old refugee girl in Beqaa

Limitations

The main limitation to this review is the small sample size of quantitative data. The small number of pre-post values do not necessarily allow for meaningful evaluation or for identifying associations between program design and its impact on girls' protective assets or their caregivers' perspectives towards child marriage. Data quality is a principle limitation. For example, significant number of data entries with multi-year changes in girls ages assigned to the same unique ID, significant number of data entries for which opposite (and inexplicable) change occurred among individual girls.⁸ Thus, the review focused on documenting relevant and analyzable data, as well as visualizing the pre-post changes across a core set of assets. Given the limited sample size, the review did not explore any associations between specific program content and measured outcomes.

Desirability bias is also a limitation. For baseline-to-endline data collection, girls and caregivers may have responded with answers they deemed appropriate. This bias is also relevant to the *Stories of Change* group discussions. Given the vulnerabilities that girls and their caregivers face while displaced from their home communities, participants may have expressed more positive views about their experience in the girl-only groups and about their futures. The participatory approach, inclusive of heavy reliance on girls' self-expressed voices and of having girls share their stories, was meant to limit this bias. The presence of DRC staff and an unfamiliar WRC staff person could have also biased responses. Additional (operational) limitations include:

- WRC and DRC did not establish a consistent, uniform approach for training of enumerators to conduct the quantitative data collection. Moreover, due to DRC staff turnover, enumerators were different at each data collection point (baseline, midline, endline). These factors may have contributed to inconsistencies in data collection methods and quality.
- The length of the survey and questions' wording may have affected data quality and sensitivity. The number of questions asked at baseline, midline and endline may have been unreasonably high – required, on average, 32 minutes to complete. It is also possible that girls did not necessarily understand questions asked, as a result of limited piloting of the tools. The average age of girls for whom there are relevant data was approximately 12 years; questions may not have been adequately tailored to each girl.

IV. Recommendations

Key recommendations that will support improved program review and/or evaluation:

- Strengthen documentation procedures. This includes (a) systematically collecting girls' weekly attendance through a mechanism that enables analysis of both attendance and changes in girls' assets, (b) incorporating "refresher" trainings for staff on baseline and endline data collection, and (c) add 'disability' field to program intake forms.
- Simplify data collection mechanisms. This includes eliminating the midline data collection and simplifying the core assets measured at baseline and endline.

The WRC has previously discussed programmatic recommendations related to *I'm Here* implementation and program content with DRC colleagues. Some top-line program recommendations have included:

⁸ After the Women's Refugee Commission (WRC) had completed the program review, the Danish Refugee Council shared an attendance sheet with the WRC. The attendance sheet raised additional questions about data quality e.g., included unique ID numbers that had not been assigned to groups of girls and detailed elevated attendance rates that would very likely be aligned greater numbers of data across baseline, midline and endline.

- Increase girls' intra-group sharing opportunities (outside curriculum sessions) so they have chances to exchange learning, achievements, ideas with each other and with other stakeholders.
- Consider electing girl-leaders among girl groups, as natural girl-leaders already exist within current groups. This can help build girls' leadership and mentorship as well as reducing program staff oversight.
- Increase caregivers' engagement through tapping into female caregivers who are already active in the project to outreach to less active caregivers. Invite them to sessions with explicit tasks (e.g., as "assistant facilitators") and then support them to conduct similar sessions with other caregivers from their communities.
- Ensure diversity inclusion is core program principles, particularly the participation of girls with all types of disabilities including with psychosocial disabilities—engage *directly* with girls with disabilities and their caregivers about how DRC can facilitate their participation.