Commonwealth of Learning
Learning for Sustainable Development

GiRLS Inspire
Learning for empowerment.

Project Guidelines for Partner Organisations

The Commonwealth of Learning (COL) is an intergovernmental organisation created by Commonwealth Heads of Government to promote the development and sharing of open learning and distance education knowledge, resources and technologies.

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ACRONYMS

CEFM: child, early and forced marriage

CFP: Communications Focal Point

CoP: Community of Practice

CSO: civil society organisation

FP: Focal Point

GAC: Global Affairs Canada

M&E: monitoring and evaluation

NGO: non-governmental organisation

ODL: open and distance learning

OER: open educational resources

PMF: Performance Management Framework

RBM: Results-Based Management

RtU: reaching the unreached

ToT: training of trainers

PURPOSE

The most important asset of any project, big or small, local or international, is its human resources. The GIRLS Inspire project is fortunate to have talented and reliable individuals working at various levels to ensure its successful implementation.

Managing a project across various countries, cultures and contexts can be challenging in several ways. If even one level of such a project is not managed properly, if staff do not have the capacity to implement the project or if they are not fully briefed on the expectations of the project, its ultimate success is at risk.

The purpose of *GIRLS Inspire: Project Guidelines for Partner Organisations* is therefore to provide a blueprint for staff members involved in the GIRLS Inspire project so that they are in a strong position to make it successful in all areas. This document is intended to be used as a training tool as well as a self-help guide and focuses on all the various layers of the project — including management, monitoring and evaluation, communications and using online platforms to communicate with stakeholders and promote the work of the project more broadly.

ADMINISTRATION

INTRODUCTION

GIRLS Inspire uses technology in many ways to support the smooth implementation of the project. Our partners are in various locations (and often in different time zones) and have different access to and requirements for technology, so GIRLS Inspire uses more than one platform to meet the needs of everyone. The same platforms can often also be used for capacity building. We want all of our partners to have an opportunity to learn about and understand all of the tools and their various benefits. This section contains important information about the various platforms so that partners can enjoy using the various tools and making the most of what they offer. (In this document, "device" refers to both mobile and desktop equipment.)

USING SKYPE

DOWNLOADING SKYPE ON YOUR DEVICE

If you do not have Skype on your device, you will have to download it by following the steps here: https://www.digitalunite.com/guides/email-skype/skype/how-download-skype.

A FEW DAYS BEFORE THE SKYPE CALL

Go the main menu and run through the following checks:

1. Check your audio equipment. Ensure that your speakers and microphone are connected and working properly. If possible, use earphones or a headset for your speakers to avoid echoes.
2. Make a free test call. Go to **Tools**, select **Options** and then go to **Audio settings**. Click on **Make a free test call**. (See the screenshot on the right.)
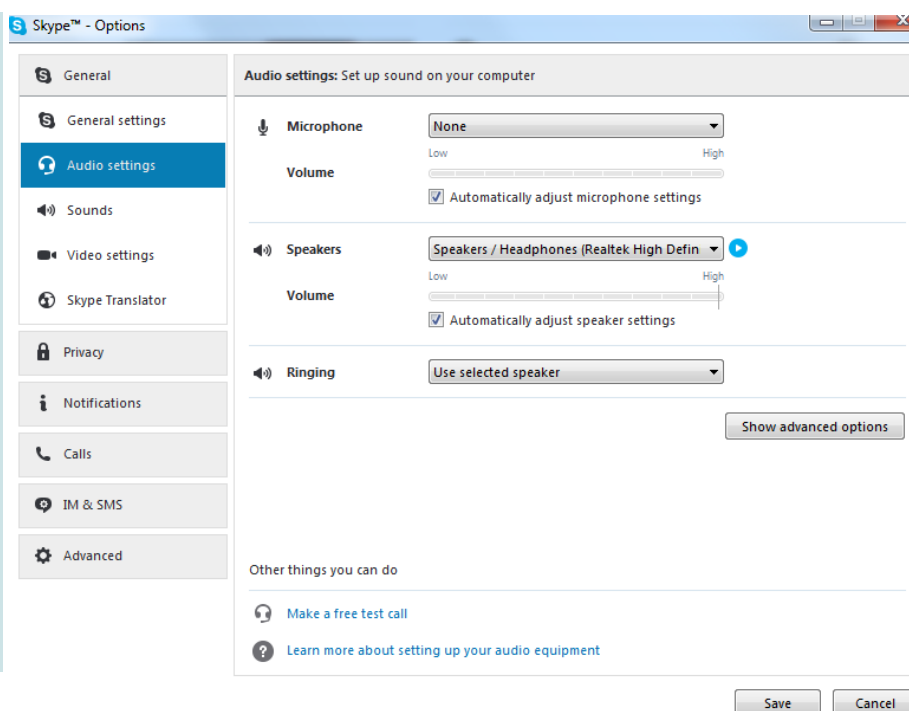
3. COL's project coordinator will create a Skype group with all the participants who will be invited to the call.
4. Accept the Skype invitation from the project coordinator to the group.

JOINING THE SKYPE CALL ON THE DAY OF THE MEETING

1. COL's project coordinator will initiate the group call. You must be logged into Skype to receive the call.
2. Join by **Audio call** only and NOT by Video. This is so that bandwidth is not an issue.
3. If two or more attendees are in the same room, use only one computer to log on to the meeting to prevent audio feedback. (See the screenshot on the right.) In this case, you will not be able to use your headphones or headset.

Echo / Sound Test Service
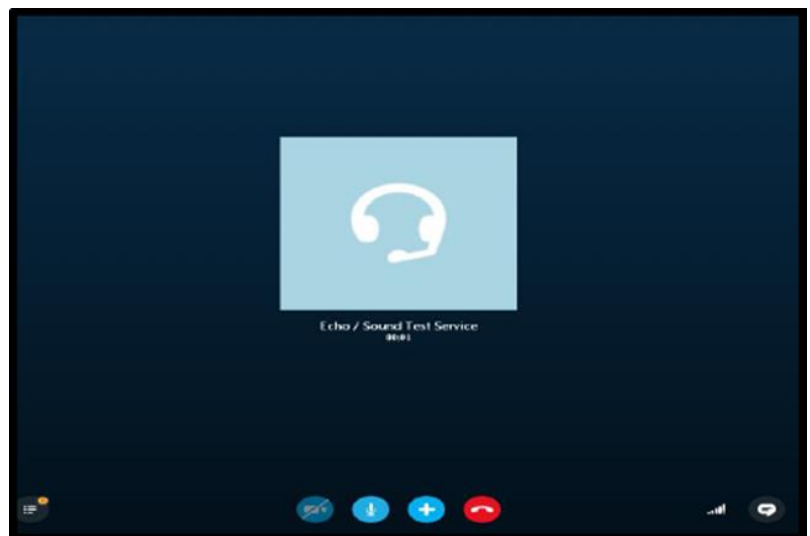
DURING THE SKYPE CALL

1. It is important that you **Mute** your audio unless you are speaking. Several people will be taking part in the call, and any outside sounds can interfere with and affect the quality of the call.
2. To make a comment or ask a question, use the text box to send your message. Click on the speech bubble icon on the bottom right-hand side of the screen (see the screenshot above) to access the text box. The Chair of the meeting will address your comment or question.

HOW TO REJOIN THE CALL IF YOU DROP OUT OR JOIN AFTER IT HAS STARTED

1. If you have been disconnected from the call, or if you are joining late, click on **Join call**. (See the screenshot on the right.)

2. GIRLS Inspire's coordinator will monitor attendance of the meeting. If anyone has been dropped from the call, we will do everything we can to ensure that the person rejoins the call as soon as possible.
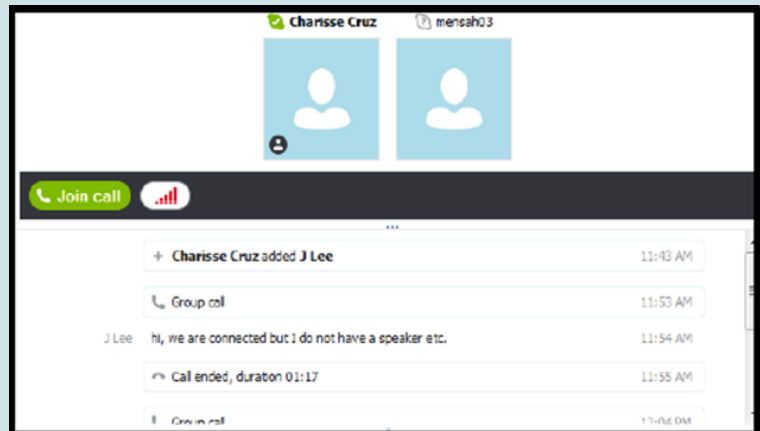
USING GOTOMEETING

GoToMeeting is an online group meeting platform and requires an Internet connection. We use it for various capacity-building events. One of the strengths of GoToMeeting is that we can record the session. This allows participants to listen to the recording afterwards, at a convenient time, and as often as they like. You cannot participate in a GoToMeeting session if you are offline. A high-speed wired connection will work better than Wi-Fi. However, even if you only have a Wi-Fi connection, you can still use GoToMeeting.

Follow the instructions below to make the most of your GoToMeeting event. As with Skype, it is best to use a headset or earphones for your speaker option.

A FEW DAYS BEFORE THE MEETING

1. Watch the following video for an overview of GoToMeeting:
   http://support.citrixonline.com/en_US/meeting/video/G2MV00036
2. Run a test meeting: https://www3.gotomeeting.com/join/406552062

   - This link should launch the GoToMeeting application automatically. It will download the application and run the file. (See the screenshot on the right.) Click **Run**.

   - You will see a window (see the screenshot below right) that says that you are waiting for the organiser, but ignore that comment for now. You are running this test simply to check that you will be able to connect to your meeting.
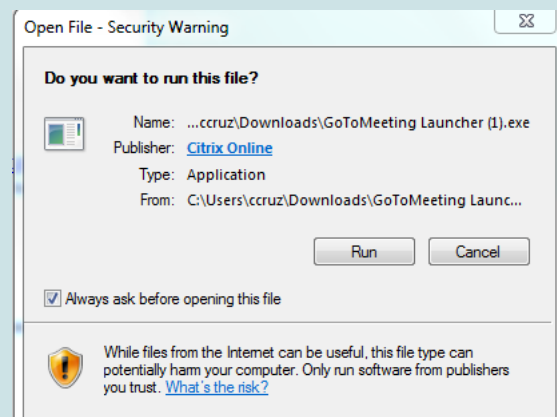
- Select your headset or earphone type from the microphone dropdown menu and check that the green bar moves when you speak into the microphone. Use the same headset or earphones for the test call that you will use for the actual call.

- Select your headset or earphone type from the earphone dropdown menu and click on **Test your sound**. (See the screenshot on the right.) You should hear the test audio in your headset or ear phones. If you cannot hear anything, follow the steps listed on this Web page: https://support.citrixonline.com/en_US/Meeting/all_files/G2M050056

- Click on **Stop the test** and close GoToMeeting.

3. There are various browsers to choose from. Some of the more commonly used ones are Google Chrome, Firefox and Internet Explorer, but there are other options. Use whichever browser you prefer.
4. If you have any problems, try using a different browser. If you still experience difficulty, please email the COL project coordinator at info@girlsinspire.org.

JOINING THE MEETING

1. When COL has put the meeting in the project calendar you will receive a link to the GoToMeeting event and an agenda. Keep this handy. You will need it when you prepare to participate in the event.
2. Ensure your computer is connected to the Internet and your headset, earphones or microphone/speakers are connected to your computer.
3. To allow enough time to troubleshoot (should you experience problems) and for COL's GIRLS' Inspire team to do an audio check, we advise that you join the meeting 15 minutes before the scheduled time from your computer, tablet or smartphone by clicking on the link that was sent to you.
4. You will be asked if you want to join by computer audio or by phone call. Select **computer audio.**
5. You will be asked to enter your name and email address.
6. Enter the access code, which will be provided to you in the invitation, if prompted.
7. You will then automatically be in the "meeting room" of GoToMeeting.

DURING THE MEETING

1. You will see the GoToMeeting application on the right-hand side of your monitor. You will also see COL's screen on the left-hand side of your monitor.
2. To mute/unmute your microphone, click on the green microphone icon. We ask all participants to mute their microphone when they are not speaking because outside sounds can affect or interfere with the quality of the call.
3. A facilitator will guide the discussions according to the agenda that you received prior to the meeting. If you have a question or a comment and someone is speaking, you can type a message in the **Chat** panel. (See the blue arrow in the screenshot on the right.)
4. The meeting will be recorded so that we can share our discussion with anyone who did not attend and so that any participant can listen to the recording for a refresher of the discussions or to share it during a locally organised session. If you have any objection to being recorded, please mention this to the facilitator at the beginning of the meeting. Any objections will be addressed on a case-by-case basis.
5. At the end of the session, exit the meeting room and disconnect GoToMeeting.
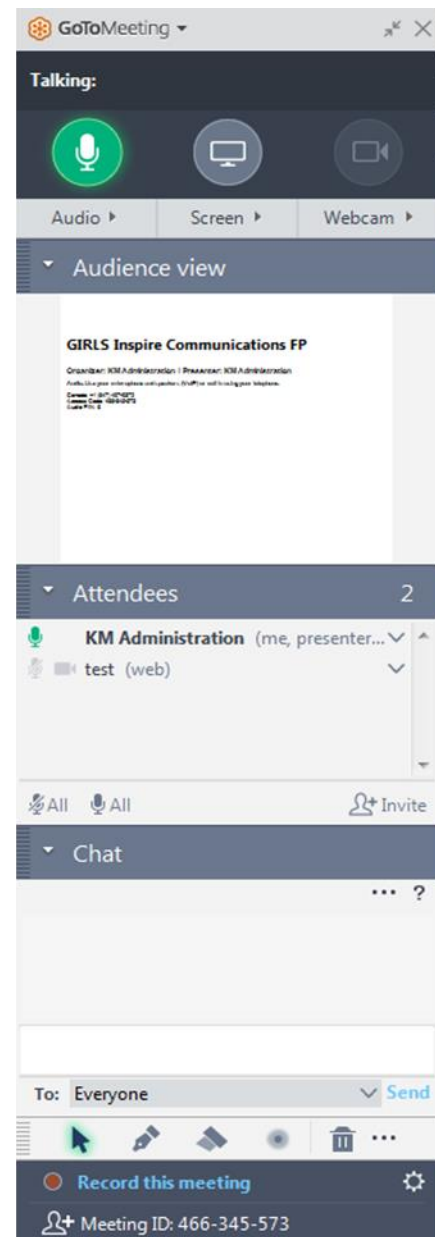
USING BASECAMP

Basecamp is an online project management and collaboration platform that allows you to communicate and collaborate with your contacts and partners via message boards, calendars and file-sharing areas. You can access Basecamp via the Web wherever you are. GIRLS Inspire uses Basecamp extensively for project management, and it is important that all project partners and members have a good understanding of its use and benefits.

JOINING BASECAMP

When we invite you to join us on Basecamp, you will receive a message from a COL project coordinator welcoming you to Basecamp and explaining how to log in. See below for an example of what this message might look like.

From: Michelle Gruda
Sent: Thursday, January 28, 2016 4:25 PM
To:
Subject: Welcome to the Commonwealth of Learning Basecamp

Greetings and welcome to the Commonwealth of Learning Basecamp,

Basecamp is an online platform for communication and collaboration with others. You have been invited to join a Basecamp 'Project' where you can work with others on the specific projects and activities you are involved in.

To access your Basecamp Project(s), you will first need to complete your Basecamp account setup. We have sent an invitation to you in a separate email
- please follow the link in this email to set a password for your new Basecamp account and login (if you do not see this email in your Inbox please check your Spam/Junk folder, or contact us for support).

Once you have completed your account setup, you will be able to access your projects at any time by logging in to Basecamp at https://colkm.basecamphq.com.

Below are some tips and information on the basic functions of Basecamp. Should you require assistance with your Basecamp account at any time, please do not hesitate to be in touch.

Kind regards,

Michelle Gruda
Knowledge and Information Services Coordinator
Commonwealth of Learning (COL)
1055 West Hastings Street, Suite 1200
Vancouver, BC V6E 2E9, Canada
PH: +1.604.775.8260| FAX: +1.604.775.8210 | WEB: www.col.org | E-MAIL: mgruda@col.org

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BASECAMP BASICS

PASSWORDS AND USERNAMES

Keep your username and password confidential and store them for your reference in a secure spot. If you ever forget your password, simply click on **I forgot my username or password** on the login screen. You will be emailed instructions on how to reset your password.

UPDATING YOUR PERSONAL INFORMATION

To modify personal information such as your name, contact information or password, log in to Basecamp and click on **My info** (in the top right-hand corner of your screen — see the

screenshot below). Next, click on **Edit your personal information** and make your changes.
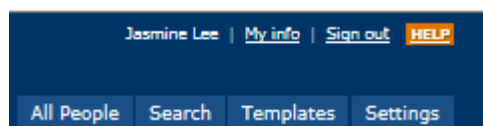
ACCESSING PROJECTS

The first screen you will see after logging in to Basecamp is called your Dashboard. On the right-hand side of your Dashboard you will see a list called **Your projects**. The names of the projects you are participating in appear here. Simply click on a project name to access it.
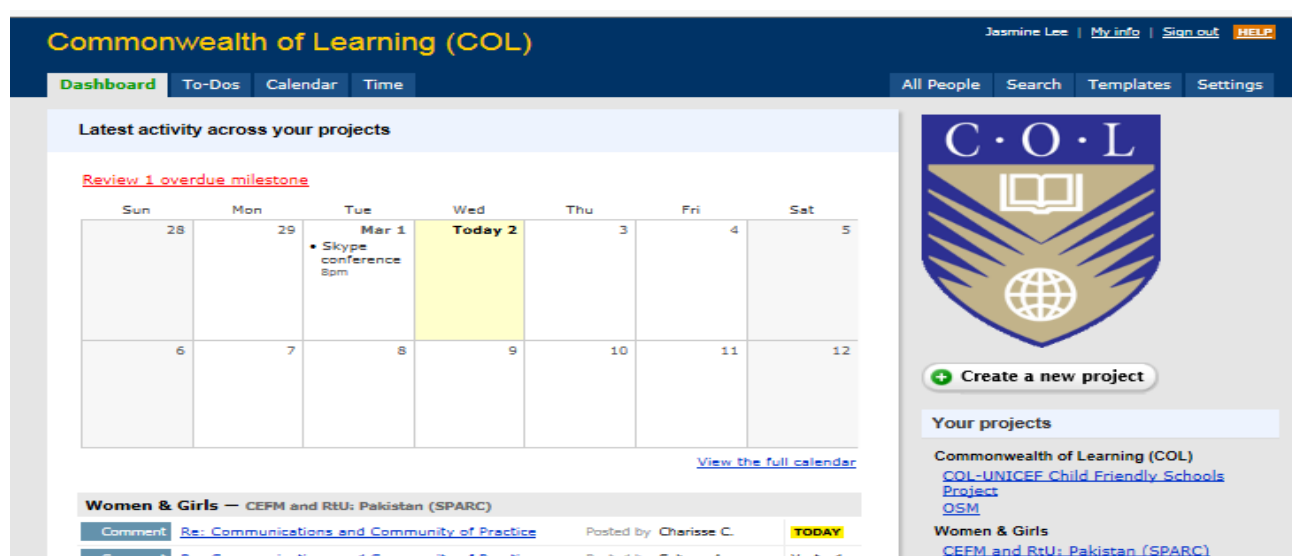
POSTING AND REPLYING TO MESSAGES

Once you have clicked on a project — for example, CEFM and RtU: Pakistan (SPARC) — the following page will appear:

You can post messages and view or reply to messages posted by others in your project group by clicking on the **Messages** tab. (See the screenshot below.) To post a new message, click on **Post a new message** and type your message into the message box.

Before you click on **Send**, look underneath the message to see the list of people to whom you may want to send it. Click on the names of everyone you want to receive your message, then click on **Send**. When you receive a message you will be notified by email. You can reply to a Basecamp message through this email instead of logging into Basecamp and replying that way. To reply by email, enter your reply above the line indicated in the email and remove all the text below the line before you send the message. However, when you reply to a message in Basecamp, you will see **Leave a comment**. Type your response/comment in the box below it. When sending your response, click on **Add this comment**. Your response will be received by everyone who was copied in the original message.

FILES

The **Files** tab on a Project space is where you can find all the files that have been shared by the people working on the project.
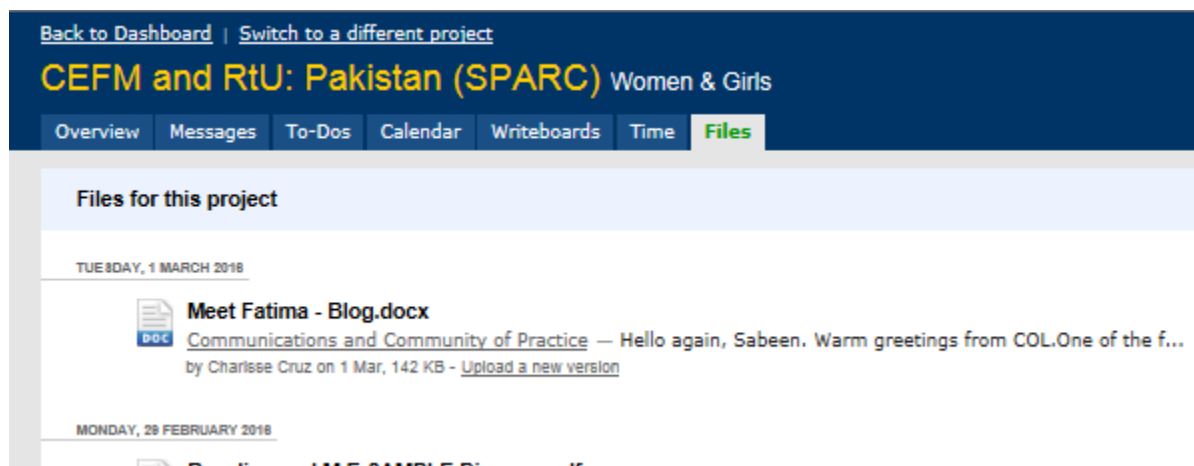
If you want to share files, use the **Upload a file** button. (See the screenshot below.) You can also upload files as part of the message by clicking on **Attach files to this comment** at the bottom of the message box.
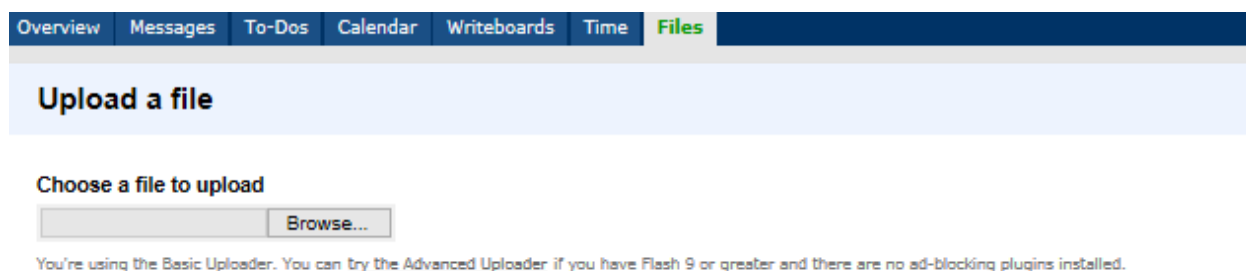
If you have various versions of a file and you want to upload a new version, go to the original file in **Files**. A revision of that file can be uploaded as a comment on the original file, along with any notes you want to add. This means you will always have the original file and the latest version is always in the most recent comment. The screenshot below shows documents called Skype Joining Instructions being uploaded.
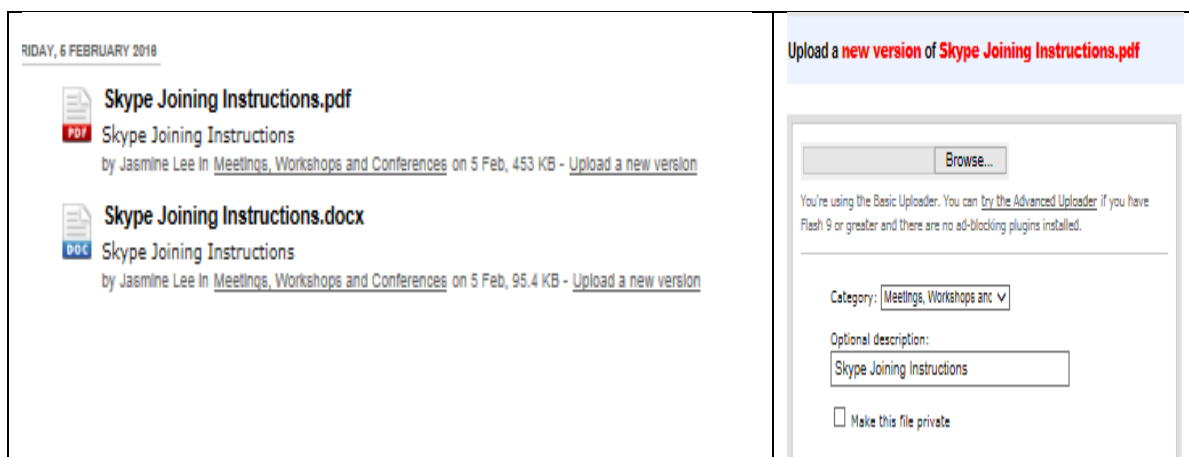
CATEGORIES

We have also created various categories to make it easier to keep track of different projects and tasks and activities related to those projects. When you create a new message or upload a new file, click on the appropriate category and then write your message. This will allow you (and other users) to easily search for messages under the same category.
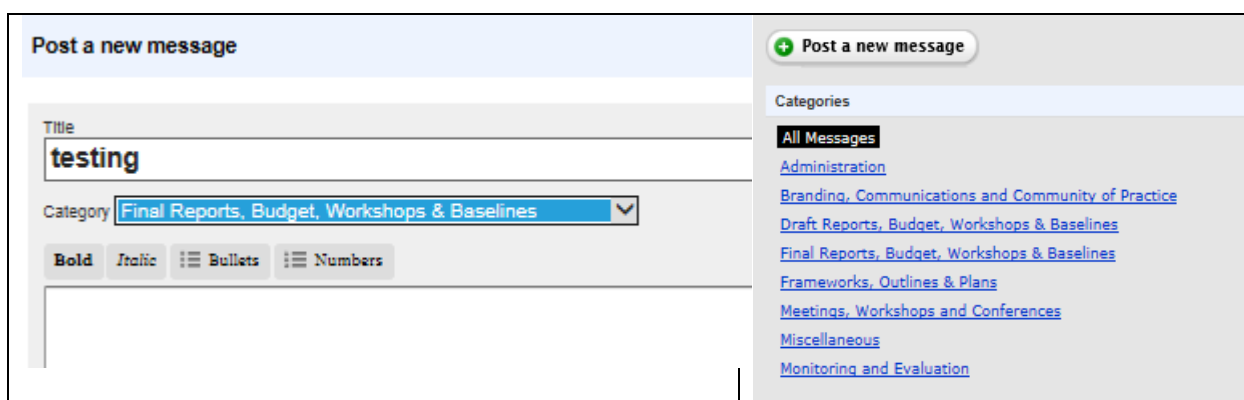
TO-DOS

Each Project has its own to-do list where you can add and assign tasks to other members of the group. Click on **To-Dos** (in the top left-hand side of a Project space) to view or add to-do list items.

1

Overview | Messages | **To-Dos** | Calendar | Writeboards | Time | Files

✔ _____
✔ _____
✔ _____
☐ _____

Make the first to-do list and get organized.

To-dos help you keep track of all the little things that need to get done. You can add them for yourself or assign them to someone else.

⊕ **Create the first to-do list**
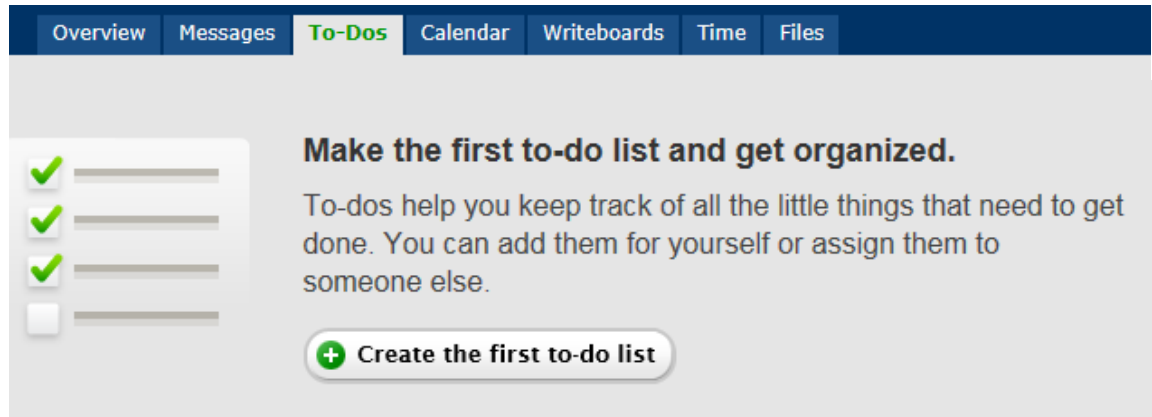
2

New to-do list

First give the list a name (e.g. "Things for the meeting")

☐ _____

Optional features
☐ Private: (Visible only to your company)
☐ Allow us to track time spent on this to-do list
List description or notes about this list

☐ _____

Create this list or Cancel

CONTACT PERSON AT COL

If you encounter any difficulties with your Basecamp, please email the project assistant at info@girlsinspire.org.

MORE INFORMATION

For more information on using Basecamp, visit http://basecamp.com/help.

USING DROPBOX

Dropbox is an online platform for secure file sharing, storage and collaboration. GIRLS Inspire's Dropbox account is organised into various folders and allows each partner to submit files, pictures, reports, videos, learning resources and other documents.

DELIVERABLES TEMPLATE: HOW TO UPLOAD YOUR MEANS OF VERIFICATION TO DROPBOX

There are several steps for completing the Deliverables Report to COL. Below are the steps to follow to upload your files to Dropbox.

1. Please complete the Deliverables template we send you, as per your contract. In the Partners to Complete column, where you state your means of verification, please list the specific names of the files you will be sending. We ask you to upload your evidence to Dropbox as it is available to you.

2. Log into Dropbox. Use the same email account as the one where you receive Dropbox notifications. If you have not already done so, you will need to create a Dropbox account with this email address. We have shared folders with you on Dropbox for you to upload files and you have been given editing permission.

3. You can access the folders on Dropbox in two ways:

   o If you are accessing a folder for the first time, you need to join it. Click on **Sharing** to see the folders shared with you.

   o To join a shared folder, add yourself to the shared folder after you have been invited. To do this, click on **Sharing** (see the screenshot below) and then on **Folders you can add to your Dropbox**. You will see the folders we have shared with you. Click on **Add** (to the right of the folder). The folder will then be on your Dropbox homepage.

4. From the Dropbox homepage, you will see all the folders you have access to. Click on the folder GIRLS Inspire *(your organisation name)*.
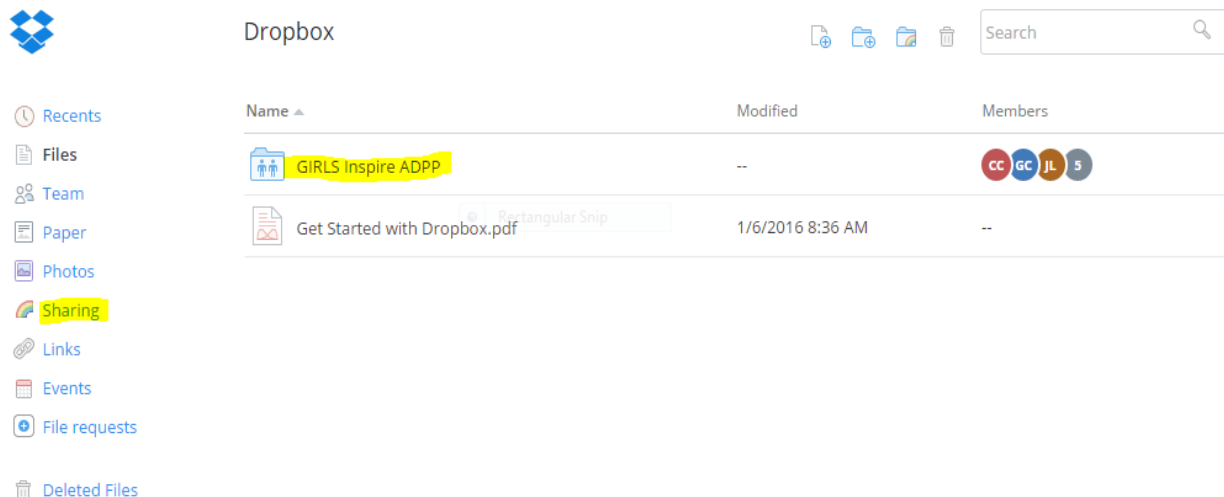
5. Click on the folder *(your organisation name)* Reports.

Name ▲	Modified	Members
📁 ADPP - other documents related to the project reportin...	--	9
📁 ADPP Photos	--	9
📁 ADPP Reports ⬅	--	9
📁 ADPP Video Clips	--	9

6. In the Reports folder, you should create subfolders with names that match your workplan numbers (e.g. 1110, 1120). Please refer to the Annex of your COL contract to find these numbers. Select the folder number where your means of verification files will be stored. Select the correct subfolders (e.g. 1110.1, 1110.2) and the reporting quarter (e.g. Q1, Q2) if necessary.

Name ▲	Modified	Members
📁 1110	--	9
📁 1120 ⬅	--	9

7. Once you are in the correct folder, you can import your files. To do this, you can click on **Upload files** or drag the files into the centre of the screen (see the screenshot below).

Name ▲	Modified	Members

Upload files

New shared folder

New folder

Show deleted files

This folder is empty.

Drag and drop files onto this window to upload.

8. The files you are submitting for the means of verification must be listed in your Deliverables Report.

MONITORING AND EVALUATION

OVERVIEW OF MONITORING AND EVALUATION

INTRODUCTION

The information in this section has been adapted from a paper written by Salasan Consulting to brief the GIRLS Inspire project staff on the basic principles of monitoring and evaluation (M&E). It is an overview of M&E concepts — including the purpose of M&E — approaches and methodologies and is based on policies and systems used in the monitoring and evaluation of projects and programmes funded by the Government of Canada – Global Affairs Canada (GAC) office, as well as by many international organisations.

See the Further Reading by Topic section at the end of this section for a list of resources if you would like to learn more about M&E.

MONITORING AND EVALUATION: THE BASICS

Monitoring and evaluation has three critical functions: learning, accountability and effective management. A structured and methodical system of evaluation provides information that can help managers to make better-informed decisions, improve project performance and achieve planned results. Because it focuses on managing for results, evaluation can enhance accountability to project stakeholders and beneficiaries, as well as to donors. It is an integral part of the project cycle, closely linked to project planning and incorporated into implementation.

Monitoring takes place throughout a programme or project, providing managers and stakeholders with information about how much progress is being made towards achieving objectives and results. Information is collected through monitoring to determine whether the programme activities are contributing to the achievement of results and to continuously improve the quality of programming. An example of monitoring is data collection that is conducted internally to improve project performance.

Evaluation is normally a more rigorous, independent analysis to assess a project, programme, policy, sectoral initiative or organisation. An end-of-project assessment led by an external expert together with staff and management is one example of evaluation. Evaluations can be formative or summative:

- **Formative evaluation** enables changes in a project or programme that improve the potential for impact. An evaluation process at the midpoint of a project with a focus on improvement of performance is formative.

- **Summative evaluation** provides accountability to donors as well as stakeholders and provides feedback for future programme and project design. An evaluation that takes place at or after the end of a project to assess its impact is summative.

As you implement the GIRLS Inspire project, it will be useful to start thinking like evaluators, considering the value of each type of evaluation and the challenges involved in making evaluation serve a useful purpose beyond accountability to donors. Ideally, evaluation helps to create a culture of learning and reflective practice, documenting lessons learned and best practices to improve project management, build capacity and manage project processes.

DESIGN, APPROACH AND METHODOLOGY

The evaluation is the systematic acquisition and assessment of information that will provide information on the achievement of the intended outcomes. As it is taking place within a specific context, culture and timeframe, it is important to focus on its design, approach and methodology to ensure that all its aspects form a cohesive whole.

DESIGN

Project planning and evaluation design are closely linked. The evaluation design for the GIRLS Inspire project was defined during the project planning stages. The following elements were considered:

- **The purpose of the evaluation:** Why the evaluation is being conducted at any particular point in time, who will use the information, etc.
- **The focus of the evaluation:** The key questions that the evaluation seeks to answer.
- **The sources and methods that will be used to obtain information.**
- **The procedures that will be used to analyse and interpret data and report results.**
- **The targets that must be reached for the project to be considered successful.**
- **The evidence that will be used to demonstrate project performance and results (outputs and outcomes).**

APPROACH

The evaluation approach is based on a set of principles or a strategy for increasing the effectiveness of the evaluation. It defines the following elements of the evaluation and provides the basis for the methodologies to be used:

- **Scope of the evaluation**, including the geographical area and number of beneficiaries/respondents.
- **Objectives**, including statements about what the evaluation will do to fulfil the purpose of the evaluation.

- **Criteria**, usually employing the OECD's DAC Principles for the Evaluation of Development Assistance criteria of relevance, effectiveness, efficiency, sustainability and impact.

As GIRLS Inspire has a focus on its sustainability for the women and girls involved and their communities, it is important that specific consideration is given to the principles of:

1. ownership;
2. stakeholder engagement;
3. a focus on results; and
4. development effectiveness.

Stakeholder involvement increases the credibility, potential usefulness and sustainability of evaluation results. Therefore, the M&E strategy for the GIRLS Inspire project uses a participatory approach so that the evaluation is relevant, culturally sensitive and, above all, useful to its intended users. It combines Results-Based Management (RBM), which captures quantitative data, with developmental evaluation approaches such as case studies, real-time observations and ongoing documentation of lessons learned. The GIRLS Inspire team has made every effort to be mindful of time, financial and capacity constraints when determining which methodologies work best for this project, and we have adopted an approach and methodology that can be used by development practitioners who may have limited experience with evaluation as well as by more experienced evaluators. Our approach includes defining achievable targets, measurable indicators and tools that can be used consistently both longitudinally and over varying geographic regions.

An integral part of any evaluation approach is the extent to which it assesses whether women and men benefit equally from a project or programme and ensures that gender equality is promoted. An evaluation may assess the extent to which the project has considered gender mainstreaming in the design, implementation and outcome of the initiative and if both women and men can equally access the initiative's benefits to the intended degree. Similarly, evaluations should also address the extent to which the project has addressed principles of equality and inclusive development and has contributed to empowering and addressing the needs of the disadvantaged and vulnerable populations in a given society. This is also important in projects that are intended to empower women, such as the Preventing Child, Early and Forced Marriage Through Open, Distance, and Technology-Based Education project.[1] The M&E framework includes results that are focussed on increasing the capacity of women and girls and contributing to their economic empowerment. Progress towards results is captured through

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[1] See https://www.col.org/programmes/women-and-girls/preventing-child-early-and-forced-marriage-through-open-distance-and

indicators that are gender-sensitive (taking gender roles and obligations into account) and disaggregated by sex (ensuring that male and female participants are equitably represented).

In summary, the approach used for evaluation design and implementation should ensure that evaluators, managers, donors and stakeholders have complete and valid information about whether results have been achieved — both expected and unexpected, positive and negative — and whether the project is likely to achieve its expected results by the time it ends. It should also provide managers with information in a format that allows for an iterative approach that leads to effective revision of results and activities or remedial action, as necessary.

METHODOLOGY

Monitoring and evaluation methodology is a step-by-step plan of work that specifies the methods the evaluation will use to collect the information needed to address the evaluation *criteria,* answer the evaluation *questions*, *analyse* the data, *interpret* the findings and *report* the results. As most evaluations are limited in terms of time, budget and resources, we have developed a methodology that is strategic in determining what information is needed most, that is consistent and simple to apply and that provides reliable and robust data. The M&E methodology for this project provides tools that will allow you to collect information/data in accordance with measurable performance indicators. The online tool provided in the methodology will allow you to upload the data collected from your region or country for collation, analysis and synthesis by COL managers.

The collection of baseline data is an essential piece of any M&E framework. The baseline refers to the existing situation or starting point of a project or programme prior to intervention, against which change can be measured over time through the use of indicators. Baseline data are collected prior to a project's or programme's implementation. Then, when monitoring takes place, there is a point against which you can compare new data and assess change. The project will also require a brief needs assessment during the baseline data collection to determine the training needs of women and girls, as well as the capacity-development needs of the instructors.

Data collection involves administering questionnaires, conducting interviews, observing programme operations, and reviewing or entering data from existing data sources. Field officers will be expected to collect data using the tools provided by the project director. The tools and methodology will be applied consistently across respondents and from one country to another in order to generate reliable data. Data analysis is a systematic process that involves organising and classifying the information collected, tabulating and summarising it, and comparing the results with other relevant information. It can be used to detect patterns in the evidence collected in the form of data, while synthesis of that data helps to achieve a wider

understanding of the evidence. You will likely not be responsible for data analysis or synthesis (the GIRLS Inspire team at COL headquarters will be responsible for this). However, you should be able to review the data analysed in order to make decisions about future activities, or to take any corrective actions required in order to achieve your target project results.

Data are collected on the basis of performance indicators generated through monitoring during the project's or programme's implementation cycle. Performance indicators are a simple and reliable way to document changes in the delivery of products and services (outputs) and in development conditions (outcomes) connected to a development initiative. The next section, on Results-Based Management, will show the links between indicators and results. However, it is important to remember that performance indicators have limitations. They measure progress, but may not tell you why progress was or was not achieved. The GIRLS Inspire project will therefore use three other methodologies to complement the quantitative data collection through the Performance Management Framework (PMF). The M&E methodology will include case studies to illustrate project activities and results, real-time observations that allow evaluators to identify strengths and weaknesses in the project (in our case, focussed on classroom teaching events) and documentation of lessons learned.

While the design of this project's evaluation was determined during project planning, and the approach and methodology are defined by institutional requirements, it is important that you provide feedback on the evaluation design to your managers. Evaluation is an iterative process; it allows us to review and revise our assumptions, activities and proposed results. When project staff provide feedback to their managers on the M&E approaches and methodologies that are a part of this evaluation design, they help and support them in interpreting evaluation findings, making recommendations to managers and staff, documenting lessons learned and verifying best practices.

APPLYING RESULTS-BASED MANAGEMENT TO MONITORING AND EVALUATION

Results-Based Management (RBM) is a management approach that emphasises development results in planning, implementation and reporting. It has become the standard evaluation approach for the Government of Canada, including Global Affairs Canada (GAC), as well as for many international development agencies. RBM allows accountability to donors, stakeholders and beneficiaries, fosters learning and informs decisions throughout the project cycle. Specifically, RBM is used to:

- Assess development results.
- Report on results using progress indicators.
- Identify beneficiaries and stakeholders.
- Use information to make management decisions.

- Identify and manage risks.

In RBM, the following terms are commonly used:

- **Outcomes:** The changes likely resulting from a project, programme or intervention. These changes can be either positive or negative and can include changes in skill, function, capacity, practice, behaviour, state of mind or well-being.
- **Logic Model:** The planning framework for RBM. This helps the evaluation process by capturing on one page the changes the development project is trying to achieve through the logical sequence of inputs, activities, outputs, outcomes and impact.
- **Performance Management Framework (PMF):** This is developed from the Logic Model and includes targets, indicators, data collection sources and those responsible for data collection, in addition to activities and results. Ideally, the PMF and indicators will be developed with stakeholders' participation and the evaluation team facilitating the process.

GAC defines four categories of results in its Logic Model templates:

- **Outputs:** These are completed activities, and differ from outcomes (e.g. training of trainers (ToT) conducted for partner non-governmental organisations/civil society organisations (NGOs/CSOs)).
- **Immediate outcomes:** These capture a change in skill, capacity or practice (e.g. enhanced awareness of gender equality strategies).
- **Intermediate outcomes:** These capture changes in behaviour, state or well-being (e.g. decreased incidence of maternal mortality as a result of the project intervention).
- **Ultimate outcomes:** These capture long-term changes at meso- or macro-levels, such as policy change or sector-level change. For example, increased financial security for a target population is an ultimate outcome. Ultimate outcomes normally occur after a project or programme has been completed.

Targets can be used to set realistic quantitative goals within a specified timeline. Indicators can be both qualitative and quantitative. Quantitative indicators have a numeric value (e.g. number of people trained) and so are typically easier to develop and collect information on since they involve hard data. Qualitative indicators reflect perceptions, judgements or even attitudes. They can include the application of knowledge, quality of participation, perceived change, sense of well-being, etc. Collecting qualitative indicators requires more resources, time and analysis. For the purposes of this evaluation (which involves multiple countries, inexperienced data collectors, danger of lack of reliability of evidence, multiple values in qualitative indicators, etc.), we are therefore using quantitative indicators in the PMF.

The main criticism of RBM is its rigidity and its inability to assess or measure changes in process. This can be mitigated by using it iteratively and keeping project outcomes and indicators focussed on the core of the project. Evaluators must be committed to the RBM approach and willing to devote time and resources to applying it. Otherwise, we run the risk of collecting incomplete data, which will then give an inaccurate assessment of progress.

Theory of change is another evaluation approach that addresses how and why change occurs (or may occur) in a particular context. It also includes key assumptions, risks, and internal and external factors that influence the expected change. A theory of change approach will be integrated into the case studies.

Developmental evaluation, a term coined by Michael Patton in 1994, is evaluation that helps in *developing* good programmes and projects and that is particularly well suited to programme innovations in complex environments. In developmental evaluation, the evaluator typically becomes part of the project team, fully participating in decisions and facilitating discussions about what and how to evaluate, and encouraging good reflective practice. Developmental evaluation occurs throughout the project life cycle. See the Further Reading by Topic list at the end of this section if you are interested in learning more about theory of change or developmental evaluation.

EVALUATION REPORTING

The evaluation report should clearly demonstrate the extent to which evaluation findings are supported by evidence drawn from credible sources and, where possible, triangulated. Ideally, it should be written in plain language: clear, concise writing that is free of jargon. Evaluators and managers can use innovative ways of presenting findings, using a variety of media, to better reach their target audiences. At the very least, managers and evaluators should prepare a presentation for their stakeholders and/or reference groups. The objective of the presentation is to engage the stakeholders in a discussion and gather their interpretation of the data presented. This will also give you an opportunity to build feedback into your presentation and allow for a frank, healthy discussion with stakeholders on important issues that arose from the evaluation, including the project's strengths and shortcomings.

SUMMING UP AND LOOKING AHEAD

Evaluators need to navigate competing political interests and ethical challenges and remain constant in their role of an impartial facilitator. Minimising our own cultural bias (often a Western bias) is a consistent challenge when evaluating development projects, and evaluators should have reliable strategies in place to use throughout the evaluation process to circumvent any biases. It is important to deal with these challenges at the beginning of the evaluation

process, rather than leaving them to the end. For example, the evaluator can play a critical role in facilitating discussion and listening to different responses and points of view.

Key issues in monitoring evaluation can be summarised as follows:

- Keep monitoring and evaluation simple and flexible.
- Document innovations.
- Learn from unexpected results.
- Apply lessons learned from M&E to improve programmes.

VISION

Enabling conditions for sustainable livelihoods for women and girls that will break the cycle of child, early and forced marriage.

The Impact

Improved sustainable livelihoods for disadvantaged women and girls in priority communities in rural areas of selected countries.

Assumptions

There is a positive transformation in communities' attitude to women and girls from one that restricts women's and girls' education and learning to one that supports women's and girls' education and learning.

The girls and tutors embrace the use of technology to learn and communicate.

In countries where there are security concerns, the situation improves and stabilises and a safe learning environment is available.

The Results

Increased access to safe, gender-sensitive open, distance and technology-based learning opportunities for women and girls in rural areas. Increased awareness of the benefits of women's and girls' education will lead to equitable participation in quality ODL by disadvantaged women and girls in rural areas. Enhanced economic leadership and family decision making, including family planning, for disadvantaged women and girls.

Microfinance institutions are present in the area, serving the communities and prepared to support the financial requests.

Employment opportunities are adequate to absorb the newly acquired skills capacity of women and girls.

Communities are willing to let their girls be engaged in vocational skills training at cluster level or outside their city.

Through training and employment, women and girls will have the motivation and confidence to make informed decisions.

The Outcomes

Institutions improve capacity to design and deliver gender-sensitive skills-oriented learning programmes.

Communities increase awareness of the benefits of women's and girls' education among parents and community leaders.

Women and girls increase their skills and knowledge about their health and social rights and have aspirations for employment.

Learning Institutions

Communities

Women and Girls

		LOGIC MODEL: PREVENTING CHILD, EARLY AND FORCED MARRIAGE THROUGH OPEN, DISTANCE AND TECHNOLOGY-BASED EDUCATION AND TRAINING			

ULTIMATE OUTCOME

Improved sustainable livelihoods for disadvantaged women and girls in priority communities in rural areas of selected countries.

INTERMEDIATE OUTCOMES ↑

1100 Increased access to safe, quality gender-sensitive open, distance and technology-based learning opportunities for women and girls in rural areas in selected countries	**1200** Increased equitable participation in quality ODL by disadvantaged women and girls in rural areas of selected countries and reduced incidence of CEFM	**1300** Enhanced economic leadership and family decision making, including family planning, for disadvantaged women and girls in rural areas of selected countries

TARGETS

Eight institutions 24 courses 10,000 women and girls	1,000 women and girls Two advocates and one support group per community	At least 12,000 women and girls
# of institutions offer new and revised quality gender-sensitive learning resources in a # of courses	# of women and girls aspire to continue to the next level of education through ODL instead of getting married	# of women and girls are motivated to use their knowledge and skills to earn an income and to make informed decisions within the family
# of women and girls complete lower secondary courses in a safe learning environment	# of advocates and support groups for women and girls education and training in communities	

↑

INDICATORS

	1120 Increased technical skills to leverage ODL among local partners to address the barriers women and girls experience	**1210** Increased awareness of benefits of girls' education, and the use of open, distance and technology-based education and training among parents and community leaders, as well as increased	**1310** Increased knowledge among girls about their health, social rights and consequences of CEFM	**1320** Increased skills among women and girls	**1330** Increased awareness of and aspirations for employment opportunities among women and girls

		awareness of the negative consequences of CEFM on development			

TARGETS	Eight institutions in four countries	400 faculty and community-based resource persons	80 workshops, 40 radio programmes and 40 self-learning DVDs 40 on theatre performances	15,000 women and girls	15,000 women and girls	8,000 women and girls
INDICATORS	# of institutions adopted new models to deliver gender-sensitive skills-oriented training	# of faculty and community-based resource persons trained to develop gender-sensitive learning resources for ODL and technology-mediated learning	# of successful awareness-building activities in various formats on the benefits of education for women and girls	# of women and girls successfully complete the Life Skills course	# of women and girls successfully complete skills courses	# of women and girls apply for employment

OUTPUTS	**1111** Training to develop relevant and appropriate policies to provide gender-sensitive education and training to staff of partners	**1121** Capacity building in the use and integration of technology among partners' staff **1122** Capacity building in the development of gender-sensitive materials for partners' staff **1123** Various networking opportunities to learn about and discuss CEFM,	**1211** Awareness raising on the benefits of education and training using ODL conducted with the whole community (parents, community leaders and women and girls) **1212** Establish safe learning environment for women and girls	**1311** Courses developed and tested in life skills, financial literacy and entrepreneurship to be offered to the girls	**1321** Locally relevant technical skill courses developed and tested by partners **1322** Technical skill courses validated by labour market **1323** Internships for skills courses established for women and girls	**1331** Information on employment opportunities and financial support for entrepreneurs shared with women and girls **1332** Employment awareness and placement camps conducted for women and girls

skills and gender issues with other development agencies and partners	**1213** Agreements concluded on support to the women girls between the community and the project teams in countries				

ACTIVITIES

Develop M&E framework (COL action item) Conduct M&E (COL action item) Three content development training workshops per country (COL action item) Three policy development workshops per country on ODL, technology and gender-sensitive teaching and learning Conduct baseline studies on the training needs of staff members for developing gender-sensitive	Create networking opportunities through an online community of practice (COL action item) Three multimedia capacity-building workshops per country for staff of participating institutions Training partners' staff in the use and integration of technology (tablets/mobiles) Provision of technology to institutions Identification of relevant secondary partners	Monthly community sensitisation workshops in each village Development of sensitisation material on the disadvantages of CEFM and the benefits of education and training (posters/radio programmes) Identification of one learner support centre per village and provision of relevant technology to learner support centres Provision of appropriate technology and training in the use of that technology for girls in rural areas	Conduct a baseline study on women's and girls' perceptions about health, social rights and CEFM Develop life skills, financial literacy and entrepreneurship learning materials Start life skills, financial literacy and entrepreneurship courses	Conduct a baseline study to assess the needs of women and girls in regards to skills courses Use data from baseline study to develop 3 gender-sensitive technical skills courses per country Make arrangements for internships with at least 3 partners per village Place girls with partners for internships Start offering TVE subjects	Conduct one roundtable for each course with labour market to assess the skills courses Conduct employment awareness and placement camps Identify employment opportunities linked to women's and girls' interest and establish an employment bank

skills-oriented and school-level courses as well as technology literacy (competency)		Negotiate support to the girls (from the project and the community)			
		Identify community and traditional leaders			
		Conduct baseline studies on community leaders			
		Train community and traditional leaders and establish a community steering committee in every community			
		Enroll girls at learning centres with secondary partners			
		Start secondary school courses			

ROLE OF THE MONITORING AND EVALUATION FOCAL POINT

M&E is an integral part of GIRLS Inspire's project cycle (see the section Overview of Monitoring and Evaluation). For this reason it is critical to have a Focal Point (FP) — a person in each partner organisation who can take the lead to ensure that the organisation keeps track of its progress in achieving its goals. Each organisation will assign an M&E FP who will be the main link between their organisation and COL to keep track of the project and record data and other results.

As an M&E FP, your responsibilities are as follows.

BECOME A CHAMPION FOR MONITORING AND EVALUATION

Understand the principles (sound indicators; use of online platforms; involving the community, women and girls, and stakeholders; taking ownership; assessing how effective the project has been at achieving (sustainable) development) and importance of M&E in project planning and implementation. Act as the link between COL and your own organisation to ensure that internal systems are in place to collect and record the required data effectively and efficiently.

BE A LOCAL ADVISOR

Advise COL and the GIRLS Inspire team headquarters on local culture, traditions and sensitivities to guide the design of the GIRLS Inspire M&E systems and procedures. For example, review the baseline and monitoring tools to see if the questions are relevant to the local context and sensitive to local traditions, beliefs and practices, and oversee the translation of the tools so that they are accurate and appropriate.

BECOME THE INSTITUTIONAL LEADER ON THE ONLINE PLATFORM BEING USED

Learn how to use the online platform in online and offline environments for all baseline and monitoring tools. Train the data collectors to use that platform effectively.

STAY ABREAST OF M&E BY FOCUSING ON CAPACITY BUILDING

Build your M&E skills and abilities. Participate in COL-led capacity-building sessions and take every opportunity to learn more about M&E to improve efficiencies and internal systems and teach/coach others in the process.

IDENTIFY OTHER M&E OPPORTUNITIES

M&E FPs are familiar with the real-life progress and consequences of a project from their experience out in the field and collaborating with their teams and their centre staff. They know which outcomes stand out and are worth sharing. Through collaborating with the Communications Focal Points (CFPs), M&E FPs can work proactively with women and girls, communities and/or their own colleagues to develop stories and formalised case studies to embody the goals and successes of GIRLS Inspire.

ENSURE CONTINUOUS DATA COLLECTION

Keep a record of all activities on the online capacity-building form provided by COL. You must use the templates provided by COL to record attendance numbers at events. As M&E FP, you should ensure that the various event organisers have the correct templates to record the data as required. Data should be sex-disaggregated.

CONTRIBUTE TO REGULAR REPORTING

Keep a note of all the GIRLS Inspire reporting deadlines, not only for M&E but also for all other reports, to ensure that M&E reports are submitted on time and that M&E data are provided for other reports as required by your team. Ensure that semi-annual reports are completed and data are uploaded to the online database on time for baseline recording and monitoring.

COLLECTING BASELINE AND MONITORING DATA

Collecting baseline and monitoring data is an essential piece of any M&E framework. A baseline is the existing situation or starting point of a project or programme prior to intervention. It is the information you will use to measure change over time through the use of indicators.[2]

Depending on your institution's scope of work for the project, COL would have provided you with the appropriate tools from the list below:

GIRLS Inspire

Project-Wide Data Collection Tools

#	Tool	Purpose	Coding
1	Baseline – Women and Girls	Baseline of select sample	BW-001
2	Baseline – Community	Baseline of select sample	BC-002
3	Baseline – Employers	Baseline of select sample	BE-003
4	Baseline – Organisations	Baseline of select sample	BO-004
5	Baseline – Organisations (NGOs)	Baseline of select sample	BN-005
6	Monitoring – Women and Girls	Six-monthly Monitoring of select sample	MW-006
7	Monitoring – Community	Six-monthly Monitoring of select sample	MC-007
8	Monitoring – Employers	Six-monthly Monitoring of select sample	ME-008
9	Monitoring – Organisations and NGOs	Six-monthly Monitoring of select sample	MO-009
10	Attendance Form	Capture attendance data to all project-related events (staff training, community events, girls' life skills and vocational training)	AGI-010
11	Registration Form – Women and Girls	Capture the learner details of all women and girls participating in the project	RGI-011
12	Semi-Annual Reporting Template	Reporting questionnaire for partners to complete aligned to the results on PMF	TGI-012

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[2] Briefing Paper on Monitoring & Evaluation prepared by Salasan Consulting Inc. for the Commonwealth of Learning.

13	Internship and Employment Form	Capture the details of the women and girls participating in internship and/or employment (ITM 1300)	EGI-013
14	Communications Focal Points (CFP) Post-Session Evaluation	Post-session evaluation from monthly CFP sessions	CFPE-014-01; CFPE-014-02 and so on
15	Monitoring & Evaluation Focal Points (M&E FP) Post-Session Evaluation	Post-session evaluation from monthly M&E FP sessions	MEFPE-015-01; MEFPE-01502 and so on
16	GIRLS Inspire Webinar Post-Session Evaluation	Post-session evaluation from monthly Capacity building webinars	WEBE-016-01; WEBE-016-02 and so on
17	Partner Quarterly Update Report	Reporting questionnaire for partners to complete	TGI-017

In order to ensure consistency of information across the project and the validity and reliability of data, the M&E FP must ensure that the following steps are followed by the organisation before beginning any baseline data collection.

1. **Use the approved online platform for data collection:** COL uses an online platform for data collection in this project. COL uploads the tools in both English and the local partners' language. The online platform allows our partners to load the survey tools onto a mobile phone or a tablet for data collection in areas where there is no Internet connection, and to then upload the data to the platform when Internet access is available.

2. **Adapt and translate the baseline and monitoring tools:** Our partners are required to review and revise the baseline tools to ensure that the wording and content consider cultural and language sensitivities. Once COL has agreed to and adopted all the changes, we will ask our partners to proceed with the translation into the local language.

3. **Provide COL with the following:**

   - Name, email address, Skype ID and phone number of the nominated M&E FP.
   - Names and email addresses of the staff members assigned as data collectors in the field.
   - Names of the communities/villages where data will be collected.

4. **Complete training on and testing of the chosen online platform:** Each partner must be competent in the use of the online platform being used and should test it during the training session with COL prior to collecting data. Testing and training shall take place as follows:

   - COL trains all the relevant personnel in the use of the chosen platform and conducts the first round of testing of the platform with the relevant institutional partner and their M&E FP via Skype.

- Our partners and their M&E FPs are responsible for cascading training on the use of the platform to the data collectors and conducting the second round of testing of the platform in the field with the data collectors.
- Our partners and their M&E FPs will inform COL once the second round of testing has been completed. To verify that the testing has been successful, COL will check the main account on the chosen platform to ensure that all data collected during testing have been uploaded successfully during the training session. If the uploading was unsuccessful, the test will be repeated.

5. **Conduct sampling and determine the sample size:** Given the population size of the GIRLS Inspire project (45,000 women and girls), we use a sample size of 3–5%. We are using the online Raosoft sample size calculator to calculate the minimum recommended size of our surveys.

- Institutional baseline and monitoring: The sample size will depend on the size of your organisation and the number of full-time project staff.
    - Action: Partner to inform COL how many full-time project staff are involved.
- Women and girls baseline and monitoring: The implementation of the baseline for women and girls will vary depending on how the schooling/skills training is delivered. For example, if the skills training is delivered in batches over a period of time, then a selected sample of women and girls from each batch will need to be surveyed. Your sample size must be 5 per cent, whether you sample in batches or not. Each partner has to inform COL of the total number of batches of women and girls to be enrolled together with the timelines for their enrolment. The partners, in collaboration with COL, will finalise the intervals for the collection of data for the baselines. Therefore, in some countries the baseline will happen over a period in a series of intervals tied to the enrolment cycle in the specific context.
- The monitoring will then take place in a similar fashion as the baseline and the sample group for the monitoring will be the same group used to establish the baseline data. Therefore, you need a strategy to compensate for cases where women and girls move to a different geographic area because of personal circumstances (e.g. migrant labourers) so that you can continue to track the same batch of girls/women.
- It is important to randomly select the women and girls for the sample to ensure that those surveyed represent the total population of girls/women.
    - Action: For each batch of women and girls, the partner shall:
        - inform COL of the total batches of women and girls to be enrolled and the timelines for their enrolment,
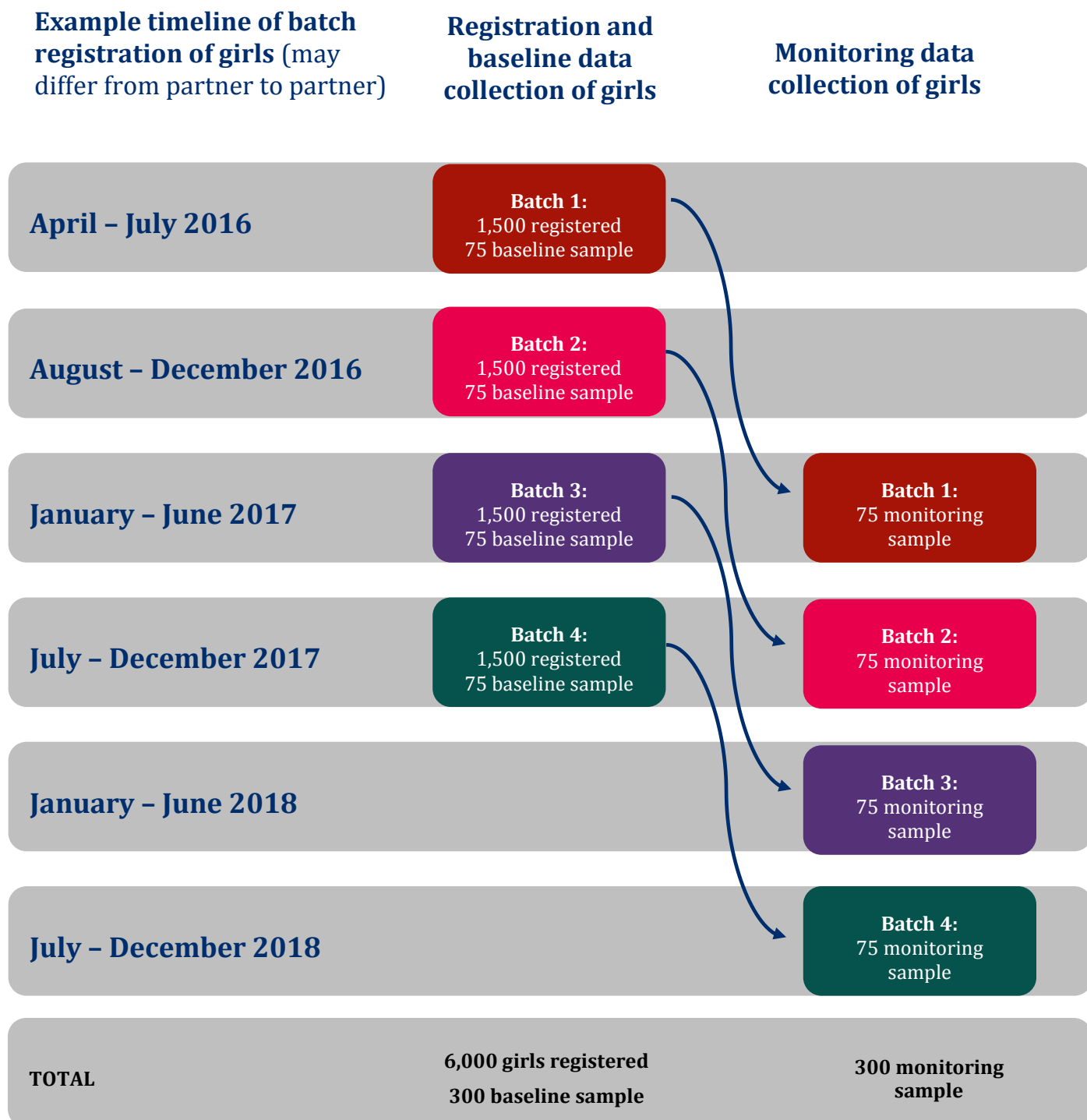   - identify the total number of girls in each community,

- source the list of names of the girls in each of the selected communities,
- register the girls for schooling/skills training,
- determine the sample for the baseline study by randomly selecting 5 per cent of the girls registered to be surveyed, and
- provide the list of the names of girls and those selected for the sample to COL.

- Community leader baseline: The estimated total number of community leaders can be determined once the partner institution decides on the number of communities it aims to reach. The sample size will vary according to this. The random sample selected must be representative of the community leaders in the regions identified.
  - Action: Partner to tell COL how many communities are to be reached.
- Employer baseline: Once the women and girls are identified and specify the skills they need, the employers, in the geographic areas selected, then need to be identified. The employers will be selected according to their capacity to provide job opportunities that use the skills the girls/women are to be trained in. Once the number of employers in the regions is established, then the appropriate sample size can be determined.
  - Action: Partner to tell COL how many employers in each community can be reached.
- Take ethical considerations into account: Respondents must give informed consent for their participation in the baseline and monitoring data collection. This can be done in two ways:
  - The first page of each baseline and monitoring tool provides a description of the baseline study and informs the respondent that their participation is voluntary and their responses are confidential. By completing the survey with the data collector and submitting it to them, the respondent gives their consent to participate.
  - If the respondent is a minor, the partner must obtain consent from the girl's parent or guardian. The Consent Form can be found in Appendix 2 and should be translated/adapted as appropriate by the partner.
- Understand the terms used in the baseline and monitoring tools: See the sidebar for an explanation of terms used in the baseline tools. Note that the explanations provided are by no means comprehensive and terms may have different meanings in different geographical and cultural contexts. For this reason, partners are expected to adapt these terms for their local context.
- Train the data collectors: All the data collectors must be trained in data collection by the M&E FP. They must be able to:

- competently use the chosen data collection platform in offline environments using a mobile phone or a tablet and upload data when back online;
- use the lists to decide which respondents will participate;
- ensure that the survey is administered in an environment where the respondent feels comfortable;
- carefully explain and seek informed consent, voluntary participation and confidentiality to respondents (see above); and
- competently provide context (i.e. the context of the data collection and how the results will be used in the context of training the girls) and an explanation of terms in a standard manner to all respondents as needed (see above and Appendix 1).

EXAMPLE OF BASELINE AND MONITORING AND EVALUATION DATA COLLECTION FLOW

This example is based on a simple random sample of 300 girls (300 = 5% of 6,000 girls to be reached). The diagram shows an example flow of baseline and M&E data collection based on 6,000 girls in total through four batches of enrolment (1,500 girls per batch). Using a 5 per cent sample size, this means 300 girls must be surveyed for the baseline data collection and 300 for the M&E data collection.

Example timeline of batch registration of girls (may differ from partner to partner)	Registration and baseline data collection of girls	Monitoring data collection of girls
April – July 2016	**Batch 1:** 1,500 registered 75 baseline sample	
August – December 2016	**Batch 2:** 1,500 registered 75 baseline sample	
January – June 2017	**Batch 3:** 1,500 registered 75 baseline sample	**Batch 1:** 75 monitoring sample
July – December 2017	**Batch 4:** 1,500 registered 75 baseline sample	**Batch 2:** 75 monitoring sample
January – June 2018		**Batch 3:** 75 monitoring sample
July – December 2018		**Batch 4:** 75 monitoring sample
TOTAL	**6,000 girls registered** **300 baseline sample**	**300 monitoring sample**

Note: This diagram shows an example flow of baseline and M&E data collection based on 6,000 girls in total through four batches of enrolment (1,500 girls per batch). Using a 5 per cent sample size, this means 300 girls must be surveyed for the baseline data collection and 300 for the M&E data collection.

INTRODUCTION TO SURVEY GIZMO

Survey Gizmo is a Web-based platform used by the COL – GIRLS Inspire project team for online and offline data collection.

WHAT DATA AM I EXPECTED TO RECORD ON THIS PLATFORM?

The platform will be used to record the following data:

- Baseline study responses
- Semi-annual M&E monitoring study responses
- Attendance data (number of attendees)
- Women's and girls' registration data
- Women's and girls' internship and employment data
- Partners' semi-annual reporting
- GIRLS Inspire capacity-building post-session feedback forms
- Any other data as required by GIRLS Inspire

WHERE CAN I USE SURVEY GIZMO?

- The platform is browser-based and easily accessed through all major Internet browsers. Multiple surveys can be administered through one account, and the software will track survey responses over time.
- This platform can be used in online as well as offline environments (i.e. areas where there is no Internet connection) by using a mobile phone or a tablet device. If you use it offline, you will be able to upload the data to the main GIRLS Inspire Survey Gizmo platform once you have an Internet connection again.

HOW DO I ACCESS SURVEY GIZMO?

- Each GIRLS Inspire partner organisation will be provided with one log-in account to Survey Gizmo that can be shared among multiple data collectors within the organisation.

HOW WILL MY TEAM OF DATA COLLECTORS LEARN HOW TO USE THIS PLATFORM?

- The GIRLS Inspire team will provide training for the partners' M&E FPs through GoToMeeting and ongoing support.
- The information below is a step-by-step guide on how to collect data in both online and offline modes to allow M&E FPs to cascade training to their own teams.

- If you require support, experience any problems or have any questions, please contact the GIRLS Inspire team at info@girlsinspire.org.

ACCESSING YOUR ORGANISATION'S ACCOUNT

Your M&E FP or Project Manager will have received an email that looks like the one in the screenshot below. Follow the link in that email to verify the account created for your organisation. Each partner organisation will be assigned one account that all of its data collectors will share.

You can then access Survey Gizmo by logging in at https://app.surveygizmo.eu.
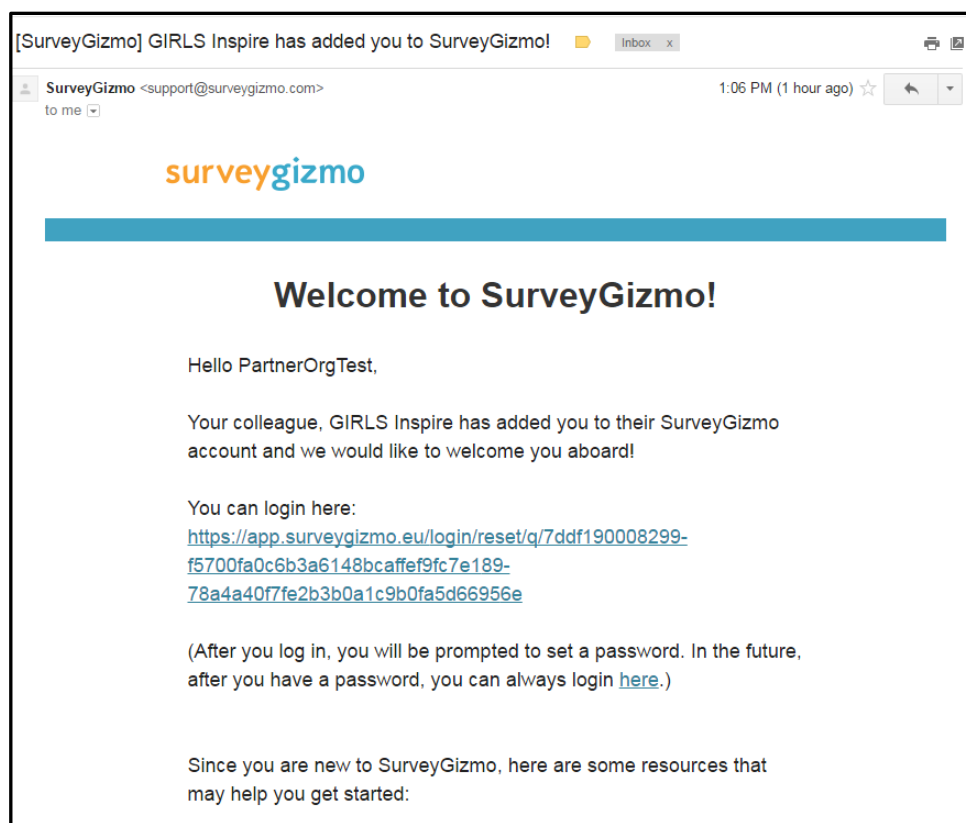
USING SURVEY GIZMO: ONLINE MODE

When you have an Internet connection:

1. Log in at https://app.surveygizmo.eu. You will see the homepage. (See the screenshot below.)
2. You have two options to find the survey you need.

   • Follow the red arrow that points to the folders available (e.g. Baseline study, monitoring study, etc.) and click on the one you want.

OR

   • Follow the green arrow to scroll through all the available surveys and then click on the one you want.
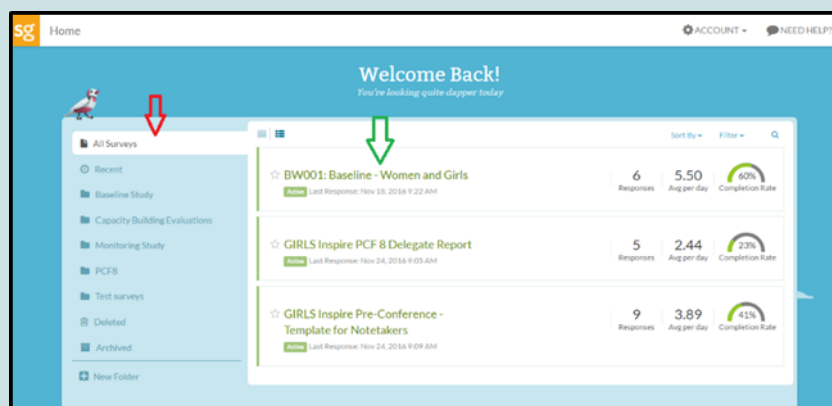
3. Click on the **Share** tab. If you are using a desktop computer, you will see this option at the top of your screen. If you are using a mobile device, you will see it at the top right-hand side of your screen by clicking on the three bars.

4. Click on the green button (see the screenshot on the right) to open a new survey.

5. A new window will appear with the survey.

6. Select your language preference. (See the screenshot on the bottom right.)

7. Fill out the survey. Click on **Save and Continue later** at the top of the page if you would like to finish the survey later.

8. Once you have completed the survey, click on **Submit**. When you see the words "thank you" on your screen, you
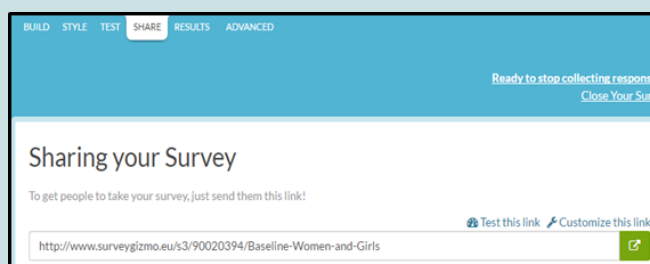
can close this window, which will take you back to the screen you saw at step 4 (above). From here, you can follow the steps from step 4 again if you need to complete another survey.

USING SURVEY GIZMO: OFFLINE MODE

WHAT IS OFFLINE MODE?

- Survey Gizmo can be used in offline environments (i.e. areas where there is no Internet connection). This is useful when your data collectors are conducting surveys in remote areas.
- However, to use it offline, you must first download the tools you need while you are connected to the Internet.
- The collected responses are stored locally on the device you use until the next time you connect online. Once you are connected to the Internet again, you can upload your responses to Survey Gizmo with a tap of a button.
- The GIRLS Inspire team in Canada will then receive the responses in real time. We check for responses every day.
- Directions for using the offline mode are given below.

PREPARING YOUR OPERATIONS SYSTEMS

Ensure that your mobile device is compatible with Survey Gizmo by:

- checking your device(s) for the systems and browsers listed below, and
- ensuring that you do NOT use a private browsing mode (e.g. Chrome's incognito tab/window), as the platform will not run properly if you do.

SUPPORTED MOBILE OPERATING SYSTEMS

- Android 3+ powered
- iOS 5+ (this does NOT include the original iPad — it is unsupported)
- Recommended Web Browsers (Desktop and Mobile)
- Windows 8+
- Windows RT (Microsoft Surface Tablets)

RECOMMENDED WEB BROWSERS

- Android 3+
- Chrome 4+
- Firefox 38.0.1+
- Internet Explorer 11+

- Mobile Chrome
- Mobile Opera 11+
- Mobile Safari 5+
- Opera 11+
- Safari 4+

OFFLINE MODE: STEP-BY-STEP GUIDE

While you are still connected to the Internet, follow these steps to prepare the mobile device you will be using in the village/community where there is no Internet connection.

1. Log in at https://app.surveygizmo.eu.
2. Follow points 1–3 from Using Survey Gizmo: Online Mode.
3. Select the **Share** tab. (See the black arrow in the screenshot below.) If you are using a desktop computer, you will see this option at the top of your screen. If you are using a mobile device, you will see this option at the top right-hand side of your screen by clicking on the three bars.
4. Scroll to the bottom of the page under the **Email Campaigns and Source Tracking** section. Here, you will find the different languages in which it is available.
5. To the right of the language you would like to use, click on **Share** to open the dropdown menu. (See the green arrow in the screenshot below.)
6. Select **Download offline survey**. (See the red arrow in the screenshot below.)
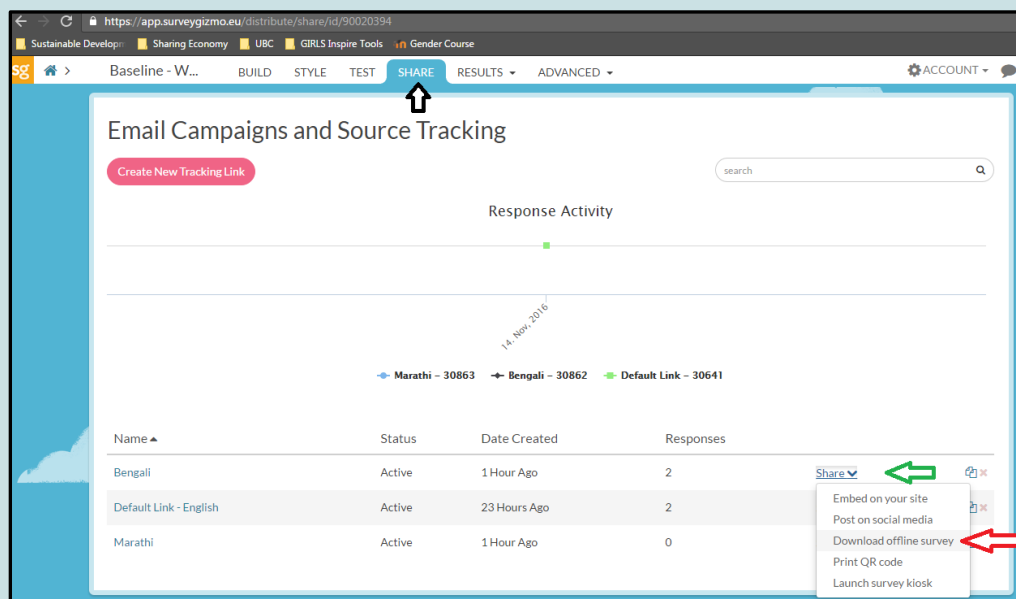
7. A white screen that says "Download for Offline Use" will appear. (See the screenshot below.) Click on the **Download & Run** button (see the red arrow in the screenshot below).

8. A new window will appear. If you see the page below, your device is now ready to collect offline responses.

9. If you have any problems, try to use a different browser (see the section on browsers) and if you still experience difficulty, please email the COL project coordinator at info@girlsinspire.org.

Note:

- If, for any reason, you are unable to follow the steps above, you can click on the preset links to the offline surveys instead.

- Preset links to all the baseline and monitoring surveys will be provided by the GIRLS Inspire team after the training has been completed.

- Below are examples of preset links for testing purposes. You can use them by clicking on the link, on the mobile device, you would like to use.
  - English:
    www.surveygizmo.eu/s3/offline/index.php?__slug=www.surveygizmo.com/s3/90020394/Baseline-Women-and-Girls&sLanguage=Auto
  - Marathi:
    www.surveygizmo.eu/s3/offline/index.php?__slug=www.surveygizmo.com/s3/90020394/girlsbaselinemarathi&sLanguage=Marathi
  - Bengali:
    www.surveygizmo.eu/s3/offline/index.php?__slug=www.surveygizmo.com/s3/90020394/girlsbaselinebengali&sLanguage=Bengali

- Once the link loads on your browser, you are ready to go offline. You can then follow the steps below.

Now that you are in this "main screen" (see the screenshot below), you can go to an offline environment.

- When you click on **Record a Response** (see the blue arrow), your survey will appear.

- Complete the survey. Once you have answered a question, the next one will appear automatically. If it does not, you can scroll to the bottom of the page and click on the red arrow to the right of the page.

- Once you reach the end of the survey, you can choose to view your responses or record another response. (See the screenshot below.) If you do not make a selection, it will automatically take you back to the introductory page of the survey within 5 seconds.
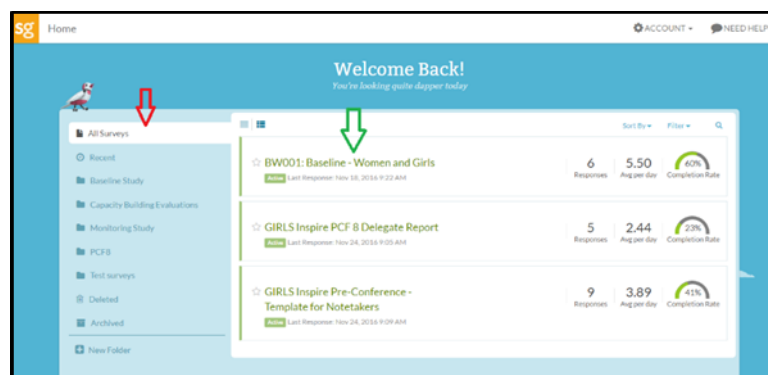
- Once you have entered all of your responses, click on the box on the top left-hand side (see the green arrow in the screenshot below). This will take you back to the main screen, where all of your responses appear.

After you have entered all of your responses and you have an Internet connection, you can upload your data:

- Click on **Upload All Local Responses.**

- The words "All of your local responses have been uploaded successfully" should appear on the screen.

- If they do not show immediately, wait for a few minutes and then try again.

CALCULATING SAMPLE SIZE

Raosoft. Sample size calculator. Available at www.raosoft.com/samplesize.html

GENDER

Asian Development Bank. (2013). *Tool kit on gender equality results and indicators*. Mandaluyong City, Philippines: Author. Available at www.oecd.org/derec/adb/tool-kit-gender-equality-results-indicators.pdf

Commonwealth of Learning. (2015). *Gender mainstreaming in learning for sustainable development*. Vancouver: Author. Available at http://oasis.col.org/handle/11599/1390

Global Affairs Canada. Policy on gender equality. Available at www.international.gc.ca/development-developpement/priorities-priorites/ge-es/policy-politique.aspx?lang=eng

MONITORING AND EVALUATION

Farrell, G. (2009). *Results-based monitoring and evaluation: A handbook*. Vancouver: Commonwealth of Learning. (See in particular Appendix A for useful information on research techniques.) Available at http://oasis.col.org/handle/11599/110

Gamble, J. A. A. (2006). *A developmental valuation primer*. N.p.: The McConnell Family Foundation. Available at www.mcconnellfoundation.ca/de/resources/publication/a-developmental-evaluation-primer

GIRLS Inspire. Theory of change. Available at http://girlsinspire.org/theory-of-change

Global Affairs Canada. Results-based management tools at Global Affairs Canada: A how-to guide. Available at www.international.gc.ca/development-developpement/partners-partenaires/bt-oa/rbm_tools-gar_outils.aspx?lang=eng

Salasan Consulting Inc. Briefing Paper on Monitoring & Evaluation prepared by for the Commonwealth of Learning. Available on the BaseCamp of each partner.

COMMUNICATIONS

Providing learning opportunities for vulnerable, hard-to-reach women and girls is one of the best investments the GIRLS Inspire team can make as we work towards sustainable development. And yet, in developing countries, almost one-quarter of all women and girls aged 15–24 never complete primary school.

With funding from the governments of Canada and Australia, the Commonwealth of Learning (COL) has partnered with community organisations and institutions in Bangladesh, India, Mozambique, Pakistan and Tanzania to support schooling and skills development for some of the world's most vulnerable and hard-to-reach women and girls using open, distance and technology-enabled learning.

GIRLS Inspire, the brand with which the project will be represented, emphasises that women and girls are at the centre of this project.

The abstract flower image in the logo is an easily identifiable symbol that represents the flourishing of women and girls who are enriched by learning new skills as they move towards achieving empowerment. It also represents the flourishing of the environment and communities in which the women and girls live — a consequence of their education and empowerment. The flower is a celebration of growth, health and change. Each petal has a different colour, representing a mosaic of personalities, vibrant cultures and diversity. It is strong and bold, with no hint of fragility. The petals overlap and interlock, symbolising unity. Empowered women and girls are a key driver for sustainable development. Through this brand, girls will inspire positive transformation in their families, their communities and the world.

This communications plan provides an overview of how COL and its key partners can work together to bring to life the stories of empowerment and transformation collected through the GIRLS Inspire project.

PURPOSE OF THE COMMUNICATIONS PLAN

The purpose of any communications plan is to provide stakeholders with information about a project. It should include guidance on who is considered to be a stakeholder, the type of information they should receive, and when and how they should receive that information.

In the context of GIRLS Inspire, the overall aim of the communications plan is to give a voice to the women and girls who are supported in the project and to make sure their stories are heard by as wide an audience as possible in order to:

- raise awareness of child, early and forced marriage (CEFM) and other barriers to women's and girls' economic and social participation,
- encourage dialogue that will lead to positive action,
- convey the message that women and girls matter just as much as men and boys, and
- inspire positive transformation in families and communities throughout the world.

The communications plan will focus on:

- capturing the project outcomes of empowering women and girls facing barriers to economic participation — such as child, early and forced marriage — through stories, photographs and videos; and
- raising awareness of the work of and collaboration between COL and our partners on the use of open, distance and technology-enabled learning to reach the world's most vulnerable and hard-to-reach women and girls.

KEY COMMUNICATION MECHANISMS

The work of those involved in the initiative will be promoted via:

- Branding
- Community of practice (CoP)
- Social media platforms and COL's website
- Traditional press releases and newsletters
- Annual evaluation reports

BRANDING

GIRLS Inspire, the branding of the Women & Girls Initiative, weaves together the diversity of partners in different regions and succinctly represents in visual form the ultimate vision of empowering women and girls to inspire positive transformations and sustainable livelihoods. The branding, which includes a logo, slogan and colour scheme, will be used in all communications mechanisms. More information for partners on how to use and apply the

brand can be found in Branding Guidelines (below). Branding helps to connect us with the stakeholders (community leaders, employers, government officials, etc.) and to create a trusting relationship with them. Every community values their people and their community's future. This same value is embedded in our brand, which prioritises the women and girls and the fact that we value their diversity and how they can help to transform their communities.

COMMUNITY OF PRACTICE

The online Community of Practice (CoP) is a platform that transcends geographies and distances and leverages the expertise and experience of the partners across the Women & Girls Initiative.

- To emphasise the importance of this work, the CoP was launched on 8 March 2016, International Women's Day, and will continue to highlight stories to align with other international awareness days, as outlined in the sample schedule in Table 1 (below).

- As members of the CoP, COL's partners can log in to the platform, come together, share stories and experiences, and use mitigating strategies to solve challenges.

- To raise partners' profiles, COL will work with the partners' Focal Persons to write and publish blog posts and articles featuring the women and girls, the communities they work with and stories of capacity building in open and distance learning. These postings will take the form of articles, photo-series or short video documentaries and will be made available to the public via the CoP to raise awareness and inspire others into taking positive action.

- COL will also work with gender and subject matter experts and champions of CEFM to organise guest blogs to raise the profile of the GIRLS Inspire agenda through discussions on issues such as:

  - the importance of women in leadership, equitable participation and empowerment as drivers for sustainable development,
  - green/sustainable practices in organisations and businesses,
  - gender sensitive policies,
  - gender mainstreaming,
  - child protection,
  - technology for empowerment, and
  - the empowerment index.

- A proposed list of content for the second year (2017-2018) of project delivery to post blogs is shown in Table 1 (below). This is a sample list and represents only the minimum to be posted. As stories come in from partners, communities and the girls and women, they should also be featured. Year Two of the initiative can focus not only on stories

from Year One but also on plans for the upcoming years, lessons learned, case studies, tips from the field, etc., written by partners and women and girls.

March	• Celebration of International Women's Day
April	• Celebrating Year Two of GIRLS Inspire • CoP: Lessons learned, challenges and future plans • ADPP and Progresso Celebrate Women's Day in Mozambique
May	• RtU Wrap Up: SPARC story sharing
June	• Case Study: Data collection and best practices
July	• Case Study: Working with focus groups
August	• Financial Literacy and Planning: Learning from Mann Deshi
September	• International Literacy Day (8 September) • Sustainable Development Goals (SDGs): Second year onwards (25–27 September)
October	• International Day of the Girl Child (11 October)
November	• Pan Commonwealth Forum: Feature story of girls attending the conference
December	• Pan Commonwealth Forum: Feature story • COL Senior Advisor country visits • Human Rights Day (10 December)

Table 1: Proposed schedule for feature stories on the Community of Practice

SOCIAL MEDIA AND COL'S WEBSITE

Social media platforms such as Facebook and Twitter will be used extensively to create a movement, raise awareness and engage with other organisations, development agencies and experts working to make contact and engage with hard-to-reach women and girls and to end CEFM.

COL will work with our partners to develop content — such as documentation of or updates on their work, statistics on CEFM and emerging outcomes — to be broadcast via social media

channels throughout the project's life. This will include continuously cross-promoting content from the CoP, COL's website and social media accounts and partners' websites and social media accounts.

PRESS RELEASES AND NEWSLETTERS

Traditional press releases will be issued to raise the project's profile during global events such as the International Day of the Girl Child, Human Rights Day, etc. COL will work with our partners to draft these press releases and ensure cross-promotion through COL's and partners' Web and print channels.

Updates and reports will also be published in quarterly newsletters such as COL's *Connections*. *Connections* is distributed to 9,000 stakeholders and reaches an audience of approximately 25,000.

EVALUATION REPORTS

As annual evaluation reports on the project are issued, key highlights from them will be promoted across Web and social media channels to promote evidence-based outcomes, case studies, etc.

BRANDING GUIDELINES

The GIRLS Inspire brand (generally in the form of the logo) is used to represent the project in all communications channels.

GIRLS Inspire is written with the word "GIRLS" in upper-case letters to emphasise that girls are at the centre of this project.

LOGO USAGE

The different versions of the logo, displayed below, can be used in colour, black and white or reverse against a solid coloured background, stacked horizontally or vertically, whichever is most appropriate for the medium in which it is being used (Web, print brochure, social media, newspaper, etc.). To receive the high-quality versions of these logo variations, kindly email the GIRLS Inspire team at info@girlsinspire.org.

COLOUR PALETTE

The colours of the GIRLS Inspire branding were selected to embody the depth, uniqueness, diversity and strength of women and girls. Partners are encouraged to use these colours in their brochures, social media, Web communications, etc.

Colours:

Pantone 383	RGB: 170, 173, 0		
Pantone 268	RGB: 85, 50, 120		
Pantone 1925	RGB: 233, 0, 76		
Pantone 294	RGB: 0, 46, 109		

Green: Earthy, secure

Purple: Unique, vibrant

Pink: Feminine, compassionate

Blue: Tranquil, reliable

BRANDING REPRESENTATIONS

When using the brand, partners are requested to keep the following guidelines in mind. They are designed to ensure that women and girls remain at the centre of our work and that we as a partnership communicate the importance of learning for empowerment.

- The schooling and skills development aspect of the initiative aims to empower hard-to-reach women and girls, so their stories, their success and their statements should be used first whenever possible.

- Statements and stories should, whenever possible, focus on what women and girls are doing for themselves and not what is being done for them (e.g. focus on learning rather than teaching).

- People respond to photos and images of other people, so the primary visual representation should always be that of women and girls learning, leading and succeeding.

- Stories and other communications about the initiative should be structured as follows to place full emphasis on people rather than programmes:
  - Stories about and pictures of individual women and girls.
  - Statements and facts to illustrate the scope of the challenge/problem. For example: An estimated 31 million girls of primary school age are not enrolled in school (UNESCO, 2014).
  - Statements about what COL and its partners, including funding partners Global Affairs Canada and Australian Aid, are doing to help hard-to-reach women and girls fulfil their potential.

MEASURING SUCCESS RATES

To measure the success of the communications plan against the objectives, the following will be tracked and measured:

- Number of followers on each social media platform noted (monthly).

- Extent of engagement as measured by comments posted on the CoP and by analytics (monthly).

- Traffic flow from social media to COL's website (every six months).

- Traffic flow from social media to partners' social media accounts (every six months).

- Extent of awareness of CEFM and other barriers to women's and girls' economic participation through comments from people involved in the project as well as people from elsewhere on discussion posts in the GIRLS Inspire social media accounts.

- Evidence of how followers are inspired by the stories based on comments posted on the CoP, Facebook, Instagram and Twitter.

CONCLUSION

Through this communications plan, the Commonwealth of Learning and its partners will be guided to collectively bring to life the stories and voices of the women and girls supported in the project.

Through the project and through leveraging the power of the GIRLS Inspire brand, COL and our partners can communicate their work in bringing awareness to the issues of child, early and forced marriage (CEFM), encouraging dialogue, conveying the message that women and girls matter and most importantly, inspiring positive transformation in their families, their communities and the world.

ROLE OF COMMUNICATIONS FOCAL POINTS

Every institution involved in this project has a Communications Focal Point (CFP) whose role is to coordinate all activities and work as a conduit to connect stakeholders and COL and our partners. CFPs work directly with COL's GIRLS Inspire team.

As a CFP, your responsibilities are as follows.

BE A CHAMPION

- Act as a champion of the objectives of GIRLS Inspire by encouraging and inviting your team members and other colleagues in your own network to engage and be active participants in the GIRLS Inspire online and offline communications channels: brochures,

print media, press releases, Web and social media platforms, Community of Practice (CoP).

CREATE ENGAGING CONTENT

- Identify stories of empowerment and positive change among women and girls in the communities where they work and in your own organisation.

- Create engaging content using the aforementioned stories by using a participatory approach with women and girls. This means that both women and men actively take part in the overall project process to promote gender equality.

CREATE PICTURE STORIES

- Use pictures to tell your stories by taking every possible opportunity to take photographs and make videos and then posting them on social media.

- Ensure that all protocols for photo and video release are adhered to by using the Photo and Video Consent Form found in Appendix 2 and by reviewing and adhering to the Child Protection Code of Conduct found in Information for Photographers (Appendix 5).

ENGAGE ON SOCIAL MEDIA

- Actively post and repost content with, from and about COL and other partners through the GIRLS Inspire social media platforms. Use the approved list of hashtags and other key words. (See Appendix 6 for links to GIRLS Inspire social media channels and relevant hashtags.)

- Participate in and suggest opportunities for hashtag campaigns.

- Engage in continuous learning about the functionalities of social media platforms and other online communications channels through webinars organised by COL and through self-learning.

BUILD CAPACITY

- Cascade knowledge about social media and communications to your own team and organisation to build institutional capacity and inspire active engagement.

- Lead discussion topics in the CoP and encourage your own team and your partners in other development agencies to contribute to the discussion.

TAKE A LEAD ON PUBLICITY OPPORTUNITIES TO CELEBRATE MILESTONES AND SUCCESSES

- Work with COL on media releases or press statements as appropriate.

- Arrange and publish publicity materials such as brochures in collaboration with COL.

- Share your institution's milestones and events with COL and our partners so that they can be posted on social media and the CoP.

CONTRIBUTE TO REPORTING

- Contribute to your institution's semi-annual reports to COL by providing data and other relevant information for the Communications section.

GUIDELINES FOR USING FACEBOOK, TWITTER AND INSTAGRAM

The following sections give you an overview of making the most of Facebook, Twitter and Instagram. If you are interested in learning more about the potential benefits of using social media, this blog post has some useful information: https://blog.hootsuite.com/social-media-for-business.

## MAKING BEST USE OF FACEBOOK

Even if you have used Facebook many times, read the following tips for ideas on how to make best use of it to promote GIRLS Inspire. If your organisation does not have a Facebook account, we encourage your CFP to get permission from your management team to open one. Branding is important, so it is a good idea to use the approved branding image (usually a logo from your organisation) for your profile photograph.

THINK BEFORE YOU POST

Make the first line of your post as concise and engaging as possible to attract interest.

Use the @ sign to tag a person or another organisation in your post — think about the best person or organisation to include for maximum benefit. The screenshot on the right shows Mann Deshi Foundation being tagged on a post by GIRLS Inspire.
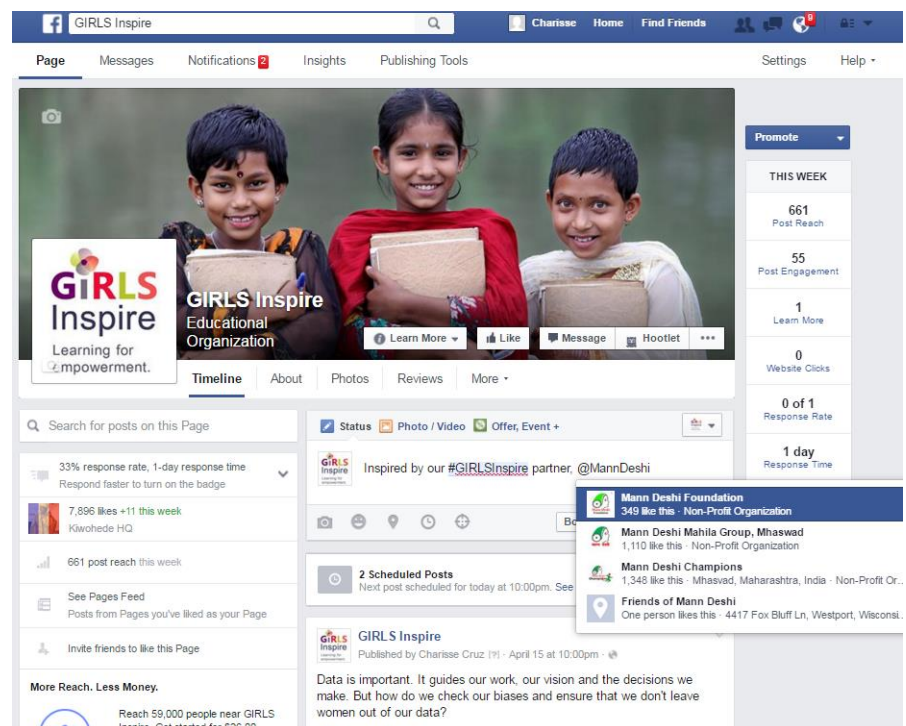
USE HASHTAGS

You can use the # sign, which is called a *hashtag* when it is used in social media, to call attention to key words. The screenshots (below) show the #GIRLSInspire and #endchildmarriage hashtags each being used in a post. The hashtag acts like a filtering system on Facebook, so when people search #GIRLSInspire or #endchildmarriage, all posts with the hashtag come up.
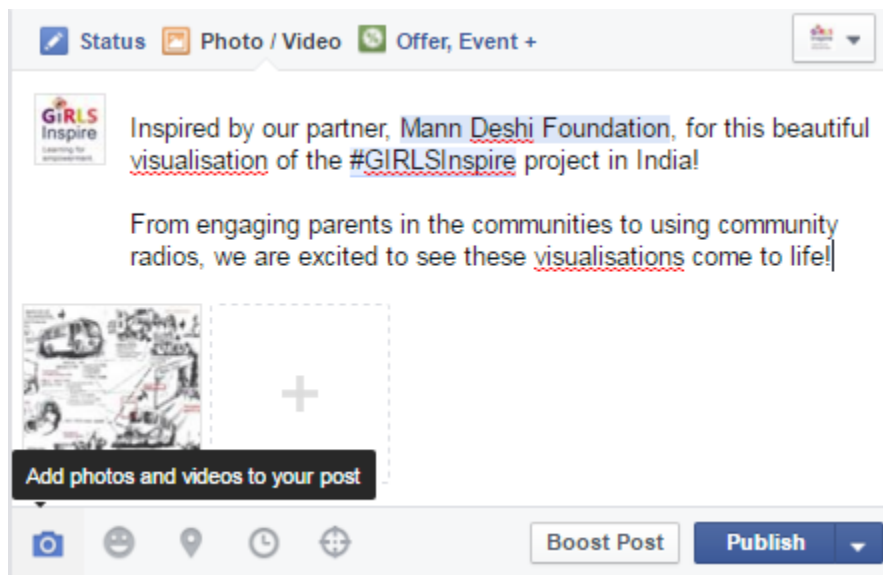

See Appendix 6 for a list of relevant hashtags to get you started.

USE PHOTOS AND VIDEOS

The old expression "A picture is worth a thousand words" is especially true on social media. It has been shown that posts with photos attract the greatest interest. Click on the blue camera icon (see the screenshot below) to add your photos.

ADD LINKS

Adding links to posts is not only a great way to promote your website and your work, it is also a call to action on the part of the reader. Links encourage the reader to take the next step, which is a deeper level of engagement with your post. The screenshot on the right is an example of a post that uses hashtags, links and a visual element.

SCHEDULE YOUR POST

Scheduling your post allows you to plan your social media communications in advance and in a strategic way. It also saves time, as you can write a number of posts in one sitting.

Click on the arrow to the right of **Publish**, and select **Schedule**. (See the screenshot below.) When scheduling your posts, be mindful of when your largest audience is likely to be checking Facebook. The COL staff in Vancouver schedule their posts for around 10:00 pm PST. That is morning in Asia and Africa, so COL can reach our partners and colleagues in those countries early in the day.
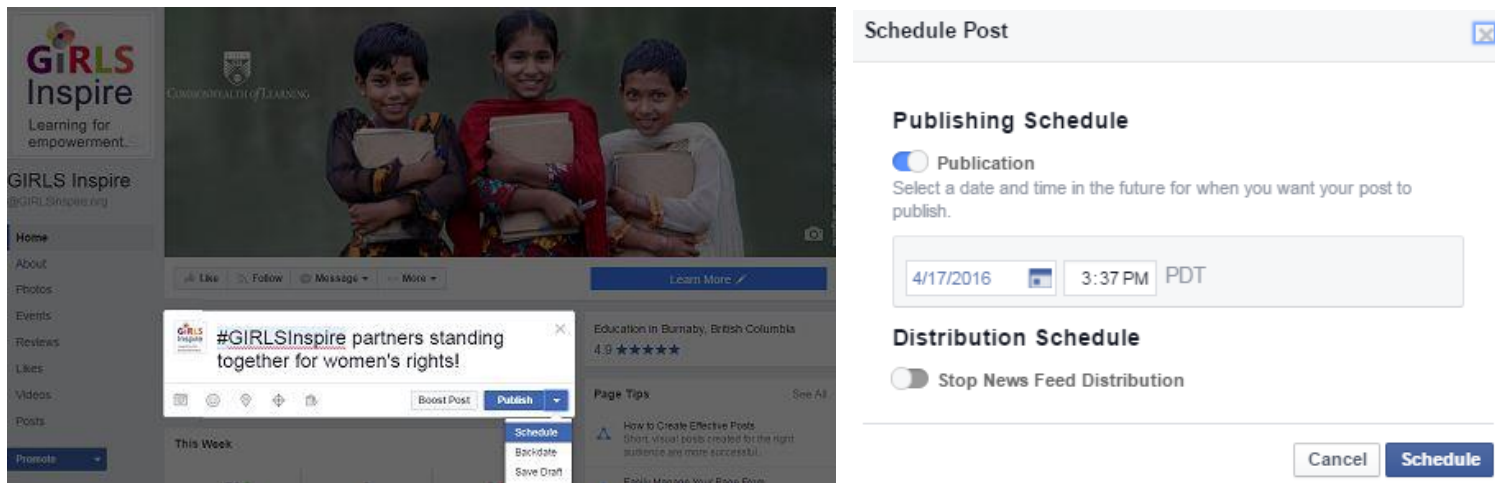
VIEW YOUR SCHEDULED POSTS

You can view your scheduled posts and edit them or their schedule whenever you like, before their scheduled posting time. (See the screenshot below.)
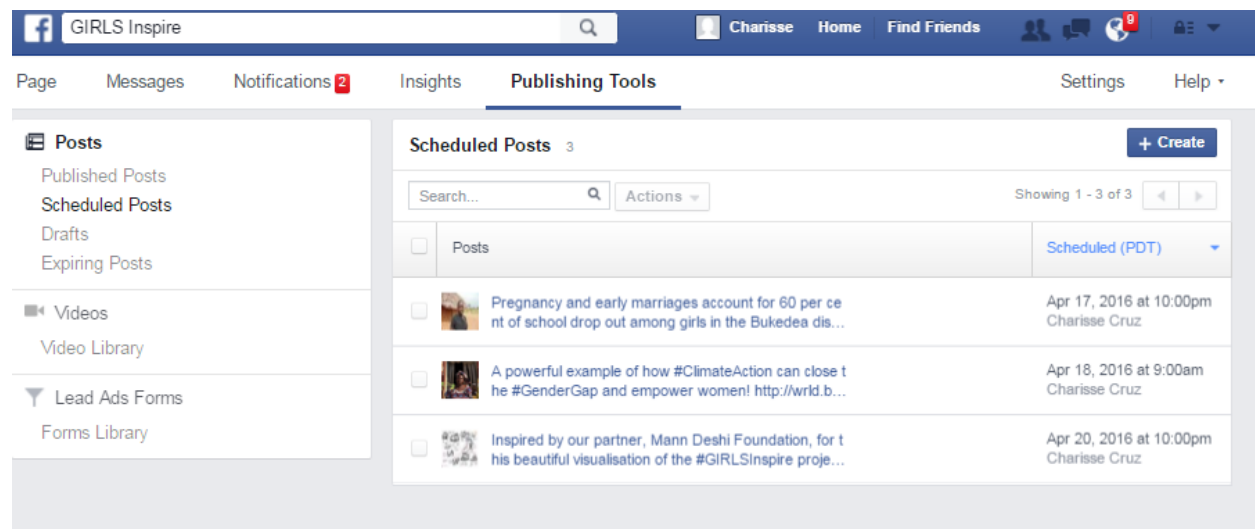

REVIEW AND EVALUATE

Check your analytics to see the reactions to your posts. The analytics will tell you if you are engaging your audience. By looking for patterns in the posts, or type of posts, that are

attracting readers' attention, you will get some ideas about what you can do to improve your approach to posting in general.

You can see who is engaging with your page if you click on the **Insights** tab. (See the screenshot below.)

Look carefully at the data and then adjust how you post. Perhaps you find that posts in the evenings engage more people than posts in the mornings. You can see how posts with photos do better than those without visual elements.

Experiment with different approaches and have fun engaging your audience and sharing ideas and your work through Facebook.
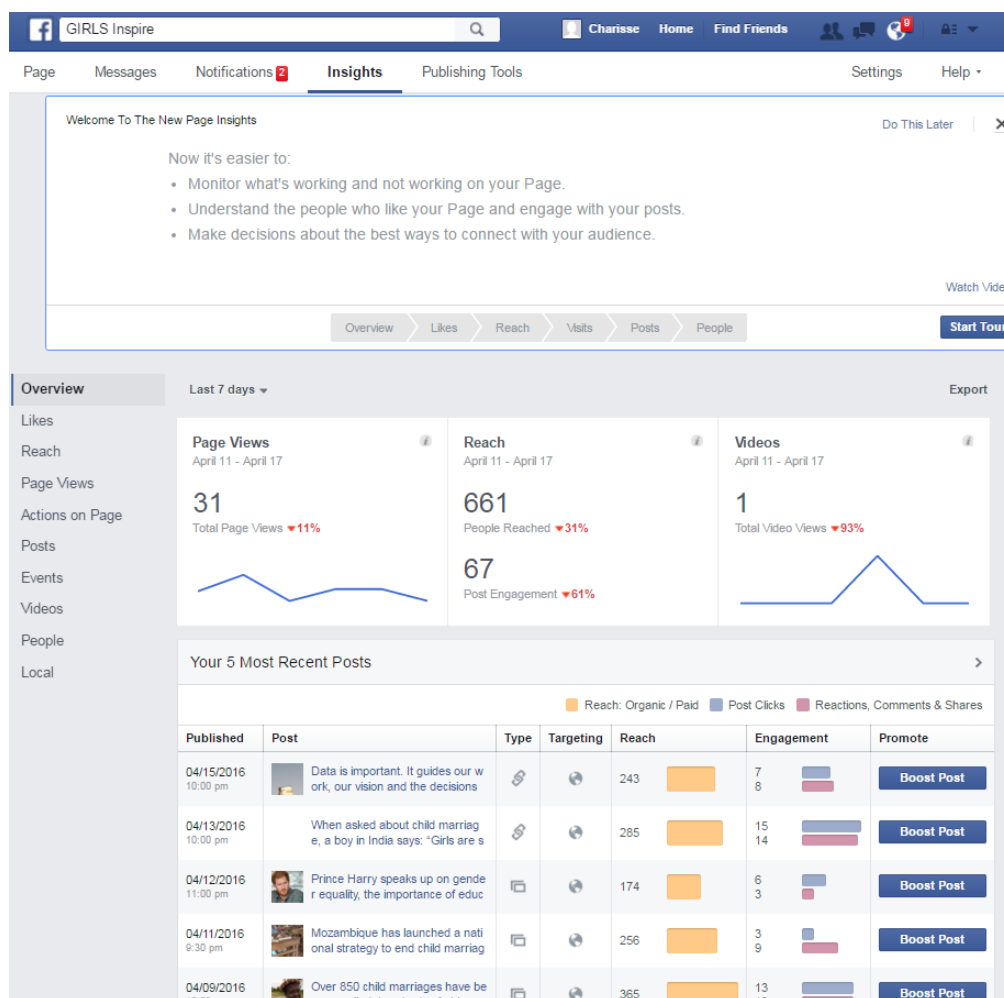
LEARN MORE AND EXPLORE

Facebook has many resources to help you make best use of it. This link takes you to a list of options for using Facebook: https://www.facebook.com/business.

MAKING BEST USE OF TWITTER

On Twitter you are limited to 140 characters, so you might have to get creative when you are tweeting. The shorter the tweet, the higher the engagement, so keep it short and simple, but avoid abbreviations if possible.

The following tips will help you make the most of your Twitter account.

CHOOSE YOUR TWITTER PROFILE CAREFULLY

If you are tweeting for your organisation, use the approved branding image (usually a logo) for your profile photograph. If you are tweeting as an individual, use a photograph of yourself. A descriptive bio about the work that you (or your organisation) do and your personal interests also helps. Choose a Twitter handle (username) that reflects your purpose or message. If you are tweeting as an organisation, try to find a handle that is as close as possible to your organisation's name.

THINK BEFORE YOU TWEET

You can choose to be an expert voice in your sector on certain topics (e.g. community engagement; child, early and forced marriage; skills development). You can tweet to inform, engage and pose questions to your followers. Because you are limited to 140 characters, you must read your tweets very carefully before posting them to be sure that they are unlikely to be misunderstood.

USE HASHTAGS

Hashtags (#) act as filters and make your posts easier to find for anyone interested in the topic you are posting about. A hashtag is a word, or words, preceded by #. For example, if you use #EndChildMarriage in your tweet, your post will appear with every other post that includes it. Use only one or two hashtags per tweet. (See Appendix 6 for COL's preferred list of hashtags for GIRLS Inspire.)

USE PHOTOS AND VIDEOS

Add a photo or an infographic to your tweets. Posts with photos attract the most attention on Twitter and have a higher likelihood of being retweeted or liked. Photos must be a JPG, PNG or GIF file and smaller than 3MB. The ideal

Follow our GIRLS Inspire partners!

https://twitter.com/GIRLSInspire_

https://twitter.com/CMESBD

https://twitter.com/BedariPakistan

https://twitter.com/SPARCPK

https://twitter.com/MannDeshiOrg

https://twitter.com/KIWOHEDE1

https://twitter.com/adppmozambique

https://twitter.com/AssProgresso

https://twitter.com/IAEagainstCEFM

size is 525 x 262 pixels. There are websites that resize your images for you specifically for Twitter posts or other social media. See, for example, www.internetmarketingninjas.com/seo-tools/favicon-generator-crop-images.

ADD LINKS

Tweets with links have an 86 per cent higher retweet rate.[3] Adding a link to your website or your content can help increase traffic. Twitter allows only 140 characters in one post, but you can shorten URLs. See, for example, http://ow.ly/url/shorten-url.

"MENTION" TO ENGAGE YOUR NETWORKS

You can "mention" a person or an organisation on Twitter by using @ with their Twitter handle in your post. (See the example on the right.)

Use @ in the middle of your post if you want everyone to see it. Tweets that begin with @ are seen only by the person tweeting, the person being tweeted at and anyone who follows both people.


AUTO-SCHEDULE AND SPREAD YOUR POSTS OUT THROUGHOUT THE DAY/WEEK

Some research has found that the best times for posting on Twitter are Monday–Thursday between 1:00 and 3:00 pm. However, you know your audience best, and you can try different times and see which posts receive the highest engagement. Remember to think about different time zones as well. You can use free or paid services (e.g. HootSuite [https://hootsuite.com], shown in the screenshot on the right) to auto-schedule tweets, so you can

---
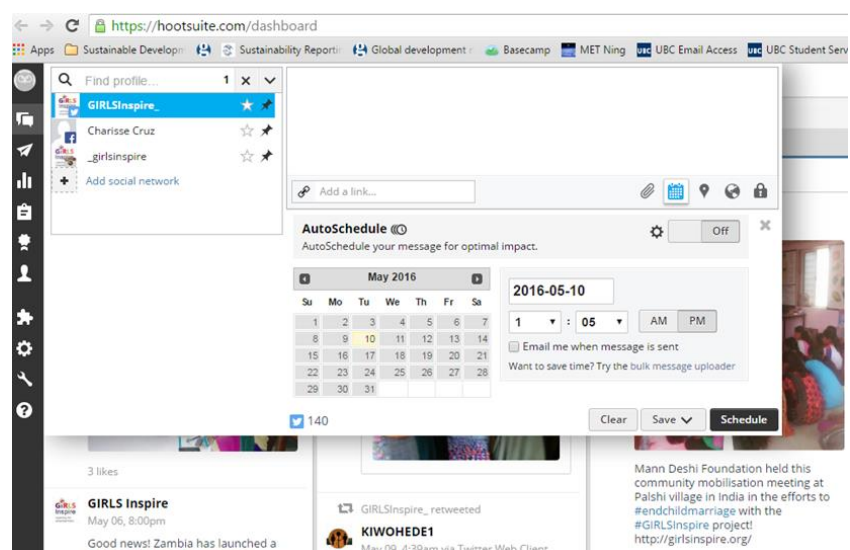
[3] www.nptechforgood.com/2015/02/08/10-twitter-best-practices-for-nonprofits

spread out your posts at different times of the day and week to reach your followers whenever you choose.

## USE TWITTER ANALYTICS

Log in to your account and use Twitter Analytics at https://analytics.twitter.com to understand how your posts are doing.

MAKE BEST USE OF INSTAGRAM

Instagram[4] is a free application that lets you share photographs and videos on various social media platforms. Instagram was designed to be mobile-phone based, therefore you can post photos only from your mobile device. To do this, you need to download the Instagram app on your mobile phone. However, you can also view your account if you log in from a desktop computer/laptop. The screenshot on the right shows some posts from the GIRLS Inspire Instagram account.
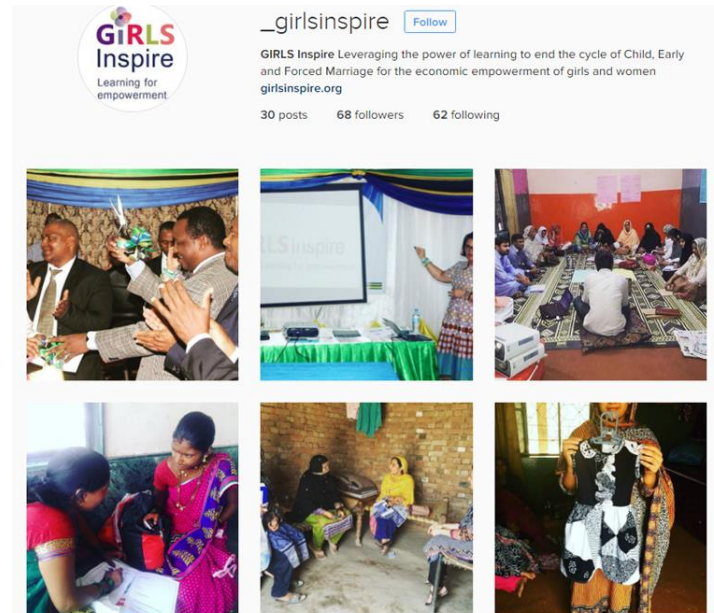
MANAGE MULTIPLE ACCOUNTS

If you already have a personal Instagram account and have to manage your organisation's account as well, you can simply add an extra account to your personal one. On the Instagram app on your mobile phone, go to your profile settings page, tap the gear icon or the three dots in the upper-right-hand corner of the screen and select **Add Account** from the dropdown menu. You will need a separate username and password for the new account and will need to log in and out to switch between accounts.

POSTING

Post photos to Instagram from your mobile phone and use the filters and editing tools to make them stand out and attract attention. To mention another Instagram user in your post, type @ in front of their username (e.g. "great article, @_GIRLSInspire").

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[4] This guide was adapted from Digital Trends: www.digitaltrends.com/photography/instagram-tips-and-tricks/2

You can search and follow, and edit your profile via the Web, but you cannot post photos to your account directly in this way. If you want to post photos via the Web, you need to use platforms such as HootSuite (see above). You can post a photo on HootSuite, and the photo will be sent to your HootSuite account on your mobile phone, where you will receive a notification. From here, HootSuite will post the photo to your Instagram account for you.

USE HASHTAGS

Hashtags act as filters and make your posts easier to find for anyone interested in the topic you are posting about. A hashtag is a word, or words, preceded by #. For example, if you use #EndChildMarriage in your post, your post will appear with every other post that includes it. (See Appendix 6 for COL's preferred list of hashtags for GIRLS Inspire.)

LINK INSTAGRAM TO YOUR OTHER SOCIAL MEDIA ACCOUNTS

Instagram is currently one of the most popular social media apps available. You can link your other social media accounts to your Instagram account so that you can also post your photos there when you upload them to your Instagram account, if you like. Go to the **Profile Tab** and select **Linked Accounts** and then **Share Settings**, and select which accounts you want to connect.

Follow our GIRLS Inspire partners!

https://www.instagram.com/_girlsinspire

https://www.instagram.com/kiwohede

https://www.instagram.com/sparc_pk

https://www.instagram.com/cmesbd

https://www.instagram.com/manndeshi

https://www.instagram.com/bedaripakistan

https://www.instagram.com/sabeen_almas

https://www.instagram.com/safeerkhaan

https://www.instagram.com/shahariarcmes

COMMUNITY OF PRACTICE

BACKGROUND

In June 2016, COL produced a briefing paper outlining the development of a Community of Practice (CoP) for its Girls & Women Initiative projects. It addressed in particular the following two projects to improve sustainable livelihoods for disadvantaged women and girls:

1. Preventing child, early and forced marriage (CEFM) through open, distance and technology-based education in Bangladesh, Pakistan, Mozambique and Tanzania, funded by Global Affairs Canada (GAC). Canada has made ending child, early and forced

marriage both a foreign policy and a development priority. COL's work builds on Canada's international advocacy efforts in this area by working in Commonwealth countries to promote secondary schooling for women and girls and provide them with skills development training to improve their livelihoods.

2. Reaching the unreached (RtU) through open and distance learning (ODL) in Bangladesh, Pakistan and India, funded by DFAT Australia. This project focuses on addressing the barriers to education and economic participation that women and girls face, such as early marriages, distance to school, security concerns, cultural values and costs of schooling.

COL's strategy in these two projects is to use education within the whole community to support girls' education. This strategy will be built on three key pillars:

1. **The learning institutions:** Strengthen and capacitate partner institutions to offer open schooling and skills training to women and girls in a safe environment where gender is neither an issue nor a barrier to learning.
2. **The community:** Mobilise local communities, especially traditional and religious leaders, to appreciate the effects of child marriages on girls, families and communities at large and to see the benefits of education for girls.
3. **The girls:** Build the capacity of girls to develop employable skills, life skills and financial skills and knowledge of their social rights and health care to enhance their economic leadership and end the cycle of CEFM.

PURPOSE

The CoP aims to provide a space where partners involved in the three pillars described above, particularly the learning institutions and the girls, can connect with various other development agencies involved with skills and gender activities (see output 1122 in the Logic Model). This contributes to increasing local partners' technical skills to leverage ODL that addresses the barriers women and girls experience (see immediate outcome 1120 in the Logic Model).

As a knowledge-sharing platform, the CoP is an avenue through which to inspire and encourage positive change and raise awareness about the project through the sharing of the stories of women and girls, specifically about CEFM, gender inequality in economic participation and the role of ODL and technology-enabled education to address these issues.

AUDIENCE PROFILE

Institutional and NGO partners and women and girls in Bangladesh, Pakistan, India, Mozambique and Tanzania are the primary audience for the CoP. Many partners are based in low-bandwidth areas and where Internet access is not always available. The full list of targeted audiences is:

- Institutional and NGO partners

- Community leaders

- Development agencies and ministry officials operating in the five countries involved in gender issues and skills training

- Industry leaders and experts on ODL, skills development, gender equality, technology-enabled education and CEFM

- Women and girl beneficiaries and advocates

VALUE TO AUDIENCE

The CoP will serve as a dynamic space for collaboration between partner institutions and women and girls, and specifically for:

- Two-way dialogue between partners within and across targeted countries to collaborate and share best practices, learning experiences and resources.

- Two-way dialogue between partners and industry leaders/experts on relevant topics.

- Knowledge sharing via success stories, current events and resources for improving skills in areas such as gender-sensitive content development, multimedia and technology integration, skills training, open educational resources (OER) and trends in CEFM, to name only a small selection.

- Knowledge sharing with the specific purpose of inspiring and motivating change through the experiences and stories written by women and girl beneficiaries/advocates and a dialogue with and between partners and other CoP members.

The goal is to provide a space where partners:

- feel that they are part of a larger project and a global community working towards the same objective, and

- have a space to access relevant resources and contacts to improve and progress their work.

COMMUNITY GUIDELINES

The community guidelines can also be found at http://girlsinspire.org/community-guidelines.

The rules and values below exist to help you understand what it means to be a member of the community and cover all aspects of community interaction on **GIRLS Inspire** forums, blogs, contests and events. We are committed to upholding them, and we hope you will be too.

We believe when the community succeeds, we succeed.

We feel we are all better off when we are sharing ideas, knowledge and skills and helping one another. We come to give back, not shamelessly self-promote.

We are a global community of many types of people.

We are from all corners of the earth and a glorious melting pot of education professionals, creatives, skill levels, cultures, religions and more. We think the opportunity for anyone to achieve success no matter where they come from leads to a more meritocratic and equal world.

We celebrate individuality and embrace diversity.

We encourage different viewpoints as long as they are presented in a way that's constructive and respectful. Personal attacks as well as any behaviour that is hateful or offensive based on race, ethnicity, national origin, religion, gender or sexual orientation are not okay.

We are excited about and inspired by collaboration.

By collaborating with people from different backgrounds, we are exposed to new ideas and perspectives that promote innovation.

We are always learning because we are all about learning.

We are all students and teachers. Our world keeps moving, and to keep up, we need to keep learning.

We follow a few hard rules. Please DO NOT:

- ✕ Participate in or encourage personal attacks, call out another user and/or sabotage a user's item.
- ✕ Discuss politics or religion.
- ✕ Spam.
- ✕ Troll or flame.
- ✕ Self-promote.
- ✕ Solicit for any kind of material support, donations, aid, etc.
- ✕ Talk about or link to piracy or illegal activity.
- ✕ Endorse or link to any form of terrorism or terrorist activity.
- ✕ Request or post personal (or identifying) information about any user or any other person.
- ✕ Post anything that would infringe on another person's intellectual property right.

Community moderation by the community

Our forums are designed so that the community plays a large role in their moderation. Forum tools enable the community to determine great content and report content that doesn't belong. The power is in your hands so please use these tools to improve your experience as well the experience of the entire community.

Our moderation approach

We can't, and don't, review all posts on the forum. We don't authorise any posts and we are not responsible for their content (including text, images and any external links). Every community forum user is responsible for their own posts — please be mindful of your words and please think carefully about what you post.

Actions against our community rules may lead to deletion of your posts, comments or account with or without warning. We will not edit posts or comments; even if only part is a problem, the whole thing may be removed. All actions and decisions taken by our moderators are final.

If you have suggestions or questions about community participation or moderation, please share them in our Community forum.

FINAL POINTS

To post on the community forum you have to be a member of **GIRLS Inspire**, and be 13 years or older. We do not knowingly collect any information from anyone aged 13 or under.

We may update these guidelines and recommend you check back once in a while. If you do not agree with these guidelines and the terms of our Privacy Policy, we will not take it personally, but it means that the **GIRLS Inspire** community may not be for you.

You represent and warrant that **(i)** your use of the forums will follow these guidelines and our Privacy Policy and comply with all applicable laws and regulations (including without limitation any local laws or regulations that apply to you) and **(ii)** your use of the forums will not infringe or misappropriate the intellectual property rights of any third party.

PRIVACY

The privacy policy can also be found at http://girlsinspire.org/privacy.

GIRLS Inspire is committed to the highest standards of privacy and protection of user information online. We have not made use of any software on this website that is able to collect personal information from users without their explicit knowledge, or share user data with other applications or entities.

You can also take practical steps to protect your privacy by making adjustments in your profile setting and also by ensuring you log out of this website when you are finished browsing, especially if you are using a public computer.

COOKIES

Cookies refer to data that is stored on a user's computer or mobile device browser to help speed up the browsing experience. GIRLSInspire.org uses cookies for this purpose. No cookie information is collected or stored by GIRLS Inspire that could be used to track users at any time. Users can adjust their cookie settings to their preference in their local computer or mobile device browser.

ANALYTICS

Internet Protocol (IP) addresses are referenced for the purpose of establishing the number of unique site visits to monitor site traffic and inform site analytics. No personal information is referenced or stored. Data used for website analytics purposes is in aggregate form only.

LINKS

GIRLSInspire.org contains links to external websites, including Twitter, Facebook and YouTube, where users may have accounts. GIRLSInspire.org does not gather profile data from these or other external websites without your consent.

CONTACTING US

Contact details shared by users via our Contact us form are strictly confidential and are meant exclusively for internal use in establishing communication. Under no circumstances does GIRLS Inspire share names, email addresses or other details shared by users via this form without the explicit consent or request of the individual concerned.

TERMS OF USE

These terms of use can also be found at http://girlsinspire.org/terms-of-use.

Hi, we are **GIRLS Inspire** and welcome! We are happy to have you here and we hope you enjoy your stay. When we say "we," "us," "GIRLSInspire.org," "http://girlsinspire.org" or "GIRLS Inspire," these terms are used interchangeably and refer to this website.

During your time with us you agree to follow the ground rules outlined in these terms so please read and understand them. If you do not accept the terms then we will be sad, but you will need to leave because your presence on and use of the GIRLS Inspire website is conditional on

your acceptance to be bound by these terms and the Privacy Policy whether you become a member or not.

MEMBERSHIP

Age: Membership is free, but you need to be 13 years or over to become a member. If you are under 13 you will need to use the account of a parent or legal guardian who is at least 13 years of age, with their permission. This parent or legal guardian will be responsible for all your activities.

Your responsibility: You promise that information you give us is true, accurate and complete and that you will keep your account information up-to-date (including a working email address). Your membership is not transferrable. You are responsible for any use of the GIRLS Inspire website that occurs in conjunction with your username and password so keep your password secure and don't let any other person use your username or password. If you realise there's any unauthorized use of your password or any breach of security you need to let us know immediately.

FAIRNESS & RESPECT

Prohibited Conduct: GIRLS Inspire is founded on the idea of community and like any functioning and healthy community, some things are not allowed and will not be tolerated. We aim to take a common sense approach to the general code of conduct on Envato Market but you promise that you will not:

- ✕ use a false email address, impersonate others or misrepresent your affiliation with others;

- ✕ attempt to or actually interrupt, negatively impact or alter the operation of the GIRLS Inspire website in any way;

- ✕ use the GIRLS Inspire website or any of the content in a way that violates applicable law, that violates the intellectual property or other rights of us or others, or that is fraudulent, obscene, unprofessional, offensive, misleading or defamatory;

- ✕ modify, reproduce, display, publish, distribute, copy, transmit, perform, license, create derivative works from, transfer, or sell or re-sell any information, content, software, or item obtained from or through the GIRLS Inspire website, other than in accordance with these terms or the licence for the item.

We strongly recommend that you don't make your contact details public on GIRLS Inspire or in any communications via the GIRLS Inspire website. Contact details include your email address, street address, Skype name and phone number (but not social network handles). If you do, it must not be for any reason prohibited (see **Prohibited Conduct,** above) and you do so at your risk!

Content removal: We can look at or remove any of your content for any reason at our discretion. Reasons might include quality assurance, if we receive a valid copyright take-down notice, if we think that the use of your content is unauthorised, misleading, incorrect, offensive or in breach of anyone else's rights, or if we think that your use of the GIRLS Inspire website and any content might result in liability to us or anyone else.

Community participation: We take great pride in our global and thriving community — it's part of what makes the GIRLS Inspire website such a friendly place. We focus on transparency and mutual respect and invite you to participate, give feedback and have your say. Before participating on GIRLS Inspire, please read the Community Guidelines, as you agree to follow them as part of these terms.

LINKING, MOBILE APPLICATIONS & THIRD PARTY APPLICATIONS

Linking to the GIRLS Inspire website: We would be delighted if you decide to link to GIRLS Inspire from other websites or mobile applications but you have to link to a full version of a page as seen by someone navigating directly to the GIRLS Inspire website that looks the way we've intended and not link directly to an image hosted on GIRLS Inspire. That includes no "in-line" linking methods resulting in images hosted on GIRLS Inspire being displayed on other websites or mobile applications. You must not "frame" any GIRLS Inspire pages by surrounding those pages with someone else's content, materials or branding. We reserve the right to insist that any link to the GIRLS Inspire website be discontinued, and to revoke your ability to link to the GIRLS Inspire website.

Links from the GIRLS Inspire website: The GIRLS Inspire website may contain links to external websites and mobile applications. We have no control or responsibility over anything on those websites or mobile applications, and do not endorse or sponsor those websites or mobile applications, even if they are affiliated with us.

Third party developers: We welcome the contribution of the WordPress development community, who offer applications that work with the GIRLS Inspire website. You will need to form your own view about these applications and their developers; we are not able to warrant or endorse those applications and disclaim liability relating to these applications.

LEGAL

Eligibility, suspension or termination: Membership is not an automatic right, it is a benefit for community members who follow our reasonable rules and treat other community members well. We hope that you will be with us for a long time. But we do reserve the right, based on our reasonable discretion, to determine whether or not your use of GIRLS Inspire complies with these terms. We can suspend or terminate your GIRLS Inspire account at any time for any

reason (acting reasonably of course), including if you don't comply with these terms. If we do decide to permanently terminate your GIRLS Inspire account you must not apply for a new account as unfortunately you will no longer be welcome in our community.

Conclusion

This document is an important resource for anyone involved at any level or to any degree in the GIRLS Inspire project. We have endeavoured to gather all the information you may need for the project's successful implementation in one place. We urge you to keep it on hand, consult it often and share it with your teams. As the project evolves, other resources may also become available.

The terms below relate to the baseline tools. The explanations and definitions are by no means comprehensive — partners should adapt them to meet the needs of their local context.

- **Open and distance learning (ODL):** Refers to a system of teaching and learning characterised by the separation of teacher and learner in time and/or place; uses multiple media for delivery of instruction; involves two-way communication and occasional face-to-face meetings for tutorials and learner-learner interaction.

- **Gender-sensitive resources:** Being gender-sensitive means being aware of and responsive to the different needs and experiences of male and female users. In an ODL context, it means producing courses or learning materials in a way that meets the needs of all learners.

- **Skills and/or technical training:** The undertaking of a course designed to equip the learner with a market-relevant skill that will give them access to opportunities for employability and/or access to other activities that help generate a sustainable livelihood.

- **Social and economic rights:** According to Amnesty International, the following points are considered to be social and economic rights:

  o the right to an adequate standard of living, including adequate food, clothing and housing

  o the right to work

  o the right of everyone to form trade unions and join a trade union

  o the right to social protection

  o the right to the highest attainable standards of physical and mental health

  o the right to education.[5]

- **Family decision making:** The ability to express opinions and to make and influence decisions about family matters such as access to food and water, education, work, health services, financial planning, budgeting, etc.

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[5] www.amnesty.ca/our-work/issues/economic-and-social-rights

APPENDIX 2: CONSENT FORM FOR PARTICIPATION OF A MINOR

Guardian Authorisation

COL is an intergovernmental organisation created by Commonwealth Heads of Government to encourage the development and sharing of open learning/distance education knowledge, resources and technologies.

COL is partnered with <partner organisation> to implement a project to address child, early and forced marriage (CEFM) and other barriers women and girls face that prevent them from participating fully in society. The aim of the project is to increase access to sustainable livelihoods for women and girls in rural areas through open and distance learning.

This study is designed to gain more understanding about the institutions, communities, employers and women and girls the project will be working with. The results of this study will inform us about the effectiveness of the project.

Your child is invited to participate in this study with no further obligations. Her participation is voluntary and her responses will remain confidential. She can also withdraw her participation at any time.

The procedure involves completing a Web-based survey with a representative of <partner organisation> for approximately 30–40 minutes.

By completing and submitting the survey with the representative of <partner organisation>, your child is giving your assent to participate.

If you have any questions about the study, please contact <partner organisation> at <phone number> or COL at info@col.org or +1 604-775-8200.

In advance, thank you very much for your participation.

I confirm that the content of this consent form has been explained to me, and that I fully understand its meaning.

Name:

Address:

Email:

Signature:

Date:

APPENDIX 3: PHOTO/VIDEO CONSENT FORM

I, the Undersigned, voluntarily agree to be photographed/videographed by a photographer/videographer acting for the Commonwealth of Learning (COL). I grant COL permission to freely use, reproduce, publish and distribute (the photograph/video(s) taken of me, in any format and through any medium whatsoever, to promote the activities of COL, including but not limited to publications, posters, audiovisual materials, Web pages, and publicity material concerning the same. I agree that COL has the right to change, edit and/or treat the photograph/video(s), provided that my image and/or the setting in which the photograph(s) were taken are not misrepresented.

I also grant COL the right to superimpose text or quotations on the photograph/video(s). In this eventuality, COL will add the following disclaimer to these photograph/video(s): "The text printed on the photograph/video(s) does not necessarily represent the opinion, views or the beliefs of the person depicted."

By ticking "yes" or "no" I indicate whether or not I grant COL permission to use photograph/video in the ways outlined above:

YES ☐ NO ☐

If I tick "no," I have indicated that I do not grant COL such permission as outlined above.

If I tick "yes," I understand that the photographs/videos will become the property of COL. The photographs/videos may be used by COL, without any further consultation with me, for the above-mentioned purposes, free of charge, in any and all countries of the world.

I confirm that the content of this consent form has been explained to me, and that I fully understand its meaning.

Name: _____

Address: _____

Email: _____

Signature: _____

(If you are 18 years or younger, your legal guardian is required to sign this form on your behalf)

Date: _____

Name of COL staff responsible/representative: _____

Location: _____

Event Information:

APPENDIX 4: PHOTO/VIDEO CONSENT GUIDELINES

The Commonwealth of Learning follows internationally established good practices for publishing photos or video where a member of the public could be recognised and expects our partners to do the same. Consent should be explicitly sought by using a form on all occasions.

However, there are some exceptions to this guideline. There is no need to request that someone complete a photo/video consent form:

- When faces and settings of individuals in the photos/videos are not recognisable.

- When public figures are involved (such as officials, including elected officials) and at formal occasions (such as conferences).

- When the photo or video is of crowds in public places or at public meetings.

Workshop organisers can include a consent form as part of their registration material.

Appendix 5 Information for Photographers

Excerpt from the Australian Government, Department of Foreign Affairs and Trade, *Child Protection Policy*, 2017 (Attachment B, page 15).[6]

When photographing or filming a child or using children's images for work-related purposes:

• take care to ensure local traditions or restrictions for reproducing personal images are adhered to before photographing or filming a child

• obtain informed consent from the child and parent or guardian of the child before photographing or filming a child. An explanation of how the photograph or film will be used must be provided

• ensure photographs, films, videos and DVDs present children in a dignified and respectful manner and not in a vulnerable or submissive manner. Children should be adequately clothed and not in poses that could be seen as sexually suggestive

• ensure images are honest representations of the context and the facts

• ensure file labels, meta data or text descriptions do not reveal identifying information about a child when sending images electronically or publishing images in any form

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[6] http://dfat.gov.au/aid/topics/safeguards-risk-management/child-protection/Documents/child-protection-policy-2017.pdf

Appendix 6: Social Media and Online Channels

Links to the GIRLS Inspire online communications channels:

- Commonwealth of Learning Web page: www.col.org/programmes/women-and-girls
- Community of Practice: http://girlsinspire.org
- Facebook: https://www.facebook.com/GIRLSinspire.org
- Instagram: https://www.instagram.com/_girlsinspire
- Twitter: https://twitter.com/GIRLSInspire

Links to the GIRLS Inspire Partners' online communications channels. We invite and encourage all partners to engage with each other through these platforms:

Country	Partner	Web and Social Media Links
Bangladesh	Centre for Mass Education in Science (CMES)	http://cmesbd.org https://cmesbd.wordpress.com https://seywose.wordpress.com/about www.cmesproducts.com https://www.facebook.com/CMES.NGO/?fref=ts https://twitter.com/CMESBD https://twitter.com/CMESELAIPUR https://twitter.com/CMESALINAGAR https://twitter.com/CMESDAMKURA https://twitter.com/CMESNAYADIARY https://twitter.com/CMESGOBRATALA https://www.instagram.com/cmesbd
	Shidhulai Swanirvar Sangstha (SSS)	www.shidhulai.org https://vimeo.com/shidhulai
Pakistan	Bedari	www.bedari.org.pk https://twitter.com/BedariPakistan https://www.facebook.com/BedariPakistan/?fref=ts https://www.instagram.com/bedaripakistan
	Society for the Protection of the	www.sparcpk.org https://www.instagram.com/sparc_pk

	Rights of the Child (SPARC)	https://www.facebook.com/SPARCPK/?fref=ts https://twitter.com/SPARCPK
India	Mann Deshi Foundation	www.manndeshifoundation.org https://twitter.com/MannDeshiOrg https://www.facebook.com/MannDeshiFoundation/?fref=ts https://www.instagram.com/manndeshi
Tanzania	Institute of Adult Education (IAE)	www.iae.ac.tz https://www.facebook.com/IAEDar/?fref=ts https://twitter.com/IAEagainstCEFM
	Kiota Women Health and Development (KIWOHEDE)	www.kiwohede.org https://twitter.com/KIWOHEDE1 https://www.facebook.com/Kiwohede/?fref=ts https://www.instagram.com/kiwohede
	Small Industries Development Organization (SIDO)	www.sido.go.tz/Web/Index.aspx
Mozambique	Associação Progresso	https://twitter.com/AssProgresso
	Ajuda de Desenvolvimento de Povo para Povo (ADPP)	www.adpp-mozambique.org https://twitter.com/adppmozambique

We encourage all partners to use hashtags from the following list in Facebook, Twitter and Instagram posts for consistency and to expand the collective online presence of GIRLS Inspire:

#GIRLSinspire

#childbride

#ClimateAction

#COL

#Commonwealth

#EducateGirls

#EndChildMarriage

#GenderEquity

#GirlHero

#GirlsEducation

#GirlsRights

#globaled

#GlobalGoals

#HumanRights

#LetGirlsLearn

#OpenSchooling

#PledgeForParity

#SDG4

#SDG5

#SDGs