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2013 Program Evaluation Overview

Overall Goal:

Colorful Girls aims to improve the status of girls and women through the implementation and creation of leadership activities that promote individual transformation and the development of a network of aware, socially-active adolescent girls.

I. Objectives:

In order to report more concisely on the achievements of Objectives and completion of Activities, see the following Table:

Chart A: Achievements against Objectives in 2013

	Proposed Objective	Proposed Activity	Achieved	Outcome
1	Reach 1250 girls with transformative, weekly leadership development activities.	Implement Colorful Girls Circles for 1250 girls on a weekly basis.	Reached 1200 girls on a regular, weekly basis with Colorful Girls Circles structured programs, implemented by trained CG facilitators. Weekly activities were held in 19 communities, either school, church or community site in the outskirts of Yangon, Mandalay and Monywa.	Interview data - Key impacts include positive relationships with peers and other adults, reduction of isolation and improvements in expressing needs, increased understanding and awareness of girls' rights and ability to see issues girls face and their underlying causes Quantitative Data: Life skills Competency Framework- Most change in Future Planning, Knowledge of Rights and Societal Responsibilities
2	Prepare facilitators within Colorful Girls and those in three other community organizations to run circles locally.	Staff retreat and on-site training workshops	Completed - Held Facilitators training in Pyin Oo Lwin in April and May 2013 with new facilitators from five community sites; ongoing monthly facilitator training in Yangon and Mandalay for all facilitators conducted by CG Curriculum Development Staff	Good weekly participation at the community level. Community facilitators are steady and confident to run circles. Principals report being satisfied and all but one school will continue in 2014. Colorful Girls did leg work for training in Shan state and Mon state in April 2014.

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3	Enhance girls' public sector leadership skills through direct activism.	Girl-led Campaigns	Partially Completed - 2012-2013 GLC Campaigns were completed in 2013, though 2013-2014 campaigns were not implemented due to human resource constraints.	Status - Evaluation of GLC looked at both changes in girls' attitudes and skills as well as status in the community. We conducted interviews and focus groups with girls, boys, teachers and parents. Parents demonstrated the greatest shift in their perception of daughters' characteristics and abilities. Some reported giving daughters increased role in household decision making because of her role in GLC.
4	Foster development of girls' rights movement through the implementation of networking opportunities.	Girls Forum/ Girls Conference	International Day of the Girl Child Events in October 2013 in both Yangon and Mandalay - participation of over 1400 girls	Great media coverage - Girls really ran the daily event, which they reported to have helped them in their confidence, budgeting, planning skills. Media coverage raised the profile of Colorful Girls. It directly led us to three new school-based programs for 2014 and the hire of one key staffer. English and Burmese language media coverage will be built upon to increase the legitimacy of Colorful Girls in child rights national level dialogue.
5	Prepare 40 girls with skills and understanding necessary inter-ethnic leadership.	Organize Peacebuilding Summer Camp - 6 days.	Completed - 66 girls attended 6-day Peacebuilding Summer Camp.	Drafted first Statement on Adolescent Girl Rights and demonstrated attitude change
6	Improve understanding of adolescent girls lives in Burma and identify specific pitfalls that contribute to unsafe passage into adulthood.	Research study on girls' lives	Completed - not adequately thorough, need better strategic approach	Drafted series of brief papers on issues faced by adolescent girls in Burma. Used for overview in approaching partners and funders.

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7	Connect a broader audience of girls to available activities and resources for women.	Activity: Networking and Cooperate with Women Organization, Child Organization and Informal	Completed	The shifting landscape has been frustrating in terms of connecting with other sectoral networks. We are strong in connections with women's organizations and some non-formal education groups, especially around monastic education, but changes in the Ministry of Education have disrupted our initial progress as we seek better connections in national level education conversations. However, locally, we are set to work in two government schools in 2014 based on agreements with individual school heads.
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II. Narrative description of the chart A including project evaluation information

Objective 1: We successfully reached 1200 with transformative, weekly leadership development activities. Girls joined Colorful Girls Circles in the peri-urban areas of Yangon and Mandalay, as well as rural areas of Mandalay Divisions, Sagaing and Monywa.

Activity Description: Colorful Girls Circles is our core project. The circles, based in council format, are eight-month long peer processing groups, currently being held in dormitories, monastery schools, nunneries, vulnerable children's homes and community centers. We have created a girl-centered, strengths-based curriculum that aims to develop the whole girl. This design reflects our research and the independent findings in the fields of public health and education. Teenage girls need safe spaces, mentors and social networks for positive personal development.

Break down of ethnicity and religion of Colorful Girls Circles participants.
68% Bamar, 94% Buddhist, 6th, 7th and 8th grade.

Total number of sites: 19
Monastery or Nunnery Schools – 12
Christian Boarding Facility– 2
Community Center – 5

Curriculum:

In 2013, Colorful Girls advanced its curriculum by adding an additional year's worth of weekly activities. The curriculum development process

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involves the initial identification of an issue that girls would like to be addressed or that comes to light from interviews with girls and those around them. From that topic, led by our Curriculum Development Officer, facilitation teams brainstorm objectives and then CD Officer prepares activities to meet those objectives. Such activities are then tested in house amongst facilitation staff and then across the project sites. Based on feedback from the girls and their facilitators, necessary changes are made to the weekly activities for enhancing ease of implementation or effectiveness.

Evaluation:

The following matrix describes the aimed-for competencies of Colorful Girls Curriculum. It is the primary tool for curriculum design and Colorful Girls Circles impact evaluation. In order to evaluate change in awareness and attitude over the course of the first year of the weekly Circles, we conducted a survey for 577 of the total 1200 girls. The survey is based on the core competencies framework. We carried out the survey at the beginning of the program year and at the end (ending in February 2014). We collected data in the same sites, though not necessarily with the same exact girls as the sample size is certainly representative.

We looked then at percentage change over the course of the year. The framework is coded below based on percentage of positive change. The percentage of positive change is the, percentage of girls that previously responded negatively ('Strongly disagree' or 'disagree' to competency statements) but shifted their response to the positive side of the scale ('agree' or 'strongly agree.')

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Chart B: Colorful Girls Circles - Pre and Post Project Competency Self-score

Colorful Girls - 2013 Colorful Girls Circles Program Evaluation (N=577)							
	Content Areas						
Skills	My Daily Life	Being a girl	My Education	My Rights and Protection	My Body and Health	My Society and Responsibility	My Future
Self-awareness and empathy	I can distinguish between things and activities that I like and don't like.	I am proud to be a girl.	I know what subjects in schools that I am most interested in.	I can identify when I have faced discrimination because of being a girls or because of my religion or ethnicity.	I know which foods make me healthier and less healthy.	I can identify when I am being passive, assertive and aggressive.	I can explain what would make me happy in my future.
Communication and interpersonal skills	I feel confident in speaking with adults inside and outside my family.(Personal growth)	I am confident in showing my own personal style.	I can identify behaviors of mutual respect amongst my peers.	I can resist negative peer pressure.	I know how to communicate that I do not want sex.	I can identify issues in my community that have negative effects on teenage girls.	I can describe how marriage affects girls' lives.
Decision-making and problem solving	I can choose friends who I can trust.	I know that as a girl I have just as much right to have a dream and achieve that dream as a boy does.	I know how to handle conflict at school effectively.	I understand the risks of being sent away for work.	I can take care of my body when I have my menstrual period.	I have role models and can identify qualities that I like on other people.	I can explain how completing secondary school will improve my life.
Critical and creative thinking	I can use creativity to help myself.	I accept other people who are different from me.	I can make a study schedule and stick to it.	I know to tell a trusted adult if I have been physically or sexually abused or harassed.	I understand the negative consequences of using drugs and alcohol.	I can make a personal budget.	I can check my actual accomplishments against my life goals.
Coping with emotions and stress	I can explain what I am feeling and why.	I can identify what I like best about myself.	I can prepare myself mentally for exams.	I know I can contact my CG facilitator in any dangerous situation.	I know that physical and emotional health are both important to my personal development.	I can find a safe place in my community when I need it.	I have the skills to cope with possible stress relate to important life decisions.

	20% or more of the girls surveyed report positive change
	10% to 14% of the girls report positive change
	15% to 19% of girls surveyed report positive change
	5% to 9% of the girls report positive change

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The most noticeable changes have been in girls' confidence in making decisions about their futures as well as understanding of their basic human rights. The weakness in our curriculum, or perhaps, our facilitation style is not related to a specific theme as smaller changes in perception and attitude are reflected across different sets of competencies. Girls reported improvements in various areas of self-awareness and communication, though not strongly when it comes to describing their feelings. Additionally, we expected to see more progress in girls' awareness of dangerous migration. Girls implemented campaigns against violence in their communities though somehow this did not conceptually cross-over into the discussions on migration and exploitation.

Objective 2: Prepare facilitators within Girl Determined's Colorful Girls Circles and those in three other community organizations to run circles locally.

Activity: Staff retreat and on-site training workshops.

In March 2013 we were able to run a training workshops for eight days for new facilitators from new community sites as well as ongoing community sites. We conducted the workshop in Pyin Oo Lwin for 25 facilitators from 6 community sites.

Holding the residential retreat prepared new facilitators to carry out the program, but also to feel a strong connection with Colorful Girls mission and priorities. The training included an introduction to Colorful Girls work, some activities to illuminate the specific needs of adolescent girls in order to understand why we work they way we do, and ample time to learn specific facilitation techniques and practice by running circle session amongst the group. By facilitating these circles and experiencing them, new facilitators learn the facilitation skills, but also benefit from being circle participants. This approach to training strengthens teamwork and encourages the type of self-awareness amongst the facilitator that we are fostering. A facilitator who is self-aware and confident is better able to work with our curriculum and the adolescent girls more effectively. Nonjudgmental, supportive and true strengths-based facilitation is a skill that takes time to develop.

We used new training materials that we developed for a draft facilitation manual. Most of the new facilitators we selected in a joint decision between a community institution and Colorful Girls Lead Facilitator. In order to engender greater autonomy in programming we asked new participating schools to identify local women to be facilitators and then we interviewed and decided alongside school heads. From a human resources perspective we call these women "Community-based Facilitators" and they are not directly managed by Colorful Girls. An unexpected outcome of this model has been that in at least one school, the head monk raised funds and, in a newly constructed school building, designated a room to be exclusively for the use of Colorful Girls. The facilitators can store their supplies there and have privacy will running circles.

In December we conducted an all-staff planning meeting and get-to-know you workshop in Chaung Tha. Because the community-based facilitators and the office-based staff do not interact as regularly as possible, we brought all together to plan for 2014 and build improved working relationships. The workshop proved to be quite expensive for the few days and we will need to assess as times goes forward the value

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of such inputs. For certain, the December planning workshop did establish a strong plan for project implementation through the first half of 2014. Staff planned and prepared for community activities, summer camp and site expansion along with the needed community-based facilitator training.

Objective 3: Enhance girls' public sector leadership skills through direct activism.

Activity: Girl-led Campaigns

Through 2012 we have been developing and piloting a new project 'Girl-led Campaigns' in five communities in the outskirts of Rangoon. Girl-led Campaigns' prepare girls to assert their voice and inspire community members to listen, both very new in this context. In training a select number of girl leaders to carry the project forward through peer learning, we have developed a new service delivery model for this context. We tested the model in 2012-13. Girl-led Campaigns allowed girls to take the lead, identify an issue, form a campaign strategy, plan and budget the campaign, execute the campaign and evaluate its impact.

Due to human resource limitations we did not expand the Girl-led Campaigns program in 2013. Rather, we continued with the 5 communities in which the program started in 2012 and completed the full campaign project cycle in January, February and March 2013. We were unable to capitalize on media engagement opportunities with the campaigns.

The girls developed and implemented the following campaigns:

Community 1:

End Sexual Harassment of girls and women on the streets and in the Bus

Provide women and girls with whistles to blow in the event of harassment. Produce informational and explanatory pamphlets about this use of the whistle and girls experience of harassment. Canvas the streets and bus-riding populations to hand out whistles and pamphlets and explain the issue. They secured permission from the local and regional government authorities in their area.

Community 2:

Stop using so many plastic bags!

The girls gathered information on the problems in their community caused by plastic bags – danger to the animals, clogging the drainage pipes, etc. They produced a brochure. They made paper bags out of recycled school paper and newspaper, which they distributed to shop keepers. They cleared trash in the community and handed out informational brochures. They secured permission from the local government authority.

Community 3:

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End Ethnic Discrimination in Our Community

Girls developed poems about ethnic discrimination and the need for unity. They produced a small booklet of information and their poems. They canvassed the streets sharing their thoughts and giving out brochures. They secured permission from the ward authority, but at the time of implementation there was an outbreak of anti-Muslim violence in the country and so they were limited in the area which the authorities permitted them to canvas. They had planned for four days, but could conduct only two days.

Community 4:

Stop the use of chemical dyes in food.

Girls collected information from reliable sources on the use and danger of chemical dyes in food. They create an informational brochure. They purchased and prepared dye-free foods to sell at the local market while giving away brochures and explaining the dangers to the shoppers. They sought permission from local government authorities in their area as well as the market warden.

Community 5:

Stop Littering.

Girls canvassed the community with invitations to join them in a series of community-wide trash collection days. They organized all the young people and children in their hostel/dormitory to participate. They carried out rubbish collection for four consecutive Saturdays. They secured the permission of the local and regional government authorities.

Evaluation

We conducted extensive data collection to evaluate the impact of Girl-led Campaigns. The Impact analysis comprised three key research features.

1. Gender Attitude Survey – This survey was developed by the research team as a means to ‘set the stage.’ It provides insight into the broad community populations’ attitudes and perceptions of gender and gender difference. The participating adolescent girls collected the useable data from 1141 individuals in the community.
2. Small Groups Discussions – Research teams conducted small groups surrounding issues male/female leadership, leadership of those not considered adults, gender difference. Teams conducted small group discussions before and after the implementation of the action with adolescent girls, adolescent boys, school teachers, mothers, fathers and community leaders. These small group discussions were carried out in four project communities and one non-project community as a control.
3. Project Feedback – Research teams developed a project feedback form for participating girls. The feedback form included questions about campaign preparation, group dynamics and individual learning and change.

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Using the available data, we address each learning question specifically and, where appropriate, separate results according to respondent group.

Learning Question 1: In what ways does girls' active participation in the public sphere shape the attitudes and perceptions of girls' worth held by community leaders, teachers and family members?

Key Finding: All groups, teachers, parents, teenage boys and community members, demonstrated notable change in their understanding of girls' abilities and therefore, worth, through the process of Girl-led Campaign planning and execution. Some saw the change as a result of the girls having received the 'training' on conducting campaigns while others described more fundamental shifts in their understanding of gender difference.

Parents:

1. Parents came to trust their daughters to make good decisions, lending towards a decrease in parents determination to control their daughters' mobility.
2. Parents reported respect for, what they saw as their daughters' new open-mindedness, increased maturity, ability to plan and draw up a budget, and confidence to speak to adults from participation in the campaign.
3. Parents were impressed by their daughter skill in leading such an activity which exhibited their daughters worth and value in a new way. Very clearly and directly, one mother stated, "If [my daughter] was not involved in these campaign activities over the past year, I would ask her to leave school and work in the factory for 60,000 kyats per month (\$70 USD)."
4. The parents who the most knowledge of the campaign activities tended to be those that reported the changes in their perceptions.

Teachers :

Overall, teachers responses varied more than those of parents.

1. Teachers showed significant changes into their perceptions of gender and specifically girls abilities. In one classroom, the teacher turned this into action by implementing a new leadership structure, the first in her many years as a teacher to include girls in leadership positions.
2. For some teachers, the weaknesses in the girls' implementation further proved to them their previously held beliefs that girls, by nature, cannot lead.
3. Most teachers recognized and appreciated changes in girls including increased confidence and ability to speak to adults.

Adolescent Boys:

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Pre-project data collection shed light on boys understanding of gender difference as very strict and generally quite derogatory towards girls and women. Though some boys were open and had no specific qualms with girls taking leadership roles. Boys that participated in the campaigns demonstrated changes in their understanding of commonly-held gender role norms.

1. Some boys struggled with to reconcile the internalized gender values with what they had experienced during the campaign.
2. Some boys praised the girls for their steady execution and good leadership.
3. And, for a small few, weaknesses in the campaign proved that girls are inept leaders.

Community Members:

Like other groups, community members generally accepted that girls and women were not cut out to be leaders. Small groups discussions included a really broad group including local government authorities, shopkeepers and school committee members. This was the first time they had seen such an action being led by adolescent girls.

1. They showed limited resistance to girl taking a leadership role in the community.
2. Some felt that the shifting political situation necessitates changes in the community leadership structure, including girls' participation.

Learning Question 2: In what ways does participation in girl-led campaigns change girls belief in common gender role norms?

1. Girls found confidence in their abilities to lead others, plan and carry out a campaign. This is in opposition to what they have heard from others about their abilities and skills.
2. Girls altered their understanding of their own potential and ability to lead. Though, with regards to 'physical weakness' gender norms pervade, in terms of intelligence, decisions-making, confidence and collaboration, girls see their ability to take a leading role.
3. Girls noted their ability to see the entire project through despite the challenges, recognizing their resilience in away they had not prior.

Learning Question 3: Do girl-led campaigns increase girls' sense that they can affect the circumstances and direction of their own lives?

Yes. Through the campaign the girls gained tools to make changes in themselves and their surrounding while, proving to many of them, that, indeed, they have the abilities and skills to influence the direction of their own lives. This occurred to varying degrees with no clear indication of what shaped the differences within the groups.

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Objective 4: Foster development of girls' rights movement through the implementation of networking opportunities.

Activity: Girls Forum/ Girls Conference

In 2013 we had great success by using International Day of the Girl Child as an opportunity for Colorful Girls to make public girls' concerns about infringements on their rights and really promote Colorful Girls work through the media. Colorful Girls organized one conference in Yangon and one conference in Mandalay, which brought together 900 girls in Mandalay and 600 in Yangon. The conferences were largely organized by Colorful Girls participants including planning the panels, managing the budget, emceeding the events, and handling the launch of the first-even Statement on Girls Rights in Myanmar.

The feature of the day was the Statement launch. The development of the statement lasting from April to October and included input from over 900 girls from different parts of the country and all from Colorful Girls. The drafting began at the Peacebuilding Summer Camp and then was reviewed and edited in a collaborative process with girls across our project sites. On International Day of the Girl Child, the launch of the statement brought girls' issues into the discussion. We successfully engaged the media resulting in at least 8 articles in both English and Burmese on the Statement and the rights of girls in the country. Girls were interviewed on the Myanmar TV news. We were not successful in securing attendance by government officials. We had worked to get officials from Ministry of Education and Ministry of Social Welfare to attend and gain exposure in order to build allies inside the government structures.

Media Coverage – updated October, 19 2013

Mizzima <http://www.mizzimaburmese.com/interview/14877-colourful-girls-.html>

MTRV – 4 <http://www.mrtv4.com.mm/news/local/others/detail/item:20897>

Myanmar Times <http://www.mmtimes.com/index.php/national-news/8536-more-than-1000-meet-to-discuss-girls-rights.html>

Irrawaddy <http://www.irrawaddy.org/feature/girl-power-rises-burma.html>

Emerging Women Leaders <http://www.thedailybeast.com/witw/articles/2013/12/27/burma-s-emerging-female-activists-are-ready-to-lead.html>

Objective 5: Prepare 40 girls with skills and understanding necessary inter-ethnic leadership.

Activity: Organize Peacebuilding Summer Camp - 6 days.

We successfully held Girls' Peacebuilding Summer Camp from March 23-30, 2013 in Aung Ban, Southern Shan State with the theme "Girls' Rights, Girls' Voice."

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Participants: 66 girls aged 13 to 17; Diverse ethnicities and backgrounds, about half come from our programs in Yangon and half from the Mandalay-based programs; 5 Girls were at the camp last year

In late March, Colorful Girls held our second annual Girls' Peacebuilding Summer Camp. It went fairly smoothly and, because of ongoing communal violence between Buddhists and Muslims as well as the peace negotiations underway between the ethnic armies and the government, the girls were keenly aware of the need to better understand one another across religious, cultures and geography. There were fewer girls than originally planned. At the time, just a few days before we left for camp there was a serious surge in violence in the Meihktila area and rumours that violence would spread to other parts of the country. Some parents feared for their daughter's safety and so pulled them out of the camp at the last minute.

We broke the girls into smaller teams and they worked together in those teams for the duration of camp. Our days were packed with various activities related to rights, history, understanding difference, team building and the development of strong communication skills. The activities were structured around defining conflict, defining peace and the role of peacemakers. In the evenings girls worked in their teams on inputs for the Girls' Declaration of Peace.

Girls from diverse backgrounds connected with one another and, in evaluations, girls demonstrated a change in attitude with regards to fear of 'the other' and in terms of fully understanding their individual responsibility to set an example and be a leader in their social circles with regards to community-level change.

Evaluation – Achievement of Objectives

Overall, we achieved the general objectives of the Peacebuilding Camp. Girls learned more about interacting and working with girls from diverse backgrounds. Girls had the experience of being accountable for their actions on a daily basis outside of the usual structures school, family – with which they engage. Girls worked collaboratively for the development of a Girls' Peace Declaration.

The following draws from the feedback forms completed by each girl at the close of the camp period. Colorful Girls research team reviewed the forms and selected comments made by the girls, which were relevant to the objectives. We have included just a few of the girls' comments below.

1. Build relationships with girls of different background, learning diversity and unpacking the cultural myths about different ethnicities and religions.

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Most of the girls reported new-found understanding across difference. There was a notable depth to some of their comments that demonstrated their commitment to pushing forward their thinking on faith and ethnicity.

“I have got new experience with different races and different religions. We made friends, unity, peace, understanding, collaboration and happy friendship.”

“I have learned about different attitudes, ways of talking, regional knowledge and how they overcome the challenges and I came to realize that it is impossible for me to try like them.”

“I have learned about different culture, praying, gospel songs from my roommate Christian friend. She asked me about Buddhism and I talked about it. She also explained patiently when I asked about Christianity. “

“There was an ethnic girl in my room and it was difficult to understand her accent first. But it went well after talking with her very often. We learned different culture from each other. We practiced flexibility among each other through forgiveness, understanding and tolerance.”

2. Increase their sense of independence and practice making decisions about daily routines.

Girls took responsibility for their surroundings. They kept their rooms organized and handled the various duties – trash collection, helping the cooks, clearing the dishes, refilling the drinking water – in their teams.

“I became mature by thinking of others. I had to include the other girls in my decision-making process throughout the day.”

“Before going to bed, I asked my roommates how they honored Jesus and they answered their God is immortal and if someone honors him, they won't be in hell. I gave them understanding. There are altogether three girls in my room and they like clean and tidy. I stayed with them as they liked. It was not like my home. In my home I am free at home. When I stayed with them I have to manage to be clean.”

3. Opportunity to explore their own beliefs and self-awareness away from the stresses of daily life.

Girls demonstrated independent exploration of issues around diversity and inter-ethnic, inter-faith conflict. The camp setting was comfortable and the girls were pleased with the food, weather and sleeping conditions. They liked the morning exercises and managing the daily schedule.

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“I liked learning about Peace. I discovered here at camp that peace is not something that is far away, but rather it is inside of us and starts with each one of us as individuals. When I get knocked down, I feel angry, but I will find it in myself to explain my feelings and also feel compassion with the other. Peacemakers must sacrifice and not be selfish, as we heard the saying from Gandhi. In Meihktila, we really need a peaceful resolution. The source of the conflict is discrimination and unless we end discrimination, we will never gain a peaceful and developed society.” - Yadana, aged 14 (from interview)

“I used to be serious with my own religion and I didn’t like other religions. But I understood about other religions very well at the camp and I could manage to get along with people with different religion.”

4. Significantly improve competencies in cross-cultural understanding and non-violent communication

Though the girls reported learning much about cross-cultural communication, many claimed using strategies that did not demonstrate engagement, but rather just being polite and avoiding conflict. In the future, we will deepen the non-violent communications skills-development aspect of the camp to provide girls with better tools for engaging in difficult conversations.

“I teased her to make friendship with her.”

“I met Pa-Oah and Palaung girls and it was difficult to understand when they talked.”

“I have learned about their attitude, culture and religion. Ethnic girls are pure minded.”

“Although I had some frustration, I hid my anger to build a good relationship.”

Of course, some girls described their deeper engagement and negotiation of difference.

“I took a great care to what I should say and what I shouldn’t for making a good relationship.”

“According to different, I have to be flexibility to make a good relationship. So I talked how they like instead of talking how I like.”

5. Jointly develop a functional document - ‘Statement of Girls’ Rights’ – for use in multiple advocacy settings.

The girls at Camp successfully completed the joint development of the Declaration (aka Statement). Each team selected a representative. The groups convened daily to discuss the key priorities and structure for the declaration. Each team leader then reported to the other team leaders and the declaration took shape in this process throughout the course of the week. Most of the girls had never heard of such a statement/declaration and were thrilled to be a part of its development. Generally, it provided the girls the opportunity to consider themselves as change-makers. They also learned to write through a collaborative process. The completed statement is now being edited into a shorter,

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more concise version for dissemination. A delegation of girls will present their declaration to MP's, members of the Human Rights Commission, and the Gender Equality Network in the coming months.

Some comments from girls on developing the Declaration:

"I developed my thoughts during the process of writing the statement. My motivation grew during this time."

"Girls will get their rights. Girls from Colorful Girls will become women leaders in the future."

"Thinking in the writing process helped me to become brighter. I was able to analyze through writing the statement. "

"I was able to write such document. Brainstorming would be helpful to other writings. It helped us to choose the words easily understood. I came to realize lots of statements needed for the girls. Statement is important. "

"I have learned how to write affectively to the president governing the nation, how to express what happening in my town, For example, I learned how to write if my town is shortage of water."

"I have got the advantage to write for the girls to raise their voice and rights. I know that we can use writing to raise awareness and encourage change in our communities and in our country. For achieving girls' rights we cannot expect other people to do it for us. We must be active and writing this declaration is a step."

Objective 6: Improve understanding of adolescent girls lives in Burma and identify specific pitfalls that contribute to unsafe passage into adulthood.

As little comprehensive information exists on the daily lives of girls in Burma. Our staff researcher engages in both qualitative and quantitative data collection to improve our understanding. In 2013, we conducted significant data collection to gather understanding of both project impacts and girls' lives and perceptions. We were unable to conduct the monthly topical research as intended due to the pace of programming and the staff researchers need to focus on program evaluation and design research. As you can see by program evaluation above, we improved our understanding of girls' lives and certainly about community perception.

We have yet to collate data into a report that will be useful for advocacy purposes. Because we deal with a specific age group as opposed to a 'sector' designing an advocacy strategy has proven difficult. Additionally, girls in different areas face different critical barriers to achieving their full potential and these differences have to be taken into account. For some trafficking is a significant issues, for others early marriage and for others, dropping out of school to work in the factory. As the political landscape continues to shift, we could engage with either labour, education, health or social welfare. The shape of any research analysis will depend on which direction we choose to take future advocacy.

We completed a series of English-language white papers for reference. These white papers can be used for donors, media and others interested in the issues faced by girls in the country.

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Objective 7: Connect a broader audience of girls to available activities and resources for women.

Activity: Networking and Cooperate with Women Organization, Child Organization and Informal Education Organization.

Colorful Girls staff attempted to connect a wider audience of women and girls to the services and networks available in Yangon. The International Day of the Girl Child events were an opportunity for this type of connection. Overall, we found that there is really a limited set of services appropriate for teenage girls. Services for children do not extend to meet the needs of adolescents and youth services aim to reach individuals over 18, and more likely over 22. Local women's organizations though doing excellent advocacy especially as it relates to violence against women in the country, are not implementing direct services. We determined to flip the equation by engaging other organizations with our work to push for greater collaboration.

We are now working on a small write-up of the available services in education and professional development to understand how we can better dovetail with such programs. Such a write-up will also highlight the needs for adolescent-girls specific programs. There is a dearth of services for middle and high school level students and non-students of the same age.

III. Additional progress not outlined in original proposal

Built a relationship with Standard Chartered Bank

Through our international brand, Girl Determined, we have entered into a contractual relationship with Standard Chartered Bank and Women Win International to launch the Goal Program in Myanmar. The Goal Program will build on our weekly Colorful Girls Circles by adding weekly sport. Sport for development has proven to empower adolescent girls as most of the barriers to girls engagement in sport reflect larger social restrictions. Girls have the opportunity to lead on the court or field, build friendships, learn competition and communication and, well, to just have fun. For those girls that may not excel in other parts of life, school lessons, or beauty contests, sport can be an excellent way to build confidence. Goal program will start on 2014 and reach 500 girls in the first year.

Building a relationship with Standard Chartered is a solid step towards potentially reaching other corporate contributors. It lends legitimacy to our work and Standard Chartered careful ethical engagement with the country fits with Colorful Girls standards.

Build Staff skills and Confidence

In 2013 Colorful Girls staff really showed great initiative. Those in positions of leadership had really started to understand their roles and demonstrated confidence in carrying out tasks and delegating responsibilities to others. We have worked in these early years to promote from

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within the organization. This has meant that hired facilitators have become project coordinators and Project Leads. At times this has been a struggle because of the need to develop practical office skills such as computer use, budgeting and reporting. Staff often claim that they need “more training” and we have pushed them to feel confident with the idea that most learning is done on the job and gained through experience. We have seen, in particular, three of our coordinator level staff excel this year in their leadership and management, able to carry out complex design and implementation tasks with support but not strict oversight.

Accounting Improvements

We developed a new Financial Management Procedures Manual and finance staff have learned to use Quickbooks in order to move our accounting away from Excel and into accounting software. This will take us from a mixed cash/accrual system to an accrual system to help with tracking funds as well as managing cash flow.

IV. One Girl's Story

Interview with Ma Bo Mar Thin, Age 16, September 2013

“My parents have a farm where we grow Eugenia and we also have a grocery at home. I have five siblings and my eldest sister got married and lives with her family. Now there are seven people in my family. I lived with my grandma in our native town until I finished primary school. After that I came here with my grandma and continue my study.

I help my mother when she cooks and sometimes I help at the grocery. My brother doesn't do anything at home and he just wanders around. He sometimes helps in the farm and he has a fish pond but he spends for himself most of the income from it.

I have been with Colorful Girls for two years and the difference between Colorful Girls and the other girls is standing out to talk. Because of Colorful Girls I dare to talk any time. For example, I courageously stand up in the class when the teachers ask something while some other girls don't dare to do so. Those girls are surprised to see my courage and I told them it was because of Colorful Girls. One of the girls from my tutoring, she said she would move to my school so that she would be able to join Colorful Girls. Then she did it and now in the year one of the program.

Practicing one of the lessons from the circle activities helps me a lot. When I feel depression with my school lessons, I looked at the small mirror which I wrote the self encouragement and I feel better to do the lessons then.

Our Colorful Girls group participated in International youth Day and we presented with a song performance which I didn't even know to do this before I joined Colorful Girls. Now I feel more confident that I can do it.

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As a Colorful Girl, I have noticed that the teachers criticize girls more when they don't see it as bad with the boys, going out for fun is an example. Similarly at home, my brother spends time outside with his friends a lot and my parents don't say anything. However, they control over us not to go out for fun. On the way to school, the boys tease too much that the girls feel uncomfortable.

I have learned about peace building and the solving the conflicts during the summer camps and now I know how to apply it among my friends. I talked nicely to them instead of blaming. I want Daw Aung San Suu Kyi and government officials to intervene to stop the racial conflicts.

After I passed the matriculation exam, I want to organize teenage girls not only from school, but also from outside of the school and talk about the girls things. In year two, I want to learn more about peace building so that I can get involved practically in the cases. I like Daw Aung San Kyi's mother because she was the woman ambassador and could work for the peace. I really like peace building. To improve the Colorful Girls program, I want to suggest approaching community leaders for the girls in the community to talk about Colorful Girls.

It is a major issue for girls feeling uncomfortable because of the tease by males on the way between the school and the home. It is not possible to talk to them to stop the teasing; we can approach their parents to make them stop. There is no law to stop it too.

The monk here has started to give the chance for the women to talk in the meetings.

Parents tell their daughters to quit the school when they finish a certain grade. Then the girls are not motivated to learn because of that reminding. After they quit the school, the girls work in rough works like building roads or at construction sites for a very low charge. Some girls work for the dress makers with low charge too.

As much as I know Colorful Girls only work at the community schools and I want to suggest you to work with other schools. Because girls from those girls are interested in Colorful Girls activities. I want to become to become a doctor and also wants to take part in Colorful Girls in my free time."

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