DESIGNING INTEGRATED ECONOMIC EMPOWERMENT AND SEXUAL AND REPRODUCTIVE HEALTH PROGRAMS FOR ADOLESCENT GIRLS: **A KNOWLEDGE BRIEF FOR PRACTITIONERS**

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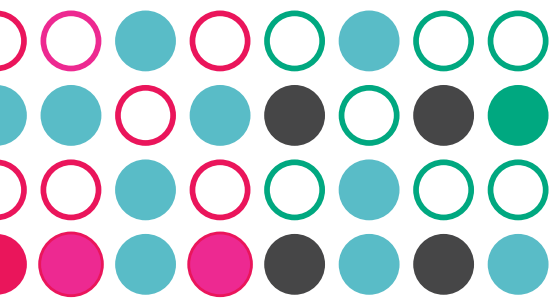
THE CASE FOR INTEGRATED PROGRAMS

There is growing interest among practitioners to develop program models that intentionally deliver across several outcomes important to girls' lives. At the same time, many practitioners have noted that the thematic areas of sexual and reproductive health (SRH) and economic empowerment often feel too disparate, too technical and difficult to bring together in a truly integrated program. The evidence on the interplay between SRH and economic empowerment is complex. Nonetheless, there are several well-evaluated adolescent girls' programs that have delivered results on both economic empowerment and SRH. These programs have provided important insights for practitioners to consider in the design of new programs.

It is against this background that this knowledge brief was developed with the intention of providing those interested in adolescent girls' programming with practical guidance on how economic empowerment and SRH can be integrated in a meaningful way. A number of multisectoral programs exist globally, comprising some combination of interventions in education, health, nutrition, SRH and economic empowerment, in recognition of the need for a holistic approach to achieve the best outcomes for adolescent girls' empowerment. However, the way to best integrate economic empowerment and SRH is not always obvious.



In 2021, the Adolescents 360 (A360) program, an SRH intervention implemented by Population Services International (PSI), decided to include an economic component in its package of SRH interventions for adolescent girls. Through the design and piloting process for these integrated intervention components, the team realized that there is a gap in the literature on what really works for adolescent girls when combining SRH with economic empowerment. This knowledge brief intends to fill this gap. Drawing upon learning from A360, and from a review of a number of well-established and evaluated integrated adolescent girls' programs, best practices and key considerations are presented.

> "The global community has long acknowledged that integrated solutions are needed to meet adolescent girls' interconnected needs. Yet when A360 began to pursue the design of more integrated, holistic programming, we felt a lack of practical guidance on how to do so well. Evidence on what works to promote adolescent sexual and reproductive health (ASRH) outcomes and what works for adolescent economic empowerment was clear. Yet there was little synthesis to demonstrate how prior programs have married the two successfully to amplify holistic outcomes. Or what guidance did exist was highly theoretical and not grounded in implementation realities. It was clear that talking about integration was easy, but doing so in practice was complex. We hope that this type of practical guidance, when added to by others, can help us progress beyond talk, so that integration in practice becomes the norm rather than an aspiration."
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> *- Meghan Cutherell, Senior Program Manager, Technical Services, A360, PSI.*

PROMISING APPROACHES TO DELIVER PROGRAMS THAT INTEGRATE ECONOMIC EMPOWERMENT AND SRH

1

DESIGN CURRICULA THAT FOCUS ON A FOUNDATIONAL SET OF SOFT SKILLS KNOWN FOR CONTRIBUTING TO BOTH ECONOMIC EMPOWERMENT AND SRH OUTCOMES

To achieve both economic empowerment and SRH outcomes, practitioners should focus on building soft skills that are relevant to both outcome areas. Many economic empowerment interventions focus on fostering girls' hard skills which include the technical competencies required for a particular job (e.g. the focus of vocational training), as well as other employment-related skills training, such as business skills and digital and financial literacy. However, it is equally important to ensure that girls are equipped with soft skills or foundational capabilities that are important for all facets of their lives and to the achievement of both economic empowerment and SRH outcomes. Soft skills development is often integrated into broader life skills programs. While each curriculum varies, there are a number of skills that tend to be prioritized in integrated programs which are captured in Box 1 (Marcus et al., 2017; Population Council, 2018). Furthemore, USAID conducted a literature review identifying a key set of soft skills that contribute to positive outcomes related to workforce development, violence prevention and SRH. They found that the most important skills to focus on are: communication, positive self-concept, higher-order thinking, and self-control (USAID, 2017). It is important to carefully consider the selection of skills in the design of program models that seek to build soft skills.

Box 1: Key soft skills to prioritize in curricula for integrated SRH/economic empowerment programs

- Goal setting
- Decision- making
- Communication (with parents, husbands, peers, etc)
- Negotiation
- Problem solving
- Managing stress and emotions
- Conflict resolution
- Leadership

The adoption and use of core soft skills by adolescent girls can be instrumental in helping them navigate challenging conversations and situations in their intimate relationships and the workplace or marketplace. This can also give them the confidence and agency to make their own choices regarding their livelihoods, health, and well-being. Participants of BRAC's Empowerment and Livelihood for Adolescents (ELA) program in Uganda, which focused on both hard and soft skills training, were found to have increased engagement in income-generating activities and decreased likelihood of having a child, as well as reporting feeling greater control over their bodies (Bandiera et al., 2018).

LEARNING FROM PRACTICE

THE BALIKA PROGRAM

The Population Council has implemented many adolescent girls' programs around the world and developed several soft skills development toolkits for practitioners. Aimed at girls aged 12-18 in rural Bangladesh, the BALIKA program included 44 hours of life skills training on gender rights and negotiation, critical thinking and decision-making following the "It's All One Curriculum" (International Sexuality and HIV Curriculum Working Group et al., 2009). In order to assess the impact of separate program components, a randomized control trial (RCT) compared results for three groups of participants who received one of the following interventions: education, gender rights awareness (which includes SRH and soft skills), and livelihoods skills training, which were compared against a control group. The study found that girls in the gender rights awareness group were 31% less likely to be married than girls in the control group (Amin et al., 2016).

2

UTILIZE GROUP-BASED PROGRAM MODELS TO PROVIDE THE WRAPAROUND SUPPORT NECESSARY TO ACHIEVE BOTH ECONOMIC EMPOWERMENT AND SRH OUTCOMES

For decades, practitioners have used group-based program models as platforms to deliver content on both SRH and economic empowerment. Group-based programs can be implemented in a variety of formats, ranging from girls' clubs and safe spaces to savings and loans groups. In particular, there are numerous examples of program designers leveraging existing Village, Savings and Loans Associations (VSLAs) to deliver content on contraceptives, SRH services, and bodily autonomy (CARE, 2019). As group-based programs can be costly to implement, the strategic use of existing, informal groups can be more cost-effective and sustainable.

Group interventions can cultivate social capital by fostering supportive networks that contribute to success across various life domains, the impact of which can be sustained beyond program completion (Rushdy, 2012). This is a particularly important point for economic empowerment outcomes as there is an assumption that building social capital can be a strategy to decrease vulnerability to economic risks (Fewer et al., 2013). Given the sensitive nature of both SRH and economic empowerment content, group settings can create a conducive space for girls to explore complex topics while cementing a network of support and peer learning.

Groups also provide a platform for messaging and content on multiple topics, resulting in a truly integrated program model. Some practitioners strategically leverage this by promoting topics that are particularly attractive to adolescent girls, such as savings and earning money, as an entry point for discussing more challenging (and sometimes less interesting) topics including access to contraceptives. An example of an initiative that has successfully done this is the Action for Slum Dwellers' Reproductive Health Allahabad (ASRHA) program implemented by the Population Council and CARE in India. This program combined reproductive health education, vocational training and assistance in opening savings accounts. A condition of accessing the livelihoods training component of the program was regular attendance at SRH sessions (Sebastian et al., 2004). The A360 program similarly made attendance at weekly sessions, intended to build girls' knowledge and skills, a prerequisite for accessing matching grants that were established to support girls in income-generating activities (Cutherell et al., 2023). However, this strategy can only be successful if girls fully understand the value of the soft skills and how they are linked to their desired economic outcomes. Therefore, practitioners should be conscious of how this messaging is presented to the group. Furthermore, the particularly sensitive nature of SRH content, which can put girls at risk, calls for the development of a robust mitigation strategy.

LEARNING FROM PRACTICE

BRAC'S EMPOWERMENT AND LIVELIHOOD FOR ADOLESCENTS (ELA)

Using a club-based model, this program provides adolescent girls aged 14 to 20 with a space where they can access a plethora of wraparound services, including information and training on sexual and reproductive health, financial literacy, vocational skills and microfinance, facilitated by trained mentors, as well as educational and recreational resources such as books and games. The clubs provide a safe space for girls to socialize and form connections with their peers, where they can discuss issues and take part in social activities such as acting, singing, dancing and playing games. An RCT of the program in Uganda found that four years post-intervention, program participants were more likely than the control group to engage in income-generating activities, mostly in self-employment. The study also found a sharp decline in early marriage and pregnancy as well as in the number of girls reporting sex against their will (Bandiera et al., 2014). However, findings from an evaluation of ELA clubs in Tanzania have not been as positive and the reasons for this are unclear, although there are suggestions that resource constraints may have played a role (Buehren et al., 2017). This serves as a reminder that group interventions can be costly to implement and may not be a realistic option in all settings.

PRACTITIONER TIP
MENTORSHIP

Group-based programs have often leveraged mentors, providing adolescent girls with access to a respected female from the community whom they can trust, and who is trained to provide knowledge and support. As a tried and tested approach, there are a number of tips for practitioners to keep in mind:

- **Clear definition and recruitment criteria for mentors that respond to the needs of the specific population.**
  Many programs select mentors who are slightly older than program participants (for instance young women around the age of 20), to ensure that they have more lived experience but are not too far removed from the realities that adolescent girls face. For similar reasons, mentors should be from and live in the communities they serve, which increases the trust that both girls in the program and their parents and guardians have in them (Temin and Roca, 2019, Bandiera et al., 2014). It is also worth considering the inclusion of older, more experienced women as mentors who can share their knowledge. The A360 program found that girls valued both the business experience of older mentors as well as the similar lived experiences of 'near peers' they could open up to (Cutherell et al., 2023).

- **Appropriate recognition and compensation of mentors to improve efficacy and retention.** It is vital to ensure mentors are recognized and compensated for their time. This not only guarantees higher motivation and better quality work, but also demonstrates to the community the value of the work that mentors do (Temin and Roca, 2019). Some programs include stipends while others also include a non-cash contribution to help them carry out their work. For instance, the 12+ program in Rwanda provided mentors with a phone and calling credit to facilitate the formation of communities of practice (DFID, 2018a).

- **Provide mentors with adequate training.** Training mentors to build their capacity in participatory learning and facilitation methods is vital in order to keep adolescents engaged and interested in learning (Sebastian et al., 2004). Mentors also need to be trained on the program curriculum itself as much of the material may be new to them (Temin and Roca, 2019; Boost and Miller, 2020). The duration and frequency of the training depends on program resources, but ideally should not be a one-off event. Mentors also require mentorship and ongoing support, including opportunities for continuous learning, as this may be the first such experience for a young woman (ibid). Mentors in the 12+ program received constructive feedback and regular check-ins by supervisors (DFID, 2018a). In addition to training, detailed facilitation guides and materials in the local language are essential to support mentors to deliver the curriculum (Boost and Miller, 2020).

3

CENTER GIRLS' VOICES, EXPERIENCES AND LEADERSHIP

Decades of program evaluations suggest that successful adolescent girl programs are built on an understanding of girls' needs. This is particularly critical for program models that integrate economic empowerment and SRH solutions, as the complexity of these thematic issues necessitates contextualization for different groups of girls.

The best way to do this is to involve girls in the program design process from the outset and to ensure that continuous feedback mechanisms are built into the implementation and monitoring plan to adapt programming when and where necessary. Not all programs will have the resources and time to pilot and test several iterations of an initiative. But at a minimum, programs should consider asking girls what they need in order to participate; for instance, travel time and cost should be minimized where possible. For example, the World Bank's Adolescent Girls' Initiative (AGI) offered participants in Afghanistan, Liberia, and Rwanda a choice between morning or afternoon sessions, allowing girls to choose the best time to fit around their other responsibilities. AGI is a program designed to promote adolescent girls' and young women's transition into productive employment through a combination of life skills or employability training and technical, vocational, and business development skills. Based on feedback from girls, the AGI also provided girls with a monthly stipend to help with their food and transportation costs and childcare was provided onsite (World Bank, 2015). This example illustrates an approach that recognizes and respects competing demands on girls' time and their multiple responsibilities.

There are key entry points for the active engagement of girls throughout the program cycle. Figure 1 illustrates a continuum with three types of girl-centered methods: 1) girl-led, 2) girl participation, and 3) limited engagement. First, girl-led methods firmly put girls in program decision-making positions. For instance, EMPower, a grantmaking organization focused on at-risk youth in emerging markets, has established a girl advisory council to advise their funding strategy to ensure it meets the needs of adolescent girls (EMpower, 2021). Moving along the continuum, girl participation methods identify strategic moments for the engagement of girls, particularly through co-design processes (including involvement in design workshops), participatory monitoring and evaluation approaches that draw on girl-friendly methods and ongoing feedback mechanisms. The Population Council has developed a number of girl-friendly tools to support needs assessments and design efforts for their holistic adolescent girl programs. For instance, their "In and Out" cashflow tool aids the design of economic empowerment programs by gaining a better understanding of where girls get their money and how they spend it (Austrian and Ghati, 2010). Proceeding to the end of the continuum are programs that have limited engagement of girls, often involving girls in tokenistic and transactional ways.

Figure 1: A spectrum of girl-centered methods

MORE GIRL CENTERED

GIRL- LED

- Establishment of girl-led program governance and advisory bodies.
- Girls determine program objectives and implementation models

GIRL PARTICIPATION

- Meaningful engagement of girls during program design, including participation in co-design workshops and landscaping exercises.
- Participation of girls in monitoring and evaluation using girl-friendly participatory tools such as community mapping, scorecards, storytelling, photos, 'a day in the life' tool.
- Establishment of feedback mechanisms to gain girls' views on project activities throughout the implementation phase, including focus groups, suggestion boxes, SMS feedback mechanisms.
- Participation of girls in advisory boards

LIMITED GIRL ENGAGEMENT

- Tends to engage girls during initial phases of the program cycle, such as conducting needs assessments but does not meaningfully engage girls throughout program implementation, monitoring and evaluation.
- Can be extractive and rely on 'token' girl engagement.

LESS GIRL CENTERED

LEARNING FROM PRACTICE
THE ADOLESCENTS 360 (A360) PROGRAM

Population Service International's A360 project utilized a human-centered design (HCD) process to integrate economic empowerment interventions with its existing SRH programming for adolescent girls aged 15 to 19 in Nigeria, Ethiopia and Tanzania. The design process involved three phases: insight gathering, rough prototyping and live prototyping. Throughout these phases, adolescent girls and other key stakeholders, including mothers and husbands, were meaningfully engaged in testing and were asked for feedback through various methods including interviews, focus group discussions and role playing. Youths aged 18 to 24 were hired as researchers and designers to ensure that adolescents' voices and opinions were fully captured and understood. Several insights surfaced from the evidence that informed the final program design. One such insight was that girls were showing a lack of interest in some of the economic empowerment and SRH program components, thus affecting their attendance at weekly sessions. The program pivoted by adopting a low literacy, participatory approach to training that was more engaging. Another insight that arose from Ethiopian girls was that the savings available in the shared pool were too small to enable them to significantly invest in income-generating activities. The program adapted by introducing matching grants of up to 150% made available to the savings group, contingent on attendance and good bookkeeping practices (Cutherell et al., 2023). By centering girls' voices throughout the program cycle, the A360 program has been able to adapt and in turn, deliver better results for girls.

4

TAKE A LIFECYCLE APPROACH

The evidence base overwhelmingly suggests that a lifecycle approach - which considers the evolving needs and capacities of girls at different stages of adolescence - is critical to the development of responsive and effective programs. Lifecycle approaches consider girls' changing needs and capacities in relation to social, cognitive and biological development. Broadly, there are three stages of adolescence: early (10-14), mid (15-17) and late (18-19) (Blum et al., 2017). While there are important cognitive, hormonal and emotional changes associated with these three stages, the lived experiences of adolescents are also shaped by their context, culture and life experiences (e.g. married vs unmarried girls, girls in school and out-of-school).

Programs that have simply 'copy pasted' programs initially designed for women and applied unchanged to adolescent girls have largely been ineffective (Kabeer, 2018). Moreover, adolescence is a time of significant change and there is a need to further drill down on specific stages of adolescence to deliver results. For instance, Girl Effect adopted a deliberate lifecycle approach to the development of program content for their digital platform for adolescent girls. Drawing upon neuroscience, their research indicated that as the prefrontal cortex - the brain's center for execution control - develops across adolescence, girls are better able to plan (Blum et al., 2017). Therefore, when designing program content to target younger adolescents (aged 10-14), there was limited emphasis on financial and life planning. In integrated programs, discussions with adolescent girls about their goals and decisions around careers and childbirth should be approached differently depending on the age group. However, it is not always enough to consider a girl's age, as some factors of lived experience can influence what is appropriate or needed; for example, married adolescents will have different wants and needs compared to unmarried adolescents, even of the same age (Boost and Miller, 2020).

Practitioners should be aware of these differences in adolescent development and lived experience and ensure that curricula content and the modality of trainings are best suited for the target population. Segmentation of adolescent girl populations by various demographic and contextual factors can create categorizations that allow practitioners to drill down on the specific sub-populations of girls whom programs intend to target. This type of segmentation was applied in A360's expansion work in Kenya, identifying particular 'archetypes' that included married adolescent girls, and single adolescent mothers, allowing the project's design process to be more targeted to their specific needs and contributed to the design of a more resonant intervention (Njoki et al., 2023).

Box 2: Taking a lifecycle approach to integrated programs: Key questions for practitioners

At which age do girls/women tend to get married and have children? How does this impact messaging on contraceptive use and ability to access services?

When do girls tend to finish school? How do they access information about financial services and SRH outside of school?

Given that planfulness is a capacity that develops in mid-late adolescence, what are age-appropriate methods to deliver information on contraceptives, financial and career planning?

Are there national regulations restricting adolescents from opening a bank account before a certain age? Which savings modalities are most appropriate at different stages of adolescence?

What additional risks do adolescents experience when engaging with programs? What are age-appropriate strategies to mitigate these risks?

When designing programs that integrate economic empowerment and sexual and reproductive health components, there are a number of important questions for practitioners to ask, as summarized in Box 2. With regard to economic empowerment, certain interventions are more appropriate for older adolescents. For instance, fundamental financial literacy skills are required to open a formal bank account or participate in microcredit schemes. This was a lesson learned by the pilot phase of the Tap and Reposition Youth (TRY) program implemented by the Population Council for out-of-school adolescent girls and young women aged 16-22 living in low income areas in Nairobi, which combined microcredit with integrated savings, business support and mentoring. The pilot found that group savings and credit schemes were more successful with young women aged 20 to 22 compared to adolescents (Erulkar and Chong, 2005). Vocational training and other employment-focused initiatives are often better suited to older girls entering or already participating in the labor market; for instance, the World Bank AGI targeted girls aged 15 and up (World Bank, 2015).

However, the TRY program did find that younger girls are also interested in savings; therefore, informal savings groups might be appropriate for them, along with training in financial literacy (Erulkar and Chong, 2005).

In SRH programming, it is also paramount to consider the evolving capacity of the adolescent, defined as the gradual process of taking full responsibility for actions and decisions that happens at a different pace for every individual but that is influenced by age and other factors (UNESCO, 2015). In the Population Council's Filles Éveillées program for migrant adolescent girls in domestic service in Burkina Faso, some of the content of the life skills education relating to sexuality and reproductive health was found to be difficult for younger girls to understand and relate to (Jarvis & Kaboré, 2012). Program designers should carefully consider what information is appropriate and useful for different age groups in terms of their capacity to make informed decisions about their sexual activity and reproductive health.

LEARNING FROM PRACTICE
THE 12+ PROGRAM

The 12+ program for adolescent girls in Rwanda, a life skills education program managed by the Rwanda Ministry of Health, was developed with the particular needs of early adolescent girls in mind. The program designers recognized that this period of cognitive development - from the age of 10 to 14 - is when young girls become more open to both risk-taking and influence from peers and other social networks. It is therefore a critical moment to provide them with support in making more informed and less risky decisions, and to provide them with time-sensitive knowledge and skills that can set them on a positive transition to later stages of adolescence and eventually, adulthood. Program components include age-appropriate training on SRH, nutrition and financial matters, as well as informal savings groups. Qualitative evidence shows that girls who participated in the program had improved confidence, negotiation skills, and safety awareness, and a better understanding of key SRH and health issues including menstruation and hygiene (DFID, 2018b). Program monitoring data also indicates increased school attendance, academic improvement, improved financial literacy and increased savings (DFID, 2018a).

5

IDENTIFY AND ACTIVELY ENGAGE KEY INFLUENCERS WHO PLAY A ROLE IN GIRLS ACHIEVING SRH AND ECONOMIC EMPOWERMENT OUTCOMES

Whilst a central focus of integrated programming is at the individual level (i.e. building girls' knowledge and skills), it is also important to recognize the context in which girls live, their key relationships and the social norms that can either hold them back from achieving their goals or support them to do so. Identifying influential stakeholders in the lives of adolescent girls is essential for effective program design. Power dynamics vary across contexts, necessitating targeted engagement with diverse actors such as parents, partners, husbands, community leaders, parents-in-law, and older brothers during specific program design and implementation phases. It is recommended that practitioners engage with these key influencers to solicit their support for girls' economic and SRH goals. Engagement can range from lower-touch, community awareness-raising activities that aim to remove the gatekeeping function of particular individuals and groups that could hinder the achievement of program objectives to higher-touch engagement that seeks to transform beliefs, attitudes and behaviors that perpetuate gender inequality.

Any engagement with key influencers should be tailored to that person or group, based on their role in a girl's ecosystem. At a minimum, programs targeting adolescent girls should be based on a gender analysis which identifies the main actors in girls' lives. When setting up ELA clubs, BRAC carried out a number of community consultations and meetings with parents and village leaders to ensure community support and ownership of the program (Buehren et al., 2017). Experience from CARE's TESFA program in Ethiopia, which provided economic empowerment and SRH training to married adolescent girls aged 14-19, highlights the particular challenge of recruiting and retaining married adolescent girls due to restrictions on their mobility and the responsibilities they shoulder (Edmeades et al., 2014). This underscores the importance of engaging with husbands and developing tailored messaging to secure their support. For instance in some contexts, programs might want to emphasize the economic benefits of using contraception and women's contribution to the financial stability of a household (Cutherell et al., 2023).

Additionally, given the sensitive nature of economic empowerment and SRH content, there is evidence to suggest that economic empowerment programs that do not involve important social actors in girls' lives can create significant risks for girls. Working with key community members is critical to avoid any backlash caused by the interventions (Bell, 2019). There is mixed evidence on whether programs that encourage access to savings and credit can lead to increases in intimate partner violence if partners are not engaged. Program designers must give this serious consideration when conducting program risk assessments.

LEARNING FROM PRACTICE
THE IMAGINE PROGRAM

The Inspiring Married Adolescent Girls to Imagine New Empowered Futures (IMAGINE) program for adolescent girls aged 15 to 19 in Niger, implemented by CARE from 2019 to 2021, mobilized the entire community to support the program's primary objective of delaying first birth. In addition to its programming with adolescent girls' collectives, IMAGINE also engaged young men in existing social clubs, known as Fadas, with a curriculum that covered sexual and reproductive health, relationships, and financial literacy. They recruited them as allies and champions to challenge social norms that promote early pregnancy. The men were trained in awareness-raising activities and in developing community action plans, while peer leaders were recruited and trained to take ownership of the group. Alongside the Fadas and the girls' collectives, key community stakeholders including community leaders, mothers-in-law, religious leaders, and health care workers were invited to discussion groups that followed a participatory curriculum facilitated by local leaders and were subsequently organized into management committees, creating community action plans to change norms and behaviors that contribute to early marriage and pregnancy (CARE, 2020). The endline evaluation of the program found that although there was no significant effect on delaying first birth among the adolescent girls who participated in the program, there were significantly higher rates of contraceptive use compared to the control group as well as greater health service utilization and engagement in income-generating activities (CARE, 2023).

LOOKING FORWARD

The five promising approaches summarized in this knowledge brief are intended to equip practitioners with the practical know-how to deliver truly integrated programs for adolescent girls. Programs are continually evolving and adapting to new learning and evidence and this brief has attempted to capture best practices that have emerged from several programs that have been rigorously evaluated and tested.

WANT TO KNOW MORE?

To deepen your work on delivering integrated programs, check out these helpful resources:

- **A360**, Balancing evidence-informed and user-responsive design: Experience with human-centered design to generate layered economic empowerment and SRH programming in Tanzania, Ethiopia, and Nigeria
- **EMPower,** Learning Together: A Toolkit for Monitoring & Evaluating Programs for Adolescent Girls
- **GAGE**, Interventions promoting adolescent girls' economic capabilities: what works? A rapid evidence review
- **Population Council**, Girl-Centered Program Design: A Toolkit to Develop, Strengthen and Expand Adolescent Girls Programs
- **Population Council**, Delivering impact for adolescent girls: Emerging findings from Population Council research
- **Population Council**, Insights and evidence gaps in girl-centered programming: A systematic review
- **UNFPA, ILO, World Bank Group and SYP**, Programmatic Guidance on Integrating Adolescent Sexual and Reproductive Health and Rights and Economic Empowerment of Young People

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