

MOVING BEYOND TALK: DESIGNING AND DELIVERING INTEGRATED PROGRAMMING FOR ADOLESCENT GIRLS

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WELCOME

OUR SPEAKERS



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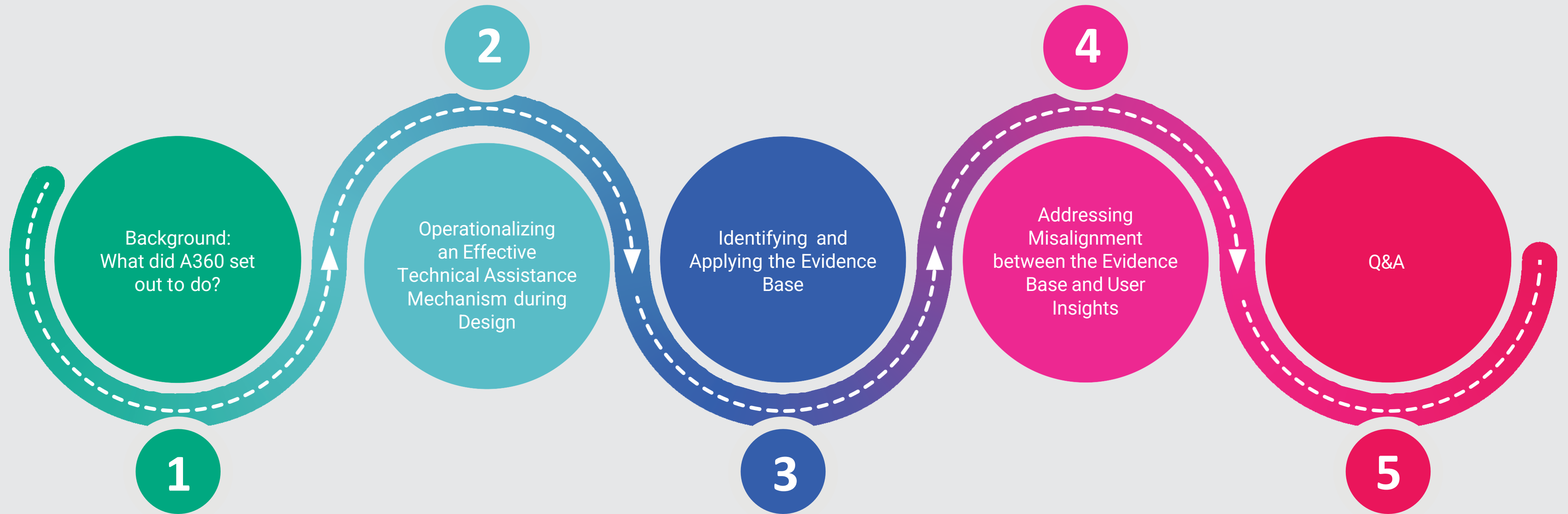
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SFH Nigeria

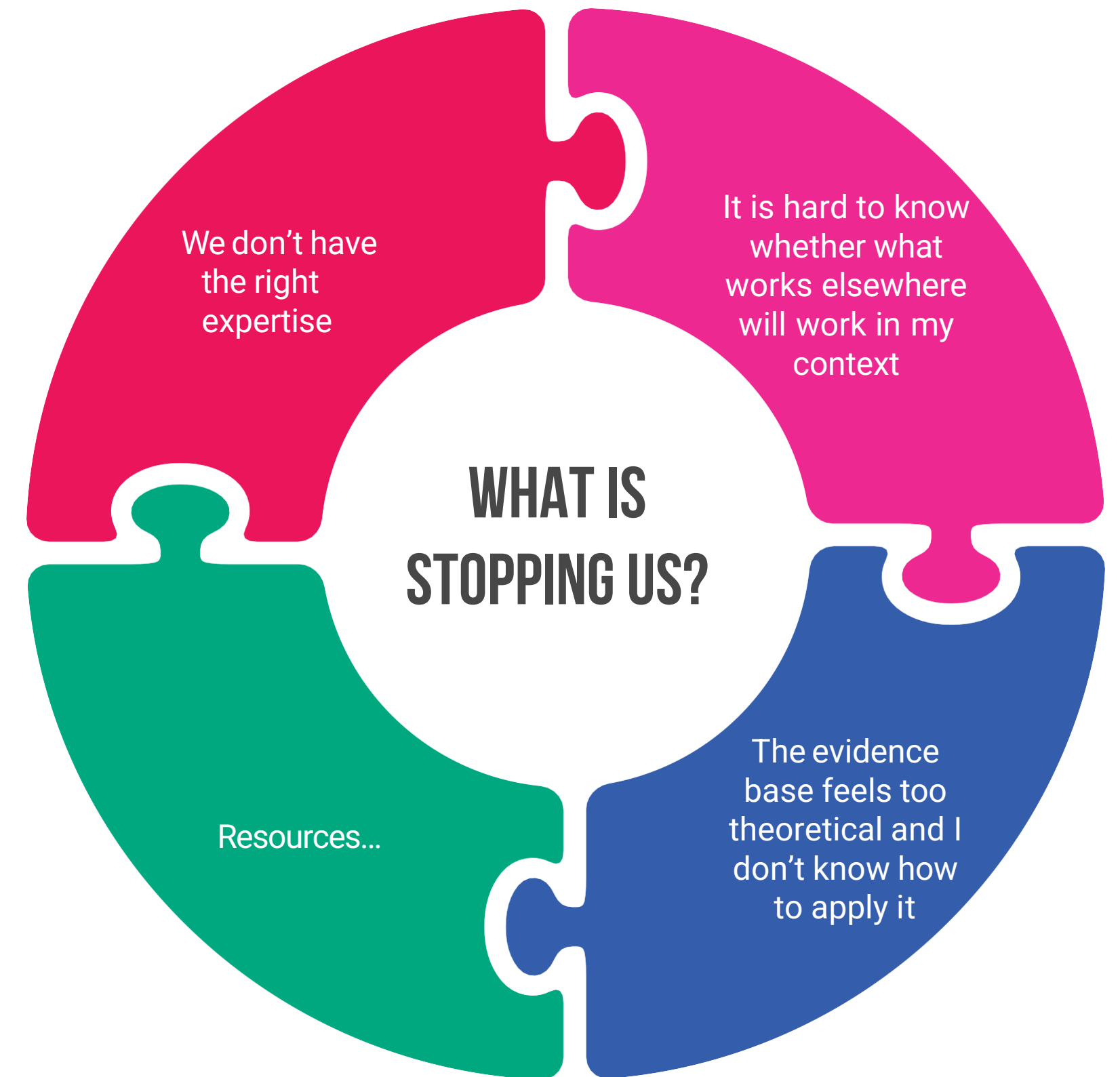
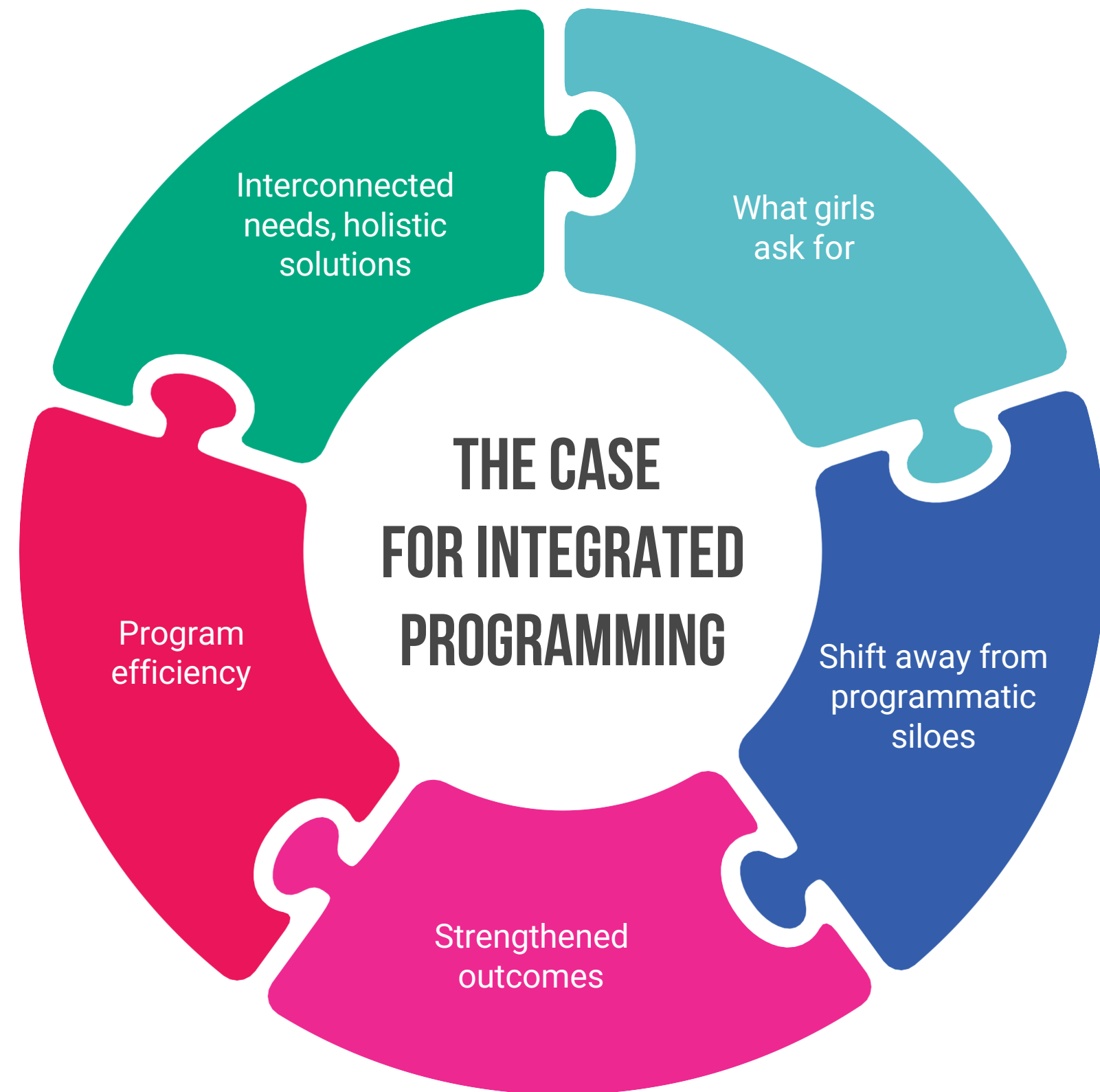
TODAY'S JOURNEY



BACKGROUND:
WHAT DID A360
SET OUT TO DO?



INTEGRATING PROGRAMMING WORKS, SO WHY DON'T WE DO IT?



A360'S JOURNEY TO DESIGN

A360's interventions already tap into girls' aspirations. The resonance of our interventions rely on this offering which is 'greater than SRH.'

The mentor came to our compound to invite us...what got me interested was that she said at the end, we will learn a skill... Hearing that, I became so interested.

- Girl, Nasarawa State, Nigeria



Though these components were well received overall, for some girls the reality of these offerings fell short of expectations.

They should be teaching us a variety of skills at a time because parents do stop their girls from participating once they discovered they are only teaching them just one thing.

- Girl, Ogun State, Nigeria



We saw the value of strengthening these components to provide a more substantive economic empowerment offering.

The program is helping me to develop my skill... Formerly I was worried to get my initial capital... But now I understand the steps of starting income-generating work.

- Girl, Sidama Region, Ethiopia



DESIGN **COMPLEMENTARY ECONOMIC
EMPOWERMENT COMPONENTS** TO LAYER ON TO
A360'S SRH INTERVENTIONS TO SUPPORT IMPROVED
ECONOMIC OUTCOMES AND AUTONOMY FOR
ADOLESCENT GIRLS.

AN EVIDENCE-INFORMED, USER-RESPONSIVE DESIGN PROCESS

1

A360's interventions already tap into girls' aspirations. The resonance of our interventions rely on this offering which is 'greater than SRH.'

HCD was the way to go

2

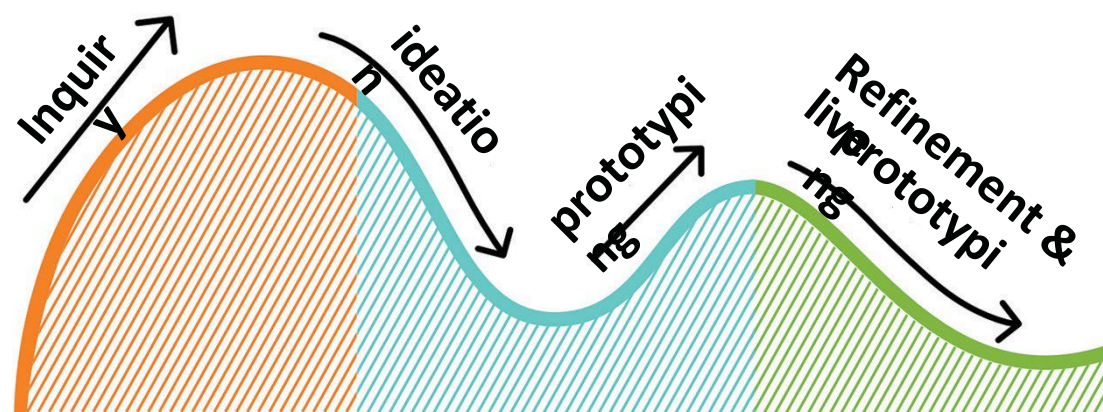
We knew there was a lot out there already on what works. But we didn't have the right expertise to use the evidence base effectively.

We recruited BRAC as a TA partner

3

We wanted to facilitate a more locally-led design process than we had previously.

We intentionally crafted our design consortium for our local teams to shine



DESIGN TEAM: KEY PLAYERS & COLLABORATIVE PROCESS

HCD TECHNICAL EXPERTISE



A time-bound engagement in the more intensive part of the design process, with a clear mandate to capacity build and facilitate, rather than drive design.

ETHIOPIA AND NIGERIA BASED DESIGN TEAMS



FINAL INTERVENTION DESIGN

The key drivers of the design process, inclusive of design leads, program leads, and critically young designers.

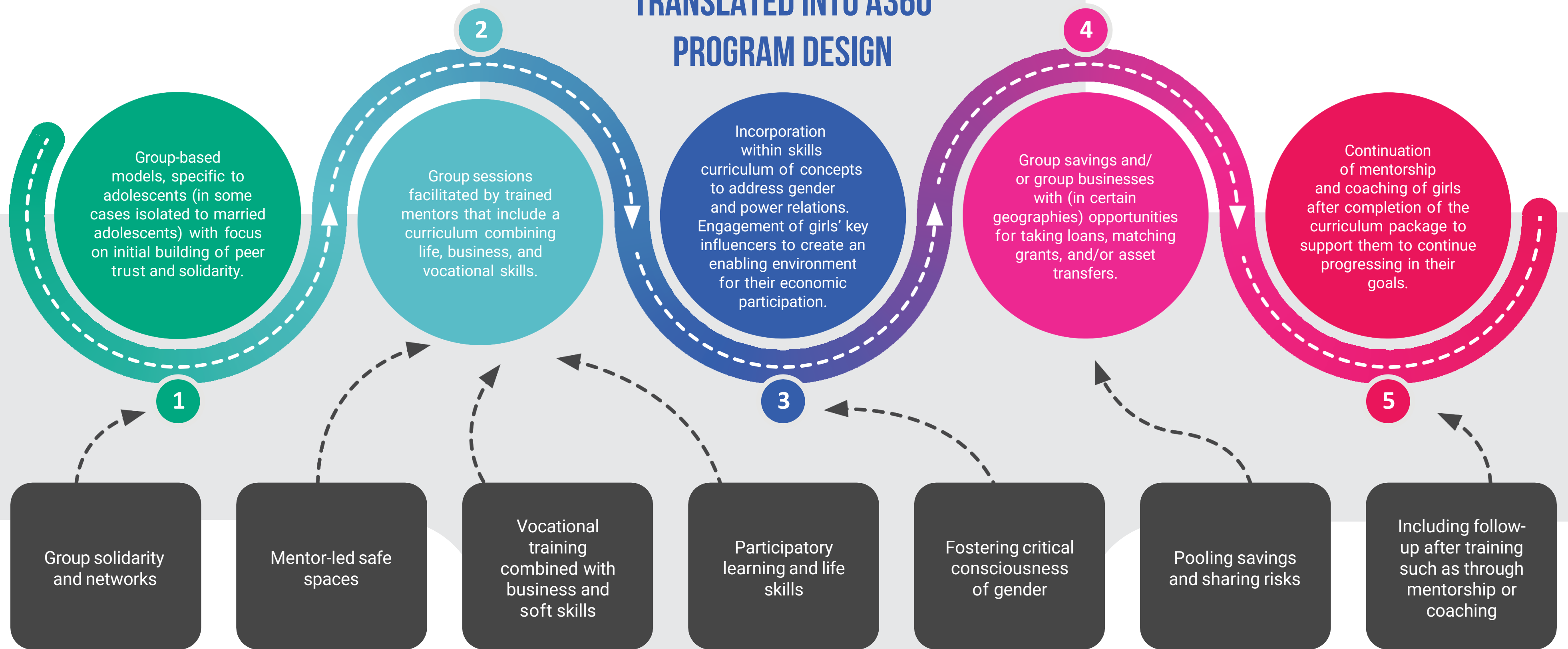
ECONOMIC EMPOWERMENT TA



Engagement throughout the entire process, but TA 'activated' at key time points, whether at a midpoint between design phases or in the midst of phases to leverage the evidence base to address key questions or opportunities.



TRANSLATED INTO A360 PROGRAM DESIGN



WHAT WE KNOW WORKS FOR GIRLS' ECONOMIC EMPOWERMENT

OPERATIONALIZING
AN EFFECTIVE
TECHNICAL ASSISTANCE
MECHANISM DURING
DESIGN



BRAC AND YOUTH EMPOWERMENT



GOAL >>>

Empower adolescent girls and young women by fostering self-confidence and autonomy, enabling them to pursue successful pathways to adulthood, including economic independence, by addressing their multifaceted needs at this pivotal life stage.

TECHNICAL ASSISTANCE PROCESS

TECHNICAL ASSISTANCE SERVICES

BRAC's technical advisory services support partners in implementing social and economic empowerment programming for adolescent girls and young women and building enabling environments where AGYW can exercise their agency.

PHASE 1: ASSESSMENT

This is the first phase for all clients and serves to assess operational readiness, opportunities and existing resources and conditions. Following this phase, BRAC and the client will determine a path forward for Phase 2.

PHASE 2: ADVISORY PACKAGE SELECTION

BRAC and the partner to select and advisory package that includes program design support, training and implementation advising. Services in this phase can include: design validation workshops, train the trainer sessions, provision of curriculum, support of operational tools development, development of monitoring mechanisms and frameworks and advising.



WHAT MAKES PARTNERSHIP WORK?

1

NETWORKING



2

VALUES



3

SHARED GOALS



4

TRANSPARENCY



INNOVATING THROUGH PARTNERSHIP



IDENTIFYING AND APPLYING THE EVIDENCE BASE



A GIRL IS RECRUITED THROUGH PARTICIPATION IN A SMART START COUNSELING SESSION



STEP 1
Future Mapping
(Couple)



STEP 2
Future Mapping
(girl)



STEP 3
Step Up Association
Formation



STEP 4
Group Savings,
Loans, and
Participatory Skills
Curriculum



STEP 5
Meeting Other
Business Owners

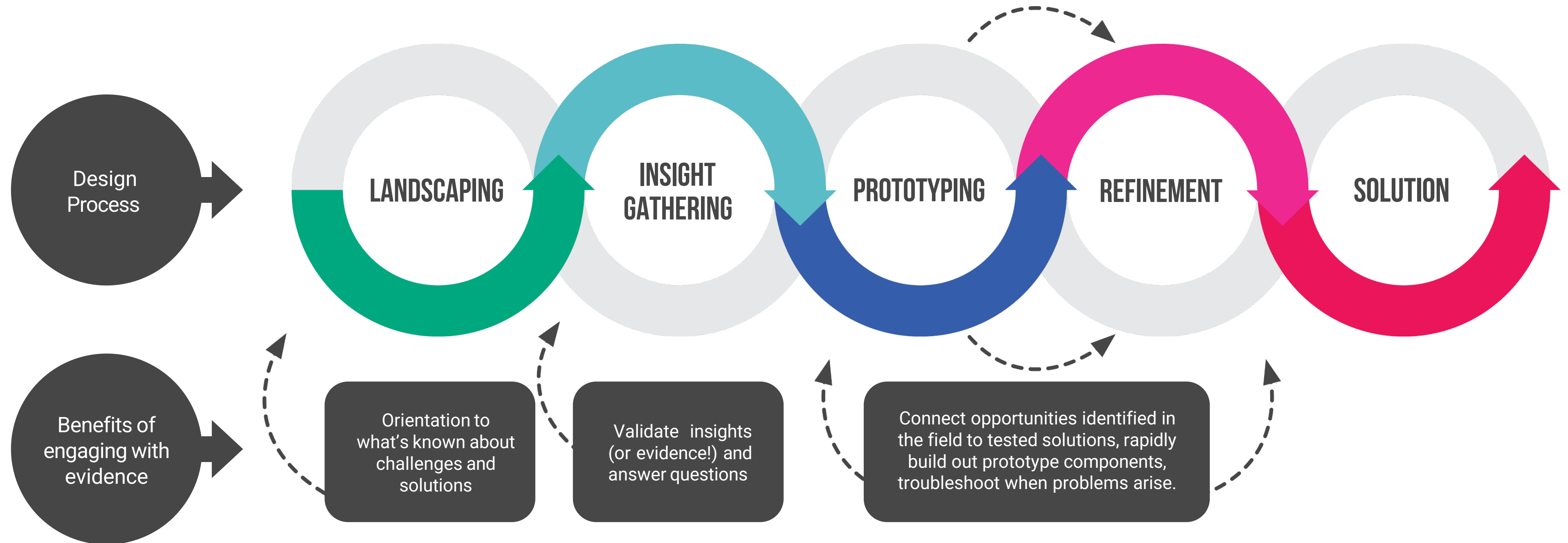


STEP 7
Graduation and Continuing Income
Generating Activities (9 month mark)



STEP 6
Matching Grants

APPLYING THE EVIDENCE BASE DURING DESIGN



Given the complexity of economic empowerment and the time required to see change, we found it beneficial to refer the evidence base throughout the design process.

EXAMPLE: IDENTIFYING VSLA MODEL

EARLY INSIGHTS SUGGESTED GIRLS



BRAC TA LINKED A360 TO RESOURCES AND GUIDES ON WEC MODELS / APPROACHES

Tools for setting up WECs

Setting up a new group: Savings Groups (e.g. women's VSLAs)

If you are setting up a new group, you can make use of [VLSA Field Officer](#) and [VSLA Village Agent](#) operating/training guides authored by VLS Associates (these guides are widely used and popular across Africa).

VLSA Field Officer and Village Agent training guides.

Overview: These resources provide a step-by-step guide for setting up (women's) savings groups, and the roles both Field Officers (e.g. paid staff members) and Village Agents. Field Officers are likely to have created the first groups where you are working. Village Agents are the way in which savings groups can continue to be created after the project comes to an end.

Insights: WEE can often start through facilitating improvements to women's asset base. This improves agency and solidarity. Savings groups are by far the most popular model for delivering WEE in East Africa and further afield, and savings groups are commonly associated with complimentary WEC support features (see below for adding other activities to SGs).

Limitations: SGs are traditionally focused on finance. They do not often incorporate women's rights as a set objective. However, there are a number of examples of where critical consciousness have been incorporated into these models (see below)



Village Savings and Loan Associations (VSLAs)



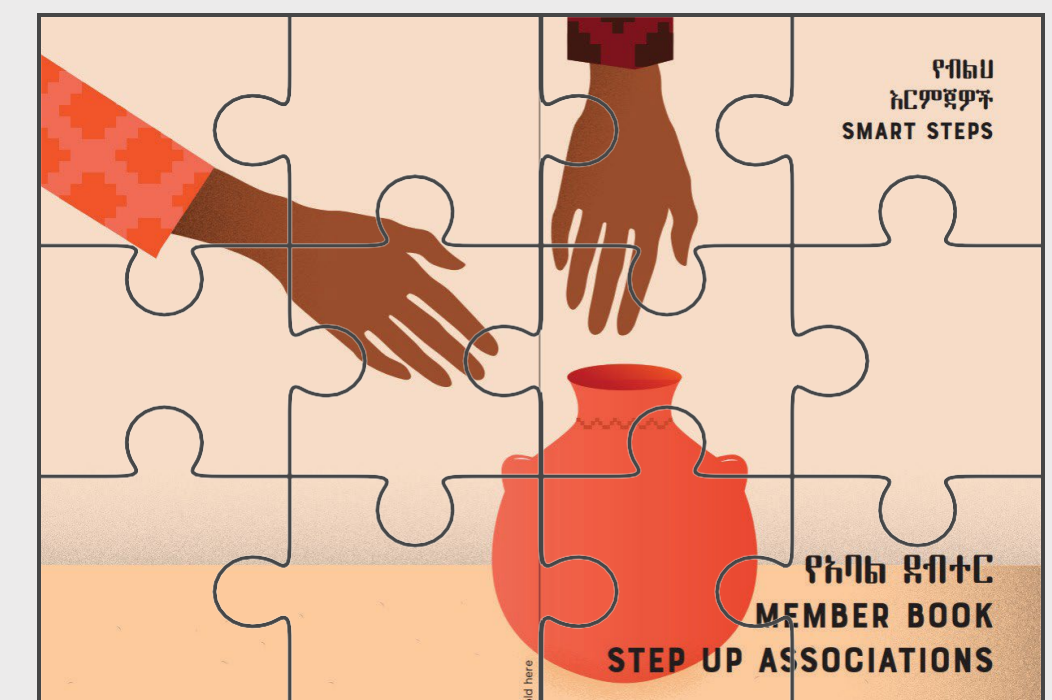
Field Officer's Training Guide

November 18th, 2015

High Risk and Bank Status



THIS TA PULLED PUZZLE PIECES TOGETHER INTO A COHESIVE PROGRAM MODEL



EXAMPLE: BUILDING ON EXISTING CONTENT TO REACH HIGH-FIDELITY PROTOTYPES FASTER

INITIAL LIVE PROTOTYPE CURRICULUM WIREFRAME

LESSON 1: 5 POINTS FOR IGA SELECTION

LESSON 2: MANAGING MONEY

LESSON 3: OVERCOMING OBSTACLES

Through this content we learned that girls loved learning through stories, but needed more time with content and more basic skills development to compliment the savings and loan activities.

CURRICULUM WIREFRAME ADAPTED TO INCLUDE ELA CONTENT

SOFT SKILLS

- a. Building Trust
- b. Is it the Truth?
- c. Talking to Older People and Asking for Help

FLOWERING FINANCES

- a. Budgeting with what I have
- b. Saving on my own / with others
- c. Loans, interest and microfinance
- d. How money is agency
- e. Investing

PATHWAYS

- a. Knowing How to Look for Work
- b. Creativity in Commerce

POSITIVE MINDSETS

- a. What we Hope For
- b. An Attitude of Gratitude

EXAMPLE: TARGETED PROBLEM SOLVING



ADAPTING VSLAS FOR ADOLESCENT GIRLS

- + Girls used the associations to save weekly
- However, attendance started to drop
- Given small savings amounts, girls felt the loan amounts were too low to be useful

Decided to borrow from a successful approach from Rwanda:

- Offer group-based matching grants to increase the available loan pool and ensure savings built towards a larger goal.
- Groups eligible for the loans if:
 - They meet attendance minimums.
 - They meet savings minimums.
 - Their bookkeeping is verifiable.

KEY TAKEAWAYS

WITH
BRAC'S
SUPPORT THE
EVIDENCE
BASE...

1

Gave us a way to pull insights into a cohesive program modality (the VSLA model).

2

Had ready-made content which helped us avoid re-inventing the wheel.

3

Accelerated finding solutions to problems throughout the entire design process.

ADDRESSING
MISALIGNMENT
**BETWEEN THE
EVIDENCE BASE AND
USER INSIGHTS**



COMMUNITY BUY-IN & MOBILIZATION

Leaders and potential male interpersonal communication agents (IPCAs) are brought in to learn more about and participate in the program. Girls are invited to attend through these community members or through program mentors.



A BUSINESS UPSKILLING

Girls learn additional business skills, such as how to budget and save, have the chance to form savings groups, and get support to start a new business.



1:1 COACHING

Girls work with mentors to develop individual business plans based on their skills and goals.



SRH AND SOFT SKILLS DEVELOPMENT

Girls attend a series of four SRH and soft-skills focused sessions that form part of MMA's core SRH programming, depending on their location.



B TECHNICAL UPSKILLING

Girls learn technical or vocational skills through vocational skills centers.



GRADUATION & MARKETPLACE

The community celebrates young women for their participation in the program. During this event girls get an opportunity to market their products and services within the community.



INSIGHTS AND THE EVIDENCE BASE CAN DIVERGE



Disconnect between evidence base and user preferences.



This makes sense. Adolescent girls are not homogenous.



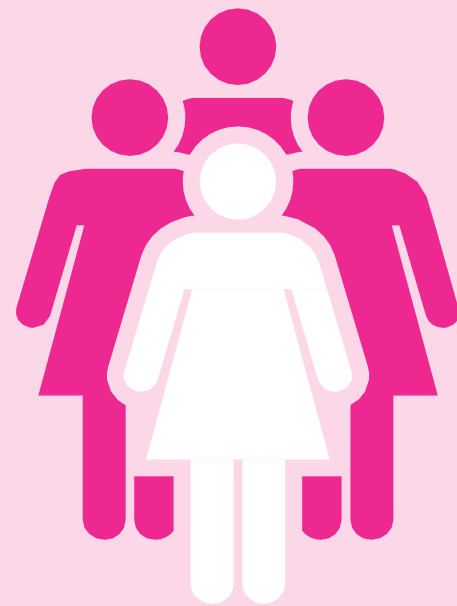
With HCD must be cautious not to reinforce what is comfortable – which may reflect harmful gender norms.



Needed to dig deeper and learn more to understand barriers.

EXAMPLE: SAVING IN GROUPS

EVIDENCE SAYS



Empowerment collectives, especially joint businesses and savings, are positive for girls and women.

EARLY INSIGHTS



Scepticism about joint savings and businesses

“The group brand [prototype] does not work because truth is hard to find among friends, therefore there will be no trust.”

- *Unmarried girl, Ogun State*

NEW UNDERSTANDING



Groups built trust



Spontaneous initiation of group-based saving



Group-based businesses still a challenge

“I would like to do [a savings and rental collective] if the people involved are trustworthy and considerate.”

- *Unmarried girl, Ogun State*

EXAMPLE: ACCESS TO CAPITAL

EVIDENCE SAYS



Formal financial institutions and services are an important step to economic empowerment.

EARLY INSIGHTS



Deep mistrust

"I would not be interested [in government loans]. I do not have a reason, but the government are not useful, fair, and I would not want to use them."

- Girl, Ogun State

BARRIERS REMAIN TO ACTING ON BEST PRACTICES



Unwillingness to engage with some government and microfinance institutions



Challenges for sustainability



How can NGOs work with financing partners to build trust?

EXAMPLE: BUSINESS CHOICES IN CONSERVATIVE SETTINGS

EVIDENCE SAYS



Promoting non-traditional skills, facilitates higher-paid income generating opportunities..

EARLY INSIGHTS



Women run their businesses at home and there is a market just for women (on Thursdays) where they trade and shop."

-Girl, Kaduna State

EVOLVING UNDERSTANDING



No time or money for radical norm shifts



Girls are already savvy at working around restrictions



We can take cues from the way girls operate and support them to push boundaries safely

KEY TAKEAWAYS

MISALIGNMENT BETWEEN THE EVIDENCE BASE AND USER INSIGHTS...

1

Not a bad thing – suggests there is important contextual information.

2

Reminds us that what works in one situation won't always work in another.

3

Some misalignments are not easily resolvable and may take more learning and research.

4

Some “best practices” need to be filtered through users’ lived experience in order to be operationalized.

QUESTIONS?