

GAGE Webinar: Questions & Answers

GAGE Overview:

Is there a collaboration with GEAS?

Rob Blum is on our advisory panel and we are sharing tools

What methodologies are being used for the qualitative participatory activities?

We are using a range of qualitative tools including body mapping to understand puberty changes, vignettes to explore social norm dynamics, social network analyses to understand adolescents' access to social support and social connectedness, a worries exercise, life histories, inter-generational trios to understand shifts in norms, attitudes and practices over time.

In the participatory work, we are using a range of approaches including participatory service mapping, peer to peer interviews and diaries, photovoice techniques etc.

Can I learn about sampling? How was it done? What was a sampling framework and population? Why do you target 10-14 years? How was the sample calculated to be representative?

We are listing all adolescents aged 11-12 in a number of districts per country and we will then randomly select survey participants. In addition, we will include a purposely selected sample of adolescents living with a disability.

Did any of the studies include looking at youth leadership? What is the evidence on what works and what doesn't work and why?

We are including modules in the quantitative, qualitative, and participatory work on adolescent voice and agency, including opportunities for adolescent/ youth leadership. We are in Year 1 of an 8-year study, so no evidence to report on as yet, but we're happy to keep you posted as findings emerge.

However, our pilot work has highlighted that participatory research techniques themselves can be a powerful way of young people exercising leadership in defining what issues are important to research, to discuss with adults and peers, as are opportunities to organize dissemination events curated by young people.

Is the World Bank SWEDD work on developing an evidence-base for girls' safe spaces a collaborator with GAGE?

No, not formally but would be interested to learn more about this work.

See ICT programs in India for VYAs at CREA, Centre for Catalyzing Change and Love Matters (though LM is aimed at 18+)

Thanks – we can definitely follow up. Sometimes the issue is that interesting/cutting-edge programmes don't have robust documented evidence or that is still forthcoming so that might be the case here.

Where can we find more details about your methods? Particularly the political economy and the qualitative methods. On the GAGE website, there does not seem to be much beyond the slide that was presented

Methods briefings are forthcoming – we will profile these on our website and via social media once they are ready in the next couple of months

In terms of GAGE's emerging findings with specific regard to the political economy, was there a focus on the girls' civic empowerment/agency in political participation in addition to general policy implications?

Yes, we are exploring this especially through the participatory research work in the Middle East. We will increasingly do so in the other countries as they age and through peer to peer research on an annual basis but would love your thoughts on key questions you think around civic engagement it would be worth us focusing on.

This is very interesting research. How one can engage with you learn more about your research and programmes in a sustainable way?

We will be holding regular webinars, disseminating materials through our website, as well as organizing public events in the UK and through our partners in our 7 focal countries.

Digital Media:

Is the digital media research looking at the % of cyber abuse/bullying, etc. vs. opportunities balance, and any interventions that have successfully identified/punished perpetrators?

Most research on cyberbullying has been conducted in the global North, where we have learned that:

- Punitive responses are inappropriate partly because victims and perpetrators are often the same people;
- Also because cyberbullying blurs into a host of online activities that young people see as experimental, just 'drama', or unintentional in their harm (since the effects of the peer aggression online often can't be seen).
- So better approaches focus on respect and civil behaviour online, and discussion of how offline social norms of respect and civility could be extended online;
- We have also learned that offline bullying remains more common than cyberbullying;
- And that there's no easy line between cyberbullying and sexual harassment as cyberbullying easily becomes sexualised in mixed-sex interactions.

Good sources for the global South include:

United Nations (Ed.) (2016) *Ending the torment: tackling bullying from the schoolyard to cyberspace* (pp.115-122), New York: Office of the Special Representative of the Secretary-General on Violence against Children. Available at:

<http://srsg.violenceagainstchildren.org/sites/default/files/2016/End%20bullying/bullyingreport.pdf>

Byrne, J., Kardefelt-Winther, D., Livingstone, S. and Stoilova, M. (2016) *Global Kids Online: children's rights in the digital age: synthesis report*. Global Kids Online, London, UK. Available at www.globalkidsonline.net/synthesis

It would be useful to get approaches focusing on the digital media targeting young girls in a rural set up

In our [Rapid Evidence Review](#) for GAGE, we include a number of case studies that suggest good approaches using digital media targeting girls in rural contexts. I'd also note that UNICEF will make the digital environment a particular focus of its next report (due Nov 2017) on the State of the World's Children).

Girls Clubs:

Are you able to comment whether gender perspective was cross-cutting across most curricula chapters or just discussed within certain sections? Do you have the modules online?

It varied considerably between the programmes, with the more empowerment focused programmes having a more integrated approach and those with a more specific focus (eg SRH knowledge) typically confining gender focus to a few modules. Here are the links to the modules we were able to access.

- AGE Africa (no date) 'Creating Healthy Approaches to Success: A Unique Curriculum for Girls'. Advancing Girls' Education in Africa (AGE Africa) (www.educationinnovations.org/sites/default/files/AGE%20Africa%20CHATS%20Curriculum%20Outline.pdf).
- Haberland, N., Rogow, D., Aguilar, O., Braeken, D., Clyde, J., Earle, C., Kohn, D., Madunagu, B., Osakue, G. and Whitaker, C. (2009) It's All One Curriculum: Guidelines and Activities for a Unified Approach to Sexuality, Gender, HIV, and Human Rights Education. New York: Population Council (www.popcouncil.org/research/its-all-one-curriculum-guidelines-and-activities-for-a-unified-approach-to-).
- International Center for Research on Women (2011) Gender Equity Movement in Schools: Training Manual for Facilitators. New Delhi: International Center for Research on Women (www.icrw.org/wpcontent/uploads/2016/10/Gender-Equality-Movement-in-Schools-Training-Manual.pdf).
- Population Council (2016) 'Ishraq'. New York: Population Council (https://goodpracticessite.files.wordpress.com/2016/03/ishraq_population-council.pdf).
- Population Council (2015a) Health and Life Skills Curriculum Kibera HLS AGI-K. New York: Population Council (www.popcouncil.org/uploads/pdfs/2015PGY_AGI-K_HealthLifeCurriculum_Kibera.pdf).
- Population Council (2015b) Health and Life Skills Curriculum Wajir HLS AGI-K. New York: Population Council (www.popcouncil.org/uploads/pdfs/2015PGY_AGI-K_HealthLifeCurriculum_Wajir.pdf).
- Population Council (2013) Health and Life Skills Curriculum AGEP. New York: Population Council (www.popcouncil.org/uploads/pdfs/2013PGY_HealthLifeSkills_AGEP.pdf).

Why 16-19s? Any reaction on this?

The evaluations were not generally explicit about this but the implication was that programme designers considered that older girls were better placed to make use of vocational training as they already were engaged in economic activity or would soon be starting their economic lives. (The evaluation of one Pop Council programme – TRY in Kenya - found that older participants were much more able to make effective use of loans so this seems to be a valid assumption). In at least one programme vocational training was a 'marriage-delaying' strategy as girls could be seen to be involved in gainful activity rather than being perceived as idle and thus ready for marriage.

For the programs focused on vocational education, is there information on what type of life skills were incorporated and how they were incorporated? Did some interventions have greater success than others?

The programmes that combined life skills and vocational education were quite varied, as was the curriculum (as far as we can tell). Some seemed to have a stronger emphasis on knowing your rights, understanding your body and communication skills (often in contexts of high levels of adolescent marriage), while the strongly vocational programmes focused on workplace skills and readiness as well as building self-confidence and educating participants in terms of their rights. The evaluations don't really give enough detail to assess whether how they were incorporated makes a difference – whether for example a block of sessions on life skills or a regular once weekly session had more impact.

The majority were intended as life skills/ empowerment programs with vocational training as an add-on. In these, the training seemed to function as a magnet to interest girls and their parents in the programme and to keep girls attending. The training was of variable quality and relevance to the local labour market – with common problems being gender stereotyping and poor quality training, but some programmes offering training in non-traditional skills and the quality and relevance to labour markets being rates highly in others. The evaluation of the AGI in Rwanda (which was primarily focused on vocational training but included life skills activities) concluded that the life skills activity strengthened economic impacts – and there is detail on the curriculum for this project (it was financed by the World Bank). The evaluation of BALIKA (Pop Council programme in Bangladesh) on the other hand found that the greatest empowerment gains came from the safe spaces/ group discussion/ life skills activity, though the girls who received vocational training (in computing, photography and mobile phone repair) had improved vocational skills.

What are the sustainability strategy? Were there any indications of sustainability after the end of the programme?

Hardly any of the evaluations looked at impacts beyond 2 years after the end of girls' involvement in a programme. One notable exception was the evaluation of BRAC's ELA programme in Uganda that followed up after 4 years and did find long-term changes, but not what they had necessarily expected (the girls who had gained most from the programme, both in terms of life skills and economic empowerment were most likely to have migrated away at follow-up, perhaps because they had the confidence and greater skills for labour market success). As I mentioned on the webinar, almost all the projects we looked at were relatively short-term projects funded by external donors and there wasn't any real discussion in the evaluations about how to ensure that services and the benefits they bring were available over the longer term. One exception was an NGO-run project in India, where the evaluation indicates that there were plans for the state government to adopt the model and scale up provision (this was Deepshikha, implemented and evaluated by the Sambodhi Trust).

We didn't find examples of more institutionalized and thus potentially sustainable provision and even the studies of school-based clubs tended to be carried out on externally-funded clubs, generally as part of longer-term education improvement programmes. We know that there are other models – for example women's cooperatives in Nepal often include older girls who are getting some of the empowerment benefits from participating; also in Nepal and Uganda we have recently learnt of businesses running girls' empowerment programmes as part of their sense of social responsibility. We didn't find examples of clubs incorporating business activities or social enterprises working in this area. GAGE research in Jordan is looking at mosque-based girls' clubs; we also know that in some contexts (esp Sub Saharan Africa) churches are running clubs of this kind (often combining religious, empowerment and health/ hygiene instruction) but found no studies examining these. Another gap in terms of more sustainable structure was analysis of local associations such as Scouts & Guides – though we have recently found evidence of Kenyan Scouts developing and institutionalizing a gender equality badge (a project supported by PATH).

What type of adolescents were included in “marginalized” groups – disabled, sex workers, migrants?

Yes, to disabled adolescents and migrants, and child workers/ young workers in stigmatized or hazardous work (eg domestic work – none of the evaluations specifically mentioned young sex workers, but 3 projects did work with young domestic workers). Plus very poor girls, socially isolated girls (eg orphans), marginalized castes, and the category also covered discriminated-against ethnic and religious groups and LGBTQI young people but no studies reported on work with these latter three groups. The Population Council programmes were those that reported the greatest efforts to reach marginalized groups of girls.

Have you looked at Pop Council's work on girls' groups?

Yes, this was very valuable – in addition to its quantitative evaluations, the Pop Council has done some excellent, really informative process evaluations that help understand what worked – or didn't – and why. The Pop Council was the single largest funder-implementer of programmes in our study.

What qualitative and quantitative indicator did you measure? were they measured against the baseline?

As this was a review of evaluations, we used the indicators that the evaluations themselves had used. These were very varied, but included measures of changes in attitudes, behaviour (eg savings, speaking out), reported self-confidence, having people to turn to in an emergency, correct answers to questions of knowledge etc. In almost all cases they measured change against a baseline, but there were a few cases where they measured against a control group. This was particularly the case for the more qualitative studies that asked participants to reflect on change – or lack of it.

What are the indicators of measuring self-confidence?

All the studies we looked at used self-reported indicators of self-confidence. The most common indicators were confidence to speak out in front of elders/ peers/ in public. The evaluations of programmes with a partial economic empowerment focus also measured reported self-confidence in decision-making about money. One study (of school-based clubs) measured change in self-confidence to handle problems encountered inside and outside school.

Do you know of any reviews of LGBTI adolescent clubs or could you recommend me of any documents on this?

I'm afraid not, there was complete silence on LGBTI issues in the evaluations we looked at. The piece of work I'm now undertaking on boys and masculinities is leading us to more literature on programming with LGBTI young people. If you would like to share your contact details I can point you to some of this literature.