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# Early Evidence from the Gender and Adolescence: Global Evidence (GAGE) Programme

YouthPower Learning Gender and PYD Community of Practice Webinar  
co-hosted with The Coalition for Adolescent Girls



*Advancing solutions to transform the lives of young people*



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# YouthPower Learning

## Advancing solutions to improve young lives

- **YouthPower Learning** advances solutions through integrated research and development programs to improve the capacity of youth-led and youth-serving institutions.
- *By engaging youth, their families, communities, and governments in innovative programs, we build young people's skills, assets, and competencies; foster healthy relationships; strengthen the enabling environment; and transform systems.*

### What is Positive Youth Development (PYD)?

PYD programs recognize youth's inherent rights and result in youth who have **assets**, the ability to leverage those assets (**agency**), and the ability to **contribute** to positive change for themselves and their communities, surrounded by an **enabling environment** that supports them

<http://www.youthpower.org/positive-youth-development>



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## **YouthPower Learning Gender and PYD Community of Practice (CoP)**

- Co-champions
  - Chisina Kapungu, International Center for Research on Women
  - Chelsea Ricker, independent consultant for Making Cents International
- Facilitator:
  - Lindsey Woolf, Making Cents International
- Started December 2015
- Over 410 members



## Early Evidence from the Gender and Adolescence: Global Evidence (GAGE) Programme

July 2017

01/08/2017

# Poll

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***Which topics surrounding gender and adolescence do you think have the most evidence gaps?***

# Dr Nicola Jones, GAGE Director

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## *An Introduction to the GAGE Programme*

# 1. Why adolescence?

- A critical window for intervention
- 1.2 billion adolescents globally, majority in the Global South

● *"Investing in adolescents, especially girls, is crucial to compete in the 21st century." - World Bank Group President Jim Yong Kim*

## **1.2 billion adolescents globally, the majority in the Global South**

**A critical window for intervention** - it is increasingly recognised by development community actors that adolescence represents a very important and unique opportunity to reap a triple dividend for adolescents now, for their adult trajectories and those of their children

A critical window for intervention because:

- i) Individuals go through significant physical, cognitive, emotional and social change in the second decade of life with the onset of puberty
- ii) Gender identities and norms become more entrenched and personally salient
- iii) Investments in adolescence can reap dividends in adulthood but also inter-generationally



# GAGE: a global longitudinal research programme



GAGE is a nine-year (2015-2024) mixed methods longitudinal research and evaluation programme following the lives of adolescents in diverse Global South contexts. GAGE aims to generate new evidence on 'what works' to transform the lives of poor adolescent girls to enable them to move out of poverty and fast-track social change. The programme is funded by UK Aid from the UK government.

GAGE aims to understand what programmes are most effective in transforming adolescent girls' lives at specific junctures during the second decade of life. We will generate unique cross-country data following 18,000 adolescents (including approximately 12,000 girls and 6,000 boys), along with their families and peers, across the course of the critical transition from early adolescence through to adulthood in Bangladesh, Ethiopia, Nepal and Rwanda. This will be complemented by participatory action research with adolescent girls and boys in conflict-affected refugee and host communities in Gaza, Lebanon and Jordan.

# Why is GAGE unique?

## ***A multi-dimensional understanding of adolescent girls' empowerment and wellbeing:***

GAGE will explore gendered patterning of girls' capabilities over course of adolescence in 7 diverse contexts, including urban/rural, fragility.

## ***Focused on age-tailored, catalytic programming:***

GAGE longitudinal impact evaluation will test the relative effectiveness of different types and bundles of programme interventions that take place at different junctures in adolescence, assessing short-term as well as longer-term impacts

## ***Championing adolescents' voices:***

Through the qualitative and participatory research GAGE will be able to profile the perspectives of adolescent girls as well as the voices of their male and female peers.


The purpose of the GAGE evidence base is threefold:

***i) To promote state-of-the-art knowledge about what works for adolescent girls***, using not only a longitudinal lens but also layering objective measures of policy and programmatic change strategies with girls' perspectives to understand what works, where and why.

***ii) To improve the research tools and methodologies available to the global community*** to formulate the tailored and interdisciplinary knowledge generation approach necessary to capture gendered adolescent realities.

***iii) To fast-track social change for adolescent girls*** by informing policy, programming design, monitoring and evaluation (M&E) and advocacy with cutting edge primary and secondary evidence and analysis.

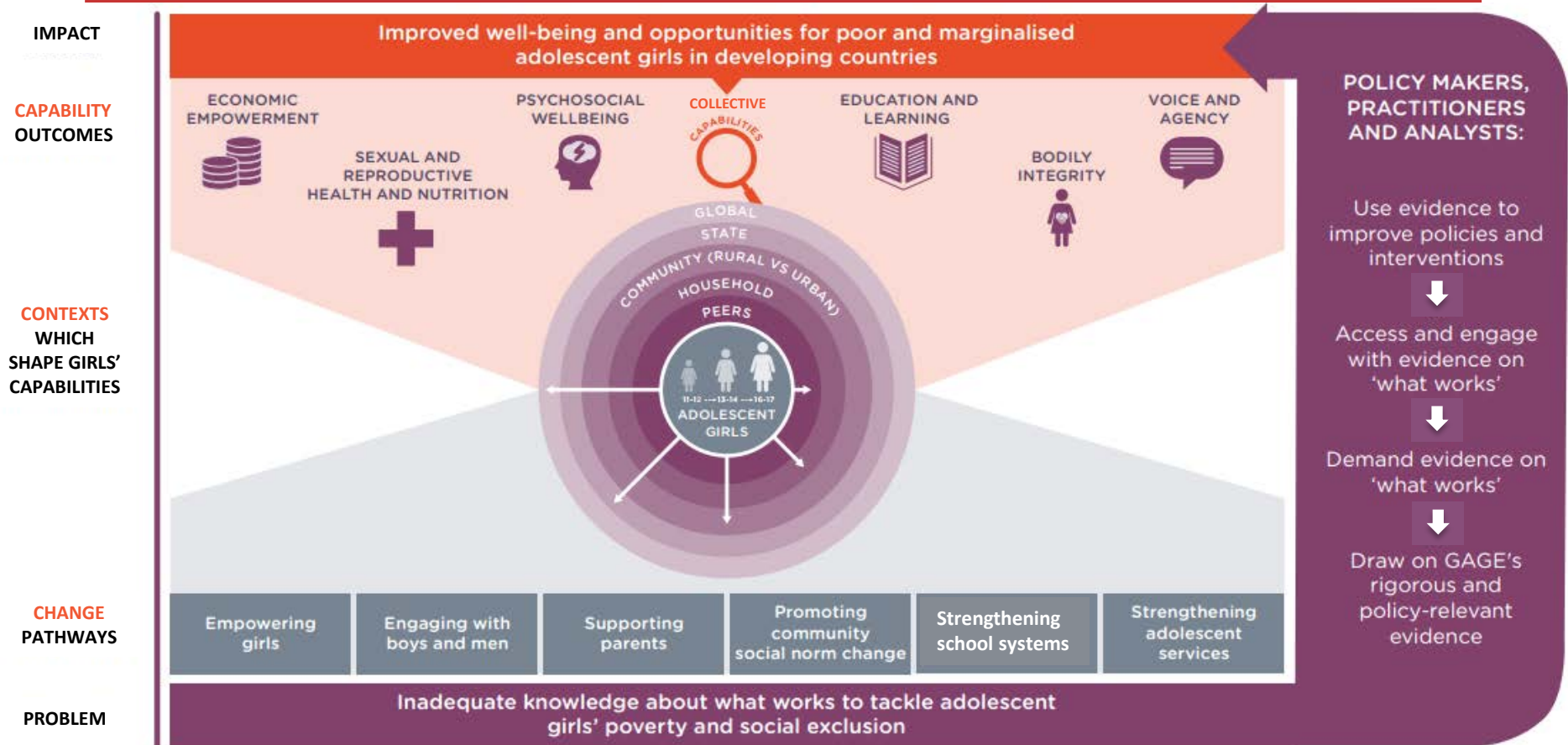
## 2. GAGE conceptual framework and research questions

A young girl, approximately 12 years old, is shown in a rural setting, likely in Bangladesh. She is wearing a vibrant orange sari with a black border featuring floral and geometric patterns. She is holding a baby wrapped in a patterned cloth. The background shows a rustic interior with wooden furniture, including a bed with a wooden headboard and a large orange pillow. A window with a red curtain is visible in the background, letting in natural light. The overall atmosphere is intimate and traditional.

*'My mother ... told me that they would marry me off once I complete junior high school. I can't just hold my tears to hear such words'*  
(Girl, 12 years, Dhaka, Bangladesh).



# GAGE's 3 Cs conceptual framework



All our work is underpinned by what we are calling a 3Cs conceptual framework with three Cs standing for capabilities, contexts (both local and global) and change strategies (from behavioural change communications interventions through to cash transfers).

GAGE's conceptual framework situates girls ecologically and focuses on diversity and dynamism. It looks at:

**Capabilities:** tracking changes over time in adolescents' multi-dimensional capabilities and the ways in which capability outcomes and experiences are gendered;

**Change strategies:** assessing the ways in which transformative change requires simultaneous interventions at individual, family, community, services and systems levels;

**Contexts:** exploring the ways in which girls' local and national environments shape their development trajectories and the pathways through which those trajectories can be changed.

We draw on Amartya Sen and Martha Nussbaum's capability approach which emphasises the importance of individuals having the ability to achieve a life that they find meaningful and so we are interested in understanding the effects of multi-sectoral interventions on six key capability areas that appear to be critical to adolescent girls wellbeing and the ways these capability areas overlap/ intersect.

Of particular importance for sustainable change in girls life chances are also what our colleague Naila Kabeer calls 'inter' capabilities, not only individual capabilities such as knowledge, analytical skills, and lifeskills which shape their capacity for exercising agency (knowledge, but also the collective capabilities embodied in social relationships which allow them to claim rights, tackle injustice, and ultimately bring about structural change.

# Research questions

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Stemming from our conceptual framework, GAGE will seek to address two core sets of questions:

## 1. Research questions on adolescent perspectives and experiences:

- Girls' and boys' experiences, attitudes and identities across adolescence - including those of the most marginalised
- The role of context and political economy factors in shaping their gendered experiences

## 2. Research questions on programme effectiveness:

- **Capability Outcomes** – *the effect*
- **Bundling components** – *the combination*
- **Timing** - *when to intervene*
- **Duration** – *with what intensity*
- **Legacy** – *with what sustained cumulative benefits*



Stemming from our conceptual framework, GAGE will seek to address two core sets of questions. The first is framed around adolescent perspectives and experiences and based on the capabilities. The second set, around the relative efficacy of different types of change strategies in diverse contexts.

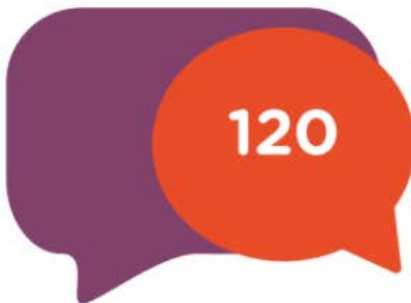
# Mixed methods research design

Multi-country mixed methods impact evaluation design with  
**18,000 adolescents**

Per focal country:



Quantitative survey data collection with 4500 adolescents and their caregivers, starting at 11-12 years in programme intervention and non-intervention sites.



Qualitative data collection with 120 adolescents, their siblings and caregivers.



Annual qualitative data collection and participatory research activities with 60 girls, their caregivers and peer networks to better pinpoint shifts in adolescent capabilities over time.

Policy and legal analysis to understand the politics of policy and programme implementation

GAGE will generate unique cross-country data following a cohort of approximately 18,000 adolescent girls and boys, along with their families and peers, during the course of adolescence.

The GAGE mixed methods impact evaluation work will not only track changes in girls' lives and capabilities by generating rich cross-country longitudinal data but will also simultaneously test the relative effectiveness of different types of change strategies that are implemented at different junctures in adolescence and are rolled out for varying lengths of time.

The programming entry point for each age cohort has been carefully selected based on the key vulnerabilities that both existing secondary research and the GAGE formative qualitative work highlight as especially salient, so as to promote maximal transformation in girls' capabilities. The emphasis is on interventions that are age-appropriate and catalytic rather than directly addressing all dimensions of girls' disadvantage simultaneously. However, the impact evaluation will measure outcomes across all six capability areas—education, bodily integrity, psycho-social well being, health and nutrition, voice and agency and economic empowerment – not only for the target girl but also for her household (including male siblings), a cohort of same-age boys and the community and the institutions she engages with.

Through its eight-year cross-country meta-design, the analysis will be able to make some cross-country comparisons so as to promote broader reach of the research findings and be able to shed light on immediate versus sustained effects.

### 3. Alignment with the SDGs



*'I worry because I am a girl. Had I been a boy, I wouldn't have to worry about abduction, early marriage or getting pregnant. Boys go to school and get to choose what they want to do or where they want to go' (Girl, 13 years, South Gondar, Ethiopia).*

# The relevance of GAGE to the SDGs

The 2030 Agenda for Sustainable Development cannot be achieved without investment in adolescents:



- Reduce child poverty



- Address the nutritional needs of adolescents



- Ensure access to SRH and mental health services



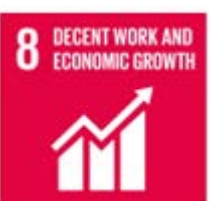
- Ensure girls and boys complete free and equitable education



- Eliminate all forms of violence against all girls, incl. all HTPs



- Sanitation paying attention to the needs of girls



- Decent and full employment for young people



- Social and economic inclusion of all, irrespective of age



- Access to safe and inclusive public spaces, particularly for children



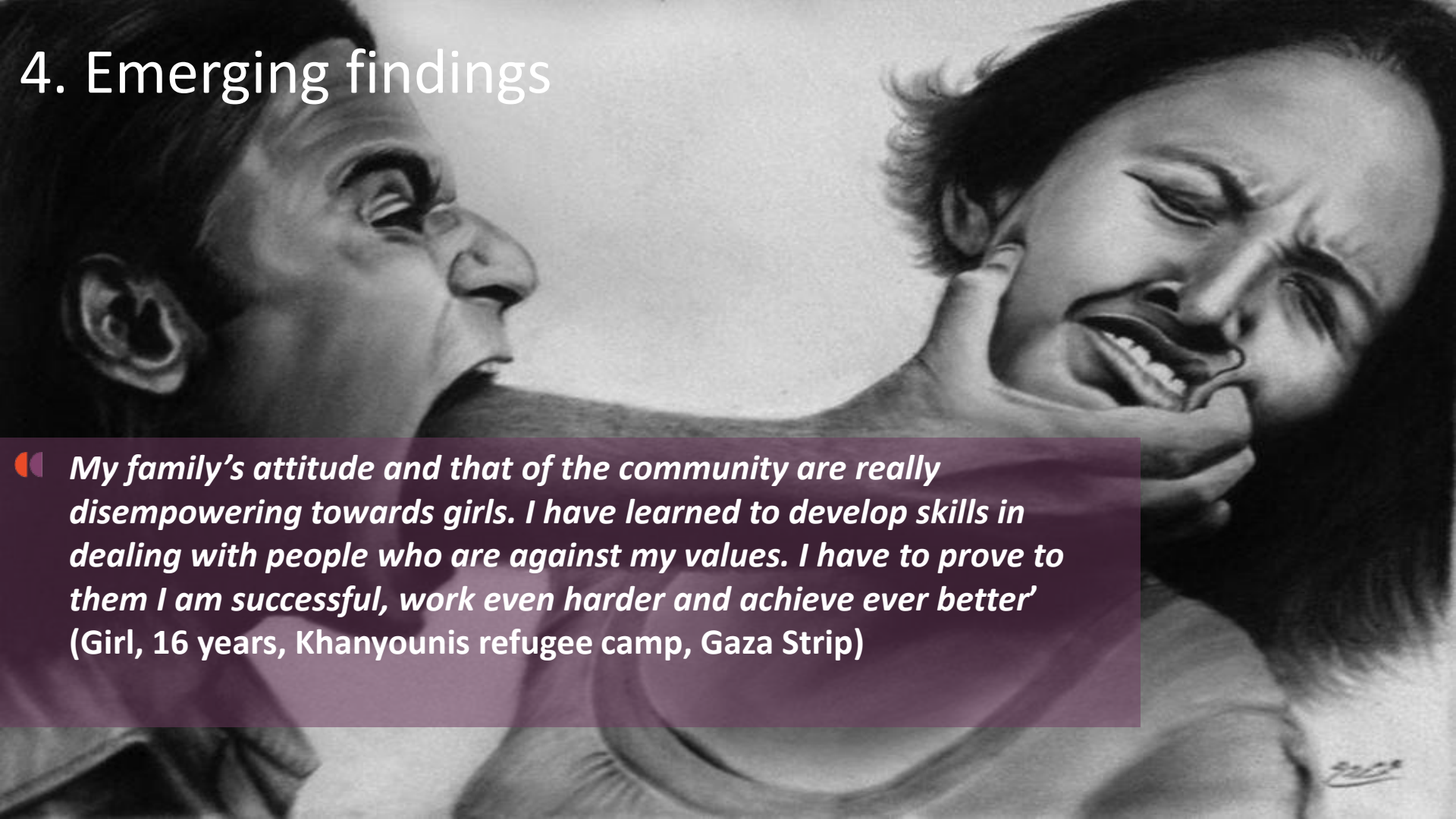
- Promote the rule of law and ensure equal access to justice for all

Despite remarkable progress over the past two decades and the rise of ‘adolescent girls’ up the international development agenda, the transition remains particularly fraught for poor adolescent girls in low- and middle-income and conflict-affected countries who are at the centre of the GAGE programme.

GAGE will contribute to progress towards SDG targets by helping focus attention on the intersection of age and gender, directly addressing one of the most invisible populations: adolescent girls. GAGE will also make contributions to monitoring progress towards the Goals, ensuring that the ‘leave no one behind’ focus becomes reality. More specifically, GAGE will help make sure that the most marginalised girls-- such as those with disabilities, those from ethnic minority groups, and those living in slum-based communities—are made visible in quantitative and qualitative assessments of progress over time.

While the 17 Goals and 169 targets are now linked to 230 individual indicators, over half of those indicators lack acceptable country coverage, agreed-up methodologies, or both. As the development of cutting-edge tools is one of GAGE’s primary foci, the programme can help identify methodologies for measuring specific progress for adolescents, including by gender and age.

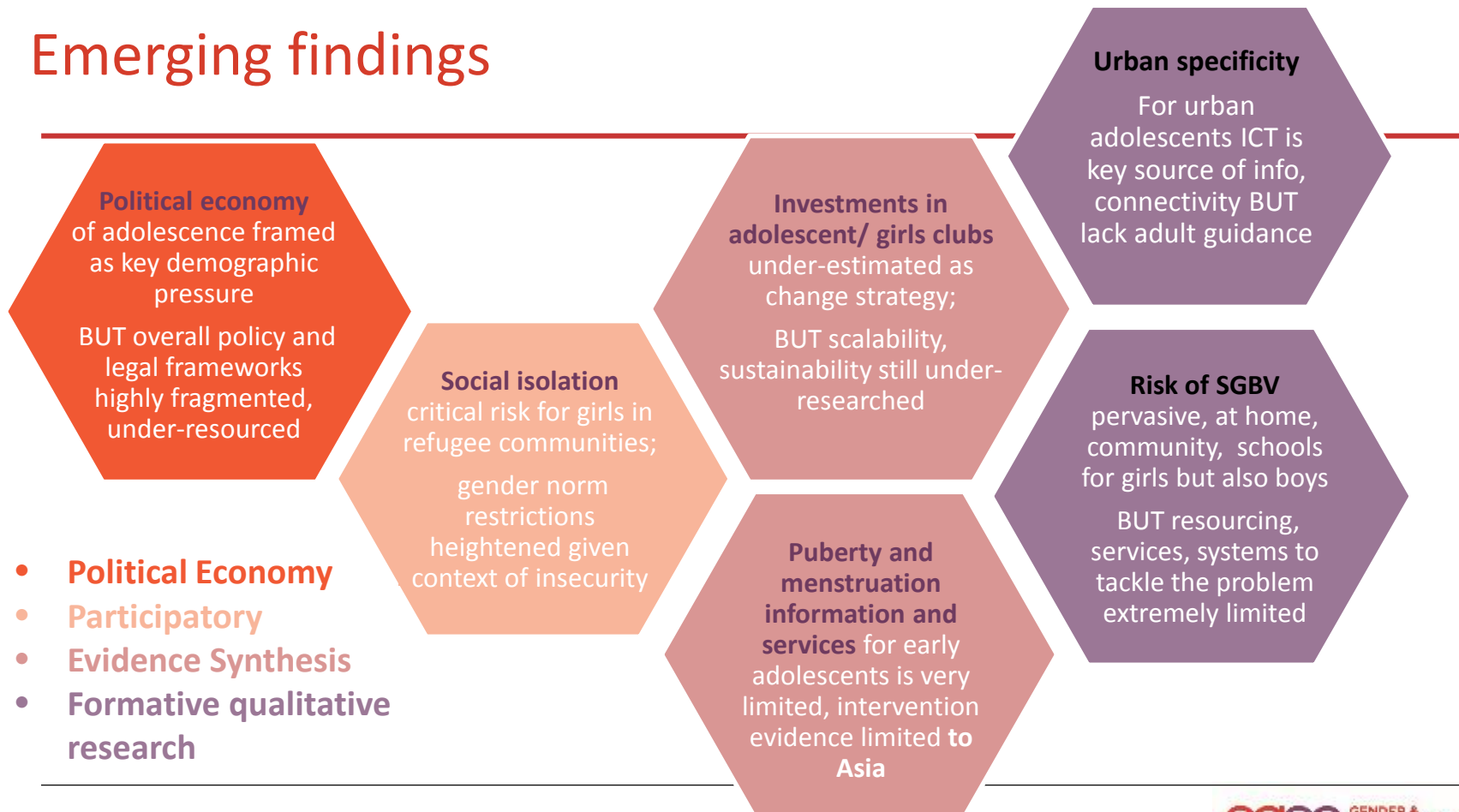




## 4. Emerging findings

“ *My family’s attitude and that of the community are really disempowering towards girls. I have learned to develop skills in dealing with people who are against my values. I have to prove to them I am successful, work even harder and achieve ever better’*  
(Girl, 16 years, Khanyounis refugee camp, Gaza Strip)

# Emerging findings





Some key challenges have been highlighted through the formative qualitative and political economy research we have done over the last year, as well as through the evidence synthesis work on what works globally in supporting adolescent wellbeing

Plan International / Max Greenstein

How is GAGE contributing to the achievement of the Sustainable Development Goals (SDGs)?



GAGE is a nine-year longitudinal research programme generating and communicating knowledge on good practice initiatives and policies that support adolescent girls in diverse contexts.

FIND OUT MORE

For researchers

For policy makers  
and programme  
implementers

For adolescents and  
those who care  
about them



This page is designed for adolescent girls, their families, caregivers, and others in the community who care about them. We hope it provides some insights into how GAGE is working with and for adolescent girls, who are at the heart of our programme.

If you have questions for the GAGE programme or suggestions for what you would like to see on this page, please [contact us](#).



**Research tools**



**Short stories**



**Blogs**

# Gaza through an adolescent lens

## A PHOTO TOUR OF THE LIFE OF A GAZAN GIRL

JAMELA, A 17-YEAR-OLD GIRL, LIVES WITH HER FOUR BROTHERS, TWO SISTERS AND PARENTS IN A SMALL FLAT IN THE OCCUPIED GAZA STRIP. JAMELA HAS NEVER TRAVELLED OUTSIDE OF GAZA DUE TO RESTRICTIONS IMPOSED BY ISRAEL, YET SHE DREAMS OF SEEING THE WORLD. SHE DREAMS OF ONE DAY BECOMING A FAMOUS ARTIST.



# Prof. Sonia Livingstone, LSE

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*Young adolescents and digital media in LMICs*



# Young adolescents and digital media in LMICs

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- What do scholars and practitioners know about how young adolescents are using digital media /ICTs? What challenges do children face? What are the opportunities involved? What are key gaps in our knowledge? What gender inequalities exist?
- What evidence is there of local, national and international development programmes' effective use of digital media to target 10- to 14-year-olds? What are the gaps in the existing knowledge about interventions and outcomes? What are the implications for gender inequalities?

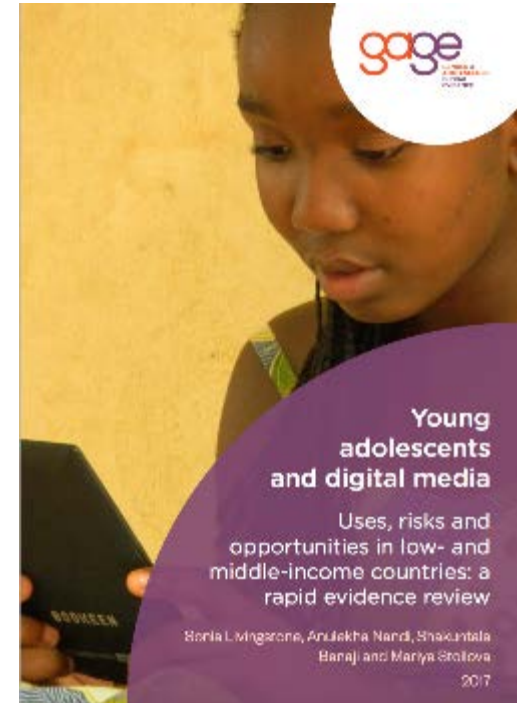


# Regional + gender inequalities in internet use

| Region   | Population |      |       |
|--|------------|------|-------|
|  | Female     | Male | Total |
| Developed  | 80         | 82   | 81    |
| Developing   | 37         | 45   | 40    |
| Least Developed  | 13         | 18   | 15    |
| World  | 45         | 51   | 47    |
|  |            |      |       |
| Africa   | 22         | 28   | 25    |
| Arab States  | 37         | 46   | 42    |
| Asia and Pacific   | 40         | 48   | 42    |
| CIS  | 65         | 69   | 67    |
| Europe   | 76         | 82   | 79    |
| The Americas   | 64         | 66   | 65    |
| Source: ITU (2016). Estimates rounded. CIS: Commonwealth of Independent States |            |      |       |

# A rapid evidence review

- Focused on 10- to 14-year-old girls' digital media use
- But broadened to include children of all ages
- Keyword search of major online databases based on explicit inclusion criteria
- Structured selection of 481 unique search results
- Detailed coding of 188 results
- 62 empirical studies were read and analysed
- Supplemented by framing studies and case studies





# Findings



Access. Children are generally enthusiastic about accessing digital media. But in homes where they are provided by parents or carers, it is more likely that girls will gain access later than their male peers, their access will be more curtailed and monitored, and boys will be more supported in using ICTs for education and future employment.

Skills and practices: Children are far from 'digital natives' who need little support in making the best of digital media. Few have received much guidance from school or home, too many have only basic functional skills, and there are particularly worrying gaps in their critical information literacy skills. As a result, their digital practices tend to be fairly narrow.

Opportunities: When they have access, children in low and middle income countries use digital media for many purposes - to search for health information, maintain family relationships, for entertainment (e.g. gaming) and community participation. These are curtailed by the lack of sufficiently diverse and imaginative online resources in many countries and languages.

Risks: For children using digital media, the risk of harm arises both through the ways in which children gain access e.g. via cybercafés, and in what they do online e.g. sharing pornography or encountering violence. Digital media can pose a wide array of content, contact and conduct risks for children, sometimes severe, but very little research has examined this (although see [Global Kids Online](#) for recent findings).

Mediation: Parents and teachers represent the most immediate sources of support and guidance for children as they go online, but parents and teachers themselves tend to lack expertise in using digital media, and they tend to be judgemental of children's activities. They are thus not well-positioned to support children's exploration and creativity, and nor do children tell them – especially teachers - when they encounter a problem online.

# Case studies

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1. One Laptop Per Child (multiple global South countries esp. LA)
2. Open Space Literacy (Kenya)
3. U-Report (multiple global South countries esp. in Africa)
4. AkiraChix (Kenya)
5. The World Starts with Me (Uganda)
6. Najja7ni (Tunisia)
7. Child Protection Partnership (Brazil, Thailand)
8. Afroes (South Africa)



From critical scrutiny of these 9 case studies, we can distil four significant recommendations:

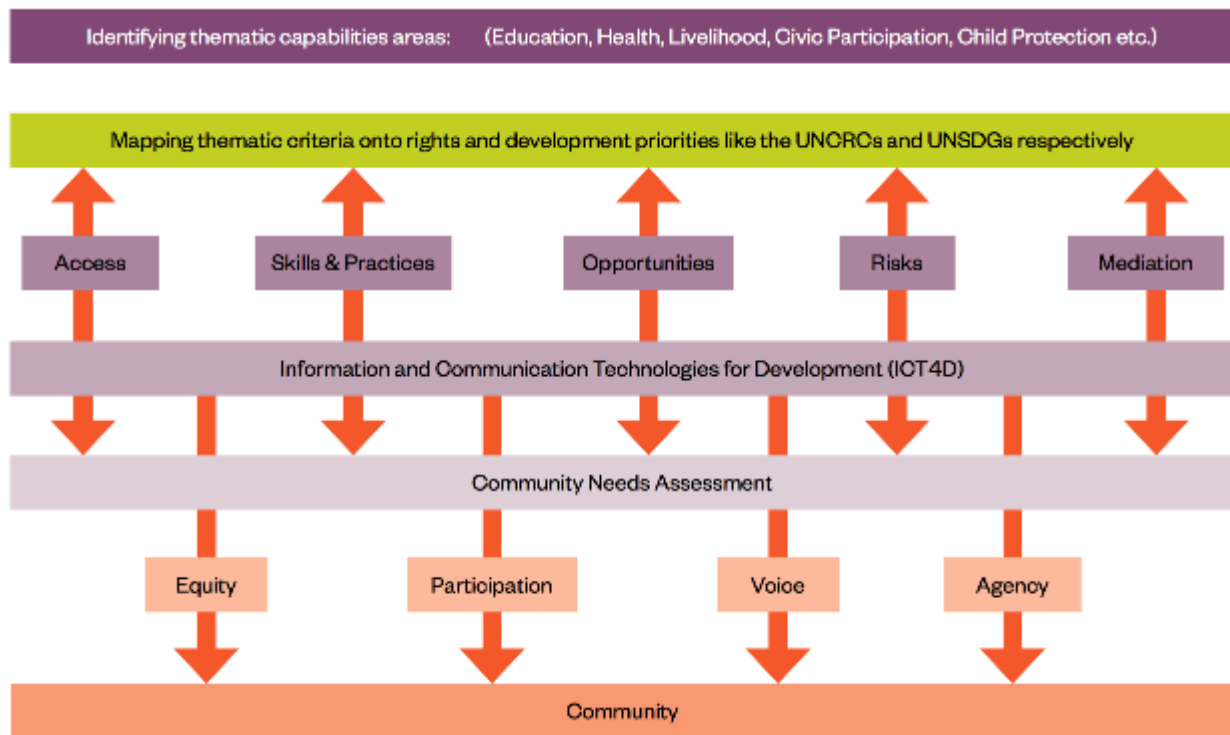
Imagining that technologies are just a matter of hardware to be dropped into 'needy' situations rarely if ever succeeds. The result is generally wasteful, sometimes directly counterproductive as ICTs are underused or misused. Over and over again, efforts simply to provide tech solutions discover that also vital is communication (to explain, to listen), training (for teachers, for local organisations), continuity of resources (to update, trouble-shoot and maintain provision).

With ICTs, risks and opportunities go hand in hand. Programmes that provide digital platforms for health or educational resources may inadvertently provide the means for cyberbullying or pornography or other kinds of online risk of harm. These risks concern children's safety – especially for girls – and also their privacy, since public-private partnerships can leave children's personal or sensitive data open to commercial or other forms of exploitation.

As children increasingly gain access to digital media, this must be accompanied by research to track the risks and opportunities that result. As programmes increasingly harness the potential of digital media to reach their goals, they must consult, research and evaluate whether this potential is realised, and how it can be improved.

Most important of all, it is vital to consult children and their families and communities to discover what they want and need from interventions. It is wrong to impose top down external agencies' goals without understanding the contextual factors –especially gender and other inequalities – that shape the consequences of interventions on the ground. Without such consultation, digital media interventions will miss their mark or prove unsustainable. With it, there is a chance that children's rights to provision, protection and participation can be better fulfilled as digital media become increasingly a reality in low and middle income countries.

# A rights-based approach to C4D programming



# Thank you

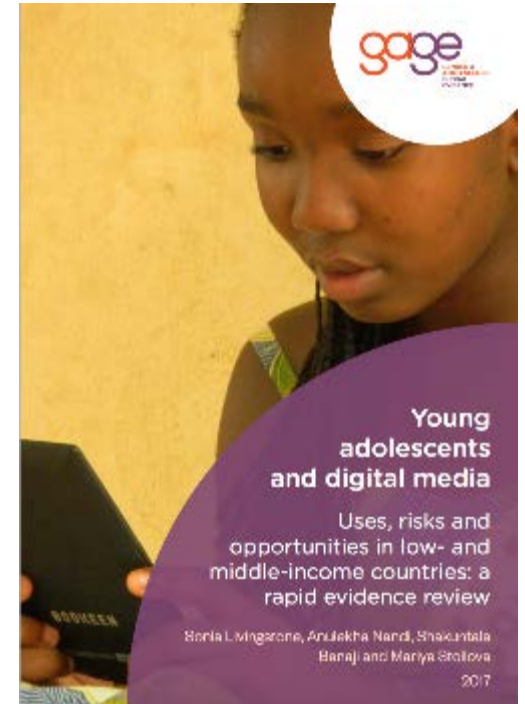
The report is available at

[http://www.gage.odi.org/publications/ young-adolescents-and-digital-media-rer](http://www.gage.odi.org/publications/young-adolescents-and-digital-media-rer)

For more information contact

[s.livingstone@lse.ac.uk](mailto:s.livingstone@lse.ac.uk)

@Livingstone\_S



# Rachel Marcus, ODI Research Associate

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## *Girls' Clubs and Lifeskills Programmes Rigorous Review: Main Findings*

# Review Motivation and Key Questions

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## Motivation

- Clubs are increasingly common but no synthesis of lessons learned – contribution to global pool of knowledge
- Help identify key knowledge and practice gaps that GAGE can help fill

## Key questions

- How effective are girl's clubs and life skills programmes in supporting girls' empowerment and capability development? (psychosocial wellbeing, education, economic empowerment, health, bodily integrity, voice and agency). What is their role in norm change?
- What elements and practices underpin effectiveness?
- Are girls' clubs and life skills programmes more effective for some social groups than others?



# Methodology

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- Began using 3ie methodology – strict inclusion criteria for quantitative studies, plus qualitative studies to provide enriching insights. Expanded to include wider range of qualitative and mixed methods studies.
- All studies screened for fit with Population-Intervention-Comparison-Outcomes-Study Design criteria.
- 2/3 of studies used experimental or quasi-experimental designs. 17 were RCTs; 17 used statistical analytical methods tailored for impact evaluation (eg PSM or DID). 22 mixed methods studies.
- Limited use of retrospective techniques to identify long-term impacts
- Just over half were externally evaluated.

# Overview of programmes examined

## 63 studies of 44 programmes

Numbers often add up to more than 44 as most programmes had multiple components

22 in Sub-Saharan Africa, 21 in South Asia; 3 in Middle East/ North Africa

33 community-based clubs; 10 school-based clubs; 6 school life skills programmes

30 programmes worked with girls; 8 with girls & boys and 4 with both genders separately

Most target girls across adolescence, largest number of programmes serve 13-17 year olds

Only 1 programme adjusted to encourage disabled girls' participation

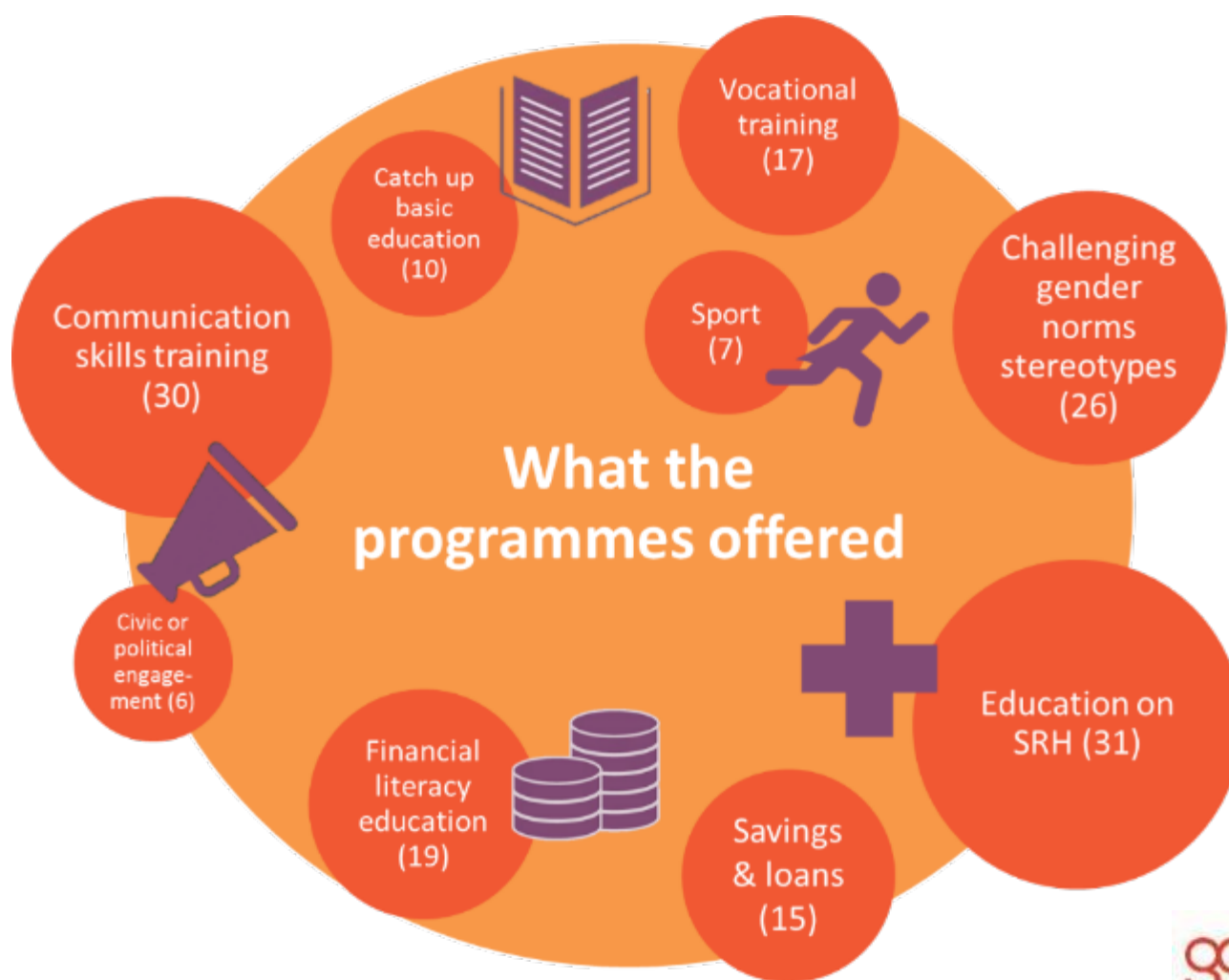
11 programmes targeted very poor adolescents; equal numbers worked in rural and urban areas

Most programmes were open to married or unmarried adolescents; 8 targeted married girls

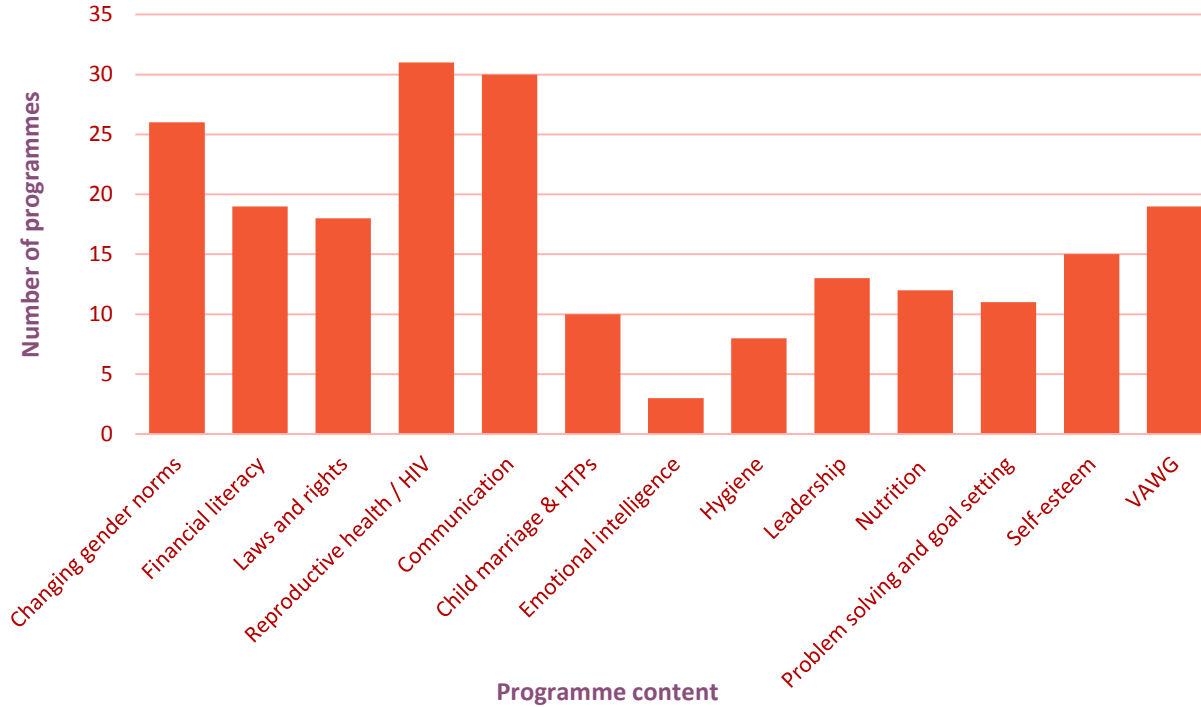
# Evidence Gap Map

|                                 | Outcomes                   |                               |   |                      |                      |                      |            |                               |           |        |  |                     |                    |           |                      |                     |                   |                 |         |                  |                    |                  |                  |
|---------------------------------|----------------------------|-------------------------------|---|----------------------|----------------------|----------------------|------------|-------------------------------|-----------|--------|--|---------------------|--------------------|-----------|----------------------|---------------------|-------------------|-----------------|---------|------------------|--------------------|------------------|------------------|
|                                 | Psychosocial empowerment   |                               |   |                      |                      |                      |            |                               | Knowledge |        |  |                     | Access to Services |           | Economic Empowerment |                     |                   |                 |         |                  |                    |                  |                  |
| Intervention type               | Changes in self-confidence | Changes in girls' aspirations | Changes in ability to take action / self efficacy | Social Relationships | Family Relationships | Communication skills | Leadership | Civic or political engagement | Law       | Rights | Available services or support Around SRH | Financial knowledge | Health             | Education | Income               | Control over assets | Income generation | Self-employment | Savings | Banking Services | Financial Literacy | Access to Credit | Gender norms and |
| Working with others (27 Papers) |                            |                               |   |                      |                      |                      |            |                               |           |        |  |                     |                    |           |                      |                     |                   |                 |         |                  |                    |                  |                  |
| Mothers                         | 7                          | 1                             | 4   | 4                    | 7                    | 6                    | 9          | 9                             | 5         | 8      | 5  | 15                  | 4                  | 4         | 7                    | 2                   | 2                 | 2               | 4       | 1                | 9                  |                  |                  |
| Fathers                         | 7                          | 1                             | 9   | 9                    | 9                    | 4                    | 2          | 9                             | 5         | 7      | 5  | 11                  | 9                  | 6         | 2                    |                     | 2                 | 1               | 2       | 1                | 1                  |                  |                  |
| Husbands/ Partners              | 9                          |                               | 9   | 9                    | 9                    | 2                    |            |                               | 1         | 5      | 5  | 8                   | 2                  | 4         | 4                    |                     | 1                 | 1               | 1       | 1                | 1                  |                  |                  |
| Adolescent boys                 | 2                          |                               | 1   |                      |                      |                      |            |                               |           |        |  | 1                   |                    | 1         |                      |                     |                   |                 |         |                  |                    |                  |                  |
| Government officials            | 9                          | 2                             | 1   |                      | 1                    | 1                    |            |                               | 1         |        |  | 5                   | 1                  |           | 9                    |                     | 1                 |                 | 1       |                  |                    |                  |                  |
| Young men                       |                            |                               | 1   | 1                    | 2                    | 1                    |            | 1                             | 2         | 2      | 2  | 2                   |                    | 1         | 1                    |                     |                   |                 |         |                  |                    |                  |                  |
| Service providers               |                            |                               | 1   | 1                    | 1                    | 1                    |            |                               |           |        |  | 1                   |                    | 1         |                      |                     |                   |                 |         |                  |                    |                  |                  |
| Teachers                        | 4                          | 3                             | 2   |                      |                      | 1                    |            |                               |           |        |  | 2                   |                    | 1         |                      |                     |                   |                 |         |                  |                    |                  |                  |
| Adult Women                     |                            |                               | 2   | 1                    | 2                    | 2                    |            | 1                             | 2         | 1      | 1  | 2                   |                    | 2         |                      |                     | 1                 |                 |         |                  |                    |                  |                  |
| Community leaders               |                            |                               | 1   |                      | 1                    | 1                    |            |                               | 1         |        |  | 1                   | 1                  |           |                      |                     | 1                 |                 | 1       |                  |                    |                  |                  |
| Employers                       | 2                          |                               |   | 1                    |                      | 1                    |            |                               |           | 2      | 2  | 9                   | 2                  | 1         | 1                    | 1                   |                   |                 | 1       | 1                |                    |                  |                  |
| Other relatives                 | 1                          | 1                             | 1   |                      |                      | 1                    |            |                               |           | 1      | 1  | 4                   |                    |           |                      |                     |                   |                 | 1       | 2                | 1                  |                  |                  |
| Not specified                   | 3                          |                               | 1   | 2                    |                      | 2                    |            |                               |           | 1      | 1  | 4                   | 2                  |           | 2                    | 1                   |                   |                 | 1       |                  | 1                  |                  |                  |
|                                 | 12                         | 3                             | 4   | 6                    | 7                    | 8                    | 3          | 3                             | 4         | 9      | 6  | 21                  | 5                  | 4         | 10                   | 2                   | 3                 | 1               | 4       | 3                | 4                  | 1                |                  |

| Intervention type               | Intervention type     |                             |                            |                             |                      |                   |   |                    |       |                  |                             |                         |                        |                         |                            |                    |                    |                             |                            |                             |                      |                   |   |
|---------------------------------|-----------------------|-----------------------------|----------------------------|-----------------------------|----------------------|-------------------|---|--------------------|-------|------------------|-----------------------------|-------------------------|------------------------|-------------------------|----------------------------|--------------------|--------------------|-----------------------------|----------------------------|-----------------------------|----------------------|-------------------|---|
|                                 | Community based clubs |                             |                            |                             |                      |                   |   |                    |       |                  |                             |                         |                        |                         |                            | School based clubs |                    |                             |                            |                             |                      |                   |   |
|                                 | Financial literacy    | Sexual and reproductive hea | Gender norms and attitudes | Knowledge of laws and right | Communication skills | Vocational skills | Space to relax, socialise and build social networks | Catch up Education | Sport | Savings or Loans | Debating or public speaking | Youth friendly services | Stipends or Incentives | Training peer educators | Political/Civic engagement | Other              | Financial literacy | Sexual and reproductive hea | Gender norms and attitudes | Knowledge of laws and right | Communication skills | Vocational skills | Space to relax, socialise and build social networks |
| Working with others (27 Papers) |                       |                             |                            |                             |                      |                   |   |                    |       |                  |                             |                         |                        |                         |                            |                    |                    |                             |                            |                             |                      |                   |   |
| Mothers                         | 6                     | 15                          | 10                         | 8                           | 14                   | 8                 | 7   | 7                  | 6     | 4                | 1                           | 1                       | 4                      | 2                       | 2                          | 1                  |                    | 1                           | 1                          |                             | 9                    |                   | 1   |
| Fathers                         | 9                     | 12                          | 10                         | 8                           | 12                   | 5                 | 6   | 7                  | 6     | 2                | 1                           | 1                       | 4                      | 2                       | 2                          | 1                  |                    | 1                           | 1                          |                             | 2                    |                   |   |



# Content of Life skills programmes

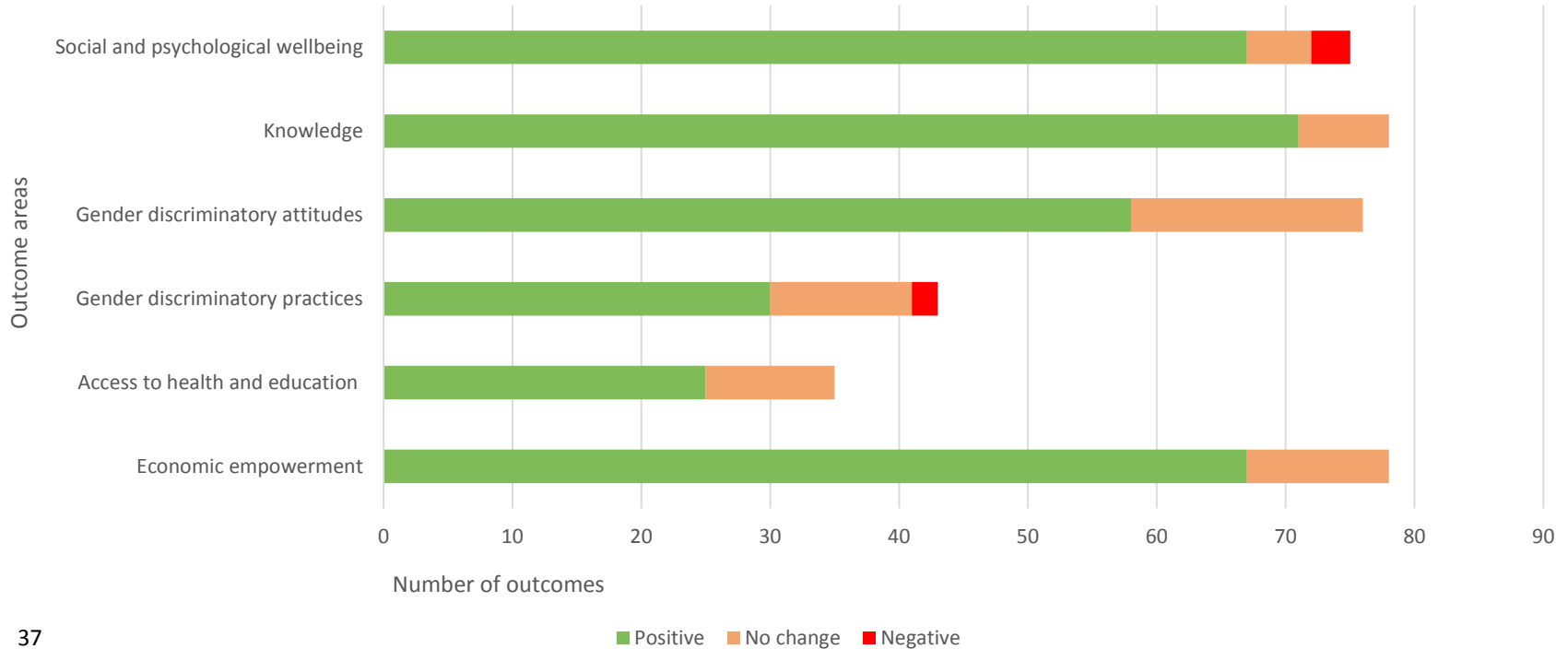


# Outcomes



Teen girls, Kigali, Rwanda.  
Credit: Dining for Girls

# Overview of outcomes





# Changes in gender discriminatory attitudes

Attitudes to child  
marriage  
(12 programmes)

Changes in others' attitudes  
(9 programmes)

Attitudes to domestic  
divisions of labour  
(4 programmes)

Changes in girls' attitudes  
(29 programmes)

Attitudes to GBV  
(16 programmes)

Attitudes to gender equality  
(32 programmes)

# Changes in gender discriminatory practices

Child marriage  
(9 programmes)

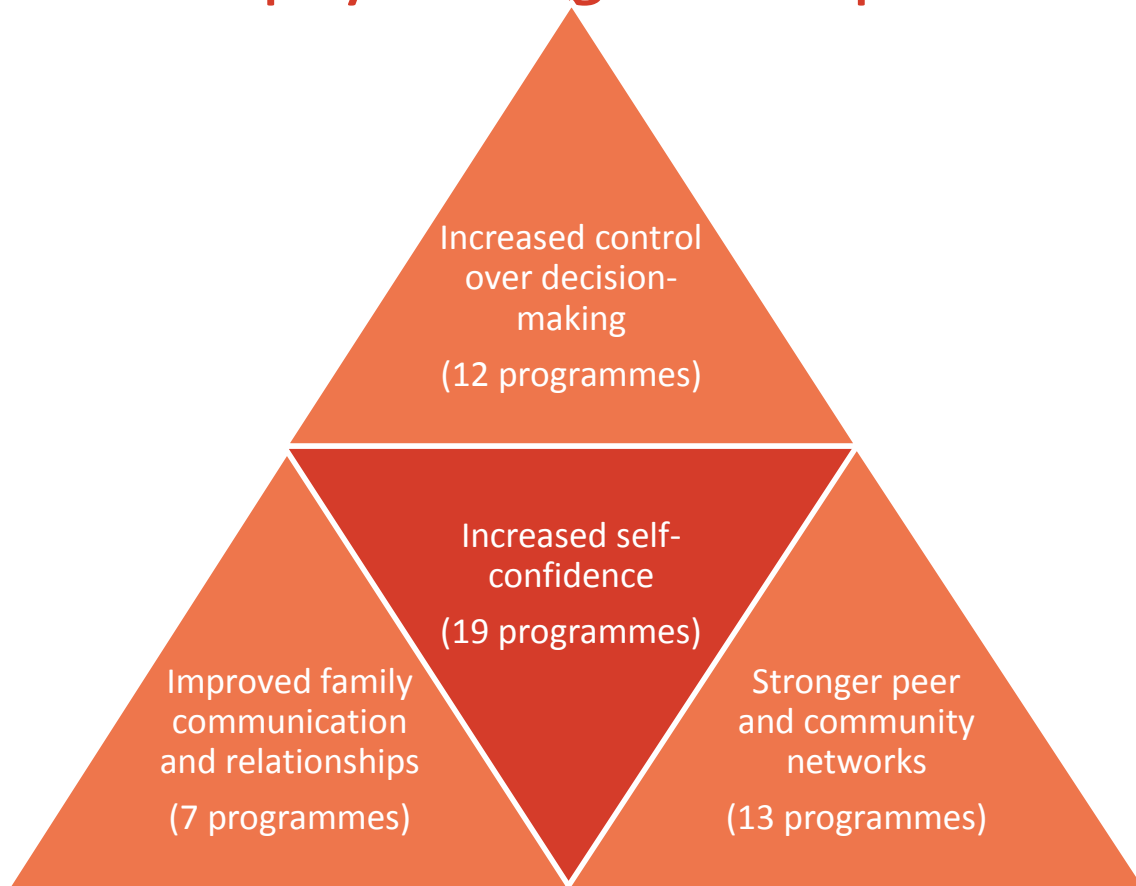
Domestic divisions of labour  
(2 programmes)

Mobility  
(13 programmes)

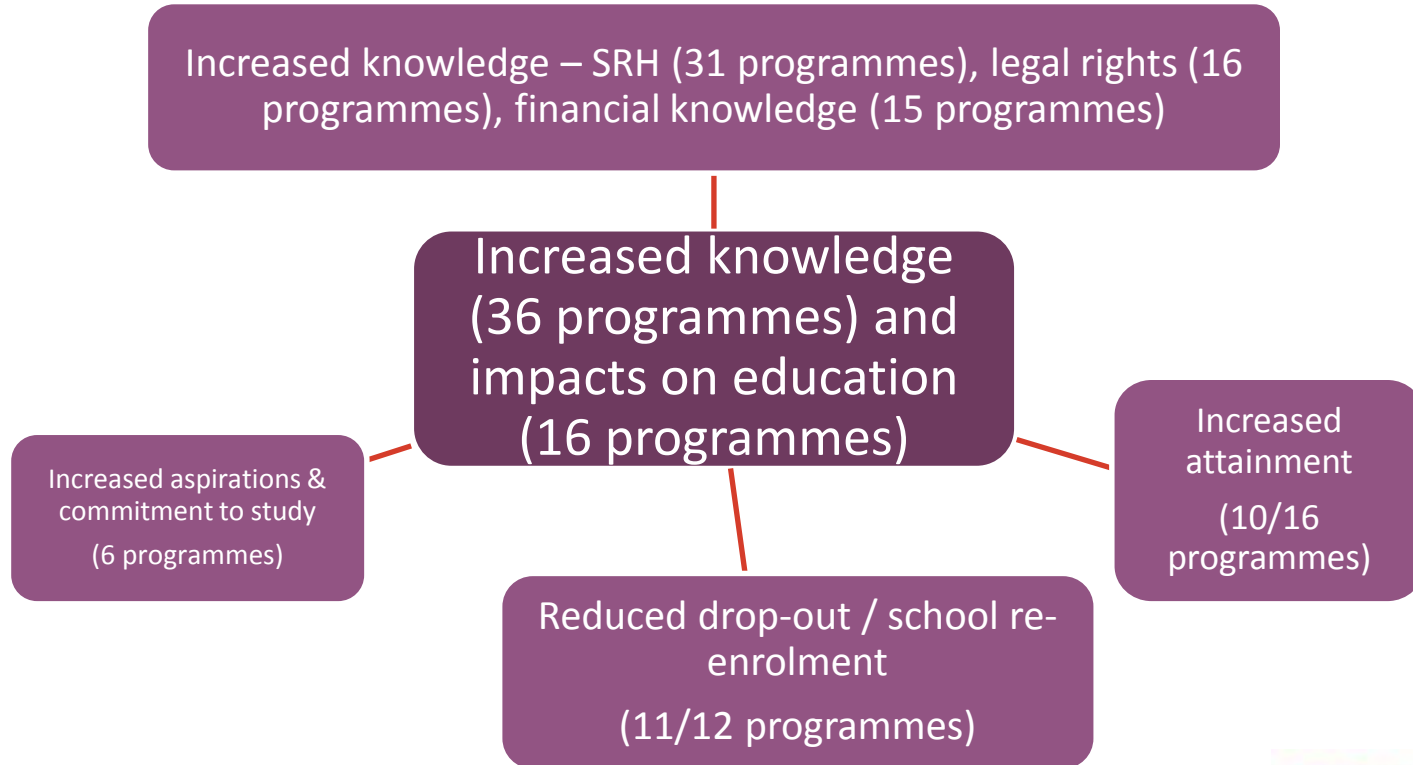
Reduced GBV  
(11 programmes)

Changes in gender discriminatory practices  
(25 programmes)

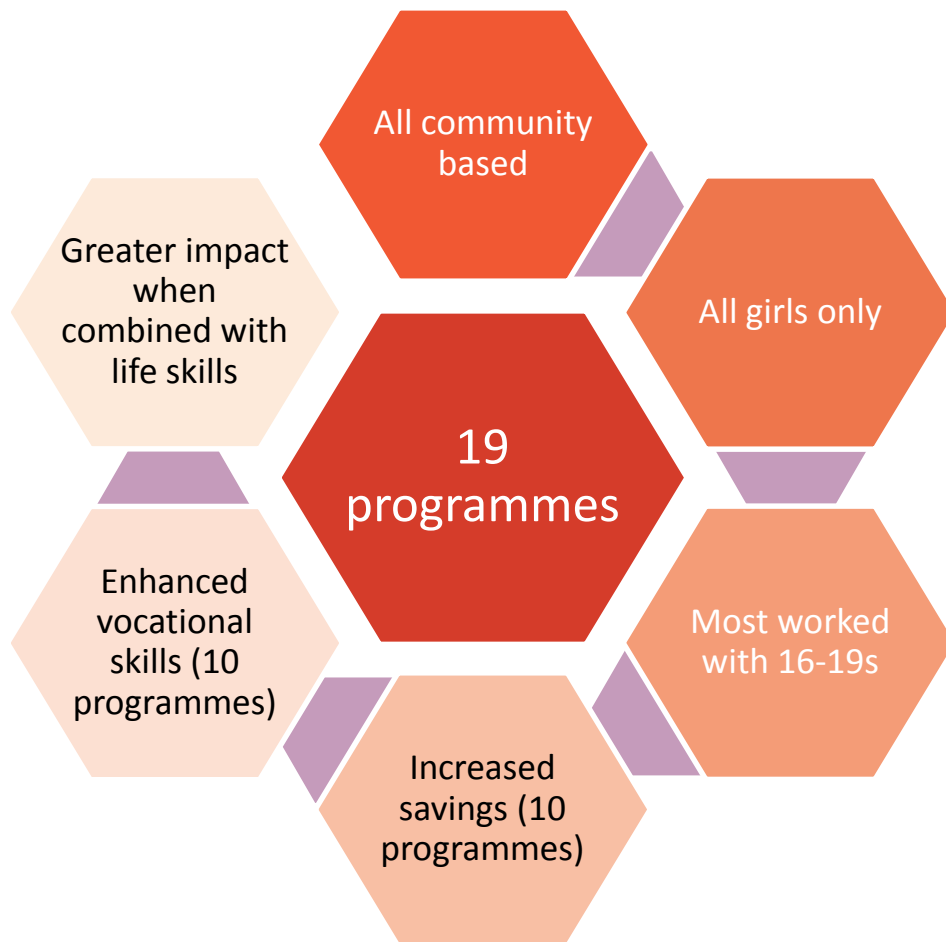
# Social & psychological empowerment



# Increased knowledge and educational achievement



# Economic empowerment

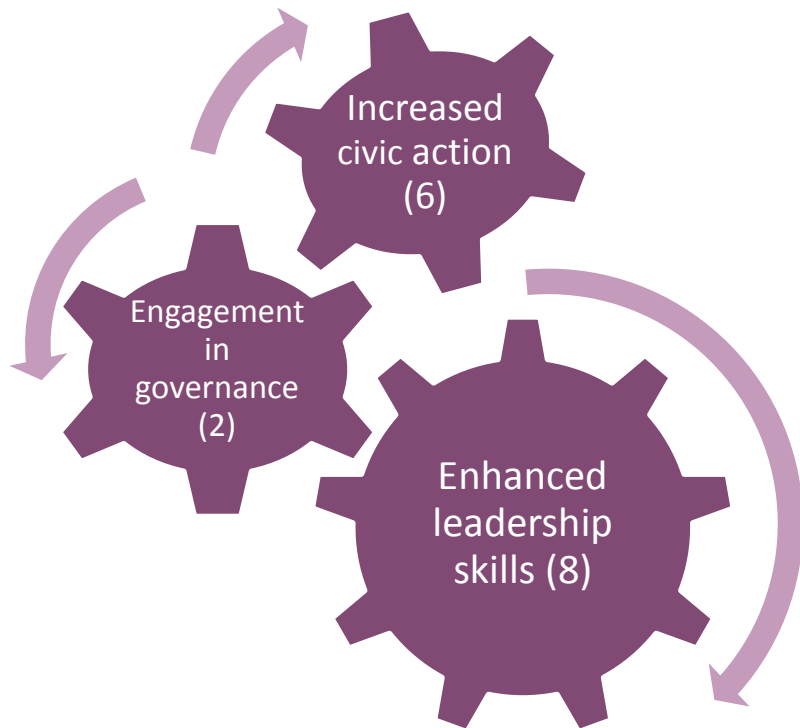


# Civic and political engagement

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## Examples:

- Organising awareness raising events
- Negotiating with elected officials to improve services
- Reporting child abuse or planned child marriages to authorities



# What underpinned positive impacts?

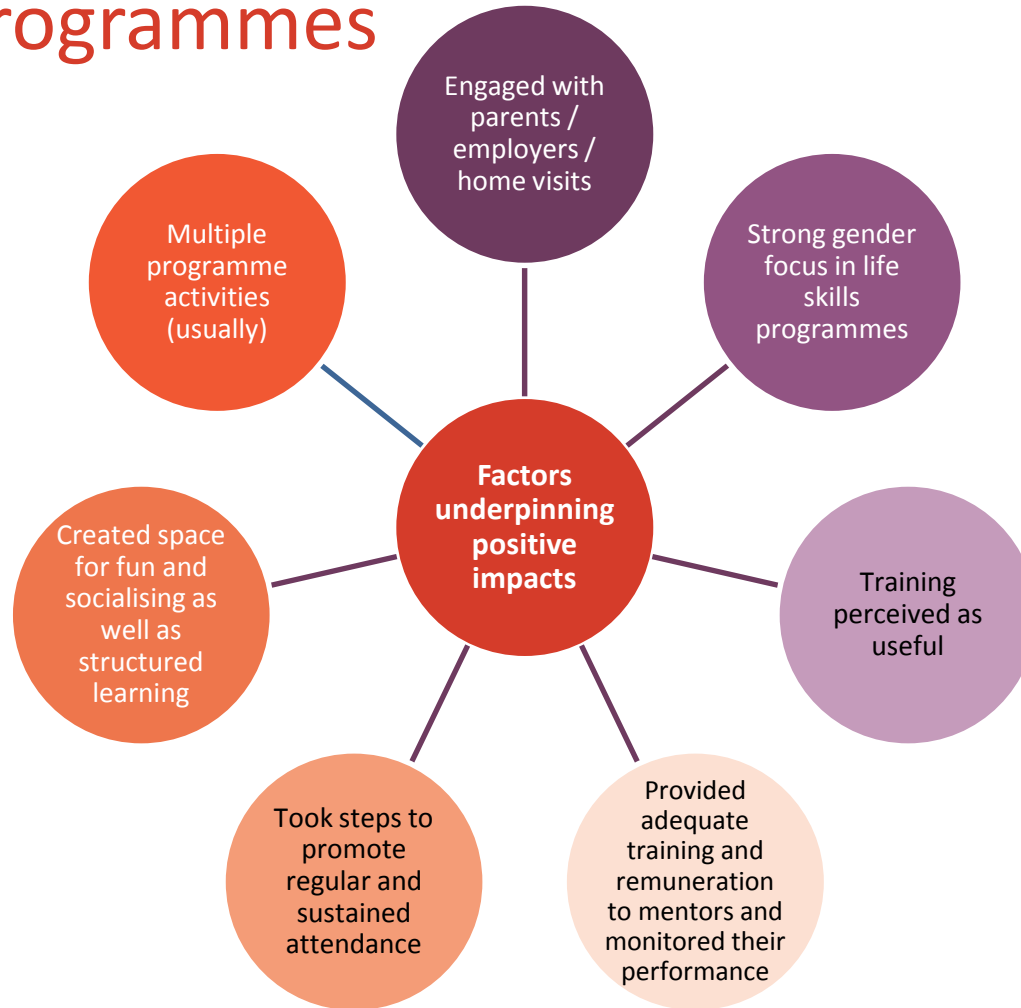


*Students, Kamrun Nessa Government Girls School, Dhaka.*

*Credit ADB*



# Effective programmes



- **Engagement with other stakeholders:** Half the programmes examined worked with other stakeholders (parents, married girls' spouses, and other young men; employers of girl domestic workers); Home visits / community dialogues before programme starts; Follow up visits where attendance is poor; Link-ups with existing community groups eg mothers' / women's groups, fathers' groups; Potential for more engagement with community leaders

#### **Encouraging attendance**

- **Allow girls to join with friends/ sisters** (some programmes randomly selected participants but this seen as unfair)
- **Incentives to attend life skills classes** – no rigorous assessment of merits but considerable discussion of appropriateness. Esp. where girls are hungry, providing meals/ snacks helps with concentration. Some programmes suggest fee-for-attendance but no evidence concerning impact
- Certificates/ small prizes for good attendance
- Graduation ceremonies for lifeskills courses
- Ensure good facilitation (training, follow up and remuneration)

**Multiple activities** – mixed evidence but on balance suggest more impact from additional activities, particularly life skills plus. (Though conflicting evidence from 2 Pop Council programmes that suggests that the life skills/ safe spaces) are most important. Importance of familiarisation visits and working on supply side simultaneously.

# Facilitation / mentors

- Facilitators / mentors often played key role in helping girls develop self-confidence, friendships and learning; acted as role models
- Important that mentors holding gender egalitarian attitudes (-> provide training to facilitate this?)
- Mentor training varied considerably (a few days to 2 weeks) with some programmes also holding refresher / in-service training (no analysis of effectiveness)
- Important to keep mentor/ facilitation role separate from payment collection role (in programmes with microfinance components)
- Facilitator turnover is an ongoing challenge in both school- and community-based programmes
- No rigorous analysis of what is most important for mentor effectiveness (eg age, education level, being from same community).



# Duration and Intensity

- Depends on objective – programmes that teach specific lifeskills content (often shorter-term 3-8 months) than those that provide space for empowerment processes (several years)
- Most programmes run classes once per week; some (eg Ishraq in Egypt, some BRAC programmes) more frequently
- Little evidence concerning optimal duration / intensity for impact or thresholds, though attending for a year or more associated with stronger impacts, as was attending at least half-two thirds of sessions



*Credit: UNDP*

## Age-segregated programming: limited evidence

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- No systematic study of what works best with different age cohorts
- Majority of programmes open to 10-19 age range
- Programmes for 10-14s mostly focus on communication skills, gender norm/ attitude change; some promote civic engagement through children's clubs
- School-based clubs generally have smaller age groupings (but defined by school year groups rather than strictly by age. Older age groups better able to make use of vocational skills and small loans component.
- Where lifeskills curricula differentiate by age, most common pattern is to remove content on sexuality from younger age cohort;
- Demand for similar provision for an older/ younger cohort

No real comparative evidence as to whether specific approaches are more effective with certain age groups; programmes do particular approaches often appropriate to an age group and add things on, rather than testing particular combinations. Reflect a more organic growth model rather than being set up as RCTs  
(eg CARE's IPSTLEY ran leadership development programmes with 10-14s and generated demand for similar programmes for older group)

# School vs community-based programmes

| Issue                                | Community based clubs   | School clubs  |
|--------------------------------------|---|---|
| Structure                            | Often stand-alone   | Often part of larger education improvement programmes |
| Participation of marginalised groups | Usually greater   | Usually less  |
| Scale                                | Small unless implemented via existing structures (women's orgs; religious orgs etc) | Potential to reach much larger numbers                |
| Activities                           | Wider set of activities   | Lifeskills; gender awareness                          |
| Facilitation                         | Challenges in both types of clubs; teachers may be more didactic                    |   |



# Single sex vs mixed programming



- No studies compare the relative impact of single sex vs mixed programming with young people (15 programmes had mixed activities)
- A strong theory of change ‘in the girls’ empowerment ether’ suggests empowerment and confidence building more likely in single sex groups
- Growing demand for boys’ clubs – both for equity reasons (very little on offer for boys/ young men) and to address issues of masculinity/ gender norms eg in SVAGs (Ghana, Mozambique, Kenya); AGI Kenya; Deepshikha, India
- Some programmes segregate learning on SRH but conduct other activities together eg GEMS school based programme in Jharkhand, India

# Key knowledge gaps

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- Long-term impacts and impacts on non-participants
- Best practice in scaling up
- Cost-effectiveness
- Impacts of more institutionalised provision (compared with short-term projects)
- Relative impacts of different components – both within life skills education and additional components – though impacts broadly stronger in multi-component programmes
- Very little analysis of the impacts of sports; nothing on helplines or ICT-reinforced programmes
- How to engage most marginalised girls

Long-term impacts: **only 8 studies examined effects beyond 1 year after end of participation. Mixed findings and little discussion of why gains sustained/ not sustained:**

- eg. sustained norm changes (eg in Mema Kwa Vijana, Tanzania) but no sustained change in health outcomes
- BRAC ELA in Uganda found positive changes in economic activities, gender norms, child marriage after 2 years. Effects after 4 years harder to assess as participants more likely to migrate.
- Learning Games (India) – no apparent impact 1 year after end of participation
- Alumnae groups have positive potential to help sustain benefits
- Some evidence of positive spillover (mostly qualitative)

Much evidence of positive impacts  
– particularly self-confidence,  
knowledge and attitudes – building  
blocks for norme change

In mixed programmes, notable  
impacts on boys' attitudes and  
practices

## In a nutshell

Many remaining knowledge gaps re  
best practice, optimum length and  
transformative nature of impacts

Parents' and wider community  
attitudes and practices primarily  
influenced by activities targeted to  
them, though some influence via  
daughters' participation

# Thank you

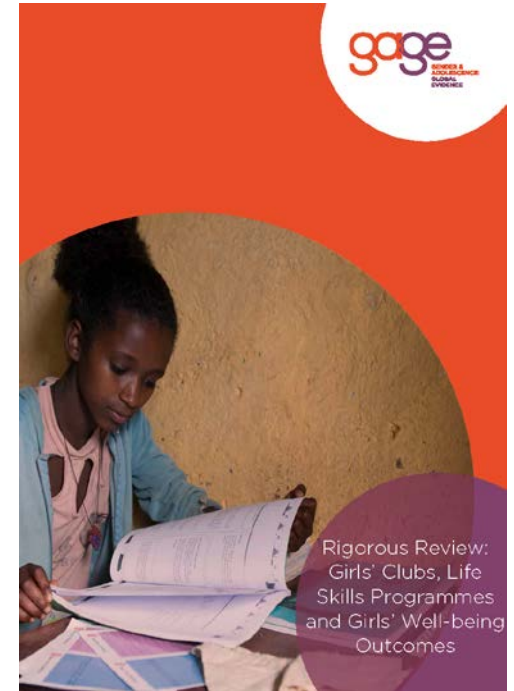
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The full report and an accompanying policy brief will be available on the GAGE publications site in the coming month:

<http://www.gage.odj.org/our-publications>

For more information, contact:

Rachel Marcus: [rachel@abrc.co.uk](mailto:rachel@abrc.co.uk)



# Poll

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***What questions do you have regarding adolescent programming that a global evidence review could usefully address?***

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# Question & Answer Session



# Contact Us

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WEBSITE:

<http://www.gage.odi.org/>



**USAID**  
FROM THE AMERICAN PEOPLE



**PEPFAR**  
U.S. President's Emergency Plan for AIDS Relief

**YOUTHPOWER**  
LEARNING

## What can you do next?

- Use social media to spread the message of PYD.
- Join a YouthPower Community of Practice.
- Visit the YouthPower Learning Hub at [www.YouthPower.org](http://www.YouthPower.org).
- Apply for a Grant under Contract in the next round.
- Register on the Learning Hub and share your own reports, studies and other resources on the Learning Hub, submit a blog, announce a PYD event.



[www.YouthPower.org](http://www.YouthPower.org)



**USAID**  
FROM THE AMERICAN PEOPLE



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**YOUTHPOWER**  
LEARNING

# Thank you!

Thank you for participating in this YouthPower Learning event co-hosted by the [Gender and PYD CoP](#) and [The Coalition for Adolescent Girls](#).

The recording, presentation, and any resources shared during this event will be sent to all registrants.



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