Building a program based on identified assets: *Filles Eveillees* (Girls Awakened) in urban Burkina Faso

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Context

• Burkina Faso has the 11th youngest population in the world (PRB, 2012)

• Limited school & economic opportunities in rural areas, coupled with pressure to marry, drive many girls to migrate internally to urban areas

• 25% of 10-17 year old girls in Ouagadougou are not in school and not living with either parent (2010 DHS)

• Adolescent girls in urban areas work in domestic service
Implications for reaching large numbers of girls

<table>
<thead>
<tr>
<th>Country</th>
<th># of girls 10-14</th>
<th>% not in school and not living with either parent</th>
<th># of 10-14 year old girls not in school and not living with either parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benin</td>
<td>553369</td>
<td>1.40%</td>
<td>7,747</td>
</tr>
<tr>
<td>Burkina</td>
<td>987093</td>
<td>11.90%</td>
<td>117,464</td>
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<td>Guinea</td>
<td>617,935</td>
<td>11.30%</td>
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<td>Mali</td>
<td>824359</td>
<td>11.50%</td>
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<td>Niger</td>
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<td>12.70%</td>
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<td>Senegal</td>
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<td>11.50%</td>
<td>92,636</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
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<td>509,201</td>
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</table>
Steps in designing an asset-building program

I. Learn about target population through formative research
II. Conduct asset exercise with partners
III. Identify and describe your population with baseline research
IV. Shape the approach: program design
V. Preparing program content
I. Learn about target population through formative research

Our target population: Migrant adolescent girls in domestic service
Formative research

• Conducted in two cities
  • Desk review of literature on adolescent domestic workers and migrant girls
  • FGDs: adolescent domestic workers
  • IDIs: employers, *logeurs*, and NGOs intervening with adolescent domestic workers and/or migrant girls

*Logeurs*, or landlords, are members of traditional protective networks for migrants in West Africa. *Logeurs* typically originate from rural areas, but live in urban areas.
Formative research findings

- Girls in rural areas migrate away from a lack of opportunities
  - “Sometimes when we visit the girls’ villages, we understand why the girls leave. There is nothing in the villages.” (IDI with NGO)
Formative research findings

• Domestic workers
  • Long and arduous days
  • Little time for schooling, building social networks, and developing skills
• Employers and *logeurs* didn’t feel equipped to discuss SRH with girls
Formative research findings

• Migration Patterns:
  • Girls move to a smaller city first and then onto the capital city (step migration)
  • Each year girls return home during rainy season to work in agriculture
Landscape of existing programs

• Majority of programs:
  • Intervene after something has gone wrong
  • Provide professional training in domestic work
  • Teach girls about their rights
  • Are input-based rather than girl-centered
  • Did not have logical age segments
II. Conduct asset exercise with partners
Asset exercise
Asset exercise findings: from the facts to planning

• We knew...
  • Many migrant girls begin domestic work in households as early as 11
  • Migrant girls return to villages during the rainy season
  • Some get married & don’t come back to the city

• We decided...
  • Our program would emphasize SRH for all program participants, starting at 11
Asset exercise findings: from the facts to planning

• We knew...
  • Migrant adolescent domestic workers were economically active beings who were (theoretically) being paid for their work as early as 11
  • Many were saving for their *trousseau*

• We decided...
  • They needed to develop short- and long-term savings goals
  • They needed to become familiar with formal and informal savings mechanisms
III. Identify and describe your population with baseline research
Context of migration

- Internal migration is far more common than international
  - 94% of participants were born in Burkina
- Girls are very mobile
  - 61% have lived in current neighborhood less than 1 year
- Girls report moving for economic reasons
  - 2/3 moved to the city for work
Social capital and life skills

- Migrant girls are highly socially isolated
  - 94% were not members of any social groups
- Poor sense of self
  - 44% reported very low perceived power
- Difficulty interacting with others
  - 61% reported feeling weak and timid in the presence of others
Health and sexual and reproductive health

- Migrant girls are unaware of steps they can take to improve their health
  - Only 10% knew that a girl could perform a breast self-exam
- Migrant girls lack critical SRH knowledge
  - Only 1% knew when during the menstrual cycle a girl can get pregnant
  - 28% thought marriage protects against HIV
Financial capabilities

• Girls have higher than expected numeracy skills
  • 90% of girls responded correctly to an addition question

• Girls are saving
  • 82% reported saving their money, 62% of whom do so regularly
  • 2/3 girls reported having a long-term savings goal, but < 50% reported having a short-term savings goal
Access to services

• Migrant girls lacked knowledge about services available to them in their neighborhoods
  • Only 36% knew that girls like them could open a bank account at the local bank
  • Only 18% knew that girls who have been raped or harassed have a place to go
IV. Shape the approach: program design
Target population and core elements

• Migrant adolescent girls in domestic service living in specific catchment areas in
  • Bobo Dioulasso (ages 11-16)
  • Ouagadougou (ages 15-19)

• Core elements
  • Safe spaces for girls to meet
  • Access to same-sex peers
  • Older female mentor

* Will be introduced this Fall.
Program duration and dosing

- Girls in groups of ~25
- Meetings once a week on Sundays for 2 hours
- 30 sessions over 8 months, corresponding with the dry season
Community engagement and recruitment

- Community engagement
  - Meetings with community leaders before program launch
  - Community awareness sessions
  - Home visits
  - Awareness sessions with employers in some sites

- Recruitment
  - Door to door recruitment done by mentors
Program goals

• Improve social capital
• Build girls’ assets in
  • Life skills (inter- and intra-personal skills)
  • Health and hygiene
  • Sexual and reproductive health
  • Financial capabilities
  • Option to enter school and learn French
• Link girls to services
V. Preparing program content
Preparing program content

• Select content themes (i.e. SRH or financial capabilities)
  • Why is the theme important for your population?
  • Where do they have background knowledge?
• Research what content exists already
• If inventing program content from the start...
  • Draft possible topics that could go under that theme
  • Review list and decide which are critical to building girls’ assets
Developing content

- **Sexual and reproductive health**
  - Adolescence and menstruation
  - Menstruation and reproduction
  - Pregnancy and contraception
  - STIs and HIV
  - HIV testing and stigma
  - Gender and power dynamics
  - Sexual and gender-based violence
  - Do we need to take on FGM and abortion?
Developing content

- Financial capabilities
- Financial capabilities and money
- Savings, savings goals, and savings plans
- Methods and safe places for saving money
- Spending money
- Borrowing money responsibly
- Resolving conflicts related to money
Developing content

• Develop drafts of each lesson with the following categories
  • **Session Objectives** – learning goals for the session
    • By the end of the sessions, girls will be able to...
  • **Materials Needed** – what you need to complete the activities in the session
  • **Session Outline** – a list of the activities included in the session, including the approximate time for each one
  • **Total Time** – an estimate of the length of time needed to complete all the activities in the session
  • Use the times listed for each activity as a guideline. Depending on your participants, each activity may take more or less time, so don’t be surprised.
Developing content

- Develop drafts of each lesson with the following categories
  - **BEFORE THE SESSION:**
  - BACKGROUND NOTES (recognizing that the mentors or program leaders need more information than the project beneficiaries)
  - **INSTRUCTIONS**
  - *Name of Activity (___ minutes)*
  - 1.
  - 2.
  - 3.
  - **TAKING IT HOME**
  - **PLANNING AHEAD: SESSION ___**
Developing content

• Remember to use interactive techniques and vary methods of instruction. Examples include:
  • Brainstorming
  • Personal stories
  • Pictures
  • Group discussion
  • Mini-lecture
  • Role plays
  • Visits from providers in community
Suggested reading

• Population Council toolkit by Annabel Erulkar (English and French)
  • From research, to program design, to implementation: Programming for rural girls in Ethiopia--A toolkit for practitioners

• It’s All One Curriculum (English, French, and Spanish)
  • http://www.popcouncil.org/publications/books/2010_ItsAllOne.asp

• Filles Eveillées mentor guide (French)

• Microfinance opportunities and Freedom from Hunger’s Young Women: Your Future Your Money
Thank you!

Photo by Ollivier Girard, courtesy of the Population Council.