Increasing BRAC’s Reach to the Poorest Girls in the Poorest Communities

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Population Council
Outline

1. Recognize and animate the social contract: The potential of the 16 promises and the renewed community contract

2. Which girls: Reaching girls at the highest risk of the worst outcomes at a strategic age

3. Program tools: Visualizing the community and the girls to improve targeting to the poorest and increasing value for money
Find the existing social contract in relation to girls

Countries through constitutions, MDGS, signing conventions such as CEDAW make promises to their populations
These promises and entitlements are detectable in basic facilities of “modal” small communities/neighborhoods in poorer urban and rural areas.

Identifying services and facilities in the community

- Health services (hours and services offered)
- Emergency services (shelters)
- Schools
- NGO programs
- Youth programs (Who is served? Are there dedicated hours for girls?)
- Commercial and market centers
- Training centers
- Financial institutions/credit sources
Who has access to services and entitlement in the areas in which you are working?

- Disadvantaged Girls (cut off from access to services)
- Better-off girls
- Boys
<table>
<thead>
<tr>
<th>Country</th>
<th>Number of beneficiaries served (No. of contacts)</th>
<th>Males</th>
<th>Females</th>
<th>10-14 years</th>
<th>15-19 years</th>
<th>20+ years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burkina Faso</td>
<td>6216 (6860)</td>
<td>56%</td>
<td>44%</td>
<td>7%</td>
<td>30%</td>
<td>63%</td>
</tr>
<tr>
<td>Ethiopia</td>
<td>10866 (10873)</td>
<td>58%</td>
<td>42%</td>
<td>22%</td>
<td>45%</td>
<td>33%</td>
</tr>
<tr>
<td>Guinea Bissau</td>
<td>7625 (8167)</td>
<td>57%</td>
<td>43%</td>
<td>7%</td>
<td>37%</td>
<td>56%</td>
</tr>
<tr>
<td>Mauritania</td>
<td>5452 (8115)</td>
<td>83%</td>
<td>17%</td>
<td>28%</td>
<td>42%</td>
<td>25%</td>
</tr>
<tr>
<td>Malawi</td>
<td>15471 (19666)</td>
<td>54%</td>
<td>46%</td>
<td>18%</td>
<td>31%</td>
<td>50%</td>
</tr>
</tbody>
</table>

If You Build It, They Will Not Come
Youth programs and safety nets exclude key vulnerable populations of girls that are younger, out-of-school, in exploitative labor, rural born, migrant, living with one or no parent, or married and/or with children.
Renewing the 16 promises: Defining a community contract
Engage communities in making explicit commitments. For example, the community could:

- Support safe house-to-house surveys
- Facilitate the recruitment process
- Provide space and existing facilities for meetings, recruitment, training, follow up
- Establish places where girls can meet regularly, permanently
- Create safety zones, put in street lights, developed specific security and protection procedures
- Give girls personal documentation
- Enforce protective laws more systematically
- Organize service provisions/entitlements at times of days, seasons, and weeks which make them more accessible to girls
Community/Engagement and “Contracts” posted to define which hours are “girl hours” to create awareness and accountability to girls’ empowerment schemes.

Policy change and community commitment can never be a secret.

Abriendo Oportunidades
Xteeb´al jun li b´e

“En este espacio seguro las niñas y jóvenes aprenden y La Libertad se desarrolla”

Horario de Reuniones: Lunes y Miercoles 2:00pm a 4:00pm
In the kebeles around the bus station in Addis (where a high proportion of girls are in-migrant and without families and the number of girls 15-19 is almost twice the number of boys that age), kebele leaders agreed to validate girls’ IDs.
<table>
<thead>
<tr>
<th>Significant Segments of Girls</th>
<th>Her Special Challenges</th>
<th>Key personalities/males gatekeepers that need to be dealt with and converted into allies if possible</th>
<th>What we want for the girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>The in-school girl at or near grade for age</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The deeply disadvantaged girl, abused, living apart from parents, not in school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The married girl</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The girl with a child</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The girl who isn’t working and isn’t in school, “doing nothing” (ages 17-20, for example)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The girl in domestic service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The wage-working girl</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Consider What is Needed to Repair the Social Contract: Public-private partnerships hand in hand with girls

+ To ensure access to basic entitlements, services, and facilities

+ To support girls in claiming their rights & forging their access through community-based places/spaces/platforms

Closing the gap in the social contract at the community level: Government and civil society hand in hand with girls

Mandates and promises
- ten years of schooling
- governance
- economic access
- youth participation
- recreation
- safety net
- social participation
- financial access
- security
- health

Community-level facilities
- primary school
- secondary school
- development committee
- markets
- youth center
- playing field
- cash transfers
- community center
- banking outlet
- center for defense of indigenous women
- health center

Girl-centered content and approach
- bilingual support
- study space
- coaching/support
- safety plans
- input from girls' groups
- development of service delivery through girls' groups
- financial literacy
- market safety
- planning female-only value chains
- age-graded dedicated sessions with female mentors
- specific hours of engagement
- female referees and mentors
- girl platforms with financial literacy and other management training
- regular meeting space for age-graded female groups
- tailored savings products for younger indigenous females
- incubator savings groups
- girl interns at DEMI
- community unity safe scaping
- health vouchers
- development of community-based health workers

Mobilizing female infrastructure: The fifth estate
II. Which Girls?

First consider cross-sectional data
Child Marriage among Females (20-24) in Bangladesh

http://www.popcouncil.org/publications/serialsbriefs/AdolExpInDepth.asp
Percent of Girls 10-14 not in school and not living with either parent in Uganda

http://www.popcouncil.org/publications/serialsbriefs/AdolExplnDepth.asp
School Age Females Not in School in Bangladesh

http://www.popcouncil.org/publications/serialsb Briefs/AdolExpInDepth.asp
Percent of 15-24 year-old Females who Experience Justify Domestic Violence Under Certain Conditions in Kenya (by region)

Highest rates reaching 80% in the Nyanza region

Women in Zambia Experience High Rates of Physical Violence – mostly at the hands of partners

- Over 40% of ever-married 15-24 year-old females have experienced physical violence
- In general, gender-based violence is justified by cultural norms and often embedded in war-time behavior.

Almost 60% of 15-24 year-olds in the Copperbelt region have experienced physical violence since the age of 15

Nigeria Composite Vulnerability: Percent of females (10-14) not in school and not living with either parent with conflict zones superimposed (501,998)

Source: U.S. State Department, Humanitarian Information Unit, 2009
Source: DHS 2003
Combine sectional data with data on timing within the human rights and human capabilities perspective
In early adolescence many girls irretrievably lose their rights

- **Rights being delayed**
  - A savings account opened at 19 rather than 15 when full-time work is legally allowed

- **Rights costly to recover**
  - Having an interrupted course of study can be remediated through catch-up programs but at a high cost

- **Rights irremediably lost**
  - FGM
  - Experiencing forced sex
  - Being infected with HIV
  - Having a child when one is still a child herself
Investing in young adolescent girls has important health and population effects

Providing girls with opportunities and support they need to defer child bearing past adolescence is a **GOOD** in and of itself and could reduce population size by 18 percent, or 224 million, a full 39 percent of the anticipated increase.
A high proportion of girls will become *single mothers*. Failure to invest in them is *planned poverty*.

Girls married as children have higher rates of single motherhood.

When to Intervene?

EARLY enough to keep girls in school and build their health, social, and economic assets

Percent of Guatemalan girls ages 10–19, by outcome

When to intervene?

We need to invest AHEAD of the curve

Girls begin dropping out of school at the onset of puberty

Intensify investment here

Drop out accelerates here

Sources: Guatemala (Hallman et al. 2005); Turkey and Kenya (Population Council Adolescent Data Guides 2009, relying on DHS 2003); Egypt (ELMPS 2006).
III. Program Tools
Why Visualize Data?

1. Find out the shape of a community- make it “official”
2. Identify within the “community/catchment” area potential resources
3. Enumerate, locate, and segment girls in the area
4. Make program decisions about which girls to target (given limited resources) and geographic concentration
5. Conduct intentional recruitment for segment specific programs
6. By girl sub-population—plan and monitor participation
7. At the level of the community- Define safety and access to resources and chart the community transformation
Drawing Community Boundaries To Define Your Universe (Catchment Area)

Locate Resources in the Community to Re-establish the Social Contract

Reasons to Prioritize Sub-population of Girls and Target Recruitment

1. Human Rights Framework as a Allocation Tool- Start with the Poorest Girls in the Poorest Communities or you will not Reach them

2. Value for Money-Same investment, More Dramatic Results (Coincides with What Donors Want)

3. Ability to Evaluate- Know what you are

e.g. if you don’t start with them, you get them
What is the consequence of not finding your girls?

Case Study: Upper Egypt In a community of 7,000 with household visits, only 10% of the target girls were enrolled.

<table>
<thead>
<tr>
<th>Age</th>
<th>No School</th>
<th>Some Schooling, Not Literate</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-13</td>
<td>“1”</td>
<td>“2”</td>
</tr>
<tr>
<td></td>
<td>(10%)</td>
<td>(20%)</td>
</tr>
<tr>
<td>14-15</td>
<td>“3”</td>
<td>“4”</td>
</tr>
<tr>
<td></td>
<td>(30%)</td>
<td>(35%)</td>
</tr>
</tbody>
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In pursuit of fairness and a much higher measurable impact, a recruitment strategy was adopted to fill up the first “cell” - the most vulnerable - before recruiting girls from the other cells. This procedure managed to increase participation in Cell 1 to 42%.

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<th>Some Schooling, Not Literate</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-13</td>
<td>“1” (42%)</td>
<td>“2”</td>
</tr>
<tr>
<td>14-15</td>
<td>“3”</td>
<td>“4”</td>
</tr>
</tbody>
</table>
Value for Money and More Impact
Same Investment Produces More Dramatic Outcomes for the Most Vulnerable Girls

<table>
<thead>
<tr>
<th>Investment</th>
<th>Outcome</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>$$$</td>
<td>Girl A - Some School</td>
<td><img src="#" alt="Impact Bar" /></td>
</tr>
<tr>
<td>$$$</td>
<td>Girl B - No School</td>
<td><img src="#" alt="Impact Bar" /></td>
</tr>
</tbody>
</table>
Degrees of access for different categories of girls can be established

A community-based “youth” program in urban Africa is serving under 2% of the 10-14 year-old females who are out of school (and living within walking distance) while reaching 12% of the 15-19 year-olds enrolled in secondary school. The most advantaged are receiving over 8 times as much attention as the least advantaged.

<table>
<thead>
<tr>
<th>Age 10-14 Out of School</th>
<th>Age 15-19 In Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. Reached</td>
<td>No. Reached</td>
</tr>
<tr>
<td>8</td>
<td>94</td>
</tr>
<tr>
<td>No. Eligible</td>
<td>No. Eligible</td>
</tr>
<tr>
<td>558</td>
<td>786</td>
</tr>
<tr>
<td>Percent Reached</td>
<td>Percent Reached</td>
</tr>
<tr>
<td>1.4</td>
<td>12.0</td>
</tr>
</tbody>
</table>

Program in Asia Socio-demographic characteristics of the targeted girls

| % of the adolescents in the community joined the clubs | 39 |
| % of married adolescents joined the clubs | 15 |
| % of the unmarried adolescents joined the clubs | 49 |
| % of the enrolled girls joined the clubs | 50 |
| % of the dropping out girls joined the clubs | 21 |

While 25% of the participants were from the most vulnerable (a big improvement over programs that didn’t touch this population), the deepening of targeting will yield more yet.
There are good and easy tool to enumerate your community as step 1 in any good program planning

- **Tools**
  - Paper maps
    - Google Earth can be added later
- **Skills**
  - Willing and welcome enumerators
    - Grabbing GPS points (with or without GPS device) can be added later

**IT TAKES 10 MINUTES PER HOUSEHOLD.**
Illustrative Household Questions Requires 10 Minutes

1. GPS Location
2. Girl’s First Name
3. Girl’s Surname
4. Mother's Name
5. Girl’s Age
6. Is the girl attending school?
7. What grade level is she in? [ask if 6 = YES]
8. Is the girl married?
9. Does she have a child
10. Does she live with her one, both, or no parents

*Repeat for all girls in household*
In Guatemalan villages with approximately 1,500 population, communities were mapped by pairs of girl mentors. With GPS mapping, you can upload basic data by household.
A segment-specific recruitment strategy that reaches the intended girls and forms them into groups with at least 30% normally ranging to 80% of eligible girls participating.

**Wednesdays**
2-4
Girls 8-12

**Fridays 3-5**
Girls 13-18
Often we already going door to door- Let’s make those visits guide our program development and implementation
Haiti: with pen, paper and Android Phone

In Guatemala with GPS
Thank you!