

# The Adolescent Girls Initiative:

An Alliance for Economic Empowerment

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## Outline:

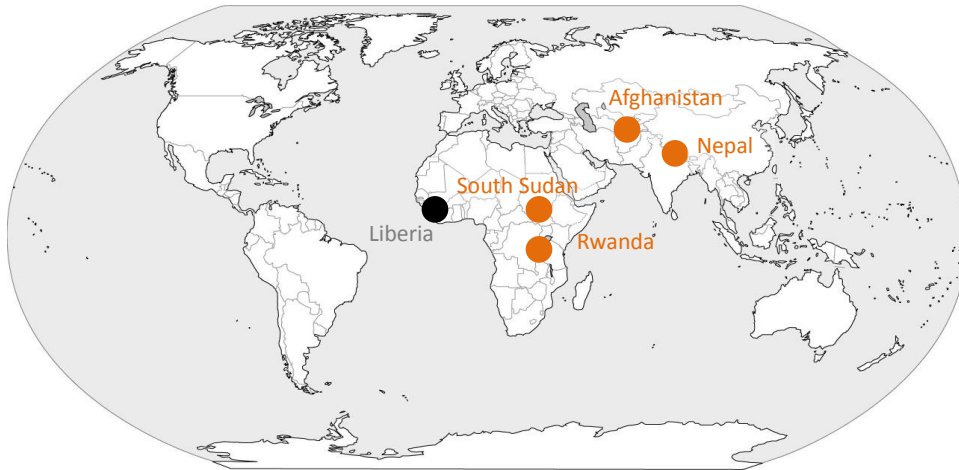
- Introduction to the AGI
- Impact Evaluation Design
- Research Questions/ Data Collection
- Challenges Faced



## AGI covers 5 post-conflict countries

All the programs share characteristics:

- Modest budgets (\$2 million each)
- Market-driven training
- Age range (roughly 16-24)



### Why do we care about young women's transition to work?

- Parity in primary and secondary education largely achieved
- The same progress has not been seen in the school-to-work transition
- Returns to education and training higher among young women than young men
  - more targeted post-school training?
- Returns to capital are lower among women.
  - less credit targeted to women?
- More empowered women invest more and earn higher profits

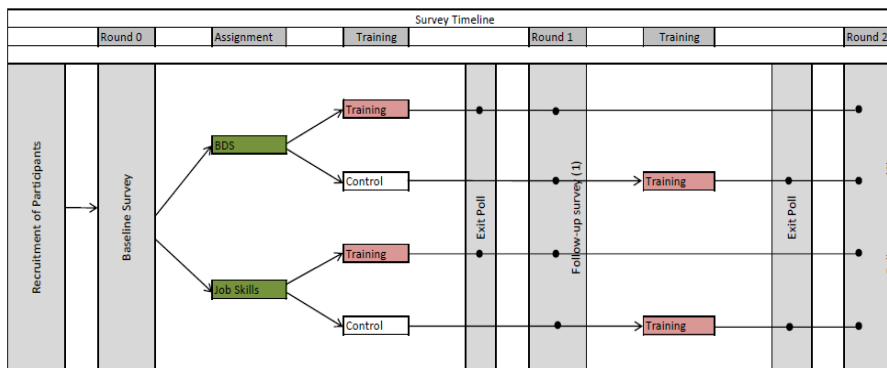
## Design features of the project in Liberia

- Job Skills & Business Development (BDS) training.
- Life skills training to address girls' social vulnerabilities.
- Performance-based contracts to training providers.
- 6 months training + 6 months follow-up.
- Training is market-driven.
- Implemented in nine communities in Greater Monrovia.



## Impact Evaluation in Liberia

- Randomized Pipeline Design with 1273 participants in first round of training (2010) and 834+ in second round (2011)



## Key Research Questions

- Does the program improve the economic well-being of young women who participate? What is the impact on employment, earnings, investment, savings, borrowing, and lending?
- What is the impact of the program on a wide range of socioeconomic behaviors and outcomes, such as marriage and fertility, time use, experience of gender-based and other violence, and attitudes toward risk?
- Does the program promote the empowerment of participants, as measured by proxies such as physical mobility, aspirations for the future, and control over household resources?
- How do the program impacts vary according to the demographic and personal characteristics of the participants?

## How do we measure this?

- **Conventional economic outcomes** (income and employment)
- **Conventional health outcomes** (illness, pregnancy)
- **Other outcomes:**
  - Hopes and aspirations
  - Financial capability
  - Attitudes towards risk and time
  - Self-control and self-regulation
  - Self-efficacy and self-confidence
  - Relationships and networks
  - Experience of violence
- Psychological games among participants to examine group dynamics, leadership, and trust.

## Survey Instruments/ Data Collection

- **Methodology:** Each respondent is visited at her home.
- Two interviews per household: adolescent girl and household head (if different)
- **Adolescent Questionnaire:** 17 Modules on Employment, Assets, Expenditures, Education, Time Use, Savings, Borrowing, Empowerment, Financial Literacy, Behaviors, etc.
- **Household Questionnaire:** 13 Modules on Consumption, Expenditures, Assets, Savings, Borrowing, Housing Characteristics, Expectations for Young HH Members, etc.
- **Primary Challenge:** Measurement of psycho-social indicators such as self-esteem, trauma, personality features that may impact success in program

## Challenges Faced in early stages

- **Targeting:** How to elicit truthful information about eligibility criteria (age, education, literacy, community of residence)
- **Questionnaire Development:** Best practice in collecting psycho-social characteristics?
- **Recruitment:** Is there excess demand for the program? Low numbers of eligible girls in target communities
- **Tracking of respondents:** High rate of attrition is expected; how to plan for follow-up?
- **Computerization of program data:** attendance, classroom hours, etc.

Thank you.