Girl Roster™ pilot: Save the Children and Population Council

May 2016

Setting: Youth in Action Program, Habru Woreda, North Wollo Zone, Amhara Region, Ethiopia

BACKGROUND:

The Girl Roster™ is a tool developed by the Population Council and its partners to quickly collect basic, actionable information on all of the girls in a community, with the goal of providing program staff *actionable* information on the full universe of girls in a community – in all of their diversity. Using a brief household survey, consisting of non-sensitive questions that capture basic information on girls and their households, it produces a rapid snapshot of all of the girls in a community, organized by age; marital status; as well as schooling; accompaniment status. This rapid analysis also presents detailed information on girls who have children of their own. The categories used in the Roster reflect both direct indicators of whether girls are "on" or "off track," according to whether they are accessing basic entitlements set out by national laws and international human rights norms, such as the right to remain in school and unmarried until age 18. By organizing information on girls and young women up to age 25, the Girl Roster™ captures information on the profile of those slightly older women who may contribute to a program's implementation by mentoring or facilitating sessions for girls.

Boy Matrix: Along with information on girls, the Boy Matrix was included as a module of the Girl Roster™. The Boy Matrix is a brief series of questions on basic demographics for boys in each household, developed and field tested by the Women's Refugee Commission in humanitarian settings. The Boy Matrix complements the more detailed questions on girls by providing the basic information needed to present points of comparison between boys and girls in areas such as school enrollment by age, as well as capturing basic, actionable information on boys similar to that of girls in the same communities.

Community Resource Scan: In addition to the Roster survey, a community resource scan, is conducted, using a simple mobile phone-based GPS app, to identify key resources in the service area for a program aimed at benefiting girls. The purpose of the community resource scan is to identify those resources that are likely to be important to girls in a community, as well as observations about how accessible they are for women and girls, such as: opening hours, and whether women and girls are present.

Program Context: Youth in Action, Ethiopia

Youth in Action (YiA) is a six-year program that seeks to improve the socio-economic situation of around 40,000 out-of- school young people aged 12 - 18, both boys and girls, living in rural areas in Burkina Faso, Egypt, Ethiopia, Malawi and Uganda. The program works with partners, parents, communities and youth to enhance their existing resources and capacity, and build new knowledge and skills so youth can strengthen engagement in their own social and livelihood development and make informed decisions about their future.

YiA does this by supporting youth to identify and explore livelihood opportunities through a combination of non-formal educational and practice-oriented learning experiences. For many youth, these livelihood opportunities are grounded in the agricultural value chain or agri-business. Within this context, the program also pays special attention to girls' participation and pathways to livelihood opportunities.

Implementing The Girl Roster ™ for Youth in Action

The Roster was piloted in two communities, Mehal Amba and #5, two of six villages that make up one kebele where Save the Children International (SCI) and its local implementing partner, PADet, are implementing Youth in Action, a six-year youth livelihoods program open to out-of-school young people, between the ages of 14 and 18, located in Habru Woreda, North Wollo Zone, Amhara region.

Purpose: Through a technical partnership with the Population Council, YiA is using the Roster to foster an intentional, targeted approach to working with girls in the rural communities it serves. It includes the following steps: identifying where girls who could benefit from the program are located; identifying potential barriers to their participation; and developing strategies to address these barriers.

Customizing, implementing, and analyzing the Girl Roster™ formed the initial steps in this process. By generating a basic snapshot of the situation of girls and young women in program communities, as well as a similar summary for boys and young men, it collects, analyzes and presents the basic information needed to inform YiA's development and implementation of a strategy for intentional, targeted recruitment and retention of girls.

Summary of Activities:

- SCI and the PC reviewed the Girl Roster™ and developed a version customized for the program and community context, with the Boy Matrix, as well as questions on awareness and participation in YiA;
- SCI translated the draft instrument into Amharic.
- SCI identified and mobilized 20 enumerators.
- PC and SCI conducted a one-day training on administering Girl Roster using mobile phones.
- SCI and PC jointly supervised enumerators in administering Girl Roster over 2.5 days, with 432 surveys completed.
- PC trained SCI on technology "back end" of survey, including use of phones and Ona cloud storage service.
- PC customized rapid analysis file for SCI's YiA program in Ethiopia.
- PC and SCI used a GPS-based mapping app (Track My Trip) to conduct a community resource scan of each of the villages, first setting a perimeter, then identifying resources potentially relevant to girls, such as shops, schools, health facilities and public water sources.
- SCI visited a market in a nearby town to identify common commodities, market prices and practices for buying and selling in the area
- PC and SCI discussed results presented in basic output tables and preliminary next steps/key questions for follow-up.

HOUSEHOLD PROFILES

- Enumerators collected information on 432 households. Of these, they did not complete interviews in two households where no adults were home. This left a total of 430 completed interviews.
- More than 80 percent of respondents were the senior female in their household, while male heads of household completed 16 percent of interviews and other women completed the remaining four percent.
- Household size varied between 1 and 11 members. However, 268 have between 2 and 4 members; and fewer than 20 have more than 7 members.
- 18 have more than 4 adult members; vast majority have 2 or 3 adult members, and substantial minority (113) have one adult (25 or older).
- Nine households had no members over age 25.
- Similar numbers of boys and girls per household, with most households having two or fewer girls; two or fewer boys. Substantial numbers of households also had 0 boys (127 households) or girls (121 households).

How many boys and young men under age 25 live here? Don't forget babies, household help, and visitors.
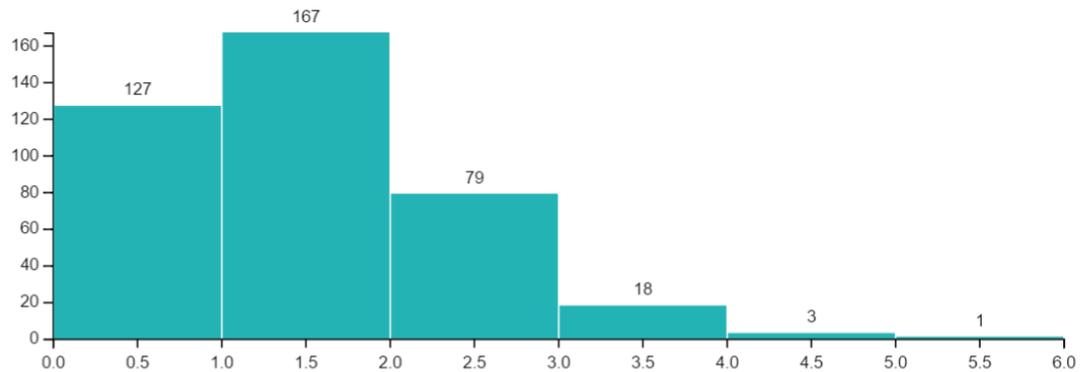
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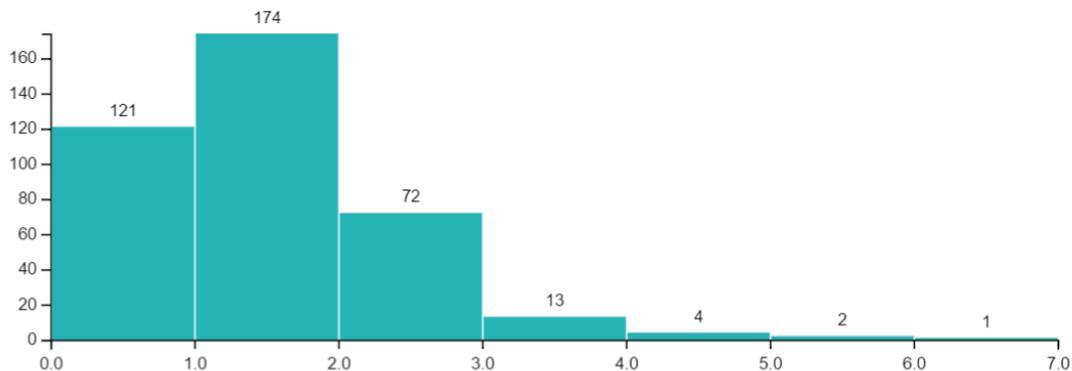
ALL GIRLS

Age Group	Unmarried						Married		Total
	In School			Out of School			Has A Child	Doesn't Have a Child	
	Living with both parents	Living with one parent	Living with neither parent	Living with both parents	Living with one parent	Living with neither parent			
06-09	39	6	3	10	8	2	--	--	68
10-13	69	25	5	7	0	0	--	--	106
14-15	25	9	3	4	1	2	0	5	49
16-18	18	3	0	12	9	2	0	7	51
19-24	3	2	0	16	6	0	7	10	44
Total	154	45	11	49	24	6	7	22	318

GIRLS WHO ARE MOTHERS

Age Group	Unmarried		Married		Total
	In School	Out of School	In School	Out of School	
14-15	1	0	0	0	1
16-18	0	0	0	0	0
19-24	0	3	0	10	13
Total	1	3	0	10	14

BASIC OUTPUT OBSERVATIONS:
- A total of 318 girls were identified in the target ages for the Roster, from across the two catchment areas. This total includes girls with complete information on: age, marital status; schooling; accompaniment; and parenting status.
- Although nearly half of all girls, and a majority in each age bracket are "on track" → unmarried, in school, and living with both parents, substantial proportions are "off track" by at least one measure.
- 18 girls were in the most off-track categories: 12 were married under age 18; and 6 were out of school and not living with either parent.
- A majority of girls in all but the oldest group are in school. However, substantial numbers of girls were out of school in each age group: including 20 girls under age 10 (out of 68); and at least 21

(out of 51) 16-18. This suggests that it may be common for girls to enter school late, and leave at relatively young ages.

- The oldest cohort: those aged 19-24, includes both the largest range in ages, and also the smallest number of girls.
- Although there are relatively few girls who are married and/or have children, the 4 girls who are not married and have children; and the 14 girls under 18 who are married but do not have children are may require additional, targeted support to participate in program activities, but are important groups to include.

BASIC OUTPUT: YiA-SPECIFIC CONSIDERATIONS

ALL GIRLS

| Age Group | Unmarried | | | | | | Married | | Total |
| | In School | | | Out of School | | | | | |
	Living with both parents	Living with one parent	Living with neither parent	Living with both parents	Living with one parent	Living with neither parent	Has A Child	Doesn't Have a Child	Total
06-09	39	6	3	10	8	2	--	--	68
10-13	69	25	5	7	0	0	--	--	106
14-15	25	9	3	4	1	2	0	5	49
16-18	18	3	0	12	9	2	0	7	51
19-24	3	2	0	16	6	0	7	10	44
Total	154	45	11	49	24	6	7	22	318

Legend:

Core segments for Youth in Action
Rising adolescents, either currently out of school or at high risk of leaving school
Likely facilitators or mentors for Youth in Action participants
Potential mentors or other sources of support for YiA activities
"Off-track" but not immediate or short-term participants

YIA-SPECIFIC OBSERVATIONS FROM BASIC TEMPLATE:

- Potential Participants: Of the 318 girls identified: approximately 40 fit the profile for Youth in Action: 30 girls between ages 14 and 18 were unmarried and out of school, while 12 in this age group were married. Of married girls, at least 6 were out of school. In addition, a few girls were identified as having children of their own (14 out of 318). As noted above, including these girls may take extra effort, but is also likely to have extensive benefits for those girls and their families.

- Potential Facilitators: Although 44 girls occupied the age cohort (19-24) appropriate for facilitators, just three had completed grade 10, making them eligible to act as facilitators in the YiA program. However, an additional 12 had completed grade 7 or more.

ADDITIONAL OBSERVATIONS *(from "Template" tab of output and/or complete Excel file, not pictured)*

- Participation: Of the 40+ girls eligible to participate, 10 were listed as current YiA participants. There were likely inaccuracies in the reporting of ages and/or participation status, as one girl was listed as aged 25 and participating; and one was listed as aged 11 and participating in YiA. However, it is unlikely that more than 10 girls overall are current participants, and indeed, this is likely to be an overestimate. Further, of those listed as current participant who also appeared to fit within the YiA criteria, very few were either married, living apart from parents, or had a child of their own; or had never been to school, suggesting that the program is not currently reaching the most off-track.
- Facilitators: Of the girls aged 19-24, just three fulfilled the educational requirement to be facilitators. However, an additional five aged 16-18 had completed grade 10 higher; and of those between the ages of 19 and 24, 12 had completed grade 7 or more. This suggests that modifying the requirements for female facilitators would increase the pool of potential facilitators substantially.

BASIC OUTPUT: BOYS AND YOUNG MEN

Age Group	In School	Out of School	Total
06-09	41	6	47
10-13	79	2	81
14-15	48	9	57
16-18	44	19	63
19-24	21	23	44
Total	233	59	292

OBSERVATIONS: BOYS AND YOUNG MEN

- Out of 292 boys and young men with complete information on age and schooling status, for all but the oldest group, most were in school. As with girls, the oldest group was the smallest, with just 44 young men 19-24. There were more girls than boys in the younger age groups: 6-9 and 10-13; and more boys than girls in the older groups: 14-15 and 16-18. (note: It is not clear whether this is a result of incomplete data or real differences in numbers at these ages, so additional follow-up may be useful).
- Schooling: Compared with girls, larger proportions of boys at every age were listed as going to school. This was particularly dramatic for the youngest group, as 6 out of 47 boys; compared with 20 out of 68 girls were listed as out of school; and for those 16-18: where more than half of girls were out of school and/or married in this age group, around one-third of boys (19/63) were out of school.

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- YiA eligibility: 28 fit the criteria for potential participation in YiA – between the ages of 14 and 18, and out of school (highlighted in orange above). Of these, more were in the older age cohort (16-18), while for in-school boys, the age groups were similar in size, and 44 young men fit the age requirements for taking a leadership role.
- Additional findings (drawn from in-depth outputs): 24 boys were listed as currently participating, although mismatches between age and educational status and program participation suggest that this number may also be inaccurate, it still appears that a far higher proportion of eligible boys take part than girls. Similarly, a much larger proportion of young men had the educational requirements to be facilitators (14/44) than girls of similar ages (3/44), reflecting generally higher educational attainment among boys/young men compared with girls/young women.

COMMUNITY RESOURCE SCAN

Map: https://www.google.com/maps/d/edit?mid=zHzThIBqpPK0.kTSOdDgHh5gw&usp=sharing

The community resource scan mapped the two catchment areas, Mehal Amba and #5, separately, and then combined them into a single map.

- Within these two communities, numerous resources relevant to girls were identified, including a fairly large number of shops, a market, and other resources relevant to the YiA livelihoods' program activities. However, many resources, such as the fields that are located at the edges of these two communities, appear to be solely held by adults, which may be an obstacle for fostering some livelihoods activities.
- The YiA learning center/farmer resource center was identified as the only resource of its kind in either community. However, it does not appear that the site is accessible to girls or young people outside of designated program activity periods.
- No formal or informal financial institutions were identified within these two communities.
- There is a primary school on the edge of one of the catchment areas (#5), which makes the relatively large proportion of girls under age 9 who are out of school particularly alarming. On the other hand, the lack of a secondary school in this area may account for the differential participation in schooling at later ages, as a far greater proportion of boys attend school at later ages when compared with girls, and more boys than girls had attended or completed secondary school.
- There were many vacant houses in the community, which PADEet staff identified as having been paid for through remittances from young people who had left the area for work, but left un-inhabited because families in the area continue to rely on agriculture for most economic activities, and given the limited space within this relatively dense area for farming activities, they remain in more remote areas of the kebele. It is not clear how this phenomenon affects girls in the community, but additional follow-up to explore its economic and safety implications may be useful.

RECOMMENDATIONS AND POTENTIAL NEXT STEPS (Based on Initial Debrief with SCI):

- ***Participants***: While there are more than 40 girls *currently* eligible for YiA in these two communities, just 10 were listed as current YiA participants. In spite of inaccuracies in responses or recording of data, it appears likely that *at least* double the proportion of boys were participating compared with girls. While it is possible that more girls have participated in the past, it appears likely that this reflects differential participation by gender, even among those who do not have far

to travel. Further, the female prospective participants who took part in a selection event (held the second day of the Roster pilot) were drawn from much greater distances. SCI suggested that this may be relevant to girls' participation levels for at least three reasons:

- Distance → girls who walk more than 3 km to a program site may drop out at higher rates than girls who come from closer - because this requires either walking a long distance or paying for transportation, and/or may carry safety risks.
- Time use → it is possible that girls in this area have greater time use burdens at home than their male counterparts, which would further discourage their participation from a program that meets frequently and requires substantial travel. Therefore, it may be useful to conduct follow-up focus groups or similar basic research with girls who fall into the relevant cohorts for YiA but are *not* participating to
- Recruitment approach → Current female participants may be encouraged to recruit additional participants and to attend in pairs or small groups to provide safety in traveling to and from sessions and social accountability for attendance.
- Awareness of program or social barriers → Given that girls in these communities, which are close to the program site have very low observed participation rates overall and compared with eligible boys; and just over half of respondents (258/429) said that they had heard of the Youth in Action program, it may be useful to take additional steps to ensure that community members are aware of the program, and to encourage parents and husbands of eligible girls to support their participation.

- *Facilitators*: Before implementing the Roster, SCI noted the YiA program in Ethiopia had few women serving as facilitators or supervisory staff. The lack of women in such roles was demonstrated by the gender breakdown of enumerators as there were just three women among the 20 facilitators and master trainers recruited to serve as enumerators. This suggests that there is a serious shortfall in women involved in leading the program. The Roster identified 44 young women, aged 19-24 across the two catchment areas mapped here, however, of those, just two fulfilled the program's educational requirements (completing grade 10).
  - Changing educational requirements → There would be a much larger pool of potential facilitators if educational requirements were relaxed to a minimum of grade 7 or 8.
  - Recruiting facilitators from YiA graduates → In addition, SCI suggested that girls who have participated in a full session of YiA may be able to serve in a facilitation role, regardless of their education, as their experience in the program and beyond would prepare them to assist, particularly in activities focused on sound decision-making around the selection of sound livelihoods activities, saving and handling money, etc., even if they are not well-prepared to lead literacy interventions.
  - "Snowball" facilitator recruitment → Although there are currently very few female facilitators, they may be able to identify other young women who could hold facilitator or master trainer roles if encouraged to do so.
- *Community context* → Although there is a serious drought in the region, PADet staff did not believe this area to be affected by food or water shortages, but SCI noted, from a visit to a nearby market, that it may have influences relevant to the program and participants' livelihoods, for example, by driving up the price of goats relative to other livestock. Therefore, it will be important moving forward to continue to explore the effects of a rapidly changing situation on food and water access; and movements into and out of the community, particularly among adolescents. Similarly, additional investigation may be needed to identify and address the factors that are keeping girls from attending the primary school in the community.

- ***Program structure: Girl-only sessions*** → Once female facilitators are identified, it may be possible to hold *some* female-only sessions to both provide important social "safe space" to enable girls to build relationships with each other and a trusted female mentor. This would likely carry multiple benefits, including creating the kind of social ties that allow girls to travel together and/or encourage each other to attend sessions. It could also serve to allay concerns of parents or husbands who may be uncomfortable with girls' participation in male-dominated sessions, and provide a space where girls can more comfortably participate in program activities.

Future Implementation of the Girl Roster™ in Youth in Action Communities:

- **Mapping Rural Communities**: Given that it appears likely that many of the participants in YiA programming come from more distant communities, it is essential to map all of the areas of the kebele where participants live. This would help to identify whether distance is truly a factor in discouraging girls from participating. Using the community resource scan in this context would further help to identify potential solutions to geography-related dropout: for example, by identifying whether there are spaces in less central sites that could be used for some YiA activities, lessening the burden on girls for traveling to distant sites. SCI should incorporate considerations of distance and travel time to – and within –rural communities as it plans future Roster implementation.

- **Engaging Local Implementing Partner:** PADet, the local implementing partner, took part in this exercise to only a limited degree. It would be useful to take additional steps to ensure that they are involved from the beginning, and included throughout the process in a sustained way. A priority in this area would be to ensure that PADet staff are involved in planning the number of days for the exercise, as well as identifying and recruiting community leaders to take part in the community resource mapping.

- **Defining a walking community**: Given that the government does not collect population statistics below the kebele level, planning for future Roster exercises should always include a preliminary count of households in the community. This will not only help to clarify distinctions that are important to girls (but not readily apparent from official government data), such as the number and relative density of households in their immediate community; but will also provide the basic information SCI needs to plan Roster implementation, and tailor recruitment and program activities for girls in rural contexts.

- **Conducting the Roster ahead of selection events**: To maximize its utility, the Girl RosterTM could be used in sequence, ahead of selection events, and both basic and detailed outputs put to immediate use in recruiting participants.

Potential modifications to the Roster and related tools:
- PADet staff reported that it is common for young people in these communities to leave in search of work, either within Ethiopia or in the Gulf, and many of those who leave may be of the ages relevant to YiA. And, the households identified here were both small (typically 4 members or fewer) and had few members under 25 (often just one or two), although some enumerators reported that respondents told them that their households were missing members for this reason. If it is likely to be relevant to program design, the Roster may be modified to capture this information.
- If possible, SCI should identify and download (to each phone) an application supporting Amharigna characters to improve data collection on open-ended questions.

- SCI may consider including in its version of the Roster an additional module developed by the WRC and its humanitarian partners, detailing household-level physical and cognitive difficulties, particularly if YiA is prepared to engage in concerted efforts to recruit and retain participants who either have an impairment themselves. Because girls who are part of households where one or more members have a disability are both likely to have additional work burdens and may be at heightened risk of various forms of exploitation – whether or not they themselves have a disability – they are likely to both face greater barriers to participation and stand to benefit a great deal if supported to attend.

Program Learning and Expanding Girl-Centered Approaches:

This pilot constituted the second implementation of the Girl Roster™ in the context of SCI's programming at a global level, and a first application of the tool within SCI's YiA program as well as the first implementation in Ethiopia. It offers an important opportunity for capturing lessons for use beyond the immediate program site, both within SCI and across organizations working with and for girls in Ethiopia.

The Population Council is prepared to support this work by: facilitating shared learning opportunities for SCI and other organizations in extending evidence-based, girl-centered approaches both within and beyond Ethiopia; as well as working directly with SCI in identifying additional sites for using the Roster, as well as implementing it; interpreting and acting on results. Additional consultations between SCI and the Population Council should focus on defining priority YiA program sites and, potentially, additional programs, where the Roster offers a means to support: intentional, targeted recruitment of off-track girls and female mentors/facilitators; centering program activities around specific segments of girls; and strengthening additional community-level activities to increase girls' access to community resources.

Action items

- Identify dates and sites (kebele and/or village) for next round of Roster implementation (SCI);
- Share a written guide to using Track My Trip, the app used to conduct the community resource mapping (PC);
- Review and revise survey questions and answers to ensure accurate translation (SCI);
- (As requested by SCI) PC will provide remote technical assistance for use of GR in additional communities (up to 10); and produce contact list to enable follow up with girls/households identified in mapping exercises;
- Continue consultations with SCI and other partners to facilitate girl-centered programming "learning circle" activities in summer/fall 2016 (PC);
- Continue consultation on expanded technical assistance/capacity building agenda for regional and program-specific use of Roster tool and other evidence-based girl-centered programming approaches (PC & SCI).

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Based on activities and consultations with Julie Bayiga (SCI); Kassahun Hailemariam (SCI), Melkam Wudassie (SCI), and supported by Angaw Nurlign (SCI), Yosef Gebrehiwot (SCI) and Sita Conklin (SCI)