PARTNERS & ALLIES

TOOLKIT FOR MEANINGFUL ADOLESCENT GIRL ENGAGEMENT

THE COALITION
FOR ADOLESCENT
GIRLS
POVERTY ENDS WITH HER

ACKNOWLEDGEMENTS

THE COALITION FOR ADOLESCENT GIRLS IS A MEMBER-LED AND DRIVEN COALITION DEDICATED TO SUPPORTING, INVESTING IN, AND IMPROVING THE LIVES OF ADOLESCENT GIRLS.

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INTRODUCTION

Creating a just and sustainable world depends on the recognition, prioritization, and participation of adolescent girls. Not only is active and full participation their human right, but meaningfully engaging adolescent girls is critical for developing and implementing successful programs and policies intended to impact their lives. A growing body of evidence tells us that strategic investment in adolescent girls' education, health, safety, and economic opportunities can help end inter-generational poverty; positively affect the most marginalized and underserved communities; and boost the economies of entire countries. Girls' voices, experiences, and insights are key to the development of sustainable and effective programs, projects, and institutions, and yet they are often sidelined or excluded altogether. If we are to achieve global, national, and local programmatic and policy objectives, we need to trust, listen to, and partner with girls. We can do this by providing the space, support, and opportunity for girls to drive their own development agenda and by engaging them in creating the policies, programming, and research that affect their lives and communities.

Members of the Coalition for Adolescent Girls (CAG)

created this toolkit as a resource for practitioners, policy-makers, advocates, researchers, donors and governments to engage adolescent girls as partners and allies in activities and structures of institutions, programs, and projects. The goal of this toolkit is to enable institutions, programs, and project teams to strategically and meaningfully engage girls as equal and active participants in the leadership and development of their communities, nations, and the world. This is not a program design toolkit, it is a comprehensive resource that will answer the *why, how, and when* related to safe and effective adolescent girl engagement.

By completing the Readiness Assessment Worksheet and Action Plan included in this toolkit and reviewing and ensuring alignment with the theory of change, principles, strategies, and measurements discussed, users of this toolkit can make the case for engaging adolescent girls; improve established or develop new girl engagement processes; and assess the extent to which their institution, program, or project is ready to meaningfully engage girls. (A series of case studies found in Appendix A provide illustrative examples of how programmers, advocates, and researchers have meaningfully engaged adolescent girls.)

WHY MEANINGFULLY ENGAGE ADOLESCENT GIRLS?

Historically, programs and policies that affect the lives of adolescent girls (10 to 19 years old) have largely been established and implemented without tailored and intentional strategies to reach girls versus youth (15 to 24 years old) more broadly. Girls, furthermore, have often been excluded from the development, implementation, and monitoring and evaluation of such programs, policies, and research.

Adolescent girls have demonstrated that they can provide compelling evidence of and insight into critical issues that shape their daily lives and the obstacles they face in realizing their potential. The international community, including members of the Coalition for Adolescent Girls (CAG), increasingly recognizes that adolescent girls should not solely be the subjects and beneficiaries of development and humanitarian efforts, but must instead be active participants, valued contributors, and equal partners.

In many parts of the world, adolescent girls are disproportionately affected by poverty, inequality, discrimination, and exploitation when compared to their male peers. Ensuring adolescent girls' safety, well-being, and ability to thrive and creating responsive programming, policies, and campaigns that meet girls' needs are vital to contributing to global human development and security. An increasing number of programs and policy initiatives are designed to target adolescent girls and offer specialized services or support.[6] Growing awareness of the important roles adolescent girls play in the successful development, implementation, and monitoring and evaluation of policies, programs, and research has led to higher standards for meaningful girl engagement. This helps ensure that programs are targeted, relevant to girls' needs, and capable of affecting sustainable change. Engaging adolescent girls in this way is particularly important in emergency and humanitarian contexts because of the specific vulnerability of girls to the harmful effects of conflict, civil unrest, and natural disasters.

Many institutions have found ways to successfully integrate adolescent girls' ideas, opinions, and experiences into their programs, projects, and campaigns.[9, 14] Unfotunately the ample research that exists explores the benefits, challenges, and outcomes of youth engagement and youth-adult partnerships, and adolescent girl-specific evidence is sparse. The literature also lacks clarity on measurements of success

and on optimal girl engagement strategies and processes. While evidence on youth engagement provides important lessons, it does not always address the complexities and specifics of engaging adolescent girls.

Experience shows that engaging young people (10 to 24 years old) as researchers, evaluators, or program designers can improve the quality of the data collected, the adoption of the project or intervention, and increase a program's accountability and support with donors, stakeholders, communities, and beneficiaries.[15] When young people are actively engaged in meaningful volunteer and paid activities, they are likely to report greater self-confidence, perform better in school, and have more social capital.[10,23] Youth-adult partnerships promote feelings of safety and belonging among youth; improve young people's sociopolitical awareness and civic competence; and increase young people's connection with their communities.[14, 23] Youth engagement also supports greater accuracy in research, relevance in program design, and efficacy following implementation.[14, 15, 16]

Given their specific social position, vulnerabilities, experiences, and cognitive development, adolescent girls react to and benefit from engagement strategies differently than adolescent boys. Girls benefit from having access to safe spaces in which they can share their experiences and ideas, receive training, and gain access to mentors and adult allies.[3, 4, 22] Studies indicate that partnerships between girls and adults provide girls with the skills necessary to face the unique challenges of adolescence.[18, 22]

As a result of being engaged in programs, projects, and/ or institutional structures or activities, adolescent girls can develop leadership and technical skills, build better relationships with their peers and families, and demonstrate their effectiveness as community members and leaders.[1, 4, 7] Additionally, greater access to positive peer interaction gives girls the opportunity to explore their interests and take on leadership roles that can translate to better school performance and greater participation within the broader community.[1, 5, 7, 8] Peer networks can help teach girls how to resolve conflict, deal with setbacks, and become more accepting of others.[11]

Meaningful girl engagement can ensure that girls' knowledge is used to create more sustainable, accountable, relevant, and effective institutions, programs, policies, projects, and studies. It can also be critical to predicting and measuring real effects on girls' lives. It is important to refine established approaches to youth engagement in a way

WHAT IS "MEANINGFUL ADOLESCENT GIRL ENGAGEMENT"?

Meaningful adolescent girl engagement is defined here as a participatory process in which girls' opinions, ideas, and experiences are integrated into an institution, program, or project's activities or structure in an effort to make it more effective, accountable, and relevant to the needs of adolescent girls.

that specifically targets and addresses the unique needs, interests, and capacity of adolescent girls. *Ignoring girls' experiences, voices, or opinions can lead to uninformed methodologies, unsafe and irresponsible programming, and misallocation of resources.*

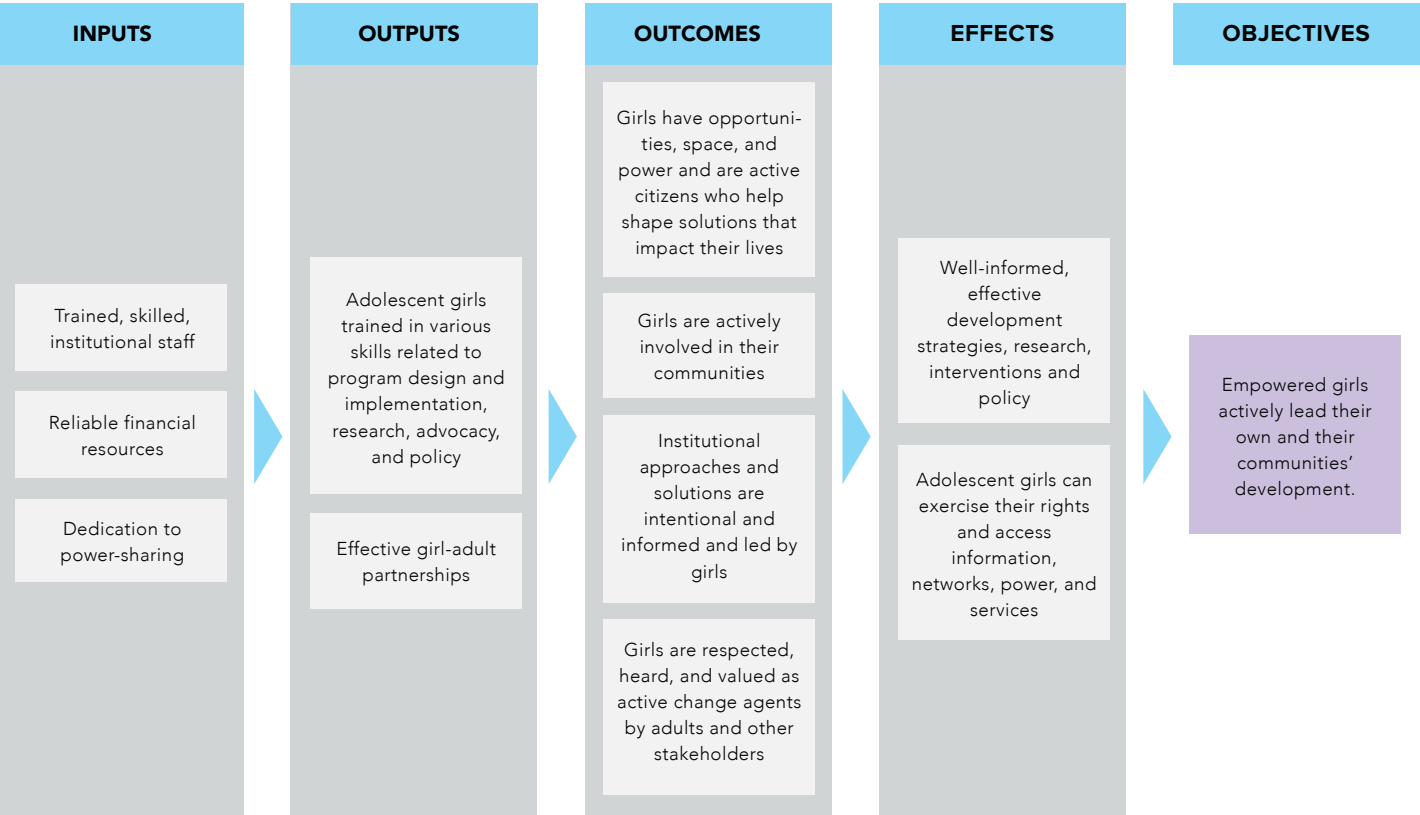## FOR CASE STUDIES, TURN TO APPENDIX A

THEORY OF CHANGE FOR ADOLESCENT GIRL ENGAGEMENT

The objective of meaningful adolescent girl engagement is to increase adolescent girls' well-being and autonomy, promote gender equality, and affect positive change with and for communities through effective and relevant programs and interventions. The girl engagement pathway begins with a series of inputs, such as dedicated resources; an institution, program, or project-level commitment to power-sharing; and staff that are trained on safety protocols and building effective girl-adult partnerships. By providing girls with opportunities and safe spaces to inform approaches and solutions in a respected and valued way and training them in various skills, adolescent girls are able to actively participate in, lead, and contribute to their own, their communities', and their nation's well-being. As a result of safe and effective girl engagement practices, girls will have increased opportunities and access to social support, services, and leadership roles, and well-informed, effective, and relevant interventions and projects will achieve greater impact. Please see Appendix A for case studies that illustrate how various stakeholders put the theory of change into action.

FOR MORE INFORMATION

INPUTS	OUTPUTS	OUTCOMES	EFFECTS	OBJECTIVES
Trained, skilled, institutional staff	Adolescent girls trained in various skills related to program design and implementation, research, advocacy, and policy	Girls have opportunities, space, and power and are active citizens who help shape solutions that impact their lives	Well-informed, effective development strategies, research, interventions and policy	Empowered girls actively lead their own and their communities' development.
Reliable financial resources		Girls are actively involved in their communities		
Dedication to power-sharing	Effective girl-adult partnerships	Institutional approaches and solutions are intentional and informed and led by girls	Adolescent girls can exercise their rights and access information, networks, power, and services	
		Girls are respected, heard, and valued as active change agents by adults and other stakeholders		

PROMISING PRACTICES OF ADOLESCENT GIRL ENGAGEMENT

Meaningful engagement requires that girls be treated as equals; that their diversity be recognized and appreciated; and that the girls and adults involved are given proper training, skills, and resources that enable reciprocal, mutually beneficial, and productive relationships. Girl engagement can be an incremental process and include a wide range of activities, including training girls as researchers, recruiting girls to design and execute advocacy campaigns, or reserving spots on the Board of Directors for adolescent girls. No matter the nature of your activity (e.g., research, program design, advocacy, or policy) or whether you are integrating girl engagement in a program, project, or institutional structure, the following promising practices will help you craft a comprehensive, safe, fun, and effective strategy for engaging girls.

TO LEARN HOW ORGANIZATIONS ARE IMPLEMENTING THESE PRACTICES, TURN TO APPENDIX A.

A series of productive and collaborative discussions between adults, young women, and adolescent girls generated the following promising practices. Most are applicable to institutional, project, or program teams and some are more specific in scope. Further study is needed on the effects of adolescent girl engagement on girls as well as on the effect their engagement has on better programmatic, policy, or project outcomes. These promising practices are based on experience, existing literature and research, and available evidence. Detailed descriptions of each promising practice and practices to avoid can be found in Appendix B.

DO NO HARM

A fundamental principle of girl engagement is to do no harm. In all phases of girl engagement (e.g. recruiting, consulting, partnering, etc.) consider how each action may increase risks to girls' safety, exacerbate existing social inequalities, or fuel conflict over already limited resources. Each action should be evaluated for potential risks for harm and plans to mitigate those risks must be in place prior to engagement. (See Tools and Resources section of this document for more information on how to ensure girls' safety.)

PROMISING PRACTICES

- Pay attention to which girls you are missing.
- Find out where the girls are.
- Understand girls' support systems and needs.
- Consider and address girls' mental health needs.
- Offer a wide array of activities or ways for girls to engage.
- Consider girls' developmental stage and capacity to engage.
- Ensure that leadership is fully committed to engaging young people and supporting girl leaders.
- Assess capacity of staff to engage girls and provide necessary training.
- Acknowledge that adolescent girls' time is important and valuable.
- Set institutional, program, or project standards.
- Develop a contract or memorandum of understanding (MOU).
- Explore the possibility of long-term investment versus a one-time engagement.
- Actively recruit, hire, and train younger staff.
- Identify the implications of girl engagement for proposals, budgets, activities, outputs, and timelines.
- Utilize tenants of positive reinforcement.
- Utilize technology.
- Enable girls to reach out to their communities.
- Recruit groups of girls through their support systems and networks.
- Involve boys in discussions or activities surrounding girls' issues.
- Treat girls as powerful agents of change, not victims.
- Recognize the validity of girls' voices on all issues.
- Understand, appreciate, and address systemic barriers.
- Be flexible.
- When appropriate, integrate adolescent girl engagement into the larger institutional structure.
- Follow up with girls and provide resources for sustained engagement.
- Develop a formal career pathway for adolescent girl participants.

PRACTICES TO AVOID

- Using untrained staff.
- Ignoring the context.
- Trying to create a "Band-Aid solution."
- Using a "one-size-fits-all" approach.
- Making assumptions.
- Omitting gender analysis in programs or other activities.
- Using the survey as a stand-alone tool.
- Utilizing heteronormative language and curricula.
- Neglecting safety issues.
- Conflating girl representation and girl engagement.
- Assuming that almost any program can reach adolescent girls.
- Only engaging girls in the design of programs.
- Excluding girls' support networks.
- Expecting one set of girls to represent "all girls."

FOR DETAILED DESCRIPTIONS OF THESE PROMISING PRACTICES AND PRACTICES TO AVOID, TURN TO APPENDIX B.

READINESS ASSESSMENT WORKSHEET

1. OVERVIEW

WHAT IS IT?
The Readiness Assessment Worksheet is a tool that uses a scoring rubric to assess strengths and identify gaps in adolescent girl engagement strategies.

WHY USE IT?
The tool is simple, easy to use, and provides recommendations for next steps that strengthen future engagement practices.

WHO CAN USE IT?
The tool is appropriate for anyone who would like to begin work or strengthen their engagement with adolescent girls. The worksheet should be completed in collaboration with a key group of internal stakeholders.

WHEN CAN IT BE USED?
The worksheet may be used at any time depending on the internal structure and processes of the institution, program, or project. For example, it may be used at annual program quality or strategy reviews, program planning sessions, or in preparation for a research study.

HOW DOES IT WORK?
To utilize the worksheet, users should follow these steps:

- **Step 1:** Review your institution, program, or project's current approaches that include adolescent girls in general (if any exist) and then prepare a summary to share with colleagues. Include any key learning or reflections on your work with adolescent girls to date. Ensure that this summary includes a critical assessment of services and projects that serve adolescent girls and of past attempts at girl engagement, if relevant.

- **Step 2:** Identify best practices found in Partners and Allies: A Toolkit for Meaningful Adolescent Girl Engagement.

- **Step 3:** Convene a group of stakeholders, including decision-makers within your institution.

- **Step 4:** Once stakeholders are convened, review the Readiness Assessment Worksheet. Working with your team, identify as a group where you fall on the scale.

- **Step 5:** Based on total score, reflect on strengths and challenges. Review recommendations.

- **Step 6:** Convene a second meeting of stakeholders to develop an action plan for adolescent girl engagement.

- **Step 7:** Implement the action plan for adolescent girl engagement based on your findings from the readiness assessment worksheet in order to address any gaps and build on existing strengths.

2. READINESS ASSESSMENT WORKSHEET

DIRECTIONS
Below are five critical categories that support safe and effective adolescent girl engagement:

- Review each statement with the convened stakeholders and decide if the item is "In Place," "Needs Strengthening" or "Nonexistent." Once you have come to an agreement about which statement most accurately represents the institution, program, or project at present, mark the box with an 'X.'
- Each category is assigned a number. For example, "in place" is awarded with two points for each statement.

- In the bottom of the matrix for each section, add your total score.
- Add the total score for each section together for a final score.
- Review results and recommendations with your team.

A. INSTITUTIONAL BUY-IN

		IN PLACE (2)	NEEDS STRENGTHENING (1)	NONEXISTENT (0)	COMMENTS OR QUESTIONS
1	Senior managers within the organization, program, or project have identified adolescent girls as a key target population.				
2	Institutional-wide commitment and support for working respectfully and effectively with girls.				
3	Established strategies and approaches to women's empowerment, youth engagement, child participation, and child protection that practitioners feel they can build on.				
	TOTAL				**/6**

B. EXISTING OR PAST ENGAGEMENT/EXPERIENCE WORKING WITH ADOLESCENT GIRLS

		IN PLACE (2)	NEEDS STRENGTHENING (1)	NONEXISTENT (0)	COMMENTS OR QUESTIONS
1	The institution, program, or project has a clear understanding of girls' issues as they relate to program, research, or advocacy strategies.				
2	The institution, program, or project measures the impact of its work on individual girls, including outcome indicators.				
3	The institution, program, or project uses indicators and outcomes related to the process of girl engagement.				
4	The institution, program, or project engages girls in the design phase.				
5	The institution, program, or project tracks the type of advocacy or other work girls are doing after the engagement process.				
6	The institution, program, or project has changed program, research, or advocacy practices as a result of lessons learned from girl engagement.				
	TOTAL				**/12**

C. VISION AND ACTION

		IN PLACE (2)	NEEDS STRENGTHENING (1)	NONEXISTENT (0)	COMMENTS OR QUESTIONS
1	There is a clear vision for how an adolescent girl engagement strategy fits within the institution, program, or project's overall strategy and theory/theories of change.				
2	The institution, program, or project has translated this vision into a concrete action plan with deliverables.				
3	The institution, program, or project is committed to a long-term investment in adolescent girl engagement.				
	TOTAL				**/6**

D. RESOURCES (HUMAN AND FINANCIAL)

		IN PLACE (2)	NEEDS STRENGTHENING (1)	NONEXISTENT (0)	COMMENTS OR QUESTIONS
A. Human Resources					
1	There is a person or team that can be available to develop a strategy for adolescent girl engagement.				
2	The institution, program, or project has individuals with training in building and facilitating positive girl-adult partnerships.				
3	Institution, program, or project staff recognize the specific needs and assets of adolescent girls.				
4	Staff believe in the fulfillment of adolescent girls' rights.				
5	Staff are trained in do no harm approaches and apply them to their work with girls.				
6	There is a culture of respect for adolescent girls and an acknowledgement that their time is valuable.				
7	Training on child protection policies is included in obligatory orientation for new staff and volunteers.				
B. Financial Resources					
8	There is funding available to support an adolescent girl engagement strategy and adolescent-girl-focused programming.				
9	The institution, program, or project has partnerships that can be leveraged to support the adolescent girl engagement strategy.				
10	There are donors with whom the institution, program, or project can propose a focus on adolescent girls.				
	TOTAL				**/20**

E. POLICIES AND STANDARDS

		IN PLACE (2)	NEEDS STRENGTHENING (1)	NONEXISTENT (0)	COMMENTS OR QUESTIONS
1	An organizational code of conduct for work with program participants exists.				
2	Ethical standards for working with minors exist.				
3	A whistleblower policy exists.				
4	A child protection policy exists and is applied.				
5	A gender equality policy exists and is applied.				
	TOTAL				**/10**

TOTAL POSSIBLE SCORE = 54   YOUR FINAL SCORE: _____

SCORING RUBRIC

Scored between 42-54
You are in a great position to engage girls in programming, research, M&E, policy, or advocacy. You are ready to adopt best practices in meaningful girl engagement and integrate indicators on how to measure girl engagement in your core work areas. (See page 17 for illustrative indicators to measure girl engagement.)

Scored between 26-41
You are well-positioned to further develop your practices related to engaging girls in programming, research, M&E, policy, or advocacy. The next steps for strengthening your approach may include focusing on those areas where you self-assessed "Needs Strengthening" or "Nonexistent" and establishing some action items related to those areas.

Scored between 12-25
You have room to grow in meaningfully engaging girls in programming, research, M&E, policy, or advocacy. Working with your team, identify which areas you can build on to create an environment for meaningful girl engagement that results in resource mobilization and policy and/or programmatic impact.

3. RECOMMENDATIONS FOR ACTION PLANNING

The purpose of the action planning is not to create a fixed blueprint. Rather, the purpose is to help modify your plans based on successes, challenges, and changes in contextual circumstance. Action planning will also help you think systematically about the practical steps needed or the "how" to achieve your institutional, program, or project objectives.

DIRECTIONS:

- Consider the goal that your institution, program, or project wants to achieve with more meaningful engagement of adolescent girls.

- Keep in mind that building institutional buy-in, revisiting the institutional vision, mobilizing financial/human resources, and changing an existing approach to work with adolescent girls may involve longer-term strategies that will achieve your broader goal. Focus on achievable, short-term objectives within a set timeline while continuing to work toward the longer-term strategies.

- With the convened stakeholders, start from and identify where your institution, program, or project can take

immediate and concrete steps toward meaningful girl engagement based on gaps identified in the Readiness Assessment Worksheet. This should include a discussion and listing of your past successes in adolescent girl engagement. If you do not have past successes, list some success factors that exist in the institution that can foster an environment where girl engagement can start, even if from the smallest activity:

1.
2.
3.
4.

- Facilitate a discussion among the convened stakeholders to create an action plan with concrete next steps. Every attempt should be made to work on the basis of consensus to build political will and the necessary buy-in for safe and effective adolescent girl engagement.

- Bring awareness to the entire institution, program, or project team about the action plan and its next steps to generate wider support, input, and buy-in.

4. ACTION PLAN TEMPLATE

This template should be completed by the convened stakeholders once the Readiness Assessment Worksheet and a review of results and recommendations are complete.

READINESS FOR GIRL ENGAGEMENT	GAPS	OBJECTIVES	ACTIVITIES	RESPONSIBLE PARTIES	TIME FRAME
A Institutional, Program, or Project Buy-In					
B Vision					
C Resources (Human and Financial)					
D Policies and Standards					
E Existing or Past Engagement/ Experience Working with Adolescent Girls					

HOW TO MEASURE GIRL ENGAGEMENT

Once you have established your institution, program, or project's plan for engaging girls, it is important to build an adolescent-girl-informed monitoring and evaluation (M&E) plan. A good M&E plan can make the difference between a meaningful girl engagement process that makes an impact upon the lives of girls and a process that is merely an expression of good intention. The process of girl engagement can be measured by developing indicators that help an institution, program, or project assess progress toward achieving safe and effective girl engagement. It is crucial that the indicators measure the process as well as the outcomes to maintain accountability. It is also essential to measure the effects of the intervention on girls' behaviors, perceptions, and experiences, rather than just measuring girls' presence or access. Successful girl engagement strategies will develop indicators that are SMART (specific, measurable, achievable, relevant, and time-bound). SMART indicators should measure:

- A full vision of girls' situations, including which girls are accessing programs, services, or opportunities, and which girls are not, and reasons why for both;
- Individuals lost to follow-up in order to understand why girls are dropping out of programs;
- Impact of efforts on girls at the individual level, including personal growth and skills development and on institutions, policies, and programs;
- Beyond the output level, including outcomes related to the process of girl engagement;
- Operational changes, including in a humanitarian response; and
- What girls are doing after the engagement process ends.

A list of sample indicators can be found below. These sample indicators are based on the desired outcomes of adolescent girl engagement identified by adolescent girls, youth, and adult allies who participated in the consultations and development of this document. Though based on the key outcomes of adolescent girl engagement (see textbox) this list is not comprehensive for all types of programs, but will serve as a starting point for a strong monitoring and evaluation plan. Each outcome is listed alongside sample indicators that can be used to measure progress toward achieving it. The sample indicators generated by adolescent girls, youth, and adult allies should be adapted as needed to reflect your institution, program, or project's focus and the context of the engagement.

KEY OUTCOMES OF MEANINGFUL ADOLESCENT GIRL ENGAGEMENT

1. Girls have opportunities, space, and power and are active citizens who shape the solutions that impact their lives.

2. Girls are actively involved in their communities.

3. Institutional, program, and project approaches and solutions are intentional and informed and led by girls.

4. Girls are respected, heard, and valued as active change agents by adults and other stakeholders.

5. Girls can access information, networks, power, skills, and services and exercise their rights.

6. Girls know their right to and play a critical role in advancing their communities and society.

INSTITUTIONAL, PROGRAM, OR PROJECT LEVEL

OUTCOME	SAMPLE INDICATOR(S)
Approaches and solutions are intentional, informed, and led by girls.	1. Number of interventions, programs, evaluations, or projects that are designed or initiated by girls 2. Project uses a multi-sectoral approach to address multiple aspects of girls' lives 3. Number of girls who participated throughout the program cycle, from design to implementation to evaluation
Girl engagement is not only seen as an "end," but also as a means to develop strategies for accountable programs, research, or policy development.	1. Existence of board or steering committee with girls in leadership roles 2. Number of meetings or conference calls that include both adults and girls 3. Governing bodies actively include young women and girls in decision-making
Resources are allocated to support proven approaches.	1. Existence of specified and sustainable budget line for girl engagement processes
Policies, programs, and research are gender transformative while being tailored to meet girls' and boys' unique needs.	1. Number of laws, policies, or procedures drafted, proposed, or adopted to promote gender equality 2. Institutional, program, or project staff received gender sensitivity training 3. Institutional, program, or project team conducted a gender-based analysis
Girls are not just seen as beneficiaries, but also change-makers, leaders, and an integral part of development and humanitarian agendas.	1. Percentage of girls participating in institutional, program, project, or community activities/bodies 2. Number of girls taking leadership and advisory roles within initiatives or institutions

COMMUNITY LEVEL

OUTCOME	SAMPLE INDICATOR(S)
A diverse group of advocates, including men and boys where appropriate, work on behalf of adolescent girls and the issues that impact them.	1. Percentage of girls who feel they have strong female role models within the community 2. Percentage of men and boys in the community who support girls' equal rights and opportunities
Girls are active members of the community and treated as experts on their rights.	1. Percentage of girls who know of platforms where they can inform community development 2. Number of girls involved in community organizations 3. Percentage of girls who know about clubs or groups, but are not members 4. Percentage of girls who report participation in community activities, events, or voting processes
Girls are recognized as unique persons beyond their reproductive capacities or economic benefit, with voices and ideas that should be heard and respected.	1. Number of girls who report that they believe their input is valuable 2. Number of family and community members who report that they believe girls' input is valuable
Social norms regarding gender are supportive and inclusive of girls' rights.	1. Percentage of girls who feel they can cope with community backlash or gender discrimination 2. Percentage of police reports filed by, on behalf of, girls that are resolved in their favor

INDIVIDUAL LEVEL

OUTCOME	SAMPLE INDICATOR(S)
Marginalized girls have the tools, resources, and support to stand up for themselves and their rights.	1. Number of safe spaces or clubs that serve and recruit adolescent girls 2. Number of strong female role models and mentors in the community 3. Percentage of girls who know how to access legal, social, and psychological support services 4. Percentage of girls who report having a positive self-image
Girls, in all their diversity, have access to networks, power, skills, and services to receive information and exercise their rights, voice their opinions, and shape solutions that impact their lives.	1. Percentage of girls accessing savings and/or financial services 2. Percentage of girls accessing economic skills training 3. Percentage of girls who report a high level of sexual and reproductive health knowledge 4. Percentage of girls who feel they can move about safely within their community 5. Percentage of girls who know their rights and entitlements (i.e. legal, health, and economic) 6. Number of girls who believe they have the skills to achieve their aspirations (when age appropriate) 7. Percentage of girls who share their knowledge and with whom (other girls or adults)
Girls' educational and economic opportunities increase and their vulnerability is reduced.	1. Percentage of school-age girls who enroll and attend school regularly 2. Percentage of girls who participate in economic skills training initiatives 3. Percentage of girls who feel comfortable reporting incidences of sexual assault

APPENDICES

APPENDIX A:

CASE STUDIES DEMONSTRATING PROMISING ADOLESCENT GIRL ENGAGEMENT PRACTICES

The following case studies demonstrate how an institution, program, or project can approach and execute girl engagement in diverse contexts. We include relevant information about the design and context of each program or project and highlight promising practices so the methods, strategies, and practices may be replicated. In order to be considered a promising practice, these programs or projects had to provide girls with leadership opportunities; include measures to protect the girls' safety; and utilize strategies that adolescent girl contributors deemed positive, effective, or engaging.

Each case study was selected based on the promising practices and girl engagement strategies generated by adolescent and adult participants in the October 2014 and March 2015 Technical Consultations on Girl Engagement, with an eye toward offering diversity in geographic location and context. The case studies are divided into three sections: Engaging Girls in Program Design, Monitoring, or Evaluation; Engaging Girls in Research; and Engaging Girls in Governance, Policy Processes, and Advocacy.

ENGAGING GIRLS IN PROGRAM DESIGN, MONITORING, OR EVALUATION

- **Girls Study Girls Inc. Project.**
    - > Location: Girls Inc. affiliates in California, Alabama, Nebraska, Kentucky, and Massachusetts.
    - > Target Population: Girls ages 10 to 18.
    - > Overview: Between 2004 and 2007, Girls Inc. conducted a participatory evaluation project that explored the meaning and impact of Girls Inc. environments. Five Girls Inc. affiliates from five states were selected to partner with the national organization to implement the Girls Study Girls Inc. project. The project involved interviews conducted by pairs of girl evaluators and a photography element that focused on themes designed by the girls.
    - > Methods: Evaluators trained adolescent girls on research and evaluation methods, skills, and ethical procedures and considerations. Girl evaluators generated research questions, designed an interview protocol, and conducted the interviews in pairs. The girl evaluators also took photographs according to the theme they designed. Girls Inc. staff members coordinated the project, provided technical assistance, supervised data collection, and provided moral support.
    - > Outputs:
        - » Girls Inc. recruited five evaluation teams and trained more than 50 girls ages 10 to 15 in research and evaluation techniques.
        - » All research teams contributed to a final report and gave presentations at local Girls Inc. events, including board meetings, teen showcase nights, and community forums. Two research teams traveled to the Girls Inc. national offices to present their research.
        - » Girl researchers from one affiliate served as co-trainers in the Girls Study Girls Inc. implementation training at the Girls Inc. National Resource Center, where they taught adult staff from other affiliates how to engage girls in participatory evaluation.
        - » Girls Inc. affiliates implemented key programmatic and recruitment changes based on findings from the research teams.

» Girls Inc. staff published a replicable model and practical insights for other organizations interested in engaging young people as evaluators and researchers.
> Promising Practices:
» The Girls Inc. evaluation model focused on treating the girls as equal partners. **(21)**
» Evaluators engaged girls of diverse backgrounds and locations, recruiting them through support systems and networks. This ensured that the girls were representative of the target population. Girls were recruited based on their participation in Girls Inc.; their interest in photography and research; and their ability to commit to the project. (19)
» The evaluators were well-trained in youth participation strategies. They were able to provide comprehensive, in-depth training to the girl evaluators. (8)
» Organizational leaders allocated adequate resources and staff time to ensure that the girls' research findings were widely shared and that their recommendations were enacted. (25)
> For additional information, please refer to the following resource:
» Chen, PY., Lazar Weiss, F., and Johnston Nicholson, H. Girls Study Girls Inc.: Engaging Girls in Evaluation through Participatory Action Research. *American Journal of Community Psychology*. 2010; 46: 228-237.

THESE NUMBERS WILL HELP YOU CROSS-REFERENCE WITH THE PROMISING PRACTICES FOUND IN APPENDIX B.

- **Four Pillars PLUS Project**
  > Location: Kenya and Nigeria
  > Target Population: Both girls and boys in primary and secondary schools, between 8 to 19 years old.
  > Overview: In Kenya, the FHI 360 Four Pillars Plus project works with girls in primary and secondary schools to address the complex barriers to achieving their educational success through four interventions: scholarships, teacher professional development, mentoring, and community mobilization. The PLUS component addresses project-location-specific challenges, such as gender-based violence, early pregnancy, and sexual and reproductive health.
  > Methods: During the proposal design phase, and as part of the situational analysis, surveys and focus group discussions (FGDs) were held with adolescent girls. This yielded critical information about girl challenges, resources, influential people in their communities, and their own expectations and roles. Girls drafted a *Mentoring Framework*, which allowed them to identify topics to be included in the mentoring program and in the mentors' training guideline. During the implementation phase, adolescent girls were actively involved in 1) trainings as peer mentors; 2) collecting data from project's target populations (including girls and boys, parents, and caregivers); 3) designing and leading specific mentoring sessions; 4) campaigning through their community and local government leadership to encourage involvement; 5) writing articles and conducting radio interviews to voice their opinions about the importance of supporting girls' education and economic empowerment; 6) using social media, where available, to highlight accomplishments, raise awareness about social injustices against girls, and advocate for gender equality; 7) as youth leaders participating in local, national, and international platforms to share their stories and lessons learned and to spotlight the significance of including adolescent girls in decision-making committees at all levels, including school, community, and local and national government.
  > Outputs:
  » Adolescent girls established and ran peer mentoring clubs in 17 secondary schools, contributing to a richer learning environment and increased access to girl-only spaces and social networks.
  » Adolescent girl leaders disseminated knowledge related to sexual and reproductive health and meet regularly with caregivers, community leaders, and village chiefs to garner their endorsement, support, and advocacy for girls' education.
  » The project engaged over 30 schools through Kenya and Nigeria.
  > Promising Practices:
  » The program team understood the needs of adolescent girls and adjusted project objectives accordingly. (11)
  » The program team helped establish a pathway between engagement and improved career opportunities.

(27)
- » Adolescent girls become leaders and advocates and were given the skills and knowledge to reach out to their communities. (18)
  - > For additional information, please visit the following website: http://www.fhi360.org/projects/four-pillars-plus.

- **Community Score Card**
  - > Location: Ntcheu, Malawi
  - > Target Population: Adolescent girls and boys ages 10 to 20.
  - > Overview: CARE uses its Community Score Card (CSC), a citizen-driven accountability approach, to engage adolescents and their communities in the planning, monitoring, and evaluation of service delivery and in enacting desired change within their own communities. This approach empowers adolescents and other community members to hold programs, policies, and institutions accountable to their unique needs and the issues they face.
  - > Methods: Through the CSC process, adolescents voice their concerns and define issues they encounter in accessing high-quality health services in their communities. The process can be done solely with adolescents or conducted with the broader community, as it as in Malawi, with adolescents comprising their own cohort within the process. Measureable indicators are developed based on the issues identified by the adolescents and their communities. The indicators are then verified and scored by the different groups, generating a Score Card. Score Card results are shared with the community, including adolescents, service providers, and local officials at a meeting that offers time and space for discussion and negotiation of the issues. Together, solutions to the issues are identified, which are then jointly implemented and monitored.
  - > Outputs:
    - » The level of youth involvement in reproductive health issues was an indicator monitored by the community. Further, adolescent girls and boys used the CSC process to convey their need for safe spaces to talk about relevant health issues.
    - » In response, the project team worked with a district government official to establish youth clubs in those intervention sites.
    - » Adolescent girls and boys developed and implemented solutions to overcome the unique barriers they faced, including lack of financial services.
  - > Promising Practices:
    - » The CSC process engages adolescent girls alongside other key stakeholders, such as parents, community members, local officials, adolescent boys, and service providers in evaluating service delivery issues. (20)
    - » The CSC enables achievement of positive outcomes in a range of areas including food security, education, water and sanitation, gender-based violence and health, and treated girls as experts on a range of issues. (22)
  - > For additional information, please refer to the following resource: CARE's Community Score Card Wiki available at: http://familyplanning.care2share.wikispaces.net/The+Community+Score+Card.

- **Using the Girl Roster Tool in Humanitarian Settings**
  - > Location: Turkey and Iraq
  - > Target Population: Adolescent girls (ages 10 to 19 years old) and young women (up to 24 years old) who are living with just one parent or neither parent, out of school, married, and/or parenting.
  - > Overview: Mercy Corps and the Women's Refugee Commission field-tested the *I'm Here* approach, which includes the Girl Roster tool developed by the Population Council. The approach enables humanitarian practitioners to systematically identify and engage the most vulnerable girls in a community, increase their access to vital resources and services that exist in an urban refugee setting, and design complementary programming that is responsive to girls' context-specific needs, and capacities. The Girl Roster data organized girls into segments by age and school, marital, childbearing, and living-arrangement status. Through appropriate community engagement, it

increased girls' access to a fair share of community resources or humanitarian aid. The result is a more systematic, informed, and cost-effective approach to program design that catalyzes meaningful and measurable change for the least advantaged girls who are displaced by crises.

> Methods: In two urban refugee contexts, Gaziantep, Turkey, and Erbil, Iraq, implementation partners recruited and trained a team of displaced and host community youth, including four adolescent girls, to use mobile phone apps to map existing resources within their communities and to collect data about their peers' assets and most acute needs. Older adolescents also facilitated focus group discussions with younger adolescent girls.

> Outputs:
  » Four adolescent girls were trained to use mobile phone apps to map existing resources within their communities.
  » Field tools generated actionable information and assisted program managers in seeing *all* girls in crisis-affected areas.
  » Program managers conducted targeted and peer-led FGDs, hearing directly from girls.
  » After using the Girl Roster, the *I'm Here* Approach relies on a Participatory Ranking Methodology to outline girls' key priorities, which allows staff to incorporate girls' perspectives into program design so it is tailored to their vulnerabilities, needs, and capacities.
  » The project team developed an asset-building curricula tailored to the interests, needs, and capacities expressed by out-of-school adolescent girls and married girls.

> Promising Practices:
  » The door-to-door method allowed adolescent girls who are often hidden within communities (i.e., girls who are married and/or mothers) to be seen and connected to services and resources. (2)
  » The program team paid specific attention to target the girls they may have missed with previous efforts. (1)
  » The project built new community partnerships between host and refugee communities and strengthened adolescent-friendly service referrals. (18)
  » The project team utilized technology, a useful tool for engaging girls and making research processes easy to understand. (17)

> For additional information, please visit the following website: www.womensrefugeecommission.org.

ENGAGING GIRLS IN RESEARCH

- **Binti Pamoja Centre**
  - > Location: Nairobi, Kenya
  - > Target Population: Adolescent girls and young women ages 16 to 21.
  - > Overview: The Binti Pamoja Centre in Kenya's Kibera slum engaged girls as researchers in an effort to better target their programming. Before expanding on the existing program, alumnae members (girls and young women between the ages of 16 and 21) gathered information about existing youth-serving programs in Kibera, examining whether girls participated in those programs and if the places where activities were held were safe for girls.
  - > Methods: Adolescent girls were trained to conduct an environmental scan of youth-serving programs.
  - > Outputs:
    - » Ten program alumnae collected information on more than 125 groups that served young people in Kibera. This information was used to create a map of programs serving girls in Kibera and where such programs were not available.
    - » The map guided Binti Pamoja's expansion. The same alumnae who conducted the research used the map to determine where to create new girls' groups in underserved communities.
  - > Promising Practices:
    - » The research project explored specific challenges that girls face in accessing available programs. (2)
    - » The project accounted for multiple factors that can make a program inaccessible to adolescent girls, including their age, safety, mobility, and the physical location of the program. (23)
  - > For additional information, please refer to the following resource:
    - » Austrian, K. and Ghati, D. 2010. Girl Centered Program Design: A Toolkit to Develop, Strengthen and Expand Adolescent Girls Programs. Population Council.

- **Vijana Tunaweza Newala (Newala Youth Can)**
  - > Location: Newala, Tanzania
  - > Target Population: Peer educators and participants were unmarried and married adolescent girls ages 12 to 17; researchers were young women ages 20 to 24.
  - > Overview: To better understand how to meet adolescent girls' needs, the International Center for Research on Women (ICRW) and *Taasisi ya Maendeleo Shirikishi Arusha* (TAMASHA), in collaboration with Pact Tanzania, developed Vijana Tunaweza Newala which translates as (We) Newala Youth Can. This participatory action and research project addressed the gender norms and social influences that make girls vulnerable to contracting HIV. The project team trained nine young women as researchers, peer educators, and advocates.
  - > Methods: Trained nine young women, between the ages 20 and 24, in research processes, ethics, and participatory learning and action (PLA) methods. These youth researchers, with TAMASHA staff, then trained adolescent peer educators.
  - > Outputs:
    - » The project team trained nine youth researchers and 16 peer educators.
    - » The youth researchers interviewed 82 young women between July and August 2010. The formative research served as the foundation for a life skills education curriculum and the subsequent program implemented through peer education.
    - » The youth researchers participated in the training of 16 peer educators who conducted a total of 60 education sessions at local youth centers and schools, reaching a total of 1,686 participants.
    - » Youth researchers and peer educators presented a summary of project outcomes and project highlights with key stakeholders.

> Promising Practices:
  » The project promoted girls' participation in multiple phases of the project, from formative research to training of peer educators and implementation of youth-led community-based activities and advocacy. This promoted girls ownership of and investment in the project. (5)
  » The implementing agencies engaged additional community members, including parents, gatekeepers, and trusted adults who were nominated as "guardians" by project participants, thereby demonstrating that they understood girls' support systems. (3)
  » The implementing agencies set standards for youth engagement, including ethical considerations that must be made when working with minors and that included additional layers of care. This included a process of parental consent and youth agreement to participate, and the program did not collect individual-identifying information about participants. (10)
> For additional information, please refer to the following resource:
  » McCleary-Sills, J., Douglas, Z., & Mabala, R. 2011. Using Participatory Research and Action to Address the HIV-related Vulnerabilities of Adolescent Girls in Tanzania. International Center for Research on Women.

ENGAGING GIRLS IN GOVERNANCE, POLICY PROCESSES, AND ADVOCACY

- **The Youth Coalition for Sexual and Reproductive Rights**
  > Location: Global membership, with offices in Ottawa, Canada
  > Target Population: Young women and men ages 18 to 29.
  > Overview: The Youth Coalition for Sexual and Reproductive Rights (YCSRR) is an international coalition of young people dedicated to promoting the sexual and reproductive rights of adolescents and youth at national, regional, and international levels.
  > Structure: The YCSRR is overseen by a Board of Directors, which is made up of six YCSRR members and the Executive Coordinator, while a Membership Committee oversees recruitment and orientation of new members. The Membership Committee is comprised of youth members in addition to the Program and Communications Officer. Member task forces and working groups comprised of youth participants assume the substantive work of the YCSRR. In 2013, these included the International Conference on Population and Development and post-2015 task forces, the Special Task Force for Policies and Bylaws and the HIVSRR, Abortion Rights, and Sexual Orientation and Gender Identity (SOGI) working groups.
  > Methods: Members engage in negotiations on international and national policies, including negotiations that contributed to the formation of the Sustainable Development Goals. Members also lead the strategic planning of the coalition; conduct trainings on activism regarding sexual and reproductive health and rights; and produce resources on relevant topics in order to influence local, national, and international policies.
  > Outputs:
    » Members participated in three thematic consultations held during the development of the Post-2015 Development Agenda.
    » Members participated in two open working group sessions focused on developing the Sustainable Development Goals.
    » Members participated in 12 high-level intergovernmental meetings between 2010 and 2012.
    » YCSRR conducted 11 trainings between 2010 and 2014 in an effort to enhance its members' advocacy skills and increase international commitment to the sexual and reproductive rights of adolescents and youth.
    » Members collaborated to publish dozens of factsheets, booklets, briefs, and blogs on the sexual and reproductive rights of adolescents and youth.

> Promising Practices:
» The YSCRR has set standards for engagement, including a clear definition of and strategy for success and descriptions of members' roles and responsibilities within the coalition. (10)
» The coalition provides a wide array of activities in which young women may be involved, recognizing that not everyone wants to play the same role. For example, members speak at international conferences, help develop resources on relevant issues, and help organize internal trainings and workshops. (5)
» The coalition invests in building the capacity of its members and is committed to long-term engagement. (13)
> For additional information, please visit the following website: http://www.youthcoalition.org/.

- **Girl Engagement Advisory Board**
    > Location: Global membership, with offices in Washington, D.C.
    > Target Population: Girls ages 15 to 19.
    > Overview: Advocates for Youth (Advocates) formed the Girl Engagement Advisory Board (GEAB) in an effort to ensure that their work to empower young people remained relevant and effective. Board members engage in advocacy efforts to advance adolescent girls' rights within the post-2015 development process and inform, guide, and assess Advocates' efforts to promote investment in, and recognition of, adolescent girls' rights. The GEAB's objective is to amplify girls' voices and activism and to highlight the lived experiences and knowledge of adolescent girls.
    > Methods: Board members engage in advocacy campaigns; speak and act as representatives at high-level meetings, conferences, and events; write blogs and statements; collaborate with Advocates' partner organizations on advocacy campaigns and statements; and campaign for girls' rights in their communities.
    > Structure: The Girl Engagement Advisory Board is comprised of nine members from nine countries and is overseen by Advocates' staff.
    > Outputs:
    » GEAB members presented at more than 12 high-level events and/or meetings, including various United Nations Commission meetings and United States Congressional panels, the United Nations Commission on the Status of Women, and the United Nations Commission on Population and Development since 2014.
    » GEAB members published over 15 articles on national and international media platforms, including the Washington Post, MSNBC, and the Huffington Post, about a variety of girl-centered issues since 2014.
    » Members contributed to the development of the "Our Moment" campaign, which focused on prioritizing girls' rights in the post-2015 development agenda.
    > Promising Practices:
    » Advocates is a flexible organization and caters to young people's schedules and needs by working during weekends and evenings as needed. (24)
    » The organization implements safeguards and practical measures to ensure members' safety. (10)
    » The organization actively recruits and hires young staff. (14)
    » The organization considers and addresses girls' mental health and psycho-social needs by allowing girls to choose their activities and by ensuring their comfort with and ability to perform various tasks. (4)
    > For additional information, please visit the following website: http://amplifyyourvoice.org/om-girl-engagement-advisory.

- **The Girl Declaration**
    > Location: Global
    > Target Population: Adolescent girls and young women ages 10 to 24.
    > Overview: The Girl Declaration is a call to action that urges global leaders to put adolescent girls at the heart

of efforts to help end global poverty with the Sustainable Development Goals (SDGs). Implemented by the Girl Effect, a project launched with the support of the Nike Foundation, NoVo Foundation, United Nations Foundation, the UK Department for International Development, and the Coalition for Adolescent Girls, the declaration's recommendations address key issues affecting adolescent girls.

> **Methods:** A total of 508 adolescent girls from 14 countries were interviewed about their needs and what they believed would help them reach their potential. The Girl Declaration was developed through a collaboration of more than 25 leading organizations and adolescent girls during a series of consultations.

> **Structure:** The Girl Declaration presents guiding principles, recommended goals, the rationale for targeting adolescent girls, and direct quotes from adolescent girls on a range of important topics, including safety and economic security. It has over 150 signatories, including Malala Yousafzai, Desmond Tutu, and Ban Ki-moon.

> **Outputs:**
  » Creation of the Girl Declaration Joint Advocacy Group, a coalition of 15 organizations working to ensure that girls were at the heart of the post-2015 development process and creation of the Sustainable Development Goals.
  » Featured at dozens of global events including the Commission on the Status of Women, the African Union Summit, and the Global Child Forum.
  » Used in developing adolescent-girl-centered recommendations and indicators related to the Sustainable Development Goals.
  » Used by the Joint Advocacy Group, its members, and a variety of organizations to emphasize girls' ability to identify and address the issues affecting their lives and well-being.

> **Promising Practices:**
  » The project engaged a diverse group of girls from a variety of underserved contexts. (1)
  » The project carefully considered girls' developmental stage and capacity to engage in this activity. (6)
  » The project treated girls as powerful agents of change, rather than victims. (21)
  » The institution provided opportunities for sustained engagement, namely through Girl Effect University and the activities of the Girl Declaration Joint Advocacy Group. (26)

> **For additional information, please visit the following website:** http://www.girleffect.org/media?id=3221

APPENDIX B:
DETAILED DESCRIPTIONS OF PROMISING PRACTICES

An intense and collaborative discussion between adults, young women, and adolescent girls generated the following promising practices. Most are applicable to institutional, project, or program teams, however some are more specified in scope. Further study is needed on the precise effects of adolescent girl engagement on girls themselves, as well as the effect their engagement has on better programmatic, policy, or project outcomes. These promising practices are based on experiences, existing literature and research, and other available evidence.

▶ PROMISING PRACTICES

1. **Pay attention to which girls you are missing.**

   - Make a significant attempt to figure out who you are missing and why. Girls are a diverse group with a diverse set of barriers. Ensure that your team is aware of the various factors that affect girls' participation or engagement (e.g., school enrollment, location, age, marital status, parental status, socioeconomic status, or race). Your team should be able to adjust strategies as necessary to ensure that all girls can access the project. Additionally, ensure that the programs are relevant for the most marginalized and vulnerable girls in the community.

2. **Find out where the girls are.**

   - Mapping where girls spend their time can be an important aspect of program design. Work with girls to map out different neighborhoods in order to ensure that the program is conveniently located and accessible. This also helps girls become aware of their surroundings and could introduce them to other services that are available within their community.

3. **Understand girls' support systems.**

   - Ensure wider community and parental buy-in and support for girls' engagement, particularly in settings where girls' gatekeepers exert control over their time and activities.

4. **Consider and address girls' mental health needs.**

   - Acknowledge that all people have limits and sometimes compromise is necessary. Girls are powerful and insightful, but they also need guidance and support when learning or trying something new. Do not force girls to participate or take on roles in which they are not comfortable. Rather, let girls design roles for themselves that contribute to the overarching goals of the project. Be aware that girls may enter engagement scenarios feeling that they are at a disadvantage in relation to the adult participants and support them accordingly.

5. **Offer a wide array of activities or ways for girls to engage.**

   - Girls deserve meaningful projects, but not all girls will be comfortable speaking in public or leading

a meeting. Ensure that there are roles for everyone and that those roles vary in responsibility, time commitment, and skill level. Engage girls in everything from budgetary processes to program planning or as members of the Board of Directors. This will allow girls to develop or hone their skills and will help keep them interested in the project.

6. **Consider girls' developmental stages and capacity to engage.**

   • It is imperative that your team take into account girls' developmental stage, which can be influenced by various factors, including age, level of education, or context. It is beneficial to increase girls' roles and responsibilities over time as they grow with the institution.

7. **Ensure that leadership is fully committed to engaging young people and supporting youth leaders.**

   • Institutional, program, or departmental leadership must be committed to a long-term investment in adolescent girl engagement in order to ensure that the engagement activity is not an isolated incident, which can lead to feelings of tokenism and marginalization among girl participants.

8. **Assess capacity of staff to engage girls and provide necessary training.**

   • Training is of paramount importance in meaningfully engaging youth. Current and incoming staff must be trained on safety protocols and on building girl-adult partnerships. This will foster a safe, enabling environment for engagement.

9. **Acknowledge that adolescent girls' time is important and valuable.**

   • Depending on what is contextually appropriate, provide stipends, remunerations, and/or seed grants as part of building a culture of respect for young people. Acknowledge that their time is valuable.

10. **Set institutional, program, or project standards for adolescent girl engagement.**

    • Every institution should have set standards for engaging adolescent girls and youth. They should include standards for staff training, safety protocols, and ethical standards for engaging minors.

11. **Understand the needs of adolescent girls.**

    • Ask girls about what they need and link girls' aspirations with the program's objectives. Try to understand their perspectives and never condemn the girls for their actions. If girls are engaging in risky or unsafe behaviors, speak to them as equals and explain the situation clearly. Above all, do not act like the morality police.

12. **Develop a contract or memorandum of understanding (MOU).**

    • Such a contract or MOU should detail expectations for both the young person and institution, program, or project team, including time commitment and any remunerations. The MOU should also explain how any input provided by the girls will be used.

13. **Explore the possibility of long-term investment versus a one-time engagement.**

    • Long-term engagement is often more effective and exciting for girls and the program, project, or institution than one-time engagement activities. Pre- and post-engagement processes may include exploring and addressing the possible negative outcomes of girl engagement, such as unmet familial expectations or community backlash.

14. **Actively recruit and hire younger staff.**

    • It can be easier for adolescent girls to communicate and build partnerships with individuals closer to their age. Recruiting and hiring younger staff can afford the institution, program, or project with greater flexibility and relevance when engaging adolescent girls.

15. **Identify the implications of girl engagement for proposals, budgets, activities, outputs, and timelines.**

    • Identifying such implications from the outset will enable your team to integrate adolescent girl engagement into institutional, program, or project budgets. Doing so can also foster long-term engagement.

16. **Utilize tenants of positive reinforcement.**

    • Remember, your institution, program, or project is there to motivate, inspire, and challenge girls and support them in their own empowerment. Explain to the girls why they are there, that their voices are necessary and important, and what benefits they can expect from their engagement.

17. **Utilize technology.**

    • Technology is a vital part of many girls' lives and can be a useful tool for educating girls and soliciting feedback. Training in technology also provides girls with a concrete skill that can translate into other areas of their lives. Utilize aspects of technology that are easy to use and engaging, such as social media messaging, text messaging, webinars, or photo programs.

18. **Enable girls to reach out to their communities.**

    • Provide girls with skills and opportunities to reach out to local organizations, community leaders, and other gatekeepers. Train them on how to communicate effectively with decision-makers and advocate for their needs. Contact with the community may also put girls in touch with other girls who have shared experiences. This will help the community to see girls' issues as community issues and can help prevent backlash against the girls' new activities. Establish safety protocols, such as encouraging girls to work in pairs or groups.

19. **Recruit groups of girls through their support systems and networks.**

    • Girls will often welcome the opportunity to expand their social networks. This can mean greater social capital for the girls and increased access to opportunities. Encourage the girls to recruit or bring friends or family members to the program and spread the word among their established networks.

20. **Involve boys in discussions or activities surrounding girls' issues.**

    • Safe spaces often refer to spaces that are segregated by sex. While this approach is incredibly valuable, there is also value in including boys in discussions or activities focused on girl-centered issues. Be sure, however, to set clear guidelines or rules so that it remains a space in which all feel welcomed and heard, regardless of gender.

21. **Treat girls as powerful agents of change, not victims.**

    • Ensure that girls gain a sense of ownership over the program or activity. Engage them in political discussions and teach them how to advocate for their rights and the rights of others.

22. **Recognize the validity of girls' voices on all issues.**

- Girls are experts on their own experiences, but that is not the limit of their knowledge. Engage girls with various issues, such as climate change, peacemaking, or technological innovation. There is no end to girls' interest and potential contribution, particularly when given meaningful opportunities to share and expand their knowledge.

23. **Understand, appreciate, and address systemic barriers.**

- Ensure that your team understands and respects intersectional identities and the way that intersecting forms of discrimination contribute to girls' experiences. Encourage team members and girl participants/ partners to acknowledge their privilege and appreciate other people's experiences.

24. **Be flexible.**

- Ensure that the institution, program, or project staff are flexible and able to meet girls where they are, including working weekends and evenings as needed to accommodate young people's schedules.

25. **When appropriate, integrate adolescent girl engagement into the larger institutional structure.**

- This will ensure that adolescent girl engagement principles (e.g., power-sharing) and strategies are infused into the institution and not just an ancillary practice.

26. **Follow up with girls and provide resources for sustained engagement.**

- Organizations should develop a sustainable, scaleable plan for girl engagement that includes a post-engagement phase. This can include the development of a platform to hear from girls directly (e.g., online conferences, blogs, social media campaigns, or community consultation processes that are inclusive of girls). Work with community-based organizations, community groups, and leaders to help the girls stay active after your program ends and make sure that they have helpful resources that can be left with the community.

27. **Develop a formal career pathway for adolescent girl participants.**

- When possible, ensure that girls have access to a clear pathway from engaged participant to employee. If that is not applicable to your team or project, integrate future information on career opportunities and career counseling into your follow-up plan.

▸ PRACTICES TO AVOID

1. **Using untrained staff.**

   - Ensure that your staff are well-trained on youth participation and partnership strategies and that they are well aware of community barriers.

2. **Ignoring the context.**

   - Always begin with an analysis and understanding of cultural, religious, and social structures, contexts, and norms. Without starting here, there will be a grave need to re-design once you begin working in the community.

3. **Trying to create a "Band-Aid solution."**

   - "Band-Aid solutions" temporarily alleviate a problem but don't tackle issues at the macro level. Systemic problems need systemic solutions. The challenges girls face need to be addressed in holistic ways that go beyond a single-sector or "fast-acting" approach. If resources or capacity is limited, or if the need is acute, consult girls during program design to ensure that your response is effective and relevant.

4. **Using a "one-size-fits-all" approach.**

   - Avoid using intervention or research strategies that are not specifically designed for your target population. Target populations that are defined too broadly lack the nuance and specificity necessary to design and/or implement an effective study or program.

5. **Making assumptions.**

   - Avoid assuming that girls cannot do something or will not be interested in a particular activity. Girls often need only facilitation, guidance, or a platform to voice their ideas. Additionally, avoid assuming that girls are less able to receive constructive criticism or pushback to their ideas as an adult partner. A meaningful girl engagement process should involve honest, direct communication between adults and adolescent girls.

6. **Omitting gender analysis in programs or other activities.**

   - Gender dynamics come into play for a number of reasons, including that adolescent girls' voices are often not as valued and/or that they do not have the space to articulate their experiences or opinions. Keep this in mind and consult girls on how they believe gender inequality or discrimination affects them.

7. **Using the survey as a stand-alone tool.**

   - Surveys often do not come across to girls as valuable or engaging. If you do use surveys, explain in detail why it is important and how the findings will be utilized. Offering incentives to participate in the survey can also be helpful.

8. **Utilizing heteronormative language and curricula.**

   - Institutional, program, and project teams need to widen the conversation to include girls with different gender identities and sexual orientations. It is also important to appreciate how a girl's sexual orientation or gender identity affects other aspects of her life, such as access to sexual health services or her safety at school or within the community.

9. **Neglecting safety issues.**

    - Girls have to feel physically, emotionally, and creatively safe in order to participate meaningfully. Establish safety protocols. Educate girls on what they can do and who they can contact if they ever feel unsafe or experience violence, abuse, or threats.

10. **Conflating girl representation and girl engagement.**

    - Representation does not necessarily mean that girls are meaningfully engaged. For example, putting girls on a panel or asking them to attend a meeting is not always substantive or meaningful. Avoid using girls as a tool for a particular organizational goal or idea in a way that limits their potential participation, leadership, and impact.

11. **Assuming that almost any program can reach adolescent girls.**

    - Adolescent girls need targeted interventions. Engaging them requires a specific skill set and project structure. Even programs that target youth often lack the nuance to meet adolescent girls' specific needs.

12. **Only engaging girls in the design of programs.**

    - Meaningful engagement is not just about consulting girls to design a program at its conception. The program or project structure must allow girls to continuously feed into program implementation, monitoring, and evaluation.

13. **Excluding girls' support networks.**

    - Engaging girls' support networks, such as their teachers, mentors, and role models, is an absolutely critical element in program design. It can help create an environment that works for girls so that they can actively participate in programs. Parents, guardians, and other community gatekeepers are often vital to the long-term success of a program. Engage these actors as often and thoughtfully as possible.

14. **Expecting a set of girls to represent "all girls."**

    - Avoid tokenism and ensure that you have diversity among program participants. Girl participants will have a lot of great insight, but they will not be able to speak for all girls everywhere. Recognize this early on and tailor your intervention or project to meet their specific needs.

APPENDIX C:

TOOLS AND RESOURCES

The following toolkits, guides, and curricula offer insights on how to engage girls. Some of the resources are focused on youth rather than girls specifically. However, each one holds valuable information on how to achieve meaningful adolescent girl engagement within an institution, program, or project.

▶ REPORTS AND LITERATURE REVIEWS

A Girls' Eye View by the Coalition for Adolescent Girls
This literature review examines current strategies and processes related to adolescent girl engagement and the potential benefits and challenges related to the practice. It also provides information on specific case studies in which girls were involved in research, advocacy campaigns, program design, M&E, and policy projects.

Are We Listening? by the International Rescue Committee
Drawing on interactions with thousands of women and girls in the region, this International Rescue Committee report sheds light on the challenges facing displaced Syrian women and girls, as expressed in their own words. Reflecting girls' and women's own experiences and perspectives, the report offers recommendations for addressing girls' needs in humanitarian settings.

Girls' Leadership Development in Action: CARE's Experiences from the Field by CARE and USAID
CARE's leadership framework emphasizes the critical elements needed to promote empowering leadership opportunities for girls. CARE staff and partners have tested the Girls' Leadership Model in 28 countries and refined this approach based on girls' needs and feedback. This paper discusses the inception of the Girls' Leadership Model, the development of projects based on the model, and the qualitative and quantitative outcomes that resulted from those projects.

Girls Speak: A New Voice in Global Development by the International Center for Research on Women and the Coalition for Adolescent Girls
This report outlines six themes that arise from girls' aspirations. The themes build on the universal of girls' shared inability to make decisions about their own lives even though they know what they need. It builds on girls' voices in ways that make them more accessible to policymakers and programmers. The report offers recommendations that call for families, communities, and development efforts to create an environment where girls can thrive.

Girls' Voices Initiative Factsheet by Let Girls Lead
This factsheet provides an overview of the Let Girls Lead Girls' Voices Initiative, a project seeking to amplify the voices and power of girls in order to influence the UN's post-2015 development agenda. It unpacks the initiative's principal strategies: girl-centered advocacy for the post-2015 agenda, girl-led advocacy with government and UN officials, and girl-centered national communication campaigns.

Hear Our Voices: Do Adolescent Girls' Issues Really Matter? by Plan International
This report presents the findings from Plan International's interviews with over 7,000 adolescent girls and boys in eleven countries. The study's methodology provides insight into good practice in engaging and empowering adolescents and analyzing their perceptions of their own empowerment. The report also contains information on the results and recommendations generated from this groundbreaking study.

[Start with a Girl: A New Agenda for Global Development](#) by the Center for Global Development
This report, from the Girls Count series, explores the positive multiplier effect of including adolescent girls in global health programs and policies—and the risks if they continue to be left out. It uses real-world examples to examine the ways in which investments in changing social norms, improving girls' school experiences, and addressing violence against girls and women can make a difference. This report serves as a roadmap for those who are seeking to advance a range of social and economic goals, within and outside the health sector.

[The Boundaries of Girls' Political Participation: A Critical Exploration of Girls' Experiences as Delegates to the United Nations Commission on the Status of Women](#) by Emily Bent
This article examines the boundaries of girls' political participation at the UN Commission on the Status of Women. It explores the structural and conceptual limits to girls' meaningful political participation. The article brings critical attention to the problematic management of girls' political practices in formal "adult" spaces.

[Youth Participation – Concepts, Models, and Experiences](#) by the African Child Policy Forum
This report explores the evolving concept of youth participation and the existing barriers to effective youth participation in Africa. It provides suggestions for promoting youth participation that are sensitive to Africa's various economic, cultural, and political contexts. The report also offers information on the legal frameworks, instruments, initiatives, meetings, opportunities, and programs at the global, regional and sub-regional levels on, for, and with youth.

[Vision Not Victim](#) by the International Rescue Committee
Vision Not Victim is an International Rescue Committee program that brings together groups of girls to explore their power and potential and cultivate essential skills through multimedia projects. In addition to community mentorship, the program engages girls in envisioning and strategically planning their futures. Vision Not Victim has worked with girls in the eastern Democratic Republic of the Congo, with Syrian refugees in Jordan, and with refugees in the U.S.

▶ TOOLKITS, CURRICULA, AND GUIDES

[A Toolkit for Monitoring and Evaluating Children's Participation](#) by Save the Children
This toolkit is a six-part guide on how to monitor and evaluate children's participation in programs, communities, and wider society. It provides frameworks and conceptual tools for measuring the creation of respectful, participatory environments for children and the scope and outcomes of children's participation. The toolkit offers guidance on identifying objectives and indicators and on collecting and analyzing data.

[Adolescent and Youth Participation: Adults Get Ready!](#) by The Commonwealth Secretariat
This booklet examines how to provide adolescents and young people with the opportunity to participate in the decision-making processes that affect their lives. It describes roles adults can play in creating an enabling environment for adolescent participation and ideas and tools for preparing adults to take on these roles.

[Child and Youth Participation Resource Guide](#) by UNICEF
This guide for practitioners and managers provides insight into the intricacies of promoting child and youth participation in government, community-based organizations, child-led organizations, non-governmental organizations, the UN, and donor agencies.

[From Research to Program Design to Implementation: Programming for Rural Girls in Ethiopia](#) by the Population Council
This toolkit is designed for those seeking to build or improve programs for rural adolescent girls in Ethiopia. It is directed at the special circumstances of rural girls in Ethiopia, with an interest in increasing the number of programs for rural girls and making them more relevant and context-appropriate. It describes a basic, context-specific, evidence-based

process of program development, including research, program design, implementation, and M&E.

Girl-Centered Program Design: A Toolkit to Develop, Strengthen, and Expand Adolescent Girls Programs
by the Population Council
This toolkit contains a set of tools and guidelines for strengthening programs for adolescent girls in urban Kenya. It focuses on structure, content, and M&E, offering examples from existing programs and practical, user-friendly tools. It may be valuable for those designing or running a program, writing a proposal to work with girls ages 10 to 24, or for seeking innovative ideas on how to strengthen program activities.

Girl Consultation Research Toolkit by the Nike Foundation's Girl Effect
This toolkit, based on testing with more than 500 adolescent girls in 14 countries, provides a selection of tools for individuals or organizations to better gather girls' opinions and understand the issues they face and their vision for the future. It contains four sections: rationale for consulting with girls, logistics for these consultations, workshop activities to work with girls, and guidance for analyzing the findings from this work. These tools can be used together or on their own and adapted to suit different contexts.

Girl Safety Toolkit: A Resource Guide for Practitioners by Girl Hub
This toolkit is a comprehensive guide to designing safe programs specifically for adolescent girls. With this information, practitioners can think more carefully about what their program is trying to achieve and how these objectives can be achieved in a safe environment. The toolkit provides practical advice and guidance on how to keep girls safe within programs and how to manage and address potential risks.

Meet Them Where They Are: Participatory Action Research with Adolescent Girls by the International Center for Research on Women
This brief report summarizes the process and findings of a participatory action research pilot project responding to girls' HIV-related vulnerabilities in Tanzania. It explores lessons for researchers, development practitioners, and policymakers working with adolescent girls.

Organizational Assessment Checklist by Youth on Board
This checklist is to be used as a guide to help give direction, uncover hidden issues, help understand tasks, and guide commitment to involving youth in decision-making. It includes guidance on defining decision-making, determining your approach, overcoming organizational and personal barriers, recruiting and orienting young people, developing a mentoring plan, and sustaining youth involvement.

Participate: The Voice of Young People in Programmes and Policies by the International Planned Parenthood Federation
This guide was developed to motivate organizations to make self-assessment an ongoing activity and encourage sustainable dialogue, mutual respect, and understanding among young people and adults. It can be used to evaluate an organization's current position on young people's participation and to find innovative ways of moving forward. The guide, which builds on innovative case studies from around the world, can be used in conjunction with training workshops to make the self-assessment process more empowering.

Social Marketing Benchmark Criteria by the NSMC
This collection of eight integrated benchmark criteria for social marketing interventions is designed to improve the impact of these interventions. The criteria are intended to support better understanding of core social marketing concepts, promote a consistent approach to review and evaluation, and assist in the commissioning of social marketing services.

The Insights Toolkit by Girl Hub
This toolkit presents Girl Hub's process to gain insight from adolescent girls and use those insights to inform their programming and other activities. It also provides specific tools for use in the field or in meetings.

The New Girls' Movement: New Assessment Tools for Youth Programs by the Collaborative Fund for Healthy Girls, Healthy Women

This report is designed for youth programs and foundations interested in conducting and supporting a participatory research approach, particularly within evaluation research. It contains information specific to engaging adolescent girls in such research processes, with a look at the authors' research design, their new youth assessment tools, and their data collection and analysis methods. The research projects examined include girls' work to combat sexual harassment, violence, and mediated body images.

Tips for Partnering with Youth by Advocates for Youth

Advocates for Youth provides 11 clear, tried-and-tested tips for working with young people and incorporating them into organizational structures and activities.

Youth Participation Guide: Assessment, Planning, and Implementation by Advocates for Youth

The Youth Participation Guide seeks to increase the level of meaningful youth participation in reproductive health and HIV/AIDS programming at an institutional and programmatic level. This report targets senior and middle management, program managers, staff involved in implementing activities, and youth who may be engaged at all levels of an organization's work.

APPENDIX D:
HOW THE TOOLKIT WAS DEVELOPED

Adolescent girls, young women, and technical experts collaborated for more than a year to generate the content presented here. This document is a compilation of knowledge and understanding about adolescent girl engagement drawn from: the Coalition for Adolescent Girls' literature review[1]; a technical consultation conducted in October 2014 for CAG members, young women, and adolescent girls; a series of e-forums held for CAG members and all consultation participants in February 2015; an external stakeholder consultation held in March 2015 for adult professionals, young women, and adolescent girls; contributions from members of the CAG Girl Engagement Tool Working Group; and review and testing of the document by adolescent and adult stakeholders.

The toolkit was officially developed by members of the CAG's Girl Engagement Tool Working Group and reviewed by CAG members and individuals from CAG member and non-member organizations. Adolescent girls and young women who participated in the two technical consultations also participated in a review process, offering input on language and organization and recommendations for how to engage adolescent girls. The tool was then tested by representatives from five organizations to ensure ease of use and accessibility at multiple stakeholder levels. Please see the Extended Acknowledgements section to learn more about individual participants in the technical consultations, members of the Girl Engagement Tool Working Group, and reviewers and testers of the Partners and Allies tool.

APPENDIX E:

EXTENDED ACKNOWLEDGEMENTS

The Coalition for Adolescent Girls would like to thank the following individuals and their organizations for their invaluable contributions to the development of this toolkit as members of the Adolescent Girl Engagement Tool Working Group:

- Joyce Adolwa, CARE
- Adwoa Aidoo
- Audrey Anderson, Plan International USA
- Ariel Cerrud, Advocates for Youth
- Sarah Engebretsen, Population Council
- Carolyn Grant, CARE
- Sacha Green-Atchley, Coalition for Adolescent Girls
- Ahlam Kays, FHI 360
- Amy Maglio, Women's Global Education Project
- Emmanuel Marfo, Global Alliance for Development Foundation

- Malwina Maslowska, WomenOne
- Sofia Mussa, WomenOne
- Kathryn Paik, Women's Refugee Commission
- Shelagh Possmayer, Save the Children UK
- Jennifer Redner, Redner Consulting, LLC.
- Danielle Roth, ChildFund International
- Medha Sharma, Nike Foundation
- Amy Spindler, Mercy Corps

We would also like to extend our sincere appreciation to those who reviewed and tested the toolkit and provided substantive feedback:

- Adwoa Aidoo
- Amy Babchek, Nike Foundation
- Doortje Braeken, IPPF
- Jennifer Catino, Co-Create: Global Change with Women and Girls
- PeiYao Chen, Global Fund for Women
- Irene Diaz Soto, Child and Youth Finance International
- Margaret E. Greene, GreeneWorks
- Sarah Haddock, World Bank
- Frances Hague, Child and Youth Finance International
- Laura Hurley, IPPF
- Ginny Kirkland, Girls Thinking Global

- Kate Matheson, IPPF
- Jennifer McCleary-Sills, ICRW
- Jody Myrum, NoVo Foundation
- Allison Pfotzer
- Yvette Ruzibiza, Child and Youth Finance International
- Mayo Saji
- Lucy Steinitz, Catholic Relief Services
- Sandie Taylor, Together for Girls
- Emily Teitsworth, Let Girls Lead
- Jaimee Swift, Together for Girls
- Maame Yankah

Finally, we would like to thank the participants from the October Technical Consultation on Adolescent Girl Engagement and the March External Technical Consultation on Adolescent Girl Engagement. Their participation, insights, and contributions were invaluable.

October Technical Consultation Participants

- Amy Babchek, Nike Foundation
- Aubryn Sidle, AGE Africa
- Ariel Cerrud, Advocates for Youth
- Brooke Zobrist, Girl Determined
- Carolina Sosa
- Chinmayee Venkatraman
- Christina Selby
- Danielle Roth, ChildFund International
- Emily Zhang
- Erin Kennedy, ChildFund International

- Fatmata Conteh
- Ginny Kintz, CARE
- Gwyn Hainsworth, Pathfinder International
- Helena Minchew, International Women's Health Coalition
- Jennifer Redner, Redner Consulting, LLC.
- Jessica Bowers, Every Mother Counts
- Jessica Kane, Plan International USA
- Julia Lee

- Kathryn Paik, Women's Refugee Commission
- Kristina Lederer, AGE Africa
- Lorraine Anyango
- Maame Yankah
- Malak Yusuf, Girls Learn International
- Marcia Odell, Plan International
- Meg Greene, GreeneWorks
- Mina Barling, Marie Stopes International
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- Nomi Fuchs-Montgomery, Marie Stopes International
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- Rena Greifinger, Population Services International
- Sana Ali Mustafa
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- Shelby French, International Rescue Committee
- Thea Anderson, Mercy Corps

March Technical Consultation Participants

- Abida Jamal, The Grail
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- Catherine Lane, USAID
- Eleanor Belshaw-Hauff, the Permanent Mission of Canada to the United Nations
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- Emily Hagerman, Let Girls Lead
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- Greg Dempsey, the Permanent Mission of Canada to the United Nations
- Helena Minchew, International Women's Health Coalition
- Imani Marks, Advocates for Youth
- Jean Manney, Restless Development
- Jennifer McCleary-Sills, International Center for Research on Women
- Joyce Mkandawire, GENET Malawi

- Julia Y Lee
- Karen Scriven, Mercy Corps
  Kathryn Paik, Women's Refugee Commission
- Khensani Nhambongo
- Kikelomo Taiwo
- Laura Brazee, Plan International
- Lindsay Menard-Freeman, Women Deliver
- Lorraine Anyango
- M.A. Keifer, Advocates for Youth
- Margaret Greene, GreeneWorks
- Mayo Saji
- Muna KC
- Nicole Ippoliti, FHI 360

- Peiyao Chen, Global Fund for Women
- Sana Ali Mustafa
- Sarah Engebretsen, Population Council
- Sarah McDonald
- Shaireen Moon
- Shelby French, International Rescue Committee
- Silvia Huaynoca, IPPF/WHR
- Sohee Shim
- Susan Markham, USAID
- Vivian Onano
- Yulisa Macier

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NOTES:

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