

ENSURING ADOLESCENT GIRLS' WELLBEING: A HOLISTIC APPROACH



THE COALITION
FOR ADOLESCENT
GIRLS
POVERTY ENDS WITH HER

ACKNOWLEDGEMENTS

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Photo by Michael Foley

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INTRODUCTION

Adolescent girls deserve to be healthy, happy, safe, and to have the opportunity to fulfill their personal and social goals. When given the proper tools, support, and platforms, and when listened to as experts on their own needs and experiences, girls will demonstrate their brilliance and power to shape their lives and that of their households and communities. Despite their potential, in every part of the world, adolescent girls remain one of the most marginalized and vulnerable populations, falling through the gulf between development efforts targeting children and adult women. Furthermore, adolescent girls are diverse, with varying experiences, skills, and identities that intersect and affect the resources and opportunities that they are able to access.

Wellbeing* is multi-dimensional, including physical, emotional, civil, and social dimensions that combine and affect an individual's experiences and actions. Ensuring adolescent girls' wellbeing and improving their lives in measurable and sustainable ways requires more than broad cross-sector commitment and integrated approaches. It requires accountability, reliable and quality resources, robust evidence, collaborative and targeted programs, long-term investment, political will, and above all, listening to and working with girls as equal partners. Addressing the complex needs of adolescent girls requires that all actors see each adolescent girl as a whole person, with unique and intersecting needs and talents, and that adolescent girls have the opportunity to be heard, to express their needs, and to have those needs met.

The Coalition for Adolescent Girls (CAG) developed this resource to illustrate the complexities of adolescent girls' needs and the elements required to ensure their wellbeing. The objective of this document is to consolidate information related to adolescent girls' wellbeing and to illustrate entry points for holistic, multi-sectoral initiatives that can help girls achieve wellbeing. This resource is outcome-focused; multiple experts from the adolescent girl field identified their optimal outcomes as related to girls' education, health, economic empowerment, hygiene, experience of gender-based violence, and experience in conflict, emergency, or humanitarian settings. We illustrate connections across sectors that make the case that the holistic needs of girls must be taken into consideration regardless of in which sector the program or policy originates. This is not an exhaustive compilation of girls' needs or the complexities of their intellectual, social, economic, or political position. Rather, it is another step toward true appreciation of the uniqueness, power, and importance of adolescent girls.

***UNICEF defines adolescent well-being as, "a comprehensive construct that includes the ability to acquire knowledge, skills, experience, values, and social relationships, as well as access to basic services, that will enable an individual to negotiate multiple life domains, participate in community and civic affairs, earn income, avoid harmful and risky behavior, and be able to thrive in a variety of circumstances, free from preventable illness, exploitation, abuse and discrimination. It also refers to the ability of the surrounding society (e.g., family, peers, community, social institutions) to support those aspects of well-being."**

HOW TO USE THIS RESOURCE

We at the CAG do not expect any one program to meet every adolescent girls' specific needs. We do expect, however, that all programs recognize girls' diversity and utilize a holistic approach when attempting to meet or address those needs. We suggest, therefore, that this resource be used in any of the following ways:

- As a thoughtfulness tool

Program planners or designers can use this resource to inform their desired outcomes and practices and, potentially, to help find creative ways to achieve some outcomes that are outside the program's scope.

- As an evaluation tool

Program or project evaluators can look to this resource for suggestions on what outcomes could be measured or how to design indicators that accurately measure adolescent girls' wellbeing.

- As a guide for donors

Donors can use this resource to inform their understanding of adolescent girls' needs and the potential outcomes they can expect from well-designed, girl-informed programming.

- As a tool to promote cross-sector understanding

Anyone can use this tool to increase their understanding of desired outcomes for adolescent girls, regardless of the sector in which they work. For example, this tool can be used by those in the education sector to increase their understanding of girls' hygiene and sanitation needs.

The following tables are divided by theme (e.g. health, economic empowerment, etc.) and include lists of desired outcomes specific to the level of the girl and the enabling environment. We divided the outcomes that would occur at the level of the girl into three sections: knowledge and skills, attitudes, and practices. The enabling environment, in contrast, is broken down into outcomes related to structural/legal/institutional issues and those related to social and gender norms. Finally, we included one or two high-level objectives related to programming of the specific



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EDUCATION

HIGH-LEVEL OUTCOMES:

- 1) Adolescent girls are able to attend school, and therefore have increased access to economic opportunities, better health outcomes for themselves and their children, and the resources to help prevent pregnancy during adolescence.
- 2) Adolescent girls can access useful, empowering knowledge and skills, which can be acquired in school or out of school, that help them lead a self-defined, fulfilling life.

LEVEL OF THE GIRL			ENABLING ENVIRONMENT	
KNOWLEDGE AND SKILLS	ATTITUDES	PRACTICES	STRUCTURAL/LEGAL /INSTITUTIONAL ISSUES	SOCIAL AND GENDER NORMS
<ul style="list-style-type: none"> • Adolescent girls are literate and know numeracy, basic science, and social science; • Adolescent girls know about civic education, human rights, child rights, and gender equality; • Adolescent girls are taught comprehensive sexual education; • Adolescent girls are knowledgeable about market-relevant livelihoods, (e.g. STEM, animal husbandry, subsistence farming, local trades and vocational training, entrepreneurship, and financial and small business management); • Adolescent girls are knowledgeable about preventive health, health-seeking behaviors, nutrition, and child care; • Adolescent girls and their peers know communication and negotiation skills, including training in non-violent conflict resolution. 	<ul style="list-style-type: none"> • Adolescent girls are confident about and committed to a self-defined future; • Adolescent girls show solidarity and peer support for completion of their education; • Adolescent girls are confident about their own ability to learn useful and new things; • Adolescent girls prioritize education and educational achievements. 	<ul style="list-style-type: none"> • Adolescent girls enroll in and complete secondary school, via formal or informal pathways; • Adolescent girls apply what is learned in practical ways; • Adolescent girls have the opportunity and ability to experience leisure and self-fulfillment activities: e.g. sports, music, drama, etc. 	<ul style="list-style-type: none"> • Authorities enforce minimum age of marriage, regardless of parental consent; • Government and other authorities ensure that school is a safe space for girls, including the journey to and from school and in development, emergency, and fragile contexts; • School officials are responsive to girls' needs, e.g., incorporating more frequent academic assessments, separate and safe latrines, gender-sensitized teachers, girl counselors, a comprehensive sex education curriculum, and acceptance of girls' re-entry post-marriage or post-pregnancy; • Governments institute free universal secondary education; • Schools hire and devote resources to more female head teachers and teachers; • Governments and community authorities ensure all pupils have safe public transport to school; • Governments ensure that schools are inclusive and make reasonable accommodations for the full, effective participation of girls living with disabilities. 	<ul style="list-style-type: none"> • Community members believe in girls' value and potential; • Investment in all girls, both in and out of school; • Members of the education system engage and advocate on behalf of girls; • The burden of domestic chores is shared equally between girls, boys, and caregivers; • Community members value girls' education and increase demand for older, more educated brides.

ECONOMIC EMPOWERMENT

HIGH-LEVEL OUTCOME:

1) Every adolescent girl has the ability to succeed and advance economically and the power to make informed and safe economic decisions for herself and her family.

LEVEL OF THE GIRL			ENABLING ENVIRONMENT	
KNOWLEDGE AND SKILLS	ATTITUDES	PRACTICES	STRUCTURAL/LEGAL /INSTITUTIONAL ISSUES	SOCIAL AND GENDER NORMS
<ul style="list-style-type: none"> • Adolescent girls understand different occupations and local sources of livelihood; • Adolescent girls have the skills and knowledge to choose their occupation; • Adolescent girls understand the value of personal earnings; • Adolescent girls are able to find information and mentoring on financial questions when needed; • Adolescent girls are knowledgeable about asset-accumulation and finance, including the following: <ul style="list-style-type: none"> * Saving options in banks; * Term deposits interest; * Budget component interest; * Loan options; * Loan repayment factors; * Budgeting; * Understanding the differences between the local financial service providers and the products they offer. 	<ul style="list-style-type: none"> • Adolescent girls appreciate the importance of setting and pursuing their defined financial, career, and livelihood goals; • Adolescent girls appreciate the importance of keeping money and other resources safe; • Adolescent girls value financial responsibility and sharing resources with those less fortunate. 	<ul style="list-style-type: none"> • Adolescent girls set and pursue defined financial, career, and livelihood goals; • Adolescent girls have their own savings, disconnected from family members; • Adolescent girls keep records of expenditures; • Adolescent girls prepare careful budgets; • Adolescent girls engage in income-generating activities that do not conflict with or preclude them from continuing their education. 	<ul style="list-style-type: none"> • Integration of financial and entrepreneurship education into the formal school system; • Progressive financial regulation that lowers barriers on youth access to financial products; • A financial system adhering to industry standards on Child and Youth Friendly Banking practices that actively collaborates with civil society and education authorities when offering financial education to minors; • Greater availability of formal and non-formal models that provide financial access and education for girls in safe places (e.g. school, banks, community centers); • Legal policies and procedures exist to protect minors from abusive child labor and labor trafficking; • Participation and engagement of adolescent girls in the political sphere and in the development of new economic policies and regulations. 	<ul style="list-style-type: none"> • Schools and youth-serving organizations adopt strategic approaches to addressing financial capability, as well as ethical and sustainable livelihoods for young people; • Members of government, corporate managers, community leaders, and parents are sensitized and trained on the importance of economic empowerment for adolescent girls.

GENDER-BASED VIOLENCE

HIGH-LEVEL OUTCOME:

1) Gender-based violence (GBV) becomes socially unacceptable in homes, communities, and countries, and women and girls have a greater say over their own actions and their own bodies.

LEVEL OF THE GIRL			ENABLING ENVIRONMENT	
KNOWLEDGE AND SKILLS	ATTITUDES	PRACTICES	STRUCTURAL/LEGAL /INSTITUTIONAL ISSUES	SOCIAL AND GENDER NORMS
<ul style="list-style-type: none"> Girls, boys, men, and women are aware of gender biases and inequities in their society and of the negative impact of these on everyone; People have the skills to resolve disputes and disagreements constructively, without resorting to violence; Adolescent girls are able to recognize gender-based, sexual, and intimate-partner violence, including physical, sexual, economic, and emotional abuse; Adolescent girls understand that violence, in any form, has no place in relationships or society and that it is physically and psychologically unhealthy; Adolescent girls know where to obtain services for survivors of gender-based violence. Adolescent girls, including those with disabilities, know they have a right to healthy and safe relationships. 	<ul style="list-style-type: none"> Girls, boys, men, women, and local opinion leaders value girls and women equally to boys and men; Girls and women are given equal access to opportunities and resources; Adolescent girls agree that violence has no place in healthy relationships or society. 	<ul style="list-style-type: none"> Adolescent girls attend and complete school free from violence; Adolescent girls access services if they experience GBV; Men and women share household decision-making, caretaking, and chores; Women and girls have equal access to public spaces and resources; Women and girls have an equal voice at home and in the community on issues that affect them; Adolescent girls can live at home free from violence; Adolescent girls, including those with disabilities, have access to protective peer networks. 	<ul style="list-style-type: none"> Laws that protect the principle of gender equality are in place and enforced; Police and legal systems are set up to be girl and women-friendly, accessible and accountable; Protocols exist and are applied to protect victims of abuse; Schools ensure that there are female teachers and counselors; All schools have a violence prevention plan and child protection policy in place; All teachers are trained to identify and report abuse within and outside of school; Police, traditional leaders, and other relevant authorities are trained to respond and protect victims of abuse, including women and girls; Women are equally represented in positions of authority and leadership at the local and national levels. 	<ul style="list-style-type: none"> Men, boys, women, and girls understand and acknowledge that gender-based, sexual, and intimate-partner violence are not acceptable for any reason; Society acknowledges every person's right to live a life free of violence; All community members and officials understand that intimate partners should never abuse or be violent towards one another; Gender-based violence (of all kinds - physical, sexual, emotional or economic) is eliminated from society.

HEALTH

HIGH-LEVEL OUTCOME:

1) Adolescent girls, including those living with disabilities, are able to access comprehensive, affordable, and high-quality health services and education, including sexual and reproductive health services and education, so they can live healthful lives.

LEVEL OF THE GIRL			ENABLING ENVIRONMENT	
KNOWLEDGE AND SKILLS	ATTITUDES	PRACTICES	STRUCTURAL/LEGAL /INSTITUTIONAL ISSUES	SOCIAL AND GENDER NORMS
<ul style="list-style-type: none"> Adolescent girls are aware of services available to them and understand when to access health system (e.g. pre-natal visits, regular check-ups, inoculations, etc.) and how to navigate the health system (referral policies, insurance processes, etc.); Adolescent girls understand their right to health; Adolescent girls, including those living with disabilities, access quality comprehensive sexuality education, whether in or out of school, which includes power dynamics and gender equality; Adolescent girls have essential knowledge of anatomy and physiology; Adolescent girls understand issues closely related to health outcomes, such as nutrition, exercise, risk reduction, and healthy relationships; 	<ul style="list-style-type: none"> Adolescent girls prioritize their health; Adolescent girls understand and feel entitled to leading healthy lives, which include accessing quality health care and their right to all aspects of health; Adolescent girls understand the importance of both preventing and treating illness; Adolescent girls do not experience stigma and discrimination due to mental illness and do not stigmatize or discriminate against others due to mental illness; 	<ul style="list-style-type: none"> Adolescent girls utilize health services as needed and recommended by health professionals; Adolescent girls exercise full control over their bodies and their sexual lives, and access a range of sexual and reproductive health services, which are available to married and unmarried adolescents (e.g. commodities, such as male and female condoms, long-acting reversible contraception, safe and legal abortion and post-abortion care); Adolescent girls seek out health information and services from qualified professionals, including for mental illness; 	<ul style="list-style-type: none"> Laws and policies are enacted and implemented to prohibit and prevent child, early, and forced marriage, female genital mutilation and other harmful practices; Health officials at national and international levels prioritize and invest in adolescent girls' health and provide girl-friendly services which are patient-centered, confidential, and provided by trained providers; Adolescent girls are targeted with HIV prevention information and testing services; Health officials invest in health services that are accessible to girls living with disabilities; 	<ul style="list-style-type: none"> Community members acknowledge girls' right to health and right to access health services; Community members acknowledge the importance of mental health and work to decrease the stigma surrounding utilizing mental health services;

HEALTH (CONTINUED)

HIGH-LEVEL OUTCOME:

1) Adolescent girls are able to access comprehensive, affordable, and high-quality health services and education, including sexual and reproductive health services and education, so they can live healthful lives.

LEVEL OF THE GIRL			ENABLING ENVIRONMENT	
KNOWLEDGE AND SKILLS	ATTITUDES	PRACTICES	STRUCTURAL/LEGAL /INSTITUTIONAL ISSUES	SOCIAL AND GENDER NORMS
<ul style="list-style-type: none"> Adolescent girls understand the symptoms of mental illness and where to access mental health services; Adolescent girls understand the potential harm associated with drug and alcohol use. 	<ul style="list-style-type: none"> Adolescent girls prioritize nutrition and healthy eating habits. 	<ul style="list-style-type: none"> Adolescent girls ask questions of providers and other healthcare workers and demand quality, confidential services; Adolescent girls adhere to treatment regimens and provider's instructions; Adolescent girls engage in behaviors that encourage good health (such as proper nutrition, exercise, and safe sexual activity). 	<ul style="list-style-type: none"> Adolescent girls are able to access all health services, including sexual and reproductive health and mental health services, free from stigma and discrimination; Comprehensive sexuality education is provided to all in- and out-of-school youth, with an emphasis on power dynamics within relationships and gender inequalities within societies and families to ensure effectiveness; Youth, including adolescent girls, are not prohibited from accessing health services due to parental, spousal or others' consent constraints; School feeding programs provide micronutrients specifically focused on preventing anemia. 	<ul style="list-style-type: none"> Parents, guardians, and other decision-makers within families and communities prioritize girls' health as well as elements that ensure good health outcomes, such as proper nutrition, vaccinations, etc..

WATER, SANITATION, AND HYGIENE

HIGH-LEVEL OUTCOME:

- 1) Adolescent girls can access safe water and sanitation products and services.
- 2) Adolescent girls and girl children are educated in and practice healthy hygiene.

LEVEL OF THE GIRL			ENABLING ENVIRONMENT	
KNOWLEDGE AND SKILLS	ATTITUDES	PRACTICES	STRUCTURAL/LEGAL /INSTITUTIONAL ISSUES	SOCIAL AND GENDER NORMS
<ul style="list-style-type: none"> • Adolescent girls, including those living with disabilities, have knowledge of personal hygiene, including menstrual hygiene; • Adolescent girls have the skills to purify water; • Adolescent girls have knowledge of their anatomy and menstrual needs; • Adolescent girls know the importance of hand-washing to maintaining good health; • Adolescent girls know how to prepare food in a sanitary way that protects their health (e.g. washing vegetables or recognizing spoiled food or unclean water). 	<ul style="list-style-type: none"> • Adolescent girls acknowledge that menstruation is a normal, healthy, and important part of a girl's and woman's life; • Adolescent girls appreciate that good personal hygiene is important to maintaining good lifelong health. 	<ul style="list-style-type: none"> • Adolescent girls engage in positive hygiene practices (e.g. hand-washing, teeth-brushing); • Parents teach their children positive hygiene practices; • Schools teach good personal hygiene to girls, including information about menstrual hygiene management. 	<ul style="list-style-type: none"> • Governments and community leaders provide safe public toilets; • Governments and community leaders ensure that girls and their families have access to a safe water source close to home; • Girls can obtain safe and affordable menstrual hygiene products; • Guidelines developed for the integration of WASH facilities into schools and other public areas; • Support obtained for multi-sector governmental involvement in the development and maintenance of accessible WASH facilities; • Governments and community leaders provide adequate supplies and WASH facilities for girls who require assistance with personal hygiene (e.g. girls living with more profound disabilities), ensuring safe and dignified menstrual hygiene management. 	<ul style="list-style-type: none"> • All household members accept an equitable division of chores and household labor; • Adolescent girls' safety needs are prioritized, including in complex and emergency settings; • Menstruation is seen as a normal and healthy part of a girl's life and biology.

CONFLICT, EMERGENCY, AND HUMANITARIAN SETTINGS

The following section identifies desired outcomes for adolescent girls living in conflict, emergency, or humanitarian settings. This table is meant to communicate the specific needs of adolescent girls living in these settings and should be used in conjunction with the tables above.

HIGH-LEVEL OUTCOME:

1) Adolescent girls can access services and support tailored to their needs in complex emergencies, conflict, and refugee settings. These services should include access to health services, education, livelihoods opportunities, and safe spaces for reporting abuse and violence, and resources that meet girls' sexual and reproductive health needs.

LEVEL OF THE GIRL			ENABLING ENVIRONMENT	
KNOWLEDGE AND SKILLS	ATTITUDES	PRACTICES	STRUCTURAL/LEGAL /INSTITUTIONAL ISSUES	SOCIAL AND GENDER NORMS
<ul style="list-style-type: none"> Adolescent girls have relevant information about and ability to access available services; Adolescent girls are taught preventive health and health-seeking behaviors; Adolescent girls have access to sexual and reproductive health education, including family planning, menstrual hygiene management, personal hygiene, and HIV/STI prevention; Adolescent girls have the ability to recognize potentially harmful or dangerous offers or situations; Adolescent girls understand their legal and human rights; Adolescent girls have access to safe, inclusive, girl-only spaces; 	<ul style="list-style-type: none"> Adolescent girls are confident in their ability to navigate difficult and demanding situations; Adolescent girls are open to seeking help, utilizing services, and reporting abuse or negligence; 	<ul style="list-style-type: none"> Adolescent girls access services, including health care, education, and skills-building opportunities; Adolescent girls follow instructions related to safety protocols and precautions; 	<ul style="list-style-type: none"> Responders to emergencies or conflict must locate adolescent girls, including the most at-risk girls (e.g. girls living with disabilities, girls who are caregivers of individuals living with disabilities, and married girls) and provide girl-specific services and support; Humanitarian response efforts should include the mobilization of individuals trained in gender-based violence response and prevention; Legal frameworks prohibit child, early, and forced marriage and be enforced to the full extent of the law; National emergency preparedness plans explicitly identify and address girls as a vulnerable population; 	<ul style="list-style-type: none"> Community members and humanitarian workers recognize and address girls' specific vulnerabilities and resilience factors in conflict and humanitarian settings; Women, men, boys, and girls believe in girls' value and potential; All acknowledge girls' human rights, particularly their right to a life free from violence and coercion;

CONFLICT, EMERGENCY, AND HUMANITARIAN SETTINGS (CONTINUED)

DESIRED OUTCOME:

1) Adolescent girls can access services and support tailored to their needs in complex emergencies, conflict, and refugee settings. These services should include access to inclusive health services, education, livelihoods opportunities, and safe spaces for reporting abuse and violence, and resources that meet girls' sexual and reproductive health needs.

LEVEL OF THE GIRL			ENABLING ENVIRONMENT	
KNOWLEDGE AND SKILLS	ATTITUDES	PRACTICES	STRUCTURAL/LEGAL /INSTITUTIONAL ISSUES	SOCIAL AND GENDER NORMS
<ul style="list-style-type: none"> Adolescent girls have and are informed in the use of an emergency safety plan; Adolescent girls themselves recognize strength in their own diversity, and build solidarity with girls among them who are typically left out of programming, including those with disabilities; Adolescent girls know how to save money and access safe income-generating opportunities, as appropriate. 	<ul style="list-style-type: none"> Adolescent girls understand the need for continued education, and are determined to continue their education, even in times of crisis. 	<ul style="list-style-type: none"> Adolescent girls report abuse, violence, or potential trafficking schemes. 	<ul style="list-style-type: none"> Legal frameworks protect the rights of adolescent girls; All emergency practitioners working with adolescent girls are knowledgeable about their specific vulnerabilities and trained to provide support and assistance; Humanitarian response provides safe spaces for adolescent girls to spend time with other girls and women. 	<ul style="list-style-type: none"> Community members and caregivers encourage girls to continue their education; Family and social units share burden of domestic chores equally between girls, boys, and caregivers and understand the importance of doing so; Community members acknowledge the potentially harmful effects of child, early, and forced marriage.

ADOLESCENT GIRLS' INTERSECTING NEEDS

The following table provides a few examples of how conflict, emergency situations, and humanitarian settings intersect with other themes in regards to the needs of adolescent girls.

CONFLICT, EMERGENCY, AND HUMANITARIAN SETTINGS

Education	<ul style="list-style-type: none"> • Adolescent girls need to feel safe traveling to and from school. • Adolescent girls need access to free or low-cost education, even in times of crisis, conflict, or emergency.
Economic Empowerment	<ul style="list-style-type: none"> • Adolescent girls need accessible and safe income-generating opportunities. • If economic infrastructure is threatened or destroyed, adolescent girls need support in accessing previous accounts or savings.
Gender-Based Violence	<ul style="list-style-type: none"> • Adolescent girls need to be able to recognize and report abuse, access medical care following abuse, access psychosocial support and counseling, and prosecute their abuser, if they so choose. • Streets, water sources, health tents, and other common areas must be well-lit and secured to ensure girls' safe access.
Health	<ul style="list-style-type: none"> • Adolescent girls need access to health facilities for sexual and reproductive health care, nutrition education, and other services, particularly in times of emergency or conflict. • Adolescent girls need to be able to continue or begin necessary medications and commodities, including contraception.
Water, Sanitation, and Hygiene	<ul style="list-style-type: none"> • Adolescent girls need close, accessible, and safe water sources or secured routes to safe water sources. • Adolescent girls need access to close, accessible, and safe toilets.

ADOLESCENT GIRLS' INTERSECTING NEEDS

The following table provides a few examples of how education and other themes intersect in regards to the needs of adolescent girls.

EDUCATION

Economic Empowerment	<ul style="list-style-type: none"> • Adolescent girls who lack access to formal education need pathways to employment, which could include vocational training and other methods outside the formal education system. • Adolescent girls need career counseling, financial education, and information about recognizing abuse in the workplace.
Gender-Based Violence	<ul style="list-style-type: none"> • Given that school-related gender-based violence (SRGBV) is a significant barrier to school attendance, adolescent girls need safe classrooms, teachers trained on SRGBV, and confidential reporting methods. • Adolescent girls need to learn the signs of an abusive relationship, how to report abuse, and how to resolve conflict non-violently.
Health	<ul style="list-style-type: none"> • Adolescent girls need comprehensive sexuality education. • Adolescent girls need information about preventing communicable diseases and sexually transmitted infections, hygiene, menstruation, and safe food and water preparation.
Water, Sanitation, and Hygiene	<ul style="list-style-type: none"> • Adolescent girls need access to adequate and private toilet facilities during school hours. • Adolescent girls need comprehensive hygiene education, which includes information about anatomy and menstruation.
Conflict, Emergency, and Humanitarian Settings	<ul style="list-style-type: none"> • Adolescent girls need to feel safe traveling to and from school. • Adolescent girls need access to free or low-cost education, even in times of crisis, conflict, or emergency.

ADOLESCENT GIRLS' INTERSECTING NEEDS

The following table provides a few examples of how economic empowerment and other themes intersect in regards to the needs of adolescent girls.

ECONOMIC EMPOWERMENT

Gender-Based Violence	<ul style="list-style-type: none"> • Adolescent girls need livelihood skills training and safe employment opportunities in order to help them avoid risky income-generating activities, including transactional sex. • Adolescent girls need information about how to avoid or address financial abuse.
Health	<ul style="list-style-type: none"> • Adolescent girls need the ability to recognize working conditions that threaten their health (e.g. expose them to hazardous materials or threaten their safety) and report such conditions as necessary.
Water, Sanitation, and Hygiene	<ul style="list-style-type: none"> • Adolescent girls need access to free or low cost menstrual hygiene products and clean water.
Conflict, Emergency, and Humanitarian Settings	<ul style="list-style-type: none"> • Adolescent girls need accessible and safe income-generating opportunities. • If economic infrastructure is threatened or destroyed, adolescent girls need support in accessing previous accounts or savings.
Education	<ul style="list-style-type: none"> • Adolescent girls who lack access to formal education need pathways to employment, which could include vocational training and other methods outside the formal education system. • Adolescent girls need career counseling, financial education, and information about recognizing abuse in the workplace.

ADOLESCENT GIRLS' INTERSECTING NEEDS

The following table provides a few examples of how gender-based violence and other themes intersect in regards to the needs of adolescent girls.

GENDER-BASED VIOLENCE

<p>Health</p>	<ul style="list-style-type: none"> • Adolescent girls who experience GBV need access to high-quality health services for treatment of injury and, if needed, post-rape care. • Adolescent girls who experience GBV need long-term access to mental health services.
<p>Water, Sanitation, and Hygiene</p>	<ul style="list-style-type: none"> • Adolescent girls need close, accessible, and safe water sources or secured routes to safe water sources.
<p>Conflict, Emergency, and Humanitarian Settings</p>	<ul style="list-style-type: none"> • Adolescent girls need to be able to recognize and report abuse, access medical care following abuse, and prosecute their abuser, if they so choose. • Streets, water sources, health tents, and other common areas must be well-lit and secured to ensure girls' safe access.
<p>Education</p>	<ul style="list-style-type: none"> • Given that school-related gender-based violence (SRGBV) is a significant barrier to school attendance, adolescent girls need safe classrooms, teachers trained on SRGBV, and confidential reporting methods. • Adolescent girls need to learn the signs of an abusive relationship, how to report abuse, and how to resolve conflict non-violently.
<p>Economic Empowerment</p>	<ul style="list-style-type: none"> • Adolescent girls need livelihood skills training and safe employment opportunities in order to help them avoid risky income-generating activities, including transactional sex. • Adolescent girls need information about how to avoid or address financial abuse.

ADOLESCENT GIRLS' INTERSECTING NEEDS

The following table provides a few examples of how health and other themes intersect in regards to the needs of adolescent girls.

HEALTH

<p>Water, Sanitation, and Hygiene</p>	<ul style="list-style-type: none"> • Adolescent girls require adequate sanitation facilities, particularly when menstruating. • Adolescent girls need access to potable water, so as to avoid illness.
<p>Conflict, Emergency, and Humanitarian Settings</p>	<ul style="list-style-type: none"> • Adolescent girls need access to health facilities for sexual and reproductive health care, nutrition education, and other services, particularly in times of emergency or conflict. • Adolescent girls need to be able to continue or begin necessary medications and commodities, including contraception.
<p>Education</p>	<ul style="list-style-type: none"> • Adolescent girls need comprehensive sexuality education. • Adolescent girls need information about on preventing communicable diseases and sexually transmitted infections, hygiene, menstruation, and safe food and water preparation.
<p>Economic Empowerment</p>	<ul style="list-style-type: none"> • Adolescent girls need the ability to recognize working conditions that threaten their health (e.g. expose them to hazardous materials or threaten their safety) and report such conditions as necessary.
<p>Gender-Based Violence</p>	<ul style="list-style-type: none"> • Adolescent girls who experience GBV need access to high-quality health services for treatment of injury and, if needed, post-rape care. • Adolescent girls who experience GBV need long-term access to mental health services.

ADOLESCENT GIRLS' INTERSECTING NEEDS

The following table provides a few examples of how water, sanitation, and hygiene and other themes intersect in regards to the needs of adolescent girls.

WATER, SANITATION, AND HYGIENE

Conflict, Emergency, and Humanitarian Settings	<ul style="list-style-type: none"> • Adolescent girls need close, accessible, and safe water sources or secured routes to safe water sources. • Adolescent girls need access to close and safe toilets.
Education	<ul style="list-style-type: none"> • Adolescent girls need access to adequate and private toilet facilities during school hours. • Adolescent girls need comprehensive hygiene education, which includes information about anatomy and menstruation.
Economic Empowerment	<ul style="list-style-type: none"> • Adolescent girls need access to free or low cost menstrual hygiene products and clean water.
Gender-Based Violence	<ul style="list-style-type: none"> • Adolescent girls need close, accessible, and safe water sources or secured routes to safe water sources.
Health	<ul style="list-style-type: none"> • Adolescent girls who experience GBV need access to high-quality health services for treatment of injury and, if needed, post-rape care. • Adolescent girls who experience GBV need long-term access to mental health services.



Photo by Michael Foley

APPENDIX A: CHECKLIST EXERCISE

Improving the lives of adolescent girls in measurable and sustainable ways requires not only broad cross-sector commitment, but accountability, reliable resources, robust evidence, collaborative and targeted programs, long-term investment, political will, and above all, listening and working with girls as equal partners. Addressing the complex needs of adolescent girls requires that all actors see each adolescent girl as a whole person, with unique and intersecting needs and talents, and that adolescent girls have the opportunity to express those needs and to be heard.

With this in mind, we encourage you to use the following checklists when designing, scaling, or evaluating a program, project, or activity. Each checklist is a direct reflection of the content contained within the theme-based tables included in this resource. Work through each outcome one-by-one and decide, individually or as a team, if your program, project, or activity could affect said outcome. As stated in the introduction, no one program, project, or activity can affect all of the outcomes presented in the tables/checklists, but performing the exercise can be a great way to promote thoughtfulness and identify any gaps that might be creatively addressed.

EDUCATION

High-Level Objectives for Education-Centered Programming:

- Adolescent girls are able to attend school, and therefore have increased access to economic opportunities, better health outcomes for themselves and their children, and the resources to help prevent pregnancy during adolescence.
- Adolescent girls can access useful, empowering knowledge and skills, which can be acquired in school or out of school, that help them lead a self-defined, fulfilling life.

Knowledge and Skills

- Adolescent girls are literate and know numeracy, basic science, and social science;
- Adolescent girls know about civic education, human rights, child rights, and gender equality;
- Adolescent girls are taught comprehensive sexual education;
- Adolescent girls are knowledgeable about market-relevant livelihoods, (e.g. STEM, animal husbandry, subsistence farming, local trades and vocational training, entrepreneurship, and financial and small business management);
- Adolescent girls are knowledgeable about preventive health, health-seeking behaviors, nutrition, and child care;
- Adolescent girls and their peers know communication and negotiation skills, including training in non-violent conflict resolution.

Attitudes

- Adolescent girls are confident about and committed to a self-defined future;
- Adolescent girls show solidarity and peer support for completion of their education;
- Adolescent girls are confident about their own ability to learn useful and new things;
- Adolescent girls prioritize education and educational achievements.

Practices

- Adolescent girls enroll in and complete secondary school, via formal or informal pathways;
- Adolescent girls apply what is learned in practical ways;
- Adolescent girls have the opportunity and ability to experience leisure and self-fulfillment activities (e.g. sports, music, drama, etc.).

Structural/Legal/Institutional Issues

- Authorities enforce minimum age of marriage, regardless of parental consent;
- Government and other authorities ensure that school is a safe space for girls, including the journey to and from school and in development, emergency, and fragile contexts;
- School officials are responsive to girls' needs, e.g. incorporating more frequent academic assessments, separate and safe latrines, gender-sensitized teachers, girl counselors, a comprehensive sex education curriculum, and acceptance of girls' re-entry post-marriage or post-pregnancy;
- Governments institute free universal secondary education;
- Schools hire and devote resources to more female head teachers and teachers;
- Governments and community authorities ensure all pupils have safe public transport to school;
- Governments ensure that schools are inclusive and make reasonable accommodations for the full and effective participation of girls living with disabilities.

EDUCATION (CONTINUED)

High-Level Objectives for Education-Centered Programming:

- Adolescent girls are able to attend school, and therefore have increased access to economic opportunities, better health outcomes for themselves and their children, and the resources to help prevent pregnancy during adolescence.
- Adolescent girls can access useful, empowering knowledge and skills, which can be acquired in school or out of school, that help them lead a self-defined, fulfilling life.

Social and Gender Norms

- Community members believe in girls' value and potential;
- Investment in all girls, both in and out of school;
- Education system engages and advocates on behalf of girls;
- Burden of domestic chores is shared equally between girls, boys, and caregivers;
- Community members value girls' education and increase demand for older, more educated brides.

ECONOMIC EMPOWERMENT

High-Level Objective for Economic Empowerment Programs

- Every adolescent girl has the ability to succeed and advance economically and the power to make informed and safe economic decisions for herself and her family.

Knowledge and Skills

- Adolescent girls understand different occupations and local sources of livelihood;
- Adolescent girls have the skills and knowledge to choose their occupation;
- Adolescent girls understand the value of personal earnings;
- Adolescent girls are able to find information and mentoring on financial questions when needed;
- Adolescent girls are knowledgeable about asset-accumulation and finance, including the following:
 - Saving options in banks;
 - Term deposits interest;
 - Budget component interest;
 - Loan options;
 - Loan repayment factors;
 - Budgeting;
 - Understanding the differences between the local financial service providers and the products they offer.

Attitudes

- Adolescent girls appreciate the importance of setting and pursuing their defined financial, career, and livelihood goals;
- Adolescent girls appreciate the importance of keeping money and other resources safe;
- Adolescent girls value financial responsibility and sharing resources with those less fortunate.

Practices

- Adolescent girls set and pursue their defined financial, career, and livelihood goals;
- Adolescent girls have their own savings, disconnected from family members;
- Adolescent girls keep records of expenditures;
- Adolescent girls prepare careful budgets;
- Adolescent girls engage in income-generating activities that do not conflict with or preclude them from continuing their education.

Structural/Legal/Institutional Issues

- Integration of financial and entrepreneurship education into the formal school system;
- Progressive financial regulations that lower barriers on youth access to financial products;
- A financial system adhering to industry standards on Child and Youth Friendly Banking practices that actively collaborates with civil society and education authorities when offering financial education to minors;
- Greater availability of formal and non-formal models that provide financial access and education for girls in safe places (e.g. school, banks, or community centers);
- Legal policies and procedures exist to protect minors from abusive child labor and labor trafficking;
- Participation and engagement of adolescent girls in the political sphere and the development of new economic policies and regulations.

ECONOMIC EMPOWERMENT (CONTINUED)

High-Level Objective for Economic Empowerment Programs

- Every adolescent girl has the ability to succeed and advance economically and the power to make informed and safe economic decisions for herself and her family.

Social and Gender Norms

- Schools and youth-serving organizations adopt strategic approaches to addressing financial capability, as well as ethical and sustainable livelihoods for young people;
- Members of government, corporate managers, community leaders, and parents are sensitized and trained on the importance of economic empowerment for adolescent girls.

GENDER-BASED VIOLENCE

High-Level Objective for Gender-Based Violence Programming

- Gender-based violence (GBV) becomes socially unacceptable in homes, communities, and countries, and women and girls have a greater say over their own actions and their own bodies.

Knowledge and Skills

- Girls, boys, men, and women are aware of gender biases and inequities in their society and of the negative impact of these on everyone (*Structural factors and attributes such as sex, age, gender conformity/identity, and disability intersect and impacts the risks that adolescent girls, including those living with disabilities with face in regards to gender-based violence.);
- People have the skills to resolve disputes and disagreements constructively, without resorting to violence;
- Adolescent girls are able to recognize gender-based or intimate-partner violence, including physical, sexual, economic, and emotional abuse;
- Adolescent girls understand that violence, in any form, has no place in relationships or society and that it is physically and psychologically unhealthy;
- All community members, including adolescent girls, know where to obtain services for survivors of gender-based violence;
- Adolescent girls, including those living with disabilities, know they have a right to healthy and safe relationships.

Attitudes

- Girls, boys, men, women, and local opinion leaders value girls and women equally to boys and men;
- Girls and women are given equal access to opportunities and resources;
- Adolescent girls agree that violence has no place in healthy relationships or society.

Practices

- Adolescent girls attend and complete school free from violence;
- Adolescent girls access services if they experience GBV;
- Men and women share household decision-making, care-taking, and chores;
- Women and girls have equal access to public spaces and resources;
- Women and girls have an equal voice at home and in the community on issues affecting them;
- All adolescent girls live at home free from violence;
- Adolescent girls, including those living with disabilities, have access to protective peer networks.

Structural/Legal/Institutional Issues

- Laws that protect the principle of gender equality are in place and enforced;
- Police and legal systems are set up to be girl and women-friendly, accessible and accountable;
- Protocols exist and are applied to protect victims of abuse;
- Schools ensure that there are female teachers and counselors;
- All schools have a violence prevention plan and child protection policy in place;
- All teachers are trained to identify and report abuse within and outside of school;
- Police, traditional leaders, and other relevant authorities are trained to respond to and protect victims of abuse, including women and girls;
- Women are equally represented in positions of authority and leadership at the local and national levels.

GENDER-BASED VIOLENCE (CONTINUED)

High-Level Objective for Gender-Based Violence Programming

- Gender-based violence (GBV) becomes socially unacceptable in homes, communities, and countries, and women and girls have a greater say over their own actions and their own bodies.

Social and Gender Norms

- Men, boys, women and girls understand and acknowledge that gender-based, sexual, and intimate-partner violence is not acceptable for any reason;
- Society acknowledges every person's right to live a life free of violence;
- All community members and officials understand that intimate partners should never abuse or be violent towards one another;
- Gender-based violence (of all kinds - physical, sexual, emotional, or economic) is eliminated from society.

HEALTH

High-Level Objective for Health-Centered Programming

- Adolescent girls, including those living with disabilities, are able to access comprehensive, affordable, and high-quality health services and education, including sexual and reproductive health services and education, so they can live healthful lives.

Knowledge and Skills

- Adolescent girls are aware of services available to them and understand when to access health system (e.g. pre-natal visits, regular check-ups, inoculations, etc.) and how to navigate the health system (referral policies, insurance processes, etc.);
- Adolescent girls understand their right to health;
- Adolescent girls, including those living with disabilities, access quality comprehensive sexuality education, whether in or out of school, which includes power dynamics and gender equality;
- Adolescent girls have essential knowledge of anatomy and physiology;
- Adolescent girls understand issues closely related to health outcomes, such as nutrition, exercise, risk reduction and healthy relationships;
- Adolescent girls understand the symptoms of mental illness and where to access mental health services;
- Adolescent girls understand the potential harm associated with drug and alcohol use.

Attitudes

- Adolescent girls prioritize their health;
- Adolescent girls understand and feel entitled to leading healthy lives, which include accessing quality health care and their right to all aspects of health;
- Adolescent girls understand the importance of both preventing and treating illness;
- Adolescent girls do not experience stigma and discrimination due to mental illness and do not stigmatize or discriminate against others due to mental illness;
- Adolescent girls prioritize nutrition and healthy eating habits.

Practices

- Adolescent girls utilize health services as needed and recommended by health professionals;
- Adolescent girls exercise full control over their bodies and their sexual lives, and access a range of sexual and reproductive health services, which are available to married and unmarried adolescents (e.g. commodities, such as male and female condoms, long acting reversible contraceptives, safe and legal abortion and post-abortion care);
- Adolescent girls seek out health information and services from qualified professionals, including for mental illness;
- Adolescent girls ask questions of providers and other healthcare workers and demand quality, confidential, services;
- Adolescent girls adhere to treatment regimens and provider's instructions; Adolescent girls engage in behaviors that encourage good health (such as proper nutrition, exercise, and safe sexual activity).

HEALTH (CONTINUED)

High-Level Objective for Health-Centered Programming

- Adolescent girls are able to access comprehensive, affordable, and high-quality health services and education, including sexual and reproductive health services and education, so they can live healthful lives.

Structural/Legal/Institutional Issues

- Laws and policies are enacted and implemented to prohibit and prevent child, early, and forced marriage, female genital mutilation and other harmful practices;
- Health officials at national and international levels prioritize and invest in adolescent girls' health and provide girl-friendly services which are patient-centered, confidential, and provided by trained providers;
- Adolescent girls are targeted with HIV prevention information and testing services;
- Health officials invest in health services that are accessible to girls living with disabilities;
- Adolescent girls are able to access all health services, including sexual and reproductive health and mental health services, free from stigma and discrimination;
- Comprehensive sexuality education is provided to all in- and out-of-school youth, with an emphasis on power dynamics within relationships and gender inequalities within societies and families to ensure effectiveness;
- Youth, including adolescent girls, are not prohibited from accessing health services due to parental, spousal or others' consent constraints;
- School feeding programs provide micronutrients specifically focused on preventing anemia.

Social and Gender Norms

- Community members acknowledge girls' right to health and right to access health services;
- Community members acknowledge the importance of mental health and work to decrease the stigma surrounding utilizing mental health services;
- Parents, guardians, and other decision-makers within families and communities prioritize girls' health as well as elements that ensure good health outcomes, such as proper nutrition, vaccinations, etc..

WATER, SANITATION, AND HYGIENE

High-Level Objectives for Water, Sanitation, and Hygiene Programming

- Adolescent girls can access safe water and sanitation products and services.
- Adolescent girls are educated in and practice healthy hygiene.

Knowledge and Skills

- Adolescent girls, including those living with disabilities, have knowledge of personal hygiene, including menstrual hygiene;
- Adolescent girls have the skills to purify water;
- Adolescent girls have knowledge of their anatomy and menstrual needs;
- Adolescent girls know the importance of hand-washing to maintaining good health;
- Adolescent girls know how to prepare food in a sanitary way that protects their health (e.g. washing vegetables or recognizing spoiled food or unclean water).

Attitudes

- Adolescent girls acknowledge that menstruation is a normal, healthy, and important part of a girl's and woman's life;
- Adolescent girls appreciate that good personal hygiene is important to maintaining good lifelong health.

Practices

- Adolescent girls engage in positive hygiene practices (e.g. hand-washing and teeth-brushing);
- Parents teach their children positive hygiene practices;
- Schools teach good personal hygiene to girls, including information about menstrual hygiene management.

Structural/Legal/Institutional Issues

- Governments and community leaders provide safe public toilets;
- Governments and community leaders ensure that girls and their families have access to a safe water source close to home;
- Adolescent girls can obtain safe and affordable menstrual hygiene products;
- Guidelines developed for the integration of WASH facilities into schools and other public areas;
- Support obtained for multi-sector governmental involvement in the development and maintenance of accessible WASH facilities;
- Governments and community leaders provide adequate supplies and WASH facilities for girls who require assistance with personal hygiene (e.g. girls living with more profound disabilities), ensuring safe and dignified menstrual hygiene management.

Social and Gender Norms

- All household members accept an equitable division of chores and household labor;
- Adolescent girls' safety needs are prioritized, including in complex and emergency setting;
- Menstruation is seen as a normal and healthy part of a girl's life and biology.

CONFLICT, EMERGENCY, AND HUMANITARIAN SETTINGS

High-Level Objective for Programs in Conflict, Emergency, and Humanitarian Settings

- Adolescent girls can access services and support tailored to their needs in complex emergencies, conflict, and refugee settings. These services should include access to health services, education, livelihoods opportunities, and safe spaces for reporting abuse and violence, and resources that meet girls' sexual and reproductive health needs.

Knowledge and Skills

- Adolescent girls have relevant information about and ability to access available services;
- Adolescent girls are taught preventive health and health-seeking behaviors;
- Adolescent girls have access to sexual and reproductive health education, including family planning, menstrual hygiene management, personal hygiene, and HIV/STI prevention;
- Adolescent girls have ability to recognize potentially harmful or dangerous offers or situations.
- Adolescent girls understand their legal and human rights;
- Adolescent girls have access to safe, inclusive, girl-friendly spaces;
- Adolescent girls have and are informed in the use of an emergency safety plan;
- Adolescent girls themselves recognize strength in their own diversity, and build solidarity with girls among them who are typically left out of programming, including those with disabilities;
- Adolescent girls know how to save money and access safe income-generating opportunities, as appropriate.

Attitudes

- Adolescent girls are confident in their ability to navigate difficult and demanding situations;
- Adolescent girls are open to seeking help, utilizing services, and reporting abuse or negligence;
- Adolescent girls understand the need for continued education, and are determined to continue their education, even in times of crisis.

Practices

- Adolescent girls access services, including health care, education, and skills-building opportunities;
- Adolescent girls follow instructions related to safety protocols and precautions;
- Adolescent girls report abuse, violence, or potential trafficking schemes.

Structural/Legal/Institutional Issues

- Responders to emergencies or conflict must locate adolescent girls, including the most at-risk girls (e.g. girls living with disabilities, girls who are caregivers of individuals with disabilities, and married girls) and provide girl-specific services and support;
- Humanitarian response efforts should include the mobilization of individuals trained in gender-based violence response and prevention;
- Legal frameworks prohibit child, early, and forced marriage and be enforced to the full extent of the law;
- Legal frameworks protect the rights of adolescent girls;
- National emergency preparedness plans explicitly identify and address girls as a vulnerable population;
- All emergency practitioners working with adolescent girls are knowledgeable about their specific vulnerabilities and trained to provide support and assistance;
- Humanitarian response provides safe spaces for adolescent girls to spend time with other girls and women.

CONFLICT, EMERGENCY, AND HUMANITARIAN SETTINGS (CONTINUED)

High-Level Objective for Programs in Conflict, Emergency, and Humanitarian Settings

- Adolescent girls can access services and support tailored to their needs in complex emergencies, conflict, and refugee settings. These services should include access to health services, education, livelihoods opportunities, and safe spaces for reporting abuse and violence, and resources that meet girls' sexual and reproductive health needs.

Social and Gender Norms

- Community members and humanitarian workers recognize and address girls' specific vulnerabilities and resilience factors in conflict and humanitarian settings;
- Women, men, boys, and girls believe in girls' value and potential;
- All acknowledge girls' human rights, particularly their right to a life free from violence and coercion;
- Family and social units share burden of domestic chores equally between girls, boys, and caregivers and understand the importance of doing so;
- Community members and caregivers encourage girls to continue their education;
- Family and social units share burden of domestic chores equally between girls, boys, and caregivers and understand the importance of doing so;
- Community members acknowledge the potentially harmful effects of child, early, and forced marriage.



Photo by Lindsay Stark

THE COALITION
FOR ADOLESCENT
GIRLS
POVERTY ENDS WITH HER

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