The Power of Partnerships and Holistic Models on Adolescent Empowerment: The Case of the Patsy Collins Trust Fund Initiative (PCTFI)

UKFIET Conference
5 September 2017
What Does It Mean to Be An Empowered Adolescent?
Objectives of Presentation

• What has been learned through PCTFI about the lived experiences of adolescents and their communities that has informed approaches to improving learning and empowerment?

• What key lessons around integrated models, partnerships, and innovative approaches have emerged to support programming for children and adolescents in- and out-of-school?
Cohort One
- Cambodia
- Mali
- Honduras
- Tanzania

Cohort Two
- India
- Bangladesh
- Ghana
- Malawi

Cohort Three
- Mali
- Rwanda
- Kenya
- Zimbabwe
- Nepal
- Cambodia
- Regional Initiative (Nepal/India)
The Constants

• Community participation and ownership

• Gender transformative and integrated approaches

• Building a robust evidence and knowledge base

• Time frame for interventions (5+ years)

• Targeting the most marginalized

• Alignment with global goals
The Empowerment Framework

Agency

Relations

Structures
The Theory of Change (ToC)

- Improved educational relevance, quality and learning environment
- Transform gender norms throughout the lifecycle
- Essential life skills and ability to make informed choices
- Advocacy for gender-equitable policies

Adolescents, especially marginalized girls, can build capabilities and pursue opportunities to realize their aspirations.
## CARE’s Common Indicator Framework

<table>
<thead>
<tr>
<th>Attainment</th>
<th>Equality</th>
<th>Quality</th>
<th>Empowerment</th>
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<tbody>
<tr>
<td>Completion</td>
<td>Community perceptions</td>
<td>Suitable environment</td>
<td>Girls’ agency</td>
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<tr>
<td>Retention</td>
<td>Teachers’ gender sensitivity</td>
<td>Relevant content</td>
<td>Supportive relations</td>
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<tr>
<td>Achievement/Learning</td>
<td>Children’s perceptions</td>
<td>Girl/ child centered processes</td>
<td>Structural environment</td>
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</table>
The Mystery—and The Clues

- Decision-making
- Language
- Motivation
- Participation in class
- Teacher capacity
- Time to study
- Low social positioning
- Dropout
- Absenteeism
- Poverty
- Governance
- Distance
- Jobs / entrepreneurship
- Migration
- Access to capital
- Violence
- Gender norms
- Climate change
- Insularity
- Voice
- Skills
- Learning materials
- Chores
- Lateness
- Marriage
- Self-confidence
The Evolving Narrative

I

OOSCs
Basic Skills
Primary (basic) education
Access/Transition
Testing multiple approaches

II

In and OOSCs
Retention and Transition
(into and through primary)
Social accountability
Refining approaches

III

In and OOSCs
Transition into/through secondary or (self) employment
Financial literacy/business management
ICT
Further refining successful and testing of new approaches (innovation)

Alternative learning options?
Learning for what? Access + Relevant Skills/Content/Gaps + Leadership?
How can we better identify and support those most at risk?
The Lessons

- Adolescent empowerment along life cycle continuum
- Relevant skills and content
- Instructional quality
- Linguistically appropriate/gender sensitive education

$\Delta$ education outcomes

- Environments/opportunities that support empowerment
- Inclusivity
Multiplying Impact

Strategic Partnerships

Curriculum and Pedagogy

“Self-replicating” approaches

Replicating components

Multipliers

Community leaders

Gov’t

Life skills*

MLE Model mainstreaming

Alternative learning options

Social accountability mechanisms*

M & E tools

Broad coalitions and networks

Health and financial services linkages

Village Savings and Loans*

Peer clubs and youth groups

Multipliers

Village Savings and Loans*

Peer clubs and youth groups

“Self-replicating” approaches

Replicating components

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Community leaders

Gov’t

Life skills*

MLE Model mainstreaming

Alternative learning options

Social accountability mechanisms*

M & E tools
The Lessons

- Adaptive management
- Contribution versus attribution
- Fluidity of partnerships
- Innovation
### The Partners

<table>
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<tbody>
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<td>- Local/regional/national education officials and various ministries</td>
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<td>- Multilateral agencies</td>
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<tr>
<td>- Community- and school-based structures</td>
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<tr>
<td>- NGOs and human/child rights organizations</td>
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<td>- Health and education organizations/networks</td>
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<td>- Research institutions</td>
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<td>- School health departments and local health clinics</td>
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<td>- Parents, students, teachers, head teachers, community leaders</td>
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<td>- ICT private sector partners</td>
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What Does It Mean to Be An Empowered Adolescent?

Where is s/he (contextually)?

What barriers are contributing to marginalization?

Empower them for what? Learning (for) what?

At what point in his/her life cycle?

What needs to be changed to address these barriers?

Who needs to be engaged to support these efforts?