2015 Children, Youth, and Economic Strengthening Webinar Series

Wednesday, August 5, 2015 at 9:30am EDT

Eve Lotter
Abou Chacra

Irene Diaz Soto

Sarah Haddock

Claire Simon
Workforce Development Programming: Economic Strengthening and Adolescent Girls

• Introductions by our Moderator and CYES Facilitator, Claire Simon

• Presentations by:
  • Irene Diaz Soto – Child and Youth International (CYFI), discussion of the Child Bank Programme
  • Sarah Haddock – World Bank, discussion of the Adolescent Girls Initiative (AGI)
  • Eve Lotter Abou Chacra - Ministry of Gender, Children and Social Protection in Liberia discussion on the Economic Empowerment of Adolescent Girls and Young Women (EPAG) project.

• After each presentation, there will be time for Q&A!

• Closing Remarks
SchoolBank – Developing the next generation of economic citizens

Irene Diaz Soto
Civil Society and Gender Specialist
Our theory of change shows that a combination of (1) financial, social and livelihoods education and (2) access to finance is required to create economic citizens.

“Financial capability has individual and structural components. It combines a person’s ability to act with the opportunity to act. To be financially capable, people must have financial knowledge and skills as well as access to appropriate financial services to enhance social and economic well-being.” (Sherraden and Ansong, 2013)

Evidence shows positive outcomes of economic citizenship that appear to fall into six broad categories:

- Economic and financial well-being (Key evidence by Ssewamala, Elliott and Friedline)
- Financial knowledge and skills (Adams and Sherraden)
- Psychological health (Sebstad, Ssewamala)
- Reproductive and sexual health (Austrian, Erulkar)
- Academic achievement (Friedline and Elliott)
- Education attainment and expectations (Elliott and Beverly)

The objective of SchoolBank is to bring financial inclusion and Economic Citizenship Education through schools.

1. Increase financial inclusion through a school adoption program

   Each bank branch will adopt a school in its vicinity to open bank accounts and offer transaction support.

2. Impart Economic Citizenship Education (ECE) through the schools

   Schoolteachers are trained to teach the Economic Citizenship Curriculum in each school.

To develop the next generation of economic citizens.
SchoolBank model delivers three basic services to the children and youth

- Banking partners to provide child-friendly savings accounts
- Provision of account collaterals such as passbooks, ATM cards, cheque books, magnetic cards
- Technology or telco companies to provide enabling technology solutions to improve transaction support
- NGO partners and Ministry of Education to provide economic citizenship education through innovative delivery methods
- Generating financial awareness in children and their communities

- Banking partners and schools to provide withdrawal and deposit facilities, transfer of cash between accounts, balance inquiry and interest accrual
- Technology or telco companies to provide enabling technology solutions to improve transaction support
SchoolBank enables rural young women’s economic empowerment by providing access to financial resources

Research shows the importance of economically empowering young women

- Women are disproportionately impacted by poverty, and the need for bank accounts for young women and girls is especially pressing
- Giving young women the opportunity to access financial resources and quality economic citizenship education is critical to the improvement of communities
  - Girls and women spend 90% of the income they earn on their families compared to 30-40% for men
  - Evidence suggests that empowered girls and women are essential to increasing productivity and strengthening economies in middle and low-income countries
- A UN study shows that women’s access to financial services, including savings, is crucial if they are to benefit from the economic opportunities that are available to them and that can lift them out of poverty

SchoolBank aims to play a key role in achieving this

- SchoolBank aims to break down barriers that young women and girls face in their paths to becoming responsible Economic Citizens, by offering accessible financial products and quality education
- By economically empowering girls, CYFI can create a better economic future for entire communities

We will start with setting up a SchoolBank project on a country level, and use a pilot-approach to launch

<table>
<thead>
<tr>
<th>Project set-up</th>
<th>Training</th>
<th>Launch</th>
<th>Roll out</th>
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<tbody>
<tr>
<td>• Set up working group and decide on roles and responsibilities</td>
<td>• Train the teachers to teach ECE during the school year</td>
<td>• Launch the SchoolBank pilot</td>
<td>• Teachers teach the ECE curriculum throughout the year</td>
</tr>
<tr>
<td>• Decide on goals, operational model, etc (see next page)</td>
<td>• Impart trainings through cascade model to reach scale fast</td>
<td>• Large bank account initiation in the schools</td>
<td>• Banks support banking transactions, respective Child &amp; Youth Banking principles</td>
</tr>
<tr>
<td>• Secure funding</td>
<td>• Start organizing logistics</td>
<td>• Large communication effort to raise awareness of the project</td>
<td>• Teachers teach the ECE curriculum throughout the year</td>
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Monitor teacher (and banker) financial education training to maintain quality and interest
The first step is to develop a local SchoolBank by answering questions on 7 dimensions:

1. Who will be responsible for the day-to-day management and launch of pilot?
2. Is the Regulatory norm conducive to launch products for Children and Youth?
3. When should the program be launched?
4. What are the metrics/KPIs that must be tracked and met?
5. What technology innovations should be considered for the program?
6. What products/services can be made available for children and youth?
7. What should be the right operating model for ease of implementation and sustainability?
8. What is the value proposition for each involved stakeholder?
We will make sure all products offered as part of SchoolBank are tested against our C&Y banking principles.

1. Available and Accessible to all Children and Youth
2. Maximum Control to Children and Youth
3. Providing a Positive Financial Incentive
4. Unbanked Children and Youth are Banked
5. Child and Youth Centered Communication
6. Component of Economic Citizenship Education
7. Child and Youth Satisfaction is measured
8. Internal Control on these Standards

Source: Child & Youth Finance International & MasterCard, 2014, Banking a New Generation
There are 3 operating models that are viable for SchoolBank.

**Model type**

1. **School as a “proxy” bank**
   - **Educational inputs**: School/NGO to provide educational inputs to children
   - **Banking initiation**: Children open a/c with school; school to create single aggregate account with bank
   - **Ongoing transaction support**: School to provide interest; withdrawal and deposit to students; schools to aggregate transactions at bank (weekly)

2. **Intermediary banking**
   - **Educational inputs**: Same as model 1
   - **Banking initiation**: Children to open a/c directly with bank
   - **Ongoing transaction support**: School (teacher) to provide support transaction as facilitator

3. **Direct banking**
   - **Educational inputs**: Same as model 1
   - **Banking initiation**: Same as model 2a
   - **Ongoing transaction support**: Independent BC to provide transaction support
   - **Ongoing transaction support**: Children to visit bank branches/ATM to avail transaction support

**Note**: Under model 2 a third option where the intermediary is a telecom provider can also be explored.
Each model has its pros and cons from an execution standpoint

<table>
<thead>
<tr>
<th>Degree of school role</th>
<th>Model type</th>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
</table>
| I                     | School as a “proxy” bank | ✓ Easy to pilot locally  
 ✓ Profitable for banks (low transaction cost, higher monthly balance)  
 ✓ Higher control over a/c’s | ✓ Risk of irregularity and frauds  
 ✓ Higher administration and operational expenses  
 ✓ Limited exposure to children to real baking environment |
| II                    | Intermediary banking  
 Teacher as facilitator  
 Independent BC | ✓ Safer as transactions done with bank directly  
 ✓ Lower school over heads  
 ✓ High exposure to banking system for children | ✓ Teachers to undergo additional training to become BCs  
 ✓ Access limited to BC visits |
| III                   | Direct banking | ✓ Easy to implement and scale up  
 ✓ Real exposure to banking system for children | ✓ Limited to areas where banks in easy reach of children  
 ✓ Children exposed to “real” risks of banking (lost ATM cards)  
 ✓ More expensive for banks (as children a/c balance expected to be low) |
A ‘cascaded approach’ will be required to rapidly build capability for delivering Economic Citizenship Education

1 Necessity of this step depends on the size and timeline of the project
## Kudumbashree District Mission Palakkad - Financial Literacy campaign for children

<table>
<thead>
<tr>
<th>Panchayats</th>
<th>Number of Children Attended FLC</th>
<th>Number of Balasabhas involved in FLC</th>
<th>Number of Bankers Involved</th>
<th>Number of children already possessing accounts</th>
<th>Number of children who opened account after FLC</th>
<th>Amount of savings on an average per student</th>
<th>Bank Holding the maximum account for children</th>
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<tbody>
<tr>
<td>Malampuzha</td>
<td>225</td>
<td>21</td>
<td>4</td>
<td>100</td>
<td>25</td>
<td>250</td>
<td>canara bank</td>
</tr>
<tr>
<td>Mankara</td>
<td>108</td>
<td>14</td>
<td>1</td>
<td>98</td>
<td>0</td>
<td>200</td>
<td>SBI mankara</td>
</tr>
<tr>
<td>Kongad</td>
<td>196</td>
<td>24</td>
<td>4</td>
<td>128</td>
<td>0</td>
<td>200</td>
<td>canara bank</td>
</tr>
<tr>
<td>Total</td>
<td>529</td>
<td>59</td>
<td>9</td>
<td>326</td>
<td>25</td>
<td>650</td>
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Research and other programs show that young people are able and willing to save when given access opportunity, especially when combined with appropriate education.

Meanwhile other youth financial inclusion programs have shown that even poor, young people save when given the opportunity:

- **UNCDF YouthStart program**: increasing access to financial services for low-income youth in sub-Saharan Africa. For example, Ugandan participants were saving on average US$6.33 more than non participants.

- **Bangladesh SchoolBanking**: since 2010 over 800,000 accounts opened for children aged 6-18, of which 325,000 in rural areas, saving Tk 7.17 billion in them (>100mln USD).

- **YouthSave**, showing youth across Colombia, Ghana, Kenya and Nepal can save, when financial institutions make safe and affordable savings accounts accessible.

- **Kindergarten to college**, a program run by the City of San Francisco and Citi, automatically provides a college savings account to children when they start kindergarten.

The CYFI SchoolBank program only started Q4 2014 and therefore case example material is limited...

...however there has already been a lot of traction across all regions.

**Implementation started**: India, Kerala, Egypt, El Salvador

**Confirmed partners**: Rwanda, South Africa, Tanzania, Nigeria, Kenya, Democratic Republic of the Congo, Zambia, Togo, Mexico, Colombia, Moldova, Romania

**Discussion started**: Uganda, Swaziland, Malawi, Namibia, Botswana, Cote d’Ivoire, Senegal, Gabon, Armenia, Macedonia, Morocco, UAE, Yemen, Sri Lanka, Nepal, Bangladesh, Pakistan, Philippines

However, research shows that impact will be vastly increased if inclusion is linked to education (learning by doing), both in terms of account uptake and savings attitude & behavior (see for instance Atkinson, A. & Messy, F (2013), Sherraden & Ansong (2013), Jamison, J. Karlan, D. and Zinman, J. (2014)).

Gradually impact of combining financial education with access to savings is showing

Two example studies

In-School Bank Branch and Classroom based Financial Education: Random assignment to in school financial education by classroom and/or assignment to an in school credit union or bank showed positive results for all treatments groups compared to control. Students with bank accounts were found to have larger effects in learning as opposed to students who just received financial education. This data suggests that education is related to students more active usage of their accounts. (CFED, 2014)

Habit Formation: By age 7, several basic concepts relating broadly to later ‘finance’ behaviors will typically have developed. They conclude that the feeling of mastery in participating in “adult” activities such as going to the bank, provides sufficient motive for young children; interventions should take advantage of such motivations. Children learn from observation, instruction, and practice. (Whitebread & Bingham, 2013)

Thank you!

Questions for Irene?

Learn more about ChildFinance International:

www.childfinanceinternational.org
Results To-Date from the Adolescent Girls Initiative

Sarah Haddock
World Bank
August 5, 2015
• Implemented 2008-2015.
• Total financing is U.S. $22 m.
• Partners are: the governments of Afghanistan, Australia, Denmark, Jordan, Lao People’s Democratic Republic, Liberia, Nepal, Norway, Rwanda, Southern Sudan, Sweden, the United Kingdom, and the Nike Foundation.
• Objective was to learn what works best in programming to help adolescent girls and young women succeed in the labor market?
Why young women?

Female-specific barriers to labor market entry:

• Concurrent labor market/fertility decisions
• Domestic and unpaid care work burdens.
• Smaller networks/access to information.
• Mobility constraints.
• Risk of violence.
Pilots in **8 low-income countries**—including some of the toughest environments for young women...
Two project models

1. “TVET” Classroom-based training. Training for employment or entrepreneurship, complemented with life skills training. Pilots included placement services and outreach with the private sector.
   – Liberia, Nepal, Afghanistan, Haiti, Rwanda

2. Girls clubs. Provides girls with a ‘safe space’ in the community to socialize and learn. Emphasize life skills, which are complemented with vocational and/or entrepreneurship training, as well as access to financial services.
   – South Sudan, Uganda*, and Tanzania*
How will we know if it works?

• Our approach: RCTs where possible
  – Liberia: Individual-level random assignment into 2 rounds
    – Panel data on 1600 girls, 2 interviews, 1 year apart
  – Uganda: Village-level random assignment
    – Panel data on 4800 girls, 2 interviews, 2 years apart

• Limitations:
  • In Uganda: average impacts for all girls in the village
  • In Liberia: only short-term (6-month) outcomes
1. EPAG - Liberia

• $4m, funded through WB AGI

• Target girls age 16-27 with:
  1. Job or Business Skills training (6 months)
  2. Life skills, e.g., communication, leadership, SRH, GBV.
  3. Placement/start-up support (6 months)

• Led by Government, implemented by NGOs with performance-based contracts
Did it work? Liberia

In terms of employment and earnings after 1 year:

- Engagement in IGAs increased by 18 percentage points (47%)
- Earnings 32 USD per month (80%)
  - Stronger effects for Business Skills trainees than for Job Skills trainees
- Savings by 36 USD
Impacts beyond economics in Liberia

No impact on fertility – actual or desired

No impacts on contraception, # of boyfriends, incidence of GBV

Positive impacts on self confidence, satisfaction with job outcomes
2. ELA - Uganda

- Run by BRAC, funded by Mastercard & Nike
- Target girls 14-20 with:
  1. Safe social space
  2. Life skills training (focus on sexual and reproductive health)
  3. Short livelihood training based on local market
  4. Savings + microfinance
Did it work? Uganda

Employment and earnings outcomes after 2 years:

- Engagement in IGAs by 32%
  - Mostly driven by self-employment activities

- Earnings 3 USD per month (15%), conditional on self-employment

- No adverse effects on schooling outcomes, e.g. enrollment or time spent on studying
Impacts beyond economics in Uganda

- Fertility: reported motherhood decreases by 26%
- Proportion of those always using a condom increases by 27%
- No effect on use of other contraceptives or reported STDs
- Incidence of sex against their will drops by 76%
AGI: Looking Forward

1. Incorporate emerging operational lessons into larger-scale Government and Bank operations.

2. Strengthen capacity of Governments and others to design better programs for adolescent girls.
HOW TO USE THIS GUIDE

The AGI Resource Guide features lessons and resources that the AGI developed and were found (based on experience) to be very useful in practice. The guide is designed for staff in government line ministries who are working on youth skills training and practitioners and World Bank teams that are supervising these projects. AGI resources and lessons are intended to help make skills training programs more inclusive and effective for young women.

The AGI Resource Guide is organized in four modules that follow the project cycle and that can be explored according to the user’s learning needs. The welcome video explains how to use the guide. The resources and tools included in the modules are meant to provide project teams with examples that can be adapted and replicated as appropriate.

AGI Resources include: assessments and reports, guidelines and guidance notes, curricula and manuals.

AGI Tools include: terms of reference, contract templates and monitoring and evaluation tools.
<table>
<thead>
<tr>
<th>Lesson Learned</th>
<th>Issues to Consider</th>
<th>Resources and Tools</th>
</tr>
</thead>
</table>
| Clearly define the role of mentors within the project and recruit mentors whose skills and experience are appropriate for the required duties | • **Location**: Mentors typically reside in the same communities as the mentees to maximize interactions.  
• **Appropriate age and gender**: In South Sudan the adolescent leaders are young women and are able to communicate as peer educators. In Liberia older women are respected and are more effective mentors.  
• **Skills**: If the mentor is expected to provide business or professional advice, they should meet some minimum qualifications. Leadership, communication, and listening skills are also all very important.  
• **Personal commitment**: Mentors should demonstrate a sense of dedication and commitment to the job, and have sufficient time in their schedules to fulfill commitments. | ![Liberia EPAG Coach ToR](image_url)  
![Liberia Coach Application Form](image_url)  
![Liberia EPAG Mentor Volunteer Stipend Rules](image_url) |
| Experience indicates that more frequent interactions are important for nurturing relationships between mentors and mentees. | • Using one-on-one versus group interactions will depend on the project design and the mentor’s duties, but **small group mentoring** is usually more cost-effective and easier to monitor and supervise than one-on-one arrangements.  
• **Ratio of mentors to mentees**: Generally speaking lower ratios can allow mentors to focus more intensely on each mentee’s needs. A suggested group mentoring ratio is 2 mentors to 20 mentees (2:20).  
• **Dosage and frequency of interactions**: Practical experience indicates that mentoring can be more effective if it allows for substantial interaction and occurs on a regular basis. | ![Liberia EPAG Mentor-Mentee Agreement](image_url) |
| Conduct mentor training at the project onset to ensure that mentors understand their roles and feel equipped to carry out their duties | Mentor training should cover: the project goals and structure; mentor roles and responsibilities; good practices in mentoring; problem-solving scenarios; communication strategies; and role-playing practice, and so on. | ![Liberia EPAG Mentor Training Guide](image_url) |
| Monitoring of mentor activities should be included in routine project monitoring and feed into the overarching monitoring and reporting systems. | Monitor mentors to keep track of the frequency of the meetings, as well as the content of the sessions | ![Liberia EPAG Mentor Logbook and Monitoring Form](image_url) |
Thank you!

Questions for Sarah?

Learn more:
AGI Website: www.worldbank.org/gender/agl
AGI Resource Guide: www.s4ye.org/agl
Government of Liberia
Ministry of Gender, Children and Social Protection

EPAG’s Lessons and Best Practices
Economic Empowerment of Adolescent Girls and Young Women (EPAG)

Social capital, job placement, mentoring

Presentation by:
Eve Lotter Abou Chacra
Senior Technical Advisor
Social capital:

The social empowerment aspect of the EPAG project is just as important as the economic empowerment aspect. We have three best practices to share in relation to cultivating social capital:

1. EPAG TEAMS

EPAG puts its trainees into groups of 3-4 trainees under the ethos, “Be your sister’s keeper.” These small groups are called “EPAG Teams.” Qualitative findings have shown that the “Team Approach” has been effective in enhancing trainees’ performance in class, improving attendance, and in building friendships, mutual trust, and support networks among the girls.
Social capital:

2. GIRL-FRIENDLY ENVIRONMENT

Working with young women takes a lot of time and patience. EPAG staff are instructed to keep these tips in mind for maintaining a girl-friendly environment:

a) Be a positive role model—“talk the talk and walk the walk.” It’s especially important to have women trainers and staff for the girls to look up to.

b) Maintain a safe space for training—both physically and emotionally. Many girls are socially isolated, and the project may be one of their only social networks.

c) Friendship and fun are paramount! Be sure to prioritize time for play and bonding among the trainees.
3. EVENTS AND TEAM-BUILDING

To solidify the social capital fostered in the classroom, EPAG holds numerous events and team-building activities outside the regular training schedule, such as:

Sporting activities, community events, community service projects, Entrepreneur Fair, Career Day, celebration parties, business plan competitions, reunions and alumni activities for previous grads.

These events are important for two main reasons: a) They offer opportunities to work together, inspire, and inform; and b) They provide space for celebration and recognition of accomplishments.
“When my business was going down, I needed some money. My EPAG Team credited me the needed funds to keep my business going.”
- EPAG Trainee
Job placement:

Probably the most important design feature of the EPAG model is the emphasis on business and job placement. There are four main lessons to share from our experience transitioning girls from the classroom to the world of work:

1. PLACEMENT TAKES TIME

EPAG’s project cycle includes 4 months of classroom training and 5 months of placement and support. In the EPAG project, the same service providers that deliver the training are responsible for finding jobs for their trainees.

Graduation ceremonies are conducted at the end of the placement period, rather than with the completion of classroom training.
2. ONGOING TRAINING AND COACHING

During the placement phase, EPAG provides targeted refresher training, on-the-job coaching, linkages to micro-franchises and business capital (through lending groups and micro-finance institutions), CV assistance, job interview practice, etc. The trainees are also regularly visited and monitored at their job sites.

EPAG stresses the importance of employability characteristics such as time management, effective communication, and balancing home and work responsibilities. These behavioral skills are difficult to teach and require continuous refreshers, reminders, monitoring, and coaching.
Job placement:

3. PRIVATE SECTOR ENGAGEMENT

The importance of engaging the private sector as early as possible to secure cooperation and job placement opportunities is paramount. In our experience, it can take a long time for discussions to result in actual internship and employment opportunities.

It helps to be as targeted, direct, and official with private sector partners as possible—e.g. get internship and employment agreements in writing, including remuneration details.
4. INTERNSHIPS / APPRENTICESHIPS

Depending on the training area and experience level, internships can be an important first step toward employment. EPAG’s two main lessons about internships are:

a) Formalizing the transition from an internship to employment can be challenging, often because it’s cheaper for an employer to have an intern than an employee. Be sure to agree on these details at the outset.

b) Do not incentivize employers to take interns or employees. This is not sustainable. EPAG does not offer incentives and places girls in demand-driven sectors based on the merits of the training program and actual job performance.
Since I joined EPAG and started making my business, I got voice now because I can provide food to the house.

- EPAG Trainee
Mentoring:

EPAG has had a mentorship component from the outset. Over time it has developed in the “EPAG Coach” model. We have three key lessons to share about mentoring:

1. MENTORS – LOW COST AND EFFECTIVE

EPAG Coaches are respected community women who function as a mother for the class. The mentors are able to follow up with absentee or troubled trainees. During the placement phase they play an important role in monitoring and coaching trainees at their job sites.

Qualitative findings have shown that, at a very low price tag, the use of mentors has led to increased motivation among the trainees, reduced absenteeism, and reduced attrition.
Mentoring:

2. ESTABLISH ROLES AND RESPONSIBILITIES

It is important to define the duties and time commitment of the mentors very clearly. Mentors should also have clear expectations of what they can expect in terms of support from project staff.

Projects should produce terms of reference for mentors and follow up to ensure that mentors understand and accept these terms.

Projects should help mentors to be aware of their limits and encourage the referral of mentees in cases beyond the purview of mentors.
Mentoring:

3. SUPPORT MENTORS

Projects should include a mentor training at the beginning of the project to ensure that mentors understand their roles and feel equipped to carry out their duties. Refresher training can be scheduled periodically during the project cycle.

Regular meetings provide an opportunity for program staff to check in with mentors and problem-solve on issues as they arise.

Being a mentor can entail a substantial commitment of time and energy. Compensation and incentives can be in the form of a small volunteer stipend, access to professional development training, mobile phone cards, etc.
“She [the mentor] encouraged us not to depend on men or our beauty, which in the long run will fail us, so we should take the training seriously.”

- EPAG Trainee
Thank you!

Questions for Eve?
2015 Children, Youth, and Economic Strengthening Webinar Series

Thank you for joining Part I of the 3-Part CYES 2015 Webinar Series!

Learn more here:

Stay tuned for details on upcoming webinars in the series!