



**ADOLESCENT
GIRLS** COMMUNITY
OF PRACTICE



Intentional Design Practitioner Report

Intentional Design in Homa Bay, Kenya, in the Context of the DREAMS Partnership

By Judith Bruce

Population Council–supported analyses conducted by Audrey Anderson

Excerpted from: Bruce, Judith and Sophie Soares. 2021. *Intentional Design: Reaching the Most Excluded Girls in the Poorest Communities—A Guide for Practitioners and Advocates*. New York: Population Council.

The Adolescent Girls Community of Practice is a project of the Population Council.

<https://buildcommunity4girls.org/>



About

The Intentional Design approach has been foundational to the Population Council’s work since 2000, when on-the-ground programs to reach the most excluded girls in the poorest communities greatly expanded. This practitioner report is part of a series of 20 reports reflecting work in sites around the world from 2000 to 2020. The Intentional Design approach was implemented in these sites with nongovernmental and governmental partners who explored the question: Why invest in girls? Once that was understood, the Council offered learning tools to navigate the questions: Where do we work? With whom do we work? When, chronologically, in the girls’ life cycles are the most crucial moments? Which content is meaningful and realistic and builds girls’ protective assets? What does success look like for different segments of girls?

In 2013, the Girl Roster tool was added when it was clear that many partners lacked the technical and scientific resources to establish the “universe” of girls in the places they had selected to work. Intentional Design tools—with the Roster being the most known and catalytic learning aid—have been utilized in South and East Asia; the Middle East; Central, East, and West Africa; North America; Latin America; and the Caribbean.

The Roster has been adapted for use in an array of sociodemographic contexts including dispersed rural villages, poor urban neighborhoods, conflict zones, refugee camps, densely packed informal/migrant-receiving settlements, high-risk HIV zones, before and after epidemics, as a rebuilding tool, and in Native American reservation communities. In every context, the Roster provided a transformative opportunity to see girls’ lives more systematically, drawing both quantitative and qualitative information. The efforts to estimate and segment the universe of girls has challenged initial assumptions about girls, families, safe and unsafe zones in communities, and the accessibility and relevance of services, even among those who felt they knew their community, including longstanding program staff. Across the board, practitioners report that on-the-ground application of the learning tools generates surprising and useful knowledge vital to shaping their work, assessing its reach, and articulating plans for expansion.

In the 20 reports that comprise this series, our partners share their experiences applying Intentional Design tools and principles. The reports represent just a few on-the-ground projects, but most of our partners report that the Intentional Design approach has taken root. We honor our partners for their honesty and dedication. They inspire us.

Judith Bruce and Sophie Soares

Authors, *Intentional Design: Reaching the Most Excluded Girls in the Poorest Communities—A Guide for Practitioners and Advocates*, from which these reports were excerpted.

Intentional Design in Homa Bay, Kenya, in the Context of the DREAMS Partnership

By Judith Bruce

Population Council-supported analyses conducted by Audrey Anderson

Findings and Decisions	Implementation Observations and Adaptations
<ul style="list-style-type: none"> • Across the wards, among the 25,000+ girls rostered, about 10% were off-track by age 9, rising to 28% by age 17. • These findings were far more valuable for programming purposes when the information was disaggregated from district to ward (“walkable community”) level; this disaggregation (or break down) revealed great intra-ward variation, including in the same subnational district, where one ward had 25% of girls aged 15-17 out of school, compared to another where it was only 10%. These findings suggest that beginning work in the ward that has the worse indicators should be a priority. • Across the various wards—including the most disadvantaged—there were also populations of girls aged 18-24 with eight years or more of schooling; these girls were identified as potential mentors. • One of the participating communities added a query to their questionnaire asking whether a specific girl was part of the HIV program that was being implemented at the time. Findings suggested that many more off-track girls aged 15-17 (of which there were 212) were not participating (only 83 in total were in the program) than on-track girls. When the information was combined it was evident that on-track girls aged 15-17 were 18 times more likely to participate in the program than off-track girls, hence the rationale of the DREAMS Partnership to find the girls “left behind” (Bruce and Hallman 2008). 	<ul style="list-style-type: none"> • This exercise was extremely instructive to the Population Council’s Intentional Design and DREAMS Capacity Building team in that it revealed that without special measures partners might roster in too broad an area without identifying the priority communities, thereby losing important community-specific variation. Thus the instructions and the questionnaire itself were changed to always prompt rosterers to identify the name of the walkable community, so that findings could be appropriately attributed to the right level and programming area. • The “fix” in analysis, when the walkable communities had not been disaggregated, was to use the date of rostering and the rosterers’ IDs to work backward to identify which information about girls and households belonged to which walkable community.

Introduction

In 2015, the Population Council held a training with a number of DREAMS implementing partners in Kenya operating within preset targets and procedures. One of the partners, AIDS, Population and Health Integrated Assistance (APHIA), produced Girl Roster information for an extraordinary 25,000 girls aged 6-24 years in the course of several weeks.

When the Output Tables were generated, it became clear that the rostering team had rostered over a very large district, which combined several large but distinct program catchment areas. The averages across this large area hid potentially important heterogeneity among wards when compared to each other.

The Council and consultant Audrey Anderson, who had worked closely both in training

TABLE 1. OVERVIEW OUTPUT TABLE WITH RESULTS ACROSS ALL WARDS IN THE DISTRICT

Age group	Unmarried						Married		Total
	In School			Out of School			No children	Has a child	
	Living with both parents	Living with one parent	Living with neither parent	Living with both parents	Living with one parent	Living with neither parent			
6-9	4,102	910	420	76	29	6	0	0	5,543
10-12	3,260	926	509	32	11	10	0	0	4,748
13-14	1,871	618	431	43	18	19	10	33	3,043
15-17	2,207	826	584	131	81	69	34	286	4,218
18-19	792	315	186	189	123	108	111	669	2,493
20-24	642	223	231	319	171	226	406	3,276	5,494
Total	12,874	3,818	2,361	790	433	438	561	4,264	25,539

TABLE 2. ANALYSIS OF OFF-TRACK GIRLS FROM ALL WARDS IN THE DISTRICT

Age cohort	% out of school (including married girls/ mothers)	% married or has a child	% living with no parent and out of school (unmarried only)	% living with one or no parent (unmarried only)	% on-track ¹	% off-track ²	% off-track girls and those with just one parent
6-9	1	0	0.1	25	90	10	26
10-12	0	0	0.2	31	88	12	31
13-14	3	1	1	36	82	18	39
15-17	11	8	2	37	72	28	48

TABLE 3. ANALYSIS OF OFF-TRACK GIRLS IN WARD 1—DAGO COMMUNITY

Age cohort	% out of school	% never went to school	% married or has a child	% living with neither parent
6-9	1	0	0	10
10-12	25	4	8	17
13-14	n/a	11	44	n/a
15-17	n/a	18	81	n/a

¹ Here "on-track" is defined as girls who are in school and living with one or both parents. There are three layers of "off-track" definitions we use as recently as 2019 that make up our On/Off-Track Output Tables. This analysis done in 2016 differs slightly.

² Here "off-track" is defined as girls who are out of school or living with neither parent or married or have children, or any combination of these.

TABLE 4. ANALYSIS OF OFF-TRACK GIRLS IN WARD 3—RUPIA COMMUNITY

Age cohort	% out of school	% never went to school	% married or has a child	% living with neither parent
6-9	2	0	0	14
10-12	10	0	10	14
13-14	n/a	0	42	n/a
15-17	n/a	0	85	n/a

and in a number of initial tests of the Roster, disaggregated the information using the dates of rostering and IDs of rosterers to guide the process. The analysis compared Ward 1 (the Dago Community) to Ward 3 (the Rupia Community); analyses broken out this way demonstrates the importance of identifying within the rostering process specific walkable communities so that community-level differences can be seen. This information can also be aggregated up to a larger geographic area, in this case to reflect district-level averages, but it is immensely important to those planning programs and targeting scarce resources. In this way, the most affected communities with the highest proportion of off-track girls can receive priority.

This was an important learning experience for the Council, which had noted that it had likely not sufficiently established an understanding among its partners and trainees of why it was important to generate information at a walkable community level or supported them enough with technical procedures to reinforce that. Through this experience, the Roster’s sequence of questions was revised to prompt the rosterer to always select a location (in this instance the district) and its sublocations (in this instance the ward) to allow for an aggregation but, more important, a disaggregation of information.

The Output Tables here (Tables 1 and 2) show the results across all rostered wards in the district.

The analysis of on-track and off-track girls in Tables 1 and 2—all wards rostered—would suggest that the percent of off-track girls rose from 10% in the age cohort of 6-9 to 28% by 17. That detail is substantially deepened by teasing out each ward’s rostering information from one another, in this case the Dago Community from the Rupia Community (see Tables 3 and 4).

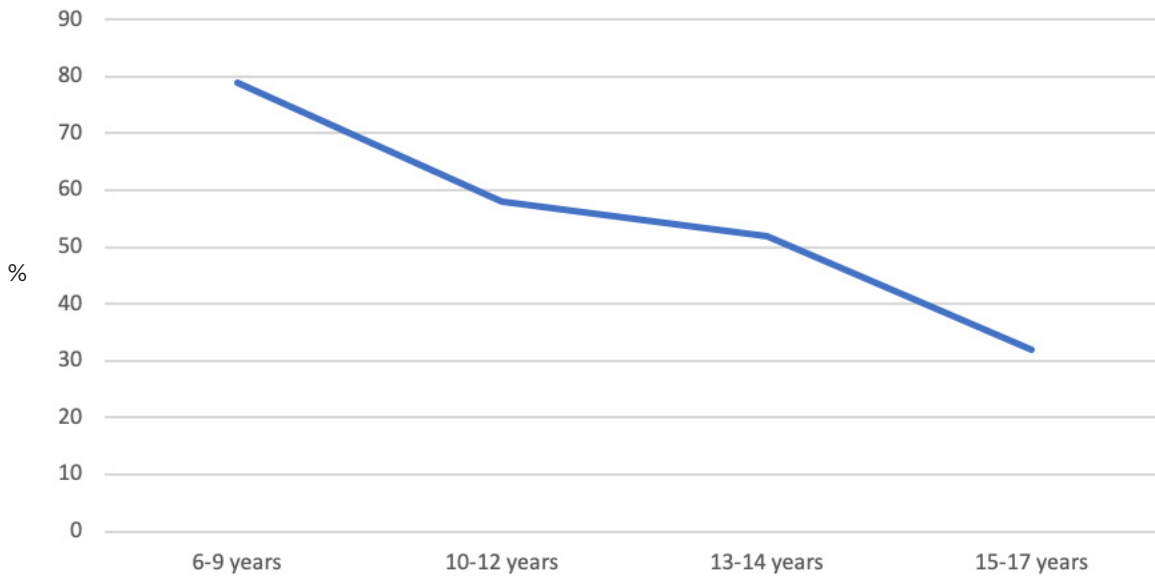
Another interesting analysis was undertaken to discern who was being reached by the existing program within a community of 1,332 girls aged 6-24 years (see Table 5). The intent of the DREAMS Partnership was to reach adolescent girls and young women aged 10-24 with the understanding that current program approaches were biased to older, somewhat lower-risk in-school and unmarried populations and with recognition that the girls left behind by conventional programs are often those at the highest risk. The highest proportion of off-track girls are among those aged 15-17 (32% on-track, 68% off-track) (see Figure 1). Yet additional analysis of just this age cohort showed that this program was skewed to 15-17-year-olds on-track: in school, unmarried, without children, and/or living with one or both parents. (The numerator of the 15-17-year-olds

TABLE 5. PROGRAM PARTICIPATION ACROSS A SAMPLE OF 1,332 GIRLS IN THE SAME WALKABLE COMMUNITY

Age cohort	Unmarried						Married		Total
	In School			Out of School			No children	Has a child	
	Living with both parents	Living with one parent	Living with neither parent	Living with both parents	Living with one parent	Living with neither parent			
6-9	160	100	0	20	40	8	n/a	n/a	328
10-12	84	55	14	35	30	10	0	10	238
13-14	76	45	10	37	34	14	8	10	234
15-17	32/40	42/60	0/16	0/40	5/56	3/40	1/40	0/20	83/312
18-24	16	32	0	20	16	32	64	40	220
Total	376	292	40	152	176	104	112	80	1,332

n/a = Not applicable.

FIGURE 1. PERCENT OF ON-TRACK GIRLS BY AGE GROUP



is those participating in the program out of the total number in that segment, the denominator; 74% of on-track girls were program participants, while only 4% of off-track girls were participating. An on-track girl, therefore, was over 18 times more likely to participate than an off-track girl.)

Conclusion

In this instance, the implementation of the Girl Roster was just as much a learning experience for the on-the-ground partner as it was for the Population Council's Community of Practice. It became evident that the concept of a walkable community and its value in designing tailored programming for girls was not taking hold enough. This analysis was formative in revising Roster training, and required formal revisions to the Roster questionnaire itself. We had to reexamine how difficult and pivotal it was to communicate to partners the meaning of a walkable community and how it anchors programming. We had to improve our training to ensure partners had found their footing in this concept in the paired process of identifying walkable communities and within them the segmentation of the universe of girls. Not only were formal revisions to the Roster questionnaire itself required, but we had to reexamine some elements of the way in which we trained, ensuring that partners had found their footing in the main problem statements of the Roster before ever going to implement it.

References

Bruce, Judith and Kelly Hallman. 2008. "Reaching the girls left behind," *Gender and Development* 16: 227-245.

For more information, please visit: <https://www.popcouncil.org/research/DREAMS-capacity-strengthening>.

Intentional Design on the Ground: Complete List of Practitioner Reports in This Series

IMAGEN: Shifting Native American Youth Programming to a Gender Focus through Intentional Design Methods

Intentional Design as a Catalyst for Change in Belize Migration Zones and Later Yucatán, Mexico

An Assessment of Plan International El Salvador's GAD (Gender and Development) Programming—Using Evidence for Redirection after the Initial Implementation

A Network of Intentional Design Adopters Working for Adolescent Girls' Futures in Post-Earthquake Haiti and Beyond

Fine-Tuning the Batonga Foundation's Approach to Reaching Girls: Mapping, Targeting, and Training Benin's Future Leaders

Implementing Intentional Design Tools in CSAGE (Community Spaces for Adolescent Girls Empowerment), Northern Nigeria, to Build a New Program and Assess Coverage of an Ongoing Program

Implementing the Girl Roster and Community Resource Scan in Sierra Leone: The Foundation of the Sierra Leone Adolescent Girls Network

Intentional Design in Homa Bay, Kenya, in the Context of the DREAMS Partnership

Global Communities' Use of Intentional Design to Implement the DREAMS Program—Getting the Correct Value for Money in Highly HIV-Affected Settings in Kenya

Lessons from DREAMS Interventions in Matutuine and Namaacha, Mozambique

Investing in Girls in Northern Mozambique

Implementing the Girl Roster in South Sudan

Turning a School into the Center of a Movement Using Intentional Design Tools: The SEGA Girls School, Tanzania

Intentional Design Builds Up and Coordinates an Existing Community of Practice in Mwanza, Tanzania

The Girl Power Project (Just Like My Child Foundation) Moves Forward with Intentional Design to Intensify Regional Impact, Central Uganda

Implementation of the Girl Roster in Ezbet Khairallah, Egypt

Beginning with the Girl Roster Results from West Bekaa, Lebanon, to Reach the Unreached Girls

Proactive Engagement with the Intentional Design and I'm Here Approaches to Ensure Programming Responds to the Needs of the Most Vulnerable Adolescents in Gaziantep, Turkey

Implementation of the Girl Roster in Dompou and Sikka, Indonesia

The Influence of an Intentional Design Approach on WomenStrong International's Work with Women and Girls in Haiti and Washington, DC