

GAGE research design, sample and methodology

Nicola Jones, Sarah Baird and Letisha Lunin

December 2018

Table of contents

Overview	1
Rationale: Why adolescence?	1
Conceptual framework and research questions	6
Methods used to answer the research questions	8
Evidence synthesis	8
Multi-country, mixed-methods impact evaluation	9
Research sample	10
The contexts where our research is undertaken	10
Quantitative baseline sample overview	11
Qualitative baseline sample overview	11
Programme evaluation overview and design	13
Overview of the programmes we will evaluate	13
Conclusion	19
References	20

Figures

Figure 1: GAGE Conceptual Framework	6
Figure 2: Capability sub-outcomes	7
Figure 3: GAGE Evidence Synthesis approach and thematic foci to date	8
Figure 4: GAGE mixed-methods impact evaluation instruments and tools	9
Figure 5: GAGE focal countries, including conflict-affected geographies	10
Figure 6: GAGE quantitative baseline sample by gender, settings, age, vulnerability and caregivers	11
Figure 7: Community mapping exercise, Ethiopia	13
Figure 8: Body mapping exercise, Ethiopia	19

Tables

Table 1: Research programmes focusing on adolescent development in the Global South	3
Table 2: Quantitative baseline sample	11
Table 3: Formative qualitative research sample	11
Table 4: Qualitative baseline research sample	12
Table 5: Participatory research sample	12
Table 6: Overview of adolescent programmes GAGE will evaluate	14
Table 7: Research evaluation design and core research questions addressed	16

Boxes

Box 1. Alignment of GAGE Research Foci with Lancet 2016 call for a stronger focus on adolescents	2
Box 2. Research ethics	2

Overview

GAGE is a unique longitudinal mixed-methods research and evaluation study focused on exploring what works to support the development of young people's capabilities over the course of the second decade of life (10–19 years) as they transition from early adolescence through puberty and into early adulthood. This methods brief provides an overview of i) the study's rationale, ii) the conceptual framework and core research questions that GAGE is addressing, iii) the mixed-methods research methodology that GAGE is employing to address these questions, and iv) the research sample that enables us to explore these questions in diverse contexts within and across low- and middle-income countries, including those that are conflict-affected.

Rationale: Why adolescence?

Adolescence is increasingly recognised as a window of opportunity; this is in part because of the physical transformations wrought by puberty, which are considered second only to those experienced in infancy and early childhood in terms of their scope and speed, and in part because of how children's place in the family and broader community shifts as they approach maturity. Cognitive, emotional, physical, social and sexual development rework the body and the brain, and identities undergo significant change (Patton et al., 2018; Dahl et al., 2018).

Given these pivotal life changes – and with a global adolescent population of more than 1.2 billion (UNICEF, 2011) – it is increasingly recognised by development community actors that adolescence represents a very important and unique opportunity to reap a triple dividend for adolescents now, for their adult trajectories and for those of their children. Indeed, the years between 10 and 19 are increasingly seen as a critical window during which to accelerate progress against the effects of poverty, inequity and discrimination, and to foster positive development trajectories (Sheehan et al., 2017; USAID 2016) (see also Box 1).

Why a focus on gender and inclusion?

Adolescent transitions shape both girls' and boys' lives, but often in highly gendered ways. As girls enter and progress through adolescence, the gendered norms of their socio-cultural environments begin to play a heightened

role in shaping their trajectories, with the years of early adolescence found to be especially important because of the ways in which social norms start to become both more rigidly enforced – especially by mothers in some contexts (Basu and Acharya, 2016; Basu et al., 2016) – and more personally salient (Harper et al., 2018, McCarthy et al., 2016; Kågesten et al., 2016; John et al., 2016; Mmari et al., 2016). Indeed, emerging research suggests that the years between 10 and 14 may be a 'sensitive period' for sociocultural processing (Fuhrmann et al., 2015; Blakemore and Mills, 2014; Crone and Dahl, 2012). Critically for girls in the Global South, the years of early adolescence, rather than expanding their worlds – as is common for boys and for girls in the Global North – often see them made smaller as they have to leave comparatively free childhoods and are forced down the gendered adult pathways of their local environments (Harper, 2018; Watson, 2015; Watson and Harper, 2013).

Why a focus on particularly vulnerable cohorts?

GAGE research has a strong focus on vulnerable cohorts of adolescents, in line with the Sustainable Development Goals (SDGs) 'leave no one behind' agenda. Accordingly, and also informed by evidence gaps identified in our country evidence reviews on gender and adolescence, we are proactively including adolescents with a disability; married, separated and divorced adolescent girls; adolescent mothers; as well as adolescents from refugee communities. This explicit commitment to including disadvantaged young people is critical because often adolescents with these profiles face high levels of stigma, discrimination and exclusion, and may be kept invisible from their community and service providers.

How does GAGE's focus fit within the broader adolescent research landscape?

Despite an increasing focus on adolescence over the last five years, the evidence base on adolescent transitions, development and wellbeing, especially from the perspective of effective interventions, remains weak. This is particularly true for younger adolescents and those who

Box 1. Alignment of GAGE Research Foci with Lancet 2016 call for a stronger focus on adolescents

GAGE research foci align with six of the eight core priorities identified in the November 2017 Lancet article entitled 'Child and Adolescent Health and Development: Realizing Neglected Potential', which draws on the Lancet Special Commission on Adolescent Health and Wellbeing's multi-year assessment of what the key progress and gaps in the adolescent development field are.

1. Conduct more research beyond age five...there has been a strong research focus on the health and development of children under five, and a concomitant relative absence of research on the needs of middle childhood and adolescence....
2. Pilot and evaluate packages of interventions for middle childhood and adolescence.... In many cases, the evidence is partial and overly reliant on experiences in high-income countries (HICs). This suggests a need to carefully pilot and evaluate the packages under local circumstances before going to scale.
3. Conduct more long-term longitudinal studies. Most of the available analyses are too short-term (typically less than a year) to provide useful guidance on development, which is inherently a long-term issue. To be useful, studies need to track outcomes over multiple years.
4. Measure multiple outcomes of interventions. Studies generally assess single or a few outcomes, whereas the focus of development is inherently multisectoral and multifactorial. In particular, more studies are needed that assess simultaneously both physical growth and cognitive development, in order to assess the mutual benefits for health and education outcomes....
5. Examine the social dimensions of intervention in childhood and adolescence. The social ecology of children's lives is poorly understood, especially in low- and lower-middle-income countries. There is a specific need for locally relevant research on the importance of parents, families and role models. Given the importance of schools, the role of teachers is particularly important, especially in relation to factors such as the widespread use of violence (corporal punishment) in education systems.
6. Understand gender as a development issue. Gender has long been recognised as an essential dimension of growth and development. For example, pubertal development differs by sex, so the timing of the growth spurt and the accompanying physiological changes also happen on a different timeline and scale. We now know that large differences are also apparent in brain development, yet know little of the implications for behavioural intervention.

Source: Bundy et al., 2017

Box 2. Research ethics

Given our strong focus on working with adolescents from an equity lens, ensuring the highest standards of research ethics is critical. Our approach to ethics is based on DFID's (2011) Ethics Principles for Research and Evaluation, the Economic and Social Research Council (2015) Framework for Research Ethics, the OECD (2011) Fragile States Principles, and the World Health Organization and Center for Disease Control's guidelines on researching violence against women and children.

The key principles underpinning GAGE's approach are avoiding harm and protecting the human rights of individuals and groups with whom we interact, ensuring participation in research and evaluation is voluntary and based on fully informed consent, and assuring the confidentiality of any information provided. The strategy for operationalising these principles involves working in accordance with international human rights conventions and covenants (including the Convention on the Rights of the Child and children's right to be heard), while also recognising and respecting the differences between country contexts.

For fieldwork, the Overseas Development Institute's Research Ethics Committee is the UK 'Institutional Review Board [IRB] of record' and George Washington University is the US 'IRB of record'. We follow national ethics guidelines in the countries we are working in and adhere to guidance from our country research partners on the processes for this. We have secured ethical approvals for all the relevant international and national research partners for the roll out of the GAGE baseline activities.

are disadvantaged in terms of refugee status, disability status, gender, child marriage, adolescent motherhood, remote rural or conflict-affected contexts. Evidence gaps are also particularly stark in some capability domains, including adolescent voice and agency, and adolescent economic empowerment. Table 1 maps out existing research

initiatives focused on adolescents and considers their sample characteristics as well as their thematic focus to better highlight the added value of GAGE's intersecting capabilities approach.

Table 1: Research programmes focusing on adolescent development in the Global South

Research programme	Sample size	Method	Gender	Age ranges	Urban or rural	Outcomes of interest	Interventions	Longitudinal	Date
GAGE	18,000	Mixed methods (survey, qualitative and participatory and peer to peer research)	Girls and boys	10 to 19 years but divided at baseline into two age cohorts – 10-12 years and 15-17 years	Urban and rural	<ul style="list-style-type: none"> Educational aspirations, attainment and transitions Nutritional status Health status Sexual and reproductive health Freedom from child marriage, FGM/C Freedom from violence Psychosocial wellbeing/ mental health Voice and agency Economic empowerment and skills building Social protection Social inclusion 	<ul style="list-style-type: none"> Academic mentoring Learning support services Life skills Employability skills Safe spaces with mentors Child protection referrals Engaging with boys and young men Engaging with parents Sensitising community leaders Community-based child protection services Cash and asset transfers, school stipends 	Yes	2015 to 2024
Global Early Adolescent Study	N/A	Mixed methods	Girls and boys	10 to 14	Urban	<ul style="list-style-type: none"> Sexual and reproductive well-being 	N/A	Yes	2014 to date
Young Lives	12,000	Mixed methods	Girls and boys	1 to 15 8 to 22	Urban and rural	<ul style="list-style-type: none"> Poverty and Inequality Health and Nutrition Education Child protection Skills and work 	N/A	Yes	2000 to date
Empowering Girls in Rural Bangladesh	15,739	A clustered randomised trial	Girls only	15 to 17	Rural	<ul style="list-style-type: none"> Child marriage Teenage childbearing Girls' education 	<ul style="list-style-type: none"> Empowerment programme Financial incentive to delay marriage, empowerment plus incentive 	Yes	2007 to 2015

Research programme	Sample size	Method	Gender	Age ranges	Urban or rural	Outcomes of interest	Interventions	Longitudinal	Date
Adolescent Girls Initiative, Kenya	6,000	Randomised, controlled trials	Girls only	10 to 14	Urban and rural	<ul style="list-style-type: none"> • Fewer unwanted pregnancies • Delayed sexual debut • Delayed age of marriage • Increased income generation 	<ul style="list-style-type: none"> • Violence prevention • Violence prevention and education • Violence prevention, education and health • Violence prevention, education, health and wealth creation 	Yes	2013 to 2020
Adolescent Girls Empowerment Programme, Zambia	5,235	Randomised, controlled trials	Girls only	10 to 14 15 to 19	Urban and rural	<ul style="list-style-type: none"> • Increase school completion • Delayed sexual debut • Reduced early marriage • Reduced gender-based violence • Fewer early/unintended pregnancies • Reduced STI transmission • Reduced HIV transmission 	<ul style="list-style-type: none"> • Safe spaces • Health vouchers • Savings accounts 	Yes	2011 to 2018
World Bank AGI-Adolescent Girls Initiative	16,475	Mixed methods	Girls only	16 to 35	Urban and rural	<ul style="list-style-type: none"> • Increased labour force participation • Increased economic empowerment 	<ul style="list-style-type: none"> • Business development skills training • Technical and vocational training • Market assessment • Job vouchers • Life-skills training • Loans • Financial literacy 	Yes	2008 to 2015
Real lives, real choices	142	Qualitative	Girls only	0 to 18	Urban and rural	<ul style="list-style-type: none"> • Improved school access and attainment • Improved health outcomes (SRH and poverty related) • Reduced unpaid or underage labour • Empowerment • Changing gender norms • Reduced gender-based violence 	N/A	Yes	2006 to 2024

Research programme	Sample size	Method	Gender	Age ranges	Urban or rural	Outcomes of interest	Interventions	Longitudinal	Date
Research for Improving Systems of Education (RISE)	N/A	Mixed methods	Girls and boys	N/A	Urban and rural	<ul style="list-style-type: none"> Increased school enrolment, attainment and completion Improved teaching quality Improved school governance 	School system reforms, for example: <ul style="list-style-type: none"> Introduction of pre-primary Increase in teaching salaries School feeding programmes Consolidating schools into larger units CCTV in schools Public-private partnerships Teachers' professional development Low-cost private school grants School investment scheme 	Yes	2015 to date
Growing up in protracted crises	500 sample	In-depth qualitative (participatory)	Girls and boys	10 to 24	Urban and camp settings	<ul style="list-style-type: none"> Improved accessibility of transition pathways through education, work and family life Increased involvement of young people in decision making 	N/A	No	2016 to 2017

Conceptual framework and research questions

GAGE's conceptual framework takes a holistic approach that pays careful attention to the interconnectedness of what we call 'the 3 Cs: Capabilities, Change strategies and Contexts' in order to understand what works to support adolescent girls' development and empowerment – now and in the future (see Figure 1). This framing draws on the three components of Pawson and Tilley's (1997) approach to evaluation, which highlights the importance of outcomes, causal mechanisms and contexts – but we tailor it to the specific challenges of understanding what works in improving adolescent girls' and boys' capabilities.

The first building block of our conceptual framework is capability outcomes. Championed originally by Amartya Sen (1984; 2004), and nuanced to better capture complex gender dynamics at intra-household and societal levels by Marta Nussbaum (2011) and Naila Kabeer (2003), the capabilities approach has evolved as a broad normative framework exploring the kinds of assets (economic, human, political, emotional and social) that expand the

capacity of individuals to achieve valued ways of 'doing and being' (see Figure 2). Importantly, the approach can encompass relevant investments in girls and boys with diverse trajectories, including the most marginalised and 'hardest to reach' such as those who are disabled or are already mothers.

The second building block of our conceptual framework is context dependency. Our 3 Cs framework situates girls and boys ecologically, and establishes that their capability outcomes are highly dependent on family or household, community, state and global contexts.

The third and final building block of our conceptual framework acknowledges that girls' and boys' contextual realities can be mediated by a range of change strategies including: empowering individual adolescents, supporting parents, engaging with men and boys, sensitising community leaders, enhancing adolescent-responsive services and addressing system-level deficits.

Figure 1: GAGE Conceptual Framework

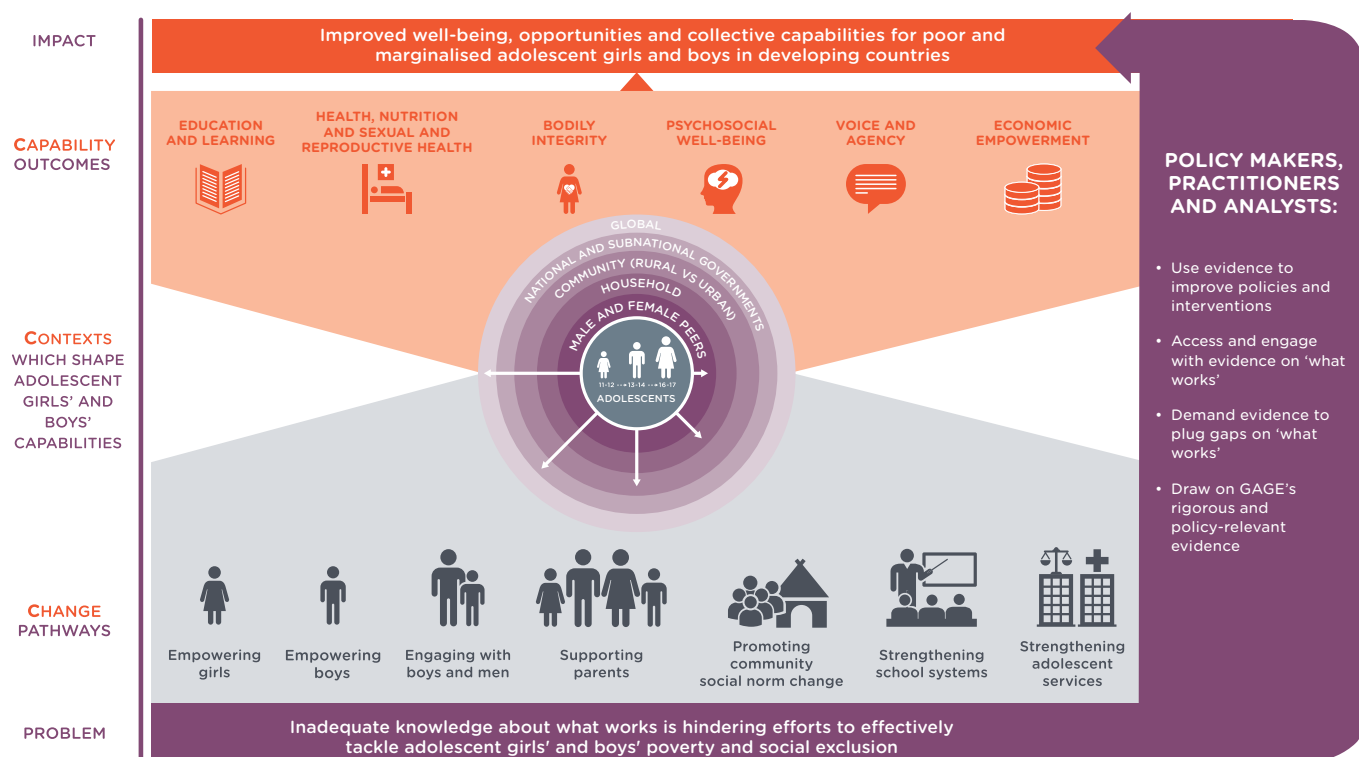


Figure 2: Capability sub-outcomes



Research questions

Stemming from our conceptual framework, GAGE will address three core sets of questions, focusing on i) adolescent experiences, ii) the ways in which programmes and services address adolescent vulnerabilities and

support the development of their full capabilities, and iii) strengths and weaknesses of programme design and implementation in terms of ensuring programme efficacy, scale and sustainability.

1. How do adolescents in diverse low- and middle-income countries (LMICs) experience transitions from childhood to adulthood?

- How do adolescents' experiences differ by age, gender, disability and geographic location?
- How do adolescents experience their worlds as gendered? How do they negotiate gender norms and gender role expectations?
- What role do parents, families, communities, service providers and media play in shaping these experiences?
- What do adolescents think about the services and systems with which they interact?
- What role do institutions, policy and legal frameworks play in shaping adolescent experiences?

2. What effects do adolescent-focused programme interventions have?

- What is the effect of programming on adolescent capabilities in the short and longer term?
- What is the effect of programming on family, peer and community attitudes, behaviours and norms?
- How does adolescent programming interact with complementary services and systems (e.g. health, education, justice and child protection and social protection)?

3. What programme design and implementation characteristics matter?

- To what extent does the combination and sequencing of programme components shape adolescent capabilities?
- To what extent does the timing of programme interventions at different junctures in adolescence matter?
- How critical is the intensity and duration of programme interventions?
- How important is the level of programme resources (including budget, human resources, infrastructure)?
- Does programme design affect scalability?

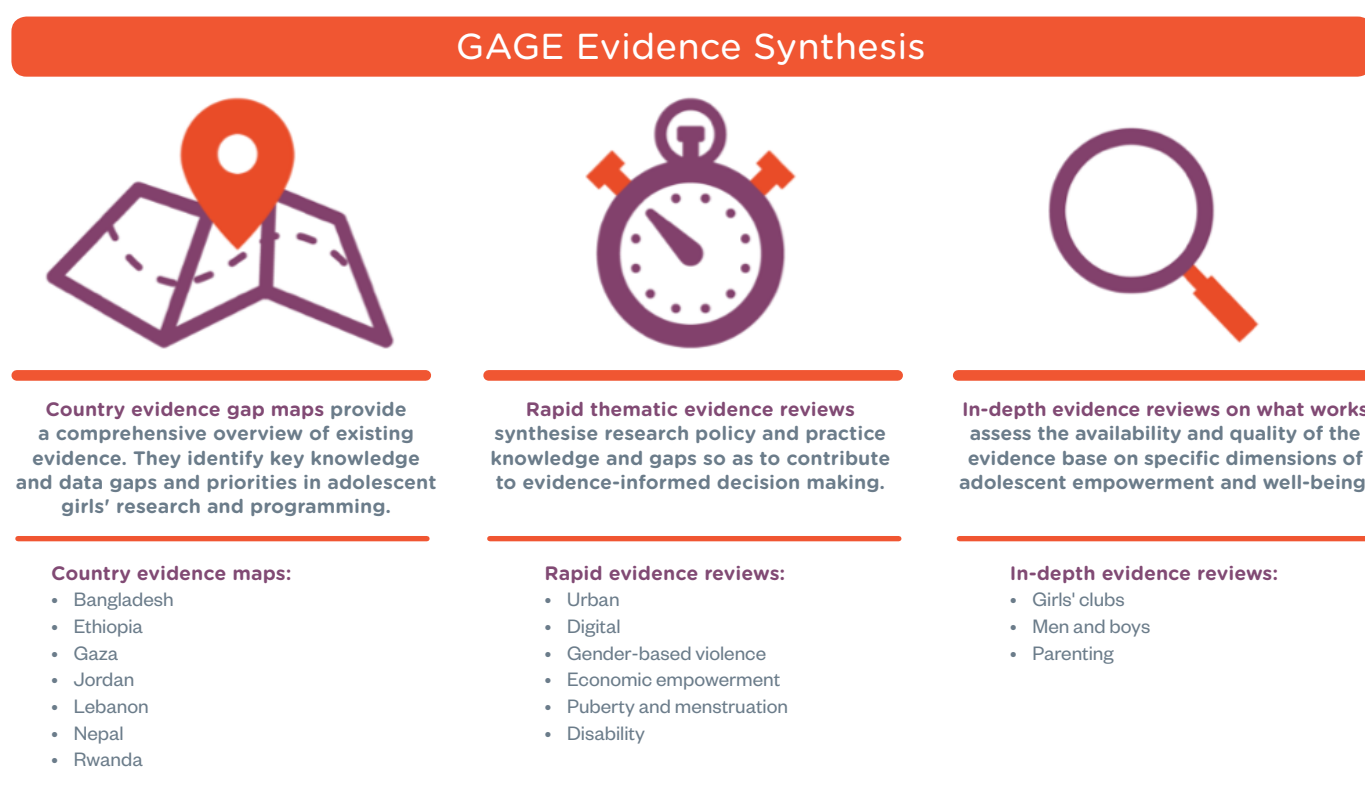
Methods used to answer the research questions

Evidence synthesis

In order to inform our primary data collection and to help situate our findings, we are completing evidence syntheses on what is already known about adolescent girls' capability development and what works to support their adolescence to adulthood transition. This workstream is comprised of

country evidence gaps maps, rapid thematic evidence reviews and in-depth evidence reviews of programme interventions aimed at changing adolescent vulnerabilities and enhancing their capabilities and empowerment. We outline below in Figure 3 the evidence synthesis work that has been undertaken to date (see Figure 3).

Figure 3: GAGE Evidence Synthesis approach and thematic foci to date

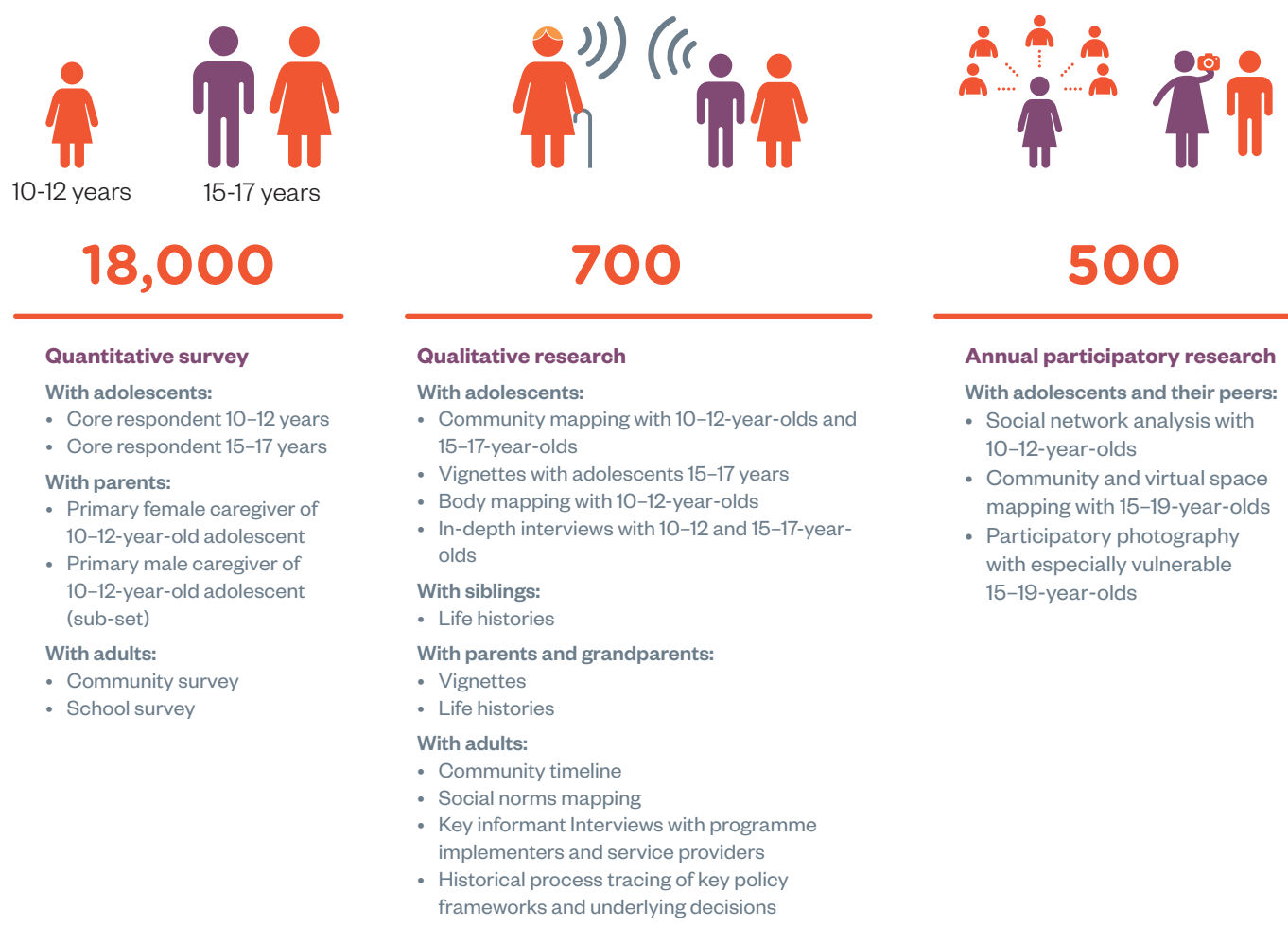


Multi-country, mixed-methods impact evaluation

To answer our research questions, GAGE will generate unique primary cross-country data following a cohort of 18,000 adolescent girls and boys, along with their families and peers, over the course of adolescence in Bangladesh, Ethiopia, Jordan, Lebanon, Nepal and Rwanda. The quantitative survey is complemented by in-depth qualitative work with nodal adolescents, their parents and siblings to better understand the experiences and perspectives of young people in diverse

contexts. We will include adolescents who are involved in adolescent-focused programme interventions as well as non-programme participants so as to better understand the relative contribution of programmes in shaping their wellbeing and empowerment in the short and longer terms. Participatory research drawing on peer-to-peer and social network analysis approaches will also be undertaken so as to better understand young people's experiences over time, and in particular the role that peer relations play in shaping their identities, priorities and broader well-being (see Figure 4).

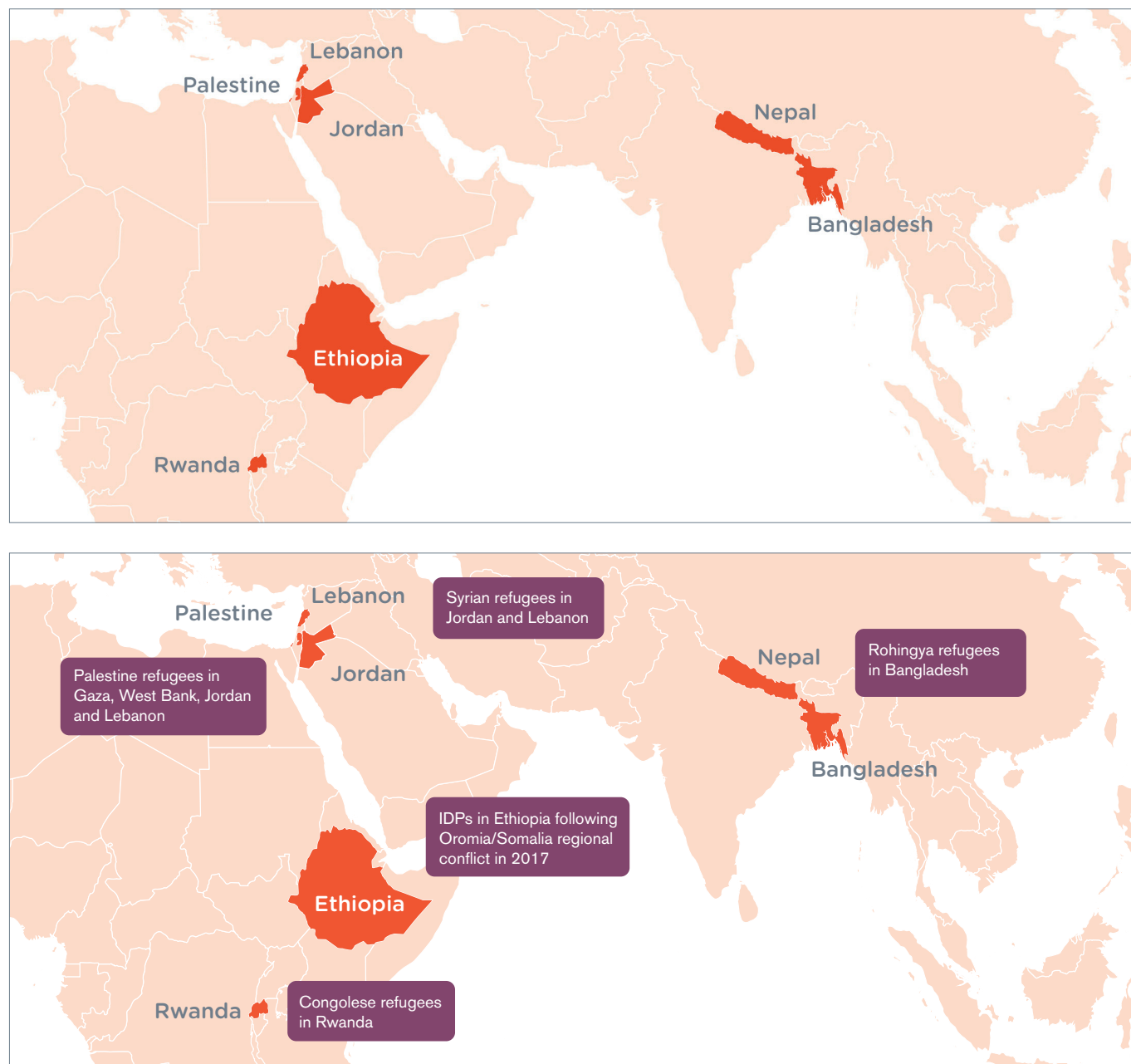
Figure 4: GAGE mixed-methods impact evaluation instruments and tools



Research sample

The contexts where our research is undertaken

Figure 5: GAGE focal countries, including conflict-affected geographies



With whom our research is being undertaken

We are undertaking our primary data collection with adolescent girls and boys and their caregivers, of younger (10-12 years) and older (15-17 years) age cohorts, in rural and urban contexts and are including groups of

adolescents who are more at risk of being left behind such as adolescents with disabilities, child brides and adolescent mothers. An overview of our disaggregated quantitative and qualitative research sample can be found in Figures 6 and 7. More detailed information is also provided in Tables 2, 3 and 4.

Quantitative baseline sample overview

Figure 6: GAGE quantitative baseline sample by gender, settings, age, vulnerability and caregivers

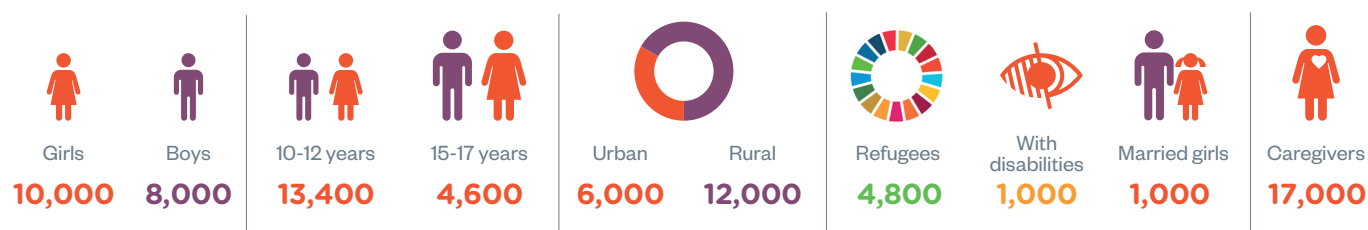


Table 2: Quantitative baseline sample

		Bangladesh	Ethiopia	Jordan	Nepal	Rwanda	TOTAL
Total		4200	6700	3500	1200	2400	18000
Girls	Total	2100	3700	1750	1200	1900	10650
	Younger	1400	3000	1000	1200	1500	8100
	Older	700	700	750	0	400	2550
Boys	Total	2100	3000	1750	0	500	7350
	Younger	1400	2400	1000	0	500	5300
	Older	700	600	750	0	0	2050
Adolescents with disabilities		300	350	200	0	150	1000
Married adolescents		200	700	100	0	0	1000
Adolescent mothers		0	0	0	0	400	400
Refugee adolescents		1800	0	3000	0	0	4800
Urban		1800	2000	-	800	-	4600
Rural		600	4200	-	400	2400	7600
Pastoral		0	500	-	-	-	500
Camp		900	-	1000	-	-	1900
Host		900	-	2200	-	-	3100
Informal tented settlement		0	-	300	-	-	300
Female caregivers		3300	6700	3500	1200	2300	17000
Male caregivers		500	1000	-	-	-	1500

Qualitative baseline sample overview

Table 3: Formative qualitative research sample

	Bangladesh	Ethiopia	Jordan	Nepal	Palestine (Gaza)	Palestine (West Bank)	Rwanda
Age	10 to 15	10 to 19	10 to 19	10 to 15	10 to 19	10 to 19	10 to 15
Adolescents	175	300	320	300	132	88	300
Total respondents	275	500	558	500	132	88	500

Table 4: Qualitative baseline research sample

		Bangladesh	Ethiopia	Jordan	Nepal	Rwanda	TOTAL
Total core adolescents		100	220	220	60	100	700
Girls	Total	50	120	120	40	70	400
	Younger	30	90	50	20	50	240
	Older	20	30	70	20	20	160
Boys	Total	50	100	100	20	30	300
	Younger	30	70	50	10	20	180
	Older	20	30	50	10	10	120
Adolescents with disabilities		20	20	40	0	20	100
Married adolescents		10	20	20	0	0	50
Adolescent mothers		0	0	0	0	20	20
Refugee/IDP adolescents		30	20	0	0	0	50
Urban		30	90	-	20	-	140
Rural		30	130	-	40	100	300
Camp		20	-	120	-	-	140
Host		20	-	70	-	-	90
Informal tented settlement		-	-	30	-	-	30
Total caregivers		60	180	80	10	70	400
Female caregivers		40	100	40	10	50	240
Male caregivers		20	80	40	0	20	160
Key informant interviews		50	140	50	30	30	300

Table 5: Participatory research sample

		Bangladesh	Ethiopia	Jordan	Nepal	Rwanda	TOTAL
Total adolescents		60	200	120	60	60	500
Girls	Total	30	100	70	30	40	270
	Younger	30	40	35		20	
	Older		60	35	30	20	
Boys	Total	30	100	50	30	20	230
	Younger	30	40	35		20	
	Older		60	15	30		
Adolescents with disabilities		10	20	15			45
Married adolescents		10	10	15	10		45
Adolescent mothers						20	20
Refugee / IDP adolescents			20	75	30		125
Urban		30	50				80
Rural		30	250			60	280
Camp				40	15		55
Host				80	45		125

Programme evaluation overview and design

Overview of the programmes we will evaluate

In order to explore what types of programme interventions are most effective in supporting adolescent development trajectories in which contexts, GAGE has selected a range of programme implementers with whom to partner and to undertake quasi-experimental and experimental research evaluations over the next five to six years. The programmes were selected based on their congruence with the GAGE 3Cs conceptual framework, and the combined picture

that they provide of interventions aiming to shape various sub-sets of the six GAGE capability domains. Together the programmes we are evaluating cover all six capability domains, and employ a variety of change strategies involving working with adolescent girls directly, engaging with boys, supporting adolescents' caregivers and strengthening services and systems. Table 5 maps out each programme's intended impacts and outcomes, target group and approach.

Figure 7: Community mapping exercise, Ethiopia

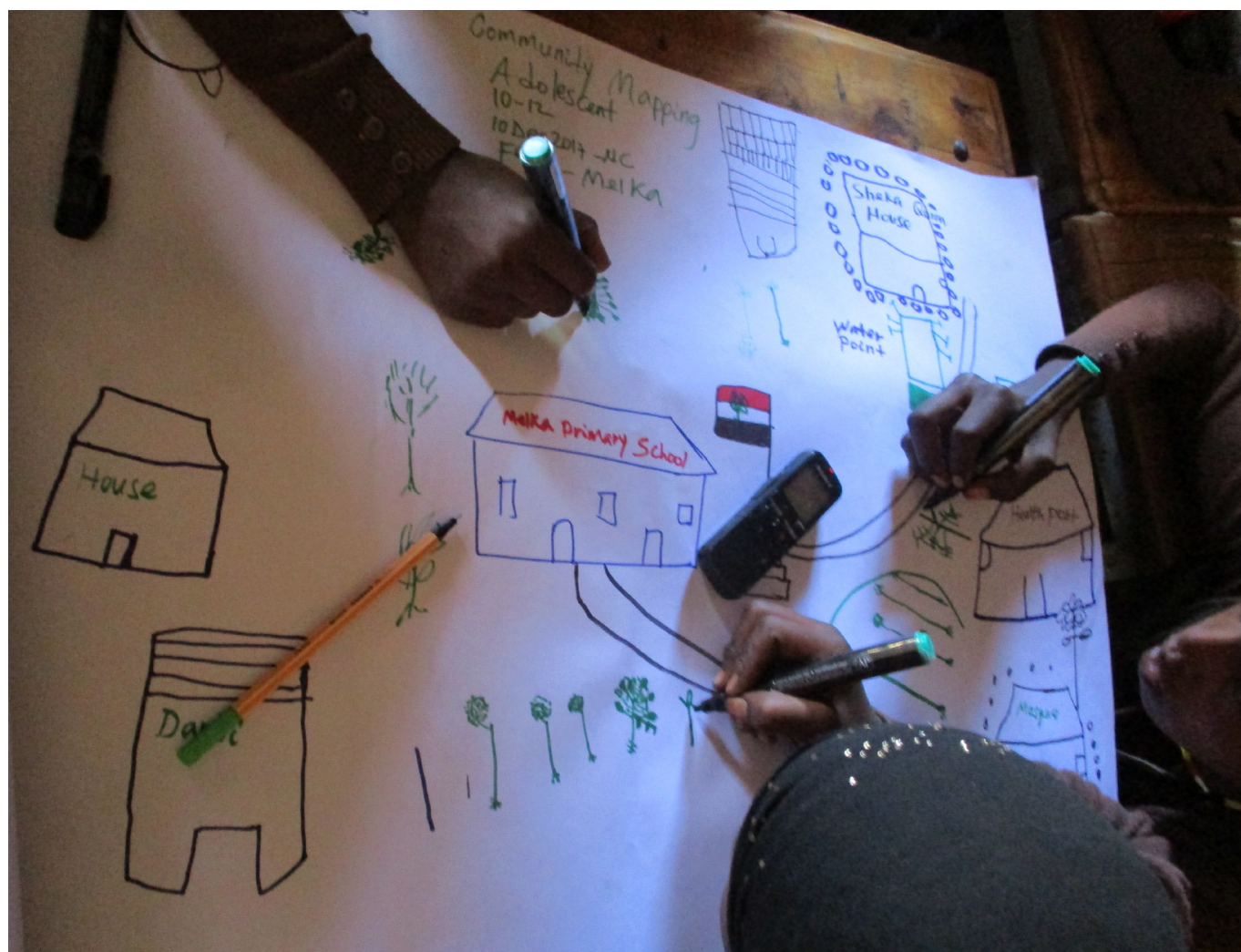


Table 6: Overview of adolescent programmes GAGE will evaluate

	Bangladesh	Ethiopia	Jordan	Lebanon	Nepal	Rwanda
Programme name and implementer:	TBC, World Bank	Act with Her, Pathfinder and Care	Makani and Hajati, UNICEF Jordan	Under discussion	Girl's Education Program (GEP), Room to Read (RtR)	Investing in Adolescent Girls in Rwanda (IAG-R), DFID Rwanda
Programme intended impact:	Under discussion with the World Bank and Government of Bangladesh	Increase girls' capabilities of well-being and facilitate healthy transitions to adulthood	Social cohesion among refugees and host communities	Social cohesion, Skills building	Adolescent girls realise their own potential and take purposeful action towards personal and community goals	Less tolerance for gender-based violence amongst girls, community support for girls' participation in the programme and implementation of girl-focused policies at national level
Programme intended outcomes:	Under discussion with World Bank	1) Adolescent girls have strengthened age-appropriate individual and collective capabilities over time in six domains: education, bodily integrity, health, psychosocial well-being, voice and agency, and economic empowerment; 2) Adolescent boys, families of adolescent girls and communities demonstrate more gender-equitable attitudes, norms, and behaviours; 3) Adolescent girls and boys have increased use of selected adolescent-responsive systems for child protection, health, and sexual and gender-based violence (SGBV).	1) Equitable, safe and quality learning, leading to enhanced learning outcomes 2) Healthy transitions into adulthood and increased participation in community life 3) Participation in community activities 4) Improved child protection 5) Improved access and utilisation of available primary health services for ITS inhabitants 6) Acquisition of employability and life skills	Under discussion	1) Girls to stay in school longer 2) Girls progress towards completion of secondary school 3) Girls acquire the skills and agency they need to make informed choices about their lives and realise their potential.	1) Reduced maternal mortality 2) Reduced proportion of girls and young women who have ever experienced sexual or physical violence 3) Increased proportion of girls completing lower secondary school.

	Bangladesh	Ethiopia	Jordan	Lebanon	Nepal	Rwanda
Intervention approach:	Under discussion with World Bank	School stipends Life-skills programming Boys' groups Engaging with parents Sensitising community leaders	Learning support services Life skills Community-based child protection services Cash transfer Employability Skills	Life skills Technical and vocational skills Informal to formal education bridges	Life skills Academic mentoring Literacy Family, school and community engagement Needs-based material support	Safe spaces with mentors Life skills Cash transfer Engaging with boys
Girls/boys:	Adolescent girls and boys	40,000 girls 10,000 boys	Adolescent girls and boys	Adolescent girls and boys	Adolescent girls	200,000 girls 50,000 boys
Nationality:	Bangladeshi and Rohingya	Ethiopians	Jordanians, Syrian refugees and Palestinian refugees	Lebanon, Syrian refugees and Palestinian refugees	Nepalis	Rwandans
Age groups:	TBC	10-17 years	10-18 years Employability Skills: 17-24 years	10-19 years	12-20 years	10-12 years
Programme scale:	TBC (potentially across the two poorest divisions – Sylhet and Chittagong)	50,000 adolescents 42,500 parents 1,527,000 community members	TBC	TBC	1740 girls	250,000
Duration of intervention:	TBC (programme under design)	1-2 years	Varied (3 months to multi-year depending on participant demand)	Varied	5 years	1 year
Urban/rural:	Urban and rural	Rural and pastoralist	Urban (camp and non-camp) and rural (informal tented settlements)	Urban (camp and non-camp)	Rural	Rural
Implementing partner:	TBC World Bank and UNHRC	Pathfinder and Care MOWCA	UNICEF Jordan	NABA/A tbc	Room to Read World Vision	DFID Rwanda MIGEPROF

Research evaluation design

Table 7 below provides an overview of the core research questions that each of the focal programmes GAGE is evaluating will enable us to explore, as well as outlining the experimental or quasi-experimental design approach GAGE is employing.

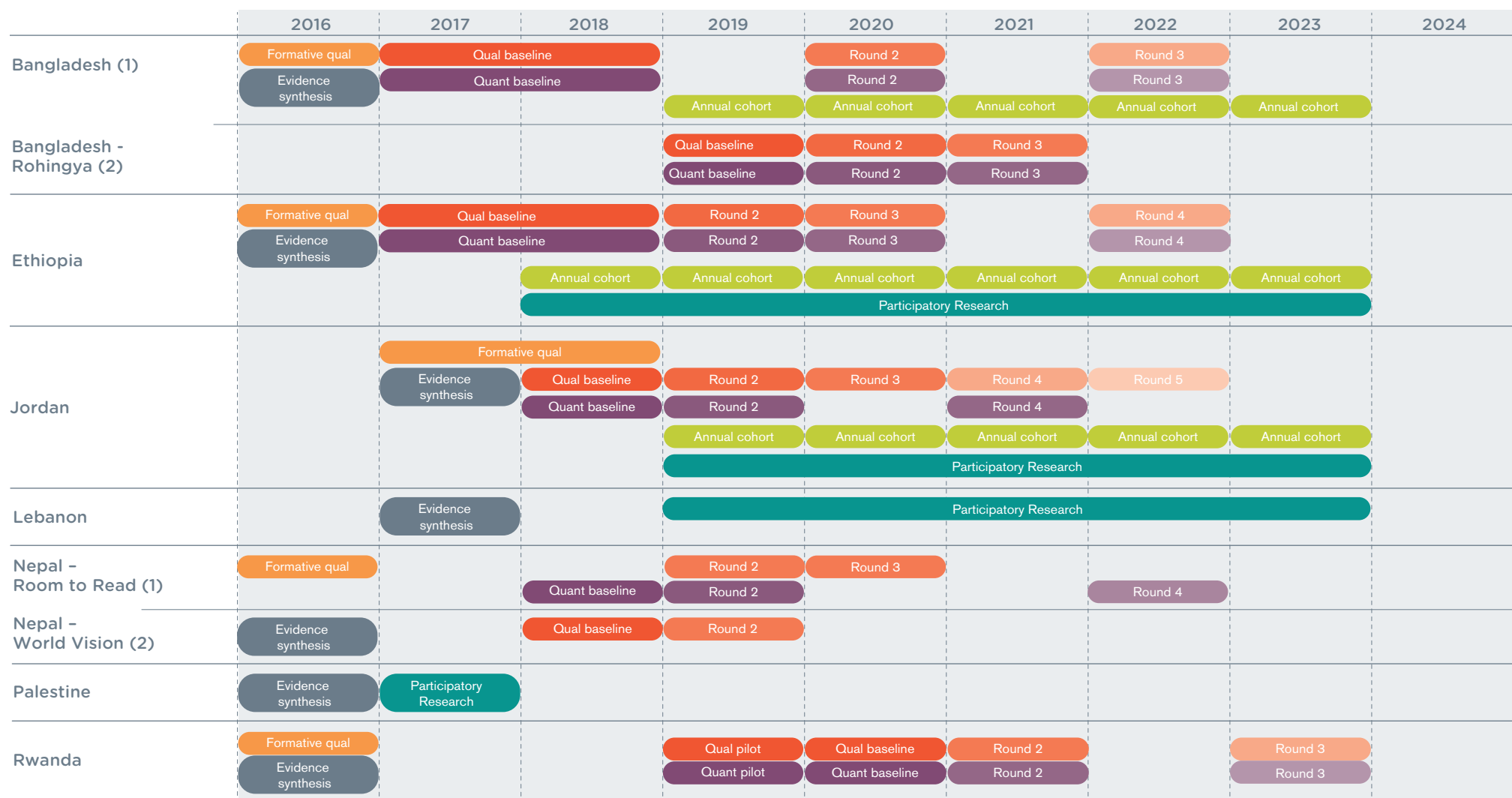
Table 7: Research evaluation design and core research questions addressed

	Bangladesh	Ethiopia	Jordan	Lebanon	Nepal	Rwanda
Evaluation design:	Under discussion with World Bank	Multi-arm experimental design Arm 1: Life skills with younger girls Arm 2: Life skills with younger girls plus engagement with younger boys Arm 3: Life skills with younger girls, engagement with younger boys plus community engagement Arm 4: Life skills with younger girls, engagement with younger boys, community engagement plus asset transfer Arm 5: Life skills with older girls, engagement with older boys and community engagement	Mixed methods with programme participants and non-participants	Participatory with programme participants and non-participants	Quasi-experimental Comparing the Girls Education Programme (GEP) in 24 schools with a matched comparison group of girls in schools that would otherwise be GEP eligible, but which do not have a GEP programme.	Multi-arm experimental design (TBC) Arm 1: Life skills with girls Arm 2: Life skills with girls plus engagement with boys Arm 3: Life skills with girls plus cash transfer
Bundling (combination of programme components)	Girls' educational stipends Girls' SRH life skills	Life skills Engaging boys Engaging parents Cash transfers	Life skills Tutorial classes Innovation labs Child protection referrals Engaging parents Cash transfers	Non-formal education to formal education bridge programme Life skills Employability skills	Education and tutorial support Life skills Child protection referrals	Life skills Engaging men and boys Cash transfers
Timing in adolescence (younger = 10-14 yrs; older = 15-19 yrs)	Younger	Younger and older adolescent cohort	Younger and older adolescent cohort	Older	Younger	Younger

	Bangladesh	Ethiopia	Jordan	Lebanon	Nepal	Rwanda
Country contexts	Urban, rural, refugee communities	Urban, rural, pastoralist	Urban, camp, host community, informal tented settlements	Urban, Palestinian camp, host community	Rural	Rural
Programme duration	TBC (programme under design)	1-2 years	Varied (3 months to multi-year depending on demand)	Varied	5 years	1 year
Legacy effects		Following programme graduates post programme	Following programme graduates post programme	Following programme graduates post programme		Following programme graduates post programme
Vulnerability criteria	Disability status Married girls Refugees	Disability status Married girls Pastoralists	Disability status Married girls Refugees	Married girls Refugees		Disability status
Scalability	Govt platform	Partnership with govt	Leveraging existing CBO / FBO platforms			Partnership with govt
Complementary systems strengthening focus	Education and health sector systems strengthening for adolescents (World Bank/ ADB/ DFID/ Govt of Bangladesh)	MOWCA support on tackling harmful traditional practices (UNICEF)	Education and social development sectors (UNICEF plus Govt of Jordan)	Education sector (TBC)	Child protection district and Village Development Committee levels (1) Education sector (2)	Education sector/ girls' learning agenda (UNICEF)

GAGE data collection timeline

GAGE data collection will be carefully sequenced so as to ensure synergies between the different methodological workstreams (evidence synthesis, quantitative, qualitative and participatory research) whilst also capturing unique data on adolescent transitions at key junctures during the second decade of life. The youngest adolescents at baseline have been 10 years old, and will be 16 years old at the end of the study, whilst the oldest adolescents at baseline are 17 years old, and will be 23 years old at the end of the study.

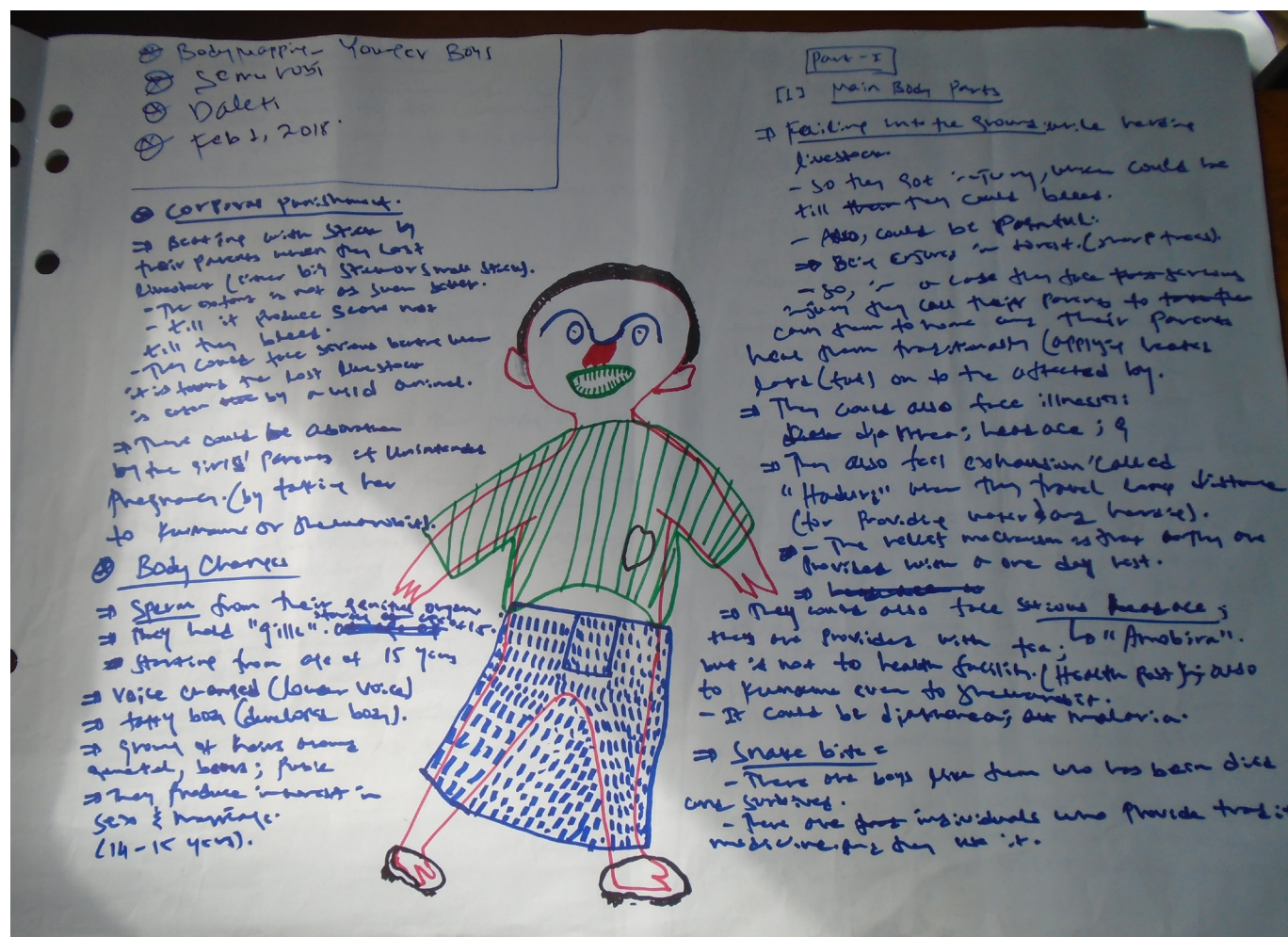


Conclusion

Using robust research methods, GAGE is uniquely situated to not only gain a deep understanding of adolescents' gendered experiences and outcomes across the course of the second decade of life, but to also explore both short- and long-term impacts of interventions on a wide range of capability areas. Moreover, we will be able to investigate the optimal bundling, duration, timing and legacy effects of

specific programmes, as well as to generate broader cross-country learning. Research findings will contribute to global understanding on the impact of existing programmes and what is needed to meet the ambitious targets of the fifth Sustainable Development Goal, which is focused on the global empowerment of women and girls.

Figure 8: Body mapping exercise, Ethiopia



References

- Basu, S. and Acharyam R. (2016) 'Gendered socialization of very young adolescents: Perceptions and experiences of adolescents and their parents from a disadvantaged urban community of Delhi, India'. Paper presented at Adolescence, Youth and Gender: Building Knowledge for Change, Oxford, 8–9 September.
- Basu, S., Zuo, Z., Lou, C., Acharya, R. and Lundgren, R. (2016) Learning to be gendered: Gender socialisation process and forces in early adolescence in Delhi, India and Shanghai, China'. Oxford: Young Lives.
- Blakemore, S.J. and Mills, K.L. (2014) 'Is adolescence a sensitive period for sociocultural processing?' *Annual Review of Psychology* 65(1): 187–207.
- Bundy, D.A.P., de Silva, N., Horton, S., Patton, G.C., Schultz, L., Jamison, D.T., et al. 2018. Investment in child and adolescent health and development: key messages from Disease Control Priorities, 3rd Edition. *The Lancet* 391, 687–699.
- Crone, E.A. and Dahl, R.E. (2012) 'Understanding adolescence as a period of social-affective engagement and goal flexibility', *Nature Reviews Neuroscience* 13(9): 636–50.
- Dahl, R.E., Allen, N.B., Wilbrecht, L., Suleiman, A.B., (2018). 'Importance of investing in adolescence from a developmental science perspective.' *Nature* 554, 441.
- Fuhrmann, D., Knoll, L. and Blakemore, S.-J. (2015) 'Adolescence as a sensitive period of brain development', *Trends in Cognitive Science* 19(10): 558–66
- GAGE Consortium (2017) 'Conceptual Framework'. London: GAGE
- Harper, C., Jones, N., Ghimire, A., Marcus, R., and Kyomuhendo Bantebya, G. (eds) (2018) *Empowering adolescent girls in developing countries: gender justice and norm change*. Oxford: Routledge.
- Kågesten, A., Gibbs, S., Blum, R.W. et al. (2016) 'Understanding factors that shape gender attitudes in early adolescence globally: A mixed-methods systematic review', *PLoS ONE* 11(6): e0157805.
- McCarthy, K., Brady, M. and Hallman, K. (2016) *Investing when it counts: Reviewing the evidence and charting a course of research and action for very young adolescents*. New York: Population Council
- Mmari, K., Gibbs, S., Moreau, C. et al. (2016) "'Yea, I've grown; I can't go out anymore": Perceived risks for girls and boys entering adolescence'. Paper presented at Adolescence, Youth and Gender: Building Knowledge for Change, Oxford, 8–9 September.
- Patton, G.C., Olsson, C.A., Skirbekk, V., Saffery, R., Wlodek, M.E., Azzopardi, P.S., Stonawski, M., Rasmussen, B., Spry, E., Francis, K., Bhutta, Z.A., Kassebaum, N.J., Mokdad, A.H., Murray, C.J.L., Prentice, A.M., Reavley, N., Sheehan, P., Sweeny, K., Viner, R.M., Sawyer, S.M., (2018). 'Adolescence and the next generation.' *Nature* 554, 458.
- Sheehan, P., Sweeny, K., Rasmussen, B., et al., (2017) 'Building the foundations for sustainable development: a case for global investment in the capabilities of adolescents.' *Lancet*. April 2017
- UNICEF (2011) *Adolescence: An age of opportunity*. New York: UNICEF
- USAID (2016) 'Global Strategy to Empower Adolescent Girls.' Washington, DC: USAID
- Watson, C. (2015) 'Understanding changing social norms and practices around girls' education and marriage: Lessons learned and emerging issues from year 2 of a multicountry field study'. London: ODI. Watson, C. and Harper, C. (2013) 'Adolescent girls and gender justice: Understanding key capability domains across a variety of socio-cultural settings'. London: ODI.



GAGE Programme Office

Overseas Development Institute
203 Blackfriars Road
London SE1 8NJ
United Kingdom
Email: gage@odi.org.uk
Web: www.gage.odi.org

About GAGE

Gender and Adolescence: Global Evidence (GAGE) is a nine-year longitudinal research programme generating evidence on what works to transform the lives of adolescent girls in the Global South. Visit www.gage.odi.org.uk for more information.

Disclaimer

This document is an output of the Gender and Adolescence: Global Evidence (GAGE) programme which is funded by UK aid from the UK government. However, views expressed and information contained within do not necessarily reflect the UK government's official policies and are not endorsed by the UK government, which accepts no responsibility for such views or information or for any reliance placed on them.

Copyright

Readers are encouraged to quote and reproduce material from this report for their own non-commercial publications (any commercial use must be cleared with the GAGE Programme Office first by contacting gage@odi.org.uk). As copyright holder, GAGE requests due acknowledgement and a copy of the publication. When referencing a GAGE publication, please list the publisher as Gender and Adolescence: Global Evidence. For online use, we ask readers to link to the original resource on the GAGE website, www.gage.odi.org

© GAGE 2018. This work is licensed under a Creative Commons Attribution – NonCommercial-ShareAlike 4.0 International Licence (CC BY-NC-SA 4.0).

ISBN: 978-1-912942-01-5

Front cover: © David Walker/ODI

