**“Reaching the MDGs**

*(Marginalized and Disadvantaged Girls)*

**to Achieve the MDGs**

*(Millennium Development Goals)”*

**

**Technical Workshop on Programming for**

**Marginalised and Disadvantaged Adolescent Girls**

**Dar Es Salaam, Tanzania,**

**1-5 May, 2006**

**TABLE OF CONTENTS**

Executive Summary …………………………………………………………………………. 5

Background ………………………………………………………………………………….. 8

Session I:

Adolescents’ Forum – Key Outcomes ……………………………………………………....10

Session II:

Situation Analysis: Who are the most marginalized and disadvantaged girls? ……………..13

Session III:

Programming Principles ……………………………………………………………………..16

Session IV:

Specific Interventions: Livelihoods, Social and Legal Support…………………….………..18

Session V:

Monitoring & Evaluation...…………………………………………………………………..21

Session VI:

Partnerships…....23

Session VII:

Way Forward ………….. ……………………………………………………………………26

Overarching Recommendations ………………………………………………………….….27

Adolescent Declaration ………………………………………………………………….…..28

**ACRONYMS**

**BRAC** Bangladesh Rural Advance Commission

**CEDAW** Convention on the Elimination of All Forms of Discrimination Against Women

**CRC** Convention on the Rights of the Child

**MDGs** Marginalized and Disadvantaged Girls

**MDGs** Millennium Development Goals

**MOU** Memorandum of Understanding

**NGOs** Non-Governmental Organizations

**SAY** Southern African Youth Initiative

**TRY** Tap and Reposition Youth (TRY) Livelihoods Project for Girls and Young Women

**UNAIDS** Joint United Nations Programme on HIV/AIDS

**UNDP** United Nations Development Programme

**UNESCO** United Nations Educational, Scientific and Cultural Organization

**UNF** United Nations Foundation

**UNFIP** United Nations Fund for International Partnerships

**UNFPA** United Nations Population Fund

**UNICEF** United Nations Children's Fund

**UNIFEM** United Nations Development Fund for Women

**WHO** World Health Organization

*“Worldwide adolescent girls are vulnerable and disadvantaged just because of who they are: girls who are adolescent. In many parts of the word, this is the time when girls are moved into the roles of wives and mothers – in Tanzania over 50 per cent of 19 year olds have a child. The majority have little or no education, little or no economic assets or opportunities, few friends or confidantes, and little chance to be the subjects of their own development. Thus, they become less and less visible, less and less connected with the mainstream of the societies of which they are supposed to be part. In time, they fall victim to the social outcomes that deliver negative biological outcomes, including HIV infection and AIDS. What are the social assets that these girls need in order to achieve the social outcomes that will guarantee them a safe and satisfying passage through life? And how can development programmes deliver these social assets and outcomes?”*

*(R. Phillips, UNICEF Tanzania Representative, opening the workshop)*

**EXECUTIVE SUMMARY**

Over the past few years there has been growing concern shown by governments, national and international civil society and international agencies that the Millennium Development Goals will not be reached on schedule unless extraordinary efforts are made and strategically targeted interventions are promoted with urgency. UN agencies as diverse as UNICEF, UNAIDS, UNDP and the UN Secretariat itself have stated that it is particularly important that strategies include and focus on women in the attempt to accelerate achievement of the MDGs. Given the youthful population profiles of many of the countries that are furthest away from reaching the MDGs, the clear implication is a need for a focus on girls and young women. In particular, **adolescent girls**, a group receiving little programmatic focus to date, are increasingly seen as possessing the greatest potential for accelerating the achievement of those goals.

To advance this aim, UNICEF in cooperation with UNFIP, UNFPA and the Population Council organized the **Technical Workshop on Programming for Marginalised and Disadvantaged Adolescent Girls** held in Tanzania in May 2006. The Workshop brought together 80 participants including adolescent programme participants and adult representatives from UNICEF, UNFPA, UNFIP, UNIFEM, the Population Council, the World Bank and NGOs.

The Workshop’s prime objective was to identify key elements for **programming guidance** to aid country teams in creating new or adapting existing programmes towards meeting the rights and needs of the most marginalized and disadvantaged adolescent girls. In particular, the Workshop served as a forum for sharing and reviewing new experiences and lessons learned from project interventions carried out by UN agencies as well as NGO partners and research institutions. Particular emphasis was placed on drawing from best practices from two global interagency initiatives funded by UNF: ‘*Meeting the Development and Participation Rights of Adolescent Girls’*, that was completed in the first quarter of 2006, and ‘*Southern African Youth Initiative’* (SAY). The Workshop also aimed to strengthen existing and build new strategic partnerships for advancing adolescent girl programming and to contribute to joint platforms for future programming

The Workshop agenda addressed six key issues for developing and expanding effective programming for adolescent girls including effective situation analyses to identify the most vulnerable girls, the rights-based programming principles needed to address their needs, specific types of interventions, monitoring and evaluation, and partnerships and strategies for moving forward. The **methodology** employed thematic ‘framework presentations’ at the start of each session followed by country presentations and break-out group discussions to exemplify and promote learning about best practices. Participants reached consensus for key recommendations on each thematic area through plenary sessions.

Participation by adolescents was enhanced through a two day **Adolescents’ Forum** preceding the Workshop that brought together 28 youth participants from 11 countries (*Bangladesh, Benin, Botswana, Guatemala, Ethiopia, Jordan, Kenya, Malawi, Mali, Senegal and Tanzania)* ranging in age from 14to 24 years. The Adolescents’ Forum aimed to strengthen the capacity of the adolescent representatives to participate effectively as partners with the adult representatives attending the Technical Workshop to ensure that agreed policies and strategies would be based on young people’s recommendations and experiences. As key recommendations, members of the Adolescent Forum highlighted that real participation by adolescents must happen at all stages of a project. Furthermore, ongoing training and incentive mechanisms are necessary to ensure participation of the most vulnerable and disadvantaged young people.

During the **Technical Workshop**, participants discussed **identifying the most marginalised and disadvantaged girls** and acknowledged that programmes focused on adolescents have typically failed to reach such groups. Instead, such programmes tend to reach more “accessible” urban, educated adolescents who are often older and male. To ensure inclusion, girls need to be placed at the heart of programming with specific goals set for their participation and anticipated outcomes. Doing so will require developing and integrating meaningful age and gender specific indicators for adolescent programming into the planning, monitoring and evaluation processes of UN agencies, local and international organisations.

Participants discussed embracing a **rights approach to programming** for disadvantaged and marginalized girls, emphasising the **principles** of universality, non-discrimination, participation, and accountability. Effective programming is to conclude age appropriate programming, development of safe spaces – physical and emotional - for girls, and adopt holistic and cross-cutting approaches over single focus work (i.e. reproductive health). Meaningful participation by adolescents is to take place on all levels of programming with the use of “girls only” activities as a method for increasing participation. Furthermore, programming should include peer support, mentorship and development of leadership skills.

Participants emphasised the potential role of **livelihoods work** in pulling girls out of poverty stressing the need for approaches that enhance age appropriate financial literacy and asset building along social, personal and economic lines.

Effective **monitoring and evaluation** was recognized by participants as being critical to the shared success of any intervention yet participants noted a lack of disaggregated data on the quality, content and impact of work with the most marginalized and disadvantaged adolescent girls. Participants proposed that monitoring takes place throughout the life of the project with evaluations (particularly at the start and conclusion of the programme) covering the use of resources, beneficiary benefits, programme impact, and project design and delivery. Adolescent girls are to be involved in developing monitoring frameworks, conducting surveys, analyzing the data and disseminating the information.

Participants discussed that the interagency nature of the funding provided in the UNF *Meeting the development and participation rights of adolescent girls* initiative gave a positive impetus to constructive and new partnerships. This focus has strengthened a basis for **advocacy partnerships** among UN agencies, as well as **programmatic collaborations** on work with adolescent girls, though there is still much room for improvement on interagency work. In terms of inter-generational partnerships, the more successful partnerships between adolescents and adults in communities and in project settings occurred where extensive training and orientation for young people and adults took place.

# Looking ahead, Workshop participants stressed that the increasing focus on reaching the MDGs among international aid agencies and the UN reform process may provide a prime opportunity to use the experience of working with adolescent girls to influence planning, implementation and outcomes of efforts to achieve the MDGs. However, the case needs to be made more widely for investment in adolescents and in the most marginalised and disadvantaged adolescent girls. A key focus for moving forward should be to harness the interest of private sector actors in investing in adolescent girls to create public-private partnerships to advance the agenda of reaching the most vulnerable adolescent girls.

The **programming guidance** and tool kit to be developed as a key outcome from the Workshop are expected to contribute to the rich body of frameworks and instruments developed for adolescent programming by identifying and prioritizing approaches to reach those adolescent girls who are most disadvantaged and most at risk.

The Tanzania Workshop represented an important step towards promotion of more effective adolescent girls’ programming within and among UN agencies and partners. The four overarching recommendations are the following: First, the UN system and its partners should recognise and reflect in all aspects of their work that working with marginalized and disadvantaged girls is crucial to achieving the MDGs. Second, clear interagency programming guidance specific to work with the most marginalized and disadvantaged adolescent girls is urgently needed to complement the existing frameworks and instruments for adolescent development and participation programming and should be integrated into individual agency policy and programmes. Third, adolescents need to be involved meaningfully in all stages of project work: research, planning, implementation, monitoring and evaluation. To do so will require the development of realistic strategies for engaging often hard-to-reach marginalized and disadvantaged girls. Finally, partnerships of all kinds – with adolescents, family members, communities, governments, national and international agencies, governments and intergovernmental organisations- are key to incorporating learning about working with adolescents and the promotion of their development and participation rights into national development plans, poverty reduction strategy papers and regional and international development strategies.

**BACKGROUND**

#

Over the past few years there has been growing concern shown by governments, national and international civil society and international agencies that the Millennium Development Goals will not be reached on schedule unless extraordinary efforts are made and strategically targeted interventions are promoted with urgency. UN agencies as diverse as UNICEF, UNAIDS, UNDP and the UN Secretariat itself have stated that it is particularly important that strategies include and focus on women in the attempt to accelerate achievement of the MDGs.

Given the youthful population profiles of many of the countries that are furthest away from reaching the MDGs, the clear implication is a need for a focus on girls and young women, a target group that has had little programmatic focus thus far. While goals 2,3,4,5, 6 and 7 are the most obvious, every single one of the MDGs have targets and indicators that cannot be reached without a greater focus on young women and girls, with an emphasis on the most marginalized and disadvantaged girls, a group that has been hard to reach thus far. A growing recognition of this fact is one of the factors that contributed to the UN Foundation’s decision to invest $65 million dollars in an adolescent girls’ agenda including support to the global interagency initiative: *Meeting the Development and Participation Rights of Adolescent Girls.*

All of the pilot programmes in this initiative have been completed and lessons learned compiled. One of the key lessons learned from the experience was that even the most successful of the pilots had difficulty reaching the most marginalized and disadvantaged girls – the very target group most affected by the poverty, inequities and underdevelopment that the MDGs target and, at the same time, the group possessing some of the greatest potential for accelerating the achievement of those goals.

#

**OBJECTIVES**

Following the completion of the global project *Meeting the Development and Participation Rights of Adolescent Girls,* in the first quarter of 2006, UNICEF in collaboration with UNFIP, UNFPA and Population Council organized a workshop in Dar es Salaam from 1-5 May, 2006 to consolidate lessons learned from this project as well as a number of other projects related to adolescent girls. The Tanzania Workshop was a step towards promotion of more effective adolescent girls’ programming within and among UN agencies and partners. The prime objective of the Workshop was to draw out key elements of potential programming guidance to aid country teams in creating new or adapting existing programmes towards meeting the rights and needs of the most marginalized and disadvantaged adolescent girls. This guidance is expected to draw from the lessons and experiences of country teams and UN agencies such as UNICEF, UNFPA, WHO, UNDP, UNESCO, UNAIDS, as well as NGO partners and research institutions like Population Council and it is to be based on a number of recent projects and two global interagency initiatives funded by UNF: ‘*Meeting the Development and Participation Rights of Adolescent Girls’* and ‘*Southern African Youth Initiative’* (SAY). The guidance and tool kit are expected to contribute to the rich body of frameworks and instruments developed for adolescent programming by identifying and prioritizing approaches to reach those adolescent girls who are most disadvantaged and most at risk.

**Specific workshop objectives included:**

* To share and review (new) experiences and lessons learned from project interventions, assessments and evaluations with a focus on the most marginalized and disadvantaged adolescent girls.
* Strengthen the existing partnerships and build new strategic partnerships for adolescent girls within the framework of the global commitments and joint UN country programmes.
* Contribute to evidence based advocacy for the most marginalized and disadvantaged adolescent girls
* Identify the core areas, within the spectrum of the rights, for future joint programming for and with the most marginalized and disadvantaged adolescent girls.
* Include adolescent views to ensure that agreed policies and strategies are based on their recommendations and experiences.

**PARTICIPATION AND METHODOLOGY**

The Workshop was organized by UNICEF in cooperation with UNFPA, UNFIP and the Population Council and was attended by 80 [representatives](Agenda%20%26%20List%20of%20Participants/List%20of%20Participants%20-%20Final.doc) from various other UN agencies, NGOs, government partners and adolescents from 15 countries. Seven of the ten UNF funded adolescent girls initiative projects and three of the eight *Southern African Youth Initiative* project countries were represented, including Bangladesh, Burundi, Burkina Faso, Benin, Botswana, Guatemala, Ethiopia, Jordan, Kenya, Malawi, Mali, Mongolia, Mozambique, Senegal, plus the host country office, Tanzania.

The Technical Workshop was preceded by a two-day Adolescents’ Forum that brought together 28 youth participants from 11 countries (*Bangladesh, Benin, Botswana, Guatemala, Ethiopia, Jordan, Kenya, Malawi, Mali, Senegal and Tanzania)* ranging in age from 14to 24 years old. The Adolescents’ Forum was held from 1-2 May to strengthen the capacity of the adolescents attending the meeting to participate on an equal footing with the adults attending the workshop from 3-5 May.

The Adolescents’ Forum provided time and opportunity for adolescents to share their experiences of participation in the pilot programmes and to begin to formulate their ideas about specific interventions that would be effective in reaching and working with marginalized and disadvantaged adolescent girls. A total of 17 languages were spoken by the young participants and despite the challenges presented by language issues, a clear consensus was reached on a number of key issues. All adolescents then participated fully in the technical workshop from 3-5 May and their views and recommendations are integrated in the findings of the Workshop.

 .

Each project attending the Workshop was chosen on the basis of specific strengths and lessons learned in the pilot stages of their projects that would assist in developing high quality programme guidance. The workshop agenda was therefore designed with initial ‘framework presentations’ (thematic) at the start of each session, followed by country presentations that exemplified best practice, most difficult challenges, and/or approaches used to overcome obstacles, particularly in relation to programming for the most marginalized and disadvantaged girls, or in relation to developing effective partnerships for implementing such programmes.

**AGENDA KEY ISSUES AND RECOMMENDATIONS**

Key issues were grouped under headings, reflected in the structure of the [agenda](Agenda%20%26%20List%20of%20Participants/Agenda%20-%20Final.doc):

1. Situation Analyses: Who are the most marginalized and disadvantaged girls
2. Programming Principles
3. Specific interventions: Livelihoods, social and legal support
4. Monitoring and Evaluation
5. Partnerships
6. Way Forward

The recommendations and lessons learned under each of these headings will be key elements of the programme guidance to be developed.

#

**SESSION I: Adolescents’ Forum – Key Outcomes**

Viewpoints and recommendations from the Adolescents’ Forum relating to the key issue areas arising out of the workshop have been included in the relevant parts of the report. Many of the adolescent participants commented on the value of their two-day forum prior to the Technical Workshop. The opportunity to share learning with projects with the same focus, but different structures, content and processes enabled participants to join in mutual assessments of their experiences. As identified in their final statement, cultural and social contexts in which work with adolescents’ takes place must influence the way programmes are set up and run. However there were some common concerns and overarching principles highlighted by the group, which were reflected in their lessons learned, recommendations and final statement to the Workshop.

Other key lessons learned related to the difficulty of ensuring full participation for young people who did not speak a national or international language. The workshop was greatly indebted to the Project Officers who attended the Forum with adolescents from their countries, many of whom undertook simultaneous translation throughout the workshop. Some of the language barriers were lowered through the use of non verbal workshop exercises, but generally the five-day workshop highlighted the importance of preparing for the participation of adolescents who do not speak national or international languages, particularly if the most marginalized and disadvantaged adolescents are to be involved effectively.

In one of the workshop activities, participants were asked to articulate their short and long term dreams for the future. The results from this exercise highlighted the nature of their key concerns as well as their hopes for the future, including:

* Empowerment and the protection of girls’ human rights in practical ways

## Girls discussing things concerning their future

* *Young people have the knowledge to protect themselves*
* *Breaking the chains that keep women constrained*
* *Women managing their own enterprises*
* *Freedom in decision making (including reproductive health)*
* *Increased independence*
* *No early marriage*
* *Adolescents are education on sexual health issues and adopt healthy behaviours*
* *Gender equality – girls happier*
* *Establishment of girls only clubs, by girls*
* *Youth protected and a world without the risk of HIV*
* *More recreational facilities for young people*
* *All girls have access to formal and non formal education*
* Greater involvement of youth in policy and governance issues

## Youth participation at all levels in adolescent projects

* *Meaningful participation and decision making in parliament*
* *Youth having a say in the development of their country*
* *Expand adolescent projects throughout country*
* *Schools, internet café and youth centre all together, with the ability to talk to peer educators globally*
* Eliminating violence, especially against girls and women

## Boys understand when girls say no, it means no

* *Elimination of abuse of girls/abolition of rape*
* *More cooperation between boys and girls*
* *Reduction of early pregnancy and HIV infection rates*

##### Lessons Learned:

The key lesson that adolescent participants highlighted was that the success of any project depends on real participation by adolescents at all stages: situation analysis, project planning, implementation, monitoring and evaluation. In order for this to be effective, it is important that good training is developed for peer mentors, educators, research workers and other young people involved in project work. Such training is most effective when it is planned over the longer term and includes regular update or refresher sessions. This participation is fundamental to good partnerships between young people themselves and between young people and adults or adult organisations; partnerships are key to constructive change.

Another important lesson learned was that many projects were able to work with the more easily accessible adolescents, who were usually relatively more mainstream or privileged. Participants felt that to work with the most marginalized and disadvantaged adolescents, a strong effort must be made to find out who and where they are and that programmes must go to those areas. In addition, some of the criteria for choosing peer educators and mentors (e.g. literacy levels) sometimes excluded the most marginalized and disadvantaged adolescent girls, so programme structures and content must be developed carefully to be inclusive rather than exclusive. This included some of the ideas about volunteerism. Volunteerism is an important idea and can work in many situations, but when working with the most marginalized and disadvantaged girls the lack of even minimal allowances or stipends often stops their ability to participate

In terms of programme content, the key areas for projects should include education, development of safe spaces for girls, anti violence work, and livelihoods. Yet when looking at issues of livelihood, it is important to protect all the rights of adolescent girls – social, economic, development and political.

Finally, in relation to future workshops on adolescent issues, it will be important to enable effective participation by adolescents by ensuring pre workshop forums or seminars such as the Adolescents’ Forum held in Tanzania. The capacity building and opportunities to formulate joint thinking are essential to their true participation in workshops with adults. In addition, the cultural evening held later in the workshop proved to be a strong team-building event and bonding event.

##### Key recommendations:

* Programmes for adolescents need to be increased in number, spread more widely and involve greater numbers of young people.
* The opportunity to meet and share learning with other adolescents is important.
* Projects for adolescents should be holistic – increased recreational opportunities and the creation of safe spaces for girls can be as important as peer education on sexual and reproductive health.

##

**SESSION II:**

**Situation Analysis. Who are the most marginalized and disadvantaged girls?**

## **Framework Presentation:**

## [The Girls Left Behind: the rationale for reaching them, their numbers, categories and the success of strategies to date](file:///E%3A%5CTANZANIA%20WORKSHOP%20CD%5CTanzania%20Workshop%20Presentations%5C2.%20J%20Bruce.ppt)**.**  Population Council

**Country Presentations:**

* [*Comparative description of girls & boys by age, gender & marital status, social and family life, livelihood interests and skills*](file:///E%3A%5CTANZANIA%20WORKSHOP%20CD%5CTanzania%20Workshop%20Presentations%5C3.%20N%20Shafique.ppt)*.* UNICEF, Bangladesh
* [*Domestic workers: social, economic and psychological situation and their path to domestic work*](file:///E%3A%5CTANZANIA%20WORKSHOP%20CD%5CTanzania%20Workshop%20Presentations%5C4.%20A%20Sow.ppt)***.*** UNICEF, Mali
* [*Social isolation & health risks of married girls*](file:///E%3A%5CTANZANIA%20WORKSHOP%20CD%5CTanzania%20Workshop%20Presentations%5C5.%20L%20Saloukou.ppt)*.*  Population Council, Burkina Faso

The Population Council presentation began by highlighting the importance of investing in adolescents, both as a development and social justice strategy, but also in order to reach key millennium development goals, including:

* + universal primary education (the most underserved sector of the population being rural girls)
	+ reducing maternal mortality/infant mortality (addressing disproportionately high deaths of young and/or first time mothers)
	+ reducing HIV/AIDS infection and impact (76 percent of HIV infected young people in sub Saharan Africa are girls)
	+ reduction of poverty (reversing trend of ‘feminisation’ of poverty, recognising that increased female control of income has greater socio economic returns than comparable income controlled by males)
	+ promotion of gender equality (including the importance of countering gender based violence that has been shown to contribute to maternal mortality and HIV infection)

The presentation highlighted some of the categories of girls that projects had found hardest to reach (see list below) and argued for early intervention to prevent the loss of the rights, opportunities and development potential of the most marginalized and disadvantaged girls. Arguing that mainstream youth, health and development strategies to date have not effectively identified or involved these groups of girls, the presentation then highlighted some of the more successful strategies for reaching these girls, as identified through the experiences of the UNF adolescent girls initiative projects.

The country presentations focused on how they had identified the groups of girls they realised they were not reaching, including the structure and content of their situation analyses, the ways in which they had adapted practice based on their ongoing findings and how their projects worked specifically.

The Bangladesh team presented their situation analysis and the design of their baseline survey, plus a description of youth disaggregated by age, gender, marital status, social factors, family contexts and livelihood skills. They discussed how a strong situation analysis guided the development of an appropriate and effective strategy. The team also emphasised the importance of participation in the situation analysis of all project stakeholders.

The Mali team presented their findings from their project with young domestic workers, focusing on how they identified this group as marginalized and not reached by most programming and how they structured their situation analysis. They also presented the particular social, economic and psychological contexts within which the girls operated and the challenges in reaching and working with them effectively.

The Population Council’s presentation from Burkina Faso focused on the extreme vulnerabilities of young married girls who are under represented and sometimes entirely absent from youth based and more generic development, health and other social interventions, despite increasing evidence of comparatively higher rates of gender based violence, higher rates of HIV infection and greater rates of maternal mortality. They highlighted some of the strategies they had used to focus attention and resources on this group of girls. This included the development of a cadre of female health workers and the creation of ‘married girls clubs’ that provided opportunities for them to meet, learn functional literacy and numeracy and link into other generic health and development programmes.

##### Key Issues and Lessons Learned

All the presentations highlighted both the common issues facing adolescents as well as the considerable diversity of issues they faced. There was agreement that many of the UNF funded projects found it difficult to reach the most marginalized and disadvantaged girls in their communities. Programmes that targeted girls or adolescents generally tended not to be known by the most marginalized girls or could not reach out to those most disadvantaged. Although many of the girls that took part in the pilot projects were disadvantaged relative to the boys in their communities and nations, projects reported that unless special frameworks were put in place, the most marginalized girls were unlikely to be reached. Many of the projects were situated in urban areas, making it more difficult to reach adolescents in rural or isolated areas. Additionally, many projects found it had been easier to reach urban, educated adolescents, often older and male, who had greater or easier access to initiatives. Some projects were able to describe the methods they used to change the focus of their projects once such flaws were identified.

The most marginalized and difficult to reach groups of girls vary according to local

and national contexts but include:

* Younger out of school adolescents (10-14)
* Young adolescent girls living with one or no parent
* Girls living in rural, remote or isolated geographic areas
* Married adolescent girls
* Girls living in areas where child marriage is accepted
* Adolescent mothers
* Adolescent commercial sex workers
* Out of school and illiterate girls
* Girls from indigenous groups or minority ethnic groups
* Girls who do not speak the ‘official’ language of the country, a national or international language
* Adolescent girls with minimal social networks
* Girls from socially conservative families
* Domestic workers
* Migrant girls and those separated from their families
* Refugee or internally displaced girls

There is a lack of reliable, gender disaggregated data on adolescents. A key issue about the identification of the most marginalized girls was the limited availability of appropriate tools to assist the identification process. Many situation analyses tools have not been designed to collect the type and quality of information that will help identify and then reach the most marginalized or disadvantaged girls, who thus fall off the radar of formal or informal interventions. Such tools need to formulate the types of questions that will bring to attention those groups of adolescents who might otherwise be over looked.

It is equally important to ensure that the people conducting such situation analyses are able to speak to the girls directly, which will involve various types of contact with their gatekeepers. The involvement of peers in data collection is one promising method employed. Innovative methods of identifying, learning from and working with highly marginalized populations of adolescent girls were highlighted in Mali, Ethiopia, Bangladesh, India and Burkina Faso. The involvement of more marginalized adolescents in programme planning will mean building in appropriate time to develop their skills and engage them in the programmes, as well as necessitating greater spending on programme development. Many donors in the development sector do not provide funds for programme planning/development, resulting in top down programming which is not realistic and not effective.

**Key Recommendations:**

* A great deal more information is needed on identifying and reaching the most marginalized and disadvantaged adolescent girls, both in country contexts and internationally. This calls for some in depth research studies in addition to the situation analyses that are carried out for specific projects.
* Ways must be found to enable the types of questions that will unearth the most marginalized and disadvantaged girls to be integrated into general situation analyses carried out by UNICEF and other UN agencies. This includes more sensitive questions to find such girls wherever they are, in addition to the situation analyses carried out for specific groups and projects.
* Projects aiming to work with adolescent populations must be specific in identifying particular groups of marginalized girls within this population in order to ensure that they reach all adolescents and not just those with easy access to resources and information.
* Greater resources should be made available to enable a greater number of projects to focus their interventions on reaching the most marginalized and disadvantaged girls. This must include involving vulnerable adolescents in programme planning, especially marginalized girls, and spending greater resources on programme development.
* Train more adolescent girls to participate in research

**SESSION III: Programming Principles**

# Framework Presentations

* [*Human rights based approach to programming*](Tanzania%20Workshop%20Presentations/6.%20R%20Chorlton.ppt)*.* UNICEF, Tanzania
* [*Moving from evidence to strategic programming: learning about and from girls and turning it into plans: an example from Ethiopia*](Tanzania%20Workshop%20Presentations/7.%20A%20Erulkar.ppt)*.* Population Council

## **Country presentations:**

## [Creating safe spaces for the development and participation of adolescent girls, especially the marginalized groups](Tanzania%20Workshop%20Presentations/8.%20Z%20Nasser.ppt). UNICEF, Jordan

## [Creating safe spaces and supportive spaces for girls: social, peer and mentoring support](Tanzania%20Workshop%20Presentations/9.%20M%20Ruiz.ppt). Population Council, Guatemala

## [Building girls social assets: girls centred HIV prevention](Tanzania%20Workshop%20Presentations/10.%20P%20Chakholoma.ppt). UNICEF, Malawi

The UNICEF presentation on human rights based approach to programming (HRBA) focused on outlining the importance of a human rights approach to programming for the most disadvantaged and marginalized girls. Such an approach would emphasise the principals of universality, non discrimination, participation, accountability and the best interests of the child, to guide interventions.

The Population Council presentation focused on their work in Ethiopia and how they had used work with adolescents to develop better information on the situation and concerns of girls. They outlined how such information was then used to develop and implement strategic and innovative programme interventions.

The Guatemala team described how their project had used educational and health data to locate and reach the most marginalized and disadvantaged girls, in this case, often girls from rural, indigenous populations. A highlight of their programme was a process of peer mentorship, which included the creation of a cadre of mentors drawn from the small group of Mayan girls who had graduated from high school, and the creation of weekly girls’ clubs with a focus on building self confidence and skills.

The team from Jordan described their Adolescent Friendly Youth Centres programme that revitalised the use of youth centres. The programme worked to make the Youth Centres, which tended to serve a largely male population, more relevant to girls and more utilised and more engaging to female adolescents and their communities. The creation of sports and recreational opportunities for girls and peer education activities were key elements of the intervention which is still very new and being piloted in 6 centres in the country (three exclusively for girls and three exclusively for boys), with a view to a wider spread if successful.

The Malawi team presented their holistic approach to adolescent reproductive and sexual health work, a project that sought to improve the development and participation rights of girls. Focusing on building social and economic assets for girls, the project managed to increase the number of clubs working with young people and the participation by girls in the clubs from 28% to 64%.

**Key issues for effective programming:**

* Meaningful participation at all levels of programme development, implementation and evaluation;
* Specific age appropriate programming;
* The development of safe spaces – physical and emotional – for girls;
* Girls’ only activities as a method of increasing levels of participation(as in Bangladesh, Benin, Burkina Faso and Guatemala).

Holistic and cross cutting approaches proved to be more effective programming interventions than single focus work. While sexual and reproductive health information and work was important, it is crucial that work with adolescent girls be more comprehensive and includes:

* A wide range of accurate and interesting information
* Personal, social and economic capacity building
* Development of enabling environments whatever the programme focus
* Peer support
* Educational and vocational activities
* Sports and recreational activities
* Mentorship and development of leadership skills (Malawi, Egypt, Jordan, Guatemala)
* Community participation
* Advocacy, policy dialogue, legislative activity and redress

##### Lessons Learned:

Participation as a principle, a right and a programmatic intervention was highlighted in the discussions, as was the importance of investing early in programmes for the most marginalized and disadvantaged girls. Working with older adolescents often involved redressing issues and situations, whereas early interventions could protect and promote the rights and well being of girls before they had been violated or denied. Best practice suggests that it is important to engage with parents, communities, leaders and influencers, religious authorities etc., but placing adolescent girls at the centre of programme design, and recognizing that implementation and monitoring is crucial for success. Policy development and dialogue and advocacy, at local, national and international levels, are key to complement activities with adolescents if real promotion of their development and participation rights is to be achieved.

Successful implementation of projects that focus on the most marginalized and disadvantaged populations are dependent on community mobilization and involvement - including political and social leaders, religious figures, parents, school teachers, health workers - from the early stages of the project (Ethiopia, Kenya, Senegal and Malawi). A clear evidence-based picture of these girls’ lives discussed with stakeholders enables a better appreciation of the rights, needs and concerns of vulnerable adolescent girls. Such community involvement is key to sustainable projects.

**Key Recommendations:**

* Case studies should be written and disseminated showing the practical application of human rights based approaches to adolescent programming. These should include case studies of programmes that are reaching marginalized girls effectively.
* Agencies should recognise that the content of work with adolescent girls must be much wider than the more traditional sexual and reproductive health work. This should be shown in programme guidance that emphasises safe spaces for girls, age appropriate schooling (beyond primary), life skills that build personal, social and economic capacity, leadership skills, the link between personal behaviour change and societal change, and a role for sports and recreational activities for girls.
* Greater attention should be paid to partnerships with community-based organizations and across sectors in order to enhance effective holistic approaches to work with girls.

**SESSION IV: Specific Interventions: Livelihoods, Social and Legal Support**

# Framework Presentations

## [Developing appropriate livelihoods and financial literacy for disadvantaged adolescent girls](Tanzania%20Workshop%20Presentations/11.%20J%20Bruce%20%28day%202%29.ppt). Population Council

## [Pursuing girls’ rights as individuals: when the social protection fails](Tanzania%20Workshop%20Presentations/12.%20F%20Mohamed%201.ppt). Equality Now

## **Country presentations:**

## [Livelihood skills for adolescent girls with reference to the contrast between urban schoolgirls and rural out of school girls.](Tanzania%20Workshop%20Presentations/14.%20R%20Babagbeto.ppt) UNICEF, Benin

## [Appropriate livelihood skills for poor rural girls](Tanzania%20Workshop%20Presentations/15.%20N%20Shafique%20%28day%202%29.ppt). UNICEF, Bangladesh

## [Adolescent girls need for social support and savings as part of effective livelihood strategies](Tanzania%20Workshop%20Presentations/16.%20E%20Mukami.ppt). K-Rep, Kenya

Livelihoods work with adolescent girls is one of the areas where least is known about good practices, good programming, reach and impact of work – yet this is an area of programming that is likely to have high returns in protections for girls. Adolescent and adult participants emphasised the potential role of livelihoods work in pulling girls out of poverty and disadvantage and the importance of age appropriate financial literacy approaches. At the same time, the tension between inappropriate or even dangerous work, the social and economic rights of adolescents and the social and economic pressures faced by girls, often leading to child labour issues, produce a daunting conundrum.

The Population Council presented Amartya Sen and Chambers’ definition of livelihoods as ‘the capabilities, assets (including both material and social resources) and activities required for a means of living’ that encouraged a consideration of livelihoods as a conceptual approach that extends a holistic framework to work with adolescents. This conceptualisation reduces the tension between livelihoods work with adolescents and the protection of their rights, highlighting the role of building assets to reduce vulnerabilities and expand opportunities for young people. Thus livelihoods work was defined as asset building for girls in four areas:

***Human Assets: Social Assets:***

Skills and knowledge Social networks

Ability to work Group membership

Good health Relationships of trust

Self esteem Access to wider institutions of society

Bargaining power Freedom from violence

Autonomy

Control over decisions  ***Financial Assets:***

Cash, savings etc

***Physical Assets*:**

Land, housing, transport etc

When cultural and social protection processes fail, social and legal protections and redress became particularly important. Such legal redress can be used to fuel further advocacy and action for the protection of the rights of girls and women. By presenting a specific case of how multiple attempts at abduction marriage impacted the life, and family, community of one adolescent girl, Equality Now illustrated the strengths, fragilities and potential impact of legal protections and redress on individual girls and their communities.

The country team from Benin presented a strategy for reaching out of school girls through professional training and micro finance. The team highlighted the attractiveness of potentially greater economic independence for some of the most disadvantaged girls and outlined the different approaches that the project had to develop to meet the different contexts of rural and urban girls.

The Bangladesh team generated considerable interest through their presentation about their livelihoods work, including a very innovative and practical approach to marketing issues that emphasised the importance of establishing links between the project and the wider market. Their use of data collection to influence the development and re shaping of the project illustrated the importance of ongoing application of lessons learned in strengthening programmes.

The Kenya team presented their lessons learned in the implementation of the project ‘TRY’, which found that social support and savings (rather than micro loans) were the most important elements of livelihood work with adolescent girls.

**Key issues regarding livelihoods work:**

* Protection of social and development rights of adolescents – how might social support and skills building projects become a means for protecting adolescents from exploitation?
* Protection of the legal rights of adolescents (Ethiopia)
* Ensuring work on all aspects of asset building – social, personal and economic
* Ensuring age appropriate interventions – livelihoods work with seventeen year olds will be very different to that with 12 year olds (Kenya)
* Ensuring real economic stability for older adolescent girls (Bangladesh)
* Importance of sharing lessons
* Importance of social and legal safety nets for the protection of girls

##### Lessons Learned:

It is particularly important in livelihoods work that age appropriate activities are implemented, to ensure that the rights to education for younger adolescents are protected and that the potential tensions between child labour and exploitation and livelihoods initiatives are appropriately handled. Livelihoods work with adolescents needs to be developed in its own right rather than simply attached to livelihoods work with other populations.

Donors need to consider funding skills development projects that do more than raising chickens or producing seamstresses. The BRAC example in Bangladesh for training girls for work in service industries, as school teachers, accountants and nurses etc is a powerful argument for more innovative approaches to livelihoods skills building and training. That work shows also that when appropriately handled, private sector partnerships in livelihoods work can be flexible, fast, and offer longer term sustainability advantages.

# Key Recommendations:

* UN agencies and key child protection agencies should develop programme guidance that addresses specifically the tensions between some concepts of livelihoods work and general child protection and child rights issues.
* UNICEF should develop and issue guidance to country offices on age and gender appropriate livelihoods work and linkages/tensions with child labour issues and campaigns.
* Programme guidance should include a range of age appropriate financial literacy and livelihoods’ skill building.
* Innovative models must be documented and evidence based results taken to policy level.

**SESSION V: Monitoring & Evaluation**

# Framework Presentations

* [*Analysis of vulnerabilities at national level*](Tanzania%20Workshop%20Presentations/17.%20N%20Gasman.ppt)*.* UNFPA, Guatemala.
* [*Measuring effectiveness and coverage of adolescent girls programs and identifying meaningful indicators of programme performance*](Tanzania%20Workshop%20Presentations/18.%20A%20Erulkar.ppt)*.* Population Council

## **Country presentations:**

* [*Monitoring tools to re-orient existing programs*](Tanzania%20Workshop%20Presentations/19.%20S%20Mohamed.ppt)*.* UNICEF, Ethiopia
* [*Evaluate the impact of the life skills program*](Tanzania%20Workshop%20Presentations/20.%20A%20Seck.ppt)*.* UNICEF, Senegal
* [*Defining girls’ unmet needs for safety*](Tanzania%20Workshop%20Presentations/21.%20C%20Sakwa.ppt)*.* Binti Pamoja Project, Kenya
* [*Evaluation of the youth project on sexual and reproductive health of youth people living in IDP camps*](Tanzania%20Workshop%20Presentations/22.%20Y%20Magonyagi.ppt)*.* UNFPA, Burundi

Effective monitoring and evaluation is crucial to the shared success of any intervention. The lack of widespread disaggregated data on the quality, content and impact of work with the most marginalized and disadvantaged adolescent girls is a reflection of both a lack of rigour and innovation in the planning stages of such work, but also in the monitoring and evaluation processes later undertaken. Yet the presentations of the work of UNFPA in Guatemala and other parts of South America, and the Population Council work in Ethiopia and other parts of Africa showed how valuable good monitoring tools and evaluation frameworks can be to programming and suggested specific indicators that could be used to define the timeframe and social dimensions of girls’ vulnerability and the degree to which current programmatic efforts reach these girls. Good evaluation informs about successful interventions: who has been reached; who has not; what has been implemented; what has worked; key challenges and obstacles etc.

The Ethiopia team presented their work in using studies (including two by the Population Council and the Ethiopian Public Health Association) to re-orient existing programmes and more effectively reach the most marginalized groups of adolescents. Their programme now includes life skills, youth dialogue and youth programming elements, with vocational training, income generating activities and capacity building aspects focusing on training members of Anti AIDS clubs and youth associations in areas such as life skills, peer education, facilitation, club management and peer leadership, planning, monitoring and evaluation. Programme activities led to the recognition of a need for a youth implemented youth situation analysis, with the results incorporated into the new UNICEF country programme.

The Senegal team presented the results of their evaluation of the life skills component of their project, confirming the positive impact of the intervention. Their efforts to develop and integrate participatory methodologies and include adolescents in the research phases of project planning highlighted the potential benefits of such an inclusive approach, while showing the difficulties of ensuring agency wide incorporation of such values and approaches.

Binti Pamoja presented the mapping of safe spaces for adolescent girls in the biggest slum area of Nairobi, Kibera and the impact of that work on their focus population.

UNFPA from Burundi presented the evaluation of their sexual and reproductive health work in internally displaced persons camps, highlighting the special concerns and needs of young people in or on the edge of conflict situations.

**Key issues:**

* It is important to monitor throughout the life of the project and to undertake evaluations in the early stages of the programme as well as towards its conclusion
* Evaluations should cover use of resources and control of budgets as well as beneficiary benefit, programme impact, project design and delivery
* There is a lack of meaningful indicators to measure work in many adolescent programmes
* Inadequate data are collected on marginalized girls
* There are low rates of participation by youth in monitoring processes and in decision making bodies
* It is important to involve adolescent girls in developing monitoring frameworks, conducting surveys, analysing data and disseminating information
* Information collected is inadequately disseminated

An element that became clear during the workshop was that routine methods of reporting for projects are very boring for adolescents. There is a need to develop more creative, innovative and interesting ways of monitoring and reporting on adolescent projects. Some ideas include the more regular use of new media, audio-visual technology, drama and oral traditions to provide more realistic and interesting reports.

**Key Recommendations:**

* Programmes should set specific goals for girls’ participation and anticipated outcomes for girls.
* UNICEF, UNFPA and other UN agencies should study and consider the use or integration of adolescent monitoring and evaluation tools developed with marginalized girls in mind, with the intention of strengthening the generic evaluation processes of their agencies.
* Lists of age and gender specific and meaningful indicators (including, for example, indicators for physical and psychological security, levels of meaningful participation etc) should be developed for adolescent programming.
* Information on programmes successfully engaging marginalized girls should be better disseminated within and between agencies and organisations.
* Data that is available within certain organisations should be framed for wider understanding and disseminated throughout the UNF-funded projects and more widely.
* Participatory monitoring and evaluation tools should be documented and integrated into more generic evaluation methods.
* Agencies should use early assessments to help reshape programmes of work with adolescents.
* Monitoring and evaluation is a key component in programming for adolescent girls.
* Several countries collect data for age 15-49 yrs for social, economic, and health studies. The age range for such studies needs to be brought down to 10 years to include information on younger adolescents and also to be broken down into smaller age groupings, for example 10-14, 15-19.

**SESSION VI: Partnerships**

# Framework Presentations

* [*Investment in adolescent and youth development*](Tanzania%20Workshop%20Presentations/23.%20E%20Malangalila.ppt)*.* World Bank

## **Country presentations:**

* [*UN collaboration towards the prevention of HIV transmission among adolescent girls*](Tanzania%20Workshop%20Presentations/24.%20M%20Relano%20%26%20M%20Mbazima.ppt)*.* ***UNICEF & UNFPA, Mozambique.***
* [*Collaboration towards the promotion of adolescent participation*](Tanzania%20Workshop%20Presentations/25.%20E%20Batjargal.ppt)*.* UNICEF, Mongolia.
* *Youth Participation.* UNICEF Tanzania.
* [*Partnerships between boys & girls.*](Tanzania%20Workshop%20Presentations/26.%20O%20Batsetswe.ppt)UNICEF, Botswana

The interagency nature of the funding provided in the UNF *Meeting the Development and Participation Rights of Adolescent Girls* Initiative gave a positive impetus to constructive and new partnerships, which were seen to be growing even as the funding for the programme was winding down. This focus has strengthened a basis for advocacy partnerships as well as programmatic collaborations on work with adolescent girls and is evidenced by the interest being shown in this agenda by agencies such as UNIFEM and the World Bank, amongst others.

The World Bank emphasised the increasing recognition of the importance of investment in adolescents, as indicated by developments such as the World Bank World Development Report 2007 being focused on young people. Their recognition of the importance of this age group has been fuelled by demographic factors including the growing proportion of the population made up by this age group in developing countries, as well as statistics in areas such as the growing infection rate of HIV/AIDS in girls aged 15-24 and the increasing numbers of child headed households in the countries most affected by HIV/AIDS. At the same time there is recognition of the centrality of this age group to efforts to control the spread of this and other diseases as well as the role of adolescents in spurring economic growth and social stability. There is a growing consensus that investing in children and youth in the areas of education and health is paramount to sustainable development and that investment in girls is a key strategy for reducing poverty and improving the social and other outcomes for developing countries.

The Mongolia team presented an example of very successful interagency collaboration on the planning and implementation of adolescent programming. Important to this success was the role played by the government as a facilitator and coordinator of a varied range of partners. This factor highlighted the importance of government buy-in and the strength of having recognised coordination of a single focused but multi-agency initiative.

UNFPA and UNICEF in Mozambique presented their multi-agency project that had been funded through the UNF SAY initiative, coordinated by UNAIDS and implemented through a number of partners including national and local partners as well as UNFPA, UNICEF, UNDP, and UNESCO. The presentation highlighted the importance of beginning and end baseline data and of clear understandings and agreements by all project partners on not only respective responsibilities for project implementation, but also for shared understandings of assessment methodologies and indicators.

Adolescents from the UNICEF Tanzania work presented their work on participation issues, highlighting the importance of meaningful involvement at all stages, use of information to shape work, importance of a rights framework to guide the work, and the role of different types of partnership for effective adolescent work.

The team from Botswana described the changing nature of their project, which started as a girl focused initiative but was enlarged to become a girls/boys partnership model, reflecting the project approach that boys should be seen as key allies and strategic partners in projects looking to the development and empowerment of girls. The Botswana model focuses on HIV/AIDS interventions and the initiation of child centred cycles of support providing basic needs and psychosocial support to children and adolescents.

Another focus of this session was on the different types of partnership undertaken under the auspices of the initiative and the lessons to be learned for future work. Examples were put forward of the different types of partnerships:

* Between adolescent groups
* Between girls and boys
* Between adolescents and adults in communities
* Between adolescents and adults in projects and programmes
* Between UN agencies
* Between UN agencies, national governments and civil society
* Between international, national and local NGOs

Some of the more successful partnerships between adolescents and adults in communities and in project settings took place where there had been extensive training and orientation for young people themselves and for adults. Jordan provided an excellent example of training (different types) for both their peer educators and youth club facilitators and the adults in the communities surrounding and involved in the revitalisation of the clubs. Ethiopia is emphasising the important role of substantive training for adolescents in their Anti Aids Clubs. These are not short term processes and inadequate training for youth or orientation for adults can undermine the success of the programme.

##### Lessons Learned:

The interagency partnerships offered a host of lessons. UN agencies appear more used and better able to handle partnerships with governments or NGOs than with their UN counterparts. The programme partnerships and processes were implemented differently in the various countries, with varying degrees of success and difficulty. However, some of the common lessons learned were:

* Countries where the government played a strong role in the partnership seemed to have stronger coordination
* Systematic and regular coordination meetings between partners is needed
* Common programme objectives should be developed for all partners at the design stage of the process to include jointly agreed indicators for monitoring.
* Programmes with dedicated coordination persons were more smoothly managed
* Interagency partnerships enabled different organisations to work to their organisational strengths and institutional mandates. However. in order for projects not to be developed in an ad hoc manner, it was crucial that clear understandings of the roles of different organisations in the adolescents programme was made clear at the design phase of work. Countries that formalised such understandings with tools such as Memorandums of Understanding found that greater clarity helped strengthen the programmes.
* Programmes where adolescents became partners only at the point of implementation sometimes did not reach the segment of the population that programme implementers had been targeting.
* Media partnerships can convince the governments to give more attention to adolescents as a special group.

**Key Recommendations:**

* Stronger partnerships with adolescents and adolescent organisations might assist agencies to consider adolescents as active partners in development rather than as a source of problems.
* Important lessons learned from the UNF funded initiative should be fed into the World Bank World Development Report 2007.
* Future interagency initiatives should take note of the need for establishing concrete coordination mechanisms, MOUs, joint expectations and assessment methodologies.
* UN agencies have to develop common objectives for implementation through joint in-depth research.

**SESSION VII: Way Forward**

# Framework Presentations

* [*Approaches for the next generation of programming for adolescent girls*](Tanzania%20Workshop%20Presentations/27.%20K%20Gamble-Payne.ppt)*.* UNFIP
* *Prospects of working with UNICEF to address the rights of adolescent girls.* UNIFEM

The presence of agencies such as the World Bank and UNIFEM further strengthens the work for adolescent girls. UNIFEM presented some of its complementary work and is considering how to strengthen the adolescent component of its work with other agencies, looking at specific areas of CEDAW and the CRC that overlap. UNICEF’s great strength in the application of the CRC has been predominantly with younger children, but could be harnessed to promote the rights of adolescent girls more strongly.

UNFIP emphasised that there is currently a prime opportunity to promote and accelerate work with adolescent girls. The UN agencies that have been involved in this UNF funded initiative must use their resources, strengths and challenges encountered to influence the current discussions on reaching the Millennium Development Goals. The changing international aid context, the UN reforms and current campaigns in support of accelerating progress to reaching the MDGs provide this opportunity and those agencies with some experience of working with adolescent girls, particularly the most marginalized and disadvantaged, are in a position to use that experience to influence planning, implementation and outcomes of efforts to achieve the MDGs. The experience of the UNF initiative projects has shown that it is both desirable and possible to move from a concept of vulnerability to one of specific assets, in relation to adolescent girls. However, the case needs to be made more widely for investment in adolescents.

##### Key Recommendations:

* Develop programme guidance specific to marginalized, disadvantaged girls that includes implementation standards as well as plans for dissemination and utilization of the guidance framework.
* Develop ways of ‘telling the story’ of the successes and challenges of the UNF adolescent girls initiative.
* Develop joint guidance on directing greater resources to this age group.
* Prepare a document that makes the argument for ‘working with MDGs to reach the MDGs’.
* Devise mechanisms for engagement and mobilisation of countries with large adolescent populations such as Pakistan, India, China, and Indonesia.

*OVERARCHING RECOMMENDATIONS*

Call for Investment

The overarching recommendation from the workshop was a call for the UN system and its partners to recognise that working with the most marginalized and disadvantaged girls is crucial to the achievement of the Millennium Development Goals. That recognition should be reflected in all work (research, implementation, financing and monitoring) of the UN agencies and in all efforts related to the achievement of the MDGs.

**Inter-agency Programming Guidance**

The second overarching recommendation was the need for clear interagency programming guidance specific to work with the most marginalized and disadvantaged adolescent girls to complement the existing frameworks and instruments for adolescent development and participation programming. Such guidance needs to be an interagency effort, in addition to its integration into individual agency policy and programmes.

**Adolescent Participation**

The third overarching recommendation was for adolescents to be involved meaningfully in all stages of project work: research, planning, implementation, monitoring and evaluation. The workshop continually affirmed the value of such involvement. This will require the development of realistic strategies for engaging marginalized and disadvantaged girls, who are often not in school and not in reach of most youth fora.

Partnerships

The final overarching recommendation was for better recognition of the importance of partnerships of all kinds, starting with partnerships with adolescents and working through partnerships with family members, communities, national and international agencies through to governments and intergovernmental organisations. Such partnerships could provide ways of incorporating learning about working with adolescents and the promotion of their development and participation rights into national development plans, poverty reduction strategy papers and regional and international development strategies.

Evidence Based Advocacy

A tentative agreement has been reached on the process leading to the promotion of programming for the most marginalized and disadvantaged girls at the global, regional and country levels including the development of inter-agency programming guidance. It was argued that more evidence based experiences should be drawn specifically from the region of Latin America and South Asia with distinctive issues and good lessons learned related to adolescent girls.

**Private Sector**

There is available funding for adolescent girls from various private and corporate donors that should be utilized for the benefit of scaling up of good practices. The development of joint programme guidance and dissemination of case studies illustrating the value, challenges and outcomes of working with the most marginalized and disadvantaged girls will assist in directing such resources effectively to work with adolescent girls.

# Adolescent Declaration

***“Reaching the MDGs*** *(Marginalized and Disadvantaged Girls)*

***to Achieve the MDGs*** *(Millennium Development Goals)”*

Dar Es Salaam, Tanzania

5 May, 2006

We, the adolescents, peer educators from Bangladesh, Benin, Guatemala, Jordan, Kenya, Malawi, Senegal and Tanzania, met in Dar es Salaam and after deep thoughts and discussions have realised that:

In order for different programmes such as livelihood, violence against adolescents, HIV/AIDS, early marriage, early pregnancy and identification of vulnerable girls and their needs to succeed, there must be cooperation among all the stakeholders.

It is high time for the community, government, international development partners, civil societies and the adolescents themselves to come together and work in an equal partnership with trust, transparency, accountability, responsibility and support, so as to ensure sustainability of the programmes.

We appreciate the initiatives taken by the adults at different levels, targeting to act as a solution for the problems facing the adolescents. But we call for the adults at all levels to involve the adolescents in all levels of participation and decision making from planning, implementation, monitoring and evaluation. And the recognition of the adolescents as a special group.

In safeguarding the interests of young girls, we ask for the identification of the vulnerable girls through researches conducted by the adolescents themselves, and later capacity building on life skills and entrepreneurs so as to help these girls manage their lives.

We believe that, together we can make it and if we stand as one, we can conquer all and make the world a better place for all of us. So, let us utilise the ideas we have got from our colleagues and implement them in our countries.

Play your part and be the change you want.