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Scaling for change: Strategic investment in the poorest girls in the poorest communities

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Scaling for Change Strategic Investment in the Poorest Girls in the Poorest Communities

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Why Girls? Investing in girls is essential to achieving the MDGs and rebalancing the population resource equation



Which Girls?

We have the data to target regional hotspots with the poorest girls and highest ROI



When to Intervene?

AHEAD of the curve and EARLY enough to make a difference



What Is Needed?

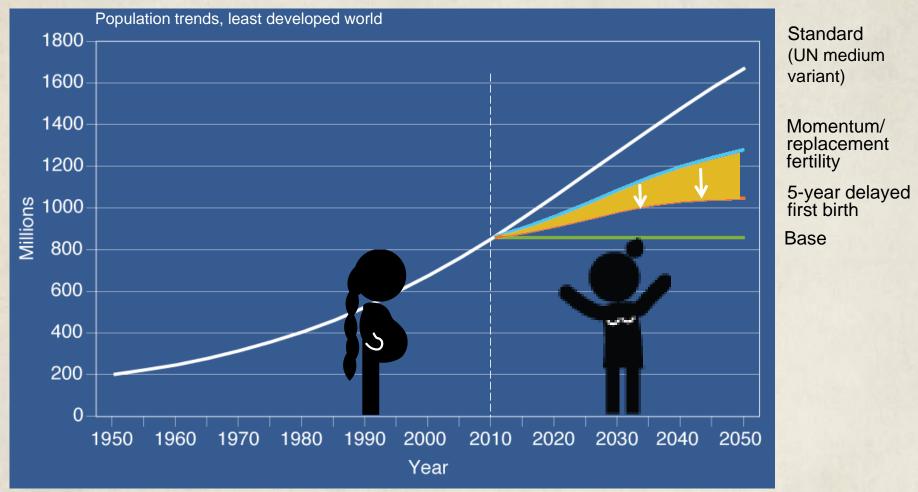
Communities to fulfill their commitments to provide core social, health, and economic assets and social programs to ensure girls' ability to claim them





Why Girls?

Investing in the poorest girls so they may hold on to their childhood and defer childbearing past adolescence is a **GOOD** in and of itself and could reduce population size by 18 percent, or 224 million, a full 39 percent of the anticipated increase



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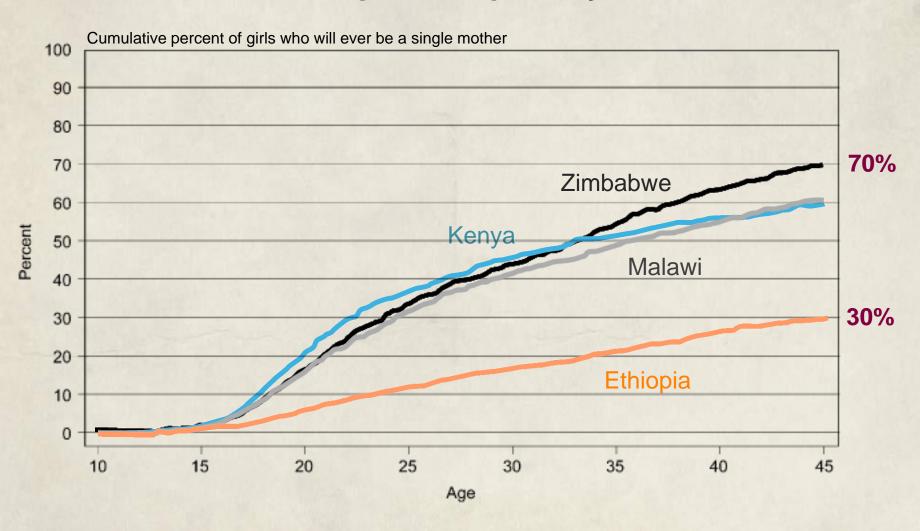
Sources: UN 2009; Bongaarts 2011 (analysis).

Also see Bruce, Judith and John Bongaarts. "The new population challenge." In Laurie Mazur (ed.), A Pivotal Moment: Population, Justice, and the Environmental Challenge. Washington, DC: Island Press.



Why Girls?

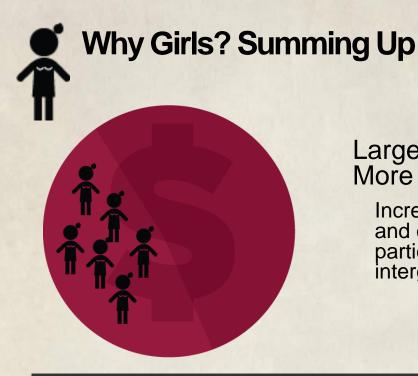
A high proportion of girls will become **single mothers** Failure to invest in them is **planned poverty**



Source: Clark, Shelley and Dana Hamplova. 2011. "Single motherhood, poverty, and child mortality in sub-Saharan Africa: A life course perspective." Annual Meeting of the Population Association of America, Washington, DC, 31 March.



With support from Population Council and Nike Foundation.



Larger economic pie + More equitably distributed

Increase productive capacity and expand economic participation and intergenerational investment

Ν



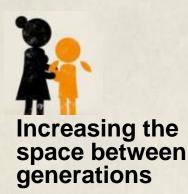
Reduce the dependency burden by increasing age at first birth and reducing poverty-driven demand for children D





Which Girls?

We have the data to find at-risk girls who, with investment, provide our best bet for:





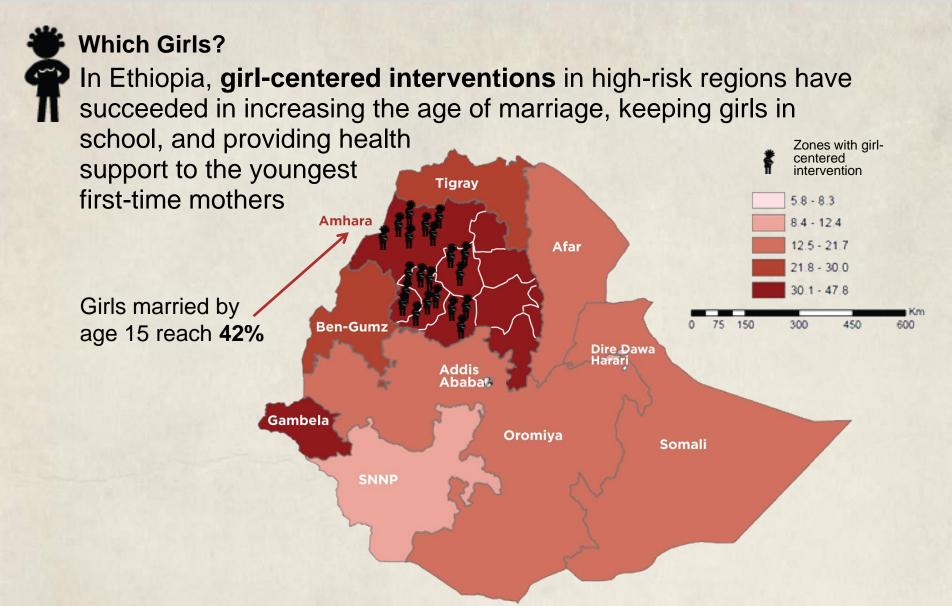
Fostering sustainable expansion





More equitable sharing of income and increased intergenerational investment





Sources: Erulkar, A. and E. Muthengi. 2009. "Evaluation of Berhane Hewan: A program to delay marriage in rural Ethiopia," International Perspectives on Sexual and Reproductive Health 35(1) 6–14.

Erulkar, A. and E. Muthengi. forthcoming. "Building programs to address child marriage: The Berhane Hewan experience in Ethiopia," unpublished Population Council/UNFPA report. Addis Ababa.



When to Intervene? EARLY enough to keep girls in school and build their

health, social, and economic assets

100 90 In school 80 70 60 Percent 50 40 30 20 Married as a child 10 Has child 0 10-11 12 - 1314-15 16-17 18-19 Age

Percent of Guatemalan girls ages 10–19, by outcome

Source: Hallman, K., S. Peracca, J. Catino, M.J. Ruiz. 2005. "Causes of low school achievement and early transition to adulthood in Guatemala." New York: Population Council.

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When to intervene? We need to invest AHEAD of the curve

Girls begin dropping out of school at the onset of puberty

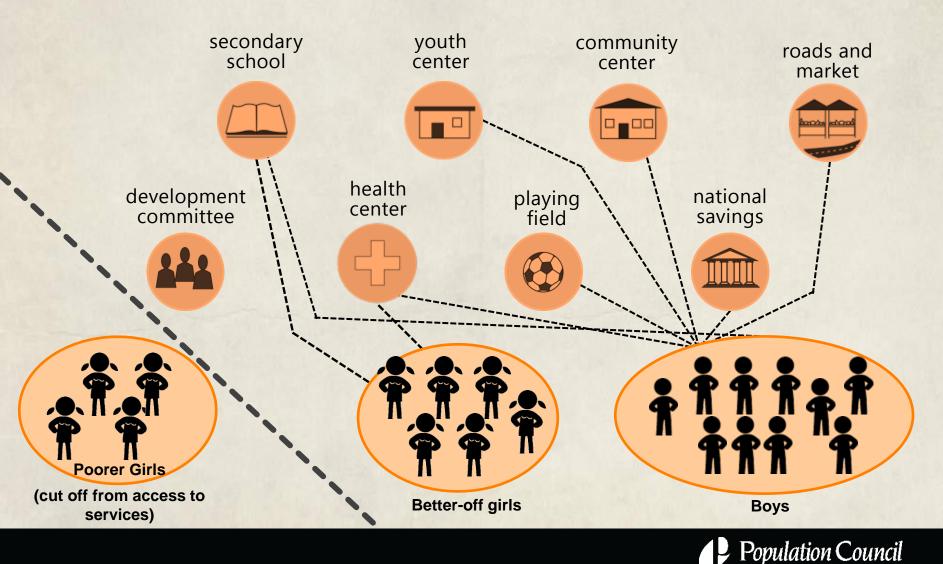
Intensify investment here Drop out accelerates here Percent of girls ages 10-17 attending school 100 90 80 Kenya (urban) 70 60 Egypt (rural) Percent 50 Turkey (rural) 40 Guatemala (rural) 30 20 10 0 12 10 11 13 14 15 16 17 Age

Sources: Guatemala (Hallman et al. 2005); Turkey and Kenya (Population Council Adolescent Data Guides 2009, relying on DHS 2003); Egypt (ELMPS 2006).



What Is Needed?

Correct the current investment failure to reach the critical bottom 40% of girls.



What is Needed?

What Girls Need by Age 12: A Basic Toolkit



At least five friends (her team)



Community girl-only place/space/platform to meet them



A nonfamily, slightly older female mentor



Personal documentation (for citizenship rights, health, and livelihoods)



Age-graded life skills such as health information and financial literacy



Incubator savings





