

IN BRIEF: AGI SOUTH-SOUTH LEARNING EXCHANGES

World Bank teams and implementing partners of the Adolescent Girls Initiative are actively engaging in cross-country learning exchanges that are helping to improve the implementation of projects and increase the dissemination and cross-fertilization of practical lessons learned.

RWANDA-LIBERIA LEARNING EXCHANGE MONROVIA, LIBERIA/FEBRUARY 2014

In February, 2014 the Rwanda AGI team travelled to Liberia to partake in a cross-country learning exchange with the Liberia AGI—Economic Empowerment of Adolescent Girls and Young Women (EPAG), hosted by the Liberian Ministry of Gender and Development. The Rwanda AGI delegation learned from the experiences of their Liberia EPAG counterparts, particularly in regards to monitoring and evaluation, and preparing for scale-up after the pilot phase. The EPAG team benefited from learning about Rwanda’s experiences in agriculture training and the scholarship program. The exchange was supported by the World Bank’s “South-South Experience Exchange Facility Trust Fund” at the World Bank.

AFGHANISTAN-NEPAL LEARNING EXCHANGE KATHMANDU, NEPAL/ SEPTEMBER 9-14, 2013

The Nepal Employment Fund (implementing agency of the Nepal AGI) hosted the Afghanistan Female Youth Employment Initiative (FYEI) team for a week-long learning exchange.¹ Through field visits, targeted discussions and capacity-building workshops,

¹ Participants from Nepal included the team leads for Adolescent Girls’ Employment Initiative, and Enhanced Vocational Education and Training (EVENT) and Emergency Peace Support Project (EPSP). Participants from Afghanistan included representatives from FYEI, implementer of FYEI (CHA), representative from the Curriculum Development Board, and the Technical and Vocational Training Department under the Ministry of Education.

FYEI captured several lessons from Nepal they hope to implement in Afghanistan. These lessons include: a) Conducting rapid market assessments prior to the selection of beneficiaries; b) Shopping among service providers for different trades to improve training quality; c) Using performance-based contracting to achieve employment outcomes; d) Providing employment counseling services and long-term follow-up to increase job placement; e) Focusing on self-employment and facilitating access to credit; f) Designing an MIS system based on the Nepal model; and g) Considering childcare to prevent dropouts of young mothers (FYEI beneficiaries are 18-30 and mostly married).



SOCIAL PROTECTION & LEARNING FORUM HYDERABAD, INDIA/ NOVEMBER, 2012

The Liberia EPAG Monitoring and Evaluation Officer attended a learning exchange on social protection organized by the World Bank. The exchange highlighted evidence on the increasing number of employment opportunities in the informal sector. The learning exchange included site visits to

successful interventions in Hyderabad, including the Village Self Help Groups (SHG). In this model, women form groups to establish networks for social and economic solidarity. Members make a financial contribution to a common fund from which they can borrow for business investment, thus providing a viable alternative to borrowing from formal institutions where there are access constraints for poor women. Lack of business inputs and start-up capital has been identified as a key constraint to business growth among EPAG graduates. The learning exchange introduced the concept of the SHG and the team is considering how it could be customized for adolescent girls in Liberia.

LIBERIA-RWANDA LEARNING EXCHANGE KIGALI, RWANDA/NOVEMBER 11-30, 2012

The Executive Director of LEED (one of the four service providers of the Liberia EPAG) and a curriculum specialist who worked with the Liberia AGI traveled to Rwanda to advise the AGI team on their program design. Areas for discussion included curricula development and strategies to ensure that program implementation is girl-friendly. Together with the Workforce Development Authority (the agency charged with delivering trainings for the Rwanda AGI), the Liberian counterparts reviewed the Rwandan curriculum, introducing lessons from the experience of the AGI in Liberia. To make implementation more manageable, the WDA curriculum was reduced from nine tracks to four.² During the exchange, the team held discussions with key players in the arts and crafts sector in Rwanda. These discussions helped refocus the arts and crafts curriculum and identify two areas, jewelry design and textile tie and die, which have significant market potential. The Liberia team also assisted WDA curriculum development

² (i) Culinary Arts (ii) Arts and Crafts (iii) Food processing, and (iv) Agro Processing

staff to create reference manuals for the various curriculum tracks.

AGI TECHNICAL WORKSHOP MONROVIA, LIBERIA/AUGUST 27-29, 2012

To facilitate learning across AGI projects, the World Bank Gender and Development Group (PRMGE) organized a technical workshop hosted by the Liberia Ministry of Gender and Development. The objectives were to: (i) Highlight emerging lessons from project design and implementation; (ii) Exchange experiences and lessons related to monitoring and evaluation; and (iii) Share learning on institutionalization of pilots and positioning for scale-up. The workshop was attended by implementing partners and Bank task teams from 6 of the 8 pilot countries (Afghanistan, Laos, Liberia, Nepal, Rwanda and South Sudan) as well as members of the WB impact evaluation team and the Nike Foundation.³ The workshop included site visits with graduates of the Liberia EPAG program, a Q&A session with EPAG service providers, a workshop on M&E, a panel discussion with Liberian line Ministries, a module on scale-up led by Nike, and many opportunities for informal exchange. Each AGI country team developed a synthesis document outlining what they learned from the workshop, and actions they would take based on this newly acquired knowledge.⁴



³ The Haiti team was unable to attend in person due to travel restrictions caused by Hurricane Irene, but did participate in select session via VC.

⁴ A full Workshop Report is available upon request.