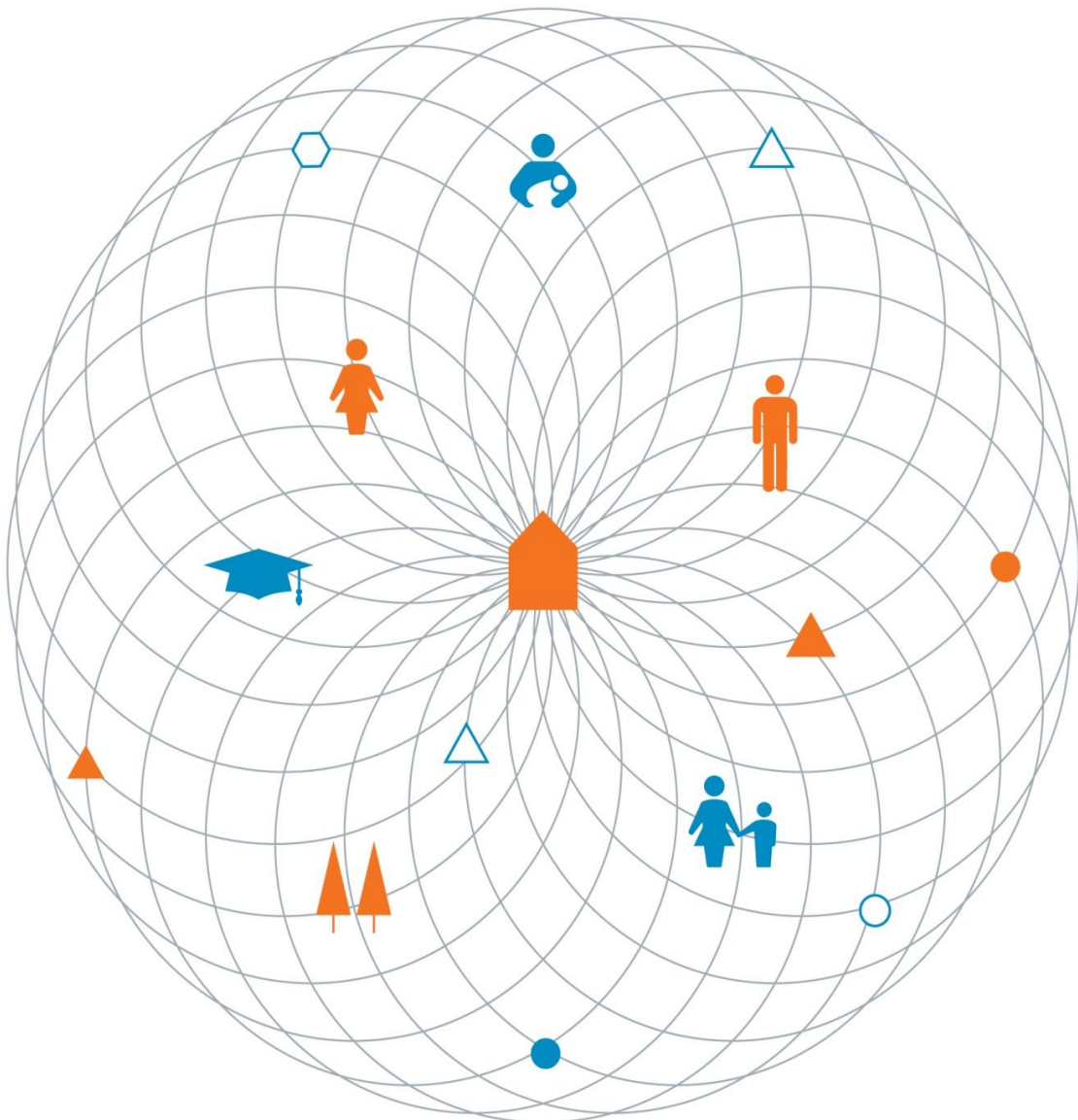


Reaching girls through stakeholders: Lessons learned from SPRING

SPRING Evaluation
BPE Thematic Reports
October 2019





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Department for International Development

SPRING Monitoring and Evaluation

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This document has been approved for submission by Coffey's Project Director, based on a review of satisfactory adherence to our policies on:

- Quality management
- HSSE and risk management
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- Performance Management and Monitoring and Evaluation (M&E)

Heidi Ober, Programme Director

Signature:

A handwritten signature in black ink that reads "Heidi E. Ober". The signature is written in a cursive, flowing style.

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Abbreviations and Acronyms

BPE	Business Performance Evaluation
B2B	Business-to-business
B2C	Business-to-client
DFID	Department for International Development
DFAT	Department of Foreign Affairs and Trade
IE	Impact Evaluation
IP	Implementing Partner
KDHS	Kenyan Demographic and Health survey
KSh	Kenyan Shillings
KPI	Key Performance Indicator
NGO	Non-Government Organisation
NCD	Non-communicable diseases
PPE	Programme Performance Evaluation
PPI	Poverty Probability Index
SEL	Social and Emotional Learning
SMS	Short Message Service
STEM	Science, Technology, Engineering and Maths
ToR	Terms of reference
USAID	United States Agency for International Development
USD	United States Dollar
BPE	Business Performance Evaluation
IE	Impact Evaluation
IP	Implementing Partner
KDHS	Kenyan Demographic and Health survey
KSh	Kenyan Shillings
KPI	Key Performance Indicator
NGO	Non-Government Organisation

BPE THEMATIC STUDY: REACHING GIRLS THROUGH STAKEHOLDERS

NCD	Non-communicable diseases
PPE	Programme Performance Evaluation
PPI	Poverty Probability Index
SEL	Social and Emotional Learning
SMS	Short Message Service
STEM	Science, Technology, Engineering and Maths
ToR	Terms of reference
USAID	United States Agency for International Development
USD	United States Dollar

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Executive Summary: Key findings and recommendations

SPRING worked with businesses to explore ways in which these businesses could transform girls' lives. As part of Coffey's independent evaluation of SPRING, we spoke with 28 of the 75 businesses to gather insights and to learn lessons on how these businesses reached and impacted on girls' lives. This report is one of a five part series where we examine themes that cut across the SPRING programme. This report looks at reaching girls through stakeholders, while the other four topics include reaching girls through technology, through inclusion in the value chain, by targeting different age groups and by developing girl-specific products.

Key findings

SPRING businesses found multiple ways to work through stakeholders to reach adolescent girls

Out of the 28 businesses sampled in the Business Performance Evaluation (BPE), 16 chose to work with third parties as a key mechanism to reach adolescent girls. Several businesses were motivated to engage with stakeholders because it was central to their specific product design (for example, if they developed training programmes for teachers or medical staff working with girls). Others decided to reach girls in this way as they faced difficulties in reaching them directly. For some, this was because the business was aiming to target particularly marginalised groups, including rural or low-income girls. For others, the business prototype had limited presence in the adolescent girl market because of its novelty or because girls are not normally exposed to or aware of this type of product or service. An important aspect which emerged is using stakeholder engagement to create awareness and demand for products and services among adolescent girls.

The stakeholder engagement strategies used by SPRING businesses can be categorised as i) stakeholders as facilitators of business's outreach to girls, ii) stakeholders as distributors of business's service to girls and iii) stakeholders as implementers of business-designed interventions to girls. The key features that set these apart from one another relate to how the product is delivered, ascertaining the end user and the purchaser.

We identified a diverse range of mobilised stakeholders, reflecting the variety of the SPRING portfolio. Most businesses worked with educational stakeholders, choosing to partner with schools as a way to reach a high number of adolescent girls at the same time. Other institutional stakeholders targeted include religious and community groups, health providers and community health workers, saving and lending groups, retailers, property developers, NGOs and charities and local government.

Business experience in reaching girls through stakeholder facilitating outreach

When businesses engaged with stakeholders for outreach and marketing of their prototype, their end goal was to encourage girls to buy and/ or use the business' products themselves. A key determinant of the success of this strategy was the level of interaction with girls: the more time that was invested in engaging with and understanding girls' needs, the more successful the strategy. In these cases, girls were able to gain in-depth knowledge about the prototypes and understood their relevance to their lives. Having a good understanding of girls' context and constraints also led businesses to develop outreach strategies able to meet those needs. Peer-to-peer marketing strategies were effective because girls tended to trust their peers' opinions.

Other factors which were important to ensure girls' buy-in and uptake, ultimately determining the success of this strategy, include: product tailoring, affordable prices, buy-in from other stakeholders and employing relatable and motivated sales agents or brand ambassadors. Buy-in from stakeholders was also important, as it affected the quality of interaction businesses had with girls, which was largely dependent on their alignment of goals with the business.

Businesses that engaged with girls in a limited way through outreach were less successful. For example, sometimes sales agents or brand ambassadors did not have sufficient information to share with girls, or girls did not see them as trusted figures and avoided engaging with them.

Business experience in reaching girls through stakeholder distributing business service

Stakeholders acted as service distributors when the business prototype was sold to stakeholders, or provided at no cost, to be delivered directly to girls. Overall, the effectiveness of this strategy depended on: i) having buy-in from the stakeholders, through having shared objectives with stakeholders and an appropriate pricing strategy; and ii) having buy-in from girls, which was largely determined by the quality of the product and the engagement of frontline workers, by which we mean actors who engage directly with girls to sell, promote, distribute and deliver the prototype.

Stakeholders were typically highly receptive when products are provided free of charge as part of piloting, or through innovative pricing strategies. Willingness or ability to pay were key concerns especially when targeted stakeholders were low-income or had other competing priorities, such as schools which needed to focus on delivering their core curriculum. It was also very important that frontline workers were motivated through adequate compensation and sufficient prototype-specific training and support to facilitate delivery.

Getting girls' buy-in was also important. Anecdotal evidence shows that girls appreciated products or services which allowed them to express themselves, as they typically lack the opportunity or a safe space to do so. Girls were also highly receptive to frontline workers who were relatable and acted more like older siblings than authoritative figures.

Aside from girls' buy-in, getting trust among community members and households also determined ability to access girls, particularly when businesses expanded to new geographic areas or target groups. Establishing relationships with trusted community members helped achieve acceptance in marginalised communities.

Business experience in reaching girls through stakeholder implementing business-designed intervention

Stakeholders acted as implementers when they received training or consultation from the business to provide a specific service to girls. This strategy saw mixed results, with overall challenges in attracting stakeholder clients, particularly those who were motivated to specifically impact girls. Interventions were most successful where all actors involved shared the same social impact objectives, and the implementer perceived the cost as affordable. Overall, success was largely dependent on pricing strategy.

Businesses were most successful when they provided training or consulting services free of charge to stakeholders. Cases where stakeholders were asked to pay for the training or consulting service by the business proved more challenging. Although most products received positive feedback, willingness or ability to pay was limited. This is compounded by the fact that while SPRING products or services are innovative, this also means they have limited evidence to prove their impact, while clients tend to focus on more tangible benefits.

Lessons learned and Recommendations

- Stakeholders that work with girls are often resource constrained. While stakeholders have greatest demand for free services, it is essential to identify the appropriate price point. Businesses have kept prices low through efficient service delivery, using technology or having lean staffing models. Other businesses have been able to provide services for free to stakeholders and girls through grants or the business' other revenue streams. This strategy often allows businesses to reach rural and low-income girls.
- In addition to affordable prices, buy-in from stakeholders is often achieved by having strong shared objectives with the business or product. As an example, for schools, this means providing educational and personal development programmes that schools find difficult to provide themselves. For non-educational stakeholders, it is crucial to find partners who are motivated to reach girls and are trusted by them; for example, community health workers. Reaching girls from more marginalised communities might mean engaging with gatekeeping stakeholders who offer access to these groups, including madrasahs or community groups from rural areas.
- While product relevance and usefulness to girls is naturally important for any strategy to reach girls, there are some specific recommendations when reaching girls through stakeholders. For in-person services delivered through stakeholders, girls often respond well to products that give them opportunities to share and express themselves, and to discuss topics that are often forbidden in other contexts. Positive reactions and engagement from girls can, in turn, help gain buy-in from stakeholders. For products meant for girls to

purchase themselves, it is helpful if they are packaged or tailored specifically for girls, in addition to being affordable.

- It is often helpful to look beyond institutional stakeholders that work with girls directly, to stakeholders that can act as gatekeepers or decision-makers, including parents or community leaders. While they might not help directly in reaching girls, they are powerful actors that can affect girls' capacity to make independent decisions, as well as their purchasing power. To reach younger and less mobile girls, businesses should carry out specific engagement sessions with these actors to gain their support, especially where there may be cultural issues, as well as economic and survival strategies playing out at the household level.
- Hiring relatable and motivated frontline workers is crucial for reaching girls through stakeholders, whether they are recruited by the stakeholder or the business. When engaging with stakeholders as outreach facilitators, frontline workers to whom girls can relate are more likely to build girls' trust in the business' prototype. Where stakeholders distribute or deliver services to girls, approachable frontline workers see stronger impact through girls' active engagement. Frontline workers need sufficient motivation, including financial, to engage with girls effectively.

1 Reaching girls through stakeholders: Lessons learned from SPRING

1.1 Introduction

SPRING was a five-year accelerator programme funded by the Department for International Development (DFID), the United States Agency for International Development (USAID), and the Department of Foreign Affairs and Trade (DFAT). It supported business ventures to develop products and services (business prototypes) to impact adolescent girls' lives in the five areas of health, learning, saving, earning and staying safe. SPRING was comprised of four separate cohorts of businesses that received mentorship and support over a nine-month period. Cohorts 1 and 3 focused on East Africa (Ethiopia, Kenya, Rwanda, Tanzania, Uganda) and Cohorts 2 and 4 focused on South Asia (Bangladesh, Myanmar, Nepal, Pakistan).

Coffey is the evaluation partner for the SPRING programme, which includes the Business Performance Evaluation (BPE). The BPE provides a means for which to understand 'what works' for SPRING businesses to reach girls, and 'how' and 'why' businesses are able to reach girls as a result of SPRING. As part of the BPE, we conducted case studies with 28 businesses to provide insights on changes in business operations and performance and to learn lessons on emerging pathways to girl impact. We also carried out BPE sustainability interviews with all SPRING businesses to monitor their progress one year after the end of cohort. As part of this, we undertook a series of five thematic reviews which cross-cut the programme. This report looks at reaching girls through stakeholders, while the other four topics include reaching girls through technology, through inclusion in the value chain, by targeting different age groups and by developing girl-specific products.

1.1.1 Aim of this thematic report

In this report, we analyse the experiences of businesses which aimed to reach girls by working through stakeholders. **Stakeholders are here defined as groups or organisations external to the businesses, who have a vested interest in positively impacting adolescent girls.** Leveraging their shared objectives, businesses can benefit from stakeholders' existing relationship with girls. This is particularly important where girls have limited awareness and understanding of or access to a business's product or service. This was the case for girls who living in rural areas or in hard-to-reach contexts, such as *madrassah* schools, or girls from low-income households who were unable to pay for products or services themselves. Some businesses also focused on selling to stakeholder organisations, using a business-to-business (B2B) rather than business-to-client (B2C) model, due to its scaling-up potential.

The report first outlines the methodology and limitations of our approach, before introducing the BPE business prototypes¹ that targeted girls by working through stakeholders, as well as their business motivations for doing so. It then examines factors that have enabled and hindered this approach. It looks individually at the three main strategies businesses have taken for engaging with stakeholders to reach girls, namely:

- Stakeholders as facilitators of businesses' outreach to girls;
- Stakeholders as distributors of businesses' service to girls; and
- Stakeholders as implementers of intervention designed by the business.

The report ends with overall lessons learned and recommendations for other programmes seeking to identify strategies to engage girls through stakeholders.

1.1.2 Methodology

This report is based on an analysis of primary data, collected as part of BPE research activities, as well as secondary data submitted by the businesses and the SPRING implementing partner (IP), such as Key Performance Indicator (KPI) reports. The analysis considers all selected businesses whose SPRING prototype worked through stakeholders to reach girls.

BPE research included interviews with business staff members, as well as primary research with adolescent girls, their families, teachers, health providers and others who had insights on how prototypes may be reaching them. Where

¹ The term prototype is defined by SPRING as "a low risk, real world experiment allowing entrepreneurs to test, refine and validate new products or service concepts that could benefit adolescent girls in response to specific business/ growth challenge." (<http://www.springaccelerator.org/wp-content/uploads/2019/06/BUILDING-BUSINESSES-FOR-GIRL-IMPACT-Integrating-human-centred-design.pdf>),

relevant, our analysis also draws on findings from the Impact Evaluations conducted to date. At the time of writing this report, Impact Evaluation activities had not yet started for Cohort 4 businesses.

As part of the BPE, we carried out in-depth case studies with a total of 28 businesses, 16 of which intended to engage girls through stakeholders in some way. These are outlined in [Table 1](#). Additional information on the specific prototypes can be found in [Annex A](#).

Table 1: Sampled businesses by cohort and country who intended to engage girls through stakeholders

Country	Cohort 1	Cohort 2	Cohort 3	Cohort 4
Ethiopia			AcceleratED	
Kenya	Totohealth		Cherehani	
Rwanda			Resonate	
Tanzania			Micro Health Initiative (MHI)	
Uganda	Finance Trust Bank (FTB)		SafeBoda	
Bangladesh		iSocial		Maya, Leaping Boundaries
Myanmar				Doh Eain
Nepal		Jeevan Bikas Samaj (JBS), Paritran		
Pakistan		Sehat Kahani		LearnObots, RIZQ

1.1.3 Limitations

Our analysis focuses on only 16 out of the 28 businesses that were sampled to take part in BPE in-depth case studies, while the SPRING programme worked with 75 businesses. Given the scope of the BPE evaluations, we purposively selected businesses that would provide lessons learned on ‘what works’ and useful insights on SPRING’s impact on businesses to reach girls. As a result, our sample is not representative of the whole SPRING portfolio and may be ‘positively’ biased towards more successful businesses. It is important to recognise, however, that our analysis still allows for identifying and examining broader trends that could be further explored.

Additionally, BPE case study research took place soon after a business’s participation in SPRING – typically six months following the end of Cohort activities, which in many cases was just after prototype launch. Therefore, our case studies are limited in terms of what they can tell us about signs of girl reach and impact. To mitigate for this issue, we carried out sustainability interviews with all SPRING businesses one year after the end of cohort, as well as Impact Evaluations with two businesses per Cohort. We also triangulated our findings with the analysis of the most recent KPI data and Business Operations Form collected by the SPRING IP. However, it is possible that the business’ situation has changed in a way that is not captured in this report, particularly for Cohort 1 businesses which are no longer required to provide KPI data². Thus, we may not always have the most up-to-date information on the status of all of the businesses mentioned in this report.

1.2 SPRING businesses that targeted girls through stakeholders

The 16 businesses that worked with stakeholders to reach girls engaged a variety of groups and organisations, through several different strategies. The **types of stakeholder organisation engaged** include both educational and non-educational ones, and the **type of stakeholder engagement strategy** can be grouped into three categories: stakeholders as enablers of businesses’ outreach to girls, stakeholders as facilitators of businesses’ service delivery to girls, and stakeholders as implementers of girl-focused interventions. Often, businesses pursued multiple stakeholder engagement strategies, working with many types of stakeholder organisation and applying more than one

² This means that Totohealth and FTB were not required to provide a KPI report for 2019. The latest data available for them dates to June 2018 and is reflected in this report.

stakeholder engagement strategy. A visual mapping of the 16 businesses and their stakeholder engagement strategy is shown in Figure 1.

Figure 1. Map of SPRING businesses (and prototypes) by types of stakeholder organisation engaged and stakeholder engagement strategy

	Educational organisations	Non-educational organisations
Stakeholder as facilitator of business outreach to girls	<p>FTB (Girl's Choice) (C1 - Uganda) Girls saving accounts Girls (10-24)</p> <p>iSocial (Kishori Kallyani) (C2 - Bangladesh) Girl products and info Girls (10-24)</p>	<p>SafeBoda (C3 - Uganda) Ride-hailing app General population (15+)</p> <p>MHI (Dada Card)</p> <p>Sehat Kahani (E-Spokes)</p> <p>Cherehani (Vuka) (C3 - Kenya) Digital finance for women Females (18+)</p>
Stakeholder as distributor of business service to girls	<p>JBS (Nawa Bihani) (C2 - Nepal) Girl saving groups Girls (10-16)</p> <p>Paritrn (Fightback) (C2 - Nepal) Safety training Girls (10-19)</p>	<p>LearnObots (RobotWala) (C4 - Pakistan) STEM learning Children (6-14)</p> <p>RIZQ (C4 - Pakistan) Food donations General population</p> <p>Totohealth (C1 - Kenya) Resources for mothers Females (all ages)</p>
Stakeholder as implementer of business-designed interventions to girls	<p>Leaping Boundaries (C4 - Bangladesh) Skill development Girls (13-16 / 18-24)</p> <p>AcceleratED (TeachEasy) (C3 - Ethiopia) Teacher training/resources Children (10-16)</p>	<p>Doh Eain (C4 - Myanmar) Personal / Community development workshops Girls (13+)</p> <p>Resonate (TalkEasy) (C3 - Rwanda) Confidence workshops Older girls (16-24)</p> <p>MHI (Dada Card) (C3 - Tanzania) Health insurance for girls Girls (10-24)</p> <p>Sehat Kahani (E-Spokes) (C2 - Pakistan) Health consultations Females (all ages)</p>

Each box includes the SPRING business' name, prototype name, cohort, country, prototype description and girl target group. The colours represent the business areas (Blue – Save, Yellow – Learn, Green – Stay Healthy, Orange – Stay Safe).

1.2.1 Types of stakeholder organisations engaged

As SPRING focused on adolescent girls, 11 businesses decided to engage girls through **educational organisations**. These focused on primary and secondary schools, but some also targeted universities and religious schools, such as *madrasahs*. Schools have been a key stakeholder type as there are not many other places that are relatively easy to reach and where adolescent girls spend a large portion of their time. They are also unique as they have a high concentration of girls within a single physical space and under the direct supervision and direction of the school administration. The combination of these factors makes potential for girl reach and achieving scale through educational partnerships quite high.

Of course, not all girls are able to attend school, especially among the most marginalised socio-economic groups. However, girls can be reachable through a range of **organisations and groups that are non-educational**. SPRING businesses partnered with a wide range of these organisations including:

- Community groups, including faith-based groups (Sehat Kahani, SafeBoda, MHI);
- Health providers and community health workers (Maya, MHI, Sehat Kahani, Totohealth);

- Saving and lending groups (Cherehani);
- Retailers (Maya, MHI);
- Property / community developers (Doh Eain);
- NGOs, charities and third sector volunteers (Doh Eain, Resonate, SafeBoda, Leaping Boundaries); and
- Local government (Totohealth).

Businesses' motivations for engaging with different types of stakeholders – both educational and non-educational – are outlined in [Box 1](#).

Box 1: Business motivations for engaging with different stakeholder types

The choice of which type of stakeholder to engage with was often practical and related to prototype characteristics. As would be expected, businesses which developed educational products for younger girls tended to engage with schools, those that had health products with health institutions, financial ones with saving groups, and personal development-focused businesses with NGOs working in the same thematic area.

The perceived benefit of engaging with educational institutions is that, at least in theory, the model should be sustainable and scalable. Schools have renewable budgets and a constant supply of new girls each year. And if a model works well in an initial sub-set of schools, it is expected that the experience can be replicated in other similar schools. Businesses typically test and refine the prototype among easier-to-target institutions, with the view to expand later on to harder-to-reach schools, including those in rural and low-income areas, after building their reputation and perfecting their business model. A limitation is that this approach does not impact school-aged girls who are out of school, who are often most marginalised. To address this, some businesses have decided to partner with both educational and non-educational stakeholders, including community groups.

There are some important logistical challenges to consider when working with schools. Scheduling time for activities is often difficult as there is an emphasis on delivering the basic curriculum, and anything that is extra-curricular might not be a priority. For example, while LearnObot's RobotWala programme could be integrated into the classroom's core subjects, JBS had to fit their saving group meetings around other after-school priorities. This has resulted in the programme focusing on government schools where students did not have to catch buses to get home, or don't have competing after-school activities. Other logistical challenges include having to schedule events around exam schedules, finding spaces to hold the sessions, = finding activities to occupy boys (in co-ed schools), and slow communication and decision making on the part of school administration.

Engagement with non-educational stakeholders involves forming partnerships with the most relevant stakeholders for the prototype, each of which bring their own benefits and challenges. Sometimes this partnership allows businesses to identify girls eligible for the prototype. For example, Cherehani engages with *chamas* (informal saving and lending groups), to ensure that their loans have greater likelihoods of being paid. Larger non-educational stakeholder institutions include NGOs and local governments who already work with adolescent girls and/or have budgets that support programming for girls. These institutions can be wide reaching, often able to benefit highly marginalised groups. Despite this, a key challenge is that funding tends to be limited and not always reoccurring. NGO activities are donor-dependent, which can pose sustainability challenges. Partnerships with each institution also need to be developed individually, which can be resource intensive, as each will have different organisational and financial structures and very diverse ways of reaching their beneficiaries.

1.2.2 Types of stakeholder engagement strategies

The stakeholder engagement strategies observed among SPRING businesses can be categorised as i) stakeholders as enablers of businesses' outreach to girls; ii) stakeholders as facilitators of businesses' service delivery to girls; and iii) stakeholders as implementers of girl-focused interventions. The key features that set these strategies apart relate to **who purchases or receives the product; who the end user is; and how the product is delivered.**

A summary of the three strategies with an outline of their key features is provided in [Table 2](#).

Table 2. Summary of the three stakeholder engagement mechanisms

Strategy	Description	Features
Stakeholder as facilitator of businesses' outreach to girls	Stakeholders connect businesses to girls by facilitating communications, such as awareness campaign, to encourage girls to purchase product.	<ul style="list-style-type: none"> • Product purchasers are girls • Product end users are girls • Often physical products and digital services • Frontline workers³ are recruited and paid by business for outreach activities among girls
Stakeholder as distributor of business's service to girls	Stakeholders purchase (or receive for free) business' product or service, which is provided to girls directly for free.	<ul style="list-style-type: none"> • Product is purchased (or received free) by stakeholders • Product end users are girls • Often services such as educational programmes • Frontline workers are recruited and paid by business to distribute product to girls
Stakeholder as implementer of business-designed intervention to girls	Stakeholder purchases (or receive for free) training and/ or consulting services from business that allows them to deliver girl-focused interventions.	<ul style="list-style-type: none"> • Product is purchased (or received free) by stakeholders • Product end users are stakeholders who then provide other service/impact to girls • Often training or consulting services to stakeholders to help them provide service to girls • Frontline workers are recruited and paid by stakeholders to deliver/ implement service to girls

1.3 Motivations to engaging girls through stakeholders

Overall, SPRING businesses have engaged with stakeholders to reach girls if the approach works well with their products and business models. Some businesses have designed B2B models in which products or services are sold to stakeholder organisations to be provided to girls, while others sell directly to girls, but need help in reaching them. SPRING participation encouraged businesses to pivot their business models to target girls (or particular sub-sets of girls), motivating some businesses to pursue partnerships with stakeholders who already worked with this group. Stakeholder engagement is often used alongside other intervention models and marketing strategies.

Businesses had specific motivations to partner with specific types of stakeholders and to pursue particular stakeholder engagement strategies. As mentioned, stakeholder engagement strategies are dependent on which actor is the purchaser and which is the end user, and this in turn depends on the business model and prototype design. The different strategies are discussed in the following sub-sections.

1.3.1 Motivations for engaging stakeholders to enable outreach activities to girls

In this strategy, stakeholders supported business outreach and marketing activities, typically when girls were purchasers and end users. **The key motivation to use this tactic was to encourage girls to buy and use business prototypes (or influence their parents or guardians to do so).** In many cases, the products being sold were not traditionally marketed to girls, hence requiring additional outreach efforts. For example, FTB's saving accounts, even though specifically designed for girls, are not typically a top priority among this group. In cases like these, businesses not only need to raise girls' awareness and understanding of the product, but also as increase trust in the business. This type of outreach requires specialised activities tailored to an adolescent girl audience. This is especially useful when the target group is composed of marginalised girls who may have particularly limited awareness and understanding of the prototype.

This strategy was often used by businesses which pivoted their business models to start targeting girls (through SPRING support). Typically, after realising that girls are an untapped market, these businesses created a 'girl-friendly' version of their products. Even though these products should, in theory, be more appealing to girls, girls had limited awareness – and low motivation – to purchase this line of items. Outreach through trusted stakeholders helped girls understand their features and benefits. For example, MHI developed a health insurance (Dada Card) for girls to access girl-friendly health providers, which required outreach to sensitise girls to see the service's value.

³ By frontline workers we mean business or stakeholder actors who engage directly with girls to sell, promote, distribute and deliver the prototype.

To successfully pursue this strategy, **businesses must develop products that are affordable and easy for girls to use.** Some examples include digital app services, such as SafeBoda's ride-hailing services and Maya's health information app, and free financial services like FTB's Girls Choice accounts. [Section 4](#) discusses experiences where low affordability limited the success of this strategy.

1.3.2 Motivations for engaging stakeholders to facilitate service delivery to girls

In this strategy, businesses worked with stakeholders to facilitate service delivery to girls. This was typically done where products or services were sold or provided for free to stakeholders, to be delivered directly and at no cost to girls. **Often, these prototypes were priced and packaged to be attractive to stakeholders (and would not be affordable for girls) and provided services that stakeholders saw as valuable for girls to have.** For educational stakeholders, the prototypes were often extra-curricular programmes which schools were unable to deliver themselves, which were seen as educational and as contributing to girls' well-being and personal development. This includes financial literacy workshops from JBS, safety education from Paritran and confidence-building workshops from Doh Eain. For businesses providing direct service delivery through non-education stakeholders, prototypes were typically services that stakeholders found beneficial for girls but were not able to provide themselves because of limited resources or because they went beyond their area of focus. This includes local soup kitchens receiving food donations from Rizq, NGOs targeting girls who welcomed Doh Eain's participatory workshops on self-esteem, and county governments and NGOs that wanted to provide SMS information services to pregnant women through Totohealth. This strategy also has the potential to reach rural and low-income girls, as discussed further in [Section 4](#).

SPRING businesses were also motivated to pursue this strategy when pivoting their product or service to target girls or sub-set of girls. For example, Paritran never provided safety training to girls before SPRING and developed an entirely new product, which was sold through a B2C to girls in gyms and a B2B model to schools. Paritran found that reaching girls was easier through schools, as they could afford the cost of the training, as well as being a conducive environment for teaching in large groups. Similarly, Rizq provides food aid to marginalised girls, and found that engaging schools to act as distributors was the only way they could be sure of reaching them.

1.3.3 Motivations for engaging stakeholders to implement interventions designed by the business

Some businesses pursued a business model where **stakeholders themselves delivered programmes or services to girls after receiving support from the business, such as training or consulting services.** This includes AcceleratED, which designed a personalised teacher training programme; MHI, which sensitised and improved health facilities to suit the needs of girls; and Sehat Kahani, which developed a video consultation system to connect health clinics and community health workers to female doctors working from home.

A few businesses were motivated to pursue this model by pivoting to a 'train the facilitator' or 'franchisee' model as a result of SPRING. For example, before SPRING, Leaping Boundaries provided English and Information Communication Technologies (ICT) lessons and self-development workshops to girls in madrasahs using volunteers. Through its prototype, it switched to a model where university students, called 'Changemakers', pay to receive leadership training and the opportunity to design and implement their own service projects for *madrasah* girls. Similarly, in its core business, Resonate provides confidence and leadership training to girls and women through NGOs. Through SPRING, it adopted a 'Training of Facilitator' model in which it sells its curriculum to corporations and NGOs so that their staff can train beneficiaries, including girls. This strategy was often pursued as a way to achieve greater scale, or as a way to pass on the logistical challenges of working with girls to clients and partners.

1.4 Experience of reaching girls where stakeholders act as outreach facilitators

The next three sections of the report look separately at the three stakeholder engagement strategies we identified. The sections discuss the **experience of SPRING businesses in attracting and partnering with stakeholders as a way to reach and impact adolescent girls.** Our measure of success in working with stakeholders relies on qualitative information on the level of difficulty reported when building relationships with stakeholders, as well as the number of stakeholders engaged. However, this data is often limited or hard to qualify, as businesses reported few or no targets. Success in terms of girl reach is measured by the number of girl beneficiaries reported in the KPI forms, which are qualified and further explored through anecdotes from the businesses and their frontline workers, as well as the stakeholders and girls themselves.

Seven of the SPRING case study businesses aimed to reach girls through outreach activities facilitated by stakeholders (outlined in [Table 3](#)). As the strategy involves girls as product purchasers and end-users, the main objective is to increase product buy-in from girls. **Therefore, the key determining factor for this strategy was**

found to be the businesses' depth of interaction with girls. The more quality time a business spends engaging with girls, the greater chance it has to build awareness and trust in the product, leading to increased sales. Other key factors to build girl buy-in include affordability, product tailoring and relatability of frontline workers. Buy-in from stakeholders is also essential, as this determines the level of interaction the business has with girls and is largely influenced by how closely they share business objectives.

Table 3. Experience of businesses that carry out outreach/ marketing to girls through stakeholders

Stakeholder engagement model	Results, enablers and limiters
FTB (Girls' Choice accounts) – uses sales representatives to run promotion and training programmes for girls in schools, churches and girl-focused organisations to open saving accounts.	Results: Able to reach rural and urban schools in Uganda and high rates of Girl's Choice accounts being opened. Enablers: Training workshops on-site, high product buy-in, product provided for free (paid by other revenue streams).
iSocial (Kishori Kallyani) – uses saleswomen who only target and sell to girls in schools to convince girls to buy iSocial products from a new girl-focused basket of goods. They also provide menstruation hygiene management presentations at schools.	Results: Trained 143 Kishori Kallyanis (who focus solely on selling products to adolescent girls), reaching 325 villages and 8911 girls. Enablers: Focused front-line workers, existing reach in rural areas, on-site training workshops, girl-specific products.
Sehat Kahani (E-Spokes) – awareness-raising and community outreach through mobilisers at community events, Mohalla meetings and discussions with community leaders.	Results: Reports of mobilisers changing perceptions about the importance of girls' healthcare, and reached 4700 girls through training sessions leading to similar levels of registrations. Enablers: High frontline worker engagement to create demand.
SafeBoda – delivers presentations about safety at schools and at events run by other organisations; recruits university students as Brand Ambassadors to promote the ride-hailing app among their peers.	Results: Anecdotal evidence that steep increase in customers coincided with start of Brand Ambassador programme. Enablers: Peer-to-peer promotion, high buy-in from girls and frontline workers.
Cherehani (Vuka) – field officers work with chamas and community groups to determine viability of offering loans to individual girls and women.	Results: Successfully reaching young women through stakeholders, but practical challenges in reaching adolescent girls because of digital model requiring girls to have smartphones. Barriers: Low product buy-in from younger girls, technological barrier.
MHI (Dada Card) – sells Dada Cards (health insurance) through salespoints frequently attended by girls, including churches and retailers , and through freelance sales agents who visit schools .	Results: Limited amounts of Dada Cards sold through stakeholder salespoints, mainly because they did not actively promote product. Barriers: Pricing too high, low frontline worker engagement, low product buy-in from parents and girls.
Maya (Maya Apa) – promotes its fee-based mobile app services by having retailers sell scratch card (with credit) and selling directly to girls in schools .	Result: Difficulty engaging with schools who do not want to promote digital services, and high turnover of brand promoters. Barriers: Low product buy-in from girls and stakeholders, challenging pricing strategy, low motivation of frontline workers.

Source: Business KPI forms and case study reports)

Note: Green represents businesses that were relatively successful in reaching girls through stakeholders and Yellow represents businesses that faced significant challenges.

1.4.1 Depth of interaction with girls to raise awareness and product buy-in

Businesses pursued a range of models for engaging stakeholders as outreach facilitators, with the ones having greater depth of interactions with girls being more successful. These models include:

- Providing sensitisation programmes and presentations at the stakeholder site to increase awareness, knowledge and demand for their prototype (SafeBoda, FTB, Sehat Kahani, iSocial);
- Employing peer-to-peer marketing by mobilising girls who are part of stakeholder organisations to promote the prototype to other girls in their networks (SafeBoda);
- Visiting stakeholder sites and approaching girls individually to sell products or services; for example, by setting up stands at schools or attending group meetings (Cherehani, Maya, iSocial); and

- Partnering with stakeholders to endorse or sell the prototype at their site (MHI, Maya).

FTB, Sehat Kahani and iSocial had high girl conversion rates⁴ through outreach activities facilitated by stakeholders. They had a high degree of interaction with girls and a good understanding of their needs. For example, Human Centred Design research showed that opening savings accounts is not typically a priority for adolescent girls. In addition to providing financial literacy training in schools, FTB also provided sensitisation programming on menstruation hygiene management as a more relatable example of how savings accounts can be used. Regular engagement and relevant content increased awareness, leading to more demand from girls, as described by a school principal:

“They started sensitising these girls, things concerning banking. Later on, these girls started opening up accounts with Finance Trust, and then, they continued sensitising them...They didn’t only teach about account, but...reproductive health. They introduced to them very many things..., and these feeling are happy, [girls] always keep asking when are they coming back?” [Interview with school head teacher].

Sehat Kahani, on the other hand, realised the importance of cultural barriers impacting girls’ access to health services. These barriers were often linked either to limited mobility outside the house, or girls feeling uncomfortable speaking or even thinking about their health. To address this challenge, the business employed mobilisers and community health workers to raise awareness and to change people’s attitudes through numerous channels. According to the team:

“We have been continuously engaging with girls for establishing and enhancing access to married young mothers through the clinic as well as the E-Spoke model by conducting community Muhalla meetings, sessions with mothers and girls in the clinic as well as in the community schools, salons and door to door mobilisation activities across all communities” [KPI form 2017].

The importance of the depth and quality of engagement with girls, as well as its frequency, is confirmed by Sehat Kahani’s KPI data. This shows that training sessions reached 4700 adolescent girls in the first two years of the prototype launch, which led to a similar increase in the number of girls registering for Sehat Kahani’s services.

The peer-to-peer marketing strategy used by SafeBoda through volunteer brand ambassadors was also highly effective. The business trained 25 university students (both men and women) to reach out to their networks, including fellow students, friends and family. This leverages the theory that girls like to share products they are interested in and that they tend to trust their peers’ opinions. Although SafeBoda did not have sign-up statistics broken down by gender, age and referral mechanisms, it saw steep increases in sign-ups after the Brand Ambassador programme started. It saw 1250 new installations of the app in the second half of 2017, with installations increasing to 2577 in March 2018, 3999 in April 2018 and 9047 in May 2018, which coincided with the launch and roll out of the Brand Ambassador programme.

MHI and Maya used models that engaged with girls, but in a limited way and without any structured, planned introduction or endorsement of the product by the stakeholders to girls. This strategy proved less successful.

This was often due to low stakeholder buy-in, the reasons for which are explored in the section below. MHI sold over 216 Dada Cards during the 2017/18 reporting period, but most were sold at its MHI offices with only a small share through salespoints at community centres and retailers. For example, one salespoint was a Catholic community centre, which received training from MHI to provide information and make sales, but was not responsible for actively seeking out customers or advertising the Dada Card. This resulted in them only selling two Dada Cards over a six-month period. Similarly, Maya sales agents approached girls at schools, but without the school formally introducing the business to the students, girls would normally avoid engaging with the agents. As the MHI and Maya have quite complex products, it proved difficult to convince customers to purchase them, without having the necessary time or level of trust to explain the benefits of the product. According to the MHI team:

“We realised that education and sensitisation has not moved in line with enrolment uptake, we have learnt that it [takes] at least 4 months for the community to internalise the Dada Card offering before starting to subscribe” [KPI Follow-up 2018].

1.4.2 Other factors to gain girls’ buy-in: tailoring, pricing, alignment of goals and frontline workers

If the mechanism relies on girls as the purchaser or end beneficiary, product tailoring is important to ensure buy-in. While buy-in can be fostered through general marketing strategies, many businesses found that designing or adapting products specifically for girls was helpful. For example, FTB has always focused on women, but girls reacted

⁴ Conversion rate is the proportion of customers taking a desired action (for example, purchasing a product, registering an account or installing an app) to the total of number of people engaged.

positively to the business creating Girl's Choice accounts, with added services and benefits for adolescent girls. iSocial developed a new basket of girl-specific products by testing a number of items and getting specific feedback from girls, leading to greater girl sales. Finally, MHI designed a Dada Card insurance package for girls, but also created a network of 'youth-friendly' health providers for girls to use by providing sensitivity training to doctors and ensuring availability of girl-sensitive bathrooms.

Girls acting as purchasers also means that affordable prices are essential, especially in cases where the objective is to reach rural and low-income customers. For example, iSocial explained that while low awareness of their products was often a challenge, in other cases the barrier was mainly financial:

"[Kishori Kallyani] supply sanitary napkins at the school...but the response is not very good because...there was no [sensitisation] sessions. So the response was not good for that reason and also because...the girls are having financial problems so they are not that much ready to buy sanitary pads.so they're having financial problems" [iSocial case study interview with school principal].

Cherehani had difficulty reaching adolescent girls, as most of their financial products were only available to women with businesses and some form of collateral, which excluded younger and poorer girls. In contrast, FTB's Girls Choice account was popular, as clients only needed a small amount of money to open a savings account.

Product buy-in among stakeholders was also found to be a determining factor to reaching girls, as it directly influenced the depth of interaction between businesses and girls, and was found to be largely dependent on their alignment with business goals. For example, some schools were so impressed with SafeBoda's app for providing a safe ride for girls going home from school, that they reached out the business to present and promote their services in their institutions. In contrast, due to a lack of buy-in from the administration, Maya resorted to setting up stands outside of schools to sell its scratch cards, rather than engaging girls within school grounds. This was because school administrations wanted to avoid promoting digital services to girls and to shelter girls from the sensitive health topics discussed on the app.

Working with relatable brand ambassadors or mobilisers (frontline workers) who are of similar age or background as the target group was also an effective strategy. Sehat Kahani decided to employ female mobilisers of the same age as their target girls, which helped establish trust and helped girls discuss issues that they would not feel comfortable to otherwise. As mentioned previously, its outreach programme reached a large number of adolescent girls, leading to a similar number of new registrations, including rural and low-income girls. Motivation for frontline workers to sell the product was also important and found to be highest when they are existing staff members of the organisation (FTB), working on commission (iSocial) or interested in the product (SafeBoda). On the other hand, Maya mentioned challenges with high turnover of its promoters, which may be due to the difficulty they found approaching girls unannounced.

Box 2: Engaging parents as the actual product purchaser: an ongoing challenge

For some businesses, **the prototypes were too expensive for adolescent girls to buy themselves and the end purchasers would in fact need to be girls' parents or caregivers.** Engagement with parents was particularly important for those prototypes. MHI realised that its product was simply too expensive for girls to purchase themselves, and that it was very difficult for adolescent girls to appreciate the value of insurance, so they focused on parents. The MHI team explained that:

"After bootcamp 2, our marketing was meant to be directed to girls, however we have experienced less impact on conversion and therefore we are changing so that the marketing is directed to mothers and complemented on girls. Girls age 10-17 are not purchasers and therefore would not appreciate and not make any purchase decision and therefore we decided to focus on mothers." [KPI form 2018].

Nevertheless, pursuing parents as purchasers can still be difficult, as MHI faced some challenges linked to its price, the competitive market and health insurance being considered a luxury good among most households.

1.5 Experience of reaching girls where stakeholders act as product distributors

Six of the SPRING businesses aimed to reach girls through stakeholders acting as distributors of the business's services (outlined in Table 4). Overall, businesses in this category spoke positively of their experience reaching girls in this way. Our analysis found that the effectiveness of this mechanism is dependent on:

- Gaining **buy-in from the stakeholders** who act as girls’ gatekeepers, which depends on having shared objectives with the stakeholder and an appropriate pricing strategy; and
- Having **buy-in from girls**, who can influence the product’s potential for growth and overall impact, which depends greatly on the quality of the product and the engagement of frontline workers.

Table 4. Businesses that provided direct service delivery for girls through stakeholders

Stakeholder engagement model	Results, enablers and limiters
Totohealth – SMS services bought by NGOs, local governments and community health volunteers to distribute for free among pregnant mothers.	<p>Results: Able to partner with a dozen organisations, including county governments, and reaching over 5500 adolescent mothers, including rural and low-income girls.</p> <p>Enablers: Affordable pricing strategy, ease of delivery of digital service, strong business objective.</p> <p>Barriers: Stakeholders are financially constrained, adolescent girls make small portion of target group.</p>
JBS (Nawa Bihani) – set up saving groups called Nawa Bihani in schools to provide training for girls on financial literacy and other topics including health, agriculture and self-care.	<p>Results: Able to focus on public government schools, with steady growth of new girl saving group members, and gained support from the MoE to scale to more schools.</p> <p>Enablers: Approachable frontline workers; buy-in from girls, schools and parents; support from MoE; strong curriculum; free programme subsidised by other revenue streams.</p>
Paritran (Fightback) – delivers a 3-day safety and sexual risk reduction programme to large groups of girls at schools.	<p>Results: Very strong sales to schools and high reach over three years, received buy in from MoE and other donors to provide service to rural schools.</p> <p>Enablers: Affordable pricing strategy; efficient staffing model; buy-in from schools, parents and girls.</p>
Rizq – provides hot lunches to underprivileged schools (funded by donors) and to poor households through soup kitchens .	<p>Results: Good reach of girls through schools and foodbanks, including rural and low-income girls.</p> <p>Enablers: Free service to girls, strong business objective.</p> <p>Barriers: Difficulty with community buy-in, limited trust of ‘foreign’ frontline workers.</p>
Doh Eain – runs participatory design workshops through schools and NGOs that help build confidence and leadership skills in girls while supporting the design of more girl-friendly public spaces.	<p>Results: Still in testing stage, but there is anecdotal evidence of girls feeling more empowered from the sessions, and that parents and community centres receive girls’ feedback positively.</p> <p>Enablers: Free service to girls, strong mission, buy-in from stakeholders and parents.</p> <p>Barriers: Relies on donor funding.</p>
LearnObots (RobotWala) – physical hardware robot used in tandem with an e-learning platform to promote STEM learning in schools .	<p>Results: Still in pilot stage but piloted in four schools with 133 students.</p> <p>Enablers: Affordable pricing strategy, strong product, no need for frontline workers.</p>

Source: Business KPI forms and case study reports

Note: Green represents businesses that were successful in reaching girls through stakeholders, yellow represents businesses that faced strong challenges, and white represents businesses where it is too early to make a judgement because the prototype was only recently launched

1.5.1 Buy-in from stakeholders: product benefitting girls, shared objectives and pricing

This mechanism requires strong buy-in from stakeholders, which **is largely dependent on the prototype having a clear benefit to girls and fulfilling the stakeholder’s mission**. In general, most businesses reaching girls in this way developed products to specifically benefit girls and partnered with stakeholders aligned with that mission. Some businesses pursued additional tactics to gain further buy-in from stakeholders, including getting support from other reputable stakeholders such as parents and Ministries of Education.

Pricing also proved to be crucial to the success of products or services purchased by stakeholders for direct delivery. These business prototypes need to have an innovative pricing model or be delivered for free. Of the six prototypes, three were paid for by the stakeholder (Paritran, LearnObots and Totohealth), and three were provided for free, subsidised through other business revenue streams (JBS, Rizq and Doh Eain).

SPRING businesses that charged stakeholder fees were most successful when they developed innovative business models leading to affordable prices for stakeholders. While working with NGOs and county governments can be challenging due to limitations in funding, Totohealth used technology to help reduce costs by delivering its health information services through SMS messaging. The system required minimal set-up and only cost 2 USD per person. This made the product very attractive to its NGO clients, and allowed the business to reach a large number of mothers, including rural and low-income women, of which around 10% were adolescent girls. In addition to having a strong product, LearnObot's e-learning model reduces the business' manpower required to implement the programme, allowing the product to be sold at a relatively low price of 120 GBP per robot and 1 GBP per student for their e-platform subscription. Nevertheless, while currently in the pilot stage, the business has already noted that the pricing strategy to stakeholders will likely to be a challenge, particularly as its goal is to reach low-income schools.

While not always possible, stakeholders are typically receptive of projects that can be provided to girls at no cost, such as JBS's Nawa Bihani saving groups, Doh Eain's participatory design workshops, and Rizq's food aid. It also helps that these businesses provide services that stakeholders find beneficial for girls but are not able to provide themselves. Taking this further, JBS has also provided financial and technical support to schools, including providing TVs, carpeting, learning materials and equipment and teacher training. The combination of the Nawa Bihani groups, school upgrading, and teacher training was met with high demand from schools but would not be possible without subsidising the programme through other business revenue streams.

Box 3: Successfully partnering with education stakeholders to achieve scale-up: the case of Paritran

Despite starting a new product from scratch, Paritran was able to develop its Fightback prototype into a highly sought-after programme in diverse school settings in Nepal. First, it devised an appropriate marketing strategy, describing its prototype as a safety education course, which appealed more to schools than when it was defined as a self-defence and sexual risk reduction course. Second, it gained buy-in from parents (who also covered some of the cost) by holding specific engagement sessions. This not only allowed parents to better understand the prototype offering, but also exposed them to some of the issues their daughters spoke about during training. This further convinced them of the programme's value. Through its reputation, Paritran also gained support from the Ministry of Education, which is helping to set up relationships with new schools to scale up operations, as well as with donors who are paying for the programme to be delivered in rural and low-income schools. Finally, as the programme is designed to be taught to groups of up to 1000 girls, its price per girl is very affordable.

1.5.2 Buy-in from girls: relatable frontline workers and creating safe spaces

Girls' buy-in and demand for the product is also key to this model's success. **Girls were more engaged with and appreciative of services that allow them to share their stories and express themselves, as they normally lack the opportunity or a safe space to do so.** For Doh Eain, there was positive reception from girls as the workshops were designed to be a space for them to speak openly and to voice their opinions. By working with NGOs, Doh Eain are able to reach girls from lower socio-economic environments who often have the least opportunities to be heard. While JBS focuses on financial literacy and health training, it also started a 'Talk to Me Corner' where girls can open up and ask questions which they cannot ask at home or to their teachers. JBS has noted that this has resulted in high levels of retention in the programme, which so far has not seen any drop-outs. Similarly, while Paritran's Fightback programme focused on self-defence, the business realised that girls tend to require additional support in building their self-esteem and confidence, which is now provided in peer-to-peer sessions on mental health. Paritran found that:

"Girls really value the opportunity to express themselves during the mental and vocal workshops. As a result, this is now formally structured as peer-to-peer learning sessions. Previously if time was running out during a FightBack training session, the trainers would prioritise the physical skills but now they prioritise the peer-to-peer learning sessions on mental aspects as they have seen how valuable this is for girls – enabling them to talk, share and express themselves" [KPI Form 2017].

Similarly, to what was seen in the outreach and marketing strategy, **successful businesses were successful where they hired frontline workers who were relatable to girls, and who were motivated through appropriate compensation.** Girls were more open and comfortable with frontline workers who acted like big sisters, rather than authoritative figures like teachers and parents. For example, according to a head teacher, JBS frontline workers,

'...delivered the sessions in a friendly, personal and interactive way that has really engaged the girls. When talking about health or hygiene topics, they relate it to themselves, the girls' daily lives, their home life so it feels like very relevant learning. This has built up huge trust and bonding between the group co-ordinators and the girls' [Case study interview with head teacher of a school].

Frontline workers' motivation was found to be crucial and often depended on their level of buy-in with the product, as well as on financial rewards. Where business staff members delivered the service, as in the case of JBS, Paritran and Doh Eain, there was typically support for the product and as well as a salary being paid. For example, Paritran trainers were all hired and trained for their specific roles, with some focusing on physical training and others on the mental and well-being aspects. In cases where teachers were involved, their interest in the product needs to be raised, especially as it is normally school principals who introduced a new programme into classrooms. LearnObots has not reported challenges regarding teachers' involvement in the RobotWala sessions, mainly because much of the work is already done through the e-learning platform, with the quality of learning delivered to the students not being dependent of teachers' knowledge of the subject nor their motivation.

1.6 Experience of reaching girls where stakeholders act as intervention implementers

Six SPRING businesses (summarised in Table 5) aimed to reach girls by having stakeholders implement interventions designed by the businesses. Here, stakeholders receive training or consultation services from businesses equipping them to deliver products or services to girls. This mechanism saw mixed results, with challenges in identifying and recruiting stakeholder, particularly those who were specifically motivated to work with girls. Overall, evidence from SPRING businesses pursuing this strategy shows that **pricing strategy has been the determining factor for businesses to successfully gain appropriate buy-in from stakeholders, and that the target stakeholders need to have an explicit motivation to reach girls.**

Table 5. Businesses that provided indirect service delivery for girls through stakeholders

Stakeholder engagement model	Results, Enablers, Limiters
Sehat Kahani (setting up e-hubs and e-spokes) – as a secondary service stream, e-spokes provide tablets and other resources to community health workers who then provide health services to women at their own homes. E-hubs set up video connection for female doctors who can consult from their homes.	Results: Currently have 15 clinics in operation and have started e-spoke home visits now with high number of consultations (35% to adolescent girls). Enablers: Strong buy-in from stakeholders and frontline workers, innovative product, limited cost to stakeholders, limited cost to girls.
MHI (Youth-Friendly health providers) – as a secondary service stream, provides free training to health facilities to become 'MHI-approved' youth-friendly health providers that girls can use for free and can feel comfortable using.	Results: Currently reached 145 facilities with 45 being youth-friendly, with 270 girls accessing youth-friendly facilities. Enablers: Free service to stakeholder, shared objective with stakeholder, existing relationship with stakeholder.
AcceleratED (TeachEasy) – sells teacher coaching and school leadership development resources to schools to improve teaching quality for children in schools .	Results: Sold to 15 schools reaching 2000 teachers over first two years of operation, but closed business in 2019. Enablers: Buy-in from schools, product seen as high quality. Barriers: Pricing, resource-heavy service delivery.
Resonate (Training of Facilitators model) – selling facilitator training to NGOs, schools and corporations for them to hold their own empowerment and confidence workshops for women.	Results: Sold ToF model to 3 organisations over the first two years of operations reaching over 100 girls. Enablers: Shared objective with stakeholders, strong product. Barriers: Pricing, low stakeholder demand of product model.
Leaping Boundaries (Authentic Leadership Academy) – provides fee-based leadership training to people to become 'Changemakers' who then design and implement projects in madrasah schools to benefit girls.	Result: Still transitioning to new model and trained 5 Changemakers in the first bootcamp. Enablers: Buy-in from girls. Barriers: Difficulties working with stakeholders (logistics and different objectives), low motivation of frontline workers, pricing.
Doh Eain – provides learnings from girl workshops to property development companies who design public spaces that are designed to be girl-inclusive.	Results: In 2017/18 sold to seven clients, in 18/19 sold to six clients. Enablers: Buy-in from girls, buy-in from some stakeholders.

	Barriers: Pricing, resource-intensive service, limited number of stakeholders with buy-in.
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Source: Business KPI forms and case study reports

Note: Green represents businesses that were successful in reaching girls through stakeholders, Yellow represents businesses that faced strong challenges to reach girls through stakeholders and White represents businesses where it is too early to make a judgement because the prototype was only recently launched.

MHI has been successful in reaching girls through innovative models where they improve existing stakeholder services for free. The business' services are paid indirectly by girls when they purchase the Dada Card. MHI's model involves recruiting health providers to be part of its 'youth-friendly' network by providing training on being clean, safe and secure, and requiring them to fulfil girl-specific needs such as having gender-sensitive toilets. In 2018/19, MHI has made 45 of its 145 partner-facilities youth-friendly, which were visited by 270 girls. MHI has been successful as it essentially provides a free service to stakeholders while supplying them with more customers. Nevertheless, there have still been challenges, including contractual issues, as health centres have been asking for higher rates in exchange for providing 'youth-friendly' services.

For businesses providing fee-based services to stakeholders, strong product designs helped to attract clients, but pricing was often a challenge. AcceleratED and Doh Eain's prototypes received positive feedback by stakeholder clients, but willingness (or ability) to pay was limited. AcceleratED's prototype, TeachEasy, was well received by teachers and school administrations, and reached its targets for the first two years, according to BPE case study interviews and KPI data. Despite this, AcceleratED faced challenges in onboarding new schools. Similarly, Doh Eain adapted its existing placemaking services to include consultations on girl-inclusive designs for developers of public spaces. This approach received positive feedback from clients, as well as girls who used these spaces. However, our BPE case study research suggests that client interest and appreciation does not always translate into paying for these services. This is because the new model is more expensive and there is limited impact data to justify the increased cost of this model.

Both Leaping Boundaries and Resonate saw strong results when stakeholders facilitated service delivery to girls, and decided to switch to an 'training of trainers' model to scale up their reach and revenue. Both faced challenges in the transition, with some difficulties finding new stakeholder clients willing to pay the higher fees, especially those with interest in impacting girls. As the transition is still ongoing, it is too early to reach any conclusions about the success of this strategy.

Box 4: Reaching marginalised girls through stakeholders: the importance of building trust

Rizq provides school meals and household food donations to improve marginalised girls' nutrition. When trying to reach girls in new communities or new regions, Rizq found it crucial to gain trust from the whole community. While it was relatively easy to reach girls with food aid through schools, targeting households in low-income communities proved difficult, as Rizq's volunteers were at times looked at as outsiders and had to build relationships with trusted community members so as to be accepted and gain access to these households.

Leaping Boundaries aimed to increase the skills and visibility of girls in *madrasahs*, who are among the most marginalised girls in Bangladesh. This always posed a challenge, as *madrasah* have their own religious objectives which may be seen as very different from those of the business, especially as Leaping Boundaries frontline workers are seen as outsiders. The business has worked with six *madrasahs* and found that relationship and trust-building is a time-intensive process, which requires continuous engagement and follow-up.

2 Lessons learned and recommendations

Out of the 28 businesses which we sampled for BPE case study research, 16 reached girls through stakeholders as a key aspect of their business model. Their objective was to engage and partner with stakeholders to increase their girl reach, which was dependent on securing product buy-in from stakeholders and girls. Although the success of reaching girls through stakeholders varied according to the strategy employed, it relied heavily on the business gaining buy-in from stakeholders and from girls. This largely depended on: pricing strategy, relatability and motivation of frontline workers, product tailoring to girls, alignment of goals and product buy-in from external actors.

Stakeholders as facilitators of business's outreach to girls

- Businesses pursued this strategy to encourage girls to buy and use their product, especially if the product was not traditionally marketed to girls or they were not typical users. These prototypes were often physical,

digital or personal products that need to be purchased or acquired by end users themselves (such as bank accounts and mobile apps, or health-related products);

- A key factor of success was the depth of interaction with girls. The more time a business invests in engaging with girls, the greater chance they have to build girls' knowledge and trust in the product – ultimately leading them to purchase it (or convince caregivers to do so). This means providing educational presentations and interactive activities at stakeholder sites, as opposed to simply approaching girls without targeted marketing or prior introduction by a trusted source.
- Other factors that support buy-in from girls include: tailoring products specifically to girls, having affordable prices, engaging with parents for products that are too expensive for girls, and hiring motivated and approachable frontline workers.

Stakeholders as distributors of businesses' services to girls

- Businesses often pursued this strategy if their products were skills-based programmes that stakeholders found beneficial for adolescent girls. Businesses saw this strategy as an opportunity to scale up their impact.
- The first key determining factor for success was buy-in from stakeholders. This was achieved through innovative business models that allow for affordable or free services, as well as the product having a clear benefit to girls and fulfilling the stakeholder's mission. Engaging with third-party stakeholders such as parents and government ministries was also beneficial.
- The second key determining factor was buy-in from girls. This was achieved by hiring motivated frontline workers who girls could relate to and felt comfortable with, as well as designing products that allow girls space to share and express themselves and gain self-esteem.

Stakeholders as implementers of business-designed interventions

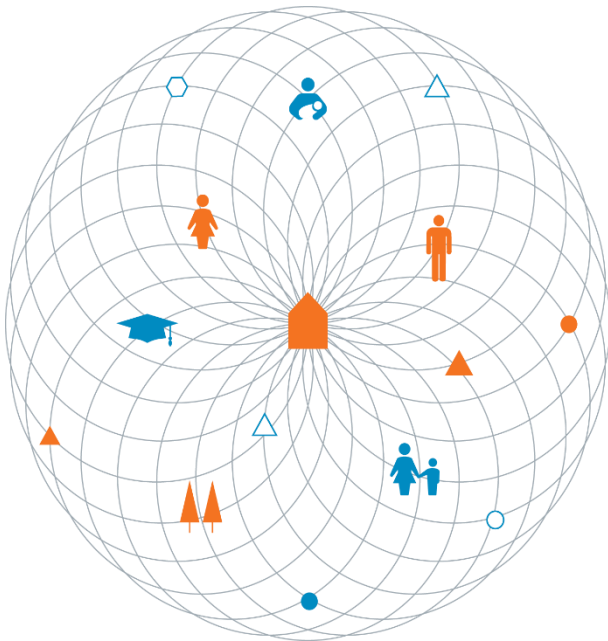
- Businesses pursued this strategy if prototypes were designed to provide training or consulting services to stakeholders to help them deliver interventions to girls. This often took the form of a 'train the facilitator' or 'franchisee' model.
- Overall, the pricing strategy has been the determining factor for businesses to gain sufficient buy-in from stakeholders. Stakeholders also need to be specifically motivated to reach girls. Some businesses have been successful in reaching girls through innovative models where they improve existing stakeholder services for free. For businesses providing fee-based services to stakeholders, strong product designs helped to attract clients, but cost was a key limitation.

2.1 Recommendations

- **Stakeholders that work with girls are often resource constrained. While stakeholders have greatest demand for free services, it is essential to identify the appropriate price point.** Businesses have kept prices low through efficient service delivery, using technology or having lean staffing models. Other businesses have been able to provide services for free to stakeholders and girls through grants or the business' other revenue streams. This strategy often allows businesses to reach rural and low-income girls.
- **In addition to affordable prices, buy-in from stakeholders is often achieved by having strong shared objectives with the business or product.** For schools, this means providing educational and personal development programmes that schools find difficult to provide themselves. For non-educational stakeholders, it is crucial to find partners who are motivated to reach girls and are trusted by them; for example, community health workers. Reaching girls from more marginalised communities might mean engaging with gatekeeping stakeholders who offer access to these groups, including madrasahs or community groups from rural areas.
- **While product relevance and usefulness to girls is naturally important for any strategy to reach girls, there are some specific recommendations when reaching girls through stakeholders.** For in-person services delivered through stakeholders, girls often respond well to products that give them opportunities to share and express themselves, and to discuss topics that are often forbidden in other contexts. Positive reactions and engagement from girls can, in turn, help gain buy-in from stakeholders. For products meant for girls to purchase themselves, it is helpful if they are packaged or tailored specifically for girls, in addition to being affordable.

- **It is often helpful to look beyond institutional stakeholders that work with girls directly, to stakeholders that can act as gatekeepers or decision-makers, including parents or community leaders.** While they might not help directly in reaching girls, they are powerful actors that can affect girls' capacity to make independent decisions, as well as their purchasing power. Particularly to reach younger and less mobile girls, businesses should carry out specific engagement sessions with these actors to gain their support, especially where there may be cultural issues, as well as economic and survival strategies playing out at the household level.
- **Hiring relatable and motivated frontline workers is crucial for reaching girls through stakeholders, whether they are recruited by the stakeholder or the business.** When engaging with stakeholders as outreach facilitators, frontline workers to whom girls can relate are more likely to build girls' trust in the business' prototype. Where stakeholders distribute or deliver services to girls, approachable frontline workers see stronger impact through greater girl engagement. Frontline workers need sufficient motivation, including financial, to engage with girls effectively.

Annexes



Annex A: SPRING Business descriptions

Business description	Prototype description	Stakeholder engagement	Purchaser	Girl benefit type / Girl Type	Touchpoint / frontline worker types	Results
Financial Trust Bank (FTB) Cohort 1 – Uganda Financial / For-profit <i>(Provides financial services to low income people, particularly women)</i>	Girl's Choice: affordable savings accounts for girls and free financial education and life skills training (including reproductive health education) [Product Type: Service]	Stakeholder: Schools (and churches, community groups) Mechanism: Outreach/marketing <i>(Promotion activities at schools and sensitisation programmes to promote their Girl's Choice account)</i>	Girl purchases (Business pays for outreach activities)	Girls as end users Girls 10-19 Rural/Urban In and out of school	Paid employees of business (direct service representatives); Volunteer ambassadors	Able to reach rural and urban areas, as well as out of school girls by forming clubs. High rates of new girls accounts opened (14/15 – 1606, 15/16 – 672, 16/17 – 2009, 17/18 – 712 and girls trained (15/16 – 1606, 16/17 – 5960, 17/18 – 2365)
Totohealth Cohort 1 – Kenya Health / Social enterprise <i>(Supports mothers to monitor their health and that of their child from conception to age 5)</i>	Totobox with pregnancy products [Product Type: Physical product]	Stakeholder: Community Health Volunteers (CHVs) Mechanism: Outreach/marketing Community health volunteers sell Totobox to pregnant women	Girl purchases	Girls as end users Females all ages Young mothers Out of school girls Girls in slums (rural / peri-urban areas)	Volunteer stakeholders (Community Health Volunteers (CHVs))	Switched back to a B2C model.
	SMS service to monitor pregnancy and health of child Type: Digital service	Stakeholder: NGOs/Local Gov Mechanism: Direct service delivery SMS services bought by NGOs/local governments given free to pregnant women	Stakeholder purchases (Girls can also purchase themselves)	Volunteer or paid stakeholder workers (paid / volunteer)	In 14/15 partnered with 6 stakeholders and reached 12000 mothers (325 adolescent girls); 15/16 partnered with 13 stakeholders (including 5 counties) and reached 29326 mothers (2686 adolescent girls); 16/17 partnered and reached 37464 mothers (2641 adolescent girls). Able to reach rural and low-income girls.	
Jeevan Bikas Samaj (JBS) Cohort 2 – Nepal Financial / NGO <i>(Improve livelihood of poor by providing microfinance services and community development projects)</i>	Nawa Bihani: setting saving groups for adolescent girls where they will access financial literacy training and financial products Type: Physical service	Stakeholder: Schools Mechanism: Direct service delivery Set up Nawa Bihani (saving groups) in school to girls to provide financial literacy training	Business provides for free	Girls as end users Girls 10-16	Paid employees of business (JBS staff who are trained to run workshops (employees); Volunteer teacher to supervise (focal teacher)	Able to focus on public government schools. Steady growth of new saving group members (16/17 – 137 girls, 17/18 – 225 girls, 18/19 – 425 girls). Support from the MoE to scale to more schools.
Paritran Cohort 2 – Nepal Security/safety / For-profit <i>(Provides risk management and safety consultancy and training solutions)</i>	Fightback: a 3-day sexual violence risk reduction education programme for girls to develops their mental, vocal and physical skills Type: Physical service	Stakeholder: Schools Mechanism: Direct service delivery Delivering Fightback programme in schools to girls in mass (up to 1000 girls) over three days	Stakeholder purchases (with parents) (Girls can also purchase; Donor funding for poor schools)	Girls as end users Girls 10-24	Paid employees of business (Paritran trainers to deliver programme)	Strong sales (16/17 – 4 schools packages sold, 2010 girls; 17/18 – 5 school packages sold, 2768 girls; 18/19 – 21 school packages, 6671 school packages). Also delivered training to 12 new rural districts through donor funding.
iSocial Cohort 2 – Bangladesh Sales/health / Social enterprise <i>(End-mile women-to-women business network aiming to provide technology-enabled offerings of good and services)</i>	Kishori Kallyanis: Saleswomen who solely focus on selling products and information to adolescent girls (especially related to health products) Type: Physical products	Stakeholder: Schools Mechanism: Outreach/marketing Kishori Kallyanis visit schools to promote their services to girls	Girls purchases (Frontline worker also uses own resources to cover outreach activities)	Girls as end users Girls 10-19 Rural and marginalised communities	Paid employees of business (Kallyani vendors working for commission)	Able to reach 6 districts including rural areas; Trained 143 Kishori Kallyani (who focus solely on adolescent girls) reaching 325 village and 8911 girls.

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<p>Cherehani Cohort 3 – Kenya Financial / social enterprise <i>(Pursues financial inclusion of female microentrepreneurs by offering loans, credit and financial literacy content)</i></p>	<p>Vuka: Digital financial support to young female entrepreneurs (mobile app, customer management platform, financial education content) Type: Financial services</p>	<p>Stakeholder: Chamas (rural savings and lending groups) Mechanism: Outreach/marketing Field officers work with chamas to determine viability of offering loans to individual women</p>	<p>Girls purchases (Business pays for outreach activities)</p>	<p>Girls as end users Females 18+ Rural women Women who own business and member of chamas</p>	<p>Paid employees of business (field officers)</p>	<p>Successful reaching women through stakeholder, but practical challenges with reaching adolescent girls because of digital model requiring girls to have smartphones. In 17/18 only had 20 new girl loan recipients compared to 2402 for females 20+.</p>
<p>Sehat Kahani (E-Hubs/E-Spokes) Cohort 2 – Pakistan Health / Social enterprise <i>(Provides affordable health services for women using women doctors who previously left the field to take care of children. Female doctors can now work from home through video communication).</i></p>	<p>E-hubs / E-spokes: Health facilities with qualified female doctor who can video into the consultation. And home visit consultation through community health workers making visits using tablets. Type: Physical service</p>	<p>Stakeholder type: Community groups Mechanism: Outreach/marketing Awareness-raising and community outreach through mobilisers at community events, Muhalla meetings and discussions with community leaders.</p>	<p>Girls purchases (Business pays for outreach activities)</p>	<p>Girls as end users Female all ages Rural women</p>	<p>Paid employees of business</p>	<p>In 16/17 reached 404 girls through training sessions; in 17/18 reached 4309 girls through training sessions and had 1211 new registered adolescent girls. Business mentions how important the mobilisers were in changing perceptions about women and receiving healthcare.</p>
		<p>Stakeholder type: Community health workers, female doctors Mechanism: Indirect service delivery Implementation of tablets and video communication equipment so female doctors can provide services from their homes.</p>	<p>Stakeholder pays for equipment and communication devices</p>	<p>Girls as end beneficiaries Female all ages Rural women</p>	<p>Paid employees of business (community health workers and female doctors)</p>	<p>In 17/18, 15 e-hubs operating with 10,129 e-hub visits and 15,393 e-spoke home visits (with an estimated 35% being adolescent girls).</p>
<p>Micro Health Initiative (MHI) Cohort 3 – Tanzania Health / NGO <i>(Provides affordable health insurance to low- and middle-income clients and encourages providers to invest in more user-friendly equipment)</i></p>	<p>MHI Health Facilities: Health facilities with sensitisation training on girl health needs Type: Physical service</p>	<p>Stakeholder type: Health facilities Mechanism: Indirect service delivery Health facilities receive free training to become to MHI facilities that girls can use for free.</p>	<p>Business provides for free (as investment paid by revenue from Dada card sales)</p>	<p>Girls as end beneficiaries Girls 10-24 Peri-urban/urban Middle-income</p>	<p>Paid employees of stakeholder (medical staff who have been trained)</p>	<p>In 17/18, 170 Dada Cards have been sold to adolescent girls through 86 agents; in 18/19, 413 Dada Cards to adolescent girls through 75 agents. Most sold through the MHI office in Moshi, with very few sold through salespoints at community centres and retailers or freelance agents who visited schools. This is often due to affordability and the health provider they preferred was not included. (MHI works with 207 out of 6000).</p>
	<p>Dada Card: girl-specific health insurance package solution with add-ons Type: Physical services</p>	<p>Stakeholder type: Schools, community centres Mechanism: Outreach/marketing Selling of Dada Card through salespoints where girls frequently are through free sales agents who visit schools</p>	<p>Girl (mainly parents) purchases</p>	<p>Girls as end users Girls 10-24 Peri-urban/urban Middle-income</p>	<p>Commission-earning free sales agents</p>	<p>In 16/17 reached total partnerships with 31 health facilities; 17/18 reached 120 facilities with 16 being youth-friendly, with 10 adolescent girls accessing youth-friendly facilities; 18/19 reach 145 facilities with 45 being youth-friendly, with 270 girls accessing youth-friendly facilities.</p>
<p>Resonate Cohort 3 – Rwanda Personal development / NGOs <i>(Storytelling workshops to build self-confidence and unlock leadership potential of women)</i></p>	<p>Training of Facilitator model: training partner organisations' staff and trainers so they can deliver the confidence and leadership workshops to women</p>	<p>Stakeholder type: Corporations / NGOs Mechanism: Indirect service delivery Corporations and NGOs receive intensive training</p>	<p>Stakeholders pays for end product (as well as the end benefit to girls)</p>	<p>Girls as end beneficiaries Females all ages Urban, working women</p>	<p>Paid employees of stakeholders (facilitators trained by business)</p>	<p>In 17/18 sold ToF model to 1 organisation who reached 104 women (90 adolescent girls); in 18/19 sold ToF model to 2 organisations and reached 156 women (14 adolescent girls). Steady revenue from their direct service delivery model as well. Adolescent girls is general one fifth of beneficiaries.</p>

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<i>and girls (for NGOs to use in their programming)</i>	Type: Physical services	from the business to be able to run their own personal development workshops to their female staff				
SafeBoda Cohort 3 – Uganda Transport/safety / For-profit <i>(App-based ride hailing service for boda-boda (motorbike taxis) that aims to be more safe and secure than traditional methods)</i>	Brand Ambassador Programme: 25 brand ambassadors (18-19 year old) who advertised SafeBoda to peers, family networks, distributed promotional codes. Type: Physical service (through digital service)	Stakeholder type: Schools Mechanism: Outreach/marketing 25 brand ambassadors would advertise to their classmates	Girls purchases (Business pays for outreach activities)	Girls as end users Young adults 16-24 With smart-phones Urban and middle and upper class	Unpaid volunteers	Steep increase in customers through brand ambassador programme. Normally 1250 new installations of the app between in the second half of 2017, but there 2577 new installations in March 2018, 3999 April 2018 and 9047 in May 2018 which coincided with the programme. Breakdown by gender is not available but is assumed to be disproportionately more girls.
AcceleratED Cohort 3 – Ethiopia Education / For-profit <i>(Educational technology business providing teacher training and education content to improve teaching quality)</i>	TeachEasy: personalised teacher training programme through live coaching focusing on promoting active learning techniques in classroom. Type: Physical services	Stakeholder type: Schools Mechanism: Indirect service delivery Business provides training to teachers in schools who provide improve teaching quality to students	Stakeholder purchases (Donor funding for poorer schools) 100 USD per teacher	Girls as end beneficiaries Children 10-18 Urban, middle-income private schools	Paid employees of stakeholder (school teachers trained by the business)	In 17/18 sold to 8 schools with 20 coaches trained who reached 400-500 teachers; in 18/19 sold to 7 schools with 20 coaches trained who reached 1500 teachers. The business closed in 2019.
Maya Cohort 4 – Bangladesh Health / For-profit <i>(Anonymous messaging platform that connects users with health advice, online or on app)</i>	New Maya Apa re-brand and selling packages through cards: selling its packages service through scratch cards at schools and retailers Type: Information services	Stakeholder type: Schools / Retailers Mechanism: Outreach/marketing Promoting its paid services by having retailers sell scratch cards on site and selling to girls at school	Girls purchases (Business pays for outreach activities)	Girls as end users Females (all ages)	Paid and volunteer employees of stakeholders	Difficulty engaging with schools who do not want to promote digital services. High turnover of brand promoters. In 17/18, able to secure 6081 new downloads from offline engagements compared to 8001 in two months from Facebook campaigns.
Learnobots Cohort 4 – Pakistan Education / For-profit <i>(Educational workshops in-, out- and after-school)</i>	RobtoWala: a physical hardware robot used in tandem with an e-learning platform to promote STEM learning Type: Physical and digital product	Stakeholder type: Schools Mechanism: Direct service delivery Product is sold to schools to be used by children	Stakeholders pay for end product	Girls as end users Children 8-14 Lower-income students, public schools	N/A (The product itself is the 'frontline worker')	Still in pilot stage, but piloted in 4 schools with 133 students.
RIZQ Cohort 4 – Pakistan Food / Social enterprise <i>(Connects food donors to food insecure communities, through network of foodbanks and soup kitchens)</i>	Online touchpoints for donations and Enterprise Resource Planning (ERP) system: Effective inventory and beneficiary management, to report donor activity and impact. Type: Food	Stakeholder type: Schools / Soup Kitchens Mechanism: Direct service delivery Provides hot lunches to underprivileged schools (funded by donors) and to households through soup kitchens	Business provides for free (paid through donors)	Girls as end users General population / Children 10-19)	Paid and Volunteer employees of business; Volunteer employees of stakeholders	In 17/18 reached 104 girls in schools and 450 girls through foodbanks; 18/19 reached 82 girls in schools and 819 girls through foodbanks. Able to reach rural and low-income girls.
Doh Eain Cohort 4 – Myanmar Community development / Social enterprise <i>(preserves heritage, improves public spaces, and organises activities to connect people with places, employing a user-centred participatory approach)</i>	Participatory design workshops with girls: Girls participate in the design process to help design public spaces that are inclusive to girls. Type: Physical service	Stakeholder type: Schools / NGOs Mechanism: Direct service delivery Business run participatory workshops that build confidence and leadership skills in girls	Business provides for free (paid through land developer clients)	Girls as end users Girls 13+ for workshops	Paid employees of business	Still in testing stage. In 18/19, 49 adolescent girls participated in their inclusive design workshops through partnerships with schools and NGOs. Anecdotal evidence of girls feeling more empowered from the sessions, and parents and community centres receiving girls feedback well.

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	<p>Girl-friendly public spaces: Spaces designed to include girls and make them more visible in society</p> <p>Type: Physical space</p>	<p>Stakeholder type: Land developers</p> <p>Mechanism: Indirect service delivery</p> <p>Land developers learn about girls needs to create public spaces that are designed to include girls</p>	<p>Stakeholders pay</p>	<p>Girls as the end beneficiaries</p> <p>General population including girls</p>	<p>N/A (Touchpoint is the public space)</p>	<p>In 17/18 sold to 7 clients, in 18/19 sold to 6 clients.</p>
<p>Leaping Boundaries Cohort 4 Education / personal development / social enterprise <i>(Improving the visibility of girls in madrasahs by providing education, soft skills and psychosocial support)</i></p>	<p>Authentic Leadership Academy: Providing leadership training to university students who then volunteer their time to design and implement a project to benefit girls</p> <p>Type: Physical service</p>	<p>Stakeholder type: Schools (madrasahs)</p> <p>Mechanism: Indirect service delivery</p> <p>Leadership training, including a practical experience in madrasahs, is sold to 'Changemakers' who volunteer to impact girls</p>	<p>Frontline workers pay and provide their own resources</p>	<p>Girls as end beneficiaries</p> <p>Girls 13-16 in madrasahs</p>	<p>Paying clients of the business (Changemakers)</p>	<p>In 17/18 prior to the Authentic Leadership Academy prototype, reached 641 adolescent girls; in 18/19 with the prototype, reached 240 adolescent girls, and trained 5 Changemakers through one bootcamp out of a target of 20. Previously worked with 6 madrasahs, not working with 2.</p>