



Adolescent Girls Agency Scale (AGAS): India Adaptation Overview

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Co-Developers of the Adolescent Girls Agency Survey (AGAS)

Agenda

Introductions

What is the AGAS?

How was the AGAS Developed?

Process of Validating the AGAs in East Africa

Proposal for Adapting the AGAS for India

Opportunities for Collaboration

QCA and Discussion

Photo credit:

Girls Livelihood and Mentoring Initiative (GLAMI), Tanzania



What is the AGAS?

Agency v. Agentic Capacity



The ability of a girl to make change in her own life or community.

taking action = agency.

Context-specific

ability to take action = agentic *capacity*.

Universal



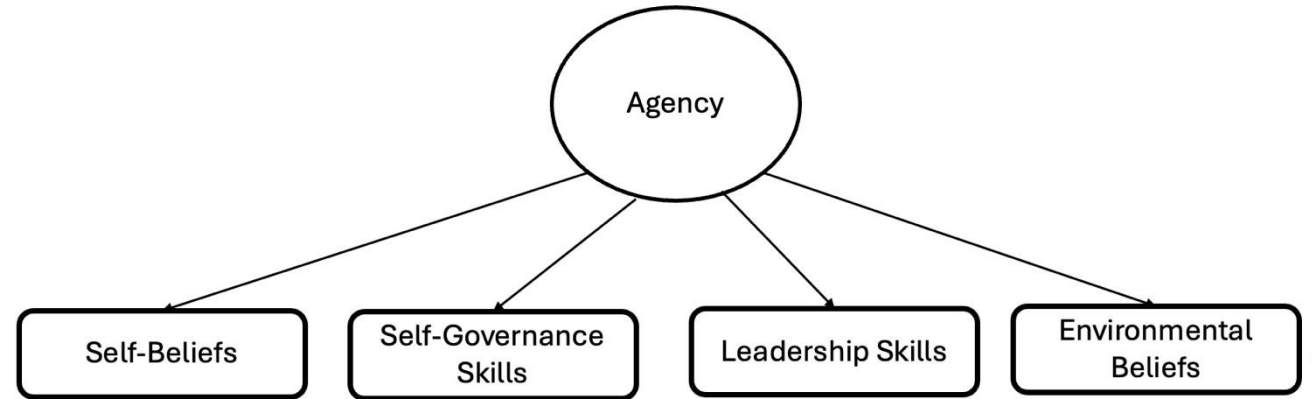


What is the AGAS?

A psychometric measure of **agentic capacity**.

A **universal construct** measuring the likelihood that a girl will take action (not what form that action takes).

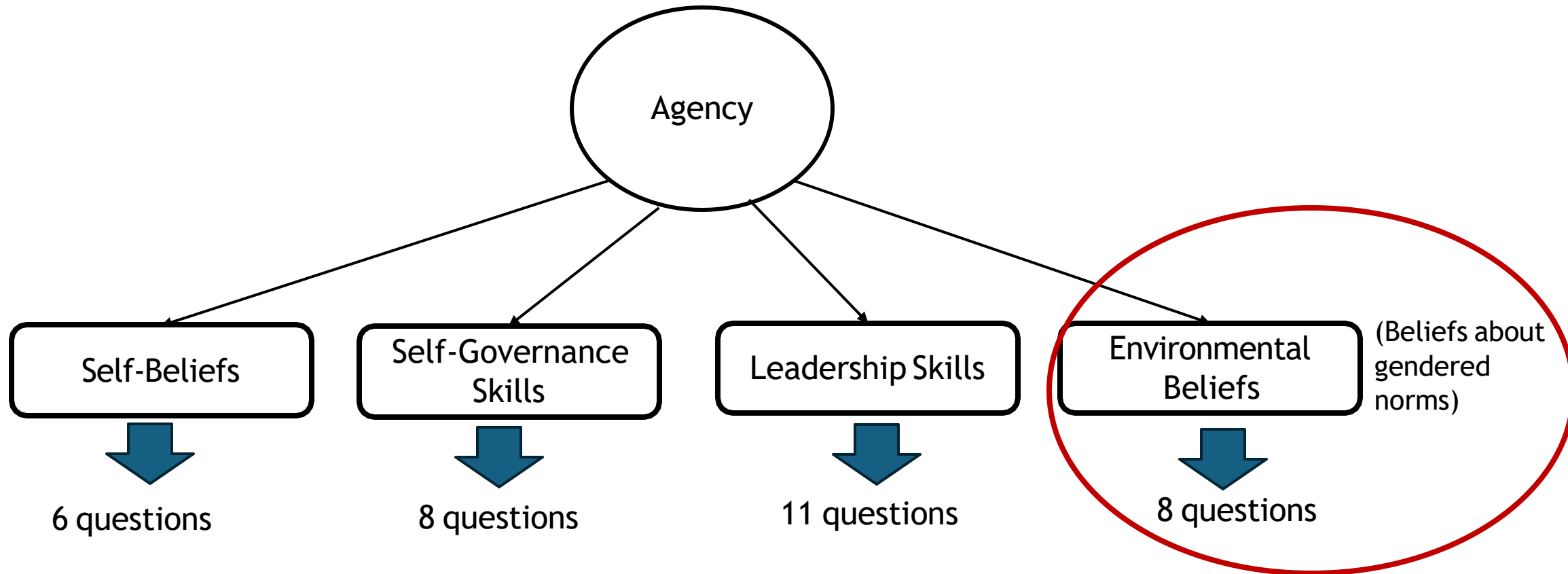
It measures agency as four domains of skills and beliefs.



Read each statement and place a tick (✓) in the box that best describes how much you agree or disagree with the statement.

| | Strongly Agree | Agree | Neither Agree or Disagree | Disagree | Strongly Disagree |
|---|--------------------------|--------------------------|---------------------------|--------------------------|--------------------------|
| 3. I am confident of my ability to deal with unexpected events. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. When faced with challenges, I remain calm because I know I am adaptable. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. When I am faced with a problem, I usually find several solutions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I can handle whatever life challenges come my way. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Current Structure of the AGAS:



Likert scale - level of agreement, or frequency.



How did we Develop the AGAS?

For East African Girls

Collaboration with 17 Organizational Leaders of the Amplify Girls Network...

Who wanted to build a
measure to document
collective impact.

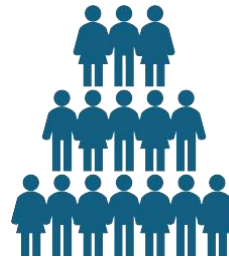


Group Concept Mapping

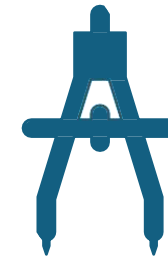
What does success look like for girls in YOUR community?



120+ answers from 17 organizations in 4 countries

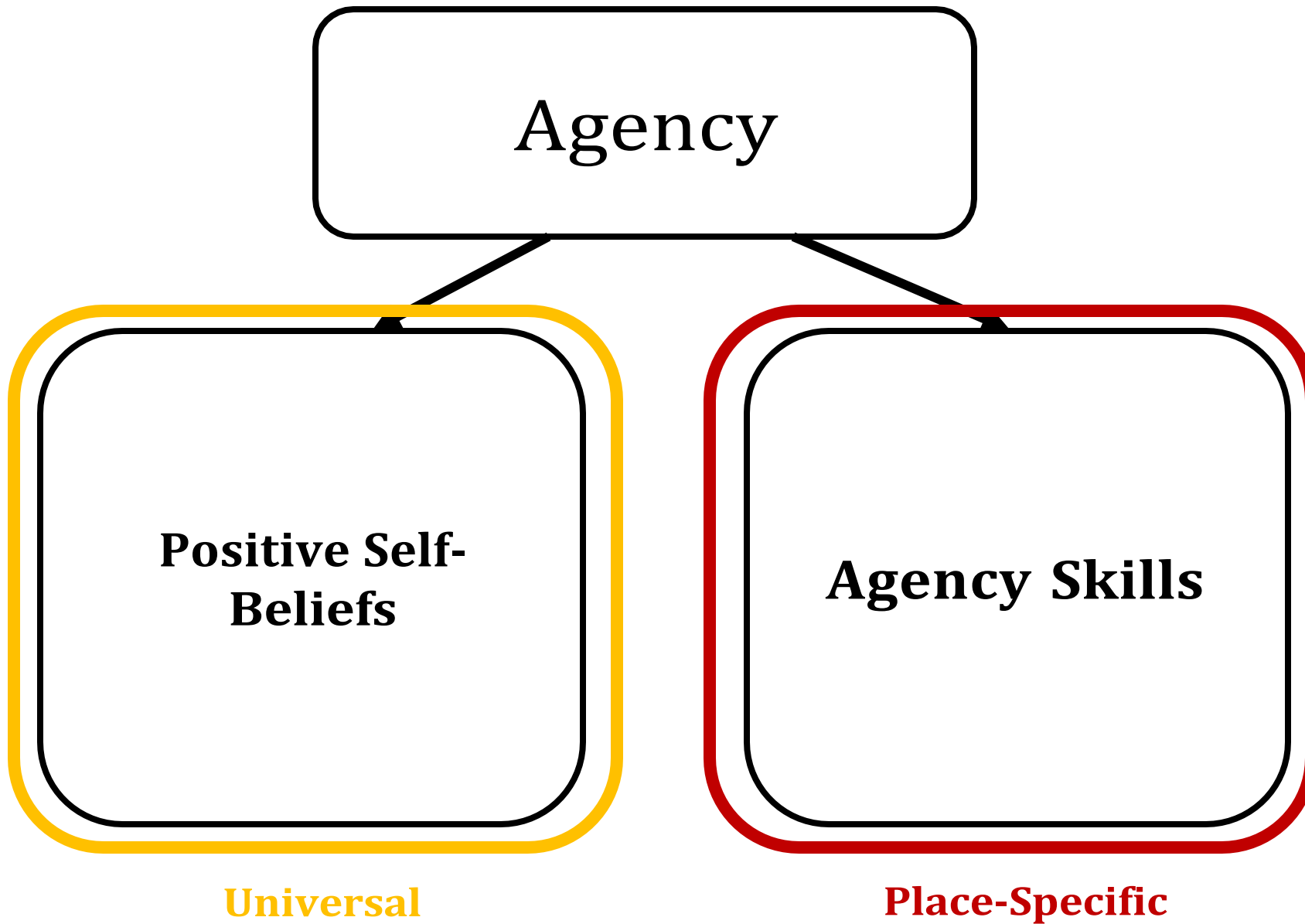


Leaders sorted answers into categories that made sense to them.



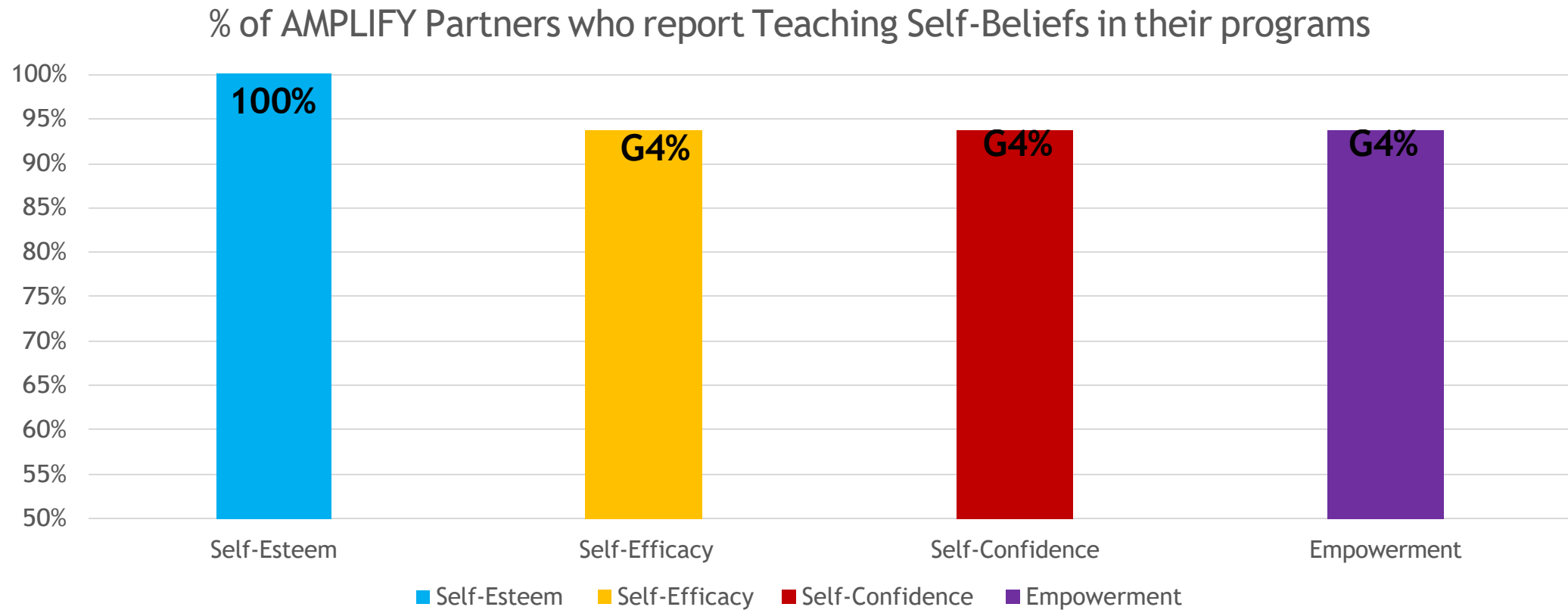
Used multi-dimensional scaling to map responses.

...Agency identified as the top priority



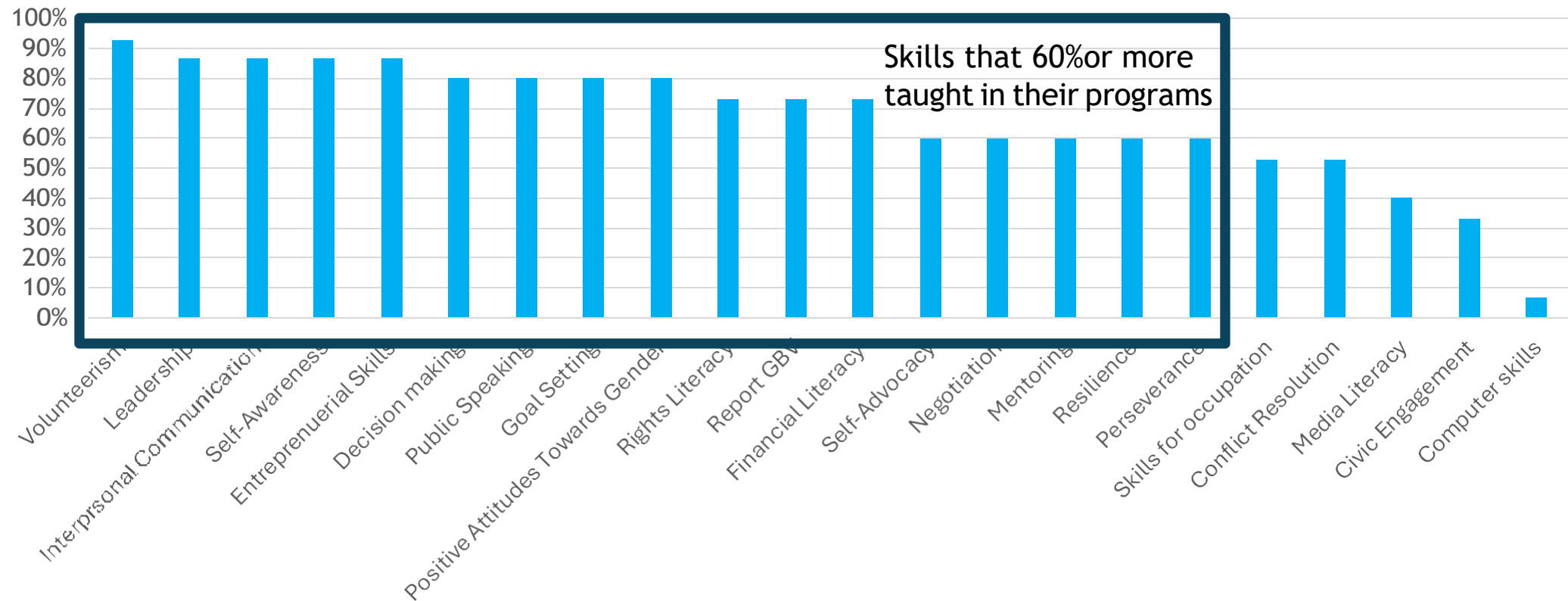
Defining Agency
from across
disciplinary
literature.

Which Self-Beliefs Do Organizations Teach?



Which Skills Do Organizations Teach?

% of AMPLIFY Partners Who Teach These Skills in Their Programs



Agency

A flowchart diagram with a central box labeled "Agency" at the top. Two arrows point downwards from this box to two separate boxes below. The left box is teal and titled "Positive Self-Beliefs:", containing a list of three items: "1. Self-Esteem", "2. Self-Efficacy", and "3. Empowerment". The right box is light blue and titled "Skills:", containing a list of eleven items: "1. Leadership Propensity", "2. Goal setting", "3. Self-Awareness*", "4. Public Speaking", "5. Problem Solving**", "6. Volunteerism", "7. Interpersonal Comm.*", "8. Decision Making", "9. Perseverance", "10. Conflict Resolution**", and "11. Positive Gender Beliefs*".

Positive Self-Beliefs:

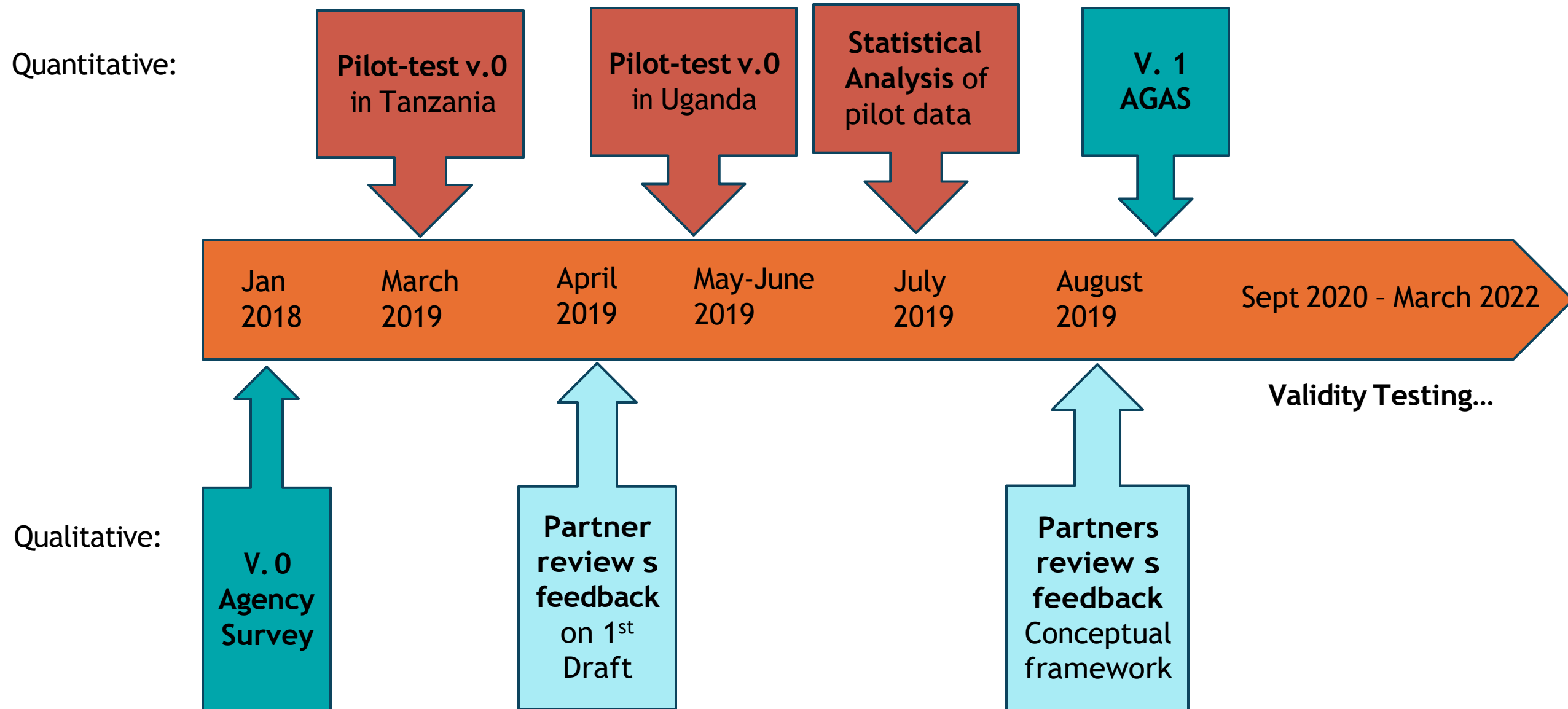
1. Self-Esteem
2. Self-Efficacy
3. Empowerment

Skills:

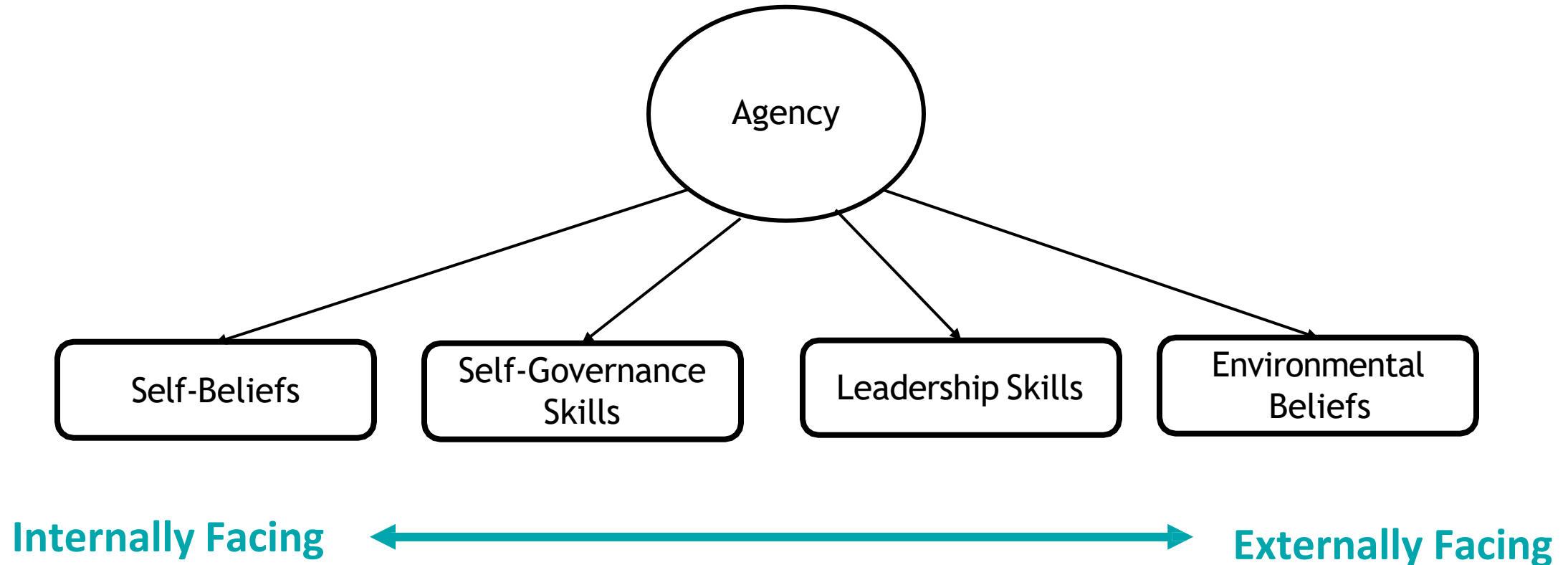
1. Leadership Propensity
2. Goal setting
3. Self-Awareness*
4. Public Speaking
5. Problem Solving**
6. Volunteerism
7. Interpersonal Comm.*
8. Decision Making
9. Perseverance
10. Conflict Resolution**
11. Positive Gender Beliefs*

Adolescent Girls Agency Survey version 0

Survey Development Process:



The AGAS V.1 captures Agency Like this:





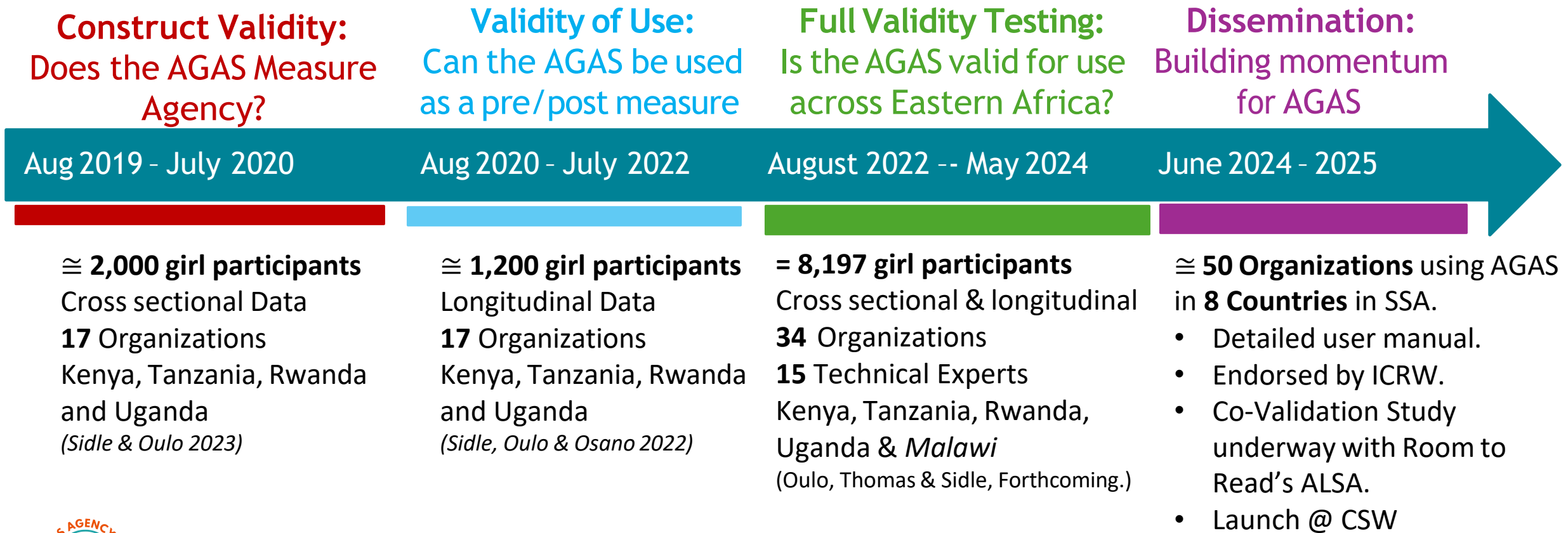
Process of Validity Testing the AGAS

What does it mean to be
an 'industry standard
measure?'

Critical Aspects of Validity

- Validity of **Interpretation**: Is it actually a measure of ‘agency’?
 - Does the structure hold across diverse populations? (statistically speaking) (Oulo et al. forthcoming)
 - Are the domains/sub-domains consistent and reliable? (statistically speaking) (Sidle C Oulo 2023)
- Validity of **Use**: can it be used as intended?
 - As a pre/post measure
 - Is it sensitive to change overtime, in different populations?
 - Can measures be compared across different populations?

Validation Process (2016-2024): 40 Organizations, 5 Countries



Organizations Involved in AGAS Development s Testing



THE GIRLS FOUNDATION OF TANZANIA



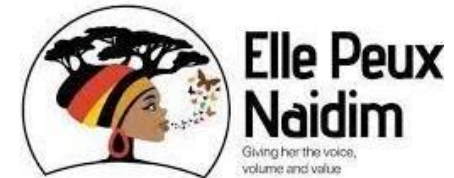
TICA H
Trust for Indigenous
Culture and Health



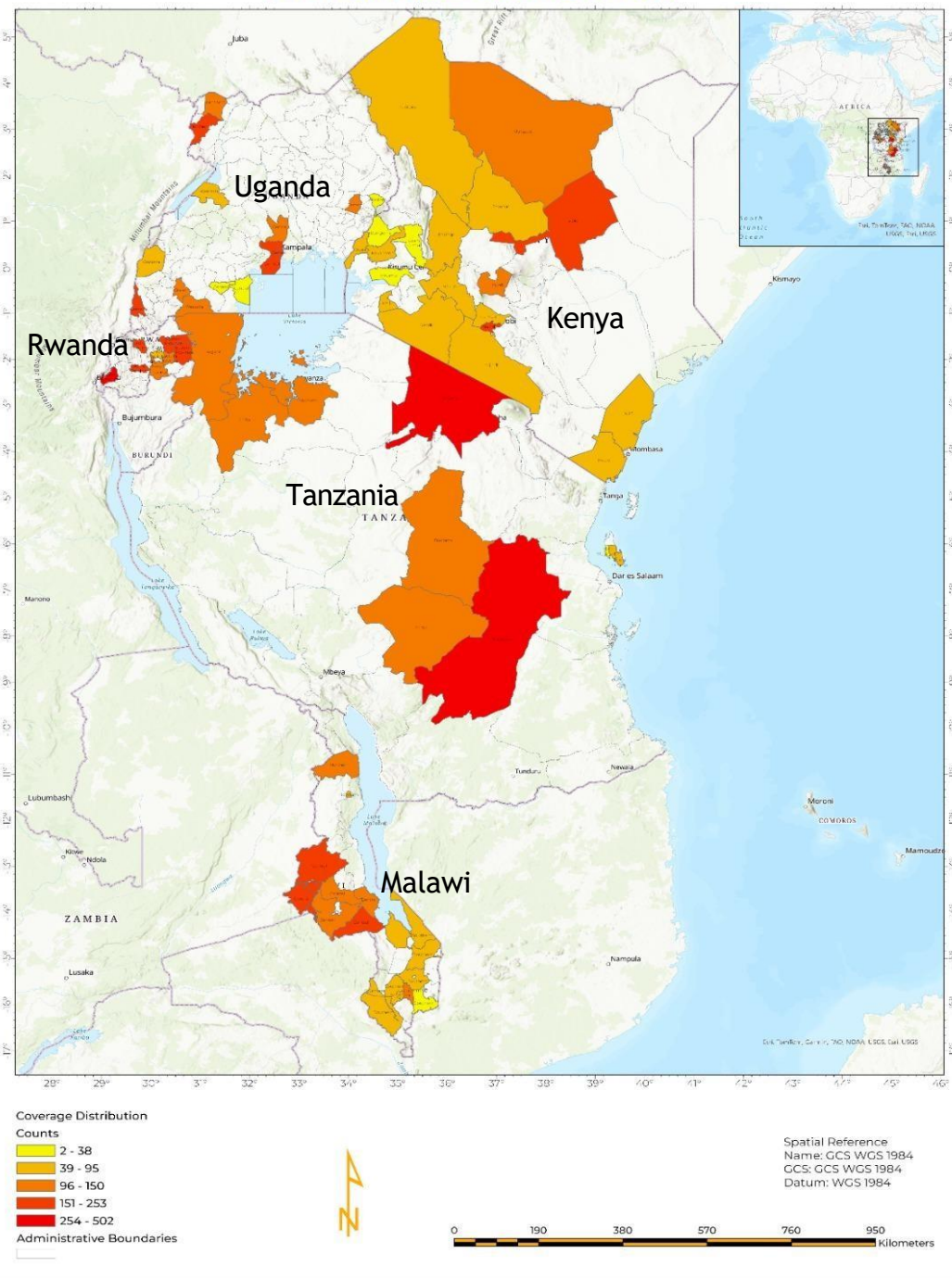
KAKENYA'S DREAM



Msichana
EMPOWERMENT • KURIA



PARTICIPANTS DISTRIBUTION



Geographic Regions Sampled for Validity Testing in East Africa

- Balanced, geographically heterogeneous sample.
- 8,000 girls (baseline C endline)
- 22 cognitive interviews (4-5 from each country)
- Agency Symposium Workshop
 - 21 FGDs with practitioners, girls and technical experts.
 - 4 FGDs with Girls with disabilities

Validation Technical Experts



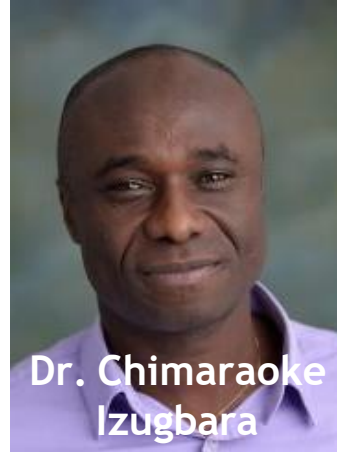
**Nicole
Haberland**
Population
Council



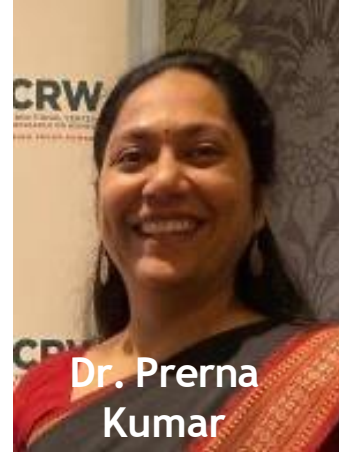
Dr. Nikhit D'Sa
Notre Dame
University



**Dr. Esme
Kadzamira**
University of
Malawi



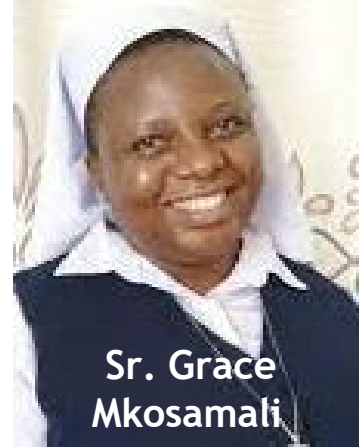
**Dr. Chimaraoke
Izugbara**
ICRW Africa



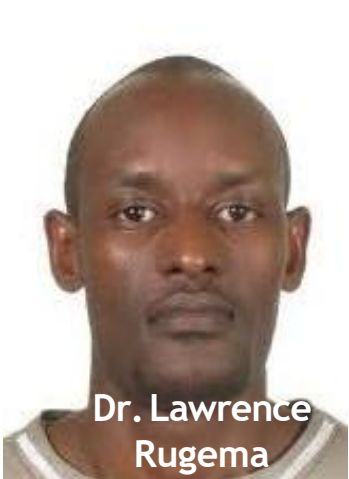
**Dr. Prerna
Kumar**
ICRW Asia



**Dr. Laura
Hinson**
ICRW US



**Sr. Grace
Mkosamali**
University
College of Tabora



**Dr. Lawrence
Rugema**
University of
Rwanda



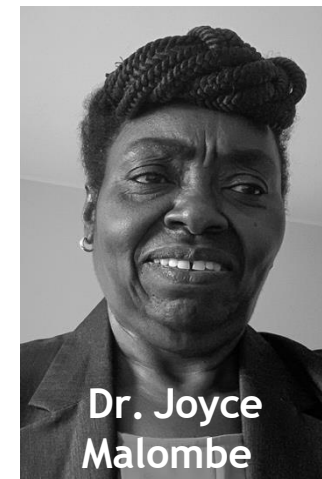
**Dr. Fernanda
Gandara**
Room to Read



Priya Nair
JPAL



Dr. Mary Otieno
Kenyatta
University



**Dr. Joyce
Malombe**
Collective Rising
Leadership
Institute



**Dr. Adefunke
Ekine**
Tai Solarin
University of
Education



**Catherine
Shimmin**
Camfed

AGAS Validation: Summary of Stakeholders

| Stakeholder | Engagement | Geography |
|--|---|----------------------------|
| 17 Executive Directors of East African Community Based Organizations | Survey co-Creation | Ke, Tz, Rw, Ug, |
| 11,000+ Adolescent Girls, | Quantitative Survey Data | Ke, Tz, Rw, Ug, Mw |
| 40 Adolescent Girls | Cognitive Interviewing Data, Focus Group Discussions | Ke, Tz, Rw, Ug, Mw |
| 10 Girl Experts | Findings Validation Workshop, Implementation guidance | Ke, Tz, Rw, Ug, Mw |
| 70 CBO practitioners | Survey revision and implementation guidance | Ke, Tz, Rw, Ug, Mw, UK, US |

| | | |
|----------------------|--|---|
| 14 Technical Experts | Content Review, Findings Validation Workshop | Ke, India, US, Tz, Mw, Nigeria, UK, Rw. |
|----------------------|--|---|

Scoring s Use of AGAS



AGAS yields 5 scores: one global score for Agency and four component scores for each sub-domain (self-beliefs, environmental beliefs, leadership skills, and self-governance skills).



Scoring is complex: Scoring of each sub-domain is based on item difficulty and relative contribution of each item to the sub-domain.

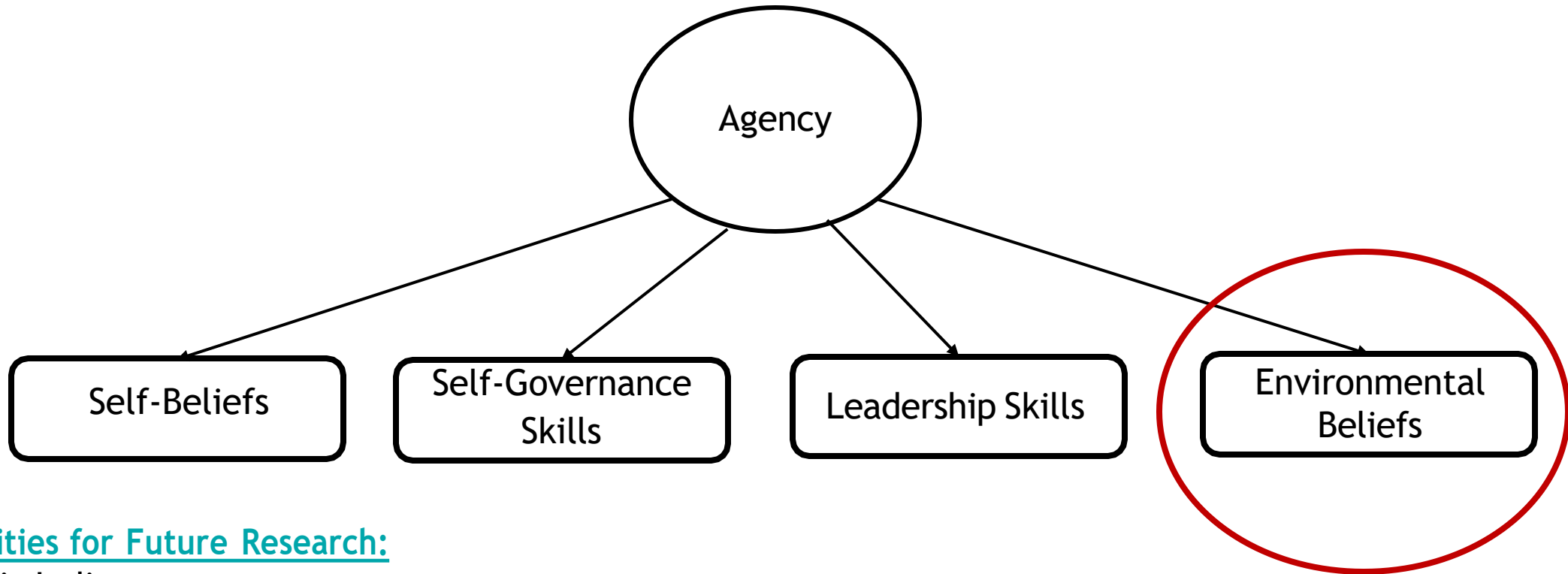


AGAS is free: AGAS is available to any organization who would like to use it. Email GAL for survey versions and detailed user manual and implementation guidance for disability accommodation.



Portal: Scoring for EA version will soon be automated via web-portal.

Future of AGAS: Testing the AGAS limits



Priorities for Future Research:

Girls in India

Girls with Disabilities

Youth (boys and girls)



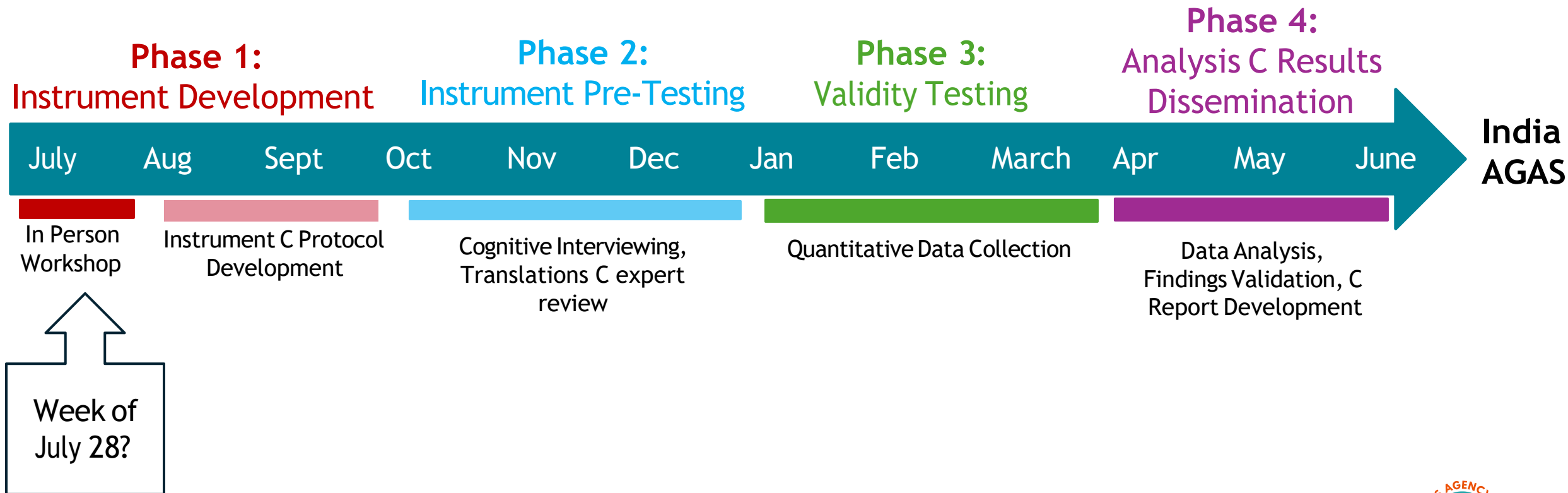
Adapting the AGAS for Indian Context

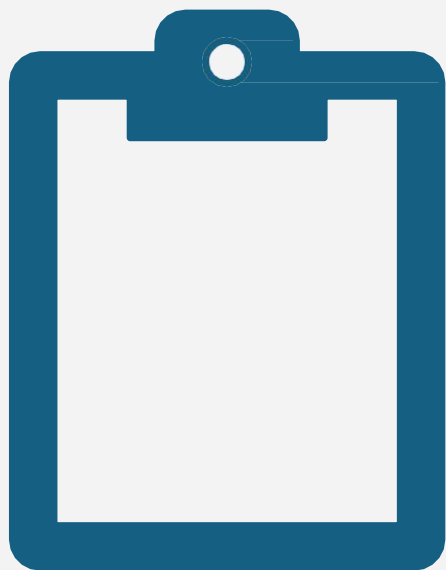
Proposed process of
adaptation C validation

Planning Overview

- One year (13 month) timeline.
- Focus on adapting environmental beliefs domain.
- Build on learning from East Africa on both process and methods.
- **7 Collaborating Organizations:** Work with a core team of collaborating organizations for adaptation and pre-testing.
- **1G-20 Data Collection Organizations:** Build momentum and validity by widening the circle of collaborating organizations for quantitative validity testing.

Proposed Timeline for India Adaptation of AGAS





Phase 1 s 2: Creating a Testable Instrument

- **Phase 1: Instrument Development**
 - Domain Mapping Workshop - 4 Days, 7 partner organizations and Girls. (ALL)
 - Instrument Development. (GAL)
 - Content Review of instrument. (expert panel)
 - Protocol Development. (GAL C ICRW Asia)
- **Phase 2: Qualitative Testing**
 - Local Language Translations. (GAL C Collaborators)
 - Collect qualitative interview data from girls in multiple states on instrument in local languages. (GAL s Collaborators)
 - Revise Instrument. (GAL)



Phase 3 s 4: Validating the India AGAS

- **Phase 3: Validity Testing**
 - 1-2 staff train in Human Subjects Protection (CITI) and data collection (provided by GAL/ICRW)
 - 250 observations/org - some baseline, some endline
 - Test retest over 2-4 weeks
- **Phase 4: Analysis and Dissemination**



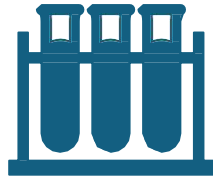
Critical Moments: July-Aug Domain Mapping Workshop

- Review and confirmation of leadership, self-governance skills and self-beliefs domain definitions.
- Participatory mapping of Gendered Norms in Indian Context.
- Geographical/demographic mapping of proposed validity sample.
- Identification of primary language needs (translations)
- Potential: mapping of environmental beliefs for boys.

Critical Moments: Jan-March Quantitative Testing



Each organization collects 250 sample, specified according to the collectively developed sampling frame.



Sample includes test/retest observations.



Technical support and coordination from ICRW



Identification of primary language needs (translations)

Roles and Responsibilities of Collaborators:

1. Collaborating Organization

- Workshop attendance- 1 representative, and 1 girl expert (plus chaperone if needed)
- Monthly coordination meetings (as needed)
- Data collection:
 - Quant - 250/obs at baseline and endline + follow up test/retest (with support from ICRW Asia)
 - Qual - coordination of 2-4 interviews with girls (with support from GAL team)

2. Lead Collaborator

- Workshop Host - location, venue & travel logistics for participants
- Support identifying local language translators.
- Support coordinating qualitative data collection.

3. Data Collection Partner - Only (wider group)

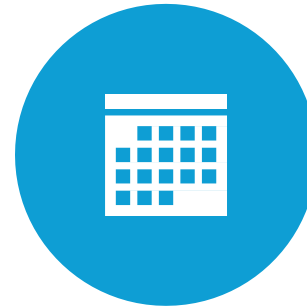
For Discussion:



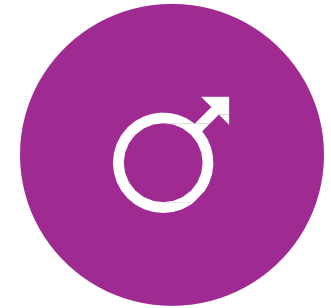
FEEDBACK



INTEREST TO
PARTICIPATE



DATE FOR DOMAIN
MAPPING WORKSHOP



INTEREST IN A BOY-
VERSION OF THE
INSTRUMENT?