

Youth-Inclusive Financial Services Case Study Series 2009



**Youth-Inclusive
Financial Services
Linkage Program
(YFS-Link)**

Case Study No. 3:
*Safe and Smart Savings Products for
Vulnerable Adolescent Girls in Kenya &
Uganda*

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ABSTRACT

This case study details the unique partnership between Population Council, a research-focused NGO with expertise in adolescent girls programming, and *MicroSave*, a consulting firm with expertise in product development for low income clients, to develop and deliver critical financial services to adolescent girls by partnering with four financial institutions – two in Kenya and two in Uganda. At the start of this project, there were no formal, accessible savings products for girls that existed in East Africa, increasing their risk and vulnerability. Lessons learned from two different projects in Kenya led to the decision to engage in the development of savings accounts for girls. Key findings from initial market research conducted among target groups were that 1) girls had money; 2) if an appropriately designed savings account was available, girls would save their money in them; and 3) girls wanted health and social activities alongside the opportunity to save. In addition, research showed that girls wanted savings products for them that were easy to access and be confidential – that is, they must be able to operate it independently of their parents. A product concept for a group-based savings account was developed, in which the group model was used to address both the legal constraints of minors not being able to hold individual accounts, as well as providing the girls with access to the ‘Safe Spaces’ model of programming and, building their social networks. Although none of the existing child accounts on the market were profitable in the traditional sense, financial institutions (FIs) engaged these girls, their families, and their wider communities, which represent a large future customer base. Also, if delivered correctly, this would improve the FI’s image in the community they are serving. As of September 2009, the pilot is in its final months in Kenya with over 1050 girls participating. Pilot results will be evaluated at the end of 2009 and expansion into Uganda is underway.

1. Background

With increasing attention to adolescent girls' economic empowerment, we have seen, and expect to see on a larger scale, adolescent girls saving small amounts of money – planning for future financial goals and preparing for unexpected emergencies. However, as at the start of this project, there were no formal, accessible savings products for girls that existed in East Africa, increasing their risk and vulnerability. Girls without safe, planned places to store their savings have been robbed, suffered harassment by family members, boyfriends/husbands, and others in their communities, and become targets of sexual violence. Safe and smart savings products can help to mitigate some of these consequences as well as facilitate the savings process, increasing adolescent girls' economic stability as they transition to adulthood. Additionally, girls are not routinely taught basic savings and budgeting skills, without which their ability to save successfully and wisely manage their money is compromised. With the push to encourage girls to become powerful economic actors, they also need these financial skills to adequately prepare them.

The Population Council, founded in 1952, is an International NGO with headquarters in New York City, and field offices in 18 countries worldwide. Population Council has done path-breaking work on adolescents since 1988 when it established its office in Nairobi. Rigorous program research has included: reaching married girls and their partners with appropriate health information and services; measuring the impact of micro-credit programs on adolescent girls; evaluating the coverage and effectiveness of national youth programs in providing girls with skills and safe spaces; measuring the quality and safety of education for girls; and most recently, using national data sets in "mapping" the vulnerability of adolescent girls.

MicroSave Consulting, Ltd. is a consulting firm that provides practical, market-led solutions to help their clients succeed and achieve their mission and business objectives. They have extensive experience in developing new products and services, including savings services. Additionally, *MicroSave* is recognized as having respected and extensive experience from working with microfinance institutions, commercial banks, non-governmental organizations, postal banks, community based organizations and cooperatives in the Africa region. *MicroSave* has strong, multi-disciplinary, Kenya and Uganda-based teams, with the ability to bring in additional resources from *MicroSave*'s offices in India, if needed.

Together, Population Council and *MicroSave* provide a unique and strong partnership that brings necessary expertise in two areas – the development of appropriate, market-led financial products and a deep, nuanced understanding of delivering programs and products to adolescent girls with the research capacity to document that learning.

This project also partners with four financial institution partners – the two in Kenya are K-Rep Bank and Faulu Kenya and the two in Uganda are Finance Trust and FINCA-Uganda.

2. Why Girls Savings?

As part of the Council's work with adolescent girls in Kenya, two different projects led to the decision to engage in the development of savings accounts for girls. The first, Tap and

Reposition Youth (TRY),¹ worked to adapt adult micro-credit models for adolescent girls. Two key learnings from this project were that the girls wanted to be able to save independent from the collateral on their loans and that they valued the social support component (i.e. making friends and having a mentor) as much, if not more, than the financial service they were receiving. The second set of projects were focused on providing health education and leadership training to girls, but it became clear that without addressing the poor economic situation of the girls, they were often unable to prevent behaviors that put their health at risk. This led first to the integration of financial education (i.e. teaching girls about money management, savings, budgeting, setting financial goals, etc.) into the health programs. As these programs became quite popular, girls were saving, but only informal mechanisms were available to them and they expressed a desire for safe and secure places to put their savings.

At that point in time, the only “child accounts” that existed were operated by the guardian in the name of a child – not an account that adolescents could operate themselves. Therefore, in a move to develop formal savings products for vulnerable adolescent girls, a market research study was conducted in Kibera in June 2007 by *MicroSave* with over 200 adolescent girls of various age and schooling segments. Key findings from this study were that 1) girls had money; 2) if an appropriately designed savings account was available, girls would save their money in them; and 3) girls wanted health and social activities alongside the opportunity to save. A product concept for a group-based savings account was developed, in which the group model was used to address both the legal constraints of minors not being able to hold individual accounts, as well as providing the girls with access to the ‘Safe Spaces’ model of programming, building their social networks.

While the benefits to the girls themselves were quite clear, making the business case to the financial institution partners was a bit more complicated. None of the existing child accounts on the market were profitable – largely due to the small transactions amounts and high cost of delivering the product – and we did not anticipate the girls account to be any different. The financial institutions were engaged on three main business benefits: 1) these girls were their future customer base and if they successful reached them at a young age they would win lifelong loyalty; 2) these girls had parents, guardians, and a wider community that is largely unbanked and the financial institutions can use the girls savings product as a way to reach and market their mainstream products to a new potential clientele; and 3) if delivered correctly, this would improve the FI’s image in the community they are serving, as well as more widely to be seen as doing a good CSR project.

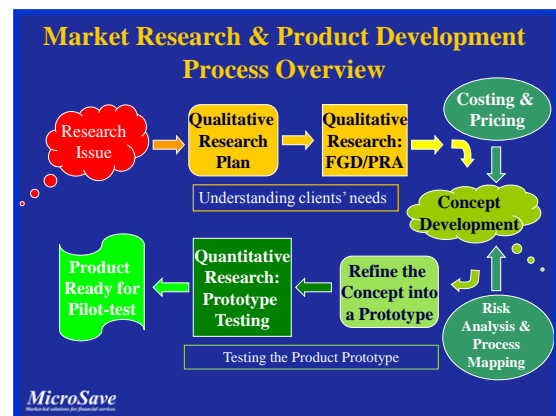
3. Market Research

Conducting thorough market research of the target market is a critical first step before engaging in the product design phase. Guided by *MicroSave*’s systematic market research for product development a research objective is first defined so as to inform a research plan. The plan

¹ Erulkar, Annabel, Judith Bruce, Erica Chong, Aleke Dondo, Jennefer Sebstad, James Matheka, Arjmand Banu Khan, and Anne Gathuku. 2005. “Tap and Reposition Youth (TRY): Providing social support, savings, and micro-credit opportunities for young youth in areas with high HIV prevalence,” Transitions to Adulthood Brief No. 15. New York: Population Council. www.popcouncil.org/pdfs/TABriefs/PGY_Brief15_TRY.pdf

outlines the research methodology, sampling strategy, and the research tools to be used to help answer the research question.

Pivotal to the research work is the choice of research tools, which combines focus group discussion guides and Participatory Rapid Appraisal (PRA) tools that are critical in the triangulation of data obtained from any market research study (see Annex 3). These participatory techniques are used to develop initial product ideas into concepts. Correct field observations (rather than prejudice as most product driven institutions are tempted to do) then drive brainstorming sessions with the product development team. *MicroSave*'s Product Concept Design Matrix - based on the 8Ps of marketing (See Annex 1) – is used to further refine the concept. The process is helpful as it ensures that the product complies with both legal and regulatory requirements, as well as minimum institutional product development policies. Pricing and costing of the product is essential in the phase as well.



Subsequently, the concept is refined after holding another series of focus discussion groups to get the clients' final preferences and input into the product. The result is a prototype ready for pilot testing. In the end, the information gathered ensures that the product is demand-driven – that is, the needs of the clients, as expressed by the clients themselves, are at the fore front (see Table 1).

Using this methodology, in mid 2007 *MicroSave* conducted a market research study on the feasibility of providing savings products for adolescent girls commissioned by the Population Council. The goal was to gain a deeper understanding of girls' current savings behaviors and attitudes, and thereafter determine the level of interest for a formal savings product. . This study engaged over 200 adolescent girls in Kibera – the largest slum in Nairobi, Kenya. The market research confirmed that 1) girls are savings – although in small amounts and in an irregular fashion; 2) girls save in informal mechanisms; 3) they are very interested in a formal savings product if designed correctly; and 4) a savings product for them would have to be easy to access and confidential – that is, they must be able to operate it independently of their parents.

Out of the market research two savings product concepts – Group Based Savings and Contractual Savings – were developed. The Group Based account was chosen for pilot testing as it was the preferred and foundational product as viewed by the adolescent girls. However, it is important to note that although the girls are organized in groups, the savings accounts themselves are operated individually (more detail below).

4. Product Design

After the market research was completed, two financial institution partners (K-Rep Bank and Faulu Kenya) were selected and engaged in a process that facilitated the preparation for the pilot test (See Annex 2). Key to that process was finalizing the design of the products together with

the financial institution. The final product was based on the draft prototype that resulted from the market research, combined with both institutions' realities and prior knowledge of successful program models that work when engaging adolescent girls. The product design process involved a lot of back and forth with the financial institutions, with all parties making compromises on various product features. For example, Population Council and *MicroSave* were very supportive of having a form of bonus or matching payments in the accounts, however both financial institutions were unwilling because of the unsustainability of the cost. Also, the financial institutions wanted to put fees on the accounts, however it was clear from the market research that these fees would make the accounts prohibitively expensive for girls to open and operate.

The product, although slightly different with each financial institution, is a group-based savings account, under which each girl has her own individual account that she operates. Each group is made of 10-15 girls aging between 10-19 years old. In Kenya the legal age to operate a bank account is 18 and because most girls fell below this age the girls select a mentor who is female and over the age of 18 to help with financial transactions. The account is free to open and has virtually no fees. Groups meet weekly for savings activities as well as financial education and other health trainings. Girls receive a savings photo id, a t-shirt, and a lockable homebank. All of these features are direct results of the either the market research or the background knowledge on adolescent girls programming.

Based on the Population Council's global body of work with adolescent girls, the Council has developed and promoted a program platform that includes three critical components: 1) a physical safe space where girls can meet regularly in their community; 2) a group of same sex friends their age living in the same community; and 3) a mentor who is a young woman from the community that also meets the girls regularly. With the appropriate program structure in place, it is then possible to develop the content of a girls program to focus on the area and topics of interest. Therefore, while the primary goal was to develop a financially viable saving account for adolescent girls, it was designed in such a way that encompasses each of the core elements of the Safe Spaces model. First, the financial institutions arrange for a safe place in the community for the girls to meet once a week (spaces include schools, churches, community halls, and others). Second, although each girl has her own account and can access only her own individual savings, girls are organized into groups so that they are able to make friends and form social relationships with a group of girls from the community that they meet regularly. Third, each group selects their own mentor who is a young woman above the age of 18 from Kibera who not only helps facilitate the financial transactions, but also leads discussions during the group meetings and serves as a role model and source of support in the community for the girls. Group members receive training in both financial education and a variety of health topics – combining the integrated topic content along with building in critical components of good girls programming into the design of the product.

The Product Design Process

MR Finding/Girls Knowledge	Programming	Product Features
Girls Need Friends/Social Networks that they meet regularly		Girls are organized into groups Groups meet once a week
Girls Need & Want a Mentor that they have Regular Access to		Each savings group has a mentor Groups meet once a week
Girls Need a Safe Place to Meet		Financial institution provides a safe place in the community for the weekly meetings
Girls Want to be in Control of their Account and to Be Able to Access with Confidentiality		Each girl has her own account that is not dependent on the other girls in the group Girl's parent does not need to be involved unless the girl wants her to
Girls Save in Small and Irregular Amounts		No fees to deposit Can deposit any amount
Girls Want More than Just Savings		Group meeting are enriched with trainings on financial education and health Periodic fun days are part of the activities
Girls under 18 Cannot Legally Withdraw/Operate an Account		Group Mentor serves as a proxy for the guardian figure
Girls need to be rewarded for: -The regularity of their deposits -The balance of their accounts -Regular active participation in the group (regardless of savings activity)		Most frequent depositor (regardless of amount) from each group rewarded twice a year Interest payments Most active participant in each group is rewarded twice a year
Girls keeping money at home is risky		Girls are given a lockable home bank to keep their savings in during the week/ between group meetings

5. Marketing and Delivery Channels to Youth

As part of the pilot preparation activities, each financial institution engaged a marketing agency to develop branding, tag line and marketing materials. Once a sample of names for the account was developed, they were tested with girls in the community. As the product was only in pilot phase, only targeted mobilization was done, not wide spread marketing that had the potential to reach girls that were outside of the pilot catchment area. Girls were recruited through existing clients (i.e. their daughters), through announcements at schools, churches, mosques and existing community programs, through word of mouth, and finally through door-to-door recruitment. It

should be noted that recruitment of girls was not a problem – that is, the proper product design eliminated demand problems. Even after pilot target figures were met and direct mobilization stopped, new girls continued to present themselves to open accounts.

The delivery channels are different depending on the institutions and their regulations. K-Rep Bank has a pilot branch with a banking hall at which girls can come and deposit on their own, or come with their mentor to withdraw. They also have the possibility of depositing at the group level and then either the field officer or the mentor collects all the girls' savings and brings them to the banking hall. Faulu, which is an MFI and at the time of the pilot had no active banking halls in Nairobi, has organized for a mobile branch to come near the girls twice a month. This delivery channel is limiting in its availability due to the high cost. However, as Faulu has recently converted into a depositing taking MFI, and are now developing additional delivery channels (such as limited banking halls, POS at agencies, mobile phone depositing) for their adult clients that will ultimately be available to the girls. Due to the age restrictions, withdrawing is a bulky transaction as it is dependent on the mentor's availability. One key consideration for youth, especially those under the age of 18, is that they cannot withdraw on their own. Therefore, the delivery channel has to be accommodating of the girls' availability, as well as their mentors.'

6. Partnership for Increasing Access of Youth to Financial Services

As neither Population Council nor *MicroSave* are a financial institution, that was the first and most critical partner to identify. Through this existing partnership we have been able to develop a strong team with knowledge of all the critical areas – product development, product delivery, and adolescent girls. However, one critical question is the sustainability of the partnership – as the pilot testing is being funded by grant money, the ability for the financial institutions to cover the costs of the full product as is – including training, fun days, marketing materials, etc. – is questionable. As we enter the roll-out phase and the first phase of reduced funding to the FIs (the technical support of PC and MS will still be covered), the product may have to adapt and the team will have to identify what elements are critical to the product delivery, which can be done without, and what are the costs to the FI. It might be possible that ongoing subsidy, or an outside partner to deliver some of the elements, is the only way to continue certain components of the product.

7. Monitoring and Evaluation Considerations

During the pilot test phase it is critical to be monitoring the savings activity, program activity, and customer satisfaction to be making adjustments as the pilot is going on and then to be used to evaluate the pilot as a whole. The project management team has developed reporting templates for the FIs to use that capture withdrawal and deposit amount and frequency, group attendance, and content of group meetings on a weekly basis. Qualitative research done during and at the end of the pilot informs customer satisfaction. It is critical to have clear communication with the FIs at the start of the pilot on reporting expectations and they are the holders of the data, yet without access to it, evaluation is difficult.

In addition to monitoring savings activity and customer satisfaction, the Council is doing an evaluation to measure the effect at the level of the girl of having a savings account. Girls (as well as a comparison group) were interviewed upon joining savings groups, and will be interviewed again at the end of the pilot and again one year later. Through a quantitative survey, data was collected on girls demographics, household assets, personal assets, economic independence, financial literacy, social vulnerability, gender norms, self-esteem, social mobility, communication with parents, life goals, and basic reproductive health and HIV knowledge and behavior. The quantitative survey will be complemented with qualitative data through a series of focus groups discussions and in-depth interviews. Together, this data will help to better understand the effect of having a savings account on adolescent girls.

8. Next Steps

The pilot is currently in its final months in Kenya with over 1050 girls participating. It is expected that the pilot will be evaluated by the end of 2009 and the rollout strategies will be developed and launched in the first quarter of 2010.

We have also begun the same process outlined above with two financial institutions in Uganda – Finance Trust and FINCA-Uganda. The market research was conducted in June 2009 and the pilot preparations are currently underway. We are anticipating launching the pilot tests in the last quarter of 2010. The work in Uganda will be able to build on the work in Kenya and make changes to improve the product and the process. One example of a change was that the FIs were engaged in the market research process so that their own staff understood the needs of the target market first hand. Another is that both financial institutions have clear delivery channels in place for savings accounts and deposit mobilization so the girls’ savings product can build on the existing infrastructure. By the end of this project, through working with four financial institutions in two countries, we believe that we will have been able to reach thousands of girls with savings accounts, as well as contributed to the learning on youth savings products.

For more information about the project, contact Karen Austrian at kaustrian@popcouncil.org or Corrinne Ngurukie at corrinne@microsave.org. You can also visit http://www.popcouncil.org/projects/PGY_KenyaUgandaSafeSmartSavings.html

ANNEX 1: PREPARING FOR PILOT -TESTING

Step 1- Composition of the Pilot Test Team

It is very important that the team be composed of representatives of all significantly related departments within the participating institutions so as to provide specific input during the product development process. These representatives will be expected to complete tasks related to their departmental activities for the product team

Step 2 - Development of the testing protocol

The testing protocol is the road map that will help the institutions to achieve the expected results from the pilot test of the new product. It provides an outline of how the Pilot Test Team will manage the test. The Protocol:

- Outlines the terms of the test and assigns specific tasks and requirements,
- Indicates precisely how and when the test will be monitored,
- Includes guidelines under which the test will be paused or terminated and,
- Specifies when other decision points have been reached

Terms of the testing protocol

- Number of clients e.g. the anticipated number of girls for the test are 500 within Kibera.
- Determine the test branch (es).
- Specify Duration of the pilot:
- Outline Reporting Dates: the reporting dates will be daily, weekly and monthly by the respective Officers involved in the pilot test.
- Specify Data Analysis management – mostly in the form of an evaluation
- Specific boundaries that may call for a pause or cancellation of the test may include:
 - When the targeted people do not participate in accessing the product.
 - If the costs of the test are exorbitantly high.
 - If the Information System cannot capture the data needed to monitor progress in the pilot test.

Step 3 – Setting Goals and Objectives

There will be need to determine what impact the project anticipates to achieve and these are very likely to be both quantifiable and non-quantifiable. Periodically assess impact once we determine and agree on the key indicators.

Step 4 – Preparation of the systems particularly MIS

This is largely the responsibility of the participating financial institution. However it is critical that existing systems can adopt to this new product. In addition, it will be necessary to specify the types of reports required on specific periods to track performance.

Step 5 – Financial Projections

Past experience shows that savings products for minors are not profitable. The reason why they are still being offered by institutions is because of the need to build relationships with these clients who they anticipate will be lifelong customers. However, it is prudent to conduct a costing and pricing exercise because when combined with realistic growth projections, will show the performance of the product (especially take up)

Step 6 – Documentation of Product Policy and Procedures

Clear documentation is necessary so that during pilot implementation the product Test will be fully understood (both the policies surrounding the product, and the procedures for its operation). Policy and procedure definitions will address all areas that affect the product or are affected by the product, including:

Front and back office operations, Technical operations (accounting, MIS)

Savings account activities typically require the following procedures

- Account opening
- Cash Deposits
- Cash Withdrawals
- Matching deposits criteria
- Account inquiries (FAQs) - concerns
- End-of-day procedures
- Replacement of lost documents by customer
- Correction of posting/entry errors
- Imposition and posting of penalties

- Account closure
- Supervisor approvals and authorizations, etc

Step 7 – Training of Relevant Staff

The Training Resources and Materials - Will involve designing /developing appropriate training manuals, product brochures, FAQs, and other training equipment.

The Participants – Start off with staff directly involved in delivering the product and others to follow

The Training Methodology – Will employ a variety of training methodology depending on the suitability and relevance of this to the information being disseminated and the trainees. However the following are among the most likely methods to be used: Lectures, Discussions, Case studies, Role plays, Exercises and practical tests, Q&A. The trainings will combine both classroom and practice-based methodologies. The methods applicable are not limited to the above. The trainer is at liberty to use any method he/she deems appropriate.

Step 8 - Marketing and Marketing Materials

The marketing function will emphasize on the presentation of the key product benefits and features aimed at enhancing clients' knowledge.

Deploy professional staff with positive attitude that assures clients of their position as partners. The staff will portray an image of a responsive institution. This will have a high positive impact on the word-of Mouth in the areas of operation.

Pilot phase marketing strategies:

Initially the group based savings product will be piloted in specified institutional branches. This phase calls for limited marketing campaigns for the following reasons:

- To have a manageable pilot test process – this helps the institution to assess the natural response to the product.
- To avoid confusion for not taking the product to scale / offer in other branches

The benefit statements, Brand name, Positioning statement and USPs shall be used in marketing the savings product(s). A Frequently Asked Questions (FAQ) sheet will be used initially as the product brochures is being finalised.

Monitoring the success of marketing efforts

The marketing efforts will be monitored and assessed as part of the supervisory activities. Focus group discussions will be used during the pilot test evaluation exercise to assess the clients' understanding of the product and why they chose to buy it. This should generate information on clients' perceptions about the product.

Step 9 - Commencing the Pilot Test

Schedule the start of the pilot test. Before this date, the Pilot Test Team will need to review all the preparatory steps, discuss and decide whether the systems and available trainings are sufficient for a successful pilot.

The following additional steps will be undertaken:

1. A written Letter of Recommendation for roll out
2. A brief letter informing the key staff of the participating financial institutions.

Step 10 – Evaluating the Test

Monitoring and evaluation will be carried out using the NIKE M&E template and/or one that will be developed by the Project Team. Regularity will need to be determined by NIKE but the project team could do quarterly reviews.

ANNEX 2:

The “P”	Details of the “P”
Product (design)	Includes specific product features, opening/minimum savings balances, liquidity/withdrawal terms, loan terms, ancillary services such as loan review and disbursement times, collateral or guarantees, amortization schedules, repayment structures (e.g. balloon payments or interest-free grace periods etc).
Price	Includes the interest rate, withdrawals costs, statement/ledger fees, loan fees, prepayment penalties, prompt payment incentives, transaction costs and other discounts.
Promotion	Includes advertising, public relations, direct marketing, publicity, and all aspects of sales communication.
Place	Refers to distribution and making sure that the product/service is available where and when it is wanted. This includes such options as outreach workers or agents, mobile bankers, ATMs, working with the informal sector financial services etc.
Positioning	Is the effort by the microfinance institutions (MFI) to occupy a distinct competitive position in the mind of the target customer. This could be in terms of low transaction cost, low price, high quality, security of savings, quick turnaround time, professional service, etc. It is a perception.
Physical Evidence	Includes the presentation of the product: how the branch physically looks, whether it is tidy or dirty, newly painted or decaying, the appearance of the brochures, posters and passbooks etc.
People	Includes how the clients are treated by the people involved with delivering the product – in other words the staff of the MFI. It also includes recruitment, internal communications, performance monitoring and training. To get the best performance from staff, MFIs need to recruit the right staff then invest in training on customer service and in products, the MFIs’ processes and procedures.
Process	Includes the way or system in which or through the product is delivered: how the transaction is processed and documented, the queues/waiting involved, the forms to be filled etc.

**ANNEX 3: DESCRIPTION OF MARKET RESEARCH TOOLS² (FGD & PRA TOOLS)
ADAPTED FOR DESIGNING SUITABLE FINANCIAL SERVICES FOR YOUTH**

1. *FGD Guide* – This tool will broadly help us understand the young youth’s perceptions around the key areas of focus (livelihood and social orientation; Money management and access to financial services and their needs and preferences for financial education). The guided questionnaire will also allow the respondents to make suggestions /recommendations on these areas.
2. *Seasonality analysis of household income, expenditures, and savings and credit* - a useful tool in informing the development of a savings and/or a loan product. Whilst it helps draw out information on seasonal cash flows – details on income and expenditures - and the need for financial services/interventions it also informs who in the households (men, women and youth) takes responsibility for saving to meet different expenditures. This can help one understand the intra-household dynamics in the context of expenditure and savings patterns and facilitate the development and marketing of financial services. This analysis will also provide insight into some of the risks and pressures faced by the young youth and how they respond to them.
3. *Cash Mobility* – This tool can be used in two ways. (a) To determine how and where the youth spend most of their time, with whom and why. (b) To get a better understanding of where these youth go to acquire or spend cash. The discussions should lead to who they trust with their finances and other social orientation in the case of (a). Often times this tool gives insights into potential income generating ventures/projects that the girls might get involved in.
4. *Time Series* – An alternative to mobility mapping that could help us focus on the types of activities the respondents are typically engaged in on a day to day basis. The idea will be to get the participants make a list of all the activities they are engaged in and then rank them in order of most engaged in to least. The next step would be talk around the time spent on each activity (using a weekly chart) – i.e. the why, where and with whom.
5. *Lifecycle Analysis* - seeks to identify the phases of a youth’s core activities /key milestones in it; to determine which of the events require lump-sums of cash; to examine the implications of these for household income/expenditure; to establish current coping mechanisms; and then finally to discuss how access to financial services can help the youth respond to these. The information gathered can be useful in terms of designing financial product that match the various needs expressed at different milestones during a youth’s life-cycle as it were.
6. *Financial Services Matrix* - This tool is useful in determining which financial services are used by the young youth and why. As is true with other PRA tools, we will customize this tool in such a way that it will provide better understanding of ‘significant others’ that play a key role in the young youth’s financial planning and decision making process.
7. *Venn Chapati* – Closely related to Cash Mobility, the Venn Chapati diagram provides additional information. Essentially helps one to understand the places and /or activities that youth normally go / hang out / engage in and the reasons for these choices places/activities. In addition to understand
 - the strengths, weaknesses, threats and opportunities (SWOT) of these places/ activities + the social capital accumulated by participants
 - /who influences these ‘places’ / ‘activities’ choices
 - what savings and/or financial service activities take place in these areas / during these activities

² Depending on the research issue it is recommended that of the tools listed at most 3-4 tools are used

ANNEX 4: BIBLIOGRAPHY OF YFS CASE STUDY SERIES

1. Abeywickrema, C. (2009, September). The role of the Hatton National Bank in creating access to financial services for youth in Sri Lanka. Hatton National Bank. Accessible at: http://www.makingcents.com/products_services/resources.php

Hatton National Bank (HNB), a prominent commercial bank in Sri Lanka, has been committed to providing financial services in rural areas and to more vulnerable populations for years. More recently, HNB has begun to focus on serving youth in two key ways: 1) establishing Student Banking Centers in schools 2) targeting youth in rural areas in their village microfinance programs to receive both financial and non-financial services. This case study examines key methodologies to effectively serving youth with financial services through a commercial lending model.

2. Ahammed, I. (2009, September). A case study on financial services for street children. Padakhep. Accessible at: http://www.makingcents.com/products_services/resources.php

Padakhep is a non-government organization (NGO) in Bangladesh that strives to reach street children through an integrated approach. This case study details the innovative “Introduction of Financial Services” program which provides both credit and savings services to Dhaka street kids to encourage them to initiate income generating activities of their own. A key lesson that emerged was that flexible terms and conditions of financial products are essential for working with an extremely vulnerable target population like urban street children.

3. Austrian, K. & Ngurukie, C. (2009, September). Safe and smart savings products for vulnerable adolescent girls in Kenya & Uganda. Population Council & MicroSave Consulting Ltd. Accessible at: http://www.makingcents.com/products_services/resources.php

This case study details the unique partnership between Population Council, a research-focused NGO, and MicroSave, a consulting firm, to develop and deliver critical financial services to adolescent girls by partnering with four financial institutions in Kenya. This case study shows that by offering girls secure savings products they can mitigate some of the hardships they endure as well as encourage positive savings habits, thereby increasing their economic stability as they transition to adulthood.

4. Chandani, T. & Twamuhabwa, W. (2009, September). A partnership to offer educational loans to nursing students in Uganda. Banyan Global & Equity Bank. Accessible at: http://www.makingcents.com/products_services/resources.php

Equity Bank-Uganda and Banyan Global have successfully partnered in Uganda to develop an innovative loan product that links workforce development in the health sector with microfinance. This case study describes the key elements of success of their pilot to bring education loans to aspiring nurses between the ages of 17 and 24. Equity Bank proves that by approaching youth who are formally affiliated with a training institution can be critical to alleviating risk, gaining trust and achieving market share.

5. Kashfi, F. (2009, September). Youth financial services: The case of BRAC and the adolescent girls of Bangladesh. BRAC. Accessible at: <http://www.cyesnetwork.org/sites/default/files/Case%20Study%20on%20BRAC%20and%20Youth.pdf>

Ten years after beginning adolescent-focused initiatives in Bangladesh, BRAC realized that financial independence can play a key role in empowering adolescent girls further. This case study focuses on the Employment and Livelihood for Adolescents (ELA), which offers both credit and savings services to adolescent girls. Findings indicate that using a holistic approach to financial service delivery customized to the needs of adolescents will equip the girls to invest better and take higher loans on average.

6. Gepaya, L.Y. (2009, September). Youth inclusive financial services: Marketing and delivery is what matters. Panabo Multi-Purpose Cooperative. Accessible at: http://www.makingcents.com/products_services/resources.php

The Panabo Multi-Purpose Cooperative (PMPC) is a cooperative based in the Philippines and a part of the global World Council of Credit Unions (WOCCU) network. This case study describes how PMPC discovered that partnerships with schools can be an effective form of growing membership, promoting a culture of savings at a young age, and delivering much-needed financial services to underserved youth populations.

7. Harnest, J. & Neilson, E. (2009, September). Microfinance and “the next generation” The FINCA Aflatoun curriculum implemented in an MFI setting. Finca Peru & Aflatoun. Accessible at: http://www.makingcents.com/products_services/resources.php

Aflatoun, an organization committed to social development and financial literacy for children between the ages of 6-14, has begun partnering with select microfinance institutions (MFIs) to offer its curricula to clients’ children. This case study discusses Aflatoun’s work with FINCA Peru detailing the strengths, weaknesses, opportunities and challenges associated with implementing Aflatoun curricula in a non-formal school setting with children of microfinance beneficiaries. Findings from this project indicate that children who consistently attend classes have demonstrated a strong willingness to save.

8. Denomy, J. (2009, September). MEDA works with youth: YouthInvest. Mennonite Economic Development Associates. Accessible at: http://www.makingcents.com/products_services/resources.php

This case study provides an overview of MEDA's work on increasing youth access to financial services, particularly through YouthInvest in Egypt and Morocco. Detailed in this case study, YouthInvest was designed with a strong market research component, the results of which are crucial to designing successful financial and non-financial services for youth.

9. Massie, J., Nelson, C., Hopkins, D. & Sebstad, J. (2009, September). Using innovative partnerships and market research to link financial education and savings products for girls. MicroFinance Opportunities. Accessible at: http://www.makingcents.com/products_services/resources.php

Microfinance Opportunities working with Savings and Economic Empowerment grantees to develop financial literacy modules that will be closely linked to their savings products. For the first time, market research is informing both the design of financial education and financial products for young women. This effort is carried out through innovative partnerships between MFO, youth service organizations, and financial institutions. This case study provides an overview of these partnerships and how they conduct market research, the integral role of these results in designing of appropriate savings products for youth.

10. Nazneen, S. (2009, September). Save the Children's youth financial services: Adolescent girls project. Save the Children. Accessible at: http://www.makingcents.com/products_services/resources.php

This case study describes the Kishoree Kontha (Adolescent Girls' Voices) Project implemented by Save the Children in 5 sub-districts of southern Bangladesh. The goal of this intervention is to link savings schemes with other non-financial services, such as health and education, to allow rural adolescent girls to build their human, social and economic assets. Additionally, this case study details how Save the Children dealt with traditional gender roles, as adolescent girls are not decision-makers, through intense community outreach and sensitization.

11. Cilimkovic, S. & Jahic, S. (2009, September). Youth inclusive financial services: A case study from Bosnia. Partner Microcredit Foundation. Accessible at: http://www.makingcents.com/products_services/resources.php

Partner Microcredit Foundation is a non-profit microfinance institution in Bosnia Herzegovina that recently piloted a youth loan product. The goal of this youth program was to increase self-employment opportunities for young people in Bosnia and Herzegovina by providing access to loan capital in addition to market-oriented business training and mentorship services for youth clients. This case study describes in extensive detail the experience of Partner MK in conducting market, research, designing a specialized youth loan product, and the preliminary outcomes and lessons learned of this program.

12. Schiller, J. (2009, September). Making financial services and business skills development available to African children and youth: Accomplishments and limitations of research and monitoring. Plan International. Accessible at: http://www.makingcents.com/products_services/resources.php

This case study examines Plan International's situation analysis research carried out in Senegal, Niger and Sierra Leone. This project identifies active youth groups and presents a profile of youth and their activities and their general socio-economic conditions in each locality. This project focuses on the Village Savings and Loan (VSL) program in the three countries. The associations formed are sustainable and replicable, and the local implementing partner institutions have been effective and successful in all three program countries. Overall, youth's response has encouraged the project to believe that dramatic upscale is possible.

13. Storm-Swire, L. (2009, September). Exploring youth financial services: The case of ProMujer in Bolivia. ProMujer. Accessible at: http://www.makingcents.com/products_services/resources.php

Pro Mujer is an international women's development and microfinance organization that alleviates poverty in Latin America by providing financial services, healthcare and training to poor women entrepreneurs. This case study details the process of developing a group-based loan product targeted at youth, with results indicating that significant investment in proper market research, product development, staff and infrastructure is required to determine the differing needs of this heterogeneous market.

14. Shell, B. (2009, September). Product development for girls: Girls' savings and financial education. Women's World Banking. Accessible at: http://www.makingcents.com/products_services/resources.php

This case study examines how Women's World Banking has helped two of its network members, XacBank of Mongolia and Banco ADOPEM in the Dominican Republic, design and roll out savings products and financial education programs for girls and young woman ages 7-24. WWB found that reaching girls cost-effectively required developing strategic partnerships – with experienced youth education professionals, since the bank did not have that expertise in-house, and with institutions already interacting with girls, since convenience is an important issue for both the products and the financial education program.