

ENGAGING ADOLESCENT GIRLS IN THE DEVELOPMENT OF PROGRAM CONTENT

DREAMS

PARTICIPATORY PROTECTIVE ASSET MAPPING



In Tanzania, HIV prevalence rates of adolescent girls and young women age 15-24 are twice as high as those of adolescent boys and young men¹. Gender–based violence, social isolation, poverty, discriminatory cultural norms, early sexual debut, lack of comprehensive knowledge about sexuality, and high secondary school dropout rates all contribute to girls' heightened vulnerability to HIV.

Addressing these core factors that push girls out of school and increase their risk to HIV requires evidencebased, tailored program content. Applying a human centered design approach, WEI/Bantwana actively involved adolescent girls and their mothers/caregivers in creating relevant and meaningful content for the Protect Our Youth Clubs.

Using the Population Council's Building Assets Toolkit², WEI/Bantwana conducted a participatory asset mapping exercise whereby adolescent girls and their mothers/caregivers identified the priority protective assets girls need to survive and thrive in school. A protective asset is related to what a person knows, can do or be, or has. Instead of looking at girls through one particular lens or by defining them by their 'needs,' the protective asset building tool is a strength-based approach that considers assets across multiple sectors, how they affect girls' lives, and how they interact with each other.

The Building Asset Toolkit contains 100 cards, and each card lists one protective asset. WEI/Bantwana translated the cards into Kiswahili to ensure full participation of the adolescent girls and their mothers/ caregivers. WEI/Bantwana grouped the girls into small groups by class (groups of Form I and Form III girls separately). Each small group of girls was given a set of the 100 translated cards to discuss and



prioritize in terms of how important the different assets were in keeping them safe, healthy, and attending

school regularly. The girls were also given blank cards and were instructed to write on the blank cards if they felt there is anything missing from the existing cards. Girls were encouraged to express their ideas and opinions freely. The girls prioritized the cards into the categories of "very important," "less important" and "not important" based on their own daily experiences.

WEI/Bantwana conducted this exercise with several groups of girls, as well as with their mothers/caregivers. Adolescent girls and their mothers/caregivers took part in separate discussion groups so that the adolescent girls were able to speak freely among their peers without parental involvement. A total of 121 adolescent girls in secondary school and 121 mothers/caregivers participated in the exercise.

What resulted from these highly active small group discussions and mapping was a series of lists of the protective assets that the girls ranked as most important. These lists were was used to inform the selection of evidence based materials that were included in the Protect Our Youth Club manuals for Form I and Form III respectively. WEI/Bantwana created an inventory of existing evidence-based curricula and manuals that met the following criteria: use participatory methodologies; be youth-friendly; be age appropriate; already piloted or tested and demonstrated effective; and they had to contain content related to the following themes: adolescent reproductive health, rights, gender-based-violence, managing relationships, communication skills, or gender³. This

MUHIMU SANA			
Kaglashia kama kaseeza kasena "dapana" kao monamati zake inapo wonamati zake inapo kutanya kuta falani jerye anachikuri siyo sakihi.	kawaambia wazaal wake kawa wanachotaka kufanya ni kinyume cha sharia.	Anatahannu etaabhila ayy hatari na hatari ti madanao ya kuleuri ti utopensul no utori ni kuneza kutatuta maaada kwa ajili yaka metriyawa su matal pangina.	Kujus madhars na jinsi ya kuzula
Kujua namna ya kualizza au kuelezea tatizo kwa mtu mwenye mamalaka, kama vile viongozi wa serikali ya mtaa.	haki ya Elimu ya afya ya uzazi.	Kuwa ne nafasi ya kupitunza kwa muda kutosha (mwanga, ukimya, bila kuwambuliwa, salama, n.k)	Dira mpanga wa usaliwwe na huwa na uwalitiw madhara mathiki panayawaza kukukabili kweny malake ye kila akay
Kowa na uwezo wa uzoefu wa kuneza mipoporo miongoni mwa merafiki na unaosogama nao.	Rufshamu mulegi we uleci binahi na njia ya kushuwiphi kupata msaada	Kuwa na uweza wa Kuwasiliaha haja Kuanye kunsi rika na Kwa wazee.	Kuwa na uwezo wa kutatua migogora miangoni mea marafiki na unaosoama nao.
Ana malengo ya fedha ya muda mrefu na mpango wa utekolezaji.	Kujisikia kama anaweza kusema "hapana" kwa marafiki zake iwapo wanamshinikiza kufanya kitu fulani yeye anachilikiri siyo sabihi.	Kojua uponjes es UKZHNIZ utravpostikana, jini pa kujikinga na, njia za masmbukizi,kupima na kupata tiba.	Numa na mpanga
Kufahamu beanda waaichana waxa haai ame na wawalana mabinti wana haki sawa na vijana sa kiuma.	Ana ujuzi wa kupanga bajeti, kufuatilia mapato na matumizi.	Pahamu namno ya kupata msaada kutoko kwa mama/mwanamia mtu muina unaponuo daliii za kubughudhise na mwanaume/wanayme.	Rwenye kubimili kasira sakati anapokuwa kosnye hali ya muongo wa mawaato.
Kutumia mujadiliano na mzarifa maalum ya mutuko ya hatan na ujuzi kututua tatiza ili kuepuka mila potofu (kama FGM) kazauda katika jamii yake.	Kufambua nani wa kumunta kwa ajii ya kupata mwakda na wapi kwa kutoa taanta imapotakea takio le ukatii wa kijimai au ukatii dhidi ya watoto	na matukia na sehemu.	Kafabamu kituo cha kanbu cha polini na aina ya masada ambao polini anaweza akautoa.
Kujua maeneo/eneo na sza ambazo wesichana wanakutana peke yao.	shulesi. Kutambua wahanashheji na watsa huduma wa shya ya jamii.	Kuwa na mpango wa kupindeleza stjeri waka (kunoma A kuhesabu) wakati wa likizo ya shule.	Kawa na uweza kunta mavazi vizuri kulingana na matukio na sebemu
Kunsa na uwezo wa kujedilana na kuwa na stadi za kutatua metelina na mwenye kupendelea kuishi shuleni.	- mahususi na	Kajua wepi unaweza kopata msaade, ukigundua kuwa mwenzako ni mhanga wa ukatili.	Kujua kuma wasichana wana haki asea kama wawalami. Masini wanahaki kawa kama wawalisto
Kufahamu khoslana ne biashara ya ngono na ana nyingine za ngono za kulazimishus (ashawish), asaliki, nki) na mahali ga kupata muande lava watata	Kufahamu maeneo saiama ya kupeta msaada/kujembile katika jamii.	Tambua ukeketaji namna na wakati unapofanyika, jinsi ya kumasidia aliye kutika hatari ya kukekatasa na kufanamu kuwa ukeketaji ni kinyume cha Sheria.	
Eurora na učlahamu sel mahštaji pa kila silu kora nakatali na kozanga dagati kora nakati.			

Note cards of protective assets participants listed as "muhimu sana" or "very important."

inventory of existing manuals was then reviewed and cross-referenced with the "very important" priority lists generated by the adolescent girls and their mothers/caregivers. In this way, the sessions ultimately included in the Protect Our Youth Manuals were contextually anchored and reflective of the issues and concerns that are most pressing to adolescent girls. Although there were broad similarities between the priorities of the adolescent girls in Form I and Form III, there were also some clear differences as reflected in the list of sessions on the back cover. The adapted content was then translated into Kiswahili for use in the POY Clubs.

An overview of Protect Our Youth Clubs is on the following page and the table of contents from the manuals developed using the protective asset mapping can be found on the back cover.

WHAT IS A PROTECTIVE ASSET?

A protective asset is a store of value related to what a person know, can do or be, or has. Protective assets fall into four broad categories described below:

Human/Health Assets: Things that help protect girls' lives and the lives of those around them. Examples include: knowledge about sexual and reproductive health (including sexually transmitted infections), finding a health clinic, signs of danger during pregnancy and labor, how to treat a young child with diarrhea (for girls who care for younger children).

Social Assets: The networks that girls can access to help take advantage of opportunities. Examples include: girl-only safe spaces, social support, having at least three non-family friends, access to mentoring, developing life skills (decision making, negotiating, building rapport with others).

Economic Assets: Specific skills that help girls plan for the future. Examples include: knowing how to create a simple budget, having a small savings account, and knowledge of vocational-training opportunities.

Cognitive Assets: Competencies often nurtured in school (and ideally beyond). Examples include: numeracy, literacy, confidence and clear self-expression, critical analysis, communication, and problem-solving skills.

PROTECT OUR YOUTH (POY) CLUBS

What: POY Clubs support change at the level of the adolescent—empowering them with information, skills, and support networks so that they can better navigate the variety of risks they face and build protective assets to reduce vulnerabilities. POY Clubs were designed to meet the needs of vulnerable adolescent girls; however adolescent boys are welcomed as club members. Engaging boys enlists them as allies in combatting gender discrimination and violence in schools. POY Clubs also help adolescents build soft skills (such as goal setting, time management, communication skills, and decision making) to help support their academic success and encourage their ability to pursue their education.

How: Using a rights-based approach and delivered in a safe space through peer-to-peer methodologies, POY Clubs enable adolescents to work collaboratively and speak out and take action against inequality, social injustice, and abuse. POY Clubs are an inclusive and participatory platform for girls and boys to examine unequal power dynamics and challenge gender norms that discriminate against girls and perpetuate gender-based violence.

Who: Adolescent girls and boys in secondary school in Form I and Form III. Over the life of the project a total of 1,858 students were enrolled in POY clubs, of which 1,189 (64%)% were adolescent girls.

Where: As a part of the DREAMS Innovation Challenge, WEI/Bantwana supports 48 POY clubs in 6 schools in Temeke District in Dar es Salaam.

Expected Outcomes: Increased protective assets of adolescent girls; adolescent girls and boys working together as agents of change; improved knowledge and attitudes about child rights, GBV, and gender equality; reduced school-related GBV; increased reporting of school-related GBV; improved knowledge of adolescent reproductive health.



The Bantwana Initiative of World Education Inc., is currently implementing DREAMS programming in three countries: Swaziland, Tanzania, and Zimbabwe. Across all four countries, DREAMS is layered onto existing programming for orphans and vulnerable children and focuses on strengthening comprehensive services for adolescent girls and young women (AGYW) to reduce their risk of HIV.

TABLE OF CONTENTS FROM THE POY MANUALS

Protect Our Youth Club – Form I TERM I

- 1. Introduction to the club
- 2. Getting to know each other
- 3. Self-esteem
- 4. Setting goals: What will your future be?
- 5. Steps to achieving a goal
- 6. Overcoming obstacles to achieving your goal
- 7. Basic communication skills
- 8. Assertive communication
- 9. Practising assertive communication
- 10. Saying no
- 11. Time management
- 12. Friendships: What makes a good friend?
- 13. Peer pressure

TERM II

- 1. Decision making
- 2. Child rights
- 3. Sexual Reproductive Health
- 4. Gender
- 5. Gender roles
- 6. Types of violence
- 7. Gender Based Violence
- 8. Harmful practices early marriage, FGM
- 9. School Related Violence
- 10. Consequences of violence
- 11. Responding to violence
- 12. How to report violence

Protect Our Youth Club – Form III TERM I

- 1. Introduction to the club
- 2. Supporting each other
- 3. Self-confidence
- 4. Setting goals: What will your future be?
- 5. Steps to achieving a goal
- 6. Overcoming obstacles to achieving your goal
- 7. Time management and study habits
- 8. Basic communication skills
- 9. Assertive communication
- 10. Practising assertive communication
- 11. Talking with parents
- 12. Talking with peers
- 13. Friendships, boyfriends, and girlfriends

TERM II

- 1. Sexual Reproductive Health
- 2. Sexual relationships: risks and decisions
- 3. Financial goals
- 4. Budgeting and saving
- 5. Rights and responsibilities
- 6. Gender and work
- 7. Gender Based Violence
- 8. School Related Gender Based Violence
- 9. Responding to violence
- 10. Social networking
- 11. Peer pressure
- 12. Decision making
- 13. Entrepreneurship

Endnotes

- 1 Tanzania HIV Impact Survey (THIS) 2016-2017.
- 2 http://www.popcouncil.org/research/building-assets-toolkit-developing-positive-benchmarks-foradolescent-girls

This includes: Protecting Ourselves and Each Other/Child Protection Booklet, WEI/Bantwana Tanzania 2013; Doorways, USAID Office of Women and Development, 2009; Go Girls! Community Based Life Skills for Girls, Johns Hopkins Bloomberg School for Public Health/Center for Communications Program, 2011; School Related Gender Based Violence, UNESCO and UN Women, 2016; Protect Our Youth Clubs, WEI/Bantwana Swaziland, 2012.

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