



# DREAMS

## Innovation Challenge

*Innovative Prevention and Response Program  
Addressing the Link Between Teen Pregnancy/Motherhood and School Drop-Out  
In Swaziland, Tanzania and Zimbabwe*

Jessica Smolow  
DREAMS IC Program Manager, Bantwana Initiative

Determined

Resilient

Empowered

AIDS-Free

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Safe



# The Bantwana Initiative of World Education

**WEI/Bantwana's mission is to improve the wellbeing of vulnerable children and their caregivers and families affected by HIV and AIDS and poverty.**

*More than 25 million children have been orphaned and made vulnerable in sub-Saharan Africa by HIV and AIDS and poverty.*





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# Why DREAMS?

DREAMS is responding because adolescent girls and young women are getting infected with HIV at alarming rates:



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# What is DREAMS IC?

- **DREAMS Innovation Challenge (IC)** is a partnership of **56 organizations** to implement innovative solutions that reduce HIV infections in adolescent girls and young women (AGYW) in **10 countries**.
- Funded by President's Emergency Plan for AIDS Relief (PEPFAR), the Bill & Melinda Gates Foundation, Girl Effect, Johnson & Johnson, Gilead Sciences, and ViiV Healthcare.



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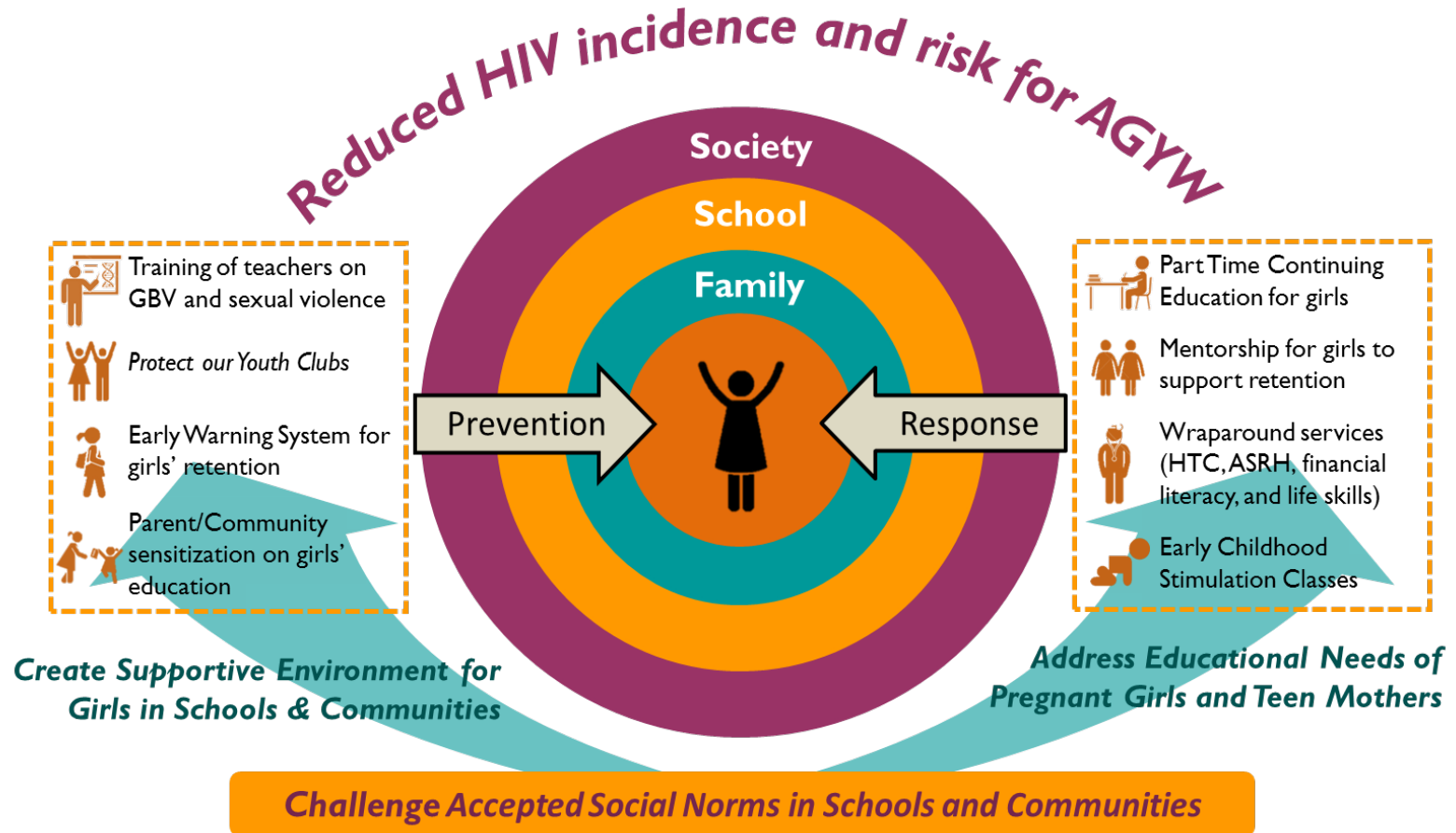
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# WEI/Bantwana DREAMS IC Programs

- WEI/Bantwana focuses on the **highly vulnerable** and **under-served** sub-population of AGYW who:
  1. are pregnant/young mothers who have recently dropped out; or
  2. are in school, but at the greatest risk of dropping out
- In **Swaziland, Tanzania, and Zimbabwe**, with contextualized *prevention and response* activities

WEI/Bantwana will reach **5,856 AGYW** ages 15-24 over the 2-year program.

# Holistic package of services to prevent AGYW school Drop-outs



# Prevention:

## Gender Based Training for Teachers

- In collaboration with the Ministry of Education, train Guidance and Counseling teachers on **gender based violence and sexual violence**
- Used the Ministry's approved curriculum to identify signs of sexual abuse, as well as how to **respond and support those affected by GBV**
  - Refer to: Early Warning System, Community Care Workers (CCWs) for referrals and follow-up, the police or safe shelters, especially in the cases of sexual abuse, or health facilities for HIV testing and care



# Prevention:

## Early Warning System (EWS)

- In each country, WEI/Bantwana is adapting an **early warning system** to identify girls who are most vulnerable to drop-out to be targeted for retention in schools.
- Teachers are trained to use a simple early warning tool incorporating the “ABC” risk indicators for dropping out

**A**

ABSENTEEISM

**B**

BEHAVIOR

**C**

COURSE FAILURE

# Prevention:

## Early Warning System (EWS)

- In **Zimbabwe**:
  - An adapted tool was rolled out and piloted in **20** schools in July 2017
  - Established an Early Warning Taskforce at each school:
    - School Heads, Guidance and Counseling Teachers, District School Officials, Community Case Workers, and student representative
  - The Ministry of Education spearheaded the process, in partnership with the Department of Social Welfare ensuring Community Case Workers are part of the EWS taskforces in each school
- In **Swaziland**:
  - Buy-in from the Ministry of Education has been difficult, so the tool is being piloted in Protect Our Youth Clubs as a self-administered tool by the girls and facilitated by Peer Educators

# Prevention: Protect Our Youth Clubs

- **In-school clubs** equip girls with knowledge and skills to prevent pregnancy, support teenage moms to continue with their education, and create a more supportive and girl-friendly school
- Using a **peer-to-peer approach**, and discuss experiences through interactive approaches such as dramas, stories, poems and drawings
- In addition to working with girls, the **POY clubs work with boys** to foster positive masculine behavior and include mixed sex and single sex activities
  - Involving boys enlist them as allies in combatting gender discrimination
- Connect AGYW with **mentors** for informal psychosocial support, guidance and information on available services

# Prevention: Community Sensitization

- Traditional leaders, cultural gatekeepers, and opinion leaders are targeted through **community dialogues** to change cultural norms pertaining to child marriage, pregnancy and education
  - They help create an enabling environment for pregnant girls and young mothers to **stay** in school
  - They are powerful agents of change towards **motivating the community to support these girls**
  - They **advocate** for a reduction in child marriage and changes in gender norms in the community
- Since roll-out, community dialogues have been adapted to **target caregivers, spouses and partners**, and additional community leaders on the importance of girls' education

# Response: Part Time and Continuing Education Program

- **PTCE** is a flexible education approach that allows learners who have dropped out of secondary school for various reasons, to access education
  - Such as pregnancy/motherhood and economic insecurity
- Learners are taught by **qualified teachers** in formal schools when formal lessons are not in session, such as after school
  - Times of attendance are designed to accommodate the various circumstances of the learners
  - Learners study and progress at their own pace
  - Community volunteers (Swazi) or community members (Zimbabwe) play with the children so the mothers' attention is not disrupted
  - When they are ready, they take the same examinations as the formal learners
- This adaptable model is the most suitable to **retain girls in school** who have multiple roles, such as motherhood

# Response: ECS classes, Mentors, wrap-around services

- **Early childhood stimulation** are parenting sessions for teen moms and their babies that are facilitated by trained community volunteers
- Uses a parenting skills curriculum developed by WEI/Bantwana:
  - 12 parenting topics, including motor, social, emotional, cognitive development, communication and language development, health, and nutrition
  - Teen mothers led through toy making workshops and learn skills to stimulate their children to increase developmental outcomes
- Girls are linked with **mentors** who support the girls with career coaching and help them develop life plans and goals.
- To enhance retention, WEI/Bantwana provides girls with **critical wrap-around services** such as POY Clubs, HIV prevention, adolescent sexual reproductive health, and financial literacy



# Challenges

- Extremely vulnerable population, almost ‘forgotten’
- Long standing cultural practices and beliefs are barriers to these girls’ access to education, in school and in the community
- Lack of male/partner support
- Limited timeframe, budget and small sample sizes

# Key Strategies/Lessons Learned

- Government Involvement
  - All levels: community, school, district, national
  - Key linkages between sectors
  - Both for in-school and out-of-school models
- Inclusive Strategy for in-school POY Clubs and PTCE sites:
  - Intentional and inclusive targeting strategy
  - Stimulated students interest rather than stigmatize
- Involvement of male partners
  - Adapted community dialogue approach to target partners and spouses

# Results To Date

## SWAZILAND

- **166** AGYW completed exams for Junior or Secondary Certificates
- Enrolled and retained **179** AGYW in the PTCE program
- Reached **433** community members through Community Dialogues

## TANZANIA

- Reached **938** girls and boy in POY clubs
- Enrolled **330** out of school AGYW for PTCE program
- Trained **60** teachers and head teachers in school-related gender-based violence prevention

## ZIMBABWE

- Full buy-in from the Ministry of Education with the EWS - piloted it in **20** schools in **2** districts
- Reached **340** adolescent girls in PTCE sites
- **117** young mothers graduated ECS Sessions
- Trained **45** mentors to be paired with AGYW



**Thank you!**  
**Questions or Comments?**