NAWIRI

ASRH

Implementation Guide
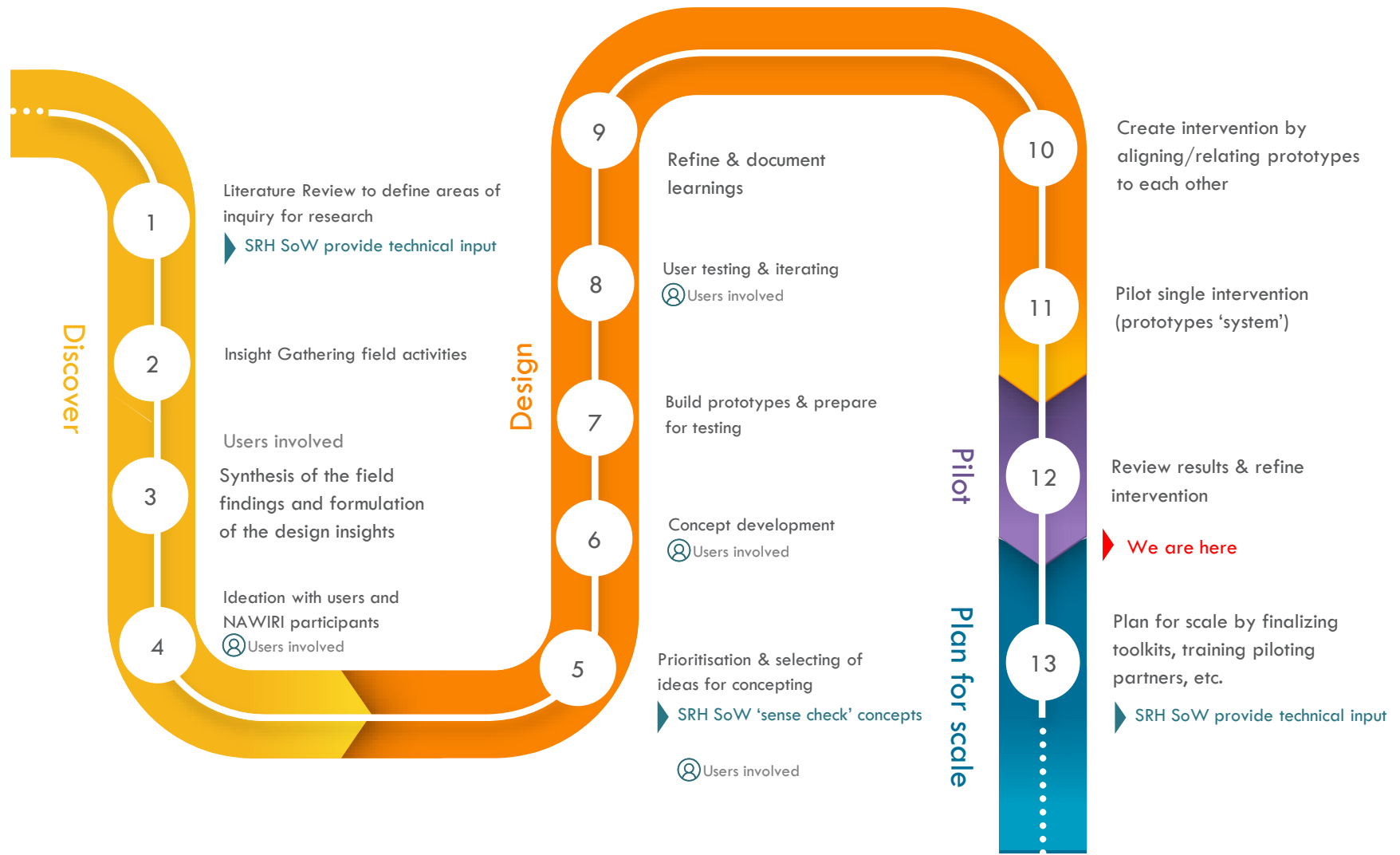
EXECUTIVE SUMMARY

Project Background

USAID Nawiri program is a five-year initiative funded by USAID Bureau of Humanitarian Assistance (BHA) with the overarching goal of sustainably reducing high levels of persistent acute malnutrition (PAM) in Kenya's arid and semi-arid lands (ASALs). Critical to this is an understanding of the individual, interpersonal and structural influences that shape adolescent pregnancy and childbearing because of a strong correlation between this to PAM. Teenage pregnancies contribute significantly to PAM as the pregnant girl has little to no knowledge of Reproductive Health, self, and childcare nutrition practices. Further, in most cases, the pregnant girl is forced to drop out of school to take care of the baby hence cutting her education short. This, consequently, reduces her future ability to be financially independent, lowering her agency to contribute to her health and that of her baby. The HCD prototyping phase focused on testing out initial ideas of possible solutions to addressing the issue of teenage pregnancies by leveraging the role of parents, adolescents, and their influencers.

The ASRH work focuses on understanding how teenage pregnancies can be reduced by understanding the barriers to accessing ASRH services, trusted sources of information among adolescent boys and girls, and the support needed to meet the reproductive health needs of adolescents. This document documents the four concepts that were developed as outputs from a four-day co-design workshop with a select number of participants from the NAWIRI consortium, government teams from Samburu & Turkana, and the adolescent advisory committee. It provides a summary of key learnings from the prototyping phases conducted in Samburu and Turkana respectively with adolescent boys and girls, parents, and community leaders. It also provides high-level recommendations of pilot considerations for the four concepts. These recommendations are suggestions for the approach to piloting where the concepts will be tested further in preparation for the scale-up phase.

Audience

The primary audiences for this document are the NAWIRI teams and specifically the ASRH team, and other key and relevant stakeholders involved in the project such as implementing partners, the Samburu county government, and Turkana county government officials.

ASRH DESIGN JOURNEY

Discover

1 — Literature Review to define areas of inquiry for research
▶ SRH SoW provide technical input

2 — Insight Gathering field activities

3 — Users involved
Synthesis of the field findings and formulation of the design insights

4 — Ideation with users and NAWIRI participants
⊚ Users involved

Design

9 — Refine & document learnings

8 — User testing & iterating
⊚ Users involved

7 — Build prototypes & prepare for testing

6 — Concept development
⊚ Users involved

5 — Prioritisation & selecting of ideas for concepting
▶ SRH SoW 'sense check' concepts
⊚ Users involved

10 — Create intervention by aligning/relating prototypes to each other

11 — Pilot single intervention (prototypes 'system')

Pilot

12 — Review results & refine intervention
▶ **We are here**

Plan for scale

13 — Plan for scale by finalizing toolkits, training piloting partners, etc.
▶ SRH SoW provide technical input

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CONCEPT
DEVELOPMENT

WHY WE TEST CONCEPTS

Determining user preference can be difficult, and it certainly cannot be done by asking a user outright "which design they prefer" or "what they like/dislike about the design."

Imagine a user being asked such a question. Their response might be along the lines of, "it's my favorite color" or "I like things that are green." While their statements may be truthful, but those types of responses don't help researchers assess the emotional impact of a design or how it aligns with the intended brand attributes.

In addition, some participants have a difficult time articulating what it is about a design they like or dislike. During an interview, participants may be able to select a preferred design, but without a structured mechanism for providing feedback, they may be at a loss for words when it comes to describing why they like or dislike it.
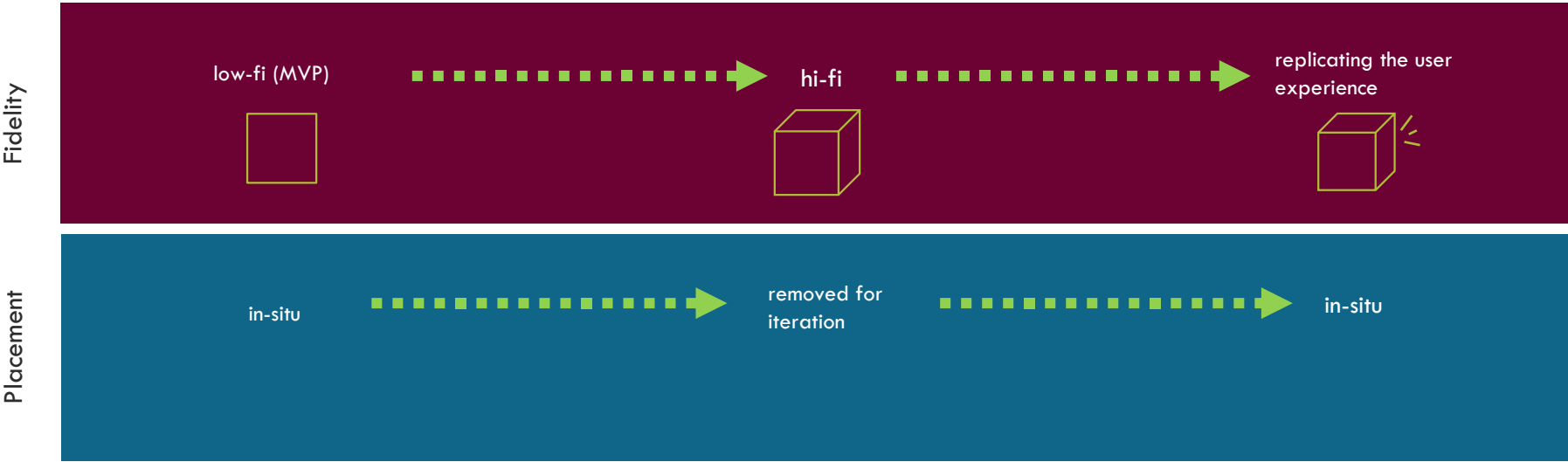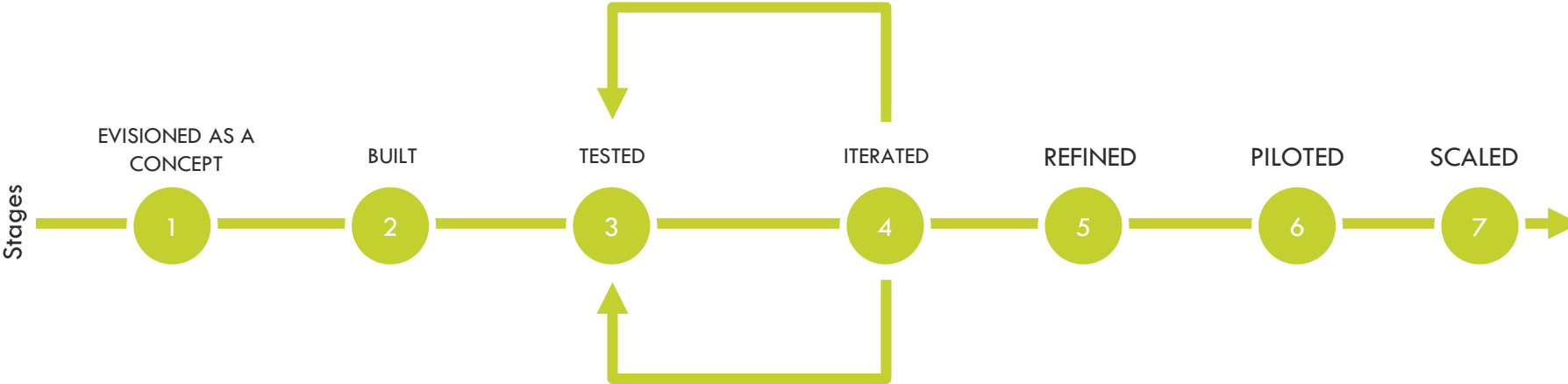
It is for this reason that designers design concepts and test them with real users to determine which key elements address the user's needs. The concepts offer a basis for participants to interact with the concepts, alter them and provide alternative ideas on how these can be improved. The subsequent field-testing activities are embedded in this. The testing process is highly iterative, continually providing opportunities to ask for feedback from users, refining concepts and getting feedback once again.

ASRH concepts were tested to assess their desirability with users and to confirm if the concepts have potential to be further developed into standalone interventions. The first round of testing focused on testing the 'how' and the 'what' of each of the concepts. Through this first round of testing, teams collected feedback on the

Participants during an edutainment session in Turkana

WHY WE TEST PROTOTYPES LIFECYCLE

Stages

EVISIONED AS A CONCEPT	BUILT	TESTED	ITERATED	REFINED	PILOTED	SCALED
1	2	3	4	5	6	7

Fidelity

low-fi (MVP) ⟶ hi-fi ⟶ replicating the user experience

Placement

in-situ ⟶ removed for iteration ⟶ in-situ

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WHY WE TEST APPROACH TO PRIORITIZING INTERVENTIONS

DESIRABILITY

What do people desire?

Appealing/ inviting/ Aligns with/ values & beliefs/ Supports existing habits & priorities

FEASIBILITY

What is technically and organizationally feasible?

Easy to implement/ Easy to use/ Technology available

VIABILITY

What can be financially viable?

Affordable/ Aligns with programmatic priorities/ Sustainability & Cost efficiencies over time

DESIRABILITY

FEASIBILITY

VIABILITY
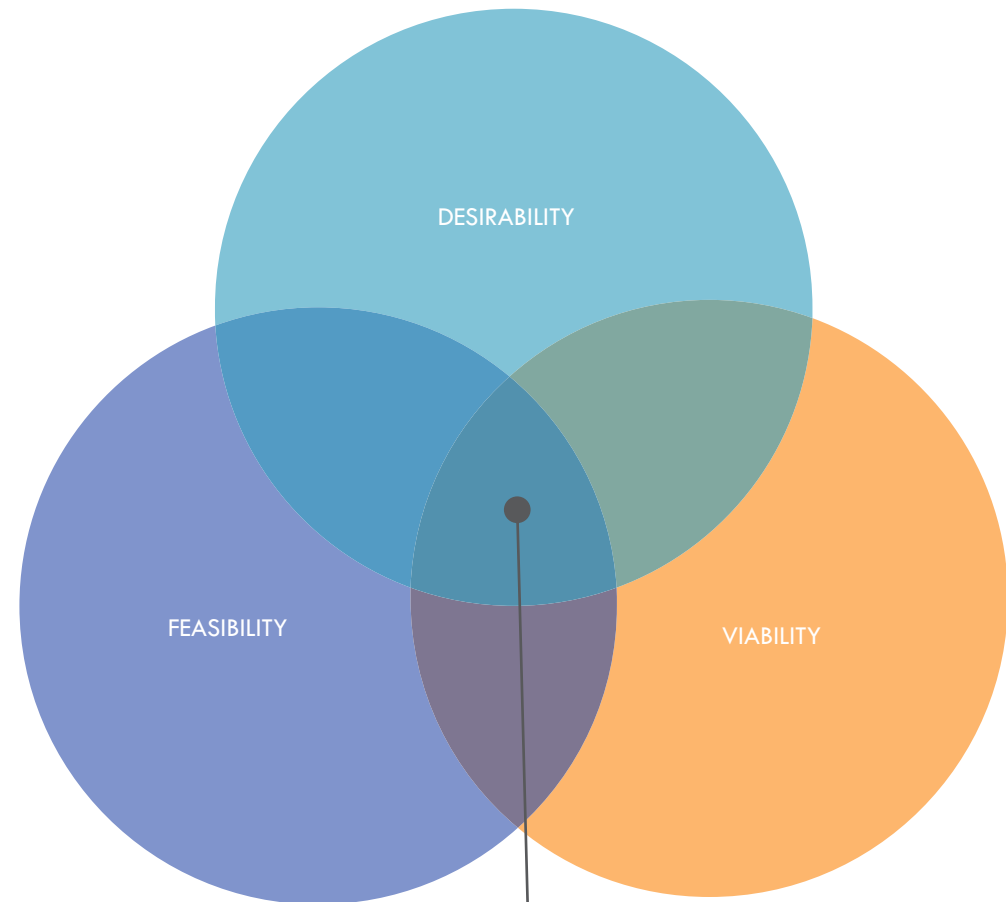
The solution that emerge at the end of the Human Centered Design should hit the overlap of these three lenses, they need to be Desirable, Feasible and Viable.

Imperative to note that this approach is not focused on prioritizing interventions, rather, the model aims to evaluate prototypes desirability, viability and feasibility as indicated from. This model defines our metrics for intervention prioritization, and it is on this model that the four concepts detailed herein, are anchored.

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CONCEPTS
SUMMARY

CONCEPTS OVERVIEW

Below is a summary of the concepts which were derived from the ideas co-generated during the ideation workshops. The concepts were refined further from the initial concepts shared during the co-design workshops in preparation for testing phases in Samburu and Turkana counties.

01 Positive Parenting

This concept seeks to overcome parent-child communication barriers, enhance parenting skills and practices including parenting monitoring.

02 Growth Safe Spaces

This concepts seeks to create social spaces for adolescent boys and girls to engage, acquire life skills and interact with SRH information.

03 Edutainment

Edutainment leverages on educational entertainment through different communication media to engage the emotions and intellect of the audiences to inform, change attitudes, behaviour and social norms

04 Transformative Masculinity

This concept seeks to explore ways through which adolescent boys in Turkana and morans in Samburu can be engaged as warriors for health and peace in their communities.

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1.0

Positive Parenting

POSITIVE PARENTING CONCEPT DEFINITION

What is it?

This concept seeks to address parent-child communication barriers and enhance parenting skills and practices in a way that encourages communication of pertinent issues in the households and communities. Additionally, it seeks to reinforce and build strong parent-child relationships which are likely to contribute to positive SRH outcomes. The adolescent advisory committee members pointed out feeling disconnected from their parents who they wished took a more active role in raising and protecting them. Parents rarely discuss SRH matters with their children, mostly relying on teachers or religious leaders to initiate conversations. Some parents also pointed out that they have limited information on SRH and therefore lack good grounds to advise their children on sexual and reproductive health. This concept seeks to engage parents of 10 -14-year-olds at the household level to shape adolescents in their formative years while engaging parents of adolescents between the ages 15-and 19 at the community level to shape current perceptions and attitudes.

Positive parenting key elements – *At a glance*

1. Positive parenting tools

- Which are the right tools for guided interactions between parents and adolescents.

2. Positive parenting topics

- Which topics are parents interested in building knowledge in in order to improve their interactions with adolescents.

3. Facilitator role & profile.

- Who is the right person to facilitate sessions with the parents/parents and children?

- What qualities should they have?

4. Community events

- Which community events can be leveraged to advocate for positive parenting and celebrate parents who are modelling positive parenting behaviors?

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STRATEGIC OUTCOMES

Key Outcomes	
Type of intervention	Positive Parenting
Audience	Parents and guardians Adolescent boys and girls
Design Question	How might we engage (households) parents to ensure that sexuality becomes a "household", commonly discussed matter?

Findings underpinning this intervention

01 Most parents to adolescents do not talk to them about sexual and reproductive health matters.

02 Parents especially in pastoral and agropastoral settings have misconceptions about the use of family planning and contraception and are therefore less likely to support adolescents who want to uptake family planning.

03 Early marriage is still prevalent in some areas with girls being married off at an early age.

What is the desired strategic outcome?

- Increase in conversations between parents and their adolescent children on matters relating to SRH. Adolescents, their parents and other care givers engage in positive interactions and activities that increase their predisposition to talk to each other/share and dialogue.

- The community feels responsible and proud of the positive and meaningful relations building with adolescents, leading to more effective nurturing of safe and planned sex.

- Increased awareness of SRH: Debunking of myths and misconceptions surrounding contraceptive use while providing the right information on pregnancy prevention, HIV and aids, and taking care of pregnancies. This is majorly aimed at ultimately reducing teenage pregnancies which will contribute reducing PAM as it will increase the child-bearing age to when mothers can better support their children.

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KEY ELEMENTS - *DETAILED*

01

- **Weekly guided interactions**

Healthy Parent-Child bonding sessions can be organized as weekend activities that enable shared interactions between children and their parents, or their caregivers (mother, father and guardians). These activities can enable opening up of emotions that could further lead to improved communication between parents and their children. This is proposed to be done in the following ways:

- **Shared activities**

These activities are meant to stimulate and build mutual empathy. For example, sporting events, competitions, and talent shows can be organized that will involve the participation of both parents and their children in the activities. Children of all ages and genders should attend. Alternatively, for households where e.g., fathers' herd with their sons, a conference for boys and fathers can be organized where they learn together about herding, while reinforcing awareness of the importance of engaging and bonding. This can be reinforced and celebrated in barazas. The same will apply for activities women do with their daughters. They can enhance their relationship as they get to know each other as they work together. This can be reinforced in women groups and chamas like the MTMSGs.

- **Enhancing dialogue and problem solving**

This is anticipated to be between parents and adolescent boys and girls. Imperative to note that these discussions will be an interchange between different parents and adolescents i.e., an adolescent will not be paired with their own parent.

The dialogues are designed to come after the shared activities and take the format of guided open sessions/conferences for discussion of various issues surrounding SRH and how communication can be enhanced between parents and children. These sessions will be best facilitated by an expert identified within the community or externally to avoid the misconception that parents are being lectured on how to raise their children.

An example of such a conference could be:

- Father – Daughter or Father – Son conferences to build relationship between fathers and their daughters and sons
- Mother – Son or Mother – Daughter conference to build relationship between mothers and their sons and their daughters.

KEY ELEMENTS - *DETAILED*

02

- **Engaging community stakeholders and leveraging community events (e.g., CHS, cultural festivals, market days)**

This key element refers to a wider contribution from the general community who influence and interact with parents including religious leaders, teachers and chiefs, and may elevate, reaffirm and diffuse the results of the parent-child conferences through usual barazas and MTMSG. This would limit the need to have to schedule or attend another meeting planned for other activities.

- **Schools**

Schools can offer venues but also scheduled events to invite parents for shared activities and conferences. Parents could also be allocated specific roles or responsibilities on the school grounds that may elevate the number of interactions parents and children share. Schools can provide School Passes for drop-outs to access school grounds and these activities. This would possibly reinforce their interest in school re-entry.

- **Households**

Existing community groups, connected to the parent-child conferences can celebrate activities and bonding impact that happen within households by e.g., sharing and promote mothers who cook with their children.

03

- **Facilitator profile**

- Expert in counseling and coaching relationships with experience in education and cognitive development issues. Imperative that the facilitator knows how to handle different situations that may arise. E.g., SGBV cases, an adolescent or a parent going through an emotional situation, a parent needing guidance on how to interact and engage with their adolescent child.
- Aspirational/inspirational – The facilitator needs to aspire to change the lives of parents and adolescents positively and inspire them to be better at communicating with each other.
- Willingness to live in or around the livelihood zones. This will enable them to be available for sessions when required with minimal to no cost.
- Leverage existing NGOs that work in the education and protection field.

Inspiration

Investing in Children and their Societies (ICS-SP) developed a program called Skilful parenting. In 2014 and 2015 two researchers from the University of Utrecht looked into the effects the training program had on families in Western Kenya. The results are particularly positive. The program has had a clear impact: parents feel more capable and self-confident and have become more aware of the supportive role they play in the social, emotional, and mental development of their children. Communications between parenting partners and their children have changed as well, which has improved the interaction and cooperation among family members. Moreover, parents are using less physical punishment and more often choosing a positive alternative to correcting behavior in their children.

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TESTING OVERVIEW

Viability

Q1 Appeal of proposed activities

- Are there already existing forums where children and parents interact? What are the motivating factors for participation?
- What types of activities and what locations are preferred?
- Are parents available and willing to participate in shared activities with their children, considering their mixed-gender nature?
- Who finances these activities? i.e. households, communities, NGOs? How is it done?

Q2 Perceived value of parent-child bonding

- How do e.g. fathers who herd or mothers who cook with their children perceive the bonding value? How are they perceived by others?
- What are the main values parenting delivers from a parents' perspective (e.g. discipline).

Feasibility

Q3 Parental and community approval

- Are parents willing to pay for their school dropouts to attend these coaching sessions? What is the role of other community members?
- Are schools already engaged in similar activities that can be leveraged? Do schools accept a Youth Pass for school drop-outs to access school grounds?

Desirability

Q4 Facilitator profile

- What is the most appealing profile for parents and adolescents?
- What are the motivating factors driving facilitators to do this work?

Learnings and Recommendations from prototyping phase

KEY LEARNINGS

1. Positive parenting tools

- Visual images/pictures are an effective tool to start conversations with both educated and not educated groups of parents. The pictures serve as both ice-breakers and facilitation tools to provoke conversations related to parenting topics.

- Visual images/pictures should depict relatable people and settings e.g., wearing cultural attire from the people of Samburu and Turkana.

- For conversations aimed at changing norms, provocative pictures that go against current norms can be used. The participants should have a guided conversation on why certain things are deemed culturally acceptable or not. E.g., a mother and an older adolescent boy sitting together in Samburu or a father and a daughter sharing happy moments.

2. Positive parenting topics.

- Parents received the positive parenting concept very positively. Some of the topics they were interested in learning more about include:

o Distribution of roles and responsibilities at home.

o SRH: Increasing awareness on HIV prevention and prevention of early pregnancies among adolescents.

o Discussing about technology and regulated usage of mobile phones among adolescents and modernity influences such as modern dressing codes.

o Support adolescents who are engaged in drug abuse and how to prevent drug use.

o Enhancing communication between parents and adolescent boys and girls.

3. Facilitator role & profile.

- A suitable facilitator for positive parenting sessions should be a respectable person in the community who can easily relate with parents e.g., a CHV, a church leader, or a fellow parent. Area chief and administrators can be involved as authority figures to give buy-in to such activities.

- The facilitator should possess the following qualities:

o Be relatable to the community members.

o Be of a reputable character.

o Ability to deeply empathize.

o Optional: Ability to read and write. The facilitators can be paired up in instances where they are not educated for reporting purposes.

- Facilitation of sessions should focus on **"the what"** which are the topics and **"so what"** which is about actionable steps parents/adolescents can take to improve their relationship with each other.

4. Community events

- Community events such as traditional events and community barazas should be leveraged as entry points for recruitment of parents as well as avenues for celebrating parents who complete positive parenting cohorts in both Samburu and Turkana.

- Community elders should be briefed about activities happening in the community for buy in and promotion in community events.

- Parents who complete go through positive parenting sessions can be signed up as community champions to recruit more parents as well as advocate for positive parenting practices in the community.

RECOMMENDATIONS FOR IMPLEMENTATION - GENERAL

01 Positive parenting sessions

We recommend running a total of six positive parenting sessions on bi-weekly basis over a period of three months. The sessions will involve a mix of separate sessions with parents and adolescents only and joint sessions with both groups together. Parents and adolescents who take part in this concept will form cohort groups in the community which will champion positive parenting practices in households and in the community. The parents will also be tasked to become peer mentors to support other parents. E.g., to counsel parents whose daughters drop out of school due to early pregnancies to consider returning to school or to talk to parents whose adolescents are engaged in drug abuse to support them get them off drugs. Additionally, the parents will be asked to refer adolescent boys or girls who may require SRH information to CHVs or SRH experts in the community.

Implementation

1. Adapting curriculum: Adapt existing positive parenting packages from partners to suit the needs of parents and adolescents in Samburu and Turkana counties. The needs are highlighted on the topics of interest for parents on page 18. In addition to the facilitation package create knowledge, it should also offer actionable steps for participants to practice what they learn or reflect on how the learnings can be applied to everyday life through contextual case scenarios on each area.

2. Program resources: Develop resources for field teams including facilitation guides for educators who will facilitate positive parenting concept. Through community elders and admistrative teams, identify parent mentors/educators based on the eligibility criteria highlighted on *page 16*. Additionally, create a calendar activities with key dates for cohort groups that will be taking part in positive parenting sessions across the different livelihood zones in Samburu and Turkana.

3. Training: Conduct 4-5 days training for educators. Ideally, the educators in each county should be brought to one location to allow peer learning on the concepts and reporting needs for the program. The training would be best done through highly participatory activities including role-play scenarios for comprehension. Each educator should receive a training package at the end of the training containing all materials, calendar of activities and M & E tools such as attendance sheets that will be used to track performance and feedback.

4. Demand generation: Recruit parents of adolescent boys and girls and their children through community structures including admistrative, church groups and community elders. Trainers can be invited to community barazas and church meetings to explain to the community the objectives of positive parenting intervention. Signing up should be voluntary with a requirement that groups aim to take part in all sessions. The facilitator should consult with the group to select a central location where sessions will run.

5. Follow-up: Conduct periodic check-ins with facilitators to evaluate session progress, trouble-shoot and provide technical support that may be needed throughout the implementation period. Additionally, update training materials and resources based on feedback collected.

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RECOMMENDATIONS FOR IMPLEMENTATION - GENERAL

02 Topics overview

Below is a list of topics that parents highlighted as areas they are interested in enhancing skills on:

Respectful Communication

o Communicating with adolescent boys and girls especially older adolescents.

o Helping mothers communicate with with sons after circumcision.

o Supporting fathers communication with their adolescent girls.

Target group: Parents to 10-14 & 15-19 year olds.

Sexual and Reproductive Health

o Increasing awareness on HIV prevention to support adolescents.

o Increasing awareness on methods of pregnancy prevention and addressing myths and misconceptions.

Target group: Parents to 10-14 & 15-19 year olds.

Assigning roles and responsibilities to adolescents

o Distributing roles among children at home.

o Creating opportunities for parents to work together with their adolescents. E.g., fetch water together, herd livestock.

Target group: Parents to 10-14 & 15-19 year olds.

Supporting adolescents' goals and aspirations

o Supporting adolescents create and realize their dreams.

o Supporting adolescents who are out of school to engage acquire key skills for economic empowerment including vocational training.

Target group: Parents to 10-14 & 15-19 year olds.

Influence of Techology

o Instilling discipline on use of technology among older adolescents.

o Resolving conflicts related to excessive use of mobile phones among adoelscent groups.

Target group: Mostly parents to 15-19 year olds.

Drug Abuse

o Supporting adolescent boys and girls who are abusing drugs to stop.

o Supporting adolescent boys and girls stay off drugs for both in and out of school groups.

Target group: Mostly parents to 15-19 year olds.

Problem solving

o Solving conflict between parents and adolescents respectfully.

o Supporting adolescents solve problems withing family or society setting.

Target group: Parents to 10-14 & 15-19 year olds.

Showing love and affection

o Showing love and care to adolescent boys and girls.

o Celebrating key milestones for adolescent boys and girls.

Target group: Parents to 10-14 & 15-19 year olds.

RECOMMENDATIONS FOR IMPLEMENTATION - GENERAL

03 Facilitation tips

1. At the beginning of the sessions, parents and adolescents maybe shy to talk to the facilitator or with each other. The first two session should primarily focus on trust building to build a rapport with each group. Groups should be engaged through ice-breaking activities to get to know each other. During this step, it will also be critical to identify group dynamics and set some engagement protocols around timing, participation and expectations of what the program will entail.

2. Set the expectation for joint sessions for parents and adolescent boys and girls so both groups are aware that some sessions will involve bringing the two groups together. Clarify that this will be an opportunity to take part in bonding activities and therefore both groups should be open and free to take part in the discussion.

3. Joint sessions should entail trust building activities and setting expectations especially for parents so the discussions do not become intimidating to adolescents. The facilitator can interrupt a discussion in case discussions pivot from the intended direction of allowing parents and adolescents to bond with each other.

4. Use highly visual materials to allow interactions for both educated and non-educated groups. To encourage participation, provide opportunities for discussions in smaller sub-groups. E.g., Break the group into smaller groups of 3-4 participants, ask the groups to discuss what they see on an image then present back to the team.

5. Strike a balance between allowing participants to freely talk to each other and share their experiences and guiding the discussions to avoid a few participants dominating discussions over others. Encourage rotational participation so each participant contributes to the discussion.

6. Use ice-breakers to continually keep participants engaged during sessions. Incorporate routine activities that are popular in the community. For example: songs, dances, story-telling etc.

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RECOMMENDATIONS FOR IMPLEMENTATION - GENERAL

04 Sessions schedule (10-14)

Parents' Session	Who
#1	Parents
#2	Parents
#3	Parents and adolescents (joint)
#4	Parents and adolescents (joint)
#5	Parents
#6	Parents and adolescents (joint)

Adolescents' Sessions	Who
#1	Adolescents boys and girls *This initial session should be done separately for pastoral & agro-poastoral zones
#2	Adolescents boys and girls *This session should be done separately or jointly depending on group dynamics observed in the first session
#3	Parents and adolescents (joint)
#4	Parents and adolescents (joint)
#5	Adolescents boys and girls
#6	Parents and adolescents (joint)

05 Sessions schedule (15-19)

Session	Who
#1	Parents
#2	Parents
#3	Parents and adolescents (joint)
#4	Parents and adolescents (joint)
#5	Parents
#6	Parents and adolescents (joint)

Session	Who
#1	Adolescents boys and girls *This initial session should be done separately for pastoral & agro-poastoral zones
#2	Adolescents boys and girls *This session should be done separately or jointly depending on group dynamics observed in the first session
#3	Parents and adolescents (joint)
#4	Parents and adolescents (joint)
#5	Adolescents boys and girls
#6	Parents and adolescents (joint)

RECOMMENDATIONS FOR IMPLEMENTATION - SAMBURU

Peri-urban	Pastoral	Agro-pastoral

Peri-urban

Images

Depict a peri-urban settings

Topics to be covered:

- Sexual and Reproductive health
- Drug abuse
- Information and Technology
- Respectful Communication
- Assigning roles and responsibilities to adolescents
- Supporting adolescent goals and aspirations
- Problem-solving
- Showing love and affection

Location:

- School
- Resource centers
- Churches

Motivations and rewards:

Participants in peri-urban settings have lesser requirements on refreshments.

Pastoral

Images

Depict a pastoral setting

Topics to be covered:

- Sexual and Reproductive health
- Drug abuse
- Respectful Communication
- Assigning roles and responsibilities to adolescents
- Supporting adolescent goals and aspirations
- Problem-solving
- Showing love and affection

Location:

- Chief's camp
- Dispensaries

Motivations and rewards:

Some areas are very dry and hence need to provide participants with food and refreshments to motivate them to attend sessions.

Agro-pastoral

Images

Depict an agro-pastoral settings

Topics to be covered:

- Sexual and Reproductive health
- Drug abuse
- Information and Technology
- Respectful Communication
- Assigning roles and responsibilities to adolescents
- Supporting adolescent goals and aspirations
- Problem-solving
- Showing love and affection

Location:

- School
- Resource centers
- Churches

Motivations and rewards:

Provide participants with food and refreshments to motivate them to attend sessions.

Recommendations for implementation - Turkana

Peri-urban

Images

Depict a peri-urban settings

Topics to be discussed:

- Sexual and Reproductive health
- Drug abuse
- Information and Technology
- Respectful Communication
- Assigning roles and responsibilities to adolescents
- Supporting adolescent goals and aspirations
- Problem solving
- Showing love and affection

Language:

Literacy levels are significantly higher so a mix of swahili and Turkana would work.

Motivations and rewards:

Participants in peri-urban settings have lesser requirements on refreshments and may therefore prefer other rewards such a t-shirts.

Pastoral

Images

Depict a pastoral settings

Topics to be discussed:

- Sexual and Reproductive health
- Drug abuse
- Information and Technology
- Respectful Communication
- Assigning roles and responsibilities to adolescents
- Supporting adolescent goals and aspirations
- Problem solving
- Showing love and affection

Language:

Literacy levels are significantly lower and hence the sessions should be done in Turkana.

Motivations and rewards:

Some areas like Tulabany are very dry and hence need to provide participants with food and refreshments to motivate them to attend sessions.

Agro-pastoral

Images

Depict agro-pastoral settings

Topics to be discussed:

- Sexual and Reproductive health
- Drug abuse
- Information and Technology
- Respectful Communication
- Assigning roles and responsibilities to adolescents
- Supporting adolescent goals and aspirations
- Problem solving
- Showing love and affection

Language:

Literacy levels are significantly lower and hence the sessions should be done in Turkana.

Motivations and rewards:

Particapants from town areas may prefer a mix of food and other items such as t-shirts as motivations while those in rural settings may prefer primarily food items.

Fisheries

Images

Depict fisheries settings

Topics to be discussed:

- Sexual and Reproductive health
- Drug abuse
- Information and Technology
- Respectful Communication
- Assigning roles and responsibilities to adolescents
- Supporting adolescent goals and aspirations
- Problem solving
- Showing love and affection

Language:

Literacy levels are significantly lower and hence the sessions should be done in Turkana.

Motivations and rewards:

Particapants from town areas may prefer a mix of food and other items such as t-shirts as motivations while those in rural settings may prefer primarily food items.

KEY RESOURCES REQUIRED TO PILOT THIS CONCEPT

1. Laminated images depicting issues related to the topics. This may include but is not limited to:
- A father a daughter sitting outside a homestead
- A mother and a son
- A father and a son herding together
- A mother and a son receiving prizes in school
- A father and a daughter receiving prizes together
- A mother a daughter looking at a phone
- A father, a mother, and a son/daughter sitting together outside the homestead
- A boy/girl in the classroom
- A group of people taking the local brew

2. Training guides. The training guide should include:
- Introduction to the concept and key aspects of the intervention
- Role-play scenarios and other participatory activities for the workshop.
- Calendar activities showing the sessions to be conducted, participants, key dates, and locations.

3. Facilitation manuals based on the adapted positive parenting package that Nawiri will adopt. The manuals should be highly visual, and activity-based with guiding questions that will be posted to participants. The manuals should be in Swahili to accommodate moderate literacy levels from facilitators. The guide should contain
- Objectives for each session – topic-based
- Expected duration for the session – 2hrs -2.5hrs
- Tools that will be used in the sessions (e.g., pictures, ice-breaking activities)
- Sample bonding questions for joint sessions
    - **Parents to adolescents**
        - What makes you proud to have me as your parent?
        - What is the one thing I am good at than anybody else in our family?
        - What is the one thing you wish we did together more often?
    - **Adolescents to parents**
        - What makes you proud to have me as your child?
        - What is the one thing I am good at than anybody else in our family?
        - What is the one thing you wish we did together more often?
        - What is the one thing you wish I did more of?
- The sequence of activities during the session including guiding questions that will act as conversation starters
- M & E tools to record feedback from sessions as well as capture attendance for each session

*All materials for print and digital sharing should have USAID Nawiri branding.

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SAMPLE FACILITATION GUIDE - PARENTS

1 | **Opening discussion**

Ask participants to introduce themselves by saying their name and one task they have to do at home everyday.

Participants can also sing a song that is popular in the community as an ice-breaker

2 | **Visual Aids/Pictures**

Distribute the pictures to the participants. Ask the participants to take a few minutes to look at the pictures given to them.

3 | **Open discussion**

Inform the parents that the discussion will be an open conversation on topics that parents have expressed interest in building knowledge on. The sessions will be highly participatory. The sessions will apply different methods of facilitation including use of visual tools, Q & A and experience sharing among parents.

Pictures *Distribute the topic cards

- What do you see in the picture?
- What do you think is happening?

Clarify what the images depict in case the discussions do not bring out the areas to be covered after which you can introduce the topic of discussion. E.g., Respectful communication with adolescents

- Ask parents what they understand by the topic name
- Ask parents to give examples where they felt they had respectful communication with adolescents and vice-versa
- Introduce basic elements of respectful communications e.g., tone, verbal language, facial expressions etc.
- Provide participants with a scenario where they can practice respectful communication by role-playing in pairs.
- Ask participants to give some reflections on how it was using the tips shared on respectful communication.

4 | **Closing session**

Ask participants to list 2-3 areas where they can practice the skills gained. In this instance, respectful communication with adolescents. The participants will have an opportunity to share how this went in the subsequent session. Close the session by thanking participants for their time and confirming the date for the next session. Provide participants with refreshments if available.

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SAMPLE FACILITATION GUIDE - ADOLESCENTS

1 | **Opening discussion** | Ask participants to introduce themselves by saying their name and one that has made them very happy recently.

2 | **Visual Aids/Pictures** | Distribute the pictures to the participants. Ask the participants to take a few minutes to look at the pictures given to them.

3 | **Open discussion** |

Inform the adolescents that the discussion will be an open conversation on topics that touch on parent-child relationship and communication. The sessions will be highly participatory. The sessions will apply different methods of facilitation including use of visual tools, Q & A and experience sharing among adolescents.

Pictures *Distribute the topic cards

- What do you see in the picture?
- What do you think is happening?

Clarify what the images depict in case the discussions do not bring out the areas to be covered after which you can introduce the topic of discussion. E.g., Respectful communication with adolescents

- Ask adolescents what they understand by the topic name
- Ask adolescents to give examples where they felt they had respectful communication with their parents and vice-versa
- Introduce basic elements of responding to respectful communications e.g., tone,facial expressions etc.
- Provide participants with a scenario where they can practice addressing/responding to parents in a respectful manner by role-playing in pairs.
- Ask adolescents to give some reflections on how it felt role-playing the scenarios.

4 | **Closing session** | Ask participants to list 2-3 areas where they can practice the skills gained. In this instance, respectful communication with adolescents. The participants will have an opportunity to share how this went in the subsequent session. Close the session by thanking participants for their time and confirming the date for the next session. Provide participants with refreshments if available.

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SAMPLE FACILITATION GUIDE – JOINT SESSION

1 | **Opening discussion** | Appreciate all the participants for making time to take part in the discussion. Clarify that this session brings together both parents and adolescent boys and girls to interact with each other as well as to bond with each other.

2 | **Bonding discussion** |

Part one

Pair up each parent and an adolescent such that each parent is paired with a child that's not theirs.

Ask the group to ask each other the following questions. This session part should take 5 mins for parents to ask adolescents the two questions and 5 minutes for adolescents to ask parents the questions:

Parents to adolescents:

- How do you like spending your free time?
- Tell me about your best friend at school/in the community, what do you like about them?

Adolescents to parents

- Tell me your best memory of growing up?
- What is the one thing you like doing over and over again?

Ask 3-4 participants to reflect on what they learned about the parent/adolescent they were paired up with.

Part two

Pair up each parent with their child. Ask the group to ask each other the following bonding questions:

- **Parents to adolescents**
  - What makes you proud to have me as your parent?
  - What is the one thing you wish we did together more often?
- **Adolescents to parents**
  - What makes you proud to have me as your child?
  - What is the one thing I am good at than anybody else in our family?

Ask 3-4 participants to share what they have learned from this activity.

After the participants share their thoughts, close the discussion by reminding all participants of Nawiri's goal which is to reduce/prevent teenage pregnancies by promoting positive parenting practices which will contribute to better relationships and ultimately break the intergenerational cycle of poverty to address persistent acute malnutrition.

3 | **Closing session** | Close the session by thanking participants for their time and confirming the date for the next session. Provide participants with refreshments if available.

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2.0
Growth (Safe) Spaces

Growth (Safe) Spaces Concept Definition

What is it?

This concept describes the creation of social spaces for adolescent boys and girls to engage, acquire essential life skills and interact with SRH information. In addition to same gender group activities, the different segments of adolescent boys and girls can take part in shared activities which are aimed at shaping positive boy-girl relationships in the communities and which we found to be missing. The life skills element aims to address root causes of harmful social norms while reducing the vulnerabilities that adolescent boys and girls face. The concept will seek to empower adolescent girls and boys to be emotionally, physiologically aware of their environment while equipping them with essential life skills to help them navigate the adolescent stage. The concept leverages supportive evidence of the success of Safe Spaces for girls, and existing groups in the community. In the long-run, this concept will seek to encourage economic empowerment for young people by encouraging those in school to complete their studies and explore work opportunities while supporting out of school groups gain entrepreneurial skills.

Growth (safe) spaces key elements – *At a glance*

1. Guidance curriculum

- Which topics resonate with the different adolescent groups?
- What are the areas they would like to build skills on?

2. Facilitator profile and role

- How should the recruitment of the facilitator be done?
- Which roles can the facilitator do in addition to running sessions, e.g., reporting.

3. Group formation

- How should groups be formed?
- What activities glue/sustain groups?

4. Definition of a growth/safe space

- Is it a physical location or a social space?
- What shared interests brings groups together?

5. Facilitation format

- Which is the right format for running activities in safe spaces?
- What activities resonate for younger, older adolescents, in-school and out-of school?

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Strategic Outcomes

Key Outcomes:	
Type of intervention	Growth (Safe) Spaces
Audience	Adolescent girls and boys,
Design Question	How might we support adolescents to build their life skills and agency?

Findings underpinning this intervention

01 Most adolescent girls are not able to confidently say "no" to sexual advances from boys and men. They fear that they may be considered outcasts and discriminated or excluded if they refuse to have sex with a boy.

02 There is limited knowledge on sexual and reproductive health among adolescent girls and boys.

03 Parents do not talk about sexuality with their children. Same gender and age peers or older siblings are most influential voices with SRH matters.

04 There are misconceptions and limited knowledge among adolescent girls and boys on family planning and contraceptives.

05 Sexual and gender-based violence is rampant among adolescent boys and girls and the lack of agency among girls to reduce or prevent it.

06 Adolescent girls and boys have limited knowledge on entrepreneurship and financial management.

What is the desired strategic outcome?

- A community where girls confidently make decisions about sexuality and have clear and trusted reporting and counselling mechanisms. This includes SGBV reporting lines with an aim of reducing such cases in the communities.

- Boys and girls live as brothers and sisters (safe spaces). Both boys and girls seek to delay sexual debut and prevent teenage pregnancies to enable them to finish school as well as having boys respect girls' rights and decisions through these interactions.

- Myths and misconceptions about contraceptive use are debunked and perceived as "old fashioned". This will improve the uptake of FP and contraceptives which on the long run will lead to reduced teenage pregnancies and school undisrupted attendance.

- Building a community that encourages adolescent girls attain an alternative sources of income.

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Key Elements - *detailed*

01 Shared and safe location

Growth Spaces are multiple small-scale clubs, or youth corners, that are located in very accessible and abundant community spaces, mapped and chosen by adolescent girls and boys of different age brackets in each community.

Adolescents enrolled in school may choose school compounds whereas out-of-school adolescents may opt for Growth Spaces in community halls or market locations. This publicly owned physical space may offer outdoor physical activities, promoting simple and inexpensive outdoor games as well as art expression. Adolescents share responsibility for its maintenance and care. Alternatively, Growth Spaces can also be implemented in specific community member homes, not publicly owned but available and welcoming. In Sereolipi (Samburu) for example a number of young girls and boys are hosted by an old woman and welcomed to enjoy and interact with each other as friends.

Gender neutral group activities:
- Outdoors physical activity (unguided)
- Edutainment (guided and unguided) used to mainstream challenges and solutions related to adolescents' relationships and SRH (indirectly). This can be in the form of music, movies, plays
- Coaching sessions (guided) – See next Key element

All these activities will offer a guided and healthy alternative to sexual activities and love relationships among adolescents during their free time while not stifling their curiosity about SRH matters.

Flexible timeframes: The idea of abundant small scale healthy entertainment locations allows adolescents to use them at flexible times and accommodate their after-school homework and house chores.

02 Facilitator profile

Facilitators form a network of trained professionals (young and older), promoted through schools and through community forums.

- Professional counselling services on probono contracts
- YMCA and YWCA networks
- Save the Children / Mercy Corps counsellors/psychologists/youth mentors

Facilitator role: One or more young and relatable facilitator will be nominated by the adolescent group. A standard selection criteria for facilitators will be set which will be validated and adapted based on the community and the needs for the group. The facilitators' role is to:
1. Promote use of physical spaces by the community at different times and inspire trust among parents, husbands of young adolescents, and schools
2. Coach adolescents individually and in groups, in management of self-confidence, personal identity and autonomy, and in collaboration, through building emotional, physiological and psychological resilience skillset.
3. Facilitate role play activities where adolescents reflect about and act situations that frustrate and harm them while learning and practicing communication skills, negotiation and by-standing techniques to deal with those same situations.
4. Train adolescent champions in older age bracket to graduate and become facilitators

Upon completion of successful milestones with the youth groups, the facilitator(s) receive additional trainings (e.g., GBV, MIYCN, Emergency Psychological Aid) certificate of recognition and professional experience.

Key Elements - *detailed*

03

Guidance curriculum (edutainment and coaching)

The Growth Spaces focus on three main key intervention areas:
1. Coaching of individual adolescents and adolescent groups in form of goal-setting mentorship and/or therapeutical
2. Youth Labs that focus on group problem solving activities, targeting specific small-scale challenges of adolescents
3. SGBV reporting: the Growth Spaces establish a buddy/club systems that help girls (and boys) navigate solutions from prevention – rape - report of harassment and violence (incl. promoting the use of existing reporting mechanisms).

Self-directed content and goals

While there will be some initial content developed touching on the key areas to be discussed in the groups, this content will be fluid and adaptable to meet the different dynamics. Facilitators should offer choices to their groups about the topics and goals they would like to address. It is important to acknowledge adolescents may not have the agency to actually choose what they want to know about. It is the role of the facilitator to guide the process, allowing room for exploration, but also leading to conversion.

Proposed adaptations
The content of coaching and edutainment reflections will majorly focus on SRH, situational awareness, life skills, and relationship building.

Across different livelihood zones:
• Peri-Urban
• Rural

Across different groups:
• 10-14 - entertainment
• 15-19 - entrepreneurial skills, access to beauty resources
• Youth with children
• School drop-outs (married girls, morans, etc.)

04

Group formation

In this element, adolescent boys and girls will form groups. The groups will be based on gender, shared interests, age-groups and dynamics such as marriage and the level of education. The groups will be classified as follows:
• Gender
• Age bracket
• School attendance
• Marital status (single mothers, married young girls and boys)
• Livelihoods

Each group will comprise of an agreed number of participants or group members. Adolescent girls and boys will be asked to voluntarily sign up in the groups after an initial interaction aimed at pitching the goals and objectives of the Growth spaces.

Facilitators meet a minimum of once/week with their groups or group members. The meetings will either be one-on-one or as a group. This will enable the ones with individual needs to get assistance from the facilitator.

Group members can be allowed to move between Growth Space groups if e.g., they belong to a pastoralist family. Growth Spaces are networked and connected through the network of facilitators.

Inspiration

Studies have been conducted by the Population Council in Kenya and Zambia (AGIK & AGEP) which used safe spaces to impact change in the lives of adolescent girls by reaching them with various interventions around SRH.

Testing overview

Viability

Q1 — Facilitators' profile, role and number
- What is the most appealing profile and format of facilitation (number of facilitators) for different adolescents?
- Are facilitators able and willing to do this work?
- What should the choice and recruitment process look like?
- How should coaching be documented
- How should the TOT of adolescents be carried out and officialised?

Feasibility

Q2 — Appeal of outdoor activities and Growth Space objectives and curriculum
- Are outdoor activities appealing for the selected age group?
- What subjects and objectives do the groups prefer to work on?

Q3 — Parental and community approval
- What is the perception of the proposed concept among parents and other community members?

Desirability

Q4 — Types of groups, pros and cons
- What are the advantages and risks of different group compositions from a participants, parents and facilitators perspective?

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Learnings and Recommendations from prototyping phase

KEY LEARNINGS

1.Guidance curriculum

- Younger adolescents and non-educated groups found it hard to articulate topics for guidance curriculum. The older adolescents groups on the other hand had a better picture of areas they wanted to build life skills on. Below is a list of areas preferred/life-skills.

o Dreams and aspirations.

o Coping with stressful situations in school

o Relationships with family members and friends.

o Sexual and reproductive health.

o Relationships with the opposite sex.

o Building entrepreneurial skills.

o Early marriages.

o Drug abuse.

2. Facilitator profile and role

- During safe spaces sessions, the facilitator is in-charge of guiding discussions on various topics and coordinating with external partners who may offer support on expert topics such as entrepreneurship.

- A majority of adolescent boys and girls prefer to have a facilitator selected for them. The facilitator should fit the following criteria:

o Between the age of 18 and 24.

o Well experienced on issues affecting young people in the community.

o Friendly and relatable to young people.

3. Definition of a safe space Group formation

- Younger adolescents do not have phones. A few of the older ones have phones but we may need to pilot WhatsApp group for coordination but not actual communication.

- In most areas there are no existing groups where this concept could be embedded. However, settings such as churches, schools and football fields in the areas present a good entry point to formation of groups.

- Groups require active organization and facilitation for them to be able to run independently. While the groups will be primarily run by facilitators, it would be important to have the adolescents select a leader among themselves who would become a contact person for some support activities such as communications with the group, organizing venue etc.

4. Facilitation format

- In school and out of school groups can be combined. Sensitive topics such as relationships with the opposite sex require separate sessions for boys and girls.

- Growth (safe) spaces session should be facilitated through a mix of ice-breaking activities such as songs, dances and talent shows and curriculum-based sessions.

- Facilitator should be conversant with local language as well as swahili. Facilitation to be done mainly in Turkana and Samburu respectively.

- Topic cards are a good gamification tool to help adolescent boys and girls who are in school discuss various topics.

- Cards with images/pictures are best suited for in-school and out of school groups.

RECOMMENDATIONS FOR IMPLEMENTATION - GENERAL

01 Creating safe spaces

We recommend leveraging schools as an entry point for adolescent boys and girls who are in school to create social groups of 20-30 adolescent boys and girls. For the out of school groups, they can be reached through community events, traditional dances and churches. Working hand in hand with community influencers such as community elders, chiefs and religious leaders is paramount to provide credibility and buy in for the safe spaces initiative in the communities. We recommend running 6-8 safe spaces sessions on bi-weekly basis. The sessions can be done on weekends to allow participation from both in school and out of school groups in school or church compounds. Additionally, major events can be scheduled for holiday periods to allow participation from groups in boarding schools.

Implementation

1. Adapting curriculum: Adapt existing ASRH packages from partners to suit the needs of adolescents in Samburu and Turkana counties. The life skills topics selected are highlighted on page 35.

2. Development of field packages: Create resources for field teams including facilitation guides for peer mentors/educators who will facilitate sessions. Through community elders and schools/church/youth groups identify peer mentors/educators based on the eligibility criteria highlighted on *page 31*. Additionally, it's important to create a calendar activities with key dates when the groups will meet and where they will be meeting.

3. Training: Conduct 4-5 days training for peer mentors/educators. Ideally, the facilitators in each county should be brought to one location to allow peer learning on the intervention and reporting needs for the program. The training would be best done through highly participatory activities including role-play scenarios. Each facilitator should receive a training package at the end of the training containing all materials, calendar of activities and M & E tools such as attendance sheets.

4. Group formation: "Market" the safe space sessions in schools, churches and villages through key influencers and posters. Peer educators can be invited to community barazas and church meetings to explain the objectives of positive safe (growth) spaces. Sign ups should be voluntary with a requirement that groups aim to take part in all sessions. The facilitator should consult with the group to select a central location where sessions will run, ideally a school or a church.

5. Conduct periodic check-ins with peer mentors/educators to evaluate session progress, trouble-shoot and provide technical support that may be needed throughout the implementation period.

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02 Life skills topics overview

Below is a list areas that adolescents expressed interest in building skills on:

Dreams and aspirations

o Planning for the future.

o Increasing knowledge on opportunities for young people including entrepreneurship opportunities.

Target group: 10-14 & 15-19 year olds.

Relationships

o How to create and sustain healthy relationships with the opposite sex.

o Ways of preventing early pregnancies.

o HIV prevention.

Target group: 10-14 & 15-19 year olds.

Relationships with family members and friends

o How to relate well with parents, siblings and other care-givers at home.

o Resolving differences with family members and friends.

Target group: 10-14 & 15-19 year olds.

Coping with stressful situations

o How to best handle stressful situations in school, in the community and in friendships.

o Seeking support during stressful situations. E.g., when a child had to drop out of school due to lack of school fees.

Target group: Mostly 15-19 year olds.

Problem-solving and peer pressure

o Becoming better at solving challenges at personal level and in house holds.

o Overcoming peer pressure in school and in the community.

Target group: 10-14 & 15-19 year olds.

Sexual and Reproductive Health

o Understanding reproductive health, methods of preventing pregnancy and HIV prevention.

o Understanding where to get help on on SRH issues.

Target group: 10-14 & 15-19 year olds.

Drug and substance abuse

o Increasing awareness on drug abuse, preventative measure and relating with friends who are abusing drugs.

Target group: 10-14 & 15-19 year olds.

Entrepreneurial skills

o Gaining skills that will give adolescents a source of income. For those in school, this can be used to pay for school fees while for those outside school to support families.

Target group: 10-14 and 15-19 year olds.

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RECOMMENDATIONS FOR IMPLEMENTATION - GENERAL

03 Sample cards

Below is a sample of cards that can be developed for adolescents who are in school for life-skills discussions:

Topic: Dreams and aspirations   **Topic: Relationships**   **Topic: Problem solving**   **Topic: Peer pressure**

Front side

Fill in the gap

My dream is to become………

Fill in the gap

When it comes to boy-girl relationships, I want to learn about………

Fill in the gap

The last time I was faced with a challenge I was able to………

Fill in the gap

Taking drugs will lead to………

Back side

Dreams and aspirations

Relationships

Problem solving

Drug and substance abuse

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RECOMMENDATIONS FOR IMPLEMENTATION - GENERAL

04 Facilitation tips

1. At the beginning of the sessions, parents and adolescents may be shy to talk to the facilitator or with each other. The first session should be primarily a trust building session to build a rapport with each group. Groups should do ice-breaking activities to help them know each other and where they come from.

2. Set the expectation for joint sessions for parents and adolescent boys and girls so both groups are aware that some sessions will involve bringing the two groups together. Clarify that this will be an opportunity to take part in bonding activities and therefore both groups should feel open and free to take part in the facilitated discussion.

3. Joint sessions should entail trust building activities and setting expectations especially for parents so the discussions do not become intimidating to adolescents. The facilitator can interrupt a discussion in case discussions pivot from the intended direction of allowing parents and adolescents to bond with each other.

4. Use highly visual materials to allow interactions for both educated and non-educated groups. To encourage participation, provide opportunities for discussions in smaller sub-groups. E.g., Break the group into smaller groups of 3-4 participants, ask the groups to discuss what they see on an image then present back to the team.

5. Strike a balance between allowing participants to freely talk to each other and share their experiences and guiding the discussions to avoid a few participants dominating discussions over others. Encourage rotational participation so each participant contributes to the discussion.

6. For sensitive topics such as use of contraceptives, knowledge building should be coupled with information on where they can access services or potential linkage with service providers in the nearby health facility. For other topics such as drug abuse, the adolescents should also receive information on where they can receive support or refer other young people in the community to receive the services.

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RECOMMENDATIONS FOR IMPLEMENTATION - GENERAL

	In- School	Out of school
10-14	• Use mixed group approach to sessions: This group has higher exposure and therefore can be mixed with the 15-19 group in most sessions. • Encourage pupils to share their learnings with other pupils in school. • Encourage joint activities that promote positive relationships with the opposite sex. For example, taking part in sport activities, singing songs together and story-telling sessions. • Sessions best suited for weekends only.	• This group can be mixed with the older adolescents who are out of school. Use visual tools over written materials. • Build rapport with out of school group before mixing them with in-school group as they might be intimidated and therefore fail to fully participate in sessions. • It's important to build a higher level of interactivity with this group as they get distracted easily.
15-19	• Use mixed group approach to sessions: This group is highly exposed and therefore likely to have significantly higher levels of exposure to relationships, some SRH information and relationships with the opposite sex. • Build trust before discussing sensitive topics such as dropping out of school due to pregnancy: Girls in particular might hold back on from openly discussing about relationships especially if they're already in relationships or have had experience with early pregnancy. • A number of adolescents in this group may have access to mobile phones so consider encouraging groups to keep up with their discussions through a WhatsApp group if all members have access to internet. (peri-urban and firsheries mostly). • Sessions best done on weekends and during school holidays for students in boarding schools.	• Use church compound or community grounds to host sessions as school setting might not be suitable for this group. This is majorly for adolescent girl who drop out of school due to early pregnancies. • Adolescent boys who have never gone to school might not be comfortable attending sessions in schools. • Joint activities bringing together all groups could include sporting, singing, talent shows.

RECOMMENDATIONS FOR IMPLEMENTATION - SAMBURU

Peri-urban	Pastoral	Agro-pastoral

Facilitator
- Recruited majorly through schools and church groups.

Facilitator
- Recruited through community leaders.

Facilitator
- Recruited through schools or community leaders.

Group formation
- Through schools and churches

Group fornation
- Through churches, youth leaders and community leaders.

Group formation
- Through schools and churches

Curriculum topics:
- Dreams and aspirations
- Boy-girl relationships
- Sexual and Reproductive health
- Problem solving and peer pressure
- Drug and substance abuse
- Entrepreneurship

Curriculum topics:
- Dreams and aspirations
- Relationships
- Sexual and Reproductive health
- Problem solving and peer pressure
- Drug and substance abuse
- Entrepreneurship
- Coping with stress-full situations

Curriculum topics:
- Dreams and aspirations
- Relationships
- Sexual and Reproductive health
- Problem solving and peer pressure
- Drug and substance abuse
- Entrepreneurship
- Coping with stress-ful situations

RECOMMENDATIONS FOR IMPLEMENTATION - TURKANA

Peri-urban	Pastoral	Agro-pastoral	Fisheries
Facilitator • Recruited through schools	**Facilitator** • Recruited through schools	**Facilitator** • Recruited through schools	**Facilitator** • Recruited through schools
Group formation • Through schools and churches	**Group formation** • Through community leaders, youth groups and churches.	**Group formation** • Through community leaders, youth groups, and schools.	**Group formation** • Through schools and churches
Curriculum topics: • Dreams and aspirations • Boy-girl relationships • Sexual and Reproductive health • Problem solving and peer pressure • Drug and substance abuse • Entrepreneurship	**Curriculum topics:** • Dreams and aspirations • Boy-girl relationships • Sexual and Reproductive health • Problem solving and peer pressure • Drug and substance abuse • Entrepreneurship	**Curriculum topics:** • Dreams and aspirations • Boy-girl relationships • Sexual and Reproductive health • Problem solving and peer pressure • Drug and substance abuse • Entrepreneurship	**Curriculum topics:** • Dreams and aspirations • Boy-girl relationships • Sexual and Reproductive health • Problem solving and peer pressure • Drug and substance abuse • Entrepreneurship

KEY RESOURCES REQUIRED TO PILOT THIS CONCEPT

1. Training guides: The training guide should include:
- Introduction to the concept and key aspects of the intervention
- Role-play scenarios and other participatory activities for the workshop.
- Calendar activities showing the sessions to be conducted, participants, key dates and locations.

2. Facilitation manuals for life-skills programs for adolescents: The facilitation manuals should contain pictures and gamification tool such as cards in addition to foundational information on each of the topics. The manuals should be in English and Kiswahili. Each topic area should cover basic foundational knowledge (mostly applicable to 10-14 and 15-19) and advanced knowledge. (15-19). Cards and story-telling tools can be used to present scenarios on each of the topics.
*See sample cards on page 36.

3. Laminated topic cards: Written topic cards are applicable with the in-school adolescent group while topic cards with images cut across both in-school and out of school groups. The images could include but not limited to:

- To depict dreams and aspirations: a student in school uniform receiving a prize, graduation, a young couple.

- Boy-girl relationships: Two young people sitting together near a lager or an open field.

- Sexual and Reproductive health: A young person in a waiting room, contraceptive methods, a counselling session

- Drug and substance abuse: Local brew, injectable drugs, cigarrettes.

- Entrepreneurship: A group of people working on beadwork (Samburu), a person operating a shop or kiosk,

SAMPLE FACILITATION GUIDE

1 | **Opening discussion** | Ask participants to introduce themselves by saying their name and sharing about someone they look up to (role-model) and why they look up to them.

2 | **Visual Aids/Pictures** | **Mixed group**

Distribute the cards with images to the participants. Ask the participants to take a few minutes to look at the pictures

3 | **Open discussion** |
Part One

Inform the participants that the discussion will be an open conversation based on the images given to them and some foundational information that will be shared by the facilitator. This discussion will seek to provide adolescents with knowledge on various areas which adolescents in that area have expressed interest in building skills on.

- What do you see in the picture?
- What do you think is happening?

Clarify what the images depict in case the discussions do not bring out the areas to be covered after which you can introduce the topic of discussion. E.g., dreams and aspirations.

Part Two

- Ask adolescents to openly share their dream/what they would like to achieve in the future
- Ask adolescents to share what they feel needs to be done so they can realize their dreams
- Introduce basic elements of dreams and aspirations e.g., what are the different things they can do, what can they do in the present (e.g., ask parents to enrol them for vocational training, work hard in school, work hard at home)
- Place participants into groups of 4-5 adolescents. Ask participants the adolescents to brainstorm on things they can do as young people so they can realize their dreams.
- Groups to present back with each other

4 | **Closing session** | Ask participants to list 2-3 things they will commit to doing so they can realize their dreams and aspirations.

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3.0

Edutainment – Inspire and Educate

EDUTAINMENT "INSPIRE AND EDUCATE" CONCEPT DEFINITION

What is it?

Edutainment leverages on educational entertainment through songs, music, short skits/drama, sports, magnet theatre, docu-drama, films and other communication channels to engage the emotions and intellect of the audiences to inform, change attitudes, behaviour and social norms. It acts as the social mirror of the community by describing and encouraging reflection about people's behaviours and interactions (both positive and negative). This concept will leverage commonly used media by adolescent girls and boys to transfer and promote information through plays, music and videos containing SRH related information. The concept also seeks to give adolescent girls and boys the freedom to choose what kind of media is best for them in order to deliver SRH information to both in school and out of school groups.

Edutainment key elements – At a glance

1. SRH content

What type of content or format is preferred by adolescents for it to be effective?

2. Local artists' role

Are local artists interested in contributing to ASRH objectives in the community.

3. Community events

Can community events and festivals be used to deliver SRH messages and content?

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STRATEGIC OUTCOMES

Key Outcomes	
Type of intervention	Edutainment
Audience	Adolescent girls and boys
Design Question	How might we leverage free time and use of media that exert peer influence to bring positive SRH outcomes among adolescents?

Findings underpinning this intervention

01 The majority of adolescents have access to a large amount of media content circulating with potential to misinform them on matters pertaining to SRH.

02 Free time, lack of engaging activities or roles/responsibilities in school or at home and inadequate information creates opportunities for significant peer influence and negative SRH outcomes among adolescents.

03 Parents do not know the kind of media content that adolescent girls and boys have access to.

What is the desired strategic outcome?

- Media content that can be shared among adolescents and that contains information on SRH. Social media, radio and television can be used to disseminate information to a wide range of audiences leading to the desired outcomes on SRH. These can also be layered in the safe spaces.

- Content that is relevant to different livelihood zones and that is relevant over a long period of time.

- Girls and boys don't feel shy or scared about enquiring on SRH because they can get all the information they need from plays, music and other media without having to reveal their intentions.

- During free time adolescents can get important information from different media sources which is both entertaining and educative.

KEY ELEMENTS - *DETAILED*

01

Local artists/musicians

These will be identified at county levels with considerations on whether or not they are relatable to adolescent boys and girls in all the livelihood zones in Turkana and Samburu. The artists can be male or female depending on popularity and alignment to Nawiri goals and objectives. They will be engaged to compose songs that provides messages that commands attention, stimulate dialogue and action on specific SRH issues, transformative gender norms and education. Existing events like the Samburu and Turkana cultural festivals can be leveraged as platforms to deliver SRH messages and content.

02

Self-created content

❖ Engaging stories: These will be based on documented drama/films. Programs with SRH content can run during Growth (Safe) Space meetings, specific times of the week and also during holidays.
❖ Documentaries on success stories to inspire adolescent boys and girls. Boys and girls in the community can do a documentary talking about challenges they have gone through and how they overcame those challenges.
❖ Media agencies together with Nawiri can design content which parents will want to share with their children. These can be in the form of stories or even songs.
❖ Competitions/Talent shows can be created for adolescents to showcase their talents and build their confidence. They could do fashion shows, singing competitions etc.
❖ Short skits/drama: Adolescents will develop skits and come up with plays which they will perform to show different situations that occur in the lives of adolescents and portray the desired outcomes. These skits and plays will be acted locally to resonate with adolescents' lives and situations. The plays can also be done in collaboration with other famous actors both locally and externally to boost their reception

amongst adolescents and other audiences. Discussions will be facilitated to ensure acquisition of knowledge and information on specific SRH issues, transformative gender norms etc. Media agencies, regional influencers and drama groups can be identified which are doing the same to provide insights and offer support on delivery of SRH content.

03

Location/channels:

Existing events like the Samburu and Turkana cultural festivals can be used as platforms to deliver SRH messages. They will be engaged to compose songs that provides messages that commands attention, stimulates dialogue and action on specific SRH issues, transformative gender norms and education.

SMS Audio files can also be used as platforms for layering and passing information in the communities as these are already being adapted.

04

Sustainability
Nawiri can leverage and learn from existing NGOs that have conducted programs around Edutainment and build on the ideas and work around the challenges that the organizations have faced in their attempt to deliver educative and entertaining content. Such organizations are:

Media
- Girl Effect
- Shujaaz
Information platforms
- Jacaranda Health – Uses SMS PROMPTS
- Triggerise – Uses Tiko Platform
Proposed Nawiri specific initiative
- TikTok or YouTube Channel
- Radio ads

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TESTING OVERVIEW

Desirability, Viability

Q1 **Self-created content**
- If given a chance, do adolescents create content? Do they share content too, and how?

Desirability, Feasibility

Q2 **Engaging stories**
- Can the community create a story that is largely appreciated by others?

Q3 **External actors**
- Are local artists interested in contributing to ASRH objectives in their community? What are the key drivers motivating them?
- How influential is information made in urban settings to rural settings?

Desirability

Q4 **Content**
- What are the necessary context adaptations that existing content needs to be successful among adolescents?
- How aware are adolescents of misinformation?
- What is the content/format preferred by parents to share with their children?

Learnings and Recommendations from prototyping phase

KEY LEARNINGS

1. Use of Video to deliver SRH education

- Adolescent boys and girls reacted positively to the edutainment videos on early marriages and teenage pregnancies in Samburu and Turkana counties.

- The videos used for this session were readily available on YouTube and therefore some adolescent groups had previously watched the videos on their phones.

- A video for edutainment sessions should last between 15-30 minutes. The in-school group can watch and discuss longer videos as compared to the out of school group may need shorter videos or breaks in between to allow good compression.

- Chargeable projectors should be used to show the videos to allow viewership by a large group of adolescents. This should also be accompanied by portable speakers.

2. Local artistes' role

- Local artists are an important element of the edutainment concept as they relate better with young people.

- During testing phase, the artists selected were majorly musicians. However, the scope of the musicians could be expanded to include artists who perform spoken word, comedy, drawings etc.

- Local artists need to be engaged well in advance (3-4 weeks) to share with them the objectives of the edutainment sessions so they can curate context-relevant performances.

- Local artists require to be facilitated through provision of a stipend to cover their transport, meals and incidentals. Livelihood-zone based artists are more suitable over county-based artists as they are more relatable with adolescent audiences.

3. Community events

- Community events are a good entry point for the local artists to reach wider groups beyond targeted sessions with adolescent boys and girls. This should be designed to supplement structured edutainment sessions.

- Traditional dances e.g., Edong'a in Turkana.

4. Mobilization of participants

- Demand creation for edutainment sessions should be done through youth groups and schools.

- For adolescent boys who live outside the community, the mobilization should be done by community leaders who should facilitated to reach them in the hard-to reach area. Mega phones can also be used so that their calls can be heard over longer distances.

- In Samburu, Moran leaders are a good entry point to reach the adolescent boys.

RECOMMENDATIONS FOR IMPLEMENTATION - GENERAL

01 Edutainment

We recommend running 5-6 edutainment sessions targetting 20-30 adolescent boys and girls. The roll-out for this concept should bring together both young, older, in-school and out of school adolescents as all of these groups can freely interact on edutainment activities. This concept should be rolled out through three main avenues.

1. Local artists.
2. Edutainment videos.
3. Short drama and skits.

Implementation

1. Identification of videos : Identify 4-5 videos per county which will be used for the edutainment concept. The videos should depict learnings related to early marriages, teenage pregnacies, method of preventing early pregnacies, peer pressure, drug and substance abuse, and boy-girl relationships. For some of the topics, adolescents can also be given a scenario to act it out in form of drama or short skits. The videos/skits should be folllowed by a facilitated discussion on key learnings.

2. Identification of local artists: Identify local artists in each livelihood zone in Samburu and Turkana. Engage the local artists one month in advance to allow them time to understand more about Nawiri's objectives and curate responsive messaging that will be embedded on their performances. The artists can cover several genres including musicians, spoken word, rap artists and poets.

3. Identification of local champions and resource development: Engage local champions who will act as a link between Nawiri teams, the community and young people on edutainment. The local champions will ideally be young people. They can also be peer mentors/educators involved in growth spaces. Develop guides that will be used to brief local champions and local artists.

4. Briefing local champions and local artists: Facilitate 2-3 days briefing sessions with local artists to provide them with an overview of the concept, their roles during the implementation and logistical considerations inlcuding selecting a suitable venue for rolling out the concept.

5. **Periodic check-ins** with local champions/peer mentors/educators to evaluate session progress, trouble-shoot and provide technical support that may be needed throughout the implementation period.

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RECOMMENDATIONS FOR IMPLEMENTATION - SAMBURU

Peri-urban	Pastoral	Agro-pastoral

Location

Peri-urban

Mode of delivery:
- Local artist
- Video
- Talent shows

- School
- Church

Pastoral

Mode delivery:
- Video
- Drama/short-skit
- Talent shows

- Church
- Chief's camp

Agro-pastoral

Mode of delivery:
- Video
- Drama/short-skit
- Local artist
- Talent shows

- School
- Church
- Chief's camp

Video Topics

Peri-urban
- Early pregnancies
- Contraceptives awareness creation/methods of preventing early pregnacies
- Peer pressure
- Drug and substance abuse
- Positive boy-girl relationships
- Return to school for girls and boys who drop out due to early pregnacies
- Return to school for girls/boys and support to those who drop out of school

Pastoral
- Early pregnancies
- Early marriages
- Contraceptives awareness creation/methods of preventing early pregnacies
- Peer pressure
- Drug and substance abuse
- Positive boy-girl relationships
- Return to school for girls and boys who drop out due to early pregnacies
- Return to school for girls/boys and support to those who drop out of school

Agro-pastoral
- Early pregnancies
- Early marriages
- Contraceptives awareness creation/methods of preventing early pregnacies
- Peer pressure
- Drug and substance abuse
- Positive boy-girl relationships
- Return to school for girls and boys who drop out due to early pregnacies
- Return to school for girls/boys and support to those who drop out of school

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RECOMMENDATIONS FOR IMPLEMENTATION - TURKANA

Peri-urban	Pastoral	Agro-pastoral	Fisheries

Location

Peri-urban

Mode of delivery:
- Local artist
- Video
- Talent shows

- School
- Church

Pastoral

Mode of delivery:
- Video
- Drama/short-skit
- Talent shows

- Church
- Chief's camp

Agro-pastoral

Mode of delivery:
- Video
- Drama/short-skit
- Local artist
- Talent shows

- School
- Church
- Chief's camp

Fisheries

Mode of delivery:
- Video
- Drama/short-skit
- Local artist
- Talent shows

- School
- Church
- Chief's camp

Video Topics

Peri-urban
- Early pregnancies
- Contraceptives awareness creation/methods of preventing early pregnacies
- Peer pressure
- Drug and substance abuse
- Positive boy-girl relationships
- Return to school for girls and boys who drop out due to early pregnacies
- Return to school for girls/boys and support to those who drop out of school

Pastoral
- Early pregnancies
- Early marriages
- Contraceptives awareness creation/methods of preventing early pregnacies
- Peer pressure
- Drug and substance abuse
- Positive boy-girl relationships
- Return to school for girls and boys who drop out due to early pregnacies
- Return to school for girls/boys and support to those who drop out of school

Agro-pastoral
- Early pregnancies
- Early marriages
- Contraceptives awareness creation/methods of preventing early pregnacies
- Peer pressure
- Drug and substance abuse
- Positive boy-girl relationships
- Return to school for girls and boys who drop out due to early pregnacies
- Return to school for girls/boys and support to those who drop out of school

Fisheries
- Early pregnancies
- Early marriages
- Contraceptives awareness creation/methods of preventing early pregnacies
- Peer pressure
- Drug and substance abuse
- Positive boy-girl relationships
- Return to school for girls and boys who drop out due to early pregnacies
- Return to school for girls/boys and support to those who drop out of school

KEY RESOURCES REQUIRED TO PILOT THIS CONCEPT

1. Edutainment videos
The videos should cover the following areas:
- Early pregnancies
- Early marriages
- Contraceptives awareness creation/methods of preventing early pregnacies
- Peer pressure
- Drug and substance abuse
- Positive boy-girl relationships
- Return to school for girls and boys who drop out due to early pregnacies
- Return to school for girls/boys and support to those who drop out of school

*The ideal length of the videos is 15-25 minutes
*Nawiri can also leverage public videos produced by partners who have produced content of each of the topics above in Samburu or Turkana

2. Training guides.
The training guide should include:
- Introduction to the concept and key aspects of the intervention
- Role-play scenarios and other participatory activities for the workshop to depict the sequence of activities
- Calendar activities showing the sessions to be conducted, participants, key dates and locations.

3. Local artists onboarding guide.
The onboarding guide should contain 4-5 page introduction to Nawiri, what Nawiri hopes to achieve and the role the artists will play. This guide can also be filmed into a short low-fidelity video shot in Swahili or Turkana/Samburu to be shared with local artists. Each artists should have the video in their phones for quick reference and clarification about their role.

4. Portable battery-charged projector and speakers.
The speakers will be used to project the short videos in the community. Both items should be battery charged to allow for usage in areas without electricity.

5. Short skits briefing guide.
This should include a few pointers that will be used to ask adolescent boys and girls to act out a real-life situation touching on any of the topics above. Examples of such scenarios include:
- Assume an old man approached a father to marry off his daughter to her. *Act out the conversation between the old man, the father and the daughter*
- Assume two young people are in a secret relationship with each other. *Act out a situation where one of their parents learn about the relationship and decide to address both of them*
- Assume you were a chief in your area and you were asked to convince a young girl in your community to return to school after giving birth to her baby. *Act out this conversation between the chief, the girl and the girl's parents*
- Assume a boy dropped out of school after circumcision because it is the norm in most places in the community. *Act out a situation where as an elder brother who completed his studies, you're trying to convince him to go back to school*

*All materials for print and digital sharing shoul have USAID Nawiri branding.

SAMPLE FACILITATION GUIDE

1 | **Opening discussion** | Ask participants to introduce themselves by saying their name and sharing about someone they look up to (role-model) and why they look up to them.

2 | **Play the entertainment video** | Ask the participants to sit back and watch a short video. After the video, the group will take part in a facilitated discussion about what they will have

3 | **Open discussion** | **Facilitated discussion:**

At the end of the video, confirm all participants have understood what they have just watched. Once they all confirm they have, ask the following questions to the group:

- What was happening in the video?

- Did any of the situations/circumstances/speak to something you have experienced/seen in your home or outside?

- Did you relate to any of the people/events in the video?

- What did you learn anything from the video?

After all the participants have shared their answers, elaborate to the group on the topic area. E.g., If the video was on teenage pregnancies, talk about the main factors that contribute to teenage pregnancies, ways through which young people can protect themselves from teenage pregnancies. Additionally, emphasise on return to school for boys/girls who are forced to drop out of school to take care of themselves/the girl. Expound on the importance of having the right information on SRH, where services can be accessed in the community and where the adolescents can go if they needed further information.

*During the session, the facilitator for such a session can also use a poster to explain the various aspects related to SRH. E.g., methods, how they are offered etc.

4 | **Closing session** | Ask the group to recap 2-3 things that they are taking away from the discussion. Confirm the date for the subsequent session.

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4.0
Transformative Masculinity

TRANSFORMATIVE MASCULINITY CONCEPT DEFINITION

What is it?

This concept seeks to explore ways through which adolescent boys in Turkana and morans in Samburu can be engaged as warriors for health and nutrition in their communities. It therefore seeks to tap into the existing power that boys have in their communities and to identify positive ways through which that power can be leveraged to contribute to positive ASRH outcomes. This concept will seek to understand first, what's the current definition of masculinity, what it entails to be a man in the current society and which events or individuals shape this belief. Secondly, it will seek to transform masculinity by shaping new perspectives around empathy, protecting the community and girls as well as being custodians of good morals in the community. This concept will entail working closely with male figures who are key influencers to adolescent boys such as elders engaged in initiation rights for boys and male teachers who interact with the boys in school. It will seek to leverage the position and influence to change the narrative around young boys and men being involved in gender based violence. This concept aims to use boys as protectors to reduce teenage pregnancies through transforming norms held by boys that lead to the pregnancies. This concept aims to encourage adolescent boys to stay in school and finish school.

Transformative masculinity Key elements –at a glance

1. **Exposure to role models**

   Would exposure to role models and positive deviants influence change in behaviour amongst adolescent boys towards adopting positive ASRH outcomes?

2. **Role of school**

   - Given an opportunity, would adolescent boys be willing to go back to school after initiation.
   - What would motivate the return to school for adolescent boys?

3. **Role of positive deviants**

   - What role are willing deviants willing to play? What resources or training do they need to play their role?

3. **Community support**

   - What role can elder warriors and chiefs play in guiding adolescent boys to attend school and adopt positive ASRH attitudes?

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STRATEGIC OUTCOMES

Key Outcomes	
Type of intervention	Transformative Masculinity
Audience	Parents, Community members
Design Question	How might we leverage on cultural norms and practices to bring about positive change and increase empathy between male and female adolescents?

Findings underpinning this intervention

01 After circumcision and an initiation ceremony to adulthood, young boys, named Morans (warriors) in Samburu, change their behaviour to match expectations about their adulthood and reject any form of punishment or authority over them (incl. parents and teachers).

02 Morans are viewed as the guardians of the community as well as guardians of culture. This has resulted in development of negative norms that have led to negative outcomes for adolescent girls including teenage pregnancies and dropping out of school for both girls and boys.

03 Due to their responsibility to provide for family and become self-reliant, morans commonly raid and use violence against young girls. Schooled girls and boys are usually less targeted.

04 Young boys are faced with conflictive norms and advised about sexuality in different, often contradictory ways by members of the community.

What is the desired strategic outcome?

- Morans that advocate for the rights of girls in the community to determine their own SRH outcomes and acting as warriors for positive change.

- A community of practice where Boys/Morans are not only advocates of positive change but guardians of positive culture including the support of education for both boys and girls.

- Normalization of school re-entry programs in communities including in situations where girls have dropped out of school due to pregnancy and wish to continue with their school. This should be anchored on community led initiatives that advocate for safe, return to school policies for both girls and boys.

- Conducive environment in the community where both boys and girls can interact freely.

- Reduction in teenage pregnancies as a result of boys protecting the rights of girls to grow up and finish school.

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KEY ELEMENTS - *DETAILED*

01

Focus on boys only with different pathways

This concept is based on a cornerstone approach of leveraging and promoting positive deviance among young men and adolescent boys as agents of change in the community, as warriors of health and peace. They will work closely with Nawiri teams to identify interaction points with adolescent boys including sharing ideas on potential ways to plug in the transformative masculinity sessions into existing activities.

02

Exposure to role models

Young boys, known after initiation as Morans in Samburu and Ngorokos in Turkana, look up to older boys (within older age set) for guidance. When together, younger boys lack authority to speak and respect the opinions of older boys/young men. There are, among many, older boys who are extremely defensive of school attendance and girls (sisters) rights. These boys can be mobilized and rewarded to talk to the younger boys and encourage them to go, return and/or remain in school. Many have received education and training and have become successful professionals. Positive deviants may be open to support/sponsor or take up responsibilities of younger boys in order to allow them to carry out education.

The complementarity of school and herding/raiding should be promoted in that, herding can be used to generate income that can be used to pay for the school fees. Education can support young boys to adopt better cattle rearing practices and contribute to the community.

03

Role of the school

Teacher-Parent association: Engage elder boys/young men to discipline but also exert influence and make spaces for boys to exert authority in school (club/committee)..

Role of school - celebrates yearly initiation but ensures different roles/responsibilities in school and community + training teachers

04

Role of the community

- Reinforce policies about school attendance and sanctions for parents who support school drop out and make it a norm that pushes everyone to adhere based on societal compliance levels

- School to offer re-entry opportunities that address norms/shame by providing safe spaces for girls and boys who re-enter school.

- Chiefs, local leaders, and those responsible for performing circumcision to sensitize boys for school attendance.

- Elder boys to take up responsibility for young boys. For example, they can pair with 3 or more students and mentor them to ensure that they stay in school.
- The community can come up with a reward system for the elder boys/young men in their efforts to impact change in the lives of adolescent boys. In Samburu, re-entry into the community after circumcision can be paraded in the community. In both Samburu and Turkana, adolescent boys who undergo circumcision can be welcomed back to school ceremoniously.

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TESTING OVERVIEW

Desirability

Q1 Schools

- If given an opportunity, would the elder morans/ngorokos act as advisors to school TPA's?
- Given the liberty to advise the TPAs, what would the boys/young men's most important topics be anchored on?
- What initiation-related and "warriorship" celebrations can be organized at school as an opportunity to distinguish boys' different roles in school and community? What do girls think of these roles?

Desirability, Feasibility, Viability

Q2 Boys perceptions and the influence of positive deviants

- What is the value proposition for school entry for parents whose children have dropped out of school? What do the students think about this?
- What do morans/ngorokos respect the most about the girls in their community? Why?
- What are boys who are in school most proud of? And what do parents with boy drop-outs think about it?

Q4 Community support

- How would initiation-responsible men introduce SRH/school in the initiation ceremonies? Would this potentially motivate boys to return to school?
- How might we support chiefs (influencers) to ensure boys attend school after initiation?
- How can we identify positive deviants in communities to amplify the need for school attendance?

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Learnings and Recommendations from prototyping phase

KEY LEARNINGS

1. Exposure to role models

- A majority of adolescent boys both younger and older are not exposed to role models in their immediate environment.

- Positive deviants who have been successful in the community: educated and non educated are perceived as role models.

- Teachers are held in high regard by adolescent boys in school and hence a good channel to transform boys in school while convincing them to stay in school post-circumcision.

2. Role of school

- Transformative masculinity sessions can be done in school settings for adolescent boys who are in school. This should primarily focus on grade 4 upwards as that's when a number of them get exposure.

- Sessions with out of school groups should focus on enrolment and return to school.

- In Samburu, adolescent boys who get circumcised while in school need hands on mentorship to encourage them to come back to school after circumcision. Transition back to school post-circumcision should also recognise and celebrate the boys.

- In Turkana, most boys from out of school due to lack of food or lack of school fees. It's therefore important to explore better ways to keep the boys in school in these circumstances.

3. Role of positive deviants

- Positive deviants are a powerful channel to reach adolescent boys with relatable real life experiences to transform their beliefs around masculinity.

- A majority of adolescent boys preferred to have a positive deviant identified within their community as compared to bringing an external person. This is because they found the story of the positive deviant close to their own story as they went through similar experiences and challenges.

- It is paramount to choose positive deviants in consultation with community elders and chiefs as they have a better understanding of the community. Additionally, school heads can support identify old boys from their schools who have exceled well to give back to the community through mentorship.

4. Community support

- Community leaders, leaders involved in initiation ceremonies in Samburu and administrative leaders are an entry point for hard to reach adolescent boys. They can be tasked to conduct outreach activities in hard to reach areas to mobilize adolescent boys.

- Moran leaders in Samburu should be leveraged to reach various moran groups.

- Transformative masculinity discussions can be plugged in to discussions that take place during initiation ceremonies.

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RECOMMENDATIONS FOR IMPLEMENTATION - GENERAL

01 Facilitating transformative masculinity discussions

We recommend two entry-points to rolling out transformative masculinity concept: targeting adolescent boys who are in school and using community leaders and influencers to reach out of school boys/those in hard to reach areas. Tranformative masculinity discussions should be semi-structured, primarily focusing on using story-telling, positive deviants and prompting questions to dive into the role of men in the community, how they can play a protective role and things they can commit to to protect adolescent girls and promote good nutrition behaviour in the community. Additionally, edutainment content such as videos that expound on areas that directly affect adolescent boys can also be shown to this group followed by the discussion questions on key take aways from the scenes.

Implementation

1. Developing tools: Create prompts for semi-structured discussions among the adolescent boys. The prompts will be used to onboard positive deviants and the community elders who will be engaged. The tools should include: 4-5 stories of interactions between adolescent boys and girls, success stories of adolescents who have overcome drug abuse and adolescent boys who are playing a supportive and protective role in the community.

2. Mapping opportunities to plug in: With the support of community leaders, map out upcoming activities within the project period including initiation ceremonies, traditional dances where this concept can be embedded in addition to the independent edutainment sessions. During this activities, the positive deviants will use the conversational tools to engage with adolescent boys on their role in the community.

3. Selection of positive deviants and male champions: With support from community elders, schools (where applicable) and chiefs, identify 2-3 positive deviants who will be engaged per livelihood zone. The deviants primary role will be to engage the adolescent boys without necessarily running the entire program as they may be engaged in other initiatives. The primary organisers for these sessions should therefore be male youth leaders aged between 15-20 years.

4. Training: Train youth leaders, positive deviants and male champions on the concept, main elements and their role. The training can take place in a central location in each livelihood zone. During the training, the group can also offer suggestions on which are the best locations to roll out the concept based on their experience working with morans (Samburu) and adolescent boys (Turkana).

5. Conduct periodic check-ins with peer mentors/educators to evaluate session progress, trouble-shoot and provide technical support that may be needed throughout the implementation period.

KEY RESOURCES REQUIRED TO PILOT THIS CONCEPT

1. **Facilitation manuals for transformative masculinity program:** The facilitation manuals should contain guiding questions to
   - Understand the current definition of a man in the community (Samburu and Turkana)
   - Current narratives: Understanding the things a man is allowed to do vs things a man is not allowed to do in the community
   - Perspectives on current narratives: How do adolescent boys feel about what has been handed down to them as things they should or should not do.
   - Case studies or scripted stories of areas where adolescent boys have played protective roles in the community or advocated for positive nutrition outcomes. E.g.,
     - A boy/moran who accompanies a girl on her way home in the bush so nothing happens to her
     - A boy who is known to stand up for girls in his class when boys scheme to go after her in school
     - A boy who saved a girl from a group of boys who were planning to trick her so they can have sex with her
     - A boy who watches over girls in traditional ceremonies so they don't get preyed by boys/older men
     - A moran/youth leader who has been promoting positive relationships between boys and girls in the community

2. Training guides.
The training guide should include:
   - Introduction to the concept and key aspects of this concept.
   - Role-play scenarios and other participatory activities for the workshop to depict the sequence of activities.
   - Calendar activities showing the sessions to be conducted, participants, key dates and locations.
   - Monitoring and evaluation tools including attendance sheets

3. Positive deviants onboarding guide.
The onboarding guide should contain 4-5 page introduction to Nawiri, what Nawiri hopes to achieve and the role the artists will play. This guide will be used to quickly introduce the positive deviants and local champions to the supportive role they will do during the roll-out of the concept.

5. Optional: Some of the videos from Edutainment concept can also be used during transformative masculinity. For example, a video on return to school for adolescent boys who drop out after initiation (Samburu) or a boy who drops out of school due to lack of school fees but later decides to talk to the headteacher who allows them back to school.

*All materials for print and digital sharing shoul have USAID Nawiri branding.

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RECCOMMENDED TRANSFORMATIVE MASCULINITY SCHEDULE

Parents' Session	Tool
#1	**Story-telling** • Current perception on the role of adolescent boys • Current narratives on what boys can do or not do
#2	**Community leaders talks** Samburu & Turkana - Religious leaders, community elders,
#3	**Tool: Positive deviant's story** • Positive deviant in Samburu- Moran leader, elders who advise boys during circumcision, professionals e.g., teachers, • Positive deviant in Turkana – Youth leader, professionals e.g., teachers, business men,
#4	**Video** – This can be borrowed from the edutainment concept coupled with facilitated discussion based on the video.
#5	**Warriors of Health and Nutrition commitment pledge** • Commitment or pledge to become warriors of health and nutrition in the community. • Accountability partners where adolescent boys are led through a discussion on actionable steps they will take in the community, at school and at home. Accountability partners will hold them accountable to their commiments.

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SAMPLE FACILITATION GUIDE – POSITIVE DEVIANT

1 | **Opening the discussion** | Ask participants to introduce themselves by saying their name and mention something that made them laugh/be happy recently.

2 | **Positive deviant discussion** | The positive deviant will address the adolescent boys by sharing with them his story, what he's currently doing, his journey getting to where he is and different challenges that he has had to endure during this journey. He should also highlight what made him stand out from the other people that he grew up with and what he recommends adolescents in the community do so they can support women and girls in the community.

3 | **Open discussion** | At the end of the positive deviants story, the positive deviant will be asked to take any questions that the adolescents may have relating to his growing up, where he is right now and factors that contributed to their success.

After taking all the questions, the facilitator will take over the discussion to reiterate the things the positive deviant has mentioned and to emphasize on key areas around men supporting young girls and women in the community.

4 | **Closing session** | Ask the group to recap 2-3 things that they are taking away from the discussion. Confirm the date for the subsequent session.

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SAMPLE FACILITATION GUIDE – STORY-TELLING

1	**Opening the discussion**	Ask participants to introduce themselves by saying their name and mention something that made them laugh/be happy recently.
2	**Story-telling**	Facilitator read out the story to the group. For groups that have in-school participants, the facilitator can ask one of the adolescent boys/moran to read the story to the group.
3	**Facilitated discussion**	Give participants an opportunity to reflect and provide feedback on the story by asking them how the story made them feel and what they would have done in that scenario. Ask a set of follow-up questions to explore further the main topic of discussion. As much as you can, do this in an 'organic' manner, selecting questions relevant to a participant's comments or feedback. Try to pay attention to attitudes demonstrated in body language and expression in addition to spoken comments. **Sample story** Losieku is a 17 year-old boy. He has a younger sister, Naanyu who is 13 years. Losieku dropped out of school after circumcision but his sister is in school. Losieku one day bumped into two boys from his village as they made plans on how they would ask Naanyu to accompany them to the bush later that day. Losieku got angry and beat up the two boys. He asked them to keep off his sister. He told them that his sister is very hard working and he'd like to see her complete school without boys ruining her **Follow-up questions** • Do you know of any stories in your community that are similar to Losieku's and Naanyu's? • What should be the role of boys like Losieku in the community?/How can boys protect young girls in the community? • How can boys like Losieku be supported to stay in school despite having peer pressure from the community? After the discussion, emphasize on key learnings from the story
4	**Closing session**	Ask the group to recap 2-3 things that they are taking away from the discussion. Confirm the date for the subsequent session.

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