

LINEA and Amani Girls Home

Co-creation of a multi-component intervention to prevent age-disparate transactional sex between adult men and adolescent girls (age 13-15)



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LEARNING INITIATIVE ON NORMS, EXPLOITATION AND ABUSE



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Empowering Girls 4 Sustainable Development



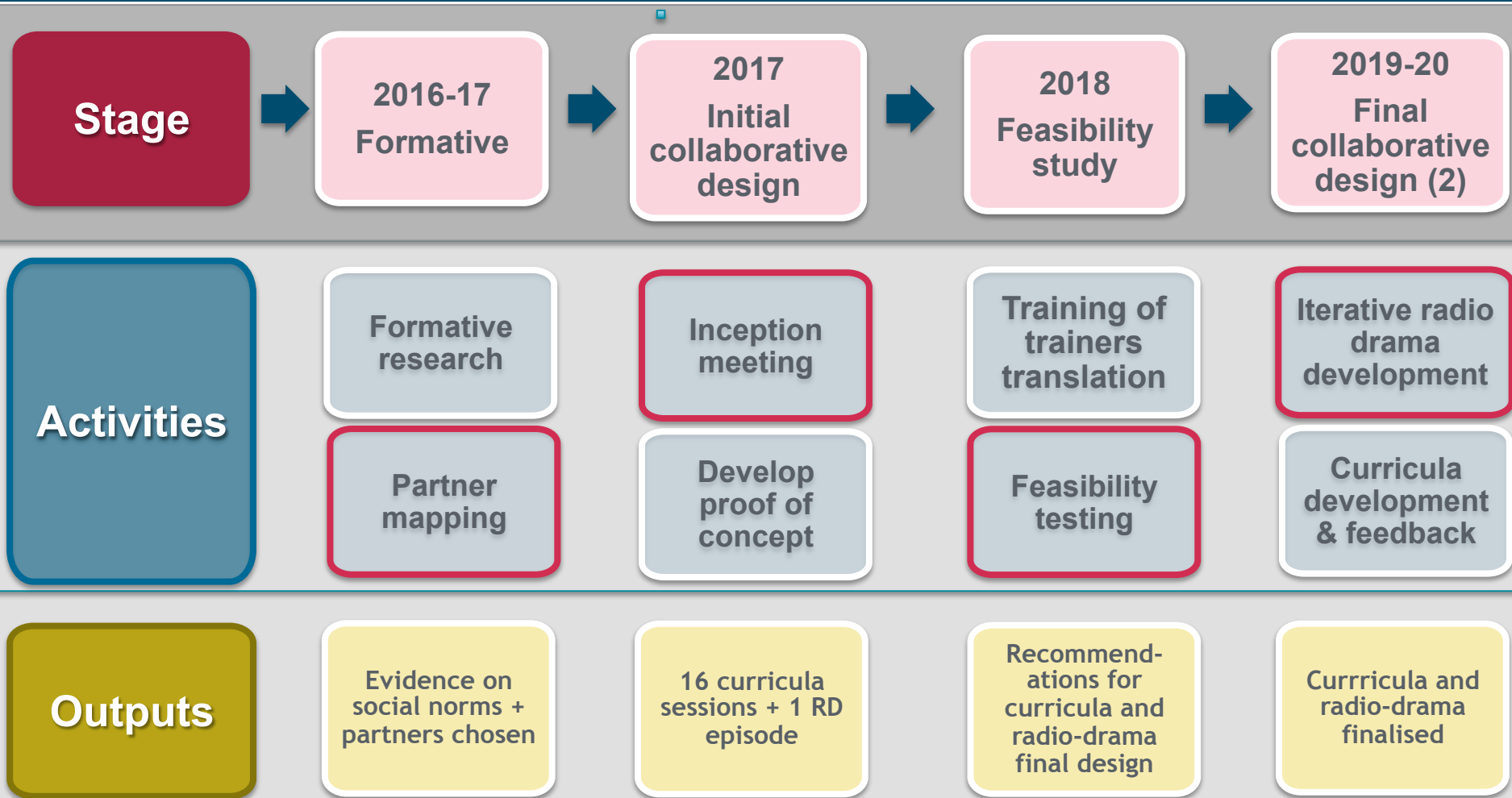
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Presentation Overview

- Co-creation design process
- Activities examples
- Group work on co-creation principles

Co-creation design process



Formative stage: Partner Mapping (12 months)

- Mapping for media and implementing partners
 - Consultation with experts and existing contacts in Tanzania
 - Interviews and meetings with organizations
- Partners considered according to following criteria:
 - Relevant work experience (working with researchers, experience developing curricula...)
 - Areas of work (specific focus on adolescent girls)
 - Safeguarding policies and procedures
- Identified MFDI as media partner (narrowed down to 2)
- Identified AGH as implementing partner (narrowed down to 6)

Amani Girls Home

Amani Girls Home (AGH) envisions of a society with a resilient socio-economic environment, enabling the development of girls and young adults.

Key area of work:

Empowering adolescent girls and young women (Power to Girls, Inspire, SASA, Girls Roaster, YSLA, MPL, Safe Space). Focus – Education, Health and Social Protection.

Key projects:

- Prevention of TS
- A Working Future
- AMKA (Nutrition)
- MES (Mapema Education Scheme) – IECD
- SMASH Adolescent Girls Community of Practice.

Key partners/funders:

- LSHTM LINEA
- Plan International
- Novo/Tides
- BWF (Better Way Foundation)
- Firelight Foundation
- European Union/VET Toolbox
- USAID/Jhpiego Tanzania



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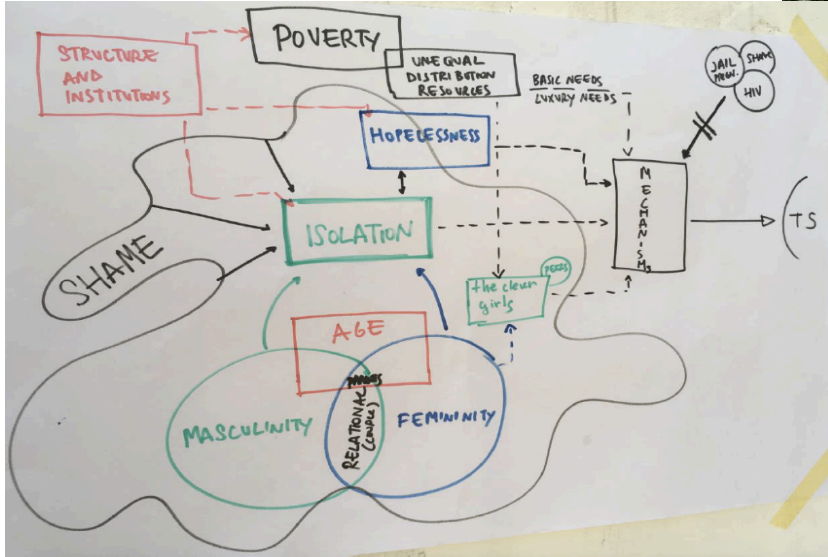
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Collaborative process 1: Inception workshop (August 2017)



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Feasibility study: Testing the proof of concept (June – August 2018)

12 Curriculum Sessions

Curriculum session observations
(15 girls, 7 couples)

15 Radio Drama Scenes

Listener discussion groups
(14 girls, 11 men, 12 women)
Three focus groups
(Community leaders)

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Feasibility study: Relevance acceptability and defining target groups for curricula

“It’s different from other curricula. Men are doing transactional sex. This curriculum engages them directly. It makes all to reflect on themselves and what changes they need to make.” – Hasna (AGH facilitator)

‘When we say adolescent girls, I didn’t see in the training which activities will go directly to girls [...] The curriculum doesn’t show how we are going to involve them clearly’. – Vales (AGH facilitator)

Learning for intervention:

- Confirmed relevance of the intervention
- Ensured subject matter was acceptable for this context
- Created a new curriculum specifically targeted at adolescent girls
- Adapted from a couples curriculum to target men only

Feasibility study: Radio drama feedback

Chacha manipulated Bahati with his power and resources

Teacher Pindi failed to fill his role as a 'guardian' of students

"We'll listen to it, and we'll forget even cooking, so we may burn food!" – Adult woman radio drama listener

Likeable characters encouraged Chacha and Bahati to avoid ADTS

Learning for intervention:

- Develop 'conflicted' characters who are relatable to audience
- Show 'arcs' of change for characters to model positive changes as well as negative impacts of ADTS.

Collaborative process 2: Radio drama iterative development (2019)



13 episodes
produced

- Learning from feasibility test
- Writer's workshop – mapping storylines
- Finalize 'Act 1'

13 episodes
produced

- Listener groups with men, women and girls
- Writers' workshop, finalize 'Act 2'

- Listener groups with men, women and girls
- Writers' workshop, finalize 'Act 3'

13 episodes
produced

Radio drama
finalized

- Listener groups with men, women and girls
- Incorporate final changes to stories

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What have we learnt about working together?

- Importance of open communication (Between partners – LINEA & AGH)
- Combining skills and knowledge to achieve goals: Research skills (LSTHM), participatory approaches (AGH), safeguarding protocols (LSHTM & AGH)
- LINEA has benefited from local knowledge and cultural acceptability of the intervention, content and 'tone' provided by AGH
- AGH has benefited from learning about innovative intervention design (media & curricula development)
- Ownership (AGH and community)

Group discussion

From your experience what are the factors that contribute towards successful and fair partnerships?

Co-creation principles

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Co-creation principles

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Co-creation principles

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Q&A



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