



Urban Adolescent SRH SBCC I-Kit Pilot

PROJET JEUNE LEADER: ADAPTING THE I-KIT TO WORK WITH PARENTS OF ADOLESCENTS IN MADAGASCAR

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ABOUT THIS BRIEF

The Urban Adolescent Sexual and Reproductive Health (SRH) Social and Behavior Change Communication (SBCC) Implementation Kit (I-Kit) is a resource created by the Health Communication Capacity Collaborative (HC3) project. The I-Kit is a tool for program managers or youth organizers to: expand staff and youth capacity, develop new programs and project proposals, revise existing programs to include SBCC and set organizational research agendas. The I-Kit provides overviews of SBCC and youth development (Part 1); offers examples from a fictional setting, called Zanbe; proposes seven Essential Elements (EEs) of SRH SBCC program design for urban adolescents (Part 2); addresses specific implementation challenges (Part 3); and encourages users to share what they have learned (Part 4). Each EE is accompanied by interactive worksheets allowing users to apply what they learn to their own work:

Essential Element	Worksheet
1. Collecting Helpful Information about Urban Adolescents	#1: Making Sense of Primary and Secondary Research
2. Navigating the Urban Environment for Youth	#2: Urban Assessment #3: Community Mapping
3. Segmenting Your Audience	#4: Segmenting Your Audience
4. Creating an Audience Profile	#5: Summarize Key Information about Your Audience #6: Audience Profile
5. Establishing Behavioral Objectives and Indicators	#7: Behavioral Objectives #8: Behavioral Indicators
6. Identifying Communication Channels in the Urban Environment	#9: "Day in the Life" #10: Reviewing Available Communication Channels #11: Selecting Communication Channels
7. Developing Messages for Urban Adolescents	#12: Creative Brief #13: What Youth Say

To understand real-world application of the I-Kit, HC3 partnered in 2015 and 2016 with five Pilot Partner (PP) organizations in Benin, Madagascar and Kenya. Each organization applied and adapted the I-Kit to one existing adolescent SRH project in its portfolio. In 2016, HC3 conducted field visits to each PP; lessons learned were distilled into an [I-Kit Supplement](#). In 2017, HC3 conducted quantitative research to understand each PP's I-Kit experience. The results are summarized in this case study.

INTRODUCTION

Led entirely by people under 35 years old, Projet Jeune Leader (PJL) is a non-governmental organization (NGO) located in Fianarantsoa, Madagascar, about 400 kilometers (250 miles) north of the capital city of Antananarivo. PJL's goal is to reduce the rates of early pregnancies, high-risk sexual behaviors and school dropout among adolescents (10 to 15 years old) in the Haute Matsiatra region. PJL offers sexual education and leadership training reaching more than 7,500 adolescents in public middle schools. Following the success of PJL's adolescent SRH program and

information sessions for teachers and parents in participating schools, PJJ wanted to develop a complementary component for parents to enable them to better communicate with their adolescent children on delicate topics such as early sexual initiation and early pregnancies. Funding was provided from the Monaco International Cooperation. PJJ's I-Kit pilot activities took place between December 2015 and July 2016.

I-KIT PILOT OBJECTIVES

PJJ's operational objective was to develop a bilingual (half French, half Malagasy) SBCC-focused curriculum for parents focused on young adolescents' (10 to 15 years old) SRH. The curriculum would include a series of activities to increase parents' understanding of adolescent sexuality and help them adopt appropriate communication styles with their children. A corollary objective was to strengthen organizational and individual staff capacity to develop SBCC programs for adolescent SRH.

USING THE I-KIT

The PJJ I-Kit pilot team consisted of the executive director and two field staff—the school program field coordinator and a consultant (midwife and family planning adviser with strong training experience).

The executive director (hereafter referred to as the facilitator) assumed the roles of coordinator and facilitator within the pilot. She organized and led learning sessions for the staff using all of the I-Kit worksheets except for three: [Worksheets 2, 9 and 13](#). [Worksheets 2 and 9](#) were not included because the field staff involved in the pilot felt they were already sufficiently familiar with the project catchment area, and these findings would yield known information. In hindsight, however, the PJJ pilot team said it would have been beneficial to test or validate their observations regarding adolescents' environment and daily routines during the I-Kit pilot with parents. [Worksheet 13](#) on language that youth used when discussing SRH was deemed "non-applicable" by the team because the curriculum would be for adults.

Using a collaborative learning approach, the facilitator shared the I-Kit with field staff over five sessions that lasted 1.5 to 2 hours each, conducted mostly in Malagasy. She transferred key content from the I-Kit to a PowerPoint presentation, projected the slides on a large screen and took the time to explain each section to facilitate comprehension and encourage dialogue. The facilitator used other visual aids, such as a series of TV spots on condom use from Population Services



PJJ team members at PSI offices in Madagascar during an HC3 technical assistance meeting. © 2016, Mohamad Sy-Ar, all rights reserved.

International (PSI) Madagascar, to elicit discussion about audience segmentation. She slightly modified the worksheets to fit the intended audience of parents rather than adolescents before she shared them with staff.

The two field staff were responsible for designing the parents' curriculum. After the first learning session focused on key SBCC concepts and tools, they searched and compiled the information necessary to start completing the worksheets. These were filled out in the order they are presented in the I-Kit and used as a guide to develop the parents' curriculum. The midwife focused on parents' perspectives while the education coordinator (a youth himself) provided a young person's perspective for the curriculum. Both viewpoints were considered during the discussion sessions with the facilitator and integrated into the worksheets as appropriate.

SUCCESSES AND WHAT WORKED WELL

Focused on the development of an awareness-raising curriculum for parents, the pilot project simultaneously helped increase individual staff's awareness, knowledge and skills while reinforcing PJJ's overall organizational SBCC capacity and credibility as a youth-led organization. With strengthened internal SBCC capacity for adolescent SRH, the PJJ team was able to design a thorough curriculum.

- **Using the I-Kit for personal and staff enrichment.** The facilitator used the I-Kit both as a self-led learning tool and as a tool for training staff. She first digested the I-Kit herself, and found the I-Kit's organization logical and intuitive. Despite not having any formal SBCC background, the facilitator felt comfortable summarizing salient information

and offering sessions to her pilot team members so they could take the lead on designing the parents' curriculum. While the facilitator provided the leadership within the organization required to effectively use the I-Kit, active involvement of field staff in the pilot was instrumental for its success due to their familiarity with PJJ's catchment area and current or potential priority audiences. The facilitator's preparatory work and guidance enabled field staff to fully understand and implement the I-Kit themselves; completing the worksheets as a team rather than individually corresponded to their working style and responded to their context and needs. The fact that the I-Kit was in French greatly facilitated the task of further translating key content into Malagasy for her team.

"[The curriculum] really reached the objectives we'd hoped and the I-Kit played a very important role in its development. We can say it framed the activity. I think, otherwise, we would have launched ourselves into something quite vast [and not] targeted."

- **Developing a tailored product.** Using the I-Kit's EEs sequentially helped structure the parents' curriculum development process and tailor it precisely to its audience. Since the pilot, the curriculum has become a large program that includes clear objectives and pre- and post-quizzes to measure changes in parents' knowledge, attitudes and opinions regarding adolescents' SRH. PJJ has seen an increase in all indicators and can confidently assert that it is an effective SBCC program. Specific intended audiences included illiterate parents. The parents' workshops have since also been offered in rural areas, where literacy levels are low, and have been well received.
- **Developing and reinforcing SBCC skills.** Both field staff members expressed their satisfaction for being involved in the pilot. The I-Kit allowed them to better understand "all the work that needs to be done prior to implementing a program in the field" in a step-by-step process. The pilot also offered a unique opportunity for PJJ to develop skills around key SBCC themes and concepts. Part 1, in particular, which provides an overview of SBCC theory, helped orient PJJ staff members with terms and concepts that were new to them and apply them in a rigorous way. Setting behavioral objectives was also new for the team members, and something they saw being applied beyond the pilot. The facilitator pointed out that the content related to audience segmentation

and creating audience profiles was particularly useful in designing the parents' curriculum and changed their way of working. Another participant stressed that the knowledge and skills acquired will help individual staff advance in their careers—a particularly important asset for a youth-led and youth-operated organization.

"We have done a large amount of research on adolescent sexual behavior and have quite a bit of data on the topic, but I had never thought of pulling together those data to create a typical character that reflects those findings. ... [That was] ... the moment where I said that I really learned something that I can use in the long term."

- **Strengthening organizational capacity and increasing credibility.** The I-Kit is well developed for use by NGOs and local associations, the facilitator stated, and at the same time employs "academic" (formal) standards and concepts that are proven, theory-driven and evidence-based. PJJ has integrated these key SBCC concepts and terminology into its organizational practice. Updating its vocabulary to more current, technical and professional terms enables staff members to communicate more professionally with donors and other partners, and will allow them to overcome stigma and biases about young people that often undermine youth organizations' credibility.

"The I-Kit is good. For me, it was really interesting. ... I'd previously done a lot ... of trainings with other processes, but when I used this I-Kit, there was an opportunity for me to reinforce, to improve my experience. Above all, it brought a lot of personal development."

CHALLENGES AND LESSONS LEARNED

When processing their overall I-Kit experience, PJJ identified a few challenges, including:

- **Overcoming language barriers.** One team member observed that using the I-Kit "required a certain level of instruction." Although appreciated for its thoroughness, breadth and depth, the I-Kit can intimidate users depending on their level of proficiency in French and lack of experience in the use or adaptation of professional tools developed abroad in a foreign language. The need for a "coordinator-facilitator" was identified early on in



PJJ members at an I-Kit experience exchange workshop with colleagues from HC3 and Pilot Partner organization Mpanazava Eto Madagascar. © 2016, Mohamad Sy-Ar, all rights reserved.

PJJ’s process to address these points. The executive director assumed that role because, apart from being fluent in English and French, she had the necessary background and experience to adapt the I-Kit to meet the pilot project requirements and field staff learning needs. She shared the worksheets with the field staff gradually as the project evolved, and provided them with a full copy of the I-Kit only at the end of the project. This helped “reduce the length of the I-Kit,” making it less intimidating for staff. A field staff member corroborated that being gradually introduced to the worksheets enabled them to better understand and assimilate the new concepts contained in the I-Kit.

- Preparing for group work.** Part of the PJJ facilitator’s role consisted of preparing and identifying additional visual support materials (e.g., a PowerPoint presentation, video clips) to elicit group discussion and debate. Although an additional step, this preparation resulted in more effective learning. PJJ suggests that others follow a similar model, and take the time to: 1) Pull together a visual presentation to support dialogue and debate; 2) develop key messages on each EE to share with field staff, translating key content into local language; and 3) prepare a “synthesis worksheet”—preferably, in the form of a chart or diagram (Figure 1)—summarizing an intervention’s key approach. Such a visual approach can provide a simple, clear summary of key EEs to staff who may not be highly proficient in French or feel intimidated by the length of the I-Kit, support a collective reflection on the process and product at the end of the project and provide a quick project snapshot to donors.
- Finding French resources.** Globally and locally, French resources are less available than English

ones. This can make internalizing new concepts a tougher task. To tackle this challenge, PJJ found it useful to review the French resources offered in the I-Kit, search for additional French materials online and use existing local materials (such as the PSI-Madagascar TV spots to promote condom use among youth) to round out team understanding of I-Kit concepts.

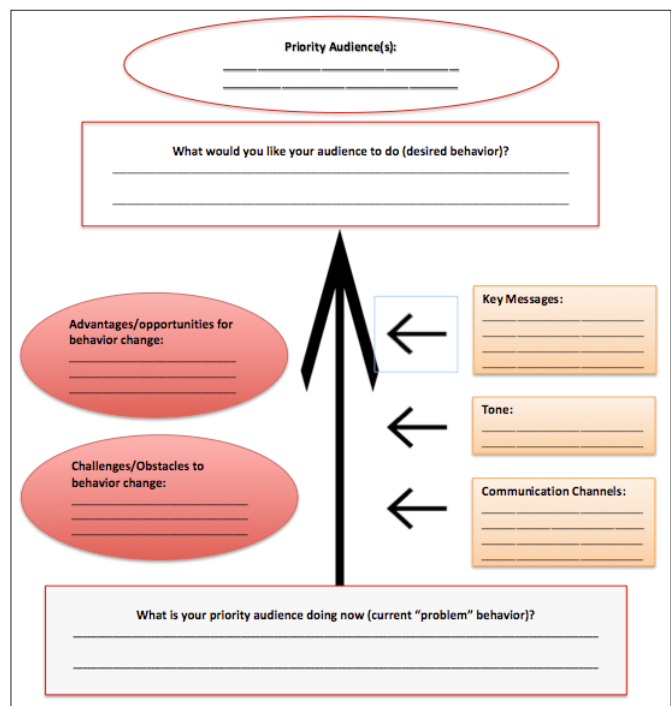


Figure 1: An adapted summary worksheet example from PJJ, which summarizes an SBCC campaign’s key pillars, including: audience, desired behavior change and associated enabling factors and barriers, key messages, tone and communication channels for message delivery. This worksheet is included in the [I-Kit Supplement](#).

CONCLUSIONS

The HC3 I-Kit enhanced PJJ's SBCC work. Not only was the parents' curriculum deemed a success by the organization, but strengthening individual staff's skills and overall organizational capacity were also key achievements. The team is particularly proud of the curriculum, which is effective because it is based on "proven SBCC theories and strategies," and has been successfully scaled up since the pilot. SBCC for SRH skills development has been beneficial for individual staff, opening up possibilities for career advancement. But beyond individual staff development, the PJJ pilot has strengthened organizational capacity to design and develop SRH SBCC programs focused on adolescents and, in this case, influencing audiences, like their parents. At a broader level, these achievements have resulted in increased credibility and legitimacy of PJJ as a professional youth-led organization. Adopting more formalized, technical SBCC standards, concepts and terminology has helped legitimize its work as a youth group while increasing its credibility and facilitating communication with public/international institutions and donors.

Not only is the I-Kit transforming the way PJJ works, but individual staff members have integrated the learnings into their professional and volunteer lives outside PJJ. One PJJ pilot team member has used the mapping tool in her activities as a trainer and has applied the concept of "behavioral objectives" in training workshops and during individual service delivery interactions with FP clients.

For PJJ, the I-Kit was more than the sum of its parts. The pilot was not only about the production of the parents' curriculum, but about the learnings that have stayed with the organization and will be shared with others. The pilot PJJ team strongly supports the broader dissemination of the I-Kit and looks forward to further collaboration with HC3.

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