

Knowledge page on expanding the ‘Building Assets Toolkit’ and triggering discussion among girls and mentors

Population Council groups assets into four main categories: Human, Social, Economic and Cognitive Assets. Other types of assets such as technology related or creative assets are being investigated by the Global Girls Program in order to include them as part of their content and tools.

There are a number of cards in the ‘Building Assets Toolkit’ that indirectly relate to technology knowledge, for instance:

- Card 8: ‘*Know where to get an HIV test*’.
- Card 7: ‘*Know the sign of diarrhea in a child and how to treat it*’.

These examples illustrate how girls can access knowledge to health related technology (i.e HIV test, ORS, etc.) potentially available at community level.

Other cards in the toolkit that relate to technology, directly and indirectly, are: 5, 15, 16, 28, 40, 41, 44, 74, 75, 76, 83, 84 and 88. The topics involved are health, productive skills and financial services. See [Annex 1](#) for a breakdown and comments on technology related cards and the possibilities for triggering discussion with the cards.

There are more possibilities for tapping into productive and protective technologies¹ and increasing the awareness of girls of the existence and accessibility of these. The following cards aim at triggering smart thinking around the dimensions of technology (i.e. power, cost, maintenance, types...etc) and fomenting early discussion among girls. Based on the pilot experience of Abriendo Oportunidades and SEGA school in integrating technologies into the girls groups/ platforms, one of the most valued element of the initiative for the girls is having an opportunity to experience and trial technology by themselves – ‘having a safe place to fail’.

WHAT IS AN ASSET?

An asset is a store of value that is related to what a person can do or be (their “human stock”). The assets in this kit fall into the four broad categories listed below. Rather than looking at girls through one particular lens or within the context of one sector, the asset-building approach considers the assets in all of the categories: how they affect girls’ lives and how they interact with each other.

HUMAN/HEALTH ASSETS



Things that help protect girls’ lives and the lives of those around them.

Knowledge about sexual and reproductive health (including sexually transmitted infections), finding a health clinic, signs of danger during pregnancy and labor, how to treat a young child with diarrhea (for girls who care for younger children).

SOCIAL ASSETS



The networks that girls can access to help take advantage of opportunities.

Girl-only safe spaces, social support, having at least three nonfamily friends, access to mentoring, developing life skills (decisionmaking, negotiating, building rapport with others).

ECONOMIC ASSETS



Specific skills that help girls plan for the future.

Age-graded financial education, knowing how to create a simple budget (and establish a small savings account), and knowledge of vocational-training opportunities.

COGNITIVE ASSETS



Competencies often nurtured in school (and ideally beyond).

Numeracy, literacy, confidence and clear self-expression, critical analysis, communication, and problem-solving.

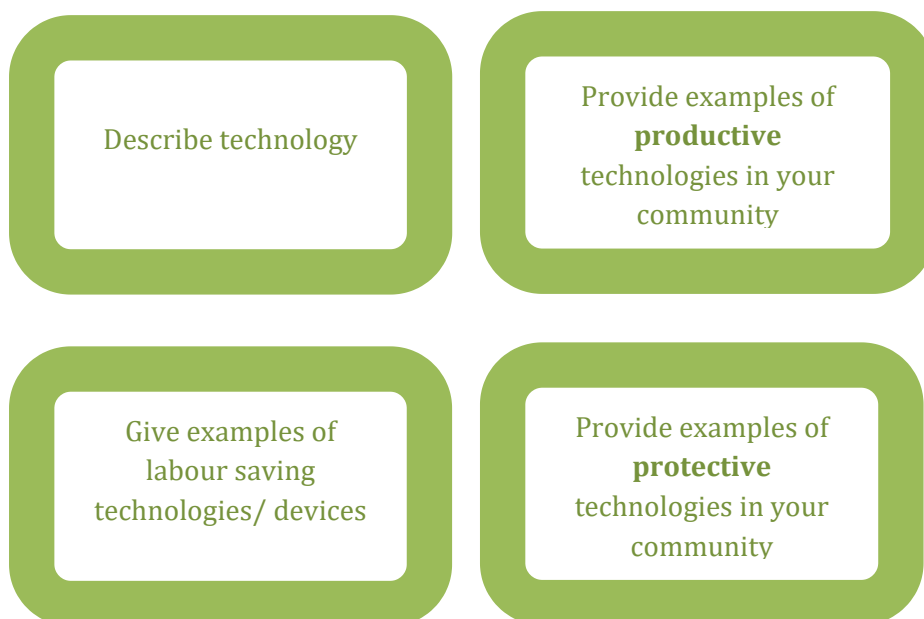
¹ Productive Technology understood as a technology that has the possibility to create income generation and hence a livelihood for the user (the girls). Protective technology is a technology that will reduce the vulnerability of the girls by increasing their skills, knowledge and capacity to stay safe.

"I hear and I forget. I see and I remember. I do and I understand." - Confucius

Face to face teaching will increase the chances of girls integrating the knowledge of technologies. However, it is only through direct experience that girls will integrate the complexities and possibilities of the use of technology.

Following are the technology categories, questions and assets suggested for the Assets Toolkit:

1. **Broad understanding of technology**– Knowing what technology means, and being able to indicate the different types of technology available in their community.
 - ? *What types of technology are present in your community or school? What technologies can you access? If there are technologies you cannot access, why?*



2. **Access to energy sources** – Increasing availability at local level of renewable energy and growing interest from governments to invest in the energy sector is making renewable energy a common type technology used in some rural communities of developing countries. For instance, this topic is very important in the context of Benin given that the Government is planning to upgrade energy systems around the country² and the Batanga Foundation is keen in participating in this project. Also, solar lights are being integrated in the girls platforms in Sierra Leone so it would be a form of raising awareness on the existence of this technology.
 - ? *How do you light your house after dark? Does anyone in your community have different lights? Have you heard about solar energy?*

² Off-Grid Clean Energy Facility (OCEF) Millenium Challenge Corporation, USA.

Name different sources of energy apart from diesel

Name protective uses of a lantern

Name the preferred source of energy and explain why

Know about renewable energy and solar energy

Know where to access solar light and how to finance it

Give an example of productive technology powered by a source different than diesel

- 3. Agricultural techniques/equipment** – Knowing what is a staple food, knowing what crops are grown in her region (assets cards already existing on this topic but it could be expanded), understanding the value chain, knowing if there are improved agricultural practices or machines to carry out agriculture.
- ? *Are you involved in agriculture? Do you know what crops are grown in your areas? Do you know what agricultural techniques are used in your area? Can you name agricultural equipment/ machines used in your area?*

Know the different uses of agricultural output and its waste

Name different agricultural practices and agro machinery

- 4. Livelihoods enhancement**– Knowing the meaning, types and uses of fuel.
- ? *What type of fuel is available in your community? What types of other fuels do you know?*

Knowing how to make
fire safely

Understanding green
energy and naming
three types of green
fuels

5. **Cooking facilities** – Knowing cooking techniques, ingredients, instruments and safety around it.

? *Do you participate in cooking activities? What instruments do you use? 'Knowledge of a safe drinking water source' is already an asset included in the toolkit.*

Knowing local cooking
techniques and
instruments

Describing the
challenges and their
solutions for cooking

6. **Financial capacity** – Knowing about MFIs, Banks and other entities that provide financial services in or close to their community (asset cards already existing – this topic could be expanded). Knowing the meaning of 'saving' and if there are informal savings groups in her community. Knowing the reasons' for saving.

? *What is saving? Why save? What types of saving systems do you know? Would you like to start saving? Does your family need to save for the (your) future?*

Know about informal
saving schemes and
consider participating

Give three reasons to
save money or assets

7. **Access to communication** – Knowing how to use a cell phone, of a TV; a radio; a computer; and knowing whom in their community has these devices. Knowing the key telephone numbers she might need to dial in an emergency (Asset card already exists on this topic but could be expanded). Knowing where is the closest internet access point and learning point for ICT skills.

? *Which is the nearest cell phone you could use in case of emergency? Do you know the phone number of your closest relatives/friends? Do you know the number of the police/emergency/health service?*

? Do you know of a place where you could access internet? Do you know of a place where you could learn computer/IT skills?

Know the uses of a radio and where to access one in your community

Know the closest access point to internet and to an IT learning center

Give examples of productive uses of a cell phone

Give examples of protective uses of a cell phone

Know where is the safest and closest cell phone charging point

Know the prices of a radio, a cell phone and a TV and be able to compare them